

Curriculum Guide for 5th Grade Reading

Unit 1: Lessons (Pages 2-82)

32 Days Time Allotted

Curriculum Objectives: 5.1, 5.3, 5.4, 5.5, 5.6, 5.7

Biblical Worldview Essential Questions

What are some of the stories in the Bible which teach us lessons or morals?

Objectives	Methods	Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> • discern purposes for reading • recognize a need for personal selection criteria • identify parts of a book's format • use the table of contents and index to locate information • identify author's purposes for writing • scan text to determine the author's purpose • identify the lesson or moral in a story 	<p>Read and discuss materials in text.</p> <p>Use interactive and hands-on activities outlined in Teacher's Edition.</p> <p>Assign worktext pages to provide practice.</p> <p>Meet in reading groups.</p> <p>Define vocabulary</p>	<p><u>Reading</u>, 2nd Edition</p> <p><u>Teacher's Edition</u> Pages 1–121</p> <p><u>Student Worktext</u> Pages 1–32</p> <p><u>Student Reader</u> Pages 1–83</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Oral Reading</p> <p>Answers during class</p> <p>Discussion</p> <p>Participation in class</p> <p>Teacher-made quizzes on assigned reading</p> <p>Informal checklist of Reading Behaviors</p> <p>Reading Worktext Activities</p> <p>Comprehension</p> <p>Questions from silent reading</p> <p>Book Report</p> <p>Individual Reading Record/Log</p>

Objectives	Methods	Resources	Assessment
<p>Runaway Friends The students will:</p> <ul style="list-style-type: none"> • infer characters’ motives • recognize change in a character • detect change in a character • identify solutions to problems • interpret figurative language • recognize first-person point of view • determine the setting of the story • match acronyms and meanings • interpret word meaning from context cues • recognize the author’s use of idioms • match contractions and meanings • compare personal conclusions to Biblical truths <p>Skill Day The students will:</p> <ul style="list-style-type: none"> • recognize and interpret figurative language (idioms and hyperbole) • make comparisons using figurative language <p>A Wonderful Man The students will:</p> <ul style="list-style-type: none"> • identify with the speaker of the poem • distinguish between present and past verb tense • use comparatives and superlatives 			

Objectives	Methods	Resources	Assessment
<p>His First Bronc The students will:</p> <ul style="list-style-type: none"> • recognize dialect as part of the setting • identify the emotional responses of characters • identify cause-and-effect relationships • identify the function of setting in cause-and-effect relationships • identify the setting of a story • match words with definitions • read orally with varied voice expression to show emotion • demonstrate understanding of the author's message: Christians should desire to please God above all else <p>Skill Lesson: Card Catalog The students will:</p> <ul style="list-style-type: none"> • discriminate among the three types of catalog cards (subject, author, and title) • identify subject, author, and title headings on catalog cards • locate information in a computer card catalog entry • use the card catalog to locate books and information in a library 			

Objectives	Methods	Resources	Assessment
<p>Lessons from Mr. Lee The students will:</p> <ul style="list-style-type: none"> • sequence events • infer facts and details • compare personal conclusions to biblical truths • interpret a simile • interpret emotional responses of characters • relate a story to personal experience • discern motives of characters • recognize karate terms • identify the emotional responses of characters • detect change in a character • demonstrate an understanding of the author's message (A Christian should desire to please God above all else.) • recognize solutions to problem situations • recall and infer facts and details • support personal conclusions with biblical truth • determine character change • infer the motives of characters 			

Objectives	Methods	Resources	Assessment
<p>Lessons from Mr. Lee (con't) The students will:</p> <ul style="list-style-type: none"> • determine location on a map using coordinates, a map key, and a compass rose • match words and definitions • identify mood • recognize hyperbole • identify the lesson or moral of the story <p>Literature Lesson: Fables and Folktales The students will:</p> <ul style="list-style-type: none"> • explain a dialect • identify purposes for reading fables and folktales (to be entertained or to learn a lesson) • identify elements of fables and folktales • distinguish between fables and folktales • recognize the author's purpose for writing fables and folktales (to teach a lesson) • use the parts of a glossary to determine information 			

Objectives	Methods	Resources	Assessment
<p>Mr. Wolf Makes a Failure The students will:</p> <ul style="list-style-type: none"> • draw conclusions • interpret words non-literally • interpret dialect • recall facts and details • evaluate the use of humor to entertain • recognize the author’s purposes for writing (to entertain and to teach a lesson) <p>Author Scrapbook: Joel Chandler Harris The students will:</p> <ul style="list-style-type: none"> • recall facts and details • develop a sense of history • use a strategy for listening with comprehension <p>Aesop’s Fables The students will:</p> <ul style="list-style-type: none"> • infer the emotional response of a character • recognize the author’s purpose (to teach a lesson) • identify a fable by its characteristics • identify the moral of a fable • use a pronunciation key • determine information from a dictionary 			

