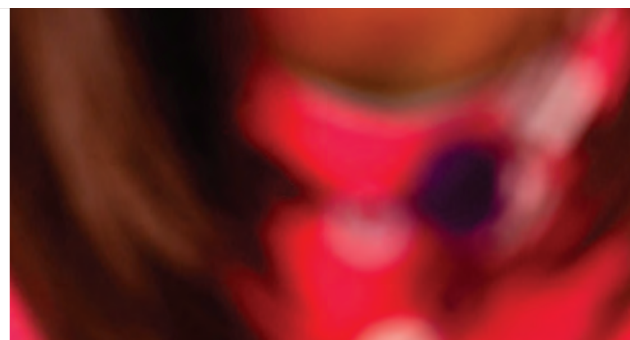
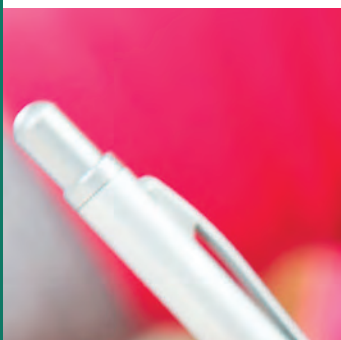
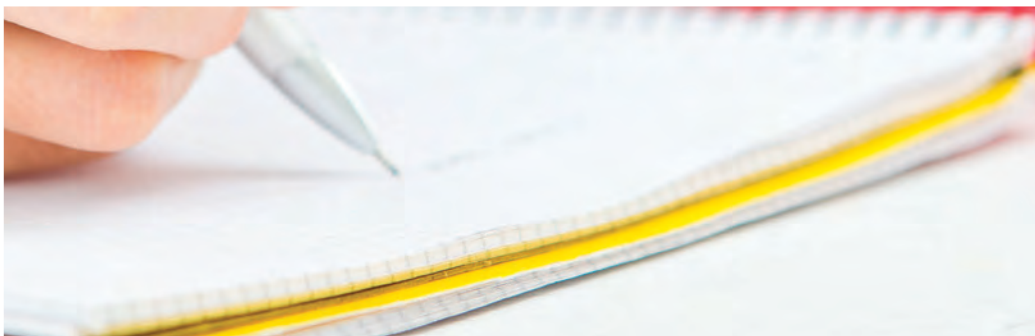


F

LANGUAGE ARTS



Spelling
Grammar
Dictation
Vocabulary
Writing Mechanics
Research Writing
Creative Expression
Literary Analysis





Thank you for downloading this sample of Sonlight's Language Arts F Instructor's Guide (what we affectionately refer to as an IG). In order to give you a full perspective on our Instructor's Guides, this sample will include parts from every section that is included in the full IG.

Here's a quick overview of what you'll find in this sample.

- A Quick Start Guide **START HERE**
- A 3-week Schedule
- Copywork/Dictation practice exercises and fun **Creative Expression** assignments.
- Activity Sheets that follow each week's Schedule and Notes.
- A **Scope and Sequence** of topics and skills your children will be developing throughout the school year
- Discussion and comprehension questions for each **Reader** title.

SONLIGHT'S "SECRET" COMES DOWN TO THIS:

We believe most children respond more positively to great literature than they do to textbooks. To properly use this sample to teach your student, you will need the books that are scheduled in it. We include all the books you will need when you purchase a package from sonlight.com.

Curriculum experts develop each IG to ensure that you have everything you need for your homeschool day. Every IG offers a customizable homeschool schedule, complete lesson plans, pertinent activities, and thoughtful questions to aid your students' comprehension. It includes handy teaching tips and pointers so you can homeschool with confidence all year long.

If you need any help using or customizing our IGs, please reach out to our experienced homeschool advisors at sonlight.com/advisors.

We hope you enjoy using this sample. For even more information about Sonlight's IGs, please visit: sonlight.com/ig. It would be our pleasure to serve you as you begin your homeschool journey.

