How to Use the Schedule

More notes with important information about specific assignments. The N symbol provides you with a heads-up about difficult content. We tell you what to expect and often suggest how to talk about it with your kids.

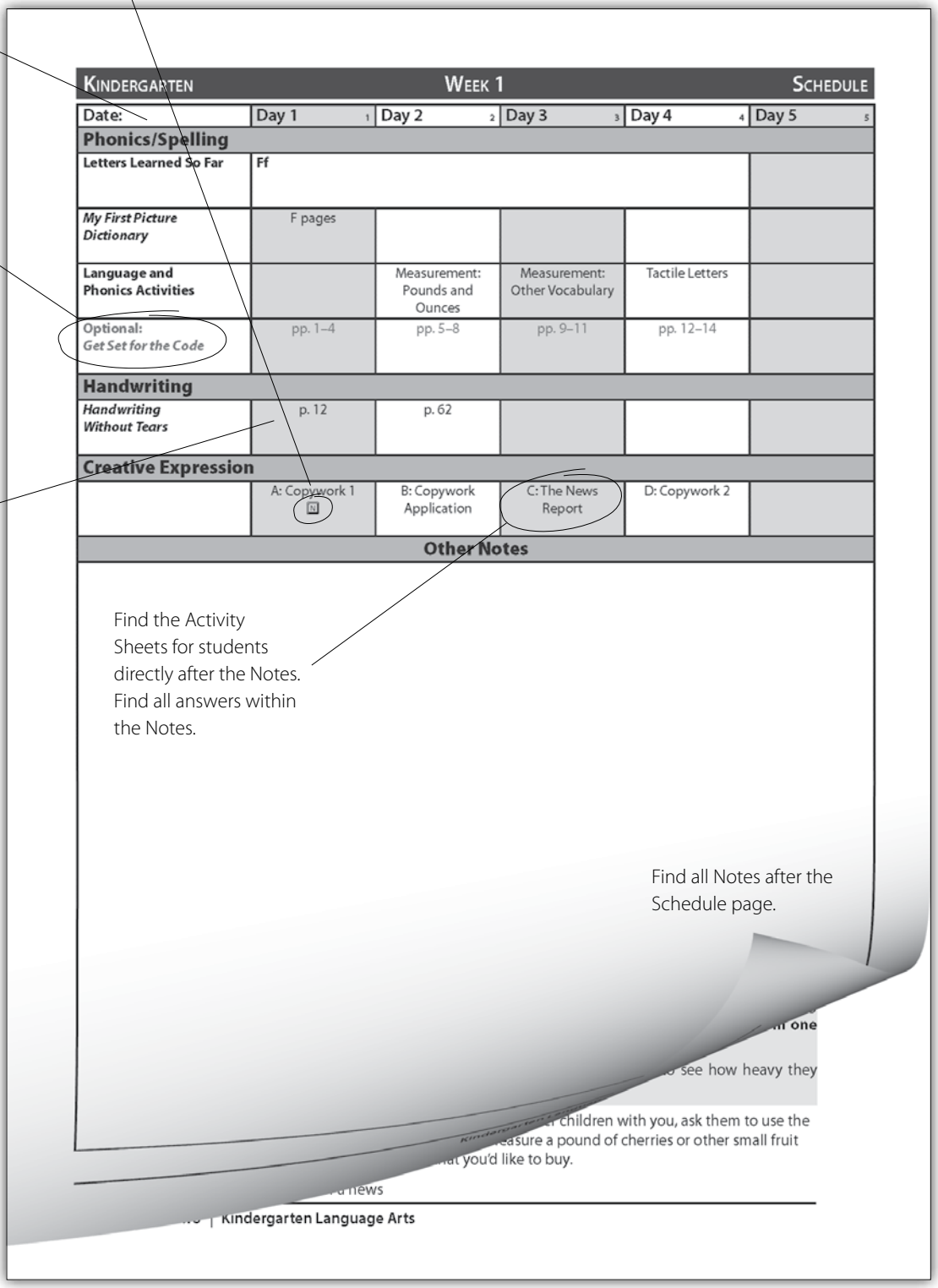
4-Day Schedule:

This entire schedule is for a 4-Day program. We provide a blank cell on Day 5 to allow for your own activities and topics that you would like to teach your children.

Write in the week's date for your records.

We schedule your optional Language Arts workbooks for you.

Additional space for your record keeping.



KINDERGARTEN	WEEK 1				SCHEDULE
Date:	Day 1 1	Day 2 2	Day 3 3	Day 4 4	Day 5 5
Phonics/Spelling					
Letters Learned So Far	Ff				
My First Picture Dictionary	F pages				
Language and Phonics Activities		Measurement: Pounds and Ounces	Measurement: Other Vocabulary	Tactile Letters	
Optional: ***Get Set for the Code***	pp. 1–4	pp. 5–8	pp. 9–11	pp. 12–14	
Handwriting					
Handwriting Without Tears	p. 12	p. 62			
Creative Expression					
	A: Copywork 1 N	B: Copywork Application	C: The News Report	D: Copywork 2	
Other Notes					

Find the Activity Sheets for students directly after the Notes. Find all answers within the Notes.

Find all Notes after the Schedule page.

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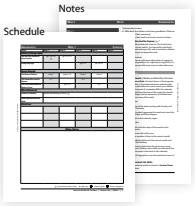
Instructor's Guide Quick Start

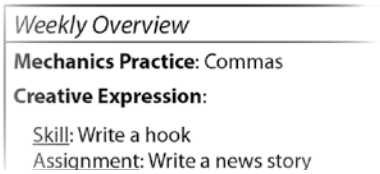
The BookShark™ Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule" in **Section Four**.

This IG includes a 36-week schedule, notes, assignments, readings, and other educational activities. For specific organizational tips, topics and skills addressed, and other suggestions for the parent/teacher see **Section Three**. Here are some helpful features that you can expect from your IG.

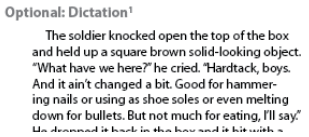


Easy to use
Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

4-Day Schedule
Designed to save one day a week for music lessons, sports, field trips, co-ops, or other extra-curricular activities.



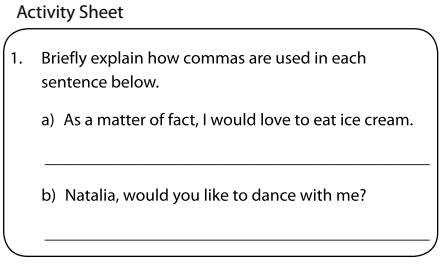
Weekly Overviews
Summarize lessons, skills, and activities for each week.

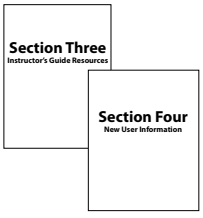


Dictation
Weekly passages prompt children to pay attention to grammar, spelling, capitalization and punctuation. Sometimes an activity is assigned that uses the passage to introduce a grammatical or writing activity topic.

Rubrics
Methods to evaluate your children's writing, like rubrics, make measuring progress quick and easy.

Activity Sheets
Activity Sheets follow each week's notes and are customized for each lesson to emphasize important points in fun ways. They are designed with different skills and interests in mind. You may want to file them in a separate binder for your student's use.