Objectives	Methods	Resources	Assessment
<p>A Just Judge, Three Rolls and a Pretzel, The King and the Shirt The students will:</p> <ul style="list-style-type: none"> • identify character traits • compare and contrast information • read and complete a chart • write sentences to convey word meaning • recognize the author’s use of humor • identify the lesson or moral in a story • determine the meaning of a word from context • recognize and list the elements of a fable and a folktale • develop a lesson or a moral to teach in a fable or a folktale • brainstorm and record ideas about setting, plot, and characters to use in writing a fable or a folktale • write a fable or a folktale 			

Objectives	Methods	Resources	Assessment
<p>Hans Clodhopper The students will:</p> <ul style="list-style-type: none"> • identify character traits • discern the emotions of a character • distinguish differences among characters • determine the meaning of a word from context • match words and definitions • identify the good and bad characters of a folktale • recognize that a play may be made up of scenes • read orally with confidence before others • identify the emotional responses of characters • identify voice expressions • determine word meaning from suffixes <p>Skill Day The students will:</p> <ul style="list-style-type: none"> • divide words into syllables between the consonants in the VC/CV pattern • identify consonant digraphs • recognize that consonant digraphs are treated as one consonant in the VC/CV pattern 	<p>Act out Play Create small props</p>		

Objectives	Methods	Resources	Assessment
<p>Pinocchio and the Gold Coin The students will:</p> <ul style="list-style-type: none"> • relate story content to biblical truths (True friends will encourage you to do right; greed leads to evil.) • recall a sequence of events • match words and definitions • locate Bible verses • identify good and evil in the story • recognize the development of characters through speech and actions • determine the purpose of an ellipse • describe an implied sequence of events • predict characters' speech • note the author's use of suspense • describe the mood of the chapter • identify similes • recognize the meaning of a word from context • identify passage of time in a story • identify likenesses and differences in characters • identify the author's message (The love of money is the root of all evil.) • identify the author's use of foreshadowing • recognize a simile 			

Objectives	Methods	Resources	Assessment
<p>How to Make a Puppet The students will:</p> <ul style="list-style-type: none"> • recognize the sequence of the directions given • draw conclusions • follow directions • recognize the genre <i>nonfiction</i> • determine the author's purpose for writing (to inform) • use the Dewey decimal system <p>Almost Real The students will:</p> <ul style="list-style-type: none"> • read for information • recognize a riddle • draw conclusions • recognize the significance of the story title • locate supporting details • organize information • determine the main idea of a paragraph • locate the topic sentence in a paragraph <p>Skill Day The students will:</p> <ul style="list-style-type: none"> • discriminate between statements of fact and opinion • recognize that statements of perspective are opinions • use a table of contents to locate information 			

Unit 2: Viewpoints (Pages 84-178)

Time Allotted: 35 Days

Curriculum Objectives: 5.1, 5.3, 5.4, 5.5, 5.6, 5.7

Biblical Worldview Essential Questions

What are some of the emotions Jesus shows us in the Bible?

Objectives	Methods	Resources	Assessment
<p>Big Brother The students will:</p> <ul style="list-style-type: none"> • note an understanding of characters' perspectives • identify the emotional responses of characters • identify solutions to problems • identify pronoun reference • predict outcomes • recognize conflict and solution • identify first-person point of view • write outcomes • recognize change in characters' attitudes • recognize spiritual growth in a character • infer the motives of a character • interpret the meaning of an idiom • identify cause-and-effect relationships • compare and contrast story elements • read orally with varied voice expression to show emotion • determine word meanings from prefixes 	<p>Read and discuss materials in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice. Meet in reading groups. Define vocabulary</p>	<p><u>Reading</u>, 2nd Edition <u>Teacher's Edition</u> Pages 122–249 <u>Student Worktext</u> Pages 33–66 <u>Student Reader</u> Pages 83–178</p>	<p>Oral Reading Answers during class Discussion Participation in class Teacher-made quizzes on assigned reading Informal checklist of Reading Behaviors Reading Worktext Activities Comprehension Questions from silent reading Individual Reading Record/Log</p>

Objectives	Methods	Resources	Assessment
<p>The Quarrel The students will:</p> <ul style="list-style-type: none"> • identify facts and details • interpret the meaning of an idiom • recognize the conciseness of poetry • determine setting • determine antonyms <p>Skill Day The students will:</p> <ul style="list-style-type: none"> • use critical thinking skills to project beyond given information • divide compound words into syllables between the base words • identify primary and secondary accents in compound words • place the primary accent mark on or within the first base word of a compound word • place the secondary accent mark on or within the second base word of a compound word 			

Objectives	Methods	Resources	Assessment
<p>Adventure on Gull Island The students will:</p> <ul style="list-style-type: none"> • generalize about characters by their speech and actions • identify synonyms to develop word meaning • identify the author's use of descriptive verbs • identify the setting • write synonyms to enhance the use of verbs • infer facts and details • draw conclusions • relate a story to personal experience • use the glossary to develop vocabulary • read a diagram • determine cause-and-effect relationships • note an understanding of characters' perspectives • determine meaning from suffixes • recognize the author's use of foreshadowing • compare personal conclusions with biblical truth 			

