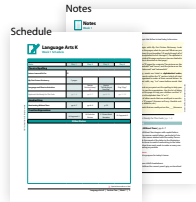


Instructor's Guide Quick Start

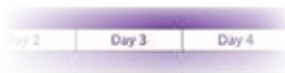
The BookShark™ Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule" in **Section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

Optional: Dictation¹

The soldier knocked open the top of the box and held up a square brown solid-looking object. "What have we here?" he cried. "Hardtack, boys. And it ain't changed a bit. Good for hammering nails or using as shoe soles or even melting down for bullets. But not much for eating, I'll say."

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.

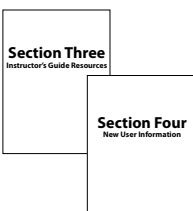
Activity Sheets

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.

Activity Sheet

1. Briefly explain how commas are used in each sentence below.
 - a) As a matter of fact, I would love to eat ice cream.


 - b) Natalia, would you like to dance with me?



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.

How to Use the Schedule


More notes with important information about specific assignments. The  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. Designed to save one day a week for music lessons, sports, field trips, co-ops or other extra-curricular activities..

Write in the week's date for your records.

We schedule your optional Language Arts workbooks for you.



Language Arts K
Week 1 Schedule

Date:	Day 1	Day 2	Day 3	Day 4
Phonics/Spelling				
Letters Learned So Far	Ff			
My First Picture Dictionary	F pages			
Language and Phonics Activities		Stories: "Hit the Library" 	Stories: "Tell Me About Your Day"	Play "I Spy"
Optional: <i>Get Ready for The Code</i>	pp. 1-4	pp. 5-7	pp. 8-10	pp. 11-12
Handwriting				
Handwriting Without Tears K: Letters and Numbers for Me	pp. 4-7	pp. 8-9	p. 70	
Creative Expression				
	A: Copywork 1	B: Circle the Picture	C: Picture Book Narration	D: Copywork 2
Other Notes				
<p>Find the Activity Sheets for students directly after the Notes. Find all answers within the Notes.</p> <p>Find all Notes after the Schedule page.</p>				

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Language Arts G

Week 1 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Spelling					
<i>Spelling You See</i>					
Grammar/Mechanics					
Optional: <i>Keys to Good Language 6</i>	Pretest 1		Lesson 1	Lesson 2	
Readers					
<i>Mara, Daughter of the Nile</i>	chaps. 1–2	chaps. 3–4	chaps. 5–6	chaps. 7–9	
Vocabulary Development					
Optional: <i>Wordly Wise 3000, Book 6</i>	Lesson 1 Exercise 1A		Exercise 1B	Exercise 1C	
Creative Expression					
	Optional: Dictation A: Mechanics Practice	B: Write Your Descriptive Paragraph—Plan	C: Write Your Descriptive Paragraph	D: Descriptive Paragraph—Polish	
Other Notes					

Special Note to Mom or Dad



Notes

Week 1

Day 1

Spelling

Spelling You See

To improve your students' spelling, complete daily spelling exercises. We recommend the *Spelling You See* program. Use the "Spelling" line on your weekly schedule sheet 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.

Grammar/Mechanics

Do BookShark's *Grammar Ace* for one year between Levels 4–7. Choose the year that works best for your students. Use the "Grammar/Mechanics" line on the schedule sheet to record what you have done. We recommend completing one lesson per week.

Optional: Keys to Good Language 6 | 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 G 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.

Mara, Daughter of the Nile | Chapters 1–2

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 6 | Lesson 1 & Exercise 1A

Creative Expression

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

For your convenience, we provide optional dictation passages 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 students to get some extra rest so that they're ready to tackle their regular writing assignment the next day.

Preferred Dictation Method

Ask your students 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 students 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 students 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 students should check their work for errors. They should mark and correct any errors they find. Discuss with your students 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), review those areas.

About A: Mechanics Practice

Each week, we offer a brief introduction to one grammatical or mechanical topic. This year your students 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 which we'll schedule throughout the year.

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 students 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 which 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.

Weekly Overview

Mechanics Practice: Sentence Basics | Nouns:
common/proper; gender; concrete/abstract;
compound; collective

Creative Expression:

Skill: Describe the colors of a place

Assignment: Write a descriptive paragraph

Optional: Dictation

The city that rose beyond them shimmered, almost drained of color, in the glare of Egyptian noon. Doorways were blue-black in white buildings, alleys were plunged in shadow; the gay colors of the sails and hulls that crowded the harbor seemed faded and indistinct, and even the green of the Nile was overlaid by a blinding surface glitter. Only the sky was vivid, curving in a high blue arch over ancient Menfe.¹

A: Mechanics Practice

This year, your students 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 include a *Grammar*

Guide in **Section Three** that succinctly explains topics we discuss in Mechanics Practice. Please keep this handy for reference as you work this year. Use it whenever you need a refresher on a topic.

Today your students will learn about several types of **nouns**. For more information, see the **Week 1 Activity Sheet**.

Answers:

- Underline all of the nouns in the passage on the Activity Sheet. Double underline proper nouns. (See the following answers.)
- Label the gender of each noun. Use **F** for feminine, **M** for masculine, **N** for neuter and **I** for indefinite.

