

# WRITING & GRAMMAR 9, 4<sup>TH</sup> EDITION

## LESSON PLAN OVERVIEW

EV ExamView

IA Instructional Aid

CR Concept Reinforcements

SE Supplemental Exercise

WL Web Link

DI Differentiated Instruction

### Chapter 1: What Great Writers Do: The Writing Process

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 1 <i>Introducing Writing</i></b>				
2–8	1.1 Summarize the writing process. 1.2 Analyze a mentor text for the six traits of good writing. 1.3 Explain how a biblical worldview affects reading and communication. <b>BWS Identity, Integrity, Logic, Judgment (recall)</b>	<b>Teacher Edition</b> • IA 1: Reviewing the Six Traits of Good Writing	<b>Teacher Tools Online</b> • IA 1: Reviewing the Six Traits of Good Writing	• IA 1: Reviewing the Six Traits of Good Writing • Practice the Skill (p. 8)
<b>Lesson 2 <i>Planning: Organizing the Ideas</i></b>				
9–15	2.1 Explain the value of the planning stage in the writing process. <b>BWS Logic (explain)</b> 2.2 Organize a list of ideas into an outline. 2.3 Freewrite a paragraph about personal goals for ninth grade. <b>BWS Identity (explain)</b> 2.4 Draft a thesis and topic outline, using correct capitalization and punctuation.			• Practice the Skill (p. 11) • Practice the Skill (p. 13) • Practice the Skill (p. 15) • Use the Skill (p. 15)
<b>Lesson 3 <i>Drafting: Parts of a Paragraph</i></b>				
16–17	3.1 Explain the drafting stage of the writing process. 3.2 Explain the basic parts of a paragraph. 3.3 Write a topic sentence. 3.4 Analyze the type of paragraph development used in a text, based on its content.			• Practice the Skill (p. 16) • Practice the Skill (p. 17)

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 4 Drafting: Organization of a Paragraph</b>				
18–20	<p>4.1 Analyze the type of organization used in a paragraph, based on its structure. <b>BWS Logic (explain)</b></p> <p>4.2 Write a conclusion for a paragraph.</p>			<ul style="list-style-type: none"> <li>• Practice the Skill (p. 19)</li> <li>• Review the Skill (p. 19)</li> <li>• Use the Skill (p. 20)</li> </ul>
<b>Lesson 5 Drafting: Parts of an Essay</b>				
21–22	<p>5.1 Explain the parts of an essay.</p> <p>5.2 Draft an introduction and a conclusion.</p>			<ul style="list-style-type: none"> <li>• Introduction paragraph</li> <li>• Conclusion paragraph</li> </ul>
<b>Lesson 6 Revising for Good Writing</b>				
23–26	<p>6.1 Describe the revising stage of the writing process.</p> <p>6.2 Revise paragraphs for style.</p> <p>6.3 Summarize versatile writing strategies to be applied to all writing.</p>			<ul style="list-style-type: none"> <li>• Practice the Skill (p. 24)</li> <li>• Use the Skill 1 (p. 26)</li> <li>• Use the Skill 2 (p. 26)</li> </ul>
<b>Lesson 7 Proofreading</b>				
27–30	<p>7.1 Explain the proofreading stage of the writing process.</p> <p>7.2 Mark an example text, using proofreading symbols.</p> <p>7.3 Evaluate an example text, using the peer-review process.</p> <p>7.4 Apply changes to improve an example text.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 2: Proofreading Symbols</li> <li>• IA 3: Peer Review Checklist</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Examples of humorous printed and otherwise published material, such as road signs, that need proofreading</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• IA 2: Proofreading Symbols</li> <li>• IA 3: Peer Review Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 28)</li> </ul>
<b>Lesson 8 Publishing</b>				
31–32	<p>8.1 Describe the publishing stage of the writing process.</p> <p>8.2 Relate the importance of using multimedia to speaking, listening, and viewing.</p> <p>8.3 Explain the risks and advantages of publishing. <b>BWS Integrity/Identity (explain)</b></p>			

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<b>Lesson 9 <i>Writing a Letter to the You of the Future</i></b>				
33–34	9.1 Explain the purpose of a letter. 9.2 Analyze the structure of a model letter. 9.3 Draft a letter to his or her future self.	<b>Teacher Edition</b> • IA 4: Punctuating and Capitalizing a Letter	<b>Teacher Tools Online</b> • Video: Letter • IA 4: Punctuating and Capitalizing a Letter	
<b>Lesson 10 <i>Revising and Publishing a Letter</i></b>				
35	10.1 Evaluate a peer’s letter for ideas, style, and grammar. 10.2 Revise a letter for ideas, style, and grammar. 10.3 Publish a letter.	<b>Teacher Edition</b> • IA 3: Peer Review Checklist	<b>Teacher Tools Online</b> • IA 3: Peer Review Checklist • WL: Video of a Time Capsule	
<b>Lesson 11 <i>Abbreviations and Numbers</i></b>				
36–39	11.1 Analyze sentences for correct use of a period. 11.2 Mark sentences to correct problems with punctuation. 11.3 Write sentences, correctly using periods for numbers, initials, and abbreviations.		<b>AfterSchoolHelp.com</b> • Other Uses for the Period	• Practice the Skill (p. 37) • Review the Skill (p. 38) • Use the Skill (p. 39)

## Chapter 2: Foundational Writing Skills: Applying Mechanics

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 12 Capitalizing Correctly</b>				
40–45	<p>12.1 Explain the importance of mechanics. <b>BWS Identity (explain)</b></p> <p>12.2 Analyze sentences for correct capitalization.</p> <p>12.3 Correct capitalization errors in sentences.</p> <p>12.4 Compose a paragraph demonstrating proficiency in the use of capitalization.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 12</li> </ul> <p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 5: Capitalization Rules</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 2 Preassessment</li> <li>CR 1</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 5: Capitalization Rules</li> <li>Chapter 2 Preassessment</li> <li>CR 1</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Capitalization</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 2 Preassessment</li> <li>Practice the Skill (p. 44)</li> <li>Review the Skill (pp. 44–45)</li> <li>Use the Skill (p. 45)</li> <li>SE: Lesson 12 (p. 495)</li> <li>CR 1</li> </ul>
<b>Lesson 13 Using Correct Spelling</b>				
46–48	<p>13.1 Spell singular present-tense verbs and plural nouns correctly.</p> <p>13.2 Spell words containing <i>ie</i> or <i>ei</i> correctly.</p> <p>13.3 Spell words containing suffixes correctly.</p> <p>13.4 Write a paragraph that demonstrates spelling proficiency.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 13</li> </ul> <p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 6: Spelling Hints</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 2</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 6: Spelling Hints</li> <li>WL: A video about misspellings</li> <li>CR 2</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Spelling and Troublesome Words</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 47)</li> <li>Review the Skill (p. 48)</li> <li>Use the Skill (p. 48)</li> <li>SE: Lesson 13 (p. 496)</li> <li>CR 2</li> </ul>
<b>Lesson 14 Using Commas in a Series</b>				
49–51	<p>14.1 Identify comma errors in sentences.</p> <p>14.2 Correct comma errors in sentences.</p> <p>14.3 Write sentences, using punctuation correctly.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 14</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Index cards</li> </ul>	<p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (pp. 50–51)</li> <li>Review the Skill (p. 51)</li> <li>Use the Skill (p. 51)</li> <li>SE: Lesson 14 (p. 497)</li> </ul>
<b>Lesson 15 Using Commas to Set Off Certain Sentence Elements</b>				
52–54	<p>15.1 Identify comma errors in sentences.</p> <p>15.2 Correct comma errors in sentences.</p> <p>15.3 Determine the correct placement for commas in a peer’s spoken sentences.</p> <p>15.4 Write sentences, using punctuation correctly.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 15</li> </ul>	<p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 54)</li> <li>Use the Skill (p. 54)</li> <li>SE: Lesson 15 (p. 498)</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 16 Using Commas in Other Situations</b>				
55–57	16.1 Identify comma errors in sentences. 16.2 Correct comma errors in sentences. 16.3 Write a brief creative selection demonstrating proficiency in the use of commas.	<b>Student Worktext</b> • SE: Lesson 16  <b>Teacher Edition</b> • IA 7: Incorrect Commas  <b>Assessments</b> • CR 3	<b>Teacher Tools Online</b> • IA 7: Incorrect Commas • CR 3  <b>AfterSchoolHelp.com</b> • Punctuation	<ul style="list-style-type: none"> <li>• Practice the Skill (pp. 56–57)</li> <li>• Use the Skill (p. 57)</li> <li>• SE: Lesson 16 (p. 499)</li> <li>• CR 3</li> </ul>
<b>Lesson 17 Using Semicolons and Colons</b>				
58–60	17.1 Choose the correct punctuation marks for sentences. 17.2 Insert missing semicolons and colons in sentences. 17.3 Write sentences with semicolons and colons used correctly.	<b>Student Worktext</b> • SE: Lesson 17	<b>AfterSchoolHelp.com</b> • Punctuation	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 59)</li> <li>• Review the Skill (p. 60)</li> <li>• Use the Skill (p. 60)</li> <li>• SE: Lesson 17 (p. 500)</li> </ul>
<b>Lesson 18 Using Quotation Marks, Ellipses, and Italics</b>				
61–63	18.1 Choose the correct punctuation marks for sentences. 18.2 Insert missing quotation marks and underlining in sentences. 18.3 Write a short dialogue demonstrating proficiency in the use of quotation marks and ellipses.	<b>Student Worktext</b> • SE: Lesson 18  <b>Teacher Edition</b> • IA 8: Selection from <i>Plainsong</i>  <b>Assessments</b> • CR 4  <b>Materials</b> • Timer	<b>Teacher Tools Online</b> • IA 8: Selection from <i>Plainsong</i> • CR 4  <b>AfterSchoolHelp.com</b> • Punctuation	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 63)</li> <li>• Use the Skill (p. 63)</li> <li>• SE: Lesson 18 (p. 501)</li> <li>• CR 4</li> </ul>
<b>Lesson 19 Using Apostrophes</b>				
64–65	19.1 Insert missing apostrophes in sentences. 19.2 Determine the correct spelling for possessives in spoken sentences. 19.3 Write sentences demonstrating the correct use of apostrophes to show possession.	<b>Student Worktext</b> • SE: Lesson 19  <b>Assessments</b> • CR 5	<b>Teacher Tools Online</b> • WL: A video about apostrophes • CR 5  <b>AfterSchoolHelp.com</b> • Punctuation	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 65)</li> <li>• Review the Skill (p. 65)</li> <li>• Use the Skill (p. 65)</li> <li>• SE: Lesson 19 (p. 502)</li> <li>• CR 5</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 20 Using Hyphens, Dashes, and Parentheses</b>				
66–69	20.1 Choose the correct punctuation marks for sentences. 20.2 Insert missing hyphens, dashes, or parentheses in sentences. 20.3 Write sentences making correct use of hyphens, dashes, and parentheses. 20.4 Proofread a business letter for spelling, capitalization, and punctuation errors.	<b>Student Worktext</b> • SE: Lesson 20  <b>Assessments</b> • CR 6  <b>Materials</b> • Flash cards, each with a different mark of punctuation covered in the chapter	<b>Teacher Tools Online</b> • CR 6  <b>AfterSchoolHelp.com</b> • Punctuation	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 67)</li> <li>• Review the Skill (p. 67)</li> <li>• Use the Skill (pp. 68–69)</li> <li>• SE: Lesson 20 (p. 503)</li> <li>• CR 6</li> </ul>
<b>Lesson 21 Writing an Essay Answer</b>				
70–73	21.1 Draft a tentative outline in response to an essay prompt. 21.2 Write an essay answer in response to a prompt. 21.3 Proofread an essay answer for correct capitalization, punctuation, and spelling.	<b>Teacher Edition</b> • IA 9: Essay Answer  <b>Materials</b> • A brief video depicting a popular portrayal of the Wild West	<b>Teacher Tools Online</b> • IA 9: Essay Answer	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 71)</li> </ul>
<b>Lesson 22 Chapter 2 Review</b>				
74–77	22.1 Recall concepts from Chapter 2.			<ul style="list-style-type: none"> <li>• Chapter 2 Review (pp. 74–77)</li> </ul>
<b>Lesson 23 Chapter 2 Test</b>				
	23.1 Demonstrate knowledge of concepts from Chapter 2 by taking Test 2.	<b>Assessments</b> • Chapter 2 Test	<b>Teacher Tools Online</b> • EV: Chapter 2 Test Bank	<ul style="list-style-type: none"> <li>• Chapter 2 Test</li> </ul>