Instructor's Guide Resources and **New User Information**
Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.

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Date:	Day 1 1	Day 2 2	Day 3 3	Day 4 4	Day 5 5
Spelling					
Spelling You See					
Handwriting					
Optional: ***Handwriting Without Tears 5: Can-Do Cursive***	pp. 6–9		pp. 10–11		
Grammar/Mechanics					
Optional: ***Keys to Good Language 5***	Pretest 1		Lesson 1	Lesson 2	
Readers					
Li Lun, Lad of Courage	pp. 11–38	pp. 39–66	pp. 67–end		
Wild Orchid: A Retelling of "The Ballad of Mulan"				chaps. 1–3	
Vocabulary Development					
Optional: ***Wordly Wise 3000, Book 5***	Lesson 1A		Lesson 1B	Lesson 1C	
Creative Expression					
	Optional: Dictation A: Mechanics Practice	B: The Purpose of Writing	C: Observation	D: Observation Essay	

Other Notes

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N Special Note to Mom or Dad

Day 1

Spelling

Spelling You See

To improve your children's spelling, complete daily spelling exercises. We recommend the *Spelling You See* program. Use the "Spelling" line on your weekly schedule to record what you have done each week. For more information on which level is best for your student please see the General Spelling Readiness Guidelines found at www.bookshark.com.

Handwriting

We offer and recommend *Handwriting Without Tears* for your handwriting program. If you have another handwriting program you are using, please feel free to skip over this section. We schedule *Handwriting Without Tears 5: Can-Do Cursive* for your convenience, but if you purchased a different level you can find the appropriate schedule at www.bookshark.com/handwriting-schedules.

Optional: *Handwriting Without Tears 5* | pp. 6–9

Grammar/Mechanics

Do BookShark's *Grammar Ace* (Item# RL66) for one year between 4th–7th grade. Choose the grade that works best for your children. Use the space on the Schedule page to record what you have done. We recommend completing one lesson per week.

Optional: *Keys to Good Language 5* | Pretest 1

Find instructions and answers in the Teacher's Guide.

Readers

We include the Readers schedule in both the History and Language Arts Guides. Please refer to the schedule in your History 5 Guide for additional vocabulary and comprehension questions. The schedule in this Language Arts guide is included because we sometimes reference items from the book for writing exercises such as the Optional: Dictation assignments.

Li Lun, Lad of Courage | pp. 11–38

Vocabulary Development

Our vocabulary development program is based on and ties in with our History programs' Read-Alouds. You will find all the words and instructions for Vocabulary Development in your History Instructor's Guide.

If you'd like more practice, we recommend the *Wordly Wise* program. We schedule this optional workbook for you.

Optional: *Wordly Wise 3000, Book 5* | Lesson 1A

Find instructions and answers in the Teacher's Guide.

Creative Expression

Our goal is to encourage your children to write daily. We realize, though, that there are some days when they will not feel like writing.

For your convenience, we provide an optional dictation passage each week. The next time you find yourself with a reluctant writer, just use the dictation passage as your writing assignment for the day. And encourage your children to get some extra rest so that they're ready to tackle their regular writing assignment the next day.

Preferred Dictation Method

Ask your children to read through the dictation passage to familiarize themselves with it. They should note any words, capitalizations, or matters of punctuation that require special attention. They should ask you to clarify anything they're unsure about.

Give your children no more than five to ten minutes to prepare to take dictation. Preparation may involve writing out unfamiliar words, practicing spelling them out loud or on paper, trying to remember how a word looks by "seeing" it in their minds, drawing a word in large letters written in mid-air with an imaginary pen, etc. When their time is up, give the dictation, clause by clause, reading each clause only twice (repeating it only once). Your children should write in the cursive style and, as you read the passage to them, you should not emphasize the different sounds in each word.

Before handing their papers to you, your children should check their work for errors. They should mark and correct any errors they find. Discuss with your children what you think they have done particularly well, as well as what they could do better.

If you see consistent spelling, punctuation, or handwriting problems, keep a record on the weekly schedule and review those areas.

About Mechanics Practice

Each week, we offer a brief introduction to one grammatical or mechanical topic. This year your children will work through three basic groups of skills. We will study basic grammar skills in two main sections: **Sentence Basics** (nouns, verbs, adjectives, etc.), and **The Building Blocks of Sentences** (phrases, clauses, active and passive voice, etc.). We'll then intersperse the grammatical lessons with common **Mechanics** topics that we'll schedule throughout the year.

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Look for the skills covered each week in the "Weekly Overview" table, located at the beginning of the Day 1 Creative Expression Notes. For a 36-week progression of topics and skills studied this year in Language Arts, see our List of Topics and Skills, located in **Section Three**.

Work Independently

This year, in order to enable your children to study independently, you will find the bulk of the Language Arts instruction on the Weekly Activity Sheets, with a small summary of what we teach each day included in your Notes. Feel free to read and work with them through the lessons on the Activity Sheets, or give them the reins to work solo, once you feel they are able to do so.

Feeling Overwhelmed?

Due to the myriad of concepts to cover—many of which may seem abstract—and the subjectivity that evaluating writing assignments often requires, the idea of teaching Language Arts may seem daunting. Understandably! For this reason we have included an article called "Recommendations for Teaching Language Arts" in **Section Three** of this guide to help you navigate your Language Arts journey this year. We hope the suggestions found here will help you determine how to use this program so that it works best for your family, and will provide answers to further teaching questions you may have.

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Weekly Overview

Mechanics Practice: Nouns—gender; concrete/abstract; compound; collective

Creative Expression:

Skill: Sensory details

Assignment: Write an observation essay about something that interests you

Optional: Dictation[1]

> He stood up and shouldered the bundles again, happy that he was toiling up the mountain instead of sailing over the sea. The rocks were at peace among themselves; the waves were not.

A: Mechanics Practice

Today your children will learn about **common** and **proper nouns**, the **gender of nouns** *(feminine, masculine, neuter, and indefinite)*, concrete and abstract nouns, compound nouns, and collective nouns. See the **Week 1 Activity Sheet** for more information. If your children have trouble distinguishing all of the nouns from the passage, have them look up words they are uncertain about in the dictionary.

1. *Li Lun, Lad of Courage*, p. 27.

Answers:

1. **Common Nouns:** *bundles, mountain, sea, rocks, peace, waves;* **Proper Nouns:** *none.*
2. *All of the nouns in the passage are neuter—they are all objects or ideas, which are neither male nor female.*

Day 2

Readers

Li Lun, Lad of Courage | pp. 39–66

Creative Expression

B: The Purpose of Writing

This year your child will compile their writing assignments and other Language Arts work into a sketchbook. The Activity Sheets included with this Instructor's Guide, collected in a separate binder, will provide the 36-week organizational selection for their sketchbooks. Have your children include assignments they complete on a seperate sheet of paper by filing them behind the appropriate week's Activity Sheets. Today your children will begin their sketchbook by conducting a self-interview. See "B: The Purpose of Writing" on the **Week 1 Activity Sheet** for more information.

