

BJU Press - 5th Grade - English - Quarter 4 Map

Week	Lesson	Project/ Activity	Modification	Submit	Objective
1	126-130		Cumulative review is optional	Chapter 13 Test	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Use the correct form of adjectives and adverbs “more,” “most,” “less,” and “least” to compare 2. Identify “good” as an adjective and “well” as an adverb 3. Use the correct comparison forms for adjectives “good,” “better,” “best,” “bad,” “worse,” and “worst” 4. Use the correct comparison forms for adverbs “well,” “better,” “best,” “badly,” “worse,” “worst” 5. Identify the conjunctions “and,” “but” and “or” 6. Identify the conjunctions “and,” “but,” and “or” in groups of words that conjunctions join 7. Recognize that commas are used with conjunctions in a series and in a compound sentence <p>Chapter 13 Review and Test</p>
2	131-135		Combine 131 and 132		<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the difference between precise and imprecise wording using a thesaurus 2. Replace imprecise words with precise words 3. Add details to make a sentence more precise 4. Understand the role of imagination in creativity 5. Analyze a student model of instructions 6. Use imagination in answering questions

					<p>designed to lead to a topic</p> <ol style="list-style-type: none"> 7. Recognize the effectiveness of time-order words and spatial words in instructions 8. Choose appropriate time-order words and spatial words to clarify instructions 9. Choose an imaginative topic to explain 10. Complete a time-order chart to plan instructions 11. Recall the structure of a paragraph that gives instructions
3	136-140	Instructi ons		Instructions	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Participate in writing conference 2. Revise the instructions 3. Recognize errors using a proofreading checklist 4. Proofread the instructions 5. Make a neat final draft of the instructions 6. Publish the instructions <p>Chapter 14 Review and Test</p>
4	141-144				<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify prepositions in a sentence 2. Insert missing prepositions into a sentence 3. Determine when to use “between” and “among” 4. Identify prepositions, objects of prepositions, and prepositional phrases in sentences 5. Use a comma after a long introductory prepositional phrase 6. Identify the subject and verb in a sentence with prepositional phrases 7. Expand sentences by adding prepositional phrases 8. Identify prepositional objects of prepositions and prepositional phrases in

					<p>sentences</p> <ol style="list-style-type: none"> 9. Replace the object of the preposition with an object pronoun 10. Identify the subject and verb in a sentence with prepositional phrases 11. Expand sentences by adding prepositional phrases 12. Differentiate a word used as a preposition and the same word used as an adverb 13. Expand sentences by adding prepositional phrases and adverbs
5	145-148				<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify subordinating conjunctions 2. Differentiate dependent and independent clauses 3. Combine simple sentences by adding a subordinating conjunction 4. Distinguish among simple, compound, and complex sentences 5. Combine two simple sentences into a compound or complex sentence 6. Separate a complex sentence into two simple sentences 7. Place commas after the greeting and the closing in letters, between the city and state, and between the day and year 8. Use commas correctly in sentences with a series of words, in an appositive, after an introductory word, or after a long introductory phrase 9. Use commas correctly with quotation marks that show dialogue, with direct address, and before a coordinating conjunction in a compound sentence 10. Use commas after a

					<p>dependent clause and at the beginning of a complex sentence</p> <p>11. Identify and correct a comma splice</p>
6	149-152			Chapter 13 Test	<p>Chapter 15 Review and Test</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the dramatic impact of a play 2. Recognize differences between a play and a short story 3. Consider fables or folktales to dramatize 4. Identify features of a play 5. Analyze a student model of a play 6. Choose a fable or folktale to dramatize
7	153-156				<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Plan one or two settings for a play 2. Develop the characters using a character web for a play 3. Analyze a map of the action in a student play 4. Divide the fable or folktale into scenes 5. Plan a scene description, action, and dialogue to include in each scene of the play 6. Develop the plans prepared in the planning stage 7. Draft a play 8. Participate in writing conference 9. Revise a play
8	157-160	Play		Play	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize errors using a proofreading checklist 2. Proofread a play 3. Make a neat final draft 4. Complete the final draft 5. Publish a play

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