



BJU Press - 5th Grade - Reading - Quarter 1 Map

Week	Lesson	Project/Activity	Modification	Submit	Objectives
1	1-6		Combine Lessons: 1-2 and 3-4		<p>Students will be able to:</p> <ol style="list-style-type: none">1. Relate the title of book to its contents2. Identify and locate the key feature of this book3. Identify the three major themes that guide a Christian's study and evaluation of texts (truth, goodness, and beauty)4. Demonstrate current reading skills5. Identify the setting6. Explain how figurative language enhances the regional element of the story7. Identify the main character's good traits and motives8. Evaluate the main character's response to the sinful behavior of others9. Explain how descriptive details enhance the mood in a story10. Identify the main character's good traits and motives11. Explain how good characters in a story can reflect the character of God12. Identify the main character's irresponsible behavior13. Evaluate the character's response to his own irresponsible behavior14. Evaluate the character's response to God's answer to prayer15. Define the goodness of God when His answers to our prayer differ from our desires16. Conduct research on the life of Wilson Rawls17. Compare events in the life of Rawls with the setting and characters in <i>Where the Red Fern Grows</i>18. Write a story idea based on something in your own life19. Identify vivid words and phrases used to describe each creature

					<ul style="list-style-type: none"> 20. Define tone as part of the author's craft 21. Infer the author's tone toward each creature based on his descriptions 22. Compare and contrast the tone of each poem 23. Explain characteristics of the Creator from observing His creatures.
2	7-11		Combine Lessons: 10-11	Lesson 8	<p>Students will be able to:</p> <ul style="list-style-type: none"> 1. Identify the point of view from which a selection is written 2. Infer Violet's character traits from her words and actions 3. Trace the author's use of humor throughout the story 4. Infer the author's purpose (to entertain) and theme 5. Create a humorous story about an animal or pet 6. Identify key elements of worldview 7. Identify words and phrases that show Rachel's attitude toward nature 8. Identify character traits of Rachel Carson 9. Explain how Rachel's childhood led her to become a scientist and a writer 10. Explain what led Rachel to write about pesticides 11. Explain Rachel's opinion of human progress 12. Propose ways Christians can be good stewards of God's creation 13. Recall Rachel Carson's view of nature based on her story 14. Distinguish between God's creation of animals and His creation of man based on Genesis 1:25-31 and Genesis 2:7 15. Recall key elements of reader's theater 16. Identify key elements of a trickster tale 17. Identify the problem and solution 18. Infer the values reflected in the folktale 19. Evaluate the values reflected in the folktale
3	12-17		Combine Lessons: 13-14 and 15-16	Assessment 1	<p>Students will be able to:</p> <ul style="list-style-type: none"> 1. Explain how this folktale is a trickster tale 2. Identify the problem and solution 3. Identify the values shown in this folktale 4. Explain how these values reflect a fallen view of goodness 5. Compare "Grandmother Spider Steals the Sun" with "Monkey and Crocodiles" 6. Perform reader's theater as a class and in small groups 7. Create a recording (audio or visual) of the reader's theater

				<ul style="list-style-type: none"> performance 8. Evaluate fluency and expression in oral reading 9. Compare sample book jacket to rubric requirements 10. Choose a book on the student's independent level 11. Participate in recreational reading 12. Demonstrate mastery of reading skills 13. Recall key elements of informational text 14. Distinguish between text features and graphic features 15. Explain how the section title relates to the main idea of each section 16. Identify ways Stubby and other dogs help humans 17. Conduct online research to find more information on the history of military dogs 18. Summarize results of online research using a graphic organizer 19. Recall God's mandate concerning animals in Genesis 1:26-28 20. Explain how both military and non-military dogs fulfill God's design for animals to benefit humans 21. Identify cultural elements within the folktale's setting 22. Identify character traits 23. Infer character motives 24. Identify the problem and solution in the story 25. Evaluate the story's outcome based on Luke 6:38
4	18-22		Combine Lessons: 19-20	<p>Students will be able to:</p> <ul style="list-style-type: none"> 1. Explain how alliteration and rhyme add beauty to the sound of the poem 2. Identify imagery, simile, and metaphor that give the poem visual appeal 3. Identify personification in the poem 4. Create a descriptive paragraph that responds to something beautiful in nature 5. Identify Balaam's negative traits 6. Contrast Balaam's traits with God's traits 7. Identify cause-effect relationships in the Bible account 8. Explain how the ending reveals God's trustworthiness despite Balak and Balaam's evil plans 9. Identify cause and effect in the outcome of "The Story of How a Girl Brought Joy to the Heart of the King" 10. Identify invented words 11. Infer the meaning of invented words based on context clues