Day 3

Handwriting

Optional: ***Handwriting Without Tears 5*** | pp. 10–11

Grammar/Mechanics

Optional: ***Keys to Good Language 5*** | Lesson 1

Readers

Li Lun, Lad of Courage | pp. 67–end

Vocabulary Development

Optional: ***Wordly Wise 3000, Book 5*** | Lesson 1B

Creative Expression

C: Observation

This week your children will write an Observation Essay. Today they will simply observe something that interests them and take notes on it, jotting down sensory details they can use as they write the essay tomorrow. See "C: Observation" on the **Week 1 Activity Sheet** for more information.

Day 4

Grammar/Mechanics

Optional: ***Keys to Good Language 5*** | Lesson 2

Readers

Wild Orchid: A Retelling of "The Ballad of Mulan" | Chapters 1–3

Vocabulary Development

Optional: ***Wordly Wise 3000, Book 5*** | Lesson 1C

Creative Expression

D: Observation Essay

Today your children will use the notes from their observation to write a simple essay. See "D: Observation Essay" on the **Week 1 Activity Sheet**.

We provide an example to help guide your children's writing, as well as your efforts to evaluate their work. Use our examples as a rough guide to help your children generate ideas and as an approximation of what we expect the end product of a particular assignment to look like.

> I think the neighbor's cat lost at least one of her nine lives today. Fluffy is her name. Stalking birds is her game.
>
> As I sat by my window typing merrily away, I caught sight of Fluffy walking slowly across the back yard. She crouched low to the ground and stared straight ahead with an eerie intensity. Her nose twitched as it searched for the scent of her prey.
>
> I glanced over to see her likely quarry a few yards away. A large woodpecker with a bright scarlet head sat peacefully poking at a nut it had found in the woods. As Fluffy got closer, it must have picked up on the sound of Fluffy's paws crunching dry leaves on the ground.
>
> As Fluffy sprang into attack mode, the woodpecker flew in a quick circle and bopped Fluffy repeatedly on the head with its sharp beak. Fluffy screamed in pain and ran home with her tail between her legs.
>
> It pays to be observant. If I hadn't noticed the scene unfolding in front of me, I never would've been able to help my neighbors figure out why Fluffy needed stitches!

How to Evaluate This Assignment

Since this is their first writing assignment of the year, don't worry about evaluating it too heavily. Today, have your children simply focus on getting their thoughts on paper. When they're finished, ask them to read their essays to you and ensure they have an introduction, body, conclusion, and sensory details. If you'd like, you can also go back and work with them on the basic mechanics: capitalization, punctuation, spelling, and grammar. Did they include sensory details from multiple senses in their essay? If so, then they have succeeded.

Rubrics

Have you ever wondered how you should evaluate your children's writing? Much of literary critique is subjective, but it's helpful to have a concrete way to help you focus your critique. A rubric is a simple form that will help you give point values to certain characteristics of an assignment.

At this age, scale back on emphasizing the writing process and focus on the final result. When your children proudly present you with their hard work neatly written on a clean piece of paper, celebrate!

Do you remember when they were learning to talk? If you pointed to that colorful floating orb in the sky and said, "Look, a balloon!" and they repeated, "Bay-yoon!" did you correct their pronunciation and then give them a bad grade? Probably not. We hope you laughed, and simply said it again the right way. Even if they called it a "bay-yoon" for the next three months, we imagine you simply kept presenting them with the correct pronunciation and eventually they learned it.

Please think of learning to write as "learning to speak on paper." Since your children have hopefully had a few years to practice writing by this point, it's okay to start honing their technique. Strive to teach your children with the same small steps, and the same gentle redirections—slowly, over time. Be careful not to expect too much too quickly. It will come. Celebrate the small accomplishments, and keep engaging your children with examples of good writing (just like the ones in the books you're reading), and talk about what could be improved when you come across lesser samples.

At this age, feel free to start implementing evaluation rubrics like the one on the next page, as you evaluate your children's work. Please note that the items we chose to emphasize on our sample are just ideas of things you might want to include on a rubric of your own. As their teacher, only you will know how your children are writing—where they shine and what they need to polish up—so be sure to include both potential challenges and potential successes on rubrics you compose. We will include a sample rubric each week that you may choose to use as is or modify for your own purposes.

When you create a rubric, first draft a list of all the things you hope the assignment will accomplish, or you hope your child will learn or practice as they complete the assignment. Sometimes it's helpful to list skills by category, so you're sure you've thought of everything you want to evaluate.

Next, assign a point value for each item, giving more points to skills you want to weigh more heavily (or see as more important). Add up all of the points in the rubric to determine the number of points that will equal 100%. After that, simply read through your children's work thinking about each point on your rubric as you go. Divide the number of points your children earned by the number of points possible to determine a percentage.

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Sample Rubric for Observational Essay		
Content		
_____	5 pts	Wrote an observational essay about a topic of interest
_____	5 pts	Included various sensory details
_____	5 pts	Included an introduction, body, and conclusion
Mechanics		
_____	5 pts	Worked with Mom or Dad to edit this assignment
_____	5 pts	Used the dictionary to research the spelling of a word
_____	÷ 25 pts possible = _____%	
Total pts		

When your children are older, it may help to hand them a copy of your evaluation rubric when they first begin an assignment. Isn't it easier to hit the target when you can see what you should aim for? Afford this same opportunity to your children in the future when they work on writing assignments

At this age, you may be able to let your children write their first drafts independently, but they will probably still benefit from an "Editorial Review" session with you before they draft their final copies. Later in the year, you might put together an Editing Checklist with your children if you'd like them to begin editing their own papers independently as well. Draft such a checklist together, and be sure to include both basic content you always want them to check, as well as common mistakes you know they're still working on. Most importantly, use rubrics to help you more clearly gauge the areas in which your children could use more work and revise your instruction accordingly. ■

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LA Week 1 Activity Sheet

Optional: Dictation[1]

He stood up and shouldered the bundles again, happy that he was toiling up the mountain instead of sailing over the sea. The rocks were at peace among themselves; the waves were not.

A: Mechanics Practice

By now we imagine that you know a **noun** is a word that names a person, place, thing, or idea. A **proper noun** names a specific person, place, thing, or idea, such as Pittsburgh, or Mary, or The Statue of Liberty, and **common nouns** do not name something specific: tomato, pencil, park. Proper nouns are always capitalized, whereas common nouns are not.

Did you know that nouns can also denote **gender**? Nouns can be *feminine*, *masculine*, *neuter,* or *indefinite*. For example:

	Example:
Feminine: (female)	mother, aunt, hen, waitress
Masculine: (male)	father, uncle, rooster, waiter
Neuter: (neither male nor female)	table, lamp, car
Indefinite: (either male or female)	teacher, children, horse

Nouns may either be **concrete** objects (like a *pool* or a *trampoline*) or an **abstract** idea (like love, sadness, or justice). **Compound nouns** are made up of two or more words (like *football*, *step-sister,* or *middle school*), and a **collective noun** names a specific kind of group (like a *gaggle*, *herd*, or *team*).

1. Take a moment to underline all of the nouns in the Dictation passage above. If you find a proper noun, underline it twice.

2. Once the nouns are underlined, label the gender of each one. Use **F** for feminine, **M** for masculine, **N** for neuter and **I** for indefinite.