If you like what you see in this sample, visit sonlight.com/languagearts to order your History / Bible / Literature package.

Blessings!

Sarita Holzmann,
Co-founder and president
of Sonlight Curriculum

**Homeschool
questions?**

Sonlight advisors

have answers.

““ I was feeling overwhelmed and afraid that I lacked what it takes to successfully homeschool my kids,” writes Jennifer A of Battle Creek, MI. “I contacted an Advisor and got the help I needed!”

Contact a Sonlight Advisor today—FREE

CHAT

sonlight.com/advisors

CALL / TEXT

303-730-6292

EMAIL

advisor@sonlight.com

Language Arts (5-Day)

Language Arts F

By the Sonlight Team

*“Train up a child in the way he should go,
And when he is old he will not depart from it”*

Proverbs 22:6 (NKJV)

Sonlight Curriculum® “Language Arts F” (5-Day) Instructor’s Guide,
Twenty-Ninth Edition

Copyright © 1990, and annually 1992–2020 by Sonlight Curriculum, Ltd.

All Rights Reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means—electronic, mechanical, photocopy, recording, or any other—except for brief quotations embodied in critical articles or printed reviews, without prior written permission of the publisher. **However**, permission is hereby granted to the *original Sonlight Curriculum Ltd. purchaser only* to reproduce as many copies of the Schedule Pages; Evaluation Form and Certificate of Completion as necessary for *his or her immediate family’s use*.

“Do to others what you would have them do to you”
(Matthew 7:12).

“The worker is worth his keep” (Matthew 10:10).

Published by

Sonlight Curriculum, Ltd.
8042 South Grant Way
Littleton, CO 80122-2705
USA

Phone (303) 730-6292 Fax (303) 795-8668

E-mail: main@sonlight.com

NOTE TO PURCHASER

Sonlight Curriculum, Ltd. is committed to providing the best homeschool resources on the market. This entails regular upgrades to our curriculum and to our Instructor’s Guides. This guide is the 2020 Edition of the Sonlight Curriculum® “Language Arts F” (5-Day) Instructor’s Guide. If you purchased it from a source other than Sonlight Curriculum, Ltd., you should know that it may not be the latest edition available.

This guide is sold with the understanding that none of the Authors nor the Publisher is engaged in rendering educational services. Questions relevant to the specific educational or legal needs of the user should be addressed to practicing members of those professions.

The information, ideas, and suggestions contained herein have been developed from sources, including publications and research, that are considered and believed to be reliable but cannot be guaranteed insofar as they apply to any particular classroom or homeschooling situation.

The Authors and Publisher specifically disclaim any liability, loss, or risk, personal or otherwise, incurred as a consequence directly or indirectly of the use and application of any of the suggestions or contents of this guide.

Printed in the United States of America.

For the latest information about changes in this guide, please visit www.sonlight.com/curriculum-updates. Please notify us of any errors you find not listed on this site. E-mail corrections to IGcorrections@sonlight.com and any suggestions you may have to IGsuggestions@sonlight.com.

Table of Contents

1 Introduction to Your Instructor’s Guide

- 2 Table of Contents
- 3 “Language Arts F”—Booklist
- 5 Before You Begin
- 5 About This Instructor’s Guide
- 6 Program Features and Rationale
- 8 Supplementary Websites
- 8 Corrections and Suggestions
- 9 Quick Start Guide

2 Schedule and Notes

- 1 Sonlight Curriculum® “Language Arts F”
Schedule and Notes

3 Reading Assignments and Notes

- 1 Readers Study Guide

4 Appendices

- 1 Language Arts F—Scope and Sequence:
Schedule for Topics and Skills
- 5 Appendix 2: Recommendations for Teaching
Writing
- 9 Appendix 3: Grammar Guide
- 37 Appendix 4: List of Standard Symbols
- 39 Appendix 5: How to Do a Research Project

INSTRUCTOR'S GUIDES LANGUAGE ARTS

TRY BEFORE YOU BUY!