Last ^Nyear my ^Ifamily went to ^NEgypt to see the ^Npyramids of ^NGiza. Most ^Npyramids in ^NEgypt were built as ^Ntombs for ^IPharaohs and other ^Idignitaries—some were even built for ^Fqueens. Our entire ^Ntrip was fascinating, but I think I learned the most interesting ^Nfacts about the ^NGreat Pyramid, or the ^NPyramid of ^IKhufu. Our ^Itour guide said that, surprisingly, no ^Nhieroglyphics or ^Nwriting exists on the ^Ninside of it. It is also the most accurately aligned ^Nstructure in ^Nexistence, and faces ^Ntrue north with only 3/60th of a ^Ndegree of ^Nerror. (We also learned that since the ^NNorth Pole moves slightly over ^Ntime, the ^Npyramid must have once been perfectly aligned to ^Ntrue north.) The ^Npyramids of ^NGiza are impressive ^Nstructures and that ^Ieveryone who studies ^NWorld History should visit.²

Note: “on the inside of it”—*it* is a pronoun. It does act as the object of the preposition, in the

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1. Eloise Jarvis McGraw, *Mara, Daughter of the Nile* (New York: Penguin, 1985), 1.

2. Facts source: <http://www.timstouse.com/EarthHistory/Egypt/Great-Pyramid/interestingfacts.htm>. Accessed May 2014.



Notes

Week 1

prepositional phrase *of it*, and as the subject of the sentence that follows, but as it is not a true noun, we have not underlined it for this exercise. We will discuss pronouns, prepositional phrases, and subjects and predicates later on this year.

3. **concrete**—(Possible) *family, Egypt, pyramids, Giza, pyramids, Egypt, tombs, Pharaohs, dignitaries, queens, trip, facts, Great Pyramid, Pyramid of Khufu, guide, hieroglyphics, writing, inside, structure, true north, de-gree, error, North Pole, pyramid, true north, pyramids, Giza, structures, everyone*; **abstract**—*year, existence, time, World History*; **compound noun**—(Possible) *Great Pyramid, Pyramid of Khufu, tour guide, true north, World History*; **collective noun**—*family*.

Day 2

Readers

Mara, Daughter of the Nile | Chapters 3–4

Creative Expression

B: Write Your Descriptive Paragraph—Plan

Today and tomorrow your students will write a colorful descriptive paragraph. Today they will use a table to help plan out the details of their paragraph. See “B: Write Your Descriptive Paragraph—Plan” on the **Week 1 Activity Sheet** for more information.

Day 3

Grammar/Mechanics

Optional: *Keys to Good Language 6* | Lesson 1

Readers

Mara, Daughter of the Nile | Chapters 5–6

Vocabulary Development

Optional: *Wordly Wise 3000, Book 6* | Exercise 1B

Creative Expression

C: Write Your Descriptive Paragraph

Today your students will use the ideas they brainstormed yesterday to write a descriptive paragraph. Follow the directions under “C: Write Your Descriptive Paragraph” on the **Week 1 Activity Sheet**.

Day 4

Grammar/Mechanics

Optional: *Keys to Good Language 6* | Lesson 2

Readers

Mara, Daughter of the Nile | Chapters 7–9

Vocabulary Development

Optional: *Wordly Wise 3000, Book 6* | Exercise 1C

Creative Expression

D: Descriptive Paragraph—Polish

Have your students review and edit their paragraphs. Follow the directions under “D: Descriptive Paragraph—Polish” on the **Week 1 Activity Sheet**.

How to Evaluate This Week’s Assignment

For this first assignment of the school year, focus on getting back into the process of planning, drafting, revising, and editing. Did your students take time to write thoughtful and thorough notes about the topic? Did they rely on the notes when drafting their paragraph the first time? Were there notable improvements made from the first draft to the final? Also, consider your students’ ability to work more independently this year. Did they follow directions correctly? Work diligently without prompting? These are habits you will want to help them build early in the year.

The sample rubric below will help you determine how well your students wrote their paragraph. Feel free to adjust the rubric to meet the individual needs of your students. For more information on evaluating writing assignments and using the rubrics see “Recommendations for Teaching Language Arts” in **Section Three** of this guide. ■

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Descriptive Paragraph Rubric		
<i>Content</i>		
_____	5 pts	The student used notes to thoroughly describe the colors of objects
_____	5 pts	The language flows naturally and is used effectively
_____	5 pts	The paragraph clearly describes the appearance of the place
<i>Mechanics</i>		
_____	5 pts	The paragraph is organized logically, with a main topic and supporting details
_____	5 pts	The paragraph uses correct spelling
_____	5 pts	The paragraph uses correct capitalization and punctuation
_____	÷ 30 pts possible = _____%	
Total pts		

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LA Week 1 Activity Sheet

Optional: Dictation¹

The city that rose beyond them shimmered, almost drained of color, in the glare of Egyptian noon. Doorways were blue-black in white buildings, alleys were plunged in shadow; the gay colors of the sails and hulls that crowded the harbor seemed faded and indistinct, and even the green of the Nile was overlaid by a blinding surface glitter. Only the sky was vivid, curving in a high blue arch over ancient Menfe.

A: Mechanics Practice

A **noun** is a word that names a person, place, thing or idea. *Dog, tractor, mailman, bookcase* and *jealousy* are all examples of nouns. A **proper noun** names a specific person, place, thing or idea, such as *Pittsburgh, Mary, or BookShark*, 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*).

Read the passage below and then answer the questions that follow.

Last year my family went to Egypt to see the pyramids of Giza. Most pyramids in Egypt were built as tombs for Pharaohs and other dignitaries—some were even built for queens. Our entire trip was fascinating, but I think I learned the most interesting facts about the Great Pyramid, or the Pyramid of Khufu. Our tour guide said that, surprisingly, no hieroglyphics or writing exists on the inside of it. It is also the most accurately aligned structure in existence, and faces true north with only 3/60th of a degree of error. (We also learned that since the North Pole moves slightly over time, the pyramid must have once been perfectly aligned to true north.) The pyramids of Giza are impressive structures that everyone who studies World History should visit.²

1. Take a moment to underline all of the nouns in the passage above. When 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.