## Chapter 3: Investigation: Developing Research Skills

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 24 Formulating Research Questions and Conducting Research</b>				
78–88	24.1 Analyze a model text for research support. 24.2 Formulate a research question. <b>BWS Judgment (formulate)</b> 24.3 Locate sources, using library and electronic search tools, to answer the research question.		<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• Video: Avoiding Plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 84)</li> <li>• Practice the Skill (p. 87)</li> <li>• Use the Skill (p. 88)</li> </ul>
<b>Lesson 25 Evaluating Sources</b>				
89–93	25.1 Define characteristics of credible sources. 25.2 Distinguish between fact and opinion. <b>BWS Judgment (evaluate)</b> 25.3 Define common-knowledge information. 25.4 Evaluate the credibility of sources. <b>BWS Integrity (evaluate)</b>	<b>Materials</b> <ul style="list-style-type: none"> <li>• Credible source</li> <li>• Biased source</li> </ul>		<ul style="list-style-type: none"> <li>• Practice the Skill (p. 92)</li> <li>• Use the Skill (p. 93)</li> </ul>
<b>Lesson 26 Citing Sources</b>				
94–99	26.1 Identify ways to avoid plagiarism. <b>BWS Integrity (recall)</b> 26.2 Demonstrate in-text citations with MLA formatting. 26.3 Analyze the MLA format for citing sources. 26.4 Develop a works-cited page of cited sources.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 10: Source Notes and Content Notes</li> <li>• IA 11: Works-Cited Source Information</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• IA 10: Source Notes and Content Notes</li> <li>• IA 11: Works-Cited Source Information</li> <li>• WL: Creating Citations 1</li> <li>• WL: Creating Citations 2</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 97)</li> <li>• Use the Skill (p. 98)</li> <li>• Practice the Skill (p. 99)</li> <li>• Use the Skill (p. 99)</li> </ul>
<b>Lesson 27 Planning and Drafting a Historical Research Essay</b>				
100–103	27.1 Brainstorm ideas for a historical research essay. 27.2 Construct an outline for a historical research essay. 27.3 Draft a historical research essay supported by paraphrases and quotations.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 10: Source Notes and Content Notes</li> <li>• IA 12: Historical Research Essay Rubric</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• Video: Historical Research Essay</li> <li>• IA 10: Source Notes and Content Notes</li> <li>• IA 12: Historical Research Essay Rubric</li> </ul>	

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 28 Revising a Historical Research Essay</b>				
104–5	28.1 Revise a historical research essay for style and content.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 12: Historical Research Essay Rubric</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 12: Historical Research Essay Rubric</li> <li>WL: A Video on Cutting and Revising</li> </ul>	
<b>Lesson 29 Proofreading a Historical Research Essay</b>				
105–6	29.1 Capitalize headlines correctly. 29.2 Evaluate a peer’s historical research essay, using a rubric. 29.3 Proofread a historical research essay for spelling and grammar. 29.4 Revise a historical research essay for spelling and grammar.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 3: Peer Review Checklist</li> <li>IA 12: Historical Research Essay Rubric</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Headline-Style Capitalization</li> <li>IA 3: Peer Review Checklist</li> <li>IA 12: Historical Research Essay Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 106)</li> <li>Use the Skill (p. 106)</li> </ul>
<b>Lesson 30 Publishing a Historical Research Essay</b>				
107	30.1 Choose a method for publishing a historical research essay. 30.2 Publish a historical research essay. 30.3 Reflect on the value of choosing credible, unbiased sources to support a historical research essay. <b>BWS Integrity (explain)</b>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 12: Historical Research Essay Rubric</li> <li>IA 13: Reflecting on Using Good Sources</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 12: Historical Research Essay Rubric</li> <li>IA 13: Reflecting on Using Good Sources</li> </ul>	<ul style="list-style-type: none"> <li>IA 12: Historical Research Essay Rubric</li> </ul>



## Chapter 4: Communicating to Convince: Writing a Persuasive Essay

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 31 Writing Persuasively</b>				
108–19	31.1 Identify characteristics of persuasive writing. 31.2 Analyze the writing craft modeled in the unit mentor text. 31.3 Infer the writing craft of a persuasive essay, based on the chapter mentor text. <b>BWS Logic (explain)</b>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 14: Characteristics of Persuasive Writing</li> <li>IA 15: Evaluating Persuasive Texts</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Resources for student research on two opposing viewpoints on an issue</li> <li>Stacks of sticky notes</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 14: Characteristics of Persuasive Writing</li> <li>IA 15: Evaluating Persuasive Texts</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 119)</li> </ul>
<b>Lesson 32 Planning a Persuasive Essay</b>				
120–21	32.1 Brainstorm ideas for a persuasive essay. 32.2 Organize ideas into a tentative outline for a persuasive essay. <b>BWS Logic (formulate)</b>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 16: Planning a Persuasive Essay</li> <li>IA 3: Peer Review Checklist</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Persuasive Essay</li> <li>IA 16: Planning a Persuasive Essay</li> <li>IA 3: Peer Review Checklist</li> </ul>	
<b>Lessons 33–34 Drafting a Persuasive Essay</b>				
122–23	33–34.1 Compose a draft of a persuasive essay.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 17: Persuasive Essay Rubric</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 17: Persuasive Essay Rubric</li> <li>WL: Video about Rhetorical Appeals</li> </ul>	
<b>Lesson 35 Revising for Cohesiveness</b>				
124–25	35.1 Identify effective transition words for an argument. 35.2 Evaluate the drafted essay for the strategic use of transitions for cohesiveness. 35.3 Improve a drafted essay by using transitions.		<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Cohesiveness</li> <li>WL: Transition Words by Category</li> </ul>	

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 36 <i>Revising a Persuasive Essay</i></b>				
126	36.1 Compare the plan with the drafted essay. 36.2 Evaluate the drafted essay according to a rubric. 36.3 Revise the drafted essay based on the evaluation.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 17: Persuasive Essay Rubric</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 17: Persuasive Essay Rubric</li> <li>WL: Video of revising for coherence</li> </ul>	
<b>Lesson 37 <i>Possessive Pronouns vs. Contractions</i></b>				
127–28	37.1 Distinguish between possessive pronouns and contractions. 37.2 Proofread sentences for correct use of possessive pronouns and contractions. 37.3 Evaluate the persuasive essay for possessive pronoun errors. 37.4 Correct possessive pronoun errors in the persuasive essay.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 18: I Spy</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Possessive Pronouns vs. Contractions</li> <li>IA 18: I Spy</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 128)</li> <li>Use the Skill (p. 128)</li> </ul>
<b>Lesson 38 <i>Proofreading a Persuasive Essay</i></b>				
129–30	38.1 Proofread the persuasive essay, using a checklist. 38.2 Proofread a peer’s persuasive essay. <b>BWS Identity (explain)</b> 38.3 Revise an essay through collaboration.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 3: Peer Review Checklist</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 3: Peer Review Checklist</li> <li>WL: Digital Quick Write</li> </ul>	
<b>Lesson 39 <i>Publishing a Persuasive Essay</i></b>				
131	39.1 Deliver the persuasive essay as a speech before the class.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 17: Persuasive Essay Rubric</li> <li>IA 19: Persuasive Presentation Rubric</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Cards indicating time</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 17: Persuasive Essay Rubric</li> <li>IA 19: Persuasive Presentation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>IA 17: Persuasive Essay Rubric</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 40 <i>Reflecting on a Persuasive Essay</i></b>				
132–33	<p>40.1 Reflect on the effectiveness of the written essay. <b>BWS Identity, Logic, Integrity, Judgment (explain)</b></p> <p>40.2 Reflect on the effectiveness of the speech in a journal entry. <b>BWS Identity (explain)</b></p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Student-marked persuasive presentation rubrics from Lesson 39</li> </ul>		<ul style="list-style-type: none"> <li>• Practice the Skill (p. 133)</li> <li>• Use the Skill (p. 133)</li> </ul>