3. Think of your own example for each of the following type of nouns:

   concrete: _____

   abstract: _____

   compound: _____

   collective: _____

Did you know … that writers use **personification**, a form of figurative language, to help them describe and create images for their readers? In literature, personification means that an animal or an object has human characteristics. Read this week's passage again. What does it mean that the rocks were at peace among themselves and the waves were not? How can rocks have peace? How does this help describe the setting and Li Lun's emotion? If you close your eyes, you may be able to imagine the calm rocks stacked against each other and the waves crashing and fighting. Li Lun feels calm with the rocks because they are still, and the land is solid. He doesn't like the water because the waves are always moving, so he can't trust the water because he doesn't know what to expect.

B: The Purpose of Writing

Why do people write? Why should you write? Writing is an important form of communication that you use to connect to other people and yourself. Because of the recent advancements in electronic communication, you will probably find more reasons to write as an adult than your mom or dad do now.

Many businesses communicate electronically and advertise through web sites. If you get involved in business as you grow older, you will need to write clearly and precisely when delivering vital information or you may write for entertainment and enjoyment.

Your job this year is to learn new writing strategies and work to apply them to your writing. You will write fiction, non-fiction, and poetry. But where will you get your ideas? How will you know what to write?

The Sketchbook: Many artists keep a sketchbook and record their ideas in order to remember what they have seen and observed. They write their ideas down, so that they do not forget them. Sculptors, jewelry makers, fashion designers, and architects keep some type of file or notebook to help them develop new and original ideas. Writers are artists, too. As an artist, you will keep a sketchbook to help you develop your ideas. Not everything you collect will be developed into formal writing, but your collection will inspire your writing.

1. These Activity Sheets will serve as the basic skeleton for this year's sketchbook. We recommend you put these Activity Sheets in a separate binder. That way you can insert additional pages of completed assignments after each week's Activity Sheet, and compile your sketchbook as you work throughout the year. Continue to add to your

1. *Li Lun, Lad of Courage*, p. 27.

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sketchbook anytime you find something that you like. Strive to observe and be aware of the world around you. Cut out articles, pictures, photos, headlines, or phrases. If your hear song lyrics or if someone says something unusual, write it in your sketchbook. If you learn something interesting in math, history, science, or foreign language, write it down. Entries for your sketchbook can come from anywhere. Language Arts is not your only source for ideas.

2. For your sketchbook's inaugural activity, conduct an interview with yourself to record who you are today. When you look back at your sketchbook in weeks and years to come, this self-interview will provide context to the rest of the writing assignments in your sketchbook. The interview will help you remember why you wrote and thought in a certain way.

To conduct the interview, answer the questions below on a separate sheet of paper. Include any other facts you find important or interesting about who you are today.

I. How would others describe me?

II. How do I get along with members of my family?

III. If I could take three people with me on a trip to the moon, I would take:

IV. What do I want to do with my life?

V. What is my favorite school subject? Why?

VI. What things do I enjoy doing the most?

VII. If I could make one change in the world I would:

VIII. What special talents or skills do I use well?

IX. What special talents or skills would I like to have?

X. Other people say that I am good at:

C: Observation

This week your task is to write an Observation Essay in which you describe something you've observed. Try to include sensory details and things you've observed with each of your five senses. Today, select something that interests you. Observe and take notes as you observe it. Don't worry about writing complete sentences yet—you will turn your notes into sentences tomorrow. Simply jot down a few words that will help you remember what you observed. Be sure to pay attention to what your senses tell you as you observe and make notes that will help you tomorrow.

D: Observation Essay

Today you will use the notes you took yesterday to write your Observation Essay. Write the observation as it played out like a short story and be sure to include the sensory details you made note of yesterday. To give your essay a little structure, include an introduction and a conclusion. In your introductory paragraph, define the essay's focus. Present the main idea of the story you're about to tell in the rest of the essay. In the last paragraph—the conclusion—tell what you learned from your observation. Is there something you can accomplish with this observation? Decide on your audience. Who will be interested in reading your observation? Write as though you are talking to them.

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Date:	Day 1 6	Day 2 7	Day 3 8	Day 4 9	Day 5 10
Spelling					
Spelling You See					
Handwriting					
Optional: ***Handwriting Without Tears 5: Can-Do Cursive***	pp. 12–13		pp. 14–15		
Grammar/Mechanics					
Optional: ***Keys to Good Language 5***	Lesson 3		Lesson 4	Lesson 5	
Readers					
Wild Orchid: A Retelling of "The Ballad of Mulan"	chaps. 4–5	chaps. 6–8	chaps. 9–12	chaps. 13–14	
Vocabulary Development					
Optional: ***Wordly Wise 3000, Book 5***	Lesson 1D		Lesson 1E & Vocabulary Extension	Lesson 2A	
Creative Expression					
	Optional: Dictation A: Mechanics Practice	B: Outline for the Definition Essay	C: The Definition Essay	D: Revise	
Other Notes					

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N Special Note to Mom or Dad

Day 1

Handwriting

Optional: *Handwriting Without Tears 5* | pp. 12–13

Grammar/Mechanics

Optional: *Keys to Good Language 5* | Lesson 3

Readers

Wild Orchid: A Retelling of "The Ballad of Mulan" | Chapters 4–5

Vocabulary Development

Optional: *Wordly Wise 3000, Book 5* | Lesson 1D

Creative Expression

Weekly Overview

Mechanics Practice: Hyphens and dashes

Creative Expression:

Skill: Use an outline to organize an essay

Assignment: Write a definition essay

Optional: Dictation[1]

I was born in the month of the dog. From the dog I derive these qualities: I am a seeker of justice, honest and loyal. But I am also persistent, willing to perform a task over and over until I get it right. I am, in other words *dogged.* Once I've set my heart on something, there's no use trying to convince me to give it up—and certainly not without a fight.

A: Mechanics Practice

Today your children will learn about **hyphens** and **dashes**. For more information, see the **Week 2 Activity Sheet**.

Answers:

1. s t r a w | b e r | r y c o n | t r a r y
   a m | b i g | u | o u s h o n | o r | a r y
2. *The author included the dash after "up" for emphasis.*

Day 2

Readers

Wild Orchid: A Retelling of "The Ballad of Mulan" | Chapters 6–8

Creative Expression

B: Outline for the Definition Essay

After a brief discussion with you about connotation and denotation (see the Activity Sheet), today your children will complete the **outline** on the **Week 2 Activity Sheet** to compile their thoughts for the Definition Essay on courage they will write this week. They will discover the dictionary definition of courage, describe what courage means to them, and identify someone they know as courageous. They will probably need to use the Internet for some light research. See "B: Outline for the Definition Essay" on the **Week 2 Activity Sheet** for more information.

Day 3

Handwriting

Optional: *Handwriting Without Tears 5* | pp. 14–15

Grammar/Mechanics

Optional: *Keys to Good Language 5* | Lesson 4

Readers

Wild Orchid: A Retelling of "The Ballad of Mulan" | Chapters 9–12

Vocabulary Development

Optional: *Wordly Wise 3000, Book 5* | Lesson 1E & Vocabulary Extension

Creative Expression

C: The Definition Essay

Today your children will use the outline they completed yesterday to write their Definition Essay. Help them see how each section of the outline will translate into a paragraph into their essay—they simply have to turn the thoughts they recorded into complete sentences. For more information, see "C: The Definition Essay" on the **Week 2 Activity Sheet**.