Objectives	Methods	Resources	Assessment
<p>Adventure on Gull Island The students will:</p> <ul style="list-style-type: none"> • identify character traits • recognize the author's development of characters • evaluate characters attitudes • locate Bible verses • note the author's use of suspense <p>Beacons and Bells The students will:</p> <ul style="list-style-type: none"> • identify solutions to problems • compare and contrast information • sequence events • recall facts and details • distinguish between fact and opinion • interpret a picture • write a fact and an opinion • apply syllable division rules 1 and 2 (words with the VC/CV pattern and compound words) • use a glossary 			

Objectives	Methods	Resources	Assessment
<p>The Gospel Light The students will:</p> <ul style="list-style-type: none"> • relate story content to biblical truths (God wants us to be busy and dependable workers; God has given Christians the responsibility of witnessing and leading others to Christ.) • identify cause-and-effect relationships • interpret word meaning from context • match words and definitions • identify metaphors <p>Skill Lesson: Reference Tools The students will:</p> <ul style="list-style-type: none"> • recognize purposes for reading • identify the differences among dictionaries, atlases, and encyclopedias • determine the appropriate reference tool for locating information • use the dictionary • identify the parts of a dictionary entry • use the encyclopedia • identify the parts of an encyclopedia article • recognize the usefulness of computer reference tools • scan text to locate information 			

Objectives	Methods	Resources	Assessment
<p>The Tal-Omega The students will:</p> <ul style="list-style-type: none"> • determine the meanings of idioms, hyperboles, and metaphors • recall facts and details • infer facts and details • determine characters' traits by their speech and actions • draw conclusions • determine word meaning from context • match words and definitions • identify hyperboles • interpret the meaning of a hyperbole • predict outcomes • identify the elements of setting • determine characters' perspectives • evaluate outcomes • read and interpret a schedule • recognize the theme of the story 			

Objectives	Methods	Resources	Assessment
<p>Fees of Indenture The students will:</p> <ul style="list-style-type: none"> • identify character traits and actions • compare and contrast character traits • discern characters' motives • infer facts and details • interpret the meaning of words from context • identify the emotional responses of a character • predict outcomes • follow directions • interpret a simile • note change in a character • match words with definitions • read orally with varied voice expression to show emotion • identify the headlines for a newspaper article • identify elements of setting • determine whether the setting is important or unimportant 			

Objectives	Methods	Resources	Assessment
<p>Floradora Doe The students will:</p> <ul style="list-style-type: none"> • note the author’s use of alliteration • note the author’s choice of verbs • note the author’s use of humor • note the author’s use of understatement • match words and definitions • read captions • write words with alliteration • write captions <p>The Beginning of the Armadillos The students will:</p> <ul style="list-style-type: none"> • distinguish good humor • recognize the genre <i>fable</i> • identify elements of a fable • note the author’s use of humor • interpret an idiom • recognize the impossibility of the theory of evolution • draw conclusions • identify character traits • Classify words • identify the main idea of a paragraph • read orally with varied voice expression to portray story characters • note the author’s use of humor • recognize the author’s purpose (to entertain) 			

Objectives	Methods	Resources	Assessment
<p>Author Scrapbook: Rudyard Kipling The students will:</p> <ul style="list-style-type: none"> • recall facts and details • develop a sense of history • use a strategy for listening with comprehension • take notes and make drawings to aid in listening <p>Skill Day The students will:</p> <ul style="list-style-type: none"> • identify the main idea of a paragraph • identify statements that support a main idea • summarize a paragraph 			

Objectives	Methods	Resources	Assessment
<p>No Longer a Slave The students will:</p> <ul style="list-style-type: none"> • relate story content to biblical truths (A Christian should show kindness as he witnesses to others; there should be evidence of a changed life in a Christian.) • evaluate outcomes • identify the emotional responses of characters • support personal conclusions with biblical truth • distinguish between fact and opinion • interpret a picture • identify similes and metaphors • note the author's use of descriptive verbs • recognize the theme of a story • identify elements of setting • write a fact as an opinion 			

Objectives	Methods	Resources	Assessment
<p>Literature Lesson: Types of Fiction The students will:</p> <ul style="list-style-type: none"> • identify elements of specific genres • identify types of fiction • compare and contrast elements • define conflict • write a modern realistic fiction story • recognize the common elements in fiction • brainstorm and record personal experiences to get ideas for a modern realistic fiction story • brainstorm and record ideas about a problem, plot, characters, and setting to use in writing a modern realistic fiction story <p>Skill Day The students will:</p> <ul style="list-style-type: none"> • recognize the advantages of using a first-person point-of-view narrator • note the author’s methods of revealing a character 			

Unit 3: Regions (Pages 180-248)

29 Days Time Allotted

Curriculum Objectives: 5.1; 5.3; 5.4; 5.5; 5.6; 5.7

Biblical Worldview Essential Questions

How do you think God feels about our attitudes?

