

*Curriculum Guide for 5<sup>th</sup> 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**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will: <ul style="list-style-type: none"><li>• discern purposes for reading</li><li>• recognize a need for personal selection criteria</li><li>• identify parts of a book's format</li><li>• use the table of contents and index to locate information</li><li>• identify author's purposes for writing</li><li>• scan text to determine the author's purpose</li><li>• identify the lesson or moral in a story</li></ul>	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	<u>Reading</u> , 2nd Edition  <u>Teacher's Edition</u> Pages 1–121  <u>Student Worktext</u> Pages 1–32  <u>Student Reader</u> Pages 1–83  Other materials as specified in the Teacher's Edition	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

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

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

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

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

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

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

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



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

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

**Unit 2: Viewpoints (Pages 84-178)**

**Time Allotted: 35 Days**

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

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p><b>Big Brother</b> The students will:</p> <ul style="list-style-type: none"> <li>• note an understanding of characters' perspectives</li> <li>• identify the emotional responses of characters</li> <li>• identify solutions to problems</li> <li>• identify pronoun reference</li> <li>• predict outcomes</li> <li>• recognize conflict and solution</li> <li>• identify first-person point of view</li> <li>• write outcomes</li> <li>• recognize change in characters' attitudes</li> <li>• recognize spiritual growth in a character</li> <li>• infer the motives of a character</li> <li>• interpret the meaning of an idiom</li> <li>• identify cause-and-effect relationships</li> <li>• compare and contrast story elements</li> <li>• read orally with varied voice expression to show emotion</li> <li>• determine word meanings from prefixes</li> </ul>	<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><b>The Quarrel</b> The students will:</p> <ul style="list-style-type: none"> <li>• identify facts and details</li> <li>• interpret the meaning of an idiom</li> <li>• recognize the conciseness of poetry</li> <li>• determine setting</li> <li>• determine antonyms</li> </ul> <p><b>Skill Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• use critical thinking skills to project beyond given information</li> <li>• divide compound words into syllables between the base words</li> <li>• identify primary and secondary accents in compound words</li> <li>• place the primary accent mark on or within the first base word of a compound word</li> <li>• place the secondary accent mark on or within the second base word of a compound word</li> </ul>			

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

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

Objectives	Methods	Resources	Assessment
<p><b>The Gospel Light</b> The students will:</p> <ul style="list-style-type: none"> <li>• 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.)</li> <li>• identify cause-and-effect relationships</li> <li>• interpret word meaning from context</li> <li>• match words and definitions</li> <li>• identify metaphors</li> </ul> <p><b>Skill Lesson: Reference Tools</b> The students will:</p> <ul style="list-style-type: none"> <li>• recognize purposes for reading</li> <li>• identify the differences among dictionaries, atlases, and encyclopedias</li> <li>• determine the appropriate reference tool for locating information</li> <li>• use the dictionary</li> <li>• identify the parts of a dictionary entry</li> <li>• use the encyclopedia</li> <li>• identify the parts of an encyclopedia article</li> <li>• recognize the usefulness of computer reference tools</li> <li>• scan text to locate information</li> </ul>			

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



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

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

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

Objectives	Methods	Resources	Assessment
<p><b>No Longer a Slave</b> The students will:</p> <ul style="list-style-type: none"> <li>• 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.)</li> <li>• evaluate outcomes</li> <li>• identify the emotional responses of characters</li> <li>• support personal conclusions with biblical truth</li> <li>• distinguish between fact and opinion</li> <li>• interpret a picture</li> <li>• identify similes and metaphors</li> <li>• note the author's use of descriptive verbs</li> <li>• recognize the theme of a story</li> <li>• identify elements of setting</li> <li>• write a fact as an opinion</li> </ul>			

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

**Unit 3: Regions (Pages 180-248)**

**29 Days Time Allotted**

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

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p><b>Ma and Muffin</b> The students will:</p> <ul style="list-style-type: none"> <li>• evaluate characters’ attitudes</li> <li>• interpret the meanings of idioms</li> <li>• recognize a character’s perspective</li> <li>• relate story content to biblical truth (We should obey those in authority over us.)</li> <li>• interpret dialect</li> <li>• recognize dialect as part of the setting</li> <li>• recognize imagery</li> <li>• write to show imagery</li> <li>• detect change in characters</li> <li>• identify elements in a story that affect change in character</li> <li>• recognize a character’s perspective</li> <li>• sequence events</li> <li>• demonstrate an understanding of the author’s message (If you want to have friends, you must be friendly, loving, and kind.)</li> <li>• interpret word meaning from context</li> <li>• identify dialect</li> <li>• identify similes and metaphors</li> <li>• identify elements of setting</li> <li>• recognize the relationship between setting and plot</li> </ul> <p><b>Skill Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• identify the elements of setting</li> <li>• identify the mood of a story</li> </ul>	<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 250–351</p> <p><u>Student Worktext</u> Pages 67–98</p> <p><u>Student Reader</u> Pages 179–248</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</p> <p>Activities</p> <p>Comprehension</p> <p>Questions from silent reading</p> <p>Book Report</p> <p>Individual Reading</p> <p>Record/Log</p>

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

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



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

Objectives	Methods	Resources	Assessment
<p><b>Skill Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• divide most words ending with a consonant <i>+le</i> before the consonant</li> <li>• divide words ending with <i>ck +le</i> into syllables after the <i>ck</i></li> <li>• divide words with the <i>VC/CV</i> pattern between the consonants</li> <li>• divide compound words between the base words</li> </ul> <p><b>Damon and Pythias</b> The students will:</p> <ul style="list-style-type: none"> <li>• identify cause-and-effect relationships</li> <li>• evaluate outcomes</li> <li>• 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.)</li> <li>• support personal conclusions with biblical truth</li> <li>• identify character traits</li> <li>• locate verses in the Bible</li> <li>• complete a Venn diagram</li> </ul>			