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1. *Wild Orchid: A Retelling of the "Ballad of Mulan,"* pp. 4–5.

Day 4

Grammar/Mechanics

Optional: *Keys to Good Language 5* | Lesson 5

Readers

Wild Orchid: A Retelling of "The Ballad of Mulan" | Chapters 13–14

Vocabulary Development

Optional: *Wordly Wise 3000, Book 5* | Lesson 2A

Creative Expression

D: Revise

Today your children will call on you to help them revise their Definition Essay. After they read their paper to you, help them see where they should add information to make their message more clear. Finally, they can use the Revision Checklist on the Activity Sheet to finish polishing their work. For more information, see "D: Revise" on the **Week 2 Activity Sheet**.

Here's a brief sample of what a definition essay about courage might look like:

> I've heard it said that courage is not the absence of fear, but the ability to do what is right in the face of fear. We tend to think of courage in terms of outward acts of bravery, such as rescuing someone from a burning building. While I agree that this is one example of courage, I also think that courage can be less obvious.
>
> My uncle has been fighting cancer for three years. It has been scary for my whole family, but especially for my uncle. We have just learned that his cancer has spread.
>
> My uncle is courageous because he is doing what is right in a very frightening situation. He doesn't pretend that he's not afraid, but he also doesn't let the fear stop him from living his life the best he can. Even when he has to go to the hospital for treatments, he brings his guitar and makes the people around him smile.
>
> My uncle doesn't look like a super hero and he probably can't save anyone from a burning building, but I think he is the perfect embodiment of true courage.

How to Evaluate This Week's Assignment

This week you can essentially use the Revision Checklist on the Activity Sheet to create a rubric for this assignment

Feel free to change the points we've assigned to each item if you'd like to emphasize different elements of your children's essays. ■

Definition Essay Rubric		
Content		
_____	5 pts	The essay is interesting with an attention-grabbing introduction
_____	5 pts	Organization includes a beginning, middle, and end
_____	5 pts	All paragraphs focus on one main idea
Mechanics		
_____	5 pts	The essay uses correct capitalization and punctuation
_____	5 pts	There are interesting and descriptive words
_____	5 pts	The sentences contain complete thoughts
_____	÷ 30 pts possible = _____ %	
Total pts		

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LA Week 2 Activity Sheet

Optional: Dictation[1]

I was born in the month of the dog. From the dog I derive these qualities: I am a seeker of justice, honest and loyal. But I am also persistent, willing to perform a task over and over until I get it right. I am, in other words *dogged*. Once I've set my heart on something, there's no use trying to convince me to give it up—and certainly not without a fight.

A: Mechanics Practice

Do you remember the difference between a hyphen and a dash? A **hyphen** is a short little line (like this: -) that writers use to divide a word between two lines of text. Often, word processing software will automatically insert hyphens for you as you type, but how does it know where to split a word? We insert hyphens between syllables, which makes the word easier to read when it is printed on two lines. Therefore, you will never see the word "that" or "you" hyphenated. If you need help knowing where the syllable breaks at, check a dictionary. A great place to insert a hyphen is often between the double letters. For example:

Pep-per col-lege

A **dash** (or **em dash**) is a longer line (like this: —) that is somewhat of a cross between a comma, a colon, and an ellipsis. Here are a few of the ways it can be used:

☆ **To indicate a sudden break or change in the sentence.** Notice how the dashes are like parentheses here:

At the same time—and this was totally unplanned—Amy and I opened our sodas.

☆ **For emphasis:**

She was sunburned—and I mean crispy—from head to toe.

☆ **To show interrupted speech:**

"Well, I—ah—you see," stammered Duane.

1. Draw lines (|) to show where you could insert hyphens to split the words below. Generally speaking, it's best not to hyphenate a word to leave a single letter alone on a line.

s t r a w b e r r y	c o n t r a r y
a m b i g u o u s	h o n o r a r y

2. Find the dash in this week's dictation passage. Why did the author include a dash?

_____

_____

_____

B: Outline for the Definition Essay

Words can have the same meaning, but express different feelings. The same thing is true with concepts. Ideas like *security*, *happiness*, or *luxury* may have precise denotations, but they can transfer different connotations to different people. One person may think that *security* means to have police protection, while another person may feel that *security* means to have enough money to pay the bills.

Look at the groups of words below. Each group has the same denotation or dictionary meaning. Discuss the feelings or connotations that each word has with Mom or Dad. Are some more positive than others? If so, why?

1. clever, smart, brilliant, cunning
2. fancy, elegant, frilly, showy
3. different, unusual, bizarre, weird
4. special, distinguished, particular, unique
5. command, invitation, order, plea
6. lean, slant, tilt, recline
7. copy, imitate, mimic, shadow
8. banquet, cookout, feast, potluck
9. car, vehicle, limousine, wagon
10. song, hymn, melody, tune

Courage is a major theme in your Readers this year. What does courage mean to you? This week you will write a definition essay for the word *courage*. In a definition essay, you explain what a term means to you. Use the outline below to outline your essay. Use a separate piece of paper.

1. *Wild Orchid: A Retelling of the "Ballad of Mulan,"* pp. 4–5.

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I. Introduction
   A. Denotation (definition of the word *courage*):
   B. Interesting "attention-grabber" about courage (story, article summary, quote, etc):
   C. How I feel about *courage*:
II. Body Paragraph #1:
   My definition of *courage*:
III. Body Paragraph #2:
   A description of someone I know who is courageous according to my definition:
IV. Body Paragraph #3:
   Why my example person is courageous:
V. Conclusion:
   Compare and contrast your personal definition of courage to the dictionary definition. How are they alike? How do they differ?

C: The Definition Essay

Use the outline you completed yesterday to help you write the first draft of your definition essay. Who is your audience? Are you writing for your friends, your teacher, a general audience?

Write an introduction, body paragraphs, and a conclusion. In your introduction, catch your readers' attention with a quotation, part of a song lyric, or any other interesting fact about courage. Then, include the dictionary meaning and tell your readers how you feel about courage.

For the body paragraphs, describe what courage means to you. Follow the outline to include not only your personal definition, but also a description of someone you know who is courageous (or you have read about). The final body paragraph should explain why the person you chose for your example fits your definition of courage.

Finally, compare your personal definition of courage to the denotative meaning of the term in your conclusion. What did you learn about courage?

D: Revise

Why revise? Let's say that a friend asks you to draw a picture of him or her. So, the two of you sit down and you draw the picture without erasing anything or starting over. Will the picture be a perfect copy of your friend? You would probably need to erase and revise a few times to create a good likeness of your friend.

Revision applies to writing, too, because even professional writers do not write a perfect composition on the first attempt. You may not always have time to revise every paper that you write this year, but you will need to polish some compositions. Complete the following steps today to revise your Definition Essay.

1. Read your first draft aloud to your mom or dad. Listen to the flow of the words. How does it sound? Stop and make notes on your paper of any errors that you heard during your reading.
2. Next, have your mom or dad ask you questions about your paper. Are those questions answered in your paper? Do you need to add details? Stop and make notes on your paper to add details. What feeling do you get from the overall paper? How would you like your readers to feel after reading your paper? Does your paper contain that emotion? Replace words with synonyms that provide the correct connotations.
3. Finally, use the revision checklist below to check the rest of your work. Make corrections and write a final draft.