## Chapter 5: Elements of Thought: Writing Effective Sentences

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 41 Introducing Sentence Patterns</b>				
134–39	<p>41.1 Explain the importance of effective sentences. <b>BWS Identity (explain)</b></p> <p>41.2 Determine whether verbs are transitive, intransitive, or linking.</p> <p>41.3 Determine whether complements are direct objects, indirect objects, predicate nouns, or predicate adjectives.</p> <p>41.4 Determine the sentence pattern of a given sentence.</p>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 41</li> </ul> <p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 20: A Procedure for Identifying Complements and Kinds of Verbs</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 5 Preassessment</li> <li>CR 7</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Index cards with various sentence patterns</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 20: A Procedure for Identifying Complements and Kinds of Verbs</li> <li>Chapter 5 Preassessment</li> <li>CR 7</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Basic Sentence Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 5 Preassessment</li> <li>Practice the Skill (p. 138)</li> <li>Review the Skill (p. 139)</li> <li>SE: Lesson 41 (p. 503)</li> <li>CR 7</li> </ul>
<b>Lesson 42 Using Phrases and Clauses</b>				
140–41	<p>42.1 Classify word groups as phrases, independent clauses, or dependent clauses.</p> <p>42.2 Write a paragraph, using phrases and clauses correctly.</p> <p>42.3 Role-play a salesperson’s pitch to a customer, demonstrating effective use of phrases and clauses.</p>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 42</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 8</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Four blank slips of paper for each student</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>CR 8</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Phrases and Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 141)</li> <li>Review the Skill (p. 141)</li> <li>Use the Skill (p. 141)</li> <li>SE: Lesson 42 (p. 504)</li> <li>CR 8</li> </ul>
<b>Lesson 43 Avoiding Fragments</b>				
142–44	<p>43.1 Identify fragments in a paragraph.</p> <p>43.2 Revise fragments to form complete sentences.</p>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 43</li> </ul>	<p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Sentence Problems</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (pp. 142–43)</li> <li>Use the Skill (p. 144)</li> <li>SE: Lesson 43 (p. 505)</li> </ul>
<b>Lesson 44 Avoiding Comma Splices and Fused Sentences</b>				
145–47	<p>44.1 Identify comma splices and fused sentences.</p> <p>44.2 Revise comma splices and fused sentences to form complete sentences.</p> <p>44.3 Write a brief persuasive speech that demonstrates the effective use of sentences. <b>BWS Judgment (formulate)</b></p>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 44</li> </ul> <p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 21: Persuasive Speech Checklist</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 9</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 21: Persuasive Speech Checklist</li> <li>Web Link: A video of Adolf Hitler delivering a speech</li> <li>CR 9</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Sentence Problems</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (pp. 146–47)</li> <li>Review the Skill (p. 147)</li> <li>Use the Skill (p. 147)</li> <li>SE: Lesson 44 (pp. 506–7)</li> <li>CR 9</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 45 Planning a Brochure</b>				
148–50	45.1 Brainstorm ideas for a brochure. 45.2 Organize ideas into a tentative outline for a brochure. <b>BWS Logic (explain)</b>	<b>Materials</b> • A generic-brand product; a name-brand product	<b>Teacher Tools Online</b> • Web Link: A video demonstrating God’s order in creation	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 149)</li> <li>• Use the Skill (p. 150)</li> </ul>
<b>Lesson 46 Drafting a Brochure</b>				
151	46.1 Compose a draft of a brochure.			
<b>Lesson 47 Revising and Publishing a Brochure</b>				
152–53	47.1 Revise a brochure for style and grammar. 47.2 Publish a brochure in your school. <b>BWS Integrity (explain)</b>		<b>Teacher Tools Online</b> • WL: A video about deceptive advertising	
<b>Lesson 48 Chapter 5 Review</b>				
154–55	48.1 Recall concepts from Chapter 5.			• Chapter 5 Review (pp. 154–55)
<b>Lesson 49 Chapter 5 Test</b>				
	49.1 Demonstrate knowledge of concepts from Chapter 5 by taking Test 5.	<b>Assessments</b> • Chapter 5 Test	<b>Teacher Tools Online</b> • EV: Chapter 5 Test Bank	• Chapter 5 Test

## Chapter 6: A Nickel for Your Thoughts: Writing an Opinion Piece

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 50 Writing an Opinion Piece</b>				
156–64	50.1 Analyze the writing craft modeled in an opinion piece. 50.2 Evaluate arguments in an opinion piece. <b>BWS Judgment/Logic (evaluate)</b>			
<b>Lesson 51 Planning an Opinion Piece</b>				
165	51.1 Brainstorm ideas for an opinion piece. 51.2 Develop a valid opinion. <b>BWS Judgment (explain)</b> 51.3 Organize ideas into a tentative outline for an opinion piece. <b>BWS Logic (formulate)</b>		<b>Teacher Tools Online</b> • Video: Opinion Piece	
<b>Lessons 52–53 Drafting an Opinion Piece</b>				
166–67	52–53.1 Compose a draft of an opinion piece.	<b>Teacher Edition</b> • IA 22: Opinion Piece Rubric	<b>Teacher Tools Online</b> • IA 22: Opinion Piece Rubric	
<b>Lesson 54 Sentence Variety</b>				
168–71	54.1 Infer the importance of varying sentence patterns within a paragraph. <b>BWS Identity (explain)</b> 54.2 Improve sentence variety in a paragraph through collaboration.		<b>Teacher Tools Online</b> • Video: Sentence Variety	• Practice the Skill (pp. 170–71) • Use the Skill (p. 171)
<b>Lessons 55–56 Revising an Opinion Piece</b>				
172	55–56.1 Compare the plan with the drafted piece. 55–56.2 Evaluate the drafted opinion piece according to a rubric. 55–56.3 Evaluate a peer’s opinion piece according to a rubric. <b>BWS Logic (evaluate)</b> 55–56.4 Revise an opinion piece.	<b>Teacher Edition</b> • IA 22: Opinion Piece Rubric • IA 3: Peer Review Checklist	<b>Teacher Tools Online</b> • IA 22: Opinion Piece Rubric • IA 3: Peer Review Checklist	

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 57 Proofreading an Opinion Piece</b>				
173–74	57.1 Proofread the opinion piece, using a checklist. 57.2 Revise an opinion piece. 57.3 Publish the opinion piece on a blog. <b>BWS Identity (evaluate)</b>	<b>Teacher Edition</b> • IA 22: Opinion Piece Rubric	<b>Teacher Tools Online</b> • IA 22: Opinion Piece Rubric	• IA 22: Opinion Piece Rubric
<b>Lesson 58 Reflecting on an Opinion Piece</b>				
175	58.1 Write a journal entry, addressing how to have a positive influence on school or community.	<b>Teacher Edition</b> • IA 23: Reflecting on Your Work	<b>Teacher Tools Online</b> • IA 23: Reflecting on Your Work	• Practice the Skill (p. 175)

## Chapter 7: Telling the Story: Writing a Narrative Essay

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 59 Writing a Narrative Essay</b>				
176–86	59.1 Identify the elements of a narrative essay. 59.2 Analyze the writing craft modeled in the unit mentor text. 59.3 Infer the writing craft of a narrative essay from the chapter mentor text. 59.4 Infer the message of the chapter mentor text. 59.5 Evaluate the message of the chapter mentor text. <b>BWS Judgment (evaluate)</b>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 24: Narrative Writing Features</li> <li>IA 25: Analyzing the Writing Craft of Sullenberger’s <i>Highest Duty</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A cast photo of <i>Leave It to Beaver</i></li> <li>A cast photo of <i>Cheers</i></li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 24: Narrative Writing Features</li> <li>IA 25: Analyzing the Writing Craft of Sullenberger’s <i>Highest Duty</i></li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 186)</li> </ul>
<b>Lesson 60 Planning a Narrative Essay</b>				
186–88	60.1 Brainstorm ideas for a narrative essay. 60.2 Formulate the message for a narrative essay. <b>BWS Judgment (formulate)</b> 60.3 Organize ideas into a tentative outline for a narrative essay.	<b>Materials</b> <ul style="list-style-type: none"> <li>Tada, Joni Eareckson, and Steven Estes. <i>When God Weeps: Why Our Sufferings Matter to the Almighty</i>. Grand Rapids: Zondervan, 1997.</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Narrative Essay</li> </ul>	
<b>Lesson 61 Drafting a Narrative Essay</b>				
189–90	61.1 Compose a draft of a narrative essay.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 26: Show, Don’t Tell</li> <li>IA 27: Narrative Essay Rubric</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 26: Show, Don’t Tell</li> <li>IA 27: Narrative Essay Rubric</li> </ul>	
<b>Lesson 62 Unclear Pronoun Reference</b>				
191–94	62.1 Identify unclear pronoun reference in sentences. 62.2 Revise sentences containing unclear pronoun reference.		<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Unclear Pronouns</li> </ul> <b>AfterSchoolHelp.com</b> <ul style="list-style-type: none"> <li>Correcting Unclear Reference Problems</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (pp. 192–93)</li> <li>Use the Skill (pp. 193–94)</li> </ul>



Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 63 Revising a Narrative Essay</b>				
195–96	<p>63.1 Infer the importance of using transition words for a sequence of events within a paragraph.</p> <p>63.2 Improve a narrative’s transitions through collaboration.</p> <p>63.3 Compare the plan with the drafted essay.</p> <p>63.4 Evaluate the drafted essay according to a rubric.</p> <p>63.5 Revise the drafted essay based on the evaluation.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 27: Narrative Essay Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 27: Narrative Essay Rubric</li> <li>Video: Transition Words</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 195)</li> </ul>
<b>Lesson 64 Proofreading a Narrative Essay</b>				
196–97	<p>64.1 Proofread the essay, using a checklist.</p> <p>64.2 Proofread a peer’s narrative essay.</p> <p>64.3 Revise an essay through collaboration.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 3: Peer Review Checklist</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Printed materials with typos or grammar mistakes</li> <li>A desk bell</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 3: Peer Review Checklist</li> </ul>	
<b>Lesson 65 Publishing a Narrative Essay</b>				
198	<p>65.1 Create a meme or comic related to a narrative essay.</p> <p>65.2 Publish a narrative essay on a blog.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 27: Narrative Essay Rubric</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A humorous meme</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 27: Narrative Essay Rubric</li> </ul>	
<b>Lesson 66 Reflecting on a Narrative Essay</b>				
199	<p>66.1 Evaluate the process and significance of writing a narrative essay.</p> <p>66.2 Write a journal entry about finding humor in personal struggles. <b>BWS Identity (apply)</b></p>			<ul style="list-style-type: none"> <li>Practice the Skill (p. 199)</li> <li>Use the Skill (p. 199)</li> </ul>