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

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

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

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

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

**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**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p><b>Mijbil-Iraq to London</b> The students will:</p> <ul style="list-style-type: none"> <li>• draw conclusions</li> <li>• identify evidence that supports a conclusion</li> <li>• identify synonyms to determine word meaning</li> <li>• recognize first-person point of view</li> <li>• identify simile</li> <li>• sequence events</li> <li>• predict outcomes</li> <li>• complete similies</li> <li>• recognize the author’s use of imagery</li> <li>• identify simile</li> <li>• write creatively</li> <li>• match words and definitions</li> <li>• paraphrase sentences</li> </ul>	<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</p> <p>Activities</p> <p>Comprehension</p> <p>Questions from silent reading</p> <p>Book Report</p> <p>Individual Reading Record/Log</p>



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

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

Objectives	Methods	Resources	Assessment
<p><b>Skill Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• divide words with affixes between the base word and the affixes</li> <li>• recognize that the suffix <i>-ed</i> is in a separate syllable after base words that end with /d/ and /t/</li> <li>• 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></li> <li>• place the primary accent mark on or within the base word of a word with an affix</li> <li>• 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</li> </ul>			

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

**Unit 5: Endeavors (Pages 324-426)**

**31 Days Time Allotted**

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

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p><b>Moses and Joshua</b> The students will:</p> <ul style="list-style-type: none"> <li>• infer facts and details</li> <li>• identify cause-and-effect relationships</li> <li>• distinguish between fact and opinion</li> <li>• determine the characters' attitudes</li> <li>• relate story content to biblical truth (God will use us if we are willing to obey Him.)</li> <li>• detect change in a character</li> <li>• relate a story to personal experience</li> <li>• understand a character's perspective</li> <li>• match antonyms</li> <li>• use context clues to determine meaning</li> <li>• recognize first-person point of view</li> <li>• summarize a paragraph</li> <li>• sequence the events of a story</li> <li>• identify story plot</li> <li>• compose sentences to convey word meaning</li> <li>• apply syllable division rule 4 (words with affixes)</li> <li>• use a glossary</li> <li>• read orally to portray characters' emotions</li> </ul>	<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><b>David's Endeavor</b> The students will:</p> <ul style="list-style-type: none"> <li>• recognize a purpose for reading (for spiritual growth)</li> <li>• identify character traits</li> <li>• demonstrate an understanding of a scriptural message (With God nothing is impossible.)</li> <li>• identify pronoun references</li> <li>• compare and contrast personal opinion with biblical truth</li> <li>• use synonyms to develop word meaning</li> <li>• match words and definitions</li> <li>• use a glossary</li> </ul> <p><b>Author Scrapbook</b> The students will:</p> <ul style="list-style-type: none"> <li>• recall facts and details</li> <li>• develop a sense of history</li> <li>• use a strategy for listening with comprehension</li> <li>• listen to complete an outline</li> </ul>			

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

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



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

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

Objectives	Methods	Resources	Assessment
<p><b>Coronation Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of historical events that occurred in seventeenth-century England</li> <li>• compare and contrast the traits of different characters</li> <li>• identify change in the main character</li> <li>• contrast characters' motives</li> <li>• 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.)</li> <li>• recognize the significance of a chapter title</li> <li>• draw conclusions</li> <li>• recall facts and details</li> <li>• identify synonyms to develop word meaning</li> <li>• identify adverbs</li> <li>• determine information from a bar graph</li> <li>• describe elements of setting</li> <li>• identify metaphors</li> <li>• identify internal conflict</li> <li>• identify character traits</li> <li>• project characters beyond the plot</li> <li>• determine the keyword for a given idea</li> <li>• match subheadings with information</li> <li>• determine word meaning from context</li> </ul>			

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

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

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

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

**Unit 6: Reflections (Pages 428-514)**

**27 Days Time Allotted**

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

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p><b>The Base Stealer</b> The students will:</p> <ul style="list-style-type: none"> <li>• identify the poet’s use of imagery</li> <li>• recognize free verse</li> <li>• write sentences containing imagery</li> <li>• complete analogies</li> <li>• locate the topic sentence</li> <li>• match words and definitions</li> <li>• interpret word meaning</li> </ul> <p><b>Rufus and the Fatal Four</b> The students will:</p> <ul style="list-style-type: none"> <li>• discern characters’ motives</li> <li>• distinguish between fact and opinion</li> <li>• predict outcomes</li> <li>• evaluate character actions</li> <li>• draw conclusions</li> <li>• read a diagram</li> <li>• match words and definitions</li> <li>• interpret meaning from context</li> <li>• note elements of setting in a story</li> <li>• note the author’s use of humor</li> </ul>	<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><b>The New Colossus</b> The students will:</p> <ul style="list-style-type: none"> <li>• interpret metaphor</li> <li>• recall facts and details</li> <li>• compare and contrast information</li> <li>• read orally to communicate meaning</li> <li>• adapt reading rate according to choral-reading symbols</li> <li>• determine locations on a map using coordinates and a compass rose</li> <li>• define <i>metaphor</i></li> </ul> <p><b>Author Scrapbook</b> The students will:</p> <ul style="list-style-type: none"> <li>• recall facts and details</li> <li>• develop a sense of history</li> <li>• use a strategy for listening with comprehension</li> </ul>			

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

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

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

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

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

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

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>



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