Revision Checklist

_____Ideas are interesting

_____ Organization includes a beginning, middle, and end

_____ Used correct spelling

_____ Words are descriptive

_____ Used complete sentences

_____ Used capitals correctly

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Date:	Day 1 11	Day 2 12	Day 3 13	Day 4 14	Day 5 15
Spelling					
Spelling You See					
Handwriting					
Optional: ***Handwriting Without Tears 5: Can-Do Cursive***	pp. 16–17		p. 18		
Grammar/Mechanics					
Optional: ***Keys to Good Language 5***	Lesson 6		Lesson 7	Lesson 8	
Readers					
Wild Orchid: A Retelling of "The Ballad of Mulan"	chaps. 15–16	chaps. 17–19			
Sweet and Sour: Tales From China			pp. 63–65, pp. 14–17, pp. 39–41, pp. 80–85, pp. 89–91	pp. 21–22, pp. 33–38, pp. 66–72, pp. 86–88	
Vocabulary Development					
Optional: ***Wordly Wise 3000, Book 5***	Lesson 2B		Lesson 2C	Lesson 2D	
Creative Expression					
	Optional: Dictation A: Mechanics Practice [N]	B: Tone	C: Create Tone	D: Tone in a Scary Story	
Other Notes					

[N] Special Note to Mom or Dad

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Day 1

Handwriting

Optional: *Handwriting Without Tears 5* | pp. 16–17

Grammar/Mechanics

Optional: *Keys to Good Language 5* | Lesson 6

Readers

Wild Orchid: A Retelling of "The Ballad of Mulan" | Chapters 15–16

Vocabulary Development

Optional: *Wordly Wise 3000, Book 5* | Lesson 2B

Creative Expression

Weekly Overview

Mechanics Practice: Adjectives—definition; articles; proper and common; compound

Creative Expression:

Skill: Convey tone in writing

Assignment: Write a scary story

Optional: Dictation[1]

> The fact that I had not stolen my remarkable horse had been established once and for all. I was now assigned to Prince Jian's forces—specifically, to an elite archer corps. I had Li Po to thank for both these things, just as I had him to thank for my first hot meal since leaving home.

A: Mechanics Practice

Today your children will learn about different types of **adjectives.** They will also briefly review nouns, pronouns, and adverbs, which we will discuss more in depth later. For more information, see the **Week 3 Activity Sheet**.

Note to Mom or Dad: This year, your children will delve more deeply into the mechanics of the English language, and we'll begin to serve up some rather meaty grammatical topics. To help both of you in your study this year, we have included a *Grammar Guide* in **Section Three** of this guide that succinctly explains topics we'll discuss for Mechanics Practice. Please keep this appendix handy for reference as you work this year. We hope you make great use of it whenever you need a refresher on any topic.

Answers:

1. Which sentence is better? *Hopefully your children selected the second sentence as the additional adjectives help to paint a clearer picture in the reader's mind.*
2. Adjectives in the dictation passage:

Common Adjectives	Proper Adjectives	Compound Adjectives
my	*Prince Jian's*	*(none in this passage)*
remarkable		
elite		
archer		
these		
first		
hot		

Use tally marks to record the articles you find:

the	a	an
1	*0*	*1*

3. Write a sentence that uses the one type of adjective you learned about today that was not found in the passage. *(After a busy week, I look forward to a low-key evening reading my favorite book by the fire.)*

Day 2

Readers

Wild Orchid: A Retelling of "The Ballad of Mulan" | Chapters 17–19

Creative Expression

B: Tone

Today you will work with your children to identify tone in various writing samples.

Discuss the quoted passages on the Activity Sheet with your children. After you have discussed a passage, have your children read it aloud; placing emphasis on the appropriate words and phrases.

When you have finished your discussion, have your children complete the "B: Tone" activity on the **Week 3 Activity Sheet.**

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1. *Wild Orchid: A Retelling of "The Ballad of Mulan,"* p. 115.

Possible answers:

1. *Desperate; Buck was completely at the mercy of his handlers.*
2. *Scared; His terror increased as his pleas went unanswered.*
3. *Frantic; I shall never reach the key and leave this place!*
4. *Sad; With a heavy heart, she lay awake and wished for morning.*
5. *Excited; Her energy caused him to feel quite alert as he sat up in bed.*

Day 3

Handwriting

Optional: *Handwriting Without Tears 5* | p. 18

Grammar/Mechanics

Optional: *Keys to Good Language 5* | Lesson 7

Readers

Sweet and Sour: Tales from China

"The Unanswerable," pp. 63–65
"The Clever Wife," pp. 14–17
"From Bad to Good to Bad to Good," pp. 39–41
"The Betrothal," pp. 80–85
"Golden Life," pp. 89–91

Vocabulary Development

Optional: *Wordly Wise 3000, Book 5* | Lesson 2C

Creative Expression

C: Create Tone

Today your children will write three paragraphs to portray the tone for their choice of three tone words listed on the Activity Sheet. See "C: Create Tone" on the **Week 3 Activity Sheet** for more information.

Day 4

Grammar/Mechanics

Optional: *Keys to Good Language 5* | Lesson 8

Readers

Sweet and Sour: Tales from China

"Logic," pp. 21–22
"The Serpent Slayer," pp. 33–38
"Kertong," pp. 66–72
"Clod's Comb," pp. 86–88

Vocabulary Development

Optional: *Wordly Wise 3000, Book 5* | Lesson 2D

Creative Expression

D: Tone in a Scary Story

Today your children will use what they have learned about connotation and tone to write a short scary story. See "D: Tone in a Scary Story" on the **Week 3 Activity Sheet** for more information. Here's an example of a brief story about a scary time in my life:

> I woke up with a start. Although I usually sleep through the night with no interruptions, something had jarred me from my slumber. What could it have been?
>
> I listened intently. Thunder cracked outside and sheets of rain pounded the window next to my bed. Another May thunderstorm raged outside. But I can sleep through the worst of storms. Something else must be going on, I thought.
>
> As my feet hit the cold floor, a chill ran up my spine. Why was it so cold in my room? I crept downstairs slowly, suddenly very wary of what I might find there.
>
> When I reached the bottom of the landing, I immediately noticed the front door standing ajar. My heart raced as my eyes darted about the room, looking for any sign of a possible intruder.
>
> And there it was! In the corner, a strange creature sat up on its haunches with a piece of leftover pizza clutched in its grubby paws. When I flicked on the lightswitch, I discovered the mess the raccoon had made. The overturned trash can explained what must have caused a sound loud enough to wake me from a deep sleep.
>
> Relief flowed through me, as the raccoon made its way to the front door and back outside. I cleaned up his mess and then hit the hay again. I barely remembered the evening's excitement when I awoke the following morning.

How to Evaluate This Week's Assignment

For this week's assignment, ensure your children wrote a scary story that conveys an appropriate tone to the reader. As your children are still building their vocabulary, give them credit for choosing words that have the correct connotation, but don't mark them down if not every word is spot-on. If they wrote a scary story that is somewhat creepy, they've met the main goals of this assignment.