Get a three-week sample of any Sonlight Instructor's Guide—FREE!
sonlight.com/samples

Teach writing naturally and with confidence using Sonlight's unique Language Arts Instructor's Guides. LA Guides also include:

- 1 **Teaching Scripts (in the early grades)**
Read the teaching scripts in the IG when you introduce new ideas, concepts, and assignments. Great for parents just starting to homeschool or to provide extra confidence when teaching!
- 2 **Overview Summaries**
Weekly overviews summarize the concepts, skills and assignments for each week.
- 3 **Copywork/Dictation Assignments**
With weekly copywork or dictation assignments, children model master communicators to learn the basics of writing. Assignments are based on your children's ages and ability levels, and most passages come from their Readers.
- 4 **Spelling**
Sonlight Language Arts Instructor's Guides include spelling lists in levels 1-4. Beginning with Level 1, each week's spelling list corresponds with the reading. For Language Arts D-F, choose one of the stand-alone programs. The IG has a space to record your progress.
- 5 **Grammar and Writing Mechanics**
Receive clear grammar instruction about specific concepts from the week's copywork or dictation passage, then complete a few exercises to practice and reinforce the concepts. Answers included. Your children will learn to communicate effectively.
- 6 **Evaluative Rubrics**
Easily determine how to evaluate your children's work. Are they on track? What areas could use additional practice? What are the expectations in this assignment?

1 Teaching Scripts (in the early grades)

2 Overview Summaries

3 Copywork/Dictation Assignments

4 Spelling

5 Grammar and Writing Mechanics

6 Evaluative Rubrics

7 Copywork/Dictation Assignments

7 Effective Creative Writing Instruction

Step-by-step creative writing instruction encourages exploration and sets your children free to develop their creative side. They become superb written communicators, too.

Your IG includes assignments in a wide variety of styles and genres, including imaginative, persuasive, expository, narrative, journaling, etc. Each assignment includes instruction and a sample of what your student might produce.

The writing assignments follow a consistent pattern each week: copywork or dictation on Days 1 and 5; mechanics instruction and practice on Day 2; pre-planning for writing on Day 3; writing assignment on Day 4.

8 Activity Sheets and Answers

Activity sheets reinforce your teaching and provide assignments that make your children eager to learn how to write well. A variety of activity options coordinate with your students' language arts studies and draw on a range of skills and interests. Weekly notes provide answers to grammar questions and suggested responses for creative writing assignments.

9 Schedules for Optional Workbooks

All levels include schedules for optional workbooks. These workbooks offer your children additional practice in areas where they may struggle, such as phonics, grammar, and vocabulary. Visit sonlight.com for these supplemental materials.

How to Choose Language Arts for Sonlight Levels K-C and Readers K-4

Pick the language arts program that is closest to your children's ability level. Take the language arts assessment at sonlight.com/assessment. Then add the same level Readers for each child. Your Language Arts Guide includes the schedule and notes for those corresponding Readers. ♦

Language Arts 1
Days 86-90: Date: _____ to _____

Week 18					
Date:	Day 86	Day 87	Day 88	Day 89	Day 90
SPELLING	Words	Introduce the Words	Write Them Big!	Copy Them Small	Mix It Up!
PHONICS	I Can Read It! Word Lists	Lesson 18			
	Phonics Activities		Form Words	Play Concentration	
	Optional: <i>Explode the Code 2</i>	pp. 55-56	p. 57	p. 58	p. 59
HAND-WRITING	<i>Handwriting Without Tears: My Printing Book</i>	p. 50		p. 51	
READERS	I Can Read It! Book 3	"The Tent" pp. 12-14	"A Hint" pp. 15-16	"A Cast" pp. 17-18	"The Fish" pp. 19-20 "Fish and Chips" pp. 21-22
CREATIVE EXPRESSION		Copywork 1	Contractions	Synthesis	Match Middle Sounds Copywork 2
<i>Other Notes:</i>					