## Chapter 8: The Building Blocks of Writing: Using Parts of Speech (Part 1)

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 67 Recognizing Sentence Patterns</b>				
200–204	<p>67.1 Explain the importance of skillful communication. <b>BWS Identity (explain)</b></p> <p>67.2 Determine whether verbs in sentences are transitive, intransitive, or linking.</p> <p>67.3 Determine whether complements are direct objects, indirect objects, predicate nouns, or predicate adjectives.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 67</li> </ul> <p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 20: A Procedure for Identifying Complements and Kinds of Verbs</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 8 Preassessment</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 20: A Procedure for Identifying Complements and Kinds of Verbs</li> <li>WL: A video of a Ronald Reagan speech</li> <li>Chapter 8 Preassessment</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Basic Sentence Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 8 Preassessment</li> <li>Practice the Skill (p. 203)</li> <li>Review the Skill (p. 204)</li> <li>SE: Lesson 67 (p. 508)</li> </ul>
<b>Lesson 68 Using Helping Verbs</b>				
205–6	<p>68.1 Identify helping verbs to recognize the complete verb in sentences.</p> <p>68.2 Write sentences demonstrating varied uses of helping verbs.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 68</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>One general-interest book for each group of three or four students in the class</li> </ul>	<p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Auxiliaries</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 206)</li> <li>Use the Skill (p. 206)</li> <li>SE: Lesson 68 (p. 508)</li> </ul>
<b>Lesson 69 Identifying Principal Parts and Using Simple Tenses</b>				
207–10	<p>69.1 Choose the correct principal part of the verb in a sentence.</p> <p>69.2 Choose the correct verb form to address the present, past, and future tenses.</p> <p>69.3 Revise a paragraph to correct verb errors.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 69</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 10</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Several slips of paper with a verb written on each one</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>CR 10</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Principal Parts of Verbs</li> <li>Simple Tenses</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 209)</li> <li>Practice the Skill (p. 210)</li> <li>Use the Skill (p. 210)</li> <li>SE: Lesson 69 (p. 509)</li> <li>CR 10</li> </ul>
<b>Lesson 70 Using Perfect Tenses</b>				
211–12	<p>70.1 Choose the correct verb form to express the present perfect, past perfect, and future perfect tenses.</p> <p>70.2 Write sentences with present perfect, past perfect, and future perfect tenses used correctly.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 70</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 11</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>CR 11</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Perfect Tenses</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 212)</li> <li>Use the Skill (p. 212)</li> <li>SE: Lesson 70 (p. 510)</li> <li>CR 11</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 71 Using Progressive Tenses</b>				
213–14	<p>71.1 Identify the progressive forms of simple and perfect tenses.</p> <p>71.2 Form the progressive of simple tenses in written sentences.</p> <p>71.3 Use verb tenses correctly in an essay.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 71</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 12</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>An index card with a simple- or perfect-tense sentence for each pair of students</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>CR 12</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Progressive Tenses</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 214)</li> <li>Use the Skill (p. 214)</li> <li>SE: Lesson 71 (p. 510)</li> <li>CR 12</li> </ul>
<b>Lesson 72 Using the Indicative, Imperative, and Subjunctive Moods</b>				
215–16	<p>72.1 Distinguish among the indicative, imperative, and subjunctive moods.</p> <p>72.2 Write sentences in the indicative, imperative, and subjunctive moods.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 72</li> </ul> <p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 28: Review of Verbs</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>An index card (one per student) with a verb mood; an index card (one per student) with a verb; a blank sheet of paper</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 28: Review of Verbs</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Indicative and Imperative Moods</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 216)</li> <li>Use the Skill (p. 216)</li> <li>SE: Lesson 72 (p. 511)</li> <li>IA 28</li> </ul>
<b>Lesson 73 Using Plural, Possessive, Common, and Proper Nouns</b>				
217–19	<p>73.1 Form plural nouns correctly in sentences.</p> <p>73.2 Classify nouns in sentences as either common or proper.</p> <p>73.3 Revise a biographical anecdote to correct the form of possessive nouns.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 13</li> <li>SE: 73</li> </ul> <p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 29: The Pronunciation of Plurals and Possessives</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 2</li> <li>CR 13</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A call bell</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 29: The Pronunciation of Plurals and Possessives</li> <li>CR 2</li> <li>CR 13</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Forms of Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (pp. 218–19)</li> <li>Use the Skill (p. 219)</li> <li>SE: Lesson 13 (p. 496)</li> <li>SE: Lesson 73 (p. 512)</li> <li>CR 2</li> <li>CR 13</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 74 Using Count, Noncount, Collective, and Compound Nouns</b>				
220–22	<p>74.1 Classify nouns in sentences as count, noncount, collective, or compound.</p> <p>74.2 Classify nouns in sentences as either singular or plural.</p> <p>74.3 Write sentences with count, noncount, compound, and collective nouns.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 74</li> </ul> <p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 30: Diagram of Collective Nouns</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 14</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Several one-dollar bills; an index card for each group of three students</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 30: Diagram of Collective Nouns</li> <li>CR 14</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Count and Noncount Nouns</li> <li>Collective and Compound Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 221)</li> <li>Practice the Skill (p. 222)</li> <li>Use the Skill (p. 222)</li> <li>SE: Lesson 74 (p. 513)</li> <li>CR 14</li> </ul>
<b>Lesson 75 Using Nouns in a Variety of Functions</b>				
223–24	<p>75.1 Identify the functions of nouns in sentences.</p> <p>75.2 Write sentences with nouns of direct address and appositives.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 75</li> </ul> <p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 20: A Procedure for Identifying Complements and Kinds of Verbs</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 15</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 20: A Procedure for Identifying Complements and Kinds of Verbs</li> <li>CR 15</li> <li>WL: Digital flash cards</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Function of Nouns in the Sentence</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 224)</li> <li>Use the Skill (p. 224)</li> <li>SE: Lesson 75 (p. 514)</li> <li>CR 15</li> </ul>
<b>Lesson 76 Using Personal Pronouns with Correct Case</b>				
225–27	<p>76.1 Determine the function of pronouns in sentences.</p> <p>76.2 Choose the appropriate personal pronoun for a sentence.</p> <p>76.3 Write sentences with personal pronouns in various functions.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 76</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 16</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Flash cards (from Lesson 75)</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: Pronouns and Appositives</li> <li>CR 16</li> <li>WL: Digital Flash Cards</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Personal Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 227)</li> <li>Use the Skill (p. 227)</li> <li>SE: Lesson 76 (p. 515)</li> <li>CR 16</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 77 Using Other Types of Pronouns</b>				
228–30	<p>77.1 Analyze the functions of pronouns in sentences.</p> <p>77.2 Distinguish pronouns according to type: interrogative, demonstrative, indefinite, reflexive, intensive, and relative.</p> <p>77.3 Apply a variety of noun, pronoun, and verb types to a conversation about facing challenges.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 77</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 17</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Talbert, Layton. <i>Not by Chance: Learning to Trust a Sovereign God</i>. Greenville, SC: BJU Press, 2001</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: Using Other Types of Pronouns</li> <li>CR 17</li> <li>DI 1</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 230)</li> <li>Use the Skill (p. 230)</li> <li>SE: Lesson 77 (p. 516)</li> <li>CR 17</li> <li>DI 1</li> </ul>
<b>Lessons 78–79 Creative Writing</b>				
231–33	<p>78-79.1 Brainstorm ideas for a short fictional or nonfictional account. <b>BWS Judgment (evaluate)</b></p> <p>78-79.2 Write a brief account of someone’s conquering a challenge.</p> <p>78-79.3 Revise a drafted account.</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>One synopsis of a popular film for each group of four students</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>WL: A video of Larry Bird</li> <li>WL: Plugged In</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 232)</li> </ul>
<b>Lesson 80 Revising for Noun Choice and Precision</b>				
234–35	<p>80.1 Infer the importance of noun choice and precision <b>BWS Logic (explain)</b></p> <p>80.2 Revise a historical narrative to improve noun choice and precision.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 31: Improving Noun Choice and Precision</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 31: Improving Noun Choice and Precision</li> <li>Video: Precision</li> </ul>	<ul style="list-style-type: none"> <li>IA 31: Improving Noun Choice and Precision</li> <li>Practice the Skill (p. 235)</li> <li>Use the Skill (p. 235)</li> </ul>
<b>Lesson 81 Chapter 8 Review</b>				
236–41	81.1 Recall concepts from Chapter 8.			<ul style="list-style-type: none"> <li>Chapter 8 Review (pp. 236–41)</li> </ul>
<b>Lesson 82 Chapter 8 Test</b>				
	82.1 Demonstrate knowledge of concepts from Chapter 8 by taking Test 8.	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 8 Test</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>EV: Chapter 8 Test Bank</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 8 Test</li> </ul>

## Chapter 9: A Record of the Past: Writing an Oral History

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 83 Writing an Oral History</b>				
242–49	<p>83.1 Infer the writing craft of an oral history from the chapter mentor text.</p> <p>83.2 Infer the importance of accuracy and clarity for writing a historical account.</p> <p><b>BWS Integrity (explain)</b></p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Talbert, Layton. <i>Not by Chance: Learning to Trust a Sovereign God</i>. Greenville, SC: BJU Press, 2001.</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>WL: A video of 9/11</li> <li>WL: A discussion of God and 9/11</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 249)</li> </ul>
<b>Lessons 84–85 Planning an Oral History</b>				
250–52	<p>84–85.1 Brainstorm potential subjects for an oral history.</p> <p>84–85.2 Choose a subject as a source for an oral history.</p> <p>84–85.3 Develop a list of questions for an interviewee.</p> <p><b>BWS Judgment (explain)</b></p> <p>84–85.4 Interview a subject.</p> <p>84–85.5 Organize interview information for crafting a narrative.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 32: Interview Preparation Checklist</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 32: Interview Preparation Checklist</li> <li>Video: Oral History</li> </ul>	
<b>Lesson 86 Drafting an Oral History</b>				
253–54	<p>86.1 Compose a draft of an oral history.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 33: Oral History Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 33: Oral History Rubric</li> </ul>	
<b>Lesson 87 Active and Passive Voice</b>				
255–57	<p>87.1 Distinguish between verbs in active and passive voice.</p> <p>87.2 Infer the value of strategically choosing active or passive voice.</p> <p><b>BWS Identity (evaluate)</b></p> <p>87.3 Improve sentences by using active-voice verbs.</p>		<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: Active and Passive Voice</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Active and Passive Voice</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 256)</li> <li>Use the Skill (p. 257)</li> </ul>
<b>Lesson 88 Revising an Oral History</b>				
258	<p>88.1 Compare the plan with the drafted history.</p> <p>88.2 Evaluate the drafted history according to a rubric.</p> <p>88.3 Revise the drafted history based on the evaluation.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 33: Oral History Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 33: Oral History Rubric</li> </ul>	