1. Eloise Jarvis McGraw, *Mara, Daughter of the Nile* (New York: Penguin, 1985), 1.

2. Facts source: <http://www.timstouse.com/EarthHistory/Egypt/Great-Pyramid/interestingfacts.htm>. (Accessed May 2014).

LA Week 1 Activity Sheet

3. If they exist, list one of each of the following types of nouns found in the passage:

concrete: _____

abstract: _____

compound: _____

collective: _____

B: Write Your Descriptive Paragraph—Plan

Today and tomorrow you will write a colorful descriptive paragraph about your home town or a place you love. For inspiration, read the paragraph from *Mara, Daughter of the Nile* below.

The city that rose beyond them shimmered, almost drained of color, in the glare of Egyptian noon. Doorways were blue-black in white buildings, alleys were plunged in shadow; the gay colors of the sails and hulls that crowded the harbor seemed faded and indistinct, and even the green of the Nile was overlaid by a blinding surface glitter. Only the sky was vivid, curving in a high blue arch over ancient Menfe.

—from *Mara, Daughter of the Nile*, p. 1³

How many references to color did the author make? Your job specifically for this week's writing assignment is to describe the colors of a place you love.

A good description develops a main idea for the reader. What is the color palette of your favorite place? Is it bright and cheery? Cool and misty? Are there shades of blue or glittering white? Use specific examples to support the main idea of this color palette.

Close your eyes and pretend you are standing in your favorite place. What time of day is it? How does the light from the sun (if you can see it) impact what you see? Choose four or five objects in the scene to describe the colors of in your paragraph.

Today, summarize your thoughts in the table below before you write the paragraph tomorrow. Focus on the message that you want to give your readers. What is the overall feel of the entire color palette you'd like to describe? Write the topic sentence of your paragraph before you finish today.

My Favorite Place:	
Color Palette of My Favorite Place: (What is the tone of the colors you see there? Are they mostly shades of one color? Bright, vibrant colors?)	
Objects to Describe:	Color of these objects:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Topic Sentence:	

3. Eloise Jarvis McGraw, *Mara, Daughter of the Nile* (New York: Penguin, 1985), 1.

LA Week 1 Activity Sheet

C: Write Your Descriptive Paragraph

Today you will use the ideas you brainstormed yesterday to write a descriptive paragraph. Review the four or five objects you plan to describe listed in the table you completed yesterday under “Objects to Describe”. What color names best suit each object? Review those you listed in the section called “Color of these objects”, and try to improve the color names you listed. If you need help thinking of colors, you might look through a box of crayons, or think of other objects that are a similar color—like oily black or murky-water green. List the final color names next to the object it describes in the column to the right.

When you’re ready, write the first draft of your paragraph. Try to describe not only the color of each object, but also how the color and the object appear—whether it’s muted, bold, faded, translucent, shimmering, etc. Can you communicate the time of day in your scene simply in your description of the color?

When you’re finished, review your paragraph one more time to make sure you haven’t accidentally misspelled a word or left out something important. You will spend some time polishing the paragraph tomorrow.

D: Descriptive Paragraph—Polish

All writers need to be able to step back from their work and review it with a critical eye. Read through your paragraph today as though it were any other reading assignment. How does it flow? Does anything jump out at you that you don’t like? Did you find a mistake that you missed yesterday?

When you’ve read through the paragraph, step back and think about it as a whole. Would the paragraph flow better if a few of the sentences were in a different order? Is there a sentence that doesn’t seem to fit like the others do? If so, check to see if the sentence provides a detail that doesn’t support the topic sentence. Could you rewrite this sentence so that it would support the topic better?

Finally, look for one object you described yesterday to improve its description. Add adjectives (describing words) or a simile or metaphor (words or phrases that make a comparison to describe something), or grab a thesaurus to find a new word that will really make the sentence shine.

When you’ve completed all of your edits, rewrite a clean and final version of your paragraph.

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Language Arts G

Week 2 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Spelling					
<i>Spelling You See</i>					
Grammar/Mechanics					
Optional: <i>Keys to Good Language 6</i>	Lesson 3		Lesson 4	Lesson 5	
Readers					
<i>Mara, Daughter of the Nile</i>	chaps. 10–11	chaps. 12–13	chaps. 14–15	chap. 16	
Vocabulary Development					
Optional: <i>Wordly Wise 3000, Book 6</i>	Exercise 1D		Exercise 1E & Vocabulary Extension	Lesson 2 & Exercise 2A	
Creative Expression					
	Optional: Dictation A: Mechanics Practice	B: Spatial Organization	C: Research for Travel Journal	D: Write the Travel Journal	
Other Notes					

Special Note to Mom or Dad



Day 1

Grammar/Mechanics

Optional: Keys to Good Language 6 | Lesson 3

Readers

Mara, Daughter of the Nile | Chapters 10–11

Vocabulary Development

Optional: Wordly Wise 3000, Book 6 | Exercise 1D

Creative Expression

Weekly Overview

Mechanics Practice: Sentence Basics | Verbs: action; helping; form—singular/plural

Creative Expression:

Skill: Write a spatial description

Assignment: Write a travel journal

Optional: Dictation

“Then here is the message. Tell him he must journey to the River of Darkness, as we talked of long ago. He must take the treasure of him who sleeps there, even the royal cobra from his brow and the collar of amulets—”

“River of Darkness?” Mara choked on the words.

“Aye. He must take from the dead the gold Egypt must have to live! He must go down into the land of night and bring it forth to me.”¹

A: Mechanics Practice

Today your students will learn about **verbs: action verbs, helping verbs**, and **singular and plural verbs**. See the **Week 2 Activity Sheet** for more information.