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

9

4

Weekly Overview	
Spelling: /qu/ digraph	Creative Expression:
Phonics:	<u>Contractions</u> : apostrophes; word shortening
<u>Form Words</u> : vowels and consonants; digraphs; word recognition	<u>Synthesis</u> : focused thinking; sequential description; narration
<u>Play Concentration</u> : sight words; memorization	<u>Match Middle Sounds</u> : vowels; recognize letter sounds

Parental Notes

Vowel Activity Sheet 4

Circle the letter that makes the first sound in the name of each picture. Then write the letter in the space provided.



a f m



f a p



d o a



c b a

ant, Africa, astronaut, antler

Vowel Activity Sheet 4 | Language Arts 1

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

Not sure what levels your children need?

TAKE A FREE LANGUAGE ARTS ASSESSMENT.

sonlight.com/assessment

Before You Begin ...

You are about to embark on an exciting journey! With Sonlight's Language Arts program as both your passport and map, you and your children will travel to exotic, wonderful places. Be aware, though, that you may at times face some rough seas. And that's OK.

In fact, it's more than OK. Confusion and frustration are perfectly common, natural reactions in any educational setting. Sonlight's goal is to minimize such distractions on your Language Arts voyage. We thought it would be a good idea to explain a couple of things up front that we hope will calm the seas, fill your sails, and lead to safe harbor.

Leaving Your Comfort Zone

As you launch Sonlight's Language Arts program, it will not take you long to notice that something different is going on here. Are you missing something? Probably not! The mental map of your experience probably does not match what you are seeing.

You were probably taught Language Arts in a traditional way using workbooks and repetition. Sonlight does not teach Language Arts this way. Our research revealed that traditional methods, while comfortable, produced inferior results and were boring!

Traditional methods focus on repetition and drive students to memorize chunks of unrelated material in order to pass a test. What happens after the test? Unfortunately, students usually soon forget what they learned. Has learning really occurred then? Maybe. But, many students only learn how to beat the system!

"Memorize, pass test, forget" is not the pattern Sonlight promotes.

The Sonlight Way

Instead, Sonlight's Language Arts program is based on the "natural learning" approach. "Natural" or "integrated" learning means students learn by discovery. They observe, analyze, and then seek to imitate what they have seen a master wordsmith do before them.

The "natural learning" approach is not as intuitively obvious as the instruction found in most standard workbooks. Students will make a discovery, and we will reinforce it for them. However, they won't find 50 similar "problems" neatly laid out for them to "solve."

In "natural learning," students see each principle at work in the natural context of a sentence or paragraph that they have read in one of their assignments. They have to really puzzle things through, and you will occasionally have to help them figure things out.

The "natural learning" approach is, in some ways, slower than traditional workbook methods. But here's the key: when students "get" a principle that they've been striving to master via this method, they will never forget it! They will understand it thoroughly and be able to apply it in almost any context. That is true learning. That is our goal.

For more in-depth information regarding Sonlight's Language Arts philosophy, go to: www.sonlight.com/educational-philosophy.

Additional Resources

As you adjust to teaching with the "natural learning" approach, you may want some additional assistance at times. For example, you may want to familiarize yourself with quality resources such as Dr. Ruth Beechick's books. For further study, we recommend Dr. Ruth Beechick's books *The Three-R's Series* and *You CAN Teach Your Child Successfully*.

If you feel like your children just seem to be struggling or overwhelmed with their work, don't hesitate to put some books away and simply wait awhile. Instead, spend more time on your Read-Alouds and simply continue to encourage a love for reading. In a few months, try again, and you will probably find that allowing a little extra time for your children to grow made success easier for them to attain.