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 89 Proofreading an Oral History</b>				
258–59	89.1 Proofread the oral history, using a checklist. 89.2 Proofread a peer’s oral history. 89.3 Revise the oral history through collaboration.		<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• WL: An Online Quiz for Identifying Grammar Errors in Published Material</li> </ul>	
<b>Lesson 90 Publishing an Oral History and Reflecting on an Oral History</b>				
260–61	90.1 Choose a method for publishing an oral history. 90.2 Publish an oral history. 90.3 Write a journal entry, comparing personal struggles to the struggles of the interviewee. <b>BWS Judgment (formulate)</b>	<b>Materials</b> <ul style="list-style-type: none"> <li>• A trifold poster-board with a collage of photos for an oral-history presentation</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• WL: Instructions for publishing on YouTube</li> <li>• WL: An outlet for podcast publishing</li> <li>• WL: An online Bible study tool such as Blue Letter Bible</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 261)</li> </ul>

## Chapter 10: Tell Them What It's About: Writing an Informative Article

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 91 Writing an Informative Article</b>				
262–71	<p>91.1 Identify the elements of informative writing.</p> <p>91.2 Analyze the writing craft modeled in the unit mentor text.</p> <p>91.3 Infer the writing craft of an informative article from the chapter mentor text.</p> <p>91.4 Differentiate between a recounting of the facts and an evaluation of the facts.</p> <p><b>BWS Judgment (evaluate)</b></p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A brief US history quiz</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• WL: Civics test bank for US citizenship</li> <li>• WL: A resource for evaluating bias in news coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 271)</li> </ul>
<b>Lesson 92 Planning an Informative Article</b>				
272–73	<p>92.1 Brainstorm ideas for an informative article.</p> <p>92.2 Research sources to locate support for an informative article.</p> <p>92.3 Assess the credibility and accuracy of sources.</p> <p><b>BWS Integrity (evaluate)</b></p> <p>92.4 Organize ideas into a tentative outline for an informative piece.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 34: Source Evaluation Checklist</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Several secondary sources of varying quality (one for each group of three students)</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• IA 34: Source Evaluation Checklist</li> <li>• Video: Informative Article</li> <li>• WL: This Day in History</li> </ul>	
<b>Lessons 93–94 Drafting an Informative Article</b>				
274–75	<p>93–94.1 Compose a draft of an informative article, using organizational strategies and research support.</p> <p>93–94.2 Create a bibliographic entry, using MLA form.</p> <p>93–94.3 Quote the data or conclusions of others in an informative article.</p> <p>93–94.4 Paraphrase the data or conclusions of others in an informative article.</p> <p><b>BWS Integrity (formulate)</b></p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 35: Informative Article Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• IA 35: Informative Article Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 275)</li> </ul>
<b>Lesson 95 Revising an Informative Article</b>				
276	<p>95.1 Compare the plan with the drafted article.</p> <p>95.2 Evaluate the drafted article according to a rubric.</p> <p>95.3 Revise the drafted article based on the evaluation.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 35: Informative Article Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• IA 35: Informative Article Rubric</li> </ul>	



Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 96 Proofreading an Informative Article</b>				
277	96.1 Proofread the informative draft, using a checklist. 96.2 Proofread a peer’s informative article, using a checklist. 96.3 Revise an article through collaboration.		<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• WL: A map showing satellite and street-level imagery of Agincourt, France</li> </ul>	
<b>Lesson 97 Publishing an Informative Article</b>				
278–80	97.1 Distinguish between <i>good</i> and <i>well</i> and between <i>bad</i> and <i>badly</i> in sentences. 97.2 Write sentences that correctly distinguish between <i>good</i> and <i>well</i> and between <i>bad</i> and <i>badly</i> . 97.3 Revise an informative article for publishing on a blog. 97.4 Publish an informative article on a blog.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 36: <i>Good vs. Well</i> and <i>Bad vs. Badly</i></li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• IA 36: <i>Good vs. Well</i> and <i>Bad vs. Badly</i></li> <li>• Video: <i>Good vs. Well</i> and <i>Bad vs. Badly</i></li> </ul> <b>AfterSchoolHelp.com</b> <ul style="list-style-type: none"> <li>• Using Modifiers Correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 279)</li> <li>• Use the Skill (p. 279)</li> </ul>
<b>Lesson 98 Reflecting on an Informative Article</b>				
281	98.1 Evaluate the process and significance of writing the informative article. 98.2 Reflect on the effect of sources on an article. <b><u>BWS</u> Judgment (evaluate)</b>			<ul style="list-style-type: none"> <li>• Practice the Skill (p. 281)</li> </ul>

## Chapter 11: The Building Blocks of Writing: Using Parts of Speech (Part 2)

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 99 Introducing Adjectives</b>				
283–86	<p>99.1 Relate proficiency with parts of speech to effective communication. <b>BWS Logic (explain)</b></p> <p>99.2 Analyze sentences to locate adjectives and the nouns or pronouns they modify.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 99</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 11 Preassessment</li> <li>CR 18</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Chapter 11 Preassessment</li> <li>CR 18</li> <li>DI 2</li> <li>DI 3</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Determiners</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 11 Preassessment</li> <li>Practice the Skill (p. 286)</li> <li>Review the Skill (p. 286)</li> <li>SE: Lesson 99 (p. 517)</li> <li>CR 18</li> <li>DI 3</li> </ul>
<b>Lesson 100 Using Modifying Nouns and Proper Adjectives</b>				
287–88	<p>100.1 Distinguish nouns from modifying nouns.</p> <p>100.2 Distinguish proper adjectives from other adjectives.</p> <p>100.3 Write a paragraph containing vivid adjectives.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 100</li> </ul>	<p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Using Modifiers Correctly</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 287)</li> <li>Review the Skill (p. 288)</li> <li>Use the Skill (p. 288)</li> <li>SE: Lesson 100 (p. 518)</li> </ul>
<b>Lesson 101 Introducing Adverbs</b>				
289–91	<p>101.1 Analyze sentences to locate adverbs and the words they modify.</p> <p>101.2 Distinguish between adverbs and predicate adjectives.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 37: Some Meanings of the Adverb</li> </ul> <p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 101</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 37: Some Meanings of the Adverb</li> <li>DI 4</li> <li>DI 5</li> <li>DI 6</li> <li>DI 7</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 291)</li> <li>Review the Skill (p. 291)</li> <li>DI 5</li> <li>DI 7</li> <li>SE: Lesson 101 (p. 519)</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 102 Using Modifiers Correctly and Avoiding Double Negatives</b>				
292–95	<p>102.1 Distinguish among positive, comparative, and superlative degrees of comparison.</p> <p>102.2 Avoid the use of double negatives.</p> <p>102.3 Correct the faulty use of adjectives and adverbs in a paragraph.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 102</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 19</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Three pictures of dogs (furry, furrier, furriest); three photographs of a child (young, younger, youngest); a picture of a person walking, a picture of a person jogging, and a picture of a person running (quickly, more quickly, most quickly)</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>CR 19</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Using Modifiers Correctly</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 294)</li> <li>Review the Skill (p. 295)</li> <li>SE: Lesson 102 (p. 520)</li> <li>CR 19</li> </ul>
<b>Lesson 103 Using Prepositional Phrases</b>				
296–97	<p>103.1 Identify prepositional phrases within sentences.</p> <p>103.2 Analyze a peer’s use of prepositional phrases in a paragraph.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 103</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A wooden spoon and a pitcher</li> <li>Photograph or work of art</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>DI 8</li> <li>DI 9</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Prepositional Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 297)</li> <li>Use the Skill (p. 297)</li> <li>SE: Lesson 103 (p. 521)</li> <li>DI 9</li> </ul>
<b>Lesson 104 Using Prepositions Correctly, Part 1</b>				
298–300	<p>104.1 Distinguish between adjectival prepositional phrases and adverbial prepositional phrases.</p> <p>104.2 Distinguish between <i>among</i> and <i>between</i>, <i>in</i> and <i>into</i>, and <i>beside</i> and <i>besides</i> in sentences.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 104</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 20</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>CR 20</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Troublesome Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 299)</li> <li>Review the Skill (p. 300)</li> <li>SE: Lesson 104 (p. 522)</li> <li>CR 20</li> </ul>
<b>Lesson 105 Using Prepositions Correctly, Part 2</b>				
301–3	<p>105.1 Distinguish between prepositions and adverbs.</p> <p>105.2 Determine the correct placement of prepositional phrases in sentences.</p> <p>105.3 Write a brief testimony that demonstrates the correct use of prepositional phrases.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 105</li> </ul>	<p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Prepositional Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 302)</li> <li>Review the Skill (pp. 302–3)</li> <li>Use the Skill (p. 303)</li> <li>SE: Lesson 105 (pp. 523–24)</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 106 Using Conjunctions and Interjections</b>				
304–9	106.1 Identify coordinating, correlative, and subordinating conjunctions. 106.2 Combine clauses with coordinating, correlative, and subordinating conjunctions by collaborating with a partner.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 38: Coordinating Conjunctions</li> <li>IA 39: Interjections</li> </ul> <b>Student Worktext</b> <ul style="list-style-type: none"> <li>SE: Lesson 106</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>CR 21</li> <li>CR 22</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 38: Coordinating Conjunctions</li> <li>IA 39: Interjections</li> <li>CR 21</li> <li>CR 22</li> </ul> <b>AfterSchoolHelp.com</b> <ul style="list-style-type: none"> <li>Coordinating and Correlative Conjunctions</li> <li>Subordinating Conjunctions</li> <li>Interjections</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 307)</li> <li>Use the Skill (p. 308)</li> <li>Use the Skill (p. 309)</li> <li>SE: Lesson 106 (p. 525)</li> <li>CR 21</li> <li>CR 22</li> </ul>
<b>Lessons 107–8 Descriptive Writing</b>				
310–12	107–8.1 Draft a poem based on a defining moment. 107–8.2 Proofread the poem for correct usage of adjectives, adverbs, prepositions, and conjunctions. 107–8.3 Present the poem before a group of peers. <u><b>BWS Logic (formulate)</b></u> 107–8.4 Evaluate a peer’s presentation. <u><b>BWS Logic (evaluate)</b></u>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 40: Poem Presentation Checklist</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 40: Poem Presentation Checklist</li> <li>WL: A video of Kwame Alexander on writing poetry</li> <li>WL: A video of Kwame Alexander on using basketball</li> <li>WL: Template of “I Am From”</li> </ul>	
<b>Lesson 109 Chapter 11 Review</b>				
313–17	109.1 Recall concepts from Chapter 11.			<ul style="list-style-type: none"> <li>Chapter 11 Review (pp. 313–17)</li> </ul>
<b>Lesson 110 Chapter 11 Test</b>				
	110.1 Demonstrate knowledge of concepts from Chapter 11 by taking Test 11.	<b>Assessments</b> <ul style="list-style-type: none"> <li>Chapter 11 Test</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>EV: Chapter 11 Test Bank</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 11 Test</li> </ul>