Answers:

1. *sung; hung; thought; called; forgot; waiting; resume*
2. *had sung; did [not] matter; were waiting; must resume*
3. *s—was; p—were; s—writes; p—write; p—gulp; s—gulps*

1. Eloise Jarvis McGraw, *Mara, Daughter of the Nile* (New York: Penguin, 1985), 92.

Day 2

Readers

Mara, Daughter of the Nile | Chapters 12–13

Creative Expression

B: Spatial Organization

Architects, engineers, aviators, and designers use spatial organization on a regular basis. In their careers they utilize spatial organization to create three-dimensional projects or to navigate three-dimensional objects. Spatial skills are easier for some students, especially those who excel in math and logical reasoning. This assignment challenges all learners to become spatial thinkers and to communicate their ideas on paper. See “B: Spatial Organization” on the **Week 2 Activity Sheet** for directions.

Day 3

Grammar/Mechanics

Optional: Keys to Good Language 6 | Lesson 4

Readers

Mara, Daughter of the Nile | Chapters 14–15

Vocabulary Development

Optional: Wordly Wise 3000, Book 6 | Exercise 1E & Vocabulary Extension

Creative Expression

C: Research for Travel Journal

Your students will need to research information about Ancient Egypt for this assignment. Also, keep a map of the Nile River available for your students. See “C: Research for Travel Journal” on the **Week 2 Activity Sheet** for more information.

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Day 4

Grammar/Mechanics

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

Readers

Mara, Daughter of the Nile | Chapter 16

Vocabulary Development

Optional: *Wordly Wise 3000, Book 6* | Lesson 2 & Exercise 2A

Creative Expression

D: Write the Travel Journal

Have your students follow the directions on “D: Write the Travel Journal” on the **Week 2 Activity Sheet**.

Limit your student’s journal to a single entry that includes descriptions of two monuments or places. Evaluate your students work based upon how well they are able to use descriptive language to bring what’s inside their imaginations to life. Give extra credit if they think to include spatial organization and describe the objects as they pass them on their journey. Here’s what a sample paragraph about passing the Giza pyramids might look like:

As I looked out at the horizon, I could begin to see shapes taking form in the distance. What was blurry at first soon became clear, as the triangular shapes of the pyramids at Giza came into view. Even though I had heard many stories about the pyramids, seeing them up-close still took my breath away. These marvels of modern architecture proudly displayed what an advanced society ours had become.

How to Evaluate This Week’s Assignment

This assignment involves many different skills: research, descriptive writing, spatial organization, and a good imagination! Pay attention to how your students work through each step of the process—taking notes, checking reference materials, looking for inspiration in *Mara, Daughter of the Nile*. If these behaviors are not independent yet, provide as much guidance as needed, but be sure your students complete the actual writing on their own.

The following sample rubric will help you determine how well your students wrote their entries. Feel free to adjust the rubric to meet the individual needs of your students. ■

Travel Journal Rubric		
Content		
_____	5 pts	The entries describe two places accurately
_____	5 pts	The entries use language effectively to create vivid descriptions
_____	5 pts	The entries sound like a travel journal and are easy to understand
Mechanics		
_____	5 pts	The entries are organized logically, with a main topic and supporting details
_____	5 pts	The entries use correct spelling
_____	5 pts	The entries use correct capitalization and punctuation
Bonus		
_____	2 pts	The entries include spatial organization and describe objects as they are encountered
_____ ÷ 30 pts possible = _____ %		
Total pts		

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LA Week 2 Activity Sheet

Optional: Dictation¹

“Then here is the message. Tell him he must journey to the River of Darkness, as we talked of long ago. He must take the treasure of him who sleeps there, even the royal cobra from his brow and the collar of amulets—”

“River of Darkness?” Mara choked on the words.

“Aye. He must take from the dead the gold Egypt must have to live! He must go down into the land of night and bring it forth to me.”

A: Mechanics Practice

Do you remember the purpose verbs serve in a sentence? **Verbs** express actions or states of being. While nouns are the people, places, and things in a sentence, verbs tell what those people, places, and things *do* or *are*. **Action verbs** describe just that—the action.

Helping (or **auxiliary**) **verbs** when paired with another verb help control verb tenses, and they express a sense of necessity, certainty, probability, or possibility. For example:

The doctor *will* come soon.

There *might* be trouble next door.

Elvis *has* left the building.

Here is a list of common helping verbs:

Helping Verbs				
has	have	had	do	did
should	would	could	is	are
	was	were	been	

Have you ever noticed that verbs change slightly when the subject of the sentence is either singular or plural? Read the following sentence pairs. Do you notice a pattern in how the **verb form** changes?

He <i>walks</i> .	We <i>walk</i> .
She <i>skips</i> .	They <i>skip</i> .
Jeanette <i>talks</i> .	Jeanette and Amber <i>talk</i> .

When the subject is singular, we use a singular verb, and when the subject is plural, we use a plural verb. However, the rule for singular and plural verbs is just opposite from singular and plural nouns: while most nouns that end in *-s* are plural, but most **verbs** ending in *-s* are singular (or pair with a singular subject). So:

Singular Verbs	Plural Verbs
walks	walk
skips	skip
talks	talk

Read the passage below and then answer the questions that follow.

After we had sung the final note, our voices hung for a moment in the frigid air. It didn't matter which side of the wire we were on. We all thought of the places we called home, and for a moment forgot we were waiting for daylight when the fighting and the war must resume.

- Look at the passage above and write all of the action verbs you find:

- Write the helping verb that modifies each of the following verbs from the sample paragraph:

_____ sung

_____ [not] matter

_____ waiting

_____ resume

- Use **s** to identify each verb as singular, **p** for plural.