Join the Family

Besides referring to your Instructor's Guide and books, please visit our Sonlight Connections Community (sonlight.com/connections). If you have any questions about how to teach, or why you might (or might not) want to do something; if you wonder if someone has an idea about how to do something better, or whether you or your children are on track or need special help or attention; or for whatever reason, you will find a large community of friendly, helpful people available.

About this Instructor's Guide

Sonlight's Language Arts program seeks to develop your children's writing abilities via dictation, application, and creative expression. It emphasizes spelling, phonics, vocabulary development, and handwriting. Your children will write daily in a variety of ways.

We provide a 36-week, normal school length schedule. Please take some time now to plan your school year so that you can meet your educational objectives as well as your family's needs. It is okay to use more time to finish this program.

This guide consists of several parts.

Section One provides a brief overview of your Language Arts studies for the year. We want you to not only know what to do, but also why you do it.

Section Two includes the heart of the program: record-keeping/schedule sheets and notes. Use the schedule sheets to find each week’s assignments and to record what you’ve done each day. Simply place a check mark by each assignment as it’s completed. You can also use these sheets to record problem areas or subjects and topics needing special review. Please feel free to modify our suggested schedule to match your own—and your children’s—specific needs.

Keep these records to demonstrate to others (government authorities, in particular) what you have taught your children.

Immediately following the schedule, you’ll find Notes with instructions for assignments and Answer Keys. These notes contain Weekly Overviews that outline the skills and assignments covered that week, as well as Rubrics that will help you evaluate the week’s writing assignment. See the “Recommendations for Teaching Writing” article in Section Four for more information about rubrics. Directly after the Notes are the Weekly Activity Sheets with your children’s dictation passages as well as their other assignments.

Section Three includes **Reader Study Guides** that contain discussion questions and other teaching notes that will help you guide your students through the Readers scheduled in this guide.

Section Four contains several helpful resources for all users. This section contains an overview of topics scheduled in this guide, teaching tips for how to use the tools included in this program, as well as suggestions that will help you modify this program to best fit your family’s needs.

We also recommend you visit the **My Downloads** section of your Sonlight Account for several other helpful teaching tools, including:

- Getting Organized—includes great tips about scheduling your school year, modifying our program and keeping records
- Tips When Using the Internet

Items You Will Need

- lined notebook paper
- #2 pencils
- art supplies for illustrations (crayons, colored pencils, or markers)
- lined index cards for a couple assignments (e.g., the research paper project)

If you might reuse your Instructor’s Guide and Student Activity Sheets in the future (for a younger child, for instance), we strongly suggest that you purchase an extra set of Activity Sheets when you buy the Instructor’s Guide.

That way, when we update our Instructor’s Guides you will have matching Activity Sheets when you need them. Please contact us if you are looking for Activity Sheets from the past.

Program Features and Rationale

Dictation

Every year customers ask: “How can I teach my children proper grammar [punctuation, etc.]? They don’t know the first thing about proper sentence construction ...” Our answer? Dictation! No matter how much your children complain, unless they consistently come back with 100% correct papers, make dictation a priority!

If you’re unfamiliar with dictation, it’s exactly what it sounds like. You read a passage to your children, and they write it exactly as read, concentrating on correct spelling, punctuation, etc. We agree with Dr. Ruth Beechick that dictation exercises provide a “well-rounded approach to language” by enabling the parent to deal with issues of grammar, punctuation, spelling, writing, and thinking in a natural (uncontrived) setting, with a relatively small time-expenditure and no workbooks. If you own her book, please read—or reread—Dr. Beechick’s comments in *You CAN Teach Your Child Successfully* (pages 69-89).

Your children may resist dictation at first. In the long run, they will come to enjoy it if you simply persist. Tell your children that they are “teaching their hands to obey their mind.”

Optional Dictation Passages

While our goal is for your children to write every day, we realize that there are some days when your children will just not feel like writing. All children will have “dry” days when it seems like getting blood from a stone would be easier than getting one paragraph from them.