Objectives	Methods	Resources	Assessment
<p>Ma and Muffin The students will:</p> <ul style="list-style-type: none"> • evaluate characters’ attitudes • interpret the meanings of idioms • recognize a character’s perspective • relate story content to biblical truth (We should obey those in authority over us.) • interpret dialect • recognize dialect as part of the setting • recognize imagery • write to show imagery • detect change in characters • identify elements in a story that affect change in character • recognize a character’s perspective • sequence events • demonstrate an understanding of the author’s message (If you want to have friends, you must be friendly, loving, and kind.) • interpret word meaning from context • identify dialect • identify similes and metaphors • identify elements of setting • recognize the relationship between setting and plot <p>Skill Day The students will:</p> <ul style="list-style-type: none"> • identify the elements of setting • identify the mood of a story 	<p>Read and discuss materials in text Use interactive and hands-on activities outlined in Teacher’s Edition Assign worktext pages to provide practice Meet in reading groups Define vocabulary</p>	<p><u>Reading</u>, 2nd Edition <u>Teacher’s Edition</u> Pages 250–351 <u>Student Worktext</u> Pages 67–98 <u>Student Reader</u> Pages 179–248</p>	<p>Oral Reading Answers during class Discussion Participation in class Teacher-made quizzes on assigned reading Informal checklist of Reading Behaviors Reading Worktext Activities Comprehension Questions from silent reading Book Report Individual Reading Record/Log</p>

Objectives	Methods	Resources	Assessment
<p>Skill Lesson: Map Scales The students will:</p> <ul style="list-style-type: none"> • draw conclusions • identify topic sentences • determine the main ideas of a paragraph • read a map and a map scale • compare maps that have different scales • determine distances using different map scales • use an atlas • use map keys • determine direction using a compass rose 			

Objectives	Methods	Resources	Assessment
<p>The Six Travelers The students will:</p> <ul style="list-style-type: none"> • determine the emotions of characters • match characters and dialogue • project characters beyond the plot • interpret imagery • interpret the meanings of words and phrases • read orally using appropriate volume, rate, and expression • write dialogue • read and enjoy a folktale • compare one story plot to another • relate story content to biblical truth (God rewards honesty and kindness.) • note the purpose of quotation marks within text • identify facts and opinions • recognize elements of a folktale • identify a simile • organize facts and details with main ideas • read orally using appropriate volume, rate, and expression • identify emotional responses of characters • identify voice expressions • read orally with confidence before others 	<p>Act out play Create small props</p>		

Objectives	Methods	Resources	Assessment
<p>Skill Day The students will:</p> <ul style="list-style-type: none"> • define plot as a sequence of events • identify the introduction, the beginning of the conflict, the crisis, and the resolution of a plot • state the theme of a story <p>Common Salt The students will:</p> <ul style="list-style-type: none"> • read to gain information • compare and contrast information • collect evidence to support a conclusion • draw conclusions • relate reading selection to biblical truth (Christians are “the salt of the earth”.) • recall facts and details • read a diagram and a caption <p>Why the Sea Is Salt The students will:</p> <ul style="list-style-type: none"> • draw conclusions • infer cause-and-effect relationships • recall and infer facts and details • match words and definitions • get information from a chart • perceive size relationships 			

Objectives	Methods	Resources	Assessment
<p>Skill Day The students will:</p> <ul style="list-style-type: none"> • divide most words ending with a consonant <i>+le</i> before the consonant • divide words ending with <i>ck +le</i> into syllables after the <i>ck</i> • divide words with the <i>VC/CV</i> pattern between the consonants • divide compound words between the base words <p>Damon and Pythias The students will:</p> <ul style="list-style-type: none"> • identify cause-and-effect relationships • evaluate outcomes • relate story content to biblical truths (Show love for others by your words and actions; be honest even if you could gain more by being dishonest.) • support personal conclusions with biblical truth • identify character traits • locate verses in the Bible • complete a Venn diagram 			

Objectives	Methods	Resources	Assessment
<p>Literature Lesson: Legends The students will:</p> <ul style="list-style-type: none">• discern between truth and fiction in a legend• identify the elements of a legend• infer the purpose of a legend• identify the main idea of a paragraph• determine supporting details• summarize a paragraph• recognize the elements of a legend• brainstorm and record ideas about characters, problems, plot, and setting to use in writing a legend• write a legend• develop the characters in a legend			

Objectives	Methods	Resources	Assessment
<p>Some Special Day The students will:</p> <ul style="list-style-type: none"> • infer the attitude of a character • recognize character traits • relate story content to biblical truths (We should obey our parents; Christians should spend time with God in Bible study and prayer daily.) • identify a simile • read orally with voice expression to convey emotion • interpret word meaning from context • match words and definitions • write sentences to convey word recognition • determine and compare information from a bar graph, a circle graph, and a line graph • infer the attitude and emotion of a character • detect change in characters • identify character traits • determine the significance of the story title • read orally with voice expression to convey emotion 			