_____ was

_____ were

_____ writes

_____ write

_____ gulp

_____ gulps

1. Eloise Jarvis McGraw, *Mara, Daughter of the Nile* (New York: Penguin, 1985), 92.

LA Week 2 Activity Sheet

B: Spatial Organization

Writers use spatial organization in descriptive text. Spatial organization arranges details of a place or thing in a logical order. If you were to describe your bedroom, you might start with the first thing a person would see when entering your room. Then you might move clockwise around the room and describe the items in order as if the person were circling your room. You would end with the person leaving the room. If you didn't describe objects in a logical order, you could easily confuse the reader about where objects are located in your room.

In the example below, Mara and the princess Inanni go outside and down the stairs of the palace for the first time. The author describes the setting using spatial organization. The writer not only describes the storerooms and workshops but also includes what the characters see in those rooms as they pass:

At the bottom they found themselves in the first of a series of walled courts and gardens, through which they passed without encountering anyone more frightening than a few slaves or hurrying servants. Inanni began to relax. She peered curiously at the storerooms and shedlike workshops, catching glimpses of basket makers and glass blowers still at work, of hundreds of stacked wine jars, mountains of baled linen, the neat rows of a kitchen garden. There were vineyards, date groves, curving flower beds in which scarlet sage and larkspur glowed against dark tamarisk trees. As they entered a broad paved area surrounded by weavers' stalls, Inanni gave a start of joy and stopped.

—from *Mara, Daughter of the Nile*, p. 99²

Use spatial organization to describe your favorite place in one paragraph. Perhaps this place is somewhere near home or at home. It could be a place where you go to think or to relax. Maybe your favorite place is a family camping spot or someplace you've only visited one time but would like to return to someday. Decide on the order in which you want to write about that place. Will you describe it from a specific perspective? For example, if your favorite place is sitting on a rock looking down from a mountain, you would describe the scene from that point. If you use yourself as the focal point, describe what is closest to you and work your description in points that get farther and farther away from you. Will you describe from top to bottom or from side to side?

Introduction:

Give an overview of what you will describe.

Plan of Organization:

Make a list of the details you plan to describe for your spatial description.

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2. Eloise Jarvis McGraw, *Mara, Daughter of the Nile* (New York: Penguin, 1985), 99.

LA Week 2 Activity Sheet

Write Your Description:

Use sensory details and spatial organization.

Travel back to Ancient Egypt and take the role of a scribe who is traveling up the Nile River from Memphis to the city of Thebes.

Look at the map of the Nile River, the longest river in the world. To travel from Memphis to Thebes, which direction would you go?

Tomorrow, you will write a travel journal entry about your trip. Today, identify and write an interesting fact or two about the following places:

Pyramids of Giza

The Sphinx

Saqqara

Deir el-Bahari

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C: Research for Travel Journal

In the book *Mara, Daughter of the Nile* by Eloise Jarvis McGraw, the setting begins in Menfe (Memphis), Egypt. Prior to the story's opening, Thutmose III reigned as king in the 1400's B.C. The Egyptians built many structures before that time period. Mara, the protagonist, travels up the Nile River to Thebes, which was the capital of Ancient Egypt. As she travels, what does Mara see? What was the setting really like?

LA Week 2 Activity Sheet

D: Write the Travel Journal

People keep travel journals to record their journeys. This helps travelers remember more about their experiences and share their memories with friends and family. Historians recreate events with the aid of travel journals. Write a travel journal entry about two of the places you researched on Day 3.

As you write, concentrate on describing the places as if you were actually there. Describe your journey using spatial organization. Give your readers mental images of the scenes.

Use your five senses to give your reader a sense for the atmosphere. What does it sound like, smell like, taste like, feel like, and look like? Mara sees crocodiles and smells fish mixed with mud.

If you're traveling south, can you tell the reader on which side of the boat you saw certain objects?

Use colorful adjectives and action verbs in your description. Write at least one paragraph about two of the places.



Language Arts G

Week 3 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Spelling					
<i>Spelling You See</i>					
Grammar/Mechanics					
Optional: <i>Keys to Good Language 6</i>	Lesson 6		Lesson 7	Lesson 8	
Readers					
<i>Mara, Daughter of the Nile</i>	chaps. 17–18	chap. 19–20	chaps. 21–23	chaps. 24–25	
Vocabulary Development					
Optional: <i>Wordly Wise 3000, Book 6</i>	Exercise 2B		Exercise 2C	Exercise 2D	
Creative Expression					
	Optional: Dictation A: Mechanics Practice	B: Point of View	C: Pre-write a Peace Treaty	D: Write a Peace Treaty	
Other Notes					

Special Note to Mom or Dad



Day 1

Grammar/Mechanics

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

Readers

Mara, Daughter of the Nile | Chapters 17–18

Vocabulary Development

Optional: *Wordly Wise 3000, Book 6* | Exercise 2B

Creative Expression

Weekly Overview

Mechanics Practice: Sentence Basics | Pronouns: personal; subject; possessive; gender

Creative Expression:

Skill: Use third-person point of view

Assignment: Write a family peace treaty

Optional: Dictation

An hour later he was crossing the worn stone wharfs to the *Beetle's* anchorage. Nekonkh hung over the gunwale, his arms propped wide, his shoulders burnished copper in the brilliant sunlight. Every line of him spelled anxiety. Sheftu stepped into the cool shadow of the hull, swung onto the rope ladder and climbed up through the blue-green dancing reflections into the glare of sun on deck.¹

A: Mechanics Practice

Today your students will learn about **pronouns** and **antecedents**, the **gender of pronouns**, and how pronouns may be used in a sentence. For more information, see the **Week 3 Activity Sheet**.

This week we discuss subject pronouns. Pronouns may also serve as objects, which we will discuss further when your students learn about transitive verbs and direct objects.