So what should you do on those “dry” days? Mercilessly browbeat them into submission? Not if you value your own sanity! Just skip writing that day? Not if you want your children to learn to love and excel at writing ... Instead, we recommend another solution: dictation.

For your convenience, we provide an optional dictation passage each week. The next time you find yourself with a reluctant writer, just use it as your writing assignment for the day. And encourage your children to get some extra rest so that they’re ready to tackle their regular writing assignment the next day.

Mechanics Practice

In order to become more proficient writers, we believe students need to not only practice writing but also understand “what’s going on under the hood” in what they’re reading and writing. Therefore, each week we offer an introduction to a grammatical or writing mechanics topic (grammatical rule, literary term, punctuation, capitalization, etc.). 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 Schedule of Topics and Skills, located in **Section Four**.

Creative Expression (Writing)

Sonlight’s Creative Expression assignments encompass a wide variety of writing tasks, styles, and skills. For example, your children will encounter traditional composition practice (ranging from formal essays to informal thank-you notes), research, poetry, book reports, analysis, and fun, inspired creative assignments. We believe that the breadth and variety of writing assignments will launch your children to new heights in their writing—and that they’ll have a lot of fun in the process!

We designed our writing assignments to help your children develop fundamental skills that they will build upon in the future. We hope you are looking forward to the new challenges we present this year. If you’ve had a chance to preview this guide and some of the work seems daunting, don’t worry: Just because we use new or advanced concepts (similes, metaphors, etc.) doesn’t mean the assignments themselves are hard. Give your children the benefit of the doubt! Let them try the assignments as they are, but feel free to modify if necessary.

Our desire at this point is not mastery (either of vocabulary or concepts), but acquaintance and familiarity. We believe mastery can come over years of repeated brief encounters with the same material.

For more information about how to use this program to help you confidently teach writing this year, please see the “Recommendations for Teaching Writing” article in **Section Four**.

Spelling

In our early elementary products, spelling has been incorporated into the Language Arts programs. From this point forward, however, you will need to decide how much more spelling practice your student needs. Generally we recommend choosing a spelling program for at least Levels D-F and then continue with the spelling program if your student struggles. *Spelling You See* is a great option to help your students as spelling challenges advance.

Use the blank rows on the Schedule pages to record your spelling work.

As students get older, correcting their writing assignments will eventually become the natural spelling work for most students. You can also use the weekly dictation exercises to help you monitor your students’ spelling progress. Consider keeping records on the weekly schedule pages of errors you see consistently. Use the list of spelling rules included in the **My Downloads** section of your Sonlight account to help you review those issues with your student.

Grammar

We recommend *Grammar Ace* for one year between 4th–7th grade. This self-paced grammar supplement contains a progressive journey through only the most practical grammar your children need and makes a great addition to Sonlight’s Language Arts. Once you have finished *Grammar Ace*, we recommend you choose either *Grammar 5 & 6* with *Winston Grammar* **or** *Keys to Good Language*, but not both as the programs teach using a different format and lesson progression. Use the space on the Schedule page to record what you have done.

Vocabulary

While the bulk of our Vocabulary study is contained in the Read-Aloud study guide and part of the History/Bible/Literature Instructor’s Guide, you will see some terms defined in the Reader Study Guides in **Section Three** as well. The books we choose for you to read aloud often tie to the same historical time period as the rest of the texts we select, but are usually written at a higher reading level than the books we schedule as Readers. Therefore, Read-Alouds provide rich, content-relevant language presented during a time in which you can easily pause and discuss unfamiliar words with your students.

In all of our study guides, we categorize the words we highlight in two ways. **Vocabulary** words are words your students will probably encounter in other texts --not just those included in this curriculum. We list these words within an excerpt of the text from the book in which they are found so that you may challenge your students to define the terms using the clues found in the context of the rest of the story. Simply read these short quotes aloud and see if your students can tell you the meaning of the **bold italicized** terms. For example:

Read: “**Unobtrusively**, Johnny got his notebook and pencil.”