Objectives	Methods	Resources	Assessment
<p>Snowflakes The students will:</p> <ul style="list-style-type: none"> • compare and contrast objects • distinguish sentences from lines of poetry stanzas • sequence events • interpret similes • recognize enjambment • identify rhyme pattern • determine word meaning from Greek and Latin roots <p>Author Scrapbook The students will:</p> <ul style="list-style-type: none"> • recall facts and details • develop a sense of history • use a strategy for listening with comprehension • take notes and making drawings to aid in listening 			

Objectives	Methods	Resources	Assessment
<p>Venture to Mierow Lake The students will:</p> <ul style="list-style-type: none"> • distinguish between fact and opinion • identify types of transportation • recognize cause-and-effect relationships • relate story content to biblical truths (We should do all we can to tell others about God's love and His plan of salvation.) • read orally with varied voice expression to portray characters • identify relevant and irrelevant information • identify topic sentences • evaluate character actions • demonstrate an understanding of the author's message (God's Word is powerful.) • identify solutions to problems • recall facts and details • interpret word meaning from context 			

Objectives	Methods	Resources	Assessment
<p>Vasko's Christmas Rescue The students will:</p> <ul style="list-style-type: none"> • infer unstated facts and details • relate a story to personal experience • infer a character's motives • recognize a simile • identify details that create the mood • determine the mood of a story • match words and definitions • read orally with varied voice expression to portray characters • identify the emotional responses of characters • infer a character's motives • identify cause-and-effect relationships • demonstrate an understanding of the author's message (One's words and actions affect others either for good or bad.) • sequence events • identify story plot • identify the theme of a story • use a glossary • divide most words ending with a consonant <i>+le</i> before the consonant • divide words ending with the <i>ck</i> <i>+le</i> after the <i>ck</i> <p>Skill Day The students will:</p> <ul style="list-style-type: none"> • classify items by multiple attributes 			

Unit 4: Creatures Great and Small (Pages 250-322)

26 Days Time Allotted

Curriculum Objectives: 5.1, 5.3, 5.4, 5.5, 5.6, 5.7

Biblical Worldview Essential Questions

What assumptions about God lie within the Bible?

Objectives	Methods	Resources	Assessment
<p>Mijbil-Iraq to London The students will:</p> <ul style="list-style-type: none"> • draw conclusions • identify evidence that supports a conclusion • identify synonyms to determine word meaning • recognize first-person point of view • identify simile • sequence events • predict outcomes • complete similies • recognize the author’s use of imagery • identify simile • write creatively • match words and definitions • paraphrase sentences 	<p>Read and discuss materials in text.</p> <p>Use interactive and hands-on activities outlined in Teacher's Edition.</p> <p>Assign worktext pages to provide practice.</p> <p>Meet in reading groups.</p> <p>Define vocabulary</p>	<p><u>Reading</u>, 2nd Edition</p> <p><u>Teacher's Edition</u> Pages 372–475</p> <p><u>Student Worktext</u> Pages 99–128</p> <p><u>Student Reader</u> Pages 249–322</p>	<p>Oral Reading</p> <p>Answers during class</p> <p>Discussion</p> <p>Participation in class</p> <p>Teacher-made quizzes on assigned reading</p> <p>Informal checklist of Reading Behaviors</p> <p>Reading Worktext Activities</p> <p>Comprehension</p> <p>Questions from silent reading</p> <p>Book Report</p> <p>Individual Reading Record/Log</p>

Objectives	Methods	Resources	Assessment
<p>Skill Lesson: Research and Writing</p> <p>The students will:</p> <ul style="list-style-type: none"> • discern important information to be included in taking notes • distinguish between scanning and reading • recognize the five steps of the researching and writing process, using the word CROWN • determine the main idea of a paragraph • determine supporting details • complete an outline • take notes 			

Objectives	Methods	Resources	Assessment
<p>The Silent Witness The students will:</p> <ul style="list-style-type: none"> • recognize a character’s perspective • infer emotional responses of a character • relate story content to biblical truth (Christians should be witnesses to the unsaved.) • note the setting of the story • identify onomatopoeia • identify setting • recognize the relationship between plot and setting • classify by multiple attributes • detect change in a character • evaluate a character’s attitudes • evaluating outcomes • relate story content to biblical truth (God desires each person to follow His plan of salvation and become a new creature in Christ.) • infer cause-and-effect relationships • infer unstated supporting details • note the author’s use of foreshadowing • identify personification 			

Objectives	Methods	Resources	Assessment
<p>Skill Day The students will:</p> <ul style="list-style-type: none"> • divide words with affixes between the base word and the affixes • recognize that the suffix <i>-ed</i> is in a separate syllable after base words that end with /d/ and /t/ • recognize that the suffix <i>-es</i> is a separate syllable after base words that end with <i>ch, sh, s, x,</i> or <i>z</i> • place the primary accent mark on or within the base word of a word with an affix • place the primary accent mark on the first syllable of a two-syllable word or on the second syllable when that syllable contains two vowels 			