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You may choose to use the sample rubric as-is or modify for your own purposes. If there's some other skill you'd like to help your child develop, go ahead and add it to the rubric, assigning it a point value. Add up all of the points in the rubric to determine the number of points that will equal 100%. After that, simply read through your children's work, thinking about each point on your rubric as you go. Divide the number of points your children earned by the number of points possible to determine a percentage. ■

Scary Story Rubric		
Content		
_____	5 pts	The narrative includes a beginning, middle, and end
_____	5 pts	Word choice reflects proper connotation
_____	5 pts	Adjectives help illustrate the tone
Mechanics		
_____	5 pts	The essay uses correct capitalization and punctuation
_____	5 pts	The essay uses correct spelling
_____	5 pts	The sentences contain complete thoughts
_____ Total pts	÷ 30 pts possible = _____ %	

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LA Week 3 Activity Sheet

Optional: Dictation[1]

The fact that I had not stolen my remarkable horse had been established once and for all. I was now assigned to Prince Jian's forces—specifically, to an elite archer corps. I had Li Po to thank for both these things, just as I had him to thank for my first hot meal since leaving home.

A: Mechanics Practice

A **noun**, as you probably remember, is a person, place, thing, or idea, and pronouns are words that rename nouns. For example, *he* is a pronoun we can use to refer to someone named *Jason*. To make nouns and pronouns more interesting, writers use descriptive words called **adjectives** to describe them. For example:

The car raced around the track.

The shiny new Indy car raced around the cold, wet track.

1. Which sentence is better? Why?

_____

_____

_____

Did you know that there are several different types of adjectives? The following sentences show examples of the different types:

> My grandma's spare room is my most favorite place to sleep. A downy soft pillow, sheets made from Egyptian cotton, and the sweet-smelling breeze that drifts through the open window lull me to sleep in an instant, and I always wake up to delectable smells wafting up the stairs from the kitchen.

Just as nouns have both common and proper designations, adjectives may be proper as well. Can you find proper adjective in our example? The word *Egyptian* is a **proper adjective** that describes the noun *cotton*. Conversely, *spare* is a **common adjective** that describes *room*. *sweet-smelling* is a **compound adjective**—two words joined together that act as an adjective. Even the words *a*, *an* and *the*, which are called **articles**, act as adjectives in the structure of a sentence.

2. Look at the dictation passage. What adjectives do you see? Remember, adjectives are words that describe nouns. If you see a word that describes a verb (an action), it is an **adverb**, which we'll discuss later. Record the adjectives you find in the chart below:

Common Adjectives

Proper Adjectives

Compound Adjectives

Use tally marks to record the articles you find:

the	a	an

3. Write a sentence that uses the one type of adjective you learned about today that was not found in the passage.

_____

_____

_____

1. *Wild Orchid: A Retelling of the "Ballad of Mulan,"* p. 115.

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B: Tone

Have you ever heard someone say, "Don't speak to me in that tone of voice?" What does tone of voice mean? In literature, **tone is the attitude that a writer has for a written passage.** As a writer, the words you use create the tone.

The best time to set the tone is when you are describing the setting or events in a story. For example, this week you will write about a scary moment you experienced in your life. You want to relate to your readers the feelings as you experienced them, so you will choose words that express how frightened you were.

Tone in Literature

Read the passages below with Mom or Dad and discuss the feelings that you get as you read them. Underline the specific words that contribute most significantly to the overall tone. Write a word to describe the tone at the beginning of the paragraph. Then, write a new sentence that matches the tone of the rest of the paragraph.

1. _____ "Buck had accepted the rope with quiet dignity. To be sure, it was an unwonted performance, but he had learned to trust in men he knew, and to give them credit for a wisdom that outreached his own. But when the ends of the rope were placed in the stranger's hands, he growled menacingly. He had merely intimated his displeasure, in his pride believing that to intimate was to command. But to his surprise the rope tightened around his neck, shutting off his breath. In quick rage he sprang at the man, who met him halfway, grappled him close by the throat, and with a deft twist threw him over on his back. Then the rope tightened mercilessly, while Buck struggled in a fury, his tongue lolling out of his mouth and his great chest panting futilely. Never in all his life had he been so vilely treated, and never in all his life had he been so angry. But his strength ebbed, his eyes glazed, and he knew nothing when the train was flagged and the two men threw him into the baggage car. "

Adapted from *Call of the Wild* by Jack London

_____

_____

_____

_____

_____

_____

2. _____ "At first, when he found himself in the grip of what he was sure must be the Robber Fly, Buster Bumblebee was so alarmed that he could not even scream. But in a moment or two he found his voice. And he shrieked 'Help! Help!' in a most frantic tone, hoping that some one would come and save him."

Adapted from *The Tale of Buster Bumblebee* by Arthur Scott Bailey

_____

_____

_____

_____

_____

_____

3. _____ "`That was a narrow escape!' said Alice, a good deal frightened at the sudden change, but very glad to find herself still in existence; `and now for the garden!' She ran with all speed back to the little door, but the little door was shut again, and the little golden key was lying on the glass table as before, `and things are worse than ever,' thought the poor child, `for I never was so small as this before, never! And I declare it's too bad, that it is!'"

Adapted from *Alice in Wonderland* by Lewis Carroll

_____

_____

_____

_____

_____

_____

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4. _____ "She threw herself back on her pillow and buried her face. She did not cry, but she lay and hated the sound of the heavily beating rain, she hated the wind and its 'wuthering.' She could not go to sleep again. The mournful sound kept her awake because she felt mournful herself. If she had felt happy it would probably have lulled her to sleep. How it 'wuthered' and how the big raindrops poured down and beat against the pane!"

Adapted from *The Secret Garden* by *Frances* Hodgson Burnett

_____

_____

_____

_____

_____

_____

5. _____ "Bunny! Bunny! Wake up! It's time!"

'Wha--what's matter?' sleepily mumbled little Bunny Brown, making his words all run together, like molasses candy that has been out in the hot sun. 'What's the matter, Sue?' Bunny asked, now that he had his eyes open. He looked over the side of his small bed to see his sister standing beside it. She had left her own little room and had run into her brother's.

'What's the matter, Sue?' Bunny asked again.

'Why, it's time to get up, Bunny,' and Sue opened her brown eyes more widely, as she tried to get the 'sleepy feeling' out of them. 'It's time to get up!'"

Adapted from *Bunny Brown and His Sister Sue* by Laura Lee Hope

_____

_____

_____

_____

_____

_____

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C: Create Tone

Write three paragraphs in your sketchbook to create a tone for your choice of three of the following tone words:

1. happy
2. sad
3. annoyed
4. nervous
5. frightened

Choose words for your paragraphs with connotations that transfer or relay the specific tone. In the example below, notice that the words "slammed," "stomped," and "ruined" communicate the anger that Sally feels. Only one rule: you cannot use the tone word in your paragraph. For example, if the tone word is anger, you cannot write the word anger. Instead show the reader the anger with examples and details:

> **Incorrect**: Sally was angry because her sister made her mad.
>
> **Correct:** Sally slammed the door to her bedroom and stomped across the room. Her sister had borrowed her clothes again without her permission. To make matters worse, her sister ruined the shirt when she spilled spaghetti sauce on it. Her sister wasn't even in trouble. Sally was grounded because she yelled at her sister. It wasn't fair.