Ask your child: “What do you think ‘Unobtrusively’ means?”

After your student answers, compare their response to the answer in parentheses: (*in a manner to avoid notice*)

Cultural Literacy terms are words that, if defined while your students are reading, will broaden and deepen their understanding of the text. However, these words are generally specific to course content, and we wouldn't expect your students read or hear them on a regular basis. You may use these words, formatted in **bold** followed by a colon and their definitions, more like a convenient glossary. For example:

Define the word when it comes up in the text—
amplitude: the arc of the horizon between east and west.

If you'd like more vocabulary practice, we recommend the *Wordly Wise* program. We schedule this optional workbook for you.

Student Activity Sheets

We have included Activity Sheets to help you help your children. For levels D-W, to enable your children 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.

Supplementary Websites

We know that there are times throughout our curriculum when we simply cannot cover all the material on a given subject. In these instances we will provide internet search instructions for you to find more information. Please use caution and your own discretion as you look at different internet sites. We highly recommend that you as the parent and teacher look before allowing your student to do the search with you or on their own. We hope you find this helpful!

Corrections and Suggestions

Since we at Sonlight constantly work to improve our product, we would love it if we could get you to help us with this process.

Whenever you find an error anywhere in one of our Instructor's Guides, please send a short e-mail to: IGcorrections@sonlight.com. It would be helpful if the subject line of your e-mail indicated where the problem is. For instance, "Language Arts D/Section Two/Week 1/Day 3." Then, in the message portion of the e-mail, tell us what the error is.

If, while going through our curriculum, you think of any way we could improve our product, please e-mail your suggestions to: IGsuggestions@sonlight.com. If you know of a different book we should use, if you think we should read a book we assign at a different point in the year, or if you have any other ideas, please let us know. Your efforts will greatly help us improve the quality of our products, and we very much appreciate you taking the time to let us know what you find. Thanks for your help! ■

Level F: Language Arts

Days 1–5: Date: _____ to _____

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 1						
	Date:	Day 1	Day 2	Day 3	Day 4	Day 5
SPELLING	<i>Spelling You See</i> ¹					
HAND-WRITING	<i>Recommended: Handwriting Without Tears</i> ¹					
GRAMMAR	<i>Optional: Grammar 6</i> ¹	Sheet 1		Sheet 2		
VOCABULARY DEVELOPMENT	<i>Optional: Wordly Wise 3000</i> ¹ (for books 4–12)	Lesson 1A		Lesson 1B	Lesson 1C	
READERS	<i>Li Lun, Lad of Courage</i> ²	pp. 11–38	pp. 39–66	pp. 67–end		
	<i>Mission to Cathay</i> ²				chap. 1	chap. 2
CREATIVE EXPRESSION		Dictation—Read & Mechanics Practice	The Purpose of Writing	Observation	Observation Essay	Dictation—Write
Additional Subjects:						

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

1. Purchase optional materials separately: We do not include them in the LA Package.
2. Find notes for the Readers in **Section Three**, arranged in the order scheduled. To accommodate various reading speeds, we recommend pulling each set of book notes and simply placing them inside each reading title.

Weekly Overview

Mechanics Practice: Nouns—gender; concrete/abstract; compound; collective

Creative Expression:

Skill: Sensory details

Assignment: Write an observation essay about something that interests you

Spelling

Spelling You See

In our early elementary products, spelling has been incorporated into the Language Arts programs. From this point forward, however, you will need to decide how much more spelling practice your student needs. Generally we recommend choosing a spelling program for at least Levels D-F and then continue with the spelling program if your student struggles. *Spelling You See* is a great option to help your students as spelling challenges advance. Use the blank rows on the Schedule pages to record your spelling work.

As students get older, correcting their writing assignments will eventually become the natural spelling work for most students. You can also use the weekly dictation exercises to help you monitor your