Objectives	Methods	Resources	Assessment
<p>Literature Lesson: Conflict in Stories The students will:</p> <ul style="list-style-type: none"> • define conflict • identify the conflict of a story • recognize the importance of conflict in a story • determine the differences between types of conflict (internal and external; main and secondary) • note the parts of a narrative (beginning, middle [conflict], and end [resolution]) • identify the resolution of a story • recognize the importance of the resolution of a story • recognize and list types of conflict • brainstorm and record ideas about conflict, plot, characters, and setting to use in writing a story <p>Skill Day The students will:</p> <ul style="list-style-type: none"> • relate one story to another • compare and contrast information • compare and contrast plots • compare and contrast settings • locate information using an index • scan text to locate information 			

Unit 5: Endeavors (Pages 324-426)

31 Days Time Allotted

Curriculum Objectives: 5.1, 5.3, 5.4, 5.5, 5.6, 5.7

Biblical Worldview Essential Questions

How does our work for God contribute to a Christian view of “wholeness?”

Objectives	Methods	Resources	Assessment
<p>Moses and Joshua The students will:</p> <ul style="list-style-type: none"> • infer facts and details • identify cause-and-effect relationships • distinguish between fact and opinion • determine the characters’ attitudes • relate story content to biblical truth (God will use us if we are willing to obey Him.) • detect change in a character • relate a story to personal experience • understand a character’s perspective • match antonyms • use context clues to determine meaning • recognize first-person point of view • summarize a paragraph • sequence the events of a story • identify story plot • compose sentences to convey word meaning • apply syllable division rule 4 (words with affixes) • use a glossary • read orally to portray characters’ emotions 	<p>Read and discuss materials in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice. Meet in reading groups. Define Vocabulary</p>	<p><u>Reading</u>, 2nd Edition <u>Teacher's Edition</u> Pages 476–615 <u>Student Worktext</u> Pages 129–70 <u>Student Reader</u> Pages 323–426</p>	<p>Oral Reading Answers during class Discussion Participation in class Teacher-made quizzes on assigned reading Informal checklist of Reading Behaviors Reading Worktext Activities Comprehension Questions from silent reading Book Report Individual Reading Record/Log</p>

Objectives	Methods	Resources	Assessment
<p>David's Endeavor The students will:</p> <ul style="list-style-type: none"> • recognize a purpose for reading (for spiritual growth) • identify character traits • demonstrate an understanding of a scriptural message (With God nothing is impossible.) • identify pronoun references • compare and contrast personal opinion with biblical truth • use synonyms to develop word meaning • match words and definitions • use a glossary <p>Author Scrapbook The students will:</p> <ul style="list-style-type: none"> • recall facts and details • develop a sense of history • use a strategy for listening with comprehension • listen to complete an outline 			

Objectives	Methods	Resources	Assessment
<p>Skill Lesson: Bible Study The students will:</p> <ul style="list-style-type: none"> • recognize the usefulness of cross-references in the Bible • note the usefulness of a concordance for Bible study • relate Bible study to personal experience • use a concordance • locate Bible verses • use cross-references to aid in Bible study <p>Today's Swordsmen The students will:</p> <ul style="list-style-type: none"> • read for information • demonstrate a understanding of the basic terms of fencing • draw conclusions • recall facts and details • determine the author's purpose (to inform) • match words and definitions • get information from an encyclopedia • distinguish among the subheadings of an article • use cross-references to locate further information 			

Objectives	Methods	Resources	Assessment
<p>Corps-à-Corps The students will:</p> <ul style="list-style-type: none"> • identify character traits • determine the motive of a character • recognize fencing terms • draw conclusions • identify evidence that supports a conclusion • identify setting • identify first-person point of view • note elements of setting • recognize the author’s use of descriptive words • use the Dewey decimal system • determine word meaning from context <p>Skill Day The students will:</p> <ul style="list-style-type: none"> • recognize that schwa syllables have various spellings • recognize that the accent never falls on a syllable with a schwa sound • identify the accented syllable in words with a schwa sound 			

Objectives	Methods	Resources	Assessment
<p>100-Meter Dash The students will:</p> <ul style="list-style-type: none"> • identify with the narrator of the poem • recognize onomatopoeia • recognize alliteration • identify and interpreting personification • identify metaphor • note that sound and rhythm create emotion • recognize allusion • use the card catalog to locate books and information in the library <p>The All-American Game The students will:</p> <ul style="list-style-type: none"> • identify cause-and-effect relationships • compare and contrast information • recall facts and details • infer facts and details • relate historical information to current information • recognize main ideas in an outline • supply supporting facts and details in an outline • read a notification selection 			

