



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

Week	Lessons	Modification	Submit	Objectives
1	116-120	Combine 116 and 117	Assessment 9	Students will be able to: <ol style="list-style-type: none">1. Identify the meaning of "foundation" as described in the first stanza2. Relate promises found in Bible verses to the promises found in stanza 2-53. Explain how this hymn related to Lisa Beamer's testimony in "Let's Roll"4. Sing the hymn to demonstrate fluency5. Identify foreshadowing in the beginning of the story6. Identify vague words and phrases that build suspense7. Compare and contrast Willie's and Norman's character traits8. Explain how three unrelated events bring the three main characters together9. Identify words and actions that build suspense10. Explain how Norman and Willy's relationship changes11. Analyze the ways each boy uses his talents to become a hero12. Evaluate the friendship of Norman and Willie using biblical principles13. Identify parts of the plot pyramid14. Analyze "The Boy with Yellow Eyes" to map the rising action, climax, and falling action15. Analyze the plot of "The Queen Who Saved Her People"16. Read recreationally17. Write answers to interview questions as the book character would answer them18. Compare written answers to rubric requirements19. Practice for character interview presentation or begin recording podcast
2	121-125	Combine 121 and 122	Lesson 122	Students will be able to: <ol style="list-style-type: none">1. Infer character traits of Eric Liddell2. Trace the events that led Eric to become an athlete3. Identify ways that Eric showed good sportsmanship

				<ol style="list-style-type: none"> 4. Explain why it is important for Christians to demonstrate good sportsmanship 5. Trace the events that led Eric to speak publicly about his faith 6. Identify the main obstacle Eric had to overcome to share his faith 7. Identify the results of Eric's decision to speak publicly about his faith 8. Analyze how fame has the potential to be used for good or for evil 9. Identify why Eric was a hero to the Scottish people 10. Identify the public's response to Eric's refusal to run on Sunday 11. Evaluate the public's response to Eric's refusal to run on Sunday 12. Infer Eric's character traits and values shown by his refusal to run on Sunday 13. Identify reasons why Eric was not favored to win 400-meter race 14. Identify the public's response to Eric's winning the Olympic gold 15. Contrast this response to the response when Eric refused to run on Sunday 16. Infer how Eric's decision to become a missionary might affect his fame 17. Evaluate Eric's view of his abilities and fame in light of biblical truth 18. Define the terms "news media" and "public opinion" 19. Propose ways the news media can influence public opinion 20. Infer the influence newspapers may have had in the varying public opinion of Eric Liddell 21. Analyze headlines to determine how they influence the reader 22. Rewrite headlines to change the way they influence the reader
3	126-130	Combine 123 and 124		<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Present a character from a book orally 2. Develop appreciative listening skills 3. Identify key elements of a legend 4. Compare and contrast traits of Kay and Arthur 5. Draw conclusions about why Arthur is important to British culture 6. Analyze the Arthurian legend for elements that may be true or fictional 7. Recall key elements of a myth 8. Identify events that contribute to rising action in the plot 9. Identify traits that make Bellerophon heroic 10. Explain why Bellerophon needs both courage and trust to undertake his quest 11. Identify events that contribute to the rising action in the plot 12. Identify the climax and falling action of the myth 13. Explain why courage and trust are both important to the heroic action climax 14. Explain why the ending of the myth is satisfying 15. Compare and contrast Bellerophon's battle with a Christian's spiritual battle 16. Compare and contrast the legend and the myth