Answers:

1. *he; his; his; him*
2. *his; her; their*
3. *He; They; I*

Day 2

Readers

Mara, Daughter of the Nile | Chapters 19–20

Creative Expression

B: Point of View

Help your students to develop good habits in using the appropriate point of view. If you find the words *you*, *yours*, or *yourself* in your students' writing, delete the words and have your students rewrite the sentences using third person point of view (see the Activity Sheet for more information). If your students switch point of view in the middle of the paper, point it out and work with them to keep the point of view consistent. Today, have them rewrite the paragraphs under "B: Point of View" on the **Week 3 Activity Sheet** with the assigned point of view.

Answers:

1. *He was driving home as a great snowstorm began to rage. He was worried. Everything around him was turning white and confusing. He could barely see where he was going. Suddenly his car stalled. He was far from home and didn't really know where he was.*
2. *This was the hardest, most difficult thing she'd ever had to do in her life. She received an important medal, but she knew that she really did not deserve it. She stood in front of a large audience, many of them old friends who loved her. She was supposed to give an acceptance speech, but instead of accepting the medal, she decided to confess that another person deserved it.*

1. Eloise Jarvis McGraw, *Mara, Daughter of the Nile* (New York: Penguin, 1985), 217–218.

Day 3

Grammar/Mechanics

Optional: *Keys to Good Language 6* | Lesson 7

Readers

Mara, Daughter of the Nile | Chapters 21–23

Vocabulary Development

Optional: *Wordly Wise 3000, Book 6* | Exercise 2C

Creative Expression

C: Pre-write a Peace Treaty

Today, your students will brainstorm topics and solutions for their own peace treaty for a family. Help them understand the language in the articles of the sample peace treaty under “C: Pre-Write a Peace Treaty” on the **Week 3 Activity Sheet**. See the Activity Sheet for more information.

Day 4

Grammar/Mechanics

Optional: *Keys to Good Language 6* | Lesson 8

Readers

Mara, Daughter of the Nile | Chapters 24–25

Vocabulary Development

Optional: *Wordly Wise 3000, Book 6* | Exercise 2D

Creative Expression

D: Write a Peace Treaty

Today, your students will pull topics from their notes from yesterday to create their own peace treaty. See “D: Write a Peace Treaty” on the **Week 3 Activity Sheet** for more information.

Here’s what some sample articles might look like:

If two family members agree to share something evenly, the division of said item shall take place as follows: one person will divide the item as evenly as possible, while the other person will be allowed to choose which portion he or she will receive. In this

way, each person will be motivated to be as fair as possible in the division of the item at issue.

If there is any disagreement between family members, those members must work diligently to resolve their differences before bedtime. Let not the sun go down if there exists any dispute among family members!

How to Evaluate This Week’s Assignment

This assignment is a fun opportunity for your students to work with formal language for a practical purpose. Remind them that the articles must make sense overall, so they shouldn’t get so caught up in the language that they lose the meaning. It can be easy to slip into second-person point of view on this assignment, so check to see if your students are using words like “family members,” “he,” and “she”.

The sample rubric below will help you determine how well your students wrote their peace treaty. Feel free to adjust the rubric to meet the individual needs of your students. ■

Peace Treaty Rubric		
<i>Content</i>		
_____ 5 pts	The treaty includes at least five articles that outline practical solutions to family problems	
_____ 5 pts	The treaty is written in third-person point of view with active verbs and formal language	
_____ 5 pts	The articles are fair, well-thought-out, and easy to understand	
<i>Mechanics</i>		
_____ 5 pts	The sentences express complete ideas	
_____ 5 pts	The articles use correct spelling	
_____ 5 pts	The articles use correct capitalization and punctuation	
_____ ÷ 30 pts possible = _____%		
Total pts		

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LA Week 3 Activity Sheet

Optional: Dictation¹

An hour later he was crossing the worn stone wharfs to the *Beetle's* anchorage. Nekonkh hung over the gunwale, his arms propped wide, his shoulders burnished copper in the brilliant sunlight. Every line of him spelled anxiety. Sheftu stepped into the cool shadow of the hull, swung onto the rope ladder and climbed up through the blue-green dancing reflections into the glare of sun on deck.

A: Mechanics Practice

Wouldn't it be awkward if our language didn't have pronouns? For example, if we didn't have pronouns, you might hear someone say something like this:

"Mom," asked Zachary, "May I go to Xander's house to play on Xander's new trampoline? Xander and Zachary would have so much fun! Xander's mom said it would be okay."

Pronouns are words—like *I, me, he, she, they, it, mine, yours*, etc.—that are used in place of common or proper nouns. In order for pronouns to make sense, they must follow a common or proper noun. For example:

"Mom," asked Zachary, "May I go to Xander's house to play on his new trampoline? We would have so much fun! His mom said it would be okay."

The noun a pronoun refers to is called its **antecedent**. For example, in the sentence:

"May I go to Xander's house to play on his new trampoline?"

...*Xander* is the antecedent to which the pronoun *his* refers. Who does the pronoun *we* refer to in our example?

Personal pronouns, which are listed above, are the most common type of pronouns. **Possessive pronouns** show possession or ownership. They may be used alone or before a noun, and they act like an adjective:

This cupcake is *mine*.

Is that *your* coat?

If a pronoun serves as the subject of a sentence, we call it a **subject pronoun**:

He is a great friend.

She rode her bike to the park.

Keep in mind that as you write pronouns, they must agree with the **gender** of the subject. That means you shouldn't say *she* or *her* if the antecedent of the pronoun is male. Instead, write:

Anna lay **her** books on the table.

1. What pronouns do you see in the passage below? Circle them.

An hour later he was crossing the worn stone wharfs to the *Beetle's* anchorage. Nekonkh hung over the gunwale, his arms propped wide, his shoulders burnished copper in the brilliant sunlight. Every line of him spelled anxiety. Sheftu stepped into the cool shadow of the hull, swung onto the rope ladder and climbed up through the blue-green dancing reflections into the glare of sun on deck.²

2. Complete the following with pronouns that agree with the given antecedents.

Michael carried _____ ball glove home.