Objectives	Methods	Resources	Assessment
<p>Skill Day The students will:</p> <ul style="list-style-type: none"> • use the PQ3R study method to read informational text • scan text to find information • paraphrase information <p>The Little Things of Sissa The students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the author’s message (Little things are important.) • determine the author’s purpose for writing (to entertain and to teach a lesson) • recognize good characters versus evil characters in literature • determine the moral of a story • read a folktale • read orally with varied voice expression • identify irrelevant information 			

Objectives	Methods	Resources	Assessment
<p>Coronation Day The students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of historical events that occurred in seventeenth-century England • compare and contrast the traits of different characters • identify change in the main character • contrast characters' motives • relate story content to biblical truth (To accept Jesus as Savior, one must confess his sins to God, believe that Jesus died for his sins, and ask God for forgiveness.) • recognize the significance of a chapter title • draw conclusions • recall facts and details • identify synonyms to develop word meaning • identify adverbs • determine information from a bar graph • describe elements of setting • identify metaphors • identify internal conflict • identify character traits • project characters beyond the plot • determine the keyword for a given idea • match subheadings with information • determine word meaning from context 			

Objectives	Methods	Resources	Assessment
<p>John Bunyan: Prisoner with a Pen The students will:</p> <ul style="list-style-type: none"> • evaluate emotional responses of characters • evaluate a character’s traits from his actions • evaluate outcomes • draw conclusions • demonstrate an understanding of historical events that affected religion in seventeenth-century England • relate story characters to Bible characters • relate story content to personal experience • discern change in a character • evaluate emotional responses of characters • recall facts and details • infer facts and details • match words and definitions • recall orally to convey emotion 			

Objectives	Methods	Resources	Assessment
<p>Literature Lesson The students will:</p> <ul style="list-style-type: none"> • recognize a purpose for reading (for information) • recall facts and details • develop personal selection criteria • identify facts and details • draw conclusions • demonstrate understanding of the genre <i>biography</i> • read and enjoy biography • use the PQ3R study method to read informational text • recognize the purpose of a biography • brainstorm and record ideas about the person, the facts, the focus, and the style to use in writing a biography • conduct an interview • write a biography <p>The Pilgrim's Progress The students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of biblical truth (Jesus is the only way to heaven.) • read a map • locate Bible verses • use a glossary • determine word meaning from prefixes • apply accent rule 4 (schwa syllables) • identify allegorical settings 			

Objectives	Methods	Resources	Assessment
<p>Vanity Fair The students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of biblical truth (A Christian should focus on heavenly things rather than earthly things.) • evaluate emotional responses of characters • relate story content to Bible events and biblical principles • demonstrate an understanding of biblical truth (A Christian should be a witness and a testimony through difficult circumstances.) • recognize appropriateness of allegorical comparisons • support personal conclusions with biblical truth • interpret an allegory • read a time line • use a time line to relate one event to another • use a concordance • locate Bible verses • recognize the author's use of irony • interpret allegory • locate Bible verses • identify synonyms to develop word meaning 			

Objectives	Methods	Resources	Assessment
<p>Doubting Castle The students will:</p> <ul style="list-style-type: none"> • relate story content to biblical truth (God orders the lives of His people for His glory and their good.) • recall facts and details • analyze solutions to problems • apply solutions to problems • determine the theme of a story (Faith in God’s promises will keep the Christian from doubt and despair.) • relate story content to biblical principles • recall facts and details • analyze solutions to problems • apply biblical truth to problem situations and to personal problems • interpret an allegory • use homonyms in context • identify synonyms to develop word meaning • interpret an allegory • locate Bible verses <p>Skill Day The students will:</p> <ul style="list-style-type: none"> • recognize the value of a table to compare and contrast information • read and interpret information from a table • describe the organization and conciseness of information in a table • scan a table to locate information 			

Unit 6: Reflections (Pages 428-514)

27 Days Time Allotted

Curriculum Objectives: 5.1, 5.3, 5.4, 5.5, 5.6, 5.7

Biblical Worldview Essential Questions

What examples of imagery are used in the Bible?

Can you give any verses from the Bible that may show a sense of humor?

Objectives	Methods	Resources	Assessment
<p>The Base Stealer The students will:</p> <ul style="list-style-type: none"> • identify the poet’s use of imagery • recognize free verse • write sentences containing imagery • complete analogies • locate the topic sentence • match words and definitions • interpret word meaning <p>Rufus and the Fatal Four The students will:</p> <ul style="list-style-type: none"> • discern characters’ motives • distinguish between fact and opinion • predict outcomes • evaluate character actions • draw conclusions • read a diagram • match words and definitions • interpret meaning from context • note elements of setting in a story • note the author’s use of humor 	<p>Read and discuss materials in text.</p> <p>Use interactive and hands-on activities outlined in Teacher’s Edition.</p> <p>Assign worktext pages to provide practice.</p> <p>Meet in reading groups.</p>	<p><u>Reading</u>, 2nd Edition</p> <p><u>Teacher’s Edition</u> Pages 616–729</p> <p><u>Student Worktext</u> Pages 171–200</p> <p><u>Student Reader</u> Pages 427–514</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>Oral Reading</p> <p>Answers during class</p> <p>Discussion</p> <p>Participation in class</p> <p>Teacher-made quizzes on assigned reading</p> <p>Informal checklist of Reading Behaviors</p> <p>Reading Worktext Activities</p> <p>Comprehension</p> <p>Questions from silent reading</p> <p>Individual Reading Record/Log</p>