					<ul style="list-style-type: none"> 12. Explain how repetition enhances the story 13. Identify elements of a trickster tale in this story 14. Identify invented words 15. Infer meanings of invented words based on context clues 16. Analyze how repetition highlights different characters of elements 17. Identify elements of an origin story in this tale
5	23-27		Combine lessons 23-24	Assessment 2	<p>Students will be able to:</p> <ul style="list-style-type: none"> 1. Identify characteristics of the creator in this myth 2. Identify the two biblical accounts this story borrows from 3. Analyze the myth for elements of biblical truth that have been changed 4. Recall the biblical flood account 5. Research flood legends from various cultures 6. Compare and contrast the flood legends of various cultures with the biblical account 7. Enjoy and respond to recreational reading 8. Choose a book on the student's independent reading level 9. Respond to reading by providing information about setting 10. Demonstrate mastery of skills 11. Identify key elements of science fiction 12. Identify the setting 13. Identify sensory details that make the setting seem real 14. Contrast David's and Chuck's responses to the setting 15. Sequence events in the first part of the story 16. Identify sensory details that make the setting seem real 17. Summarize events in the second part of the story.
6	28-32		Combine Lessons: 29-30		<p>Students will be able to:</p> <ul style="list-style-type: none"> 1. Identify sensory details that make the setting seem real 2. Identify the problem presented in the plot 3. Analyze how the plot would be affected if the story had a different setting 4. Create a conclusion to the story that solves the problem 5. Add sensory details to a paragraph without sensory details 6. Recall elements of a haiku 7. Identify three elements of a tanka 8. Identify imagery in three tankas 9. Infer the themes of three tankas 10. Create a tanka together as a class

					<ul style="list-style-type: none"> 11. Recall elements of a tanka 12. Plan a tanka using a graphic organizer 13. Create and illustrate a tanka 14. Recall elements of a biography 15. Explain why traveling to and landing on the moon were important events 16. Identify challenges faced by the astronauts 17. Infer general character traits of Michael Collins, Buzz Aldrin, and Neil Armstrong 18. Identify challenges faced by the astronauts 19. Identify general character traits of Michael Collins, Buzz Aldrin, and Neil Armstrong 20. Infer God's role in aiding human endeavor based on the I Chronicles 12:11-12 description of God 21. Evaluate the text concerning God's role in the success of the moon landing 22. Evaluate personal response to a success in light of I Chronicles 19:11-12
7	33-37	Project: Book Jacket from Lesson 41.	Combine Lessons: 33-34	Project: Book Jacket from Lesson 41.	<p>Students will be able to:</p> <ul style="list-style-type: none"> 1. Compare and contrast the genres of fable and folktale 2. Compare the moral of the fable with the theme of the folktale 3. Identify details in each story that make the message memorable 4. Evaluate the message of each story from a biblical worldview 5. Apply each story's message to real-life situations 6. Apply the message of the fable or folktale to real-life situations 7. Diagram the characters, plot, and message of a story 8. Create a story with a message about the proper way to treat other people 9. Identify obstacles King had to overcome to find success 10. Identify character traits that helped King find success as a bridge builder 11. Relate key events of King's life to historical events 12. Explain how text features and graphic features add interest and order to a biography 13. Create a timeline that relates events in your life to current events 14. Identify the use of simile and metaphor in each poem 15. Infer the theme of each poem 16. Identify the difference in form between the two poems (rhymed vs. free verse)

				<ul style="list-style-type: none"> 17. Compare and contrast the two poems in relation to theme and purpose 18. Create a short poem that describes an object using simile or metaphor 19. Identify allegorical elements and what they represent 20. Identify allusion to biblical accounts 21. Identify author's use of irony 22. Evaluate the appropriateness of the allegorical comparisons 23. Apply the biblical principle illustrated by Christian and Faithful's behavior to one's personal life
8	38-42		Combine Lessons: 38-39	<p>Students will be able to:</p> <ul style="list-style-type: none"> 1. Identify allegorical elements and what they represent 2. Identify allusions to biblical content 3. Analyze the causes and effects of Faithful's death 4. Analyze the consequences of Christian's decision to enter By-Path Meadow 5. Evaluate appropriateness of the allegorical comparisons 6. Identify allegorical elements and what they represent 7. Explain how Christian and Hopeful's relationship changes 8. Identify biblical promises that rescue people from despair 9. Identify areas of need in heeding God's warning or trusting God's promises 10. Identify the point of view of "From Vanity Fair to Doubting Castle" 11. Rewrite a scene from a different point of view 12. Enjoy recreational reading 13. Complete a peer read of the book jacket rough draft 14. Review the rough draft based on peer feedback and rubric guidelines 15. Identify elements of a sonnet 16. Identify literary devices in the poem (allusion, personification, symbol) 17. Infer the meaning of the symbol 18. Infer American values represented in the poem 19. Explain how the poem has become an important representation of American values

9	43-46			<p>Students will be able to:</p> <ol style="list-style-type: none">1. Recall how to use a K-W-L chart2. Identify historical context of the time period described in the excerpt3. Identify reasons why immigrants came to America4. Identify hardship experienced by immigrants on the voyage to America5. Sequence the process immigrants faced once they arrived at Ellis Island6. Identify chronological details about the history of Ellis Island7. Identify information learned by reading this selection (K-W-L chart)8. Identify the source of hope for many immigrants9. Compare this source of hope to the source of hope given in Jeremiah 17:710. Identify elements of oral history11. Identify different cultures and occupations represented in the collection of memories12. Identify why these immigrants came to America13. Infer feelings and attitudes shown in the immigrants' accounts14. Distinguish between fact and opinion in the immigrants' memories15. Identify different cultures and occupations represented in the collection of memories16. Distinguish between fact and opinion in the immigrants' memories17. Identify why these immigrants came to America18. Infer feelings and attitudes shown in the immigrants' stories
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