Catherine mailed three cards to _____ Grandma.

Rodney and Harriet went to _____ son's play.

3. Complete the following with subject pronouns.

_____ washed the dishes for his mother.

_____ took pictures of their project.

_____ washed my car today.

1. Eloise Jarvis McGraw, *Mara, Daughter of the Nile* (New York: Penguin, 1985), 217–218.

2. Eloise Jarvis McGraw, *Mara, Daughter of the Nile* (New York: Penguin, 1985), 217–218.

LA Week 3 Activity Sheet

B: Point of View

When you write a personal narrative (or story), you use the **first person point of view** and you use the pronoun *I*.

When you write for other people you have a choice to write in second person or third person. As a rule, you should either write in first or third person but not in second. The **second person point of view** should only be used when writing directions for someone to follow. You will have very few assignments where you have to write directions.

The majority of your assignments will require you to write in first person or third person. If you are writing about someone other than yourself, write in **third person point of view** and use the pronouns *he*, *she*, or *it*, but never the pronoun *you*.

If you are writing about yourself you will use the pronoun *I* but never the pronoun *you*. If you begin a composition in one point of view, do not switch points of view partway through. For example, if you begin in first person, do not switch to third person.

The following paragraphs are written in second person point of view. Rewrite them in third person point of view. Use a name or the pronouns *he* or *she*.

1. You are driving home and a great snowstorm begins to rage. You are worried. Everything around you is white and confusing. You can barely see where you are going. Suddenly your car stalls. You are far from home and don't really know where you are.

2. This is the hardest, most difficult thing you've ever had to do in your life. You received an important medal, but you know that you really do not deserve it. You stand in front of a large audience, many of them old friends who love you. You are supposed to give an acceptance speech, but instead of accepting the medal, you decide to confess that another person deserves it.

C: Pre-write a Peace Treaty

Around 1275 B.C., the Hittites and the Egyptians established the first written peace treaty. They signed the treaty after the Battle of Kadesh, which ended in a draw.

When they wrote the treaty, both nations defined their agreement and committed to support one another. Because of the treaty, Egypt sent food and supplies to the Hittites, who experienced a drought about twenty years later.

The agreement includes eighteen articles. Each article described what both sides would do for each other in a certain situation. The Hittites composed their treaty in clay using **cuneiform**, while the Egyptians composed their treaty on papyrus using **hieroglyphs**.

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LA Week 3 Activity Sheet

Hittite Version (7th Article)	Egyptian Version (7th Article)
If a foreigner marches against the country of Egypt and if Reamasesa-Mai-amana, the great king, the king of the country of Egypt, your brother, sends to Hattusili, the king of the country of Hatti, his brother, the following message: "Come to my help against him", then Hattusili, king of the country of Hatti, shall send his troops and his chariots and kill my enemy.	If another enemy come against the great chief of Kheta, and he shall send to the great chief of Egypt, Usermare-Setepnere for reinforcements then he shall come to him as reinforcement, to slay his enemy. But if it be not the desire of Ramses-Meriamon, the great ruler of Egypt, to come, he shall send his infantry and his chariotry and shall slay his enemy. Or seeing them, besides returning answer to the land of Kheta.

Tomorrow you will write a peace treaty for your family or for all families in general. Today, make a list of issues your treaty will discuss, and possible solutions to them. Focus on issues that cause conflict in families.

Here are some suggestions, but you may want to be more specific:

- Distribute chores fairly.
- Share a room, the bathroom, television, etc.
- Save/spend/earn money.
- Borrow personal possessions.
- Settle disagreements.
- How to entertain friends who are guests.

List of Issues to Discuss:

D: Write a Peace Treaty

Use your notes from yesterday to write your peace treaty today. Be sure to use the third person point of view. Use action verbs to create the active voice. Write at least five articles (or rules) of declaration. Make sure that each article is fair for all members of the family. Add a title to your treaty and sign it to make it official.

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Language Arts G—Scope and Sequence: Schedule for Topics and Skills