Have someone read your paragraphs and identify your tone. They do not have to state the exact tone; as long as they get the sense, you'll have succeeded. If your tone is joyful and your reader says that the tone is happiness, then you have still portrayed the tone in your writing.

How well did you do? How many tones did your reader recognize correctly? Add your tone paragraphs to your sketch book as ideas for future compositions.

D: Tone in a Scary Story

Today, write a story about a time when you were scared.

Set the story in a scary tone that illustrates how you felt at the time. If you can't think of a time when you were scared, write about a scary time one of your friends or family members has experienced. Focus on your word choice; use examples and details to show the tone.

Language Arts 5—Scope and Sequence: Schedule for Topics and Skills		
Week	**Mechanics Practice**	**Creative Expression**
1	nouns: gender, concrete/abstract, compound, collective; personification	The Purpose of Writing (Self-Interview/Sketchbook) Observation Essay (Descriptive)
2	hyphens; dashes	The Definition Essay (Expository Writing) Revise (Writing Process)
3	adjectives: articles, proper and common, compound	Tone (Literary Techniques) Create Tone (Word Choice) Tone in a Scary Story (Application/Creative Writing)
4	verbs: action, helping, singular and plural	Character Sketch Warm-up (Writing Process) Character Sketch First Draft (Descriptive) Revise (Writing Process)
5	types of adverbs—of time, of place, of manner, of degree; conjugative	Character Development (Character Analysis) Develop a Character (Creative Expression) Write from the Character's Perspective (Imaginative)
6	pronouns and antecedents; personal, possessive, and subject pronouns	Active and Passive Sentences (Sentence Fluency) Plan Out the Friendly Letter (Writing Process) Write the Friendly Letter (Organization)
7	commas	Explore a News Article (Comprehension) The Straight News Article (Imaginative) Write the Straight News Article (Expository)
8	person of pronouns: first-, second-, and third-person	Combine Sentences (Sentence Fluency) Outline for a Feature Article (Research & Outline) Write a Feature Article (Expository)
9	pronouns: intensive, reflexive, indefinite	Fact or Opinion (Analysis) Prepare for the Letter to the Editor (Persuasive) Write the Letter to the Editor (Organization)
10	colons; semicolons	The Purpose of Dialogue (Analysis) Dialogue Organization (Organization) Write Your Own Dialogue (Imaginative)
11	pronouns: relative, interrogative, demonstrative	Elements of a Great Story (Analysis) Research Your Animal and Take Notes (Research) Plan Out the Animal Adventure (Imaginative)
12	complete sentences: subjects & predicates—simple, compound, complete; modifiers	Literary Elements–Personification and Sensory Impressions (Literary Techniques) Write the Animal Adventure (Imaginative) Finish the Animal Adventure Book (Organization/Artistic)
13	writing numbers	Transitions (Sentence Fluency) Prepare to Write the Expository Essay (Expository) Write the Expository Essay (Expository)
14	clauses, independent clauses, coordinating conjunctions, correlative conjunctions	Combine Sentences with a Key Word (Sentence Fluency) Prepare for the Personal Narrative (Writing Process) Write the Personal Narrative (Narrative)
15	types of adjectives: demonstrative, indefinite; demonstrative pronouns vs. demonstrative adjectives	Mind Mapping (Writing Process) Write Your Response (Personal Response) Revise Your Response (Writing Process)
16	phrases: noun phrases, verb phrases; appositives	Cause and Effect (Analysis) Comic Strip (Creative & Imaginative)

(continued on the following page)

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Language Arts 5—Scope and Sequence: Schedule for Topics and Skills		
Week	**Mechanics Practice**	**Creative Expression**
17	dependent clauses; subordinating conjunctions; relative pronouns; complex sentences	Cause and Effect in Science (Writing Process) Write the Cause and Effect Essay (Critical Thinking) Revise the Cause and Effect Essay (Writing Process)
18	verb forms: transitive verbs—direct and, indirect objects; intransitive verbs	The Summary (Summarization) The Book Review (Opinion) Revise the Book Review (Writing Process)
19	quotation marks	Start with a Thesis Statement (Summarization) Begin Your Research (Research) Source Cards (Research)
20	sentence structure—simple, compound, and complex sentences	Note Cards—Quotations (Research) Note Cards—Paraphrase (Research) More Note Cards & Works Cited (Research)
21	plurals	The Research Paper Outline (Organization) Refine Thesis and Begin Body Paragraphs (Expository) Complete the Body Paragraphs (Expository)
22	linking verbs: predicate adjectives, predicate nouns; how to write titles	The Introduction and the Conclusion (Expository) Revision (Writing Process) The Final Draft (Writing Process)
23	verb tenses: simple, perfect: past, present, and future	Persuasive Writing (Analysis) Write a Persuasive Paragraph (Persuasion) Make It Better (Writing Process)
24	ellipses; parentheses	Organize for a Speech (Oral Presentation) Speech Preparation (Oral Presentation) Speech Delivery (Oral Presentation)
25	prepositional phrases: prepositions, objects of the preposition, modifiers	Personification in Poetry (Literary Techniques) Draft a Personification Poem (Imaginative/Application) Finalize the Personification Poem (Writing Process)
26	noun/pronoun agreement	Foreshadowing (Literary Techniques/Critical Thinking) Reflect on Your Predictions (Reflection)
27	adjective and adverb forms: positive, comparative, superlative	Irony (Literary Techniques) Choose a Poem to Parody (Literary Techniques/Writing Process) Write a Parody (Imaginative)
28	commonly misused words; apostrophes	Storytelling (Research for an Oral Presentation) Study the Story (Oral Presentation) Present the Story (Oral Presentation)
29	spelling rules	A Story with a Twist (Brainstorm) Write the Short Story (Imaginative) Revise the Short Story (Writing Process)
30	capitalization	Model Sentences (Sentence Fluency) Combine Sentences to Create Paragraphs (Sentence Fluency) Improve Fluency (Writing Process)
31	improving sentences—fragments, rambling sentences, run-on sentences, double negatives	Information for the Travel Brochure (Research) Write the Tourist Attraction Advertisement (Expository/Persuasion) Revise the Travel Brochure (Writing Process)

(continued on the following page)

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Language Arts 5—Scope and Sequence: Schedule for Topics and Skills		
Week	**Mechanics Practice**	**Creative Expression**
32	voice—active and passive verbs	Research a Travel Proposal (Research) Prepare for the Proposal Summary (Summarization) Write the Proposal Summary (Summarization)
33	subject/verb agreement	Symbolism (Literary Elements/Analysis) Draft the Pre-Reader Picture Story (Imaginative) Finalize the Pre-Reader Picture Story (Writing Process)
34	similes and metaphors	Theme (Literary Elements/Analysis) Write About Theme (Synthesis) Compare Similar Themes (Comparison)
35	types of sentences: declarative, imperative, interrogative, exclamatory	Brainstorm for the Movie Poster (Imaginative) Draft the Movie Plot (Imaginative) Compose the Movie Trailer Script (Summarization/Persuasion)
36	abbreviations; acronyms; initialisms	Write the Extended Scene(Imaginative) Edit the Extended Scene (Writing Process)

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