

## BJU Press - 5th Grade - English - Quarter 2 Map

Week	Lesson	Project/ Activity	Modification	Submit	Objective
1	38-40	Business Letter		Chapter 4 Test	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Make a neat final draft of the business letter</li> <li>2. Publish a persuasive business letter and address an envelope correctly</li> <li>3. Match a part of a business letter to its definition</li> <li>4. Recognize the best persuasive tactic</li> <li>5. Match a proofreading mark with its name</li> <li>6. Identify capitalization and pronunciation mistakes in letter parts</li> <li>7. Recognize tone, purpose, and persuasive reasons in a letter</li> </ol> <p><b>Chapter 4 Test</b></p>
2	41-45		Combine 44 and 45		<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Distinguish action verbs from linking verbs</li> <li>2. Identify sensory verbs and forms of "be" used as linking verbs</li> <li>3. Identify the predicate noun or predicate adjective to which the subject is linked by the verb</li> <li>4. Diagram sentences with action verbs and linking verbs</li> <li>5. Identify linking verbs</li> <li>6. Identify the predicate noun or predicate adjective that links the verb to the subject</li> <li>7. Identify prepositional phrases</li> <li>8. Label sentence patterns S/LV/PA and S/LV/PN</li> <li>9. Distinguish between action verbs and linking verbs</li> <li>10. Identify prepositional phrases</li> <li>11. Define and identify direct objects</li> </ol>

					<p>12. Label sentence patterns with action verbs and direct objects</p> <p>13. Diagram sentences with direct objects</p> <p>14. Identify and label sentence patterns S/V and S/V/DO and S/LV/PN and S/PV/PA</p> <p>15. Distinguish between main verbs and helping verbs</p> <p>16. Identify “am,” “is,” “are,” “were,” “will have,” “has,” “had,” “do,” “does,” “did,” “could,” “would,” and “should” as helping verbs</p> <p>17. Diagram sentences with helping verbs</p>
3	46-50		Cumulative review is optional	Chapter 5 Test	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify the form of the helping verb that agrees with the subject</li> <li>2. Use “is,” “are,” “was,” “were,” “do,” “does,” “did,” “have,” “has,” or “had” with singular and plural subjects in sentences</li> <li>3. Identify words that come between helping verbs and main verbs</li> <li>4. Form contractions using pronouns and verbs</li> <li>5. Form contractions using verbs and the word “not”,</li> <li>6. Correct double negatives in writing and speech</li> <li>7. Recognize and use the correct forms of “lie,” “lay,” “sit,” “sat,” “raise,” “rise,” “teach,” “learn,” “let,” “leave,” “can,” and “may” in writing and in speech</li> </ol> <p><b>Chapter 5 Review</b></p>
4	51-55		Combine 54 and 55		<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Recall the function of a thesaurus</li> <li>2. Recognize the importance of a thesaurus in poetry writing</li> </ol>

					<ol style="list-style-type: none"> <li>3. Use a thesaurus to find interesting unusual and appropriate words</li> <li>4. Recall the meaning of antonyms</li> <li>5. Identify characteristics of a diamante</li> <li>6. Draft a diamante together</li> <li>7. Choose two nouns to contrast in a diamante</li> <li>8. Plan a diamante</li> <li>9. Draft a diamante</li> <li>10. Review a diamante</li> <li>11. Proofread a diamante</li> <li>12. Identify characteristics of sense poems</li> <li>13. Draft a sense poem together</li> </ol>
5	56-60	Poem	Cumulative review is optional	Please submit diamante poem	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Choose a topic for a sense poem</li> <li>2. Plan a sense poem using a word web</li> <li>3. Draft a sense poem</li> <li>4. Revise a sense poem</li> <li>5. Proofread a sense poem</li> <li>6. Make a neat final draft of each poem</li> <li>7. Publish the poems</li> </ol> <p><b>Chapter 6 Review</b></p>
6	61-65		Combine 64 and 65		<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Locate the title page, copyright page, table of contents, index, glossary, and bibliography in a book</li> <li>2. Identify the title, author, publisher, location of publisher, and copyright date of a book</li> <li>3. Use a table of contents and index to find information</li> <li>4. Determine when to search by author, title, and subject in a card catalog or electronic card catalog</li> <li>5. Determine where to search within the library for specific information</li> </ol>

					<ol style="list-style-type: none"> <li>6. Identify guide words, entry words, pronunciation guide words, pronunciation guide, and etymology on a dictionary page</li> <li>7. Use guide words to determine the location of a given word in the dictionary</li> <li>8. Use a dictionary page for information about definitions spelling and pronunciation</li> <li>9. Determine the meaning of a word by comparing the context of the sentence with definitions in the dictionary</li> <li>10. Write sample sentences to go with definitions</li> <li>11. Identify keywords and volume numbers</li> <li>12. Use guide words to determine the location of an article in an encyclopedia</li> </ol>
7	66-70		Cumulative review is optional	Chapter 7 Test	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Use an atlas for information</li> <li>2. Use an almanac for information</li> <li>3. Use textbook for information</li> <li>4. Use an index to locate information in a book</li> <li>5. Identify specific information to the <i>Reader's Guide to Periodical Literature</i></li> <li>6. Determine the author, title, and publication date of a periodical</li> <li>7. Take notes from article</li> <li>8. Read an article to find supporting details for an outline</li> </ol> <p><b>Chapter 7 Review</b></p>
8	71-75		Combine 74 and 75		<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify run-on sentences</li> <li>2. Examine two methods of revising run-on sentences</li> <li>3. Define personal narrative</li> <li>4. Define first-person point of view</li> </ol>

					<ol style="list-style-type: none"> <li>5. List possible topics</li> <li>6. Identify three good ways to begin a personal narrative</li> <li>7. Learn how to close a personal narrative</li> <li>8. Write openings and closings for imaginary personal narratives</li> <li>9. Choose a topic for a personal narrative</li> <li>10. Plan events and details to include in a personal narrative</li> <li>11. Plan an opening and closing for a personal narrative</li> <li>12. Draft a personal narrative</li> <li>13. Use time-order words to make the order of events clear</li> <li>14. Include dialogue and description in the narrative</li> </ol>
9	76-80	Chapter 8 Test/ Personal Narrative	Cumulative review is optional	Personal Narrative	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Participate in a writing conference</li> <li>2. Revise a personal narrative</li> <li>3. Recall ways to correct sentence errors</li> <li>4. Recognize errors using a proofreading checklist</li> <li>5. Proofread a narrative</li> <li>6. Make a neat final draft</li> <li>7. Publish a personal narrative</li> </ol> <p><b>Chapter 8 Review</b></p>