				<p>17. Analyze how myths and legends become popular stories within a culture</p> <p>18. Evaluate the source of supernatural help in the legend and the myth</p>
4	131-135	Combine 125 and 126	Assessment 10	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Infer the theme of "Granddaughter Sled" 2. Infer the theme of "The King and the Shirt" 3. Identify the character in each story that demonstrates the theme 4. Evaluate the theme statements of each story based on the biblical principles 5. Identify exaggeration in the tall tale 6. Explain idioms in the story 7. Identify character traits of Stormalong 8. Infer the reason sailors want to sail with Stormalong 9. Analyze the purpose for telling a tall tale 10. Recall key elements of reader's theater 11. Perform a reader's theater 12. Self-evaluate fluency and expression in oral reading 13. Respond to recreational reading 14. Respond to reading by summarizing the plot 15. Demonstrate mastery of reading skills 16. Identify fairy tale as a kind of folktale 17. Infer the theme of the story 18. Explain how the illustrations contribute to the theme 19. Evaluate the view of beauty presented in the story based on biblical teaching 20. Analyze the features that make a story a "Cinderella story"
5	136-140	Combine 137 and 138		<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify features in the story that are specific to Mexican culture 2. Infer character traits 3. Infer character motives 4. Evaluate character motives based on biblical teaching about love 5. Contrast the characters of Domitil and Mavina 6. Trace development in the character of Timoteo 7. Infer the theme of the story 8. Compare and contrast Domitila with Cinderella 9. Explain why this story has become important to many different cultures 10. Identify the key elements of a parody 11. Identify these elements in a parody of "Cinderella" 12. Analyze the author's purpose in creating the parody

				<p>13. Identify the main character and the supporting character in the story</p> <p>14. Contrast the supporting character's traits with those of the main character</p> <p>15. Explain how this contrast emphasizes the goodness of the main character</p> <p>16. Infer the theme</p> <p>17. Compare the story with Cinderella and Domitila</p>
6	141-145	Combine 141 and 142		<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify virtues displayed by the woman in the passage 2. Rewrite verse 30 in one's own words 3. Compare and contrast Proverbs 31 with preceding folktales 4. Explain what it means to fear the Lord 5. Identify a way to display the fear of the Lord in one's own life 6. Identify irony in the folktale 7. Identify the riddle in the folktale 8. Identify the solution to the riddle 9. Explain the truth the solution presents 10. Analyze how this truth affects a happy person and a sad person 11. Recall the truth of the riddle and solution in "King Solomon's Ring" 12. Compare the solution of the riddle to Psalm 90:12 13. Identify obstacles that hinder the wise use of time 14. Propose ways to use time wisely in different areas of one's own life 15. Identify the setting 16. Explain how Colonel Prescott's and Father's actions calm the soldiers, 17. Identify words and actions that show Daniel's emotions 18. Infer Daniel's character traits based on his emotions and responses 19. Compare and contrast Daniel's character traits with Father's 20. Identify sensory words and phrases that describe the battle 21. Formulate a Christian response to frightening situations
7	146-150	Combine 146 and 147	Assessment 11	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Trace the change in Daniel's character over the course of the story 2. Evaluate Father's explanation of courage according to biblical principles 3. Apply the definition of courage to a situation in one's own life 4. Identify and label on a map the places referenced in "Daniel at the Siege" 5. Draw symbols on the map to show troop movements and fortifications and draw a map legend for the symbols 6. Compare the map of Boston in 1775 with a map of modern-day Boston 7. Design a shield that incorporates the elements of a personally memorable

				<p>selection from the reading book</p> <ol style="list-style-type: none"> 8. Create the shield 9. Demonstrate mastery of reading skills 10. Recall the elements of a fable 11. Identify Hermes as the messenger god of Greek mythology 12. Compare and contrast character traits of the woodcutter and his neighbor and the consequences of those traits 13. Evaluate the stated moral based on biblical principles 14. Identify Ethiopian cultural elements in the story 15. Infer the theme 16. Explain how personification is used to support the theme 17. Evaluate the theme of the story from a biblical worldview
8	151-155	Combine 151 and 152		<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Compare and contrast story elements of three cultural stories 2. Compare and contrast themes of three cultural stories 3. Analyze the reason for the importance of truthfulness in many cultures based on Romans 2:14-15 4. Identify possible dangers online 5. Distinguish between personal and private information 6. Identify online responsibilities 7. Construct a plan for online personal safety 8. Recall online responsibilities 9. Compare and contrast online and personal friends 10. Explain why bullying is sinful based on biblical principles 11. Compare and contrast personal bullying and cyberbullyingW 12. Construct a plan for dealing with cyberbullying 13. Identify types of propaganda 14. Identify ways to spot unreliable news stories 15. Compare and contrast propaganda and unreliable news stories 16. Evaluate materials using strategies to identify propaganda and unreliable news stories 17. Identify search engines 18. Explain keywords and how to use them 19. Compare and contrast search results from using different keywords 20. Complete a search using keyword strategies