Week	Mechanics Practice	Creative Expression
1	Sentence Basics Nouns: common/proper; gender; concrete/abstract; compound; collective	Write Your Descriptive Paragraph (Description/ Writing Process)
2	Sentence Basics Verbs: action; helping; form—singular/plural	Spatial Organization (Spatial Skills/Organization) Research for Travel Journal (Research) Write the Travel Journal (Creative Expression)
3	Sentence Basics Pronouns: personal; antecedent; possessive; gender	Point of View (Writing Process) Pre-write a Peace Treaty (Writing Process) Write a Peace Treaty (Writing Process)
4	Sentence Basics Person of pronouns: 1st, 2nd, 3rd	Topic Sentences (Paragraph Organization) Write a Paragraph with Unity (Paragraph Fluency) Write a Paragraph with Coherence (Paragraph Fluency)
5	Sentence Basics Types of pronouns: interrogative; demonstrative	Identify Elaboration (Paragraph Organization) Write a Paragraph to Elaborate (Paragraph Organization) Add Elaboration in Your Paragraph (Paragraph Organization)
6	Sentence Basics More Types of pronouns: Intensive, Reflexive and Indefinite	Dialogue and Attributions (Narrative) Add Dialogue to the Myth (Narrative) Finalize the Dialogue (Narrative)
7	Mechanics Commas	Comparison/Contrast (Research) Comparison/Contrast Outlines (Analysis) Write a Comparison/Contrast Essay (Analysis)
8	Mechanics Synonyms	Transitions (Paragraph Fluency) Revise Comparison/Contrast Essay (Writing Process) The Final Draft (Writing Process)
9	Sentence Basics Adjectives— Proper and Common; Articles	Symbolism (Analysis) Symbolism in Literature (Analysis) Symbolism in Poetry (Analysis)
10	Sentence Basics Types of adjectives: demonstrative; indefinite	Avoiding Clichés (Word Choice) Choice and Tone (Word Choice) The Mystery—Planning (Narrative)
11	Sentence Basics Types of adverbs: review definition; adverbs of time, of place, of manner, of degree; conjunctive adverbs	Character Development for the Mystery (Narrative) Write the Plot (Narrative) Write the Mystery (Narrative)
12	Sentence Basics Adjective & Adverb forms: positive, comparative, superlative	Pre-writing the Classification Essay (Classification) Write the Classification Essay (Classification) Revise the Classification Essay in Active Voice (Classification)
13	Sentence Basics Complete sentences: subject/predicate; understood subjects; Linking verbs: & predicate adj.; predicate nouns	Cause and Effect Essay Preparation (Writing Process) Write the Cause and Effect Essay (Writing Process) Revise the Cause and Effect Essay (Writing Process)
14	Sentence Basics Types of subjects and predicates: simple; compound; complete; modifiers	Novel Log for Literary Analysis (Analysis) Types of Conflict (Analysis) Characterization Diagram (Analysis)
15	Mechanics Capitalization	Plot (Analysis) Plot-Rising Action (Analysis) Plot Resolution (Analysis)
16	Mechanics Plurals	Poetry Dissection (Analysis) Sound Devices (Analysis) Comparison/Contrast Poems (Analysis)

(continued on the following page)

Language Arts G—Scope and Sequence: Schedule for Topics and Skills

Week	Mechanics Practice	Creative Expression
17	Building Blocks of Sentences Verb Tenses: simple; perfect; continuous	Imagery (Analysis) The Apostrophe in Poetry (Analysis) Use of Theme in Poetry (Analysis)
18	Building Blocks of Sentences Verb Forms: transitive, direct objects, object pronouns, indirect objects; intransitive	Coming Soon, to a Bookshelf Near You! (Book Commercial) Summarize the Plot Write the Book Commercial Script (Narrative)
19	Mechanics Apostrophes	Headlines (Critical Thinking) Research for Interview (Research) Knightly News (Informative)
20	Mechanics Quotation Marks	Persuasion (Persuasive) Please, Please, Please, Let Me Get What I Want (Persuasive) Smooth Talker (Persuasive)
21	Building Blocks of Sentences Active & Passive Voice; avoid too many “be” verbs	Eliminate Redundancy (Sentence Fluency) Eliminate Wordy Sentences (Sentence Fluency) Revise Your Writing (Sentence Fluency)
22	Building Blocks of Sentences Phrases: noun, verb, & adverb; prepositional phrase; appositive phrase	The Definition of a Hero (Definition) The Protagonist as a Hero (Analysis) Other Types of Characters (Analysis)
23	Building Blocks of Sentences Prepositional phrases: prepositions, object of the preposition	Start with a Thesis Statement (Research Process) Begin Your Research (Research Process) Source Cards (Research Process)
24	Mechanics How to Write Titles	Note Cards—Quotations (Research Process) Note Cards—Paraphrase (Research Process) More Note Cards and Works Cited (Research Process)
25	Building Blocks of Sentences Clauses: conjunctions; independent clause; coordinating conjunctions, correlative conjunctions	The Research Paper Outline (Research Process) Refine Thesis and Begin Body Paragraphs (Research Process) Complete the Body Paragraphs (Research Process)
26	Building Blocks of Sentences Dependent clauses & subordinating conjunctions; relative pronouns; complex sentences	The Introduction and the Conclusion (Research Process) Revision (Research Process) The Final Draft (Research Process)
27	Building Blocks of Sentences Sentence Structure: simple, compound, complex	Change the Tone (Exploratory) Change the Setting (Exploratory) Creating Setting and Tone (Productive)
28	Building Blocks of Sentences Verbals: gerunds, participles, infinitives	Ad Copy (Critical Thinking) The Head is the Heart (Writing Process) The Body (Writing Process)
29	Building Blocks of Sentences Agreement: subject-verb; noun-pronoun; Improve Sentences: fragments, rambling sentence, run-on; avoid double negatives	The Introduction (Writing Process) The Conclusion (Writing Process) Revising Introductions and Conclusions (Revision)
30	Building Blocks of Sentences Types of Sentences: declarative, interrogative, imperative; exclamatory	Hear Ye, Hear Ye... (Public Speaking) Vivacious Visuals (Public Speaking) The Presentation (Public Speaking)
31	Mechanics Ellipses & Parentheses	Fairy Tales with a Twist (Creative)
32	Mechanics Hyphens & Dashes	The Speaker in the Poem (Diagnostic) Dramatic Interpretation of a Poem (Interpretation) Present the Poem (Creative)

(continued on the following page)

Language Arts G—Scope and Sequence: Schedule for Topics and Skills

Week	Mechanics Practice	Creative Expression
33	Mechanics Improve Your Spelling	The Biographical Summary (Research) Write the Bio/Leo-graphy (Biographical Writing) Revise the Bio/Leo-graphy (Revision)
34	Mechanics Colons & Semicolons	Prepare for the Definition Essay (Writing Process) Write the Definition Essay (Writing Process) Revision of the Definition Essay (Writing Process)
35	Mechanics Commonly misused words (Homonyms)	Aphorisms (Inquiry) The Kigo (Symbolism) The Tanka (Creative)
36	Mechanics Writing Numbers	Careers—I want to be... (Research and Budgeting) Business Letter (Communication) Reflective Essay (Reflection)

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