Objectives	Methods	Resources	Assessment
<p>The New Colossus The students will:</p> <ul style="list-style-type: none"> • interpret metaphor • recall facts and details • compare and contrast information • read orally to communicate meaning • adapt reading rate according to choral-reading symbols • determine locations on a map using coordinates and a compass rose • define <i>metaphor</i> <p>Author Scrapbook The students will:</p> <ul style="list-style-type: none"> • recall facts and details • develop a sense of history • use a strategy for listening with comprehension 			

Objectives	Methods	Resources	Assessment
<p>May the Plum Tree Always Blossom</p> <p>The students will:</p> <ul style="list-style-type: none"> • evaluate emotional responses of characters • gain a sense of historical events in World War II China • compare and contrast information • gather evidence to support a conclusion • identify character traits • evaluate the outcome of the story • evaluate character actions • relate story content to biblical truth (God is always in control of all things.) • draw conclusions • sequence events • note the author’s use of imagery • identify the mood of the story • identify elements of the setting • interpret imagery • recognize and interpret symbols in a story • make judgments in reading • note the author’s use of suspense • identify the parts of a plot • recognize propaganda—name calling, bandwagon, and testimonial 			

Objectives	Methods	Resources	Assessment
<p>Literature Lesson The students will:</p> <ul style="list-style-type: none"> • distinguish between fact and opinion • make judgments in reading • recognize propaganda—bandwagon, testimonial, and name calling • skim for main ideas • recognize the common elements in book reviews • brainstorm and record ideas to use in writing a book review • write a book review <p>Skill Day The students will:</p> <ul style="list-style-type: none"> • recognize that adding suffixes to some words may cause the primary accent to shift to the syllable before the suffix • recognize that a shift in accent often occurs when the meaning of a word changes 			

Objectives	Methods	Resources	Assessment
<p>Rounding Up the Sheep The students will:</p> <ul style="list-style-type: none"> • discern characters’ motives • draw conclusions • relate story content to personal experience • gain a sense of history • project the characters beyond the plot • identify characteristics of the story’s main character • infer emotional responses of characters • relate story content to biblical truth (Christ is the Good Shepherd.) • recall facts and details • recognize the author’s use of suspense • support conclusions with biblical truth • draw conclusions <p>Skill Day: Map Projections The students will:</p> <ul style="list-style-type: none"> • use the PQ3R study method to read informational text • distinguish world maps drawn with an interrupted projection vs. those drawn with a Mercator projection • compare the advantages and disadvantages of interrupted projection maps vs. Mercator projection maps • compare map projections 			

Objectives	Methods	Resources	Assessment
<p>The Store-Bought Dress The students will:</p> <ul style="list-style-type: none"> • infer facts and details about characters • draw conclusions • determine cause-and-effect relationships • develop a sense of history • recognize the importance of selflessness and teamwork • identify and infer facts and details • generalize about characters from their actions • compare and contrast story characters • draw conclusions • relate story content to personal experience • relate story content to biblical truth (God will reward us according to our faithfulness.) • recall facts and details • paraphrase sentences to determine word meaning • interpret word meaning from context • read orally to convey emotions and attitudes of characters 			

Objectives	Methods	Resources	Assessment
<p>Eli Whitney's Big Idea The students will:</p> <ul style="list-style-type: none"> • project a character beyond the plot • identify cause-and-effect relationships • identify the emotional responses of characters • develop a sense of history • use a web to organize information • recognize characteristics of historical fiction <p>The Proving of a Hero The students will:</p> <ul style="list-style-type: none"> • identify the author's message (The desire to do right and to think of others makes one a hero.) • recognize traits of a hero • evaluate characters' attitudes • draw conclusions • determine headlines • match words and definitions 			

Objectives	Methods	Resources	Assessment
<p>We, the People The students will:</p> <ul style="list-style-type: none"> • evaluate characters’ attitudes and actions • generalize about characters from their actions • identify cause-and-effect relationships • gain an understanding of historical events • infer emotional responses of characters • recognize the author’s message (Be faithful to the responsibilities you are given.) • draw conclusions • compare and contrast character traits • draw conclusions • infer unstated facts and details • recognize character traits of loyalty and unselfishness • interpret figurative language • relate story characters to personal experience • evaluate outcomes • recall facts and details • interpret meaning from context • match words and definitions • determine meaning from context • paraphrase sentences to determine word meaning • recognize and interpret symbols in literature • identify the genre <i>historical fiction</i> • use a glossary 			