## Chapter 12: Bringing My Story to Life: Writing a Memoir

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 111 <i>Writing a Memoir</i></b>				
318–25	111.1 Infer the writing craft of a memoir from the chapter mentor text. 111.2 Evaluate the message of a memoir. <b><u>BWS</u> Logic/Integrity (evaluate)</b>		<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• WL: A video of Paul Harvey's <i>The Rest of the Story</i></li> </ul>	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 325)</li> </ul>
<b>Lesson 112 <i>Planning a Memoir</i></b>				
326–27	112.1 Brainstorm ideas for a memoir. 112.2 Construct a rubric for a memoir. <b><u>BWS</u> Logic/Integrity (formulate)</b> 112.3 Organize ideas into a tentative outline for a memoir.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 41: Memoir Rubric</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• IA 41: Memoir Rubric</li> <li>• Video: Memoir</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 327)</li> </ul>
<b>Lesson 113 <i>Drafting a Memoir</i></b>				
328–29	113.1 Compose a draft of a memoir.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 41: Memoir Rubric</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• IA 41: Memoir Rubric</li> </ul>	
<b>Lesson 114 <i>Revising for Parallelism</i></b>				
330–32	114.1 Infer the benefits of parallel structure. 114.2 Identify various types of faulty parallelism. 114.3 Revise a paragraph to correct faulty parallelism.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 42: Testing for Correct Parallelism</li> <li>• IA 43: Revising for Parallelism</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• IA 42: Testing for Correct Parallelism</li> <li>• IA 43: Revising for Parallelism</li> <li>• Video: Parallelism</li> <li>• WL: A video of a sermon clip by S. M. Lockridge</li> </ul>	<ul style="list-style-type: none"> <li>• IA 43: Revising for Parallelism</li> <li>• Practice the Skill (p. 332)</li> </ul>
<b>Lesson 115 <i>Revising a Memoir</i></b>				
333	115.1 Compare the plan with the drafted memoir. 115.2 Evaluate the drafted memoir according to a rubric. 115.3 Revise the drafted memoir based on the evaluation. 115.4 Improve a drafted memoir through the correct use of parallelism.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 41: Memoir Rubric</li> <li>• IA 42: Testing for Correct Parallelism</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• IA 41: Memoir Rubric</li> <li>• IA 42: Testing for Correct Parallelism</li> </ul>	

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 116 Correcting Problems with Modifier Positions</b>				
334–37	116.1 Define misplaced and two-way modifiers. 116.2 Correct misplaced and two-way modifiers in writing samples.	<b>Teacher Edition</b> • IA 44: Identifying Problems with Modifier Positions	<b>Teacher Tools Online</b> • IA 44: Identifying Problems with Modifier Positions • Video: Modifier Positions  <b>AfterSchoolHelp.com</b> • Misplaced and Two-Way Modifiers	• IA 44: Identifying Problems with Modifier Positions • Practice the Skill (pp. 336–37)
<b>Lesson 117 Proofreading a Memoir</b>				
338	117.1 Proofread the memoir, using a checklist. 117.2 Proofread a memoir for misplaced and two-way modifiers. 117.3 Revise a memoir by collaborating with a peer.			
<b>Lessons 118–19 Publishing a Memoir</b>				
339–40	118–19.1 Produce a video to role-play an event in a memoir. 118–19.2 Present the video to the class. 118–19.3 Evaluate a peer group’s video.	<b>Teacher Edition</b> • IA 45: Memoir Presentation Evaluation	<b>Teacher Tools Online</b> • IA 45: Memoir Presentation Evaluation • WL: A short film of a defining moment	
<b>Lesson 120 Reflecting on a Memoir</b>				
341	120.1 Reflect on the significance of a personal defining moment.		<b>Teacher Tools Online</b> • WL: A sermon on the evidences of saving faith	• Practice the Skill (p. 341)

## Chapter 13: Similarities and Differences: Designing a Comparison/Contrast Presentation

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 121 Writing a Comparison/Contrast Essay</b>				
342–50	<p>121.1 Analyze the writing craft modeled in the unit mentor text.</p> <p>121.2 Infer the writing craft of a comparison/contrast essay based on the chapter model text.</p> <p>121.3 Evaluate a comparison / contrast essay. <b>BWS Logic (evaluate)</b></p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 46: The Model Text and the Biblical Storyline</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Foods from various cultures</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 46: The Model Text and the Biblical Storyline</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 350)</li> </ul>
<b>Lesson 122 Planning a Comparison/Contrast Essay</b>				
351–53	<p>122.1 Brainstorm ideas for a comparison / contrast essay.</p> <p>122.2 Evaluate an aspect of family life. <b>BWS Judgment (evaluate)</b></p> <p>122.3 Organize ideas into a tentative outline for a comparison / contrast essay. <b>BWS Logic (formulate)</b></p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 47: Evaluating Family Issues from a Biblical Worldview</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Kevin M. Collins and James H. Tuck Jr., <i>THE STORY OF THE OLD TESTAMENT</i> (Greenville, SC: BJU Press, 2018)</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: Comparison / Contrast Essay</li> <li>IA 47: Evaluating Family Issues from a Biblical Worldview</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 353)</li> </ul>
<b>Lesson 123 Drafting a Comparison/Contrast Essay</b>				
353–54	<p>123.1 Compose a draft of a comparison / contrast essay.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 48: Comparison / Contrast Essay Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 48: Comparison / Contrast Essay Rubric</li> <li>WL: A video of Franklin D. Roosevelt’s “Day of Infamy” speech</li> </ul>	
<b>Lesson 124 Revising a Comparison/Contrast Essay</b>				
355	<p>124.1 Compare the plan with the drafted essay.</p> <p>124.2 Evaluate the drafted essay according to a rubric.</p> <p>124.3 Evaluate a peer’s essay according to a rubric.</p> <p>124.4 Revise a comparison / contrast essay through collaboration.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 48: Comparison / Contrast Essay Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 48: Comparison / Contrast Essay Rubric</li> </ul>	

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 125 Using Inverted Order</b>				
356–58	<p>125.1 Identify subjects in inverted-order sentences.</p> <p>125.2 Determine the correct verbs in sentences with inverted order.</p> <p>125.3 Edit a writing selection for errors in inverted-order sentences.</p>		<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• Video: Using Inverted Order</li> <li>• DI 10: Forming Questions Correctly</li> <li>• DI 11: Exercises in Forming Questions Correctly</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>• Finding the Subject</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the Skill (p. 357)</li> <li>• Use the Skill (p. 358)</li> <li>• DI 10: Forming Questions Correctly</li> <li>• DI 11: Exercises in Forming Questions Correctly</li> </ul>
<b>Lesson 126 Proofreading a Comparison/Contrast Essay</b>				
359	<p>126.1 Proofread the comparison / contrast essay, using a checklist.</p> <p>126.2 Analyze a comparison / contrast essay to locate errors in inverted-order sentences.</p> <p>126.3 Revise a comparison/contrast essay.</p>			
<b>Lessons 127–28 Publishing a Comparison/Contrast Essay</b>				
360–62	<p>127–28.1 Design a multimedia presentation based on a comparison/contrast essay. <b>BWS Logic (apply)</b></p> <p>127–28.2 Deliver the presentation to the class.</p> <p>127–28.3 Evaluate a peer’s presentation.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 49: Comparison / Contrast Presentation Checklist</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• IA 49: Comparison / Contrast Presentation Checklist</li> <li>• WL: A video of a poor presentation</li> </ul>	
<b>Lesson 129 Reflecting on a Comparison/Contrast Essay</b>				
362–63	<p>129.1 Evaluate the process and significance of writing a comparison / contrast essay.</p> <p>129.2 Reflect on the value of peer feedback. <b>BWS Identity (evaluate)</b></p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A photo of a person working alone; a photo of people working together</li> </ul>		<ul style="list-style-type: none"> <li>• Practice the Skill (p. 362)</li> <li>• Use the Skill (p. 362)</li> </ul>



## Chapter 14: If It Looks Like a Verb: Using Verbals

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 130 Introducing Participles</b>				
364–68	<p>130.1 Relate proficiency in the use of verbals to quality writing. <b>BWS Identity (evaluate)</b></p> <p>130.2 Identify present and past participles in sentences.</p> <p>130.3 Determine which nouns and pronouns participles modify in sentences.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 130</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 14 Preassessment</li> <li>CR 23</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Chapter 14 Preassessment</li> <li>CR 23</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 14 Preassessment</li> <li>Practice the Skill (p. 367)</li> <li>Practice the Skill (p. 368)</li> <li>SE: Lesson 130 (p. 526)</li> <li>CR 23</li> </ul>
<b>Lesson 131 Using Participles and Participial Phrases</b>				
369	<p>131.1 Identify participial phrases in sentences.</p> <p>131.2 Determine which nouns or pronouns participial phrases modify in sentences.</p> <p>131.3 Write sentences containing participles and participial phrases.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 131</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 23</li> </ul>	<p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Participles and Participial Phrases</li> </ul> <p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>CR 23</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 369)</li> <li>Use the Skill (p. 369)</li> <li>SE: Lesson 131 (p. 527)</li> <li>CR 23</li> </ul>
<b>Lesson 132 Using Gerunds and Gerund Phrases</b>				
370–71	<p>132.1 Determine the functions of gerunds and gerund phrases in sentences.</p> <p>132.2 Distinguish between participles and gerunds.</p> <p>132.3 Write an account of a family tradition, demonstrating proficiency in the use of participles and gerunds.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 132</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 24</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Pictures for distribution</li> </ul>	<p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Gerunds</li> </ul> <p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>CR 24</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 371)</li> <li>Review the Skill (p. 371)</li> <li>Use the Skill (p. 371)</li> <li>SE: Lesson 132 (p. 528)</li> <li>CR 24</li> </ul>
<b>Lesson 133 Using Infinitives and Infinitive Phrases</b>				
372–73	<p>133.1 Identify infinitives and infinitive phrases in sentences.</p> <p>133.2 Determine the functions of infinitives and infinitive phrases in sentences.</p> <p>133.3 Compose sentences demonstrating the different functions of infinitives by collaborating with a group.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 133</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 25</li> </ul>	<p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Infinitives</li> </ul> <p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>CR 25</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 373)</li> <li>Use the Skill (p. 373)</li> <li>SE: Lesson 133 (p. 529)</li> <li>CR 25</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 134 Drafting a Book Review</b>				
374–78	134.1 Brainstorm ideas for a book review. 134.2 Infer the writing craft for a book review from a mentor text. 134.3 Compose a draft of a book review.			
<b>Lesson 135 Using Modifiers to Vary the Beginnings of Sentences</b>				
379–81	135.1 Identify diverse methods for varying the beginnings of sentences. 135.2 Infer the importance of varying the beginnings of sentences. 135.3 Revise a paragraph to add variety to the beginnings of sentences.		<b>Teacher Tools Online</b> • Video: Varying Sentence Beginnings	• Practice the Skill (p. 381)
<b>Lesson 136 Reviewing and Discussing a Book Review</b>				
382	136.1 Revise a book review for style and grammar. 136.2 Evaluate a book review in a discussion with a peer. <b>BWS Judgment (formulate)</b>	<b>Teacher Edition</b> • IA 3: Peer Review Checklist • Instructional Aid 50: Revising for Parallelism: Verbals	<b>Teacher Tools Online</b> • IA 3: Peer Review Checklist • Instructional Aid 50: Revising for Parallelism: Verbals	
<b>Lesson 137 Chapter 14 Review</b>				
383–85	137.1 Recall concepts from Chapter 14.			• Chapter 14 Review (pp. 383–85)
<b>Lesson 138 Chapter 14 Test</b>				
	138.1 Demonstrate knowledge of concepts from Chapter 14 by taking Test 14.	<b>Assessments</b> • Chapter 14 Test	<b>Teacher Tools Online</b> • EV: Chapter 14 Test Bank	• Chapter 14 Test

## Chapter 15: Lights, Camera, Action: Writing a Film Script

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 139 Writing a Film Script</b>				
386–95	<p>139.1 Analyze the power of film to communicate a message. <b>BWS Judgment (explain)</b></p> <p>139.2 Infer the writing craft for a film script based on the chapter mentor script.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 51: Formatting a Film Script</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li><i>The Printing DVD</i> (available from BJU Press at <a href="http://www.unusualfilms.com">www.unusualfilms.com</a>)</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 51: Formatting a Film Script</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 393)</li> </ul>
<b>Lesson 140 Planning a Film Script</b>				
396–98	<p>140.1 Brainstorm ideas for a film script by collaborating with a group. <b>BWS Judgment (evaluate)</b></p> <p>140.2 Develop a message for a film script. <b>BWS Judgment (formulate)</b></p> <p>140.3 Develop a logline for a film script.</p> <p>140.4 Write a treatment for a film script.</p> <p>140.5 Outline a film script, using a scene breakdown.</p>		<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: Film Script</li> <li>WL: A sermon by John Chrysostom addressing entertainment</li> <li>WL: An article by C. H. Spurgeon on entertainment</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 396)</li> </ul>
<b>Lessons 141–42 Drafting a Film Script</b>				
399	<p>141–42.1 Compose a draft for a film script by collaborating with a group.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 51: Formatting a Film Script</li> <li>IA 52: Film Script Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 51: Formatting a Film Script</li> <li>IA 52: Film Script Rubric</li> </ul>	
<b>Lesson 143 Revising a Film Script</b>				
400–401	<p>143.1 Compare the plan with the drafted film script.</p> <p>143.2 Evaluate the drafted film script according to a rubric. <b>BWS Logic (evaluate)</b></p> <p>143.3 Revise the drafted film script, based on the evaluation.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 53: Revising Script Elements for Clarity and Audience Engagement</li> <li>IA 52: Film Script Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 53: Revising Script Elements for Clarity and Audience Engagement</li> <li>IA 52: Film Script Rubric</li> </ul>	<ul style="list-style-type: none"> <li>IA 53: Revising Script Elements for Clarity and Audience Engagement</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 144 Using Troublesome Verbs</b>				
402–5	144.1 Distinguish between <i>lie/lay</i> , <i>rise/raise</i> , <i>sit/set</i> , and <i>may/can</i> in sentences. 144.2 Write sentences, using troublesome verbs correctly.		<b>Teacher Tools Online</b> • Video: Troublesome Verbs  <b>AfterSchoolHelp.com</b> • Troublesome Verbs	• Practice the Skill (p. 405) • Use the Skill (p. 405)
<b>Lesson 145 Proofreading a Film Script</b>				
406	145.1 Proofread a film script according to a checklist by collaborating with a group. 145.2 Revise a film script by collaborating with a group.	<b>Materials</b> • Index cards with troublesome verbs and principal parts (one for each student)		
<b>Lessons 146–47 Publishing a Film Script</b>				
407–8	146–47.1 Create a video based on a film script by collaborating with a group. 146–47.2 Present the video to the class. 146–47.3 Evaluate a peer group’s video. <b>BWS Logic/Judgment (evaluate)</b> 146–47.4 Publish the video on an online platform.	<b>Teacher Edition</b> • IA 54: Peer Review Checklist for a Film • IA 52: Film Script Rubric	<b>Teacher Tools Online</b> • IA 54: Peer Review Checklist for a Film • IA 52: Film Script Rubric • WL: A list of free video-editing apps	• IA 52: Film Script Rubric
<b>Lesson 148 Reflecting on a Film Script</b>				
409	148.1 Reflect on the process and significance of writing a film script. <b>BWS Integrity (formulate)</b>			• Practice the Skill (p. 409)

## Chapter 16: Making a Living: Writing for the Workplace

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 149 <i>Writing a Business Letter</i></b>				
410–15	149.1 Analyze the writing craft modeled in the unit mentor text. 149.2 Analyze the form and style of a business letter for professionalism. 149.3 Distinguish business communication from friendly communication. <b>BWS Identity (explain)</b>			
<b>Lesson 150 <i>Planning and Drafting a Business Letter</i></b>				
416–17	150.1 Brainstorm ideas for a business letter. 150.2 Organize tentative ideas for a business letter. 150.3 Compose a draft of a business letter.	<b>Teacher Edition</b> • IA 55: Business Letter Rubric	<b>Teacher Tools Online</b> • Video: Business Letter • IA 55: Business Letter Rubric	
<b>Lesson 151 <i>Revising a Business Letter</i></b>				
417	151.1 Compare the plan with the drafted letter. 151.2 Evaluate the drafted letter according to a rubric. 151.3 Revise the letter based on the evaluation.	<b>Teacher Edition</b> • IA 55: Business Letter Rubric	<b>Teacher Tools Online</b> • IA 55: Business Letter Rubric	
<b>Lesson 152 <i>Proofreading and Publishing a Business Letter</i></b>				
418	152.1 Proofread a business letter according to a checklist. 152.2 Evaluate a peer’s business letter for professionalism. 152.3 Revise a business letter based on a peer review. 152.4 Address an envelope, demonstrating proper form.	<b>Teacher Edition</b> • IA 3: Peer Review Checklist • IA 55: Business Letter Rubric	<b>Teacher Tools Online</b> • IA 3: Peer Review Checklist • IA 55: Business Letter Rubric • Web Link: USPS Instructions	• IA 55: Business Letter Rubric

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 153 Planning a Business Email</b>				
419–21	<p>153.1 Analyze the writing craft modeled in a business email. <b>BWS Identity (explain)</b></p> <p>153.2 Evaluate samples of workplace writing. <b>BWS Identity (evaluate)</b></p> <p>153.3 Contrast the form and style of a business letter to a business email.</p> <p>153.4 Brainstorm ideas for a business email.</p> <p>153.5 Organize tentative ideas for a business email.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 56: Writing Business Emails</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: Business Email</li> <li>IA 56: Writing Business Emails</li> </ul>	
<b>Lesson 154 Drafting a Business Email</b>				
421–26	<p>154.1 Compose a draft of a business email</p> <p>154.2 Apply proper etiquette to a business email. <b>BWS Identity (apply)</b></p> <p>154.3 Distinguish between troublesome words.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 57: Business Email Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 57: Business Email Rubric</li> <li>Video: Using Troublesome Words</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Other Troublesome Words</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (pp. 422–23)</li> <li>Practice the Skill (p. 426)</li> </ul>
<b>Lesson 155 Revising and Proofreading a Business Email</b>				
427	<p>155.1 Evaluate a business email based on a rubric.</p> <p>155.2 Proofread a business email based on a checklist.</p> <p>155.3 Revise a business email.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 57: Business Email Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 57: Business Email Rubric</li> </ul>	
<b>Lesson 156 Publishing a Business Email</b>				
428	<p>156.1 Evaluate a peer’s business email.</p> <p>156.2 Craft a thoughtful response to a peer’s business email.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 3: Peer Review Checklist</li> <li>IA 57: Business Email Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 3: Peer Review Checklist</li> <li>IA 57: Business Email Rubric</li> </ul>	<ul style="list-style-type: none"> <li>IA 57: Business Email Rubric</li> </ul>
<b>Lesson 157 Reflecting on Business Communication</b>				
428–29	<p>157.1 Formulate principles for workplace communication. <b>BWS Integrity (formulate)</b></p>			<ul style="list-style-type: none"> <li>Practice the Skill (p. 429)</li> </ul>

## Chapter 17: Honing Your Skills: Using Clauses and Ensuring Agreement

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 158 Using Variety in Sentence Structure</b>				
430–35	<p>158.1 Infer the benefit of variety in sentence structure.</p> <p>158.2 Distinguish among simple, compound, complex, and compound-complex sentences.</p> <p>158.3 Edit an office memo to reflect greater variety in sentence structure.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 158</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 17 Preassessment</li> <li>CR 26</li> <li>CR 27</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Chapter 17 Preassessment</li> <li>CR 26</li> <li>CR 27</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Using Independent and Dependent Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 17 Preassessment</li> <li>Practice the Skill (p. 434)</li> <li>Use the Skill (p. 435)</li> <li>SE: Lesson 158 (p. 530)</li> <li>CR 26</li> <li>CR 27</li> </ul>
<b>Lesson 159 Using Adjective and Adverb Clauses</b>				
436–39	<p>159.1 Locate adjective clauses in sentences and the nouns or pronouns they modify.</p> <p>159.2 Locate adverb clauses in sentences and the verbs, adjectives, or adverbs they modify.</p> <p>159.3 Craft sentences with different kinds of dependent clauses by collaborating with a partner.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 159</li> </ul> <p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 58: Adverb Clauses</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 28</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 58: Adverb Clauses</li> <li>CR 28</li> <li>DI 12</li> <li>DI 13</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Adjective Clauses</li> <li>Adverb Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 438)</li> <li>Review the Skill (p. 438)</li> <li>Review the Skill (p. 439)</li> <li>Use the Skill (p. 439)</li> <li>SE: Lesson 159 (p. 531)</li> <li>CR 28</li> <li>DI 13</li> </ul>
<b>Lesson 160 Using Noun Clauses</b>				
440–42	<p>160.1 Infer the benefit of using dependent clauses to connect ideas.</p> <p>160.2 Identify noun clauses in sentences.</p> <p>160.3 Determine the functions of noun clauses in sentences.</p> <p>160.4 Improve cohesion in a paragraph by using dependent clauses.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 160</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: Using Dependent Clauses to Connect Ideas</li> <li>WL: Flippity.net</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 441)</li> <li>Review the Skill (p. 441)</li> <li>Practice the Skill (p. 442)</li> <li>SE: Lesson 160 (p. 532)</li> </ul>
<b>Lesson 161 Introducing Subject-Verb Agreement</b>				
443–45	<p>161.1 Select the correct helping verbs and <i>be</i> verbs for maintaining subject-verb agreement in sentences.</p> <p>161.2 Select the correct verbs for sentences with compound subjects.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 161</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 29</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Gadget with removable parts</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: Subject-Verb Agreement</li> <li>CR 29</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Compound Subject-Verb Agreement</li> <li>Subject-Verb Agreement</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 445)</li> <li>Review the Skill (p. 445)</li> <li>SE: Lesson 161 (p. 533)</li> <li>CR 29</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 162 Ensuring Subject-Verb Agreement, Part 1</b>				
446–48	<p>162.1 Distinguish simple subjects from words in intervening phrases and from predicate nouns.</p> <p>162.2 Select verbs that agree with indefinite pronouns.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 162</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 30</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>CR 30</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Finding the Subject</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 447)</li> <li>Review the Skill (p. 448)</li> <li>SE: Lesson 162 (p. 534)</li> <li>CR 30</li> </ul>
<b>Lesson 163 Ensuring Subject-Verb Agreement, Part 2</b>				
449–52	<p>163.1 Select verbs that agree with nouns of plural form and collective nouns.</p> <p>163.2 Select verbs that agree with titles, quotations, and amounts.</p> <p>163.3 Revise paragraphs for consistent agreement between subjects and verbs.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 163</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 31</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>CR 31</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Problem Nouns as Subjects</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 451)</li> <li>Use the Skill (p. 452)</li> <li>SE: Lesson 163 (p. 535)</li> <li>CR 31</li> </ul>
<b>Lesson 164 Ensuring Pronoun-Antecedent Agreement, Part 1</b>				
453–55	<p>164.1 Select pronouns that agree with their antecedents in gender and number.</p> <p>164.2 Select pronouns that agree with their compound antecedents.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 164</li> </ul> <p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Instructional Aid 59: Ensuring Pronoun-Antecedent Agreement (Part 1)</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: Pronoun-Antecedent Agreement</li> <li>Instructional Aid 59: Ensuring Pronoun-Antecedent Agreement (Part 1)</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Pronoun-Antecedent Agreement</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 454)</li> <li>Review the Skill (p. 455)</li> <li>SE: Lesson 164 (p. 536)</li> </ul>
<b>Lesson 165 Ensuring Pronoun-Antecedent Agreement, Part 2</b>				
456–57	<p>165.1 Select pronouns that agree with their indefinite pronoun antecedents.</p> <p>165.2 Correct errors in agreement.</p>	<p><b>Student Worktext</b></p> <ul style="list-style-type: none"> <li>SE: Lesson 165</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>CR 32</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>CR 32</li> </ul> <p><b>AfterSchoolHelp.com</b></p> <ul style="list-style-type: none"> <li>Pronoun-Antecedent Agreement</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Skill (p. 457)</li> <li>Use the Skill (p. 457)</li> <li>SE: Lesson 165 (p. 537)</li> <li>CR 32</li> </ul>



Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 166 <i>Writing about the Future</i></b>				
458–59	166.1 Brainstorm developments in culture. 166.2 Compose a brief essay on a vision of the future. 166.3 Revise the essay to ensure subject-verb and pronoun-antecedent agreement. 166.4 Evaluate ethical implications of developments in culture. <b><u>BWS</u> Judgment (evaluate)</b>		<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• WL: Developments of the Past</li> <li>• WL: Understanding Overpopulation Propaganda</li> <li>• WL: Depopulation to Reduce Carbon Dioxide Emissions</li> </ul>	
<b>Lesson 167 <i>Chapter 17 Review</i></b>				
460–63	167.1 Recall concepts from Chapter 17.			<ul style="list-style-type: none"> <li>• Chapter 17 Review (pp. 460–63)</li> </ul>
<b>Lesson 168 <i>Chapter 17 Test</i></b>				
	168.1 Demonstrate knowledge of concepts from Chapter 17 by taking Test 17.	<b>Assessments</b> <ul style="list-style-type: none"> <li>• Chapter 17 Test</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• EV: Chapter 17 Test Bank</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 17 Test</li> </ul>

## Chapter 18: Fulfilling Your Calling: Writing a Research Paper

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 169 <i>Writing a Research Paper</i></b>				
464–72	<p>169.1 Identify the elements of a research paper.</p> <p>169.2 Infer the writing craft of a research paper from the chapter model text.</p> <p>169.3 Assess the credibility of research in a model text. <b>BWS Logic (evaluate)</b></p>			
<b>Lessons 170–71 <i>Planning a Research Paper</i></b>				
473–75	<p>170–71.1 Brainstorm personal skills and interests.</p> <p>170–71.2 Determine a potential career path. <b>BWS Judgment (formulate)</b></p> <p>170–71.3 Research sources to locate support for a research paper.</p> <p>170–71.4 Organize ideas into a tentative outline for a research paper.</p> <p>170–71.5 Assess the credibility and accuracy of sources. <b>BWS Integrity (evaluate)</b></p> <p>170–71.6 Justify the organization of the tentative outline. <b>BWS Logic (formulate)</b></p>		<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• Video: Research Paper</li> <li>• WL: Career Self-Assessment</li> </ul>	
<b>Lessons 172–73 <i>Drafting a Research Paper</i></b>				
476–77	<p>172–73.1 Compose a draft of a research paper, using organizational strategies and research support.</p> <p>172–73.2 Create a works-cited entry, using MLA form.</p> <p>172–73.3 Quote the data or conclusions of others in a research paper.</p> <p>172–73.4 Paraphrase the data or conclusions of others in a research paper.</p>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 60: Research Paper Rubric</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• IA 60: Research Paper Rubric</li> </ul>	

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 174 Expanding and Reducing Sentences</b>				
478–81	174.1 Infer the benefits of expanding and reducing sentences. 174.2 Revise a writing selection for conciseness.		<b>Teacher Tools Online</b> • Video: Expanding and Reducing	
<b>Lessons 175–76 Revising a Research Paper</b>				
482–83	175–76.1 Deduce appropriate criteria for analyzing a research paper. 175–76.2 Design a rubric for revising a research paper. <b>BWS Logic (formulate)</b> 175–76.3 Evaluate a research paper based on the rubric. 175–76.4 Evaluate a peer’s research paper based on the rubric. 175–76.5 Revise a research paper through collaboration. <b>BWS Logic (apply)</b>	<b>Teacher Edition</b> • IA 3: Peer Review Checklist • IA 60: Research Paper Rubric • IA 61: Revising Rubric	<b>Teacher Tools Online</b> • IA 3: Peer Review Checklist • IA 60: Research Paper Rubric • IA 61: Revising Rubric	
<b>Lesson 177 Proofreading a Research Paper</b>				
484–86	177.1 Infer the logic problems associated with misplaced and dangling modifiers. 177.2 Edit a writing selection to correct misplaced and dangling modifiers. 177.3 Proofread a research paper, using a checklist. 177.4 Revise a research paper.	<b>Teacher Edition</b> • IA 62: Avoiding Misplaced and Dangling Modifiers • IA 60: Research Paper Rubric	<b>Teacher Tools Online</b> • Video: Misplaced and Dangling Modifiers • IA 62: Avoiding Misplaced and Dangling Modifiers • IA 60: Research Paper Rubric	
<b>Lesson 178 Publishing a Research Paper</b>				
487–88	178.1 Revise a research paper for use in a podcast. 178.2 Produce a podcast based on a research paper. <b>BWS Identity/Judgment (apply)</b>	<b>Teacher Edition</b> • IA 60: Research Paper Rubric	<b>Teacher Tools Online</b> • WL: Recording and Publishing a Podcast • IA 60: Research Paper Rubric	• IA 60: Research Paper Rubric

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 179 <i>Reflecting on a Research Paper</i></b>				
489	179.1 Evaluate the process and significance of writing the research paper.  179.2 Write a journal entry, reflecting on changes in personal thinking regarding a career path. <u><b>BWS Identity (evaluate)</b></u>	<b>Teacher Edition</b> • IA 63: Reflecting on Developing Ideas	<b>Teacher Tools Online</b> • IA 63: Reflecting on Developing Ideas	
<b>Lesson 180 <i>Final Exam</i></b>				
	180.1 Demonstrate knowledge of grammar concepts by taking the final exam.	<b>Assessments</b> • Final Exam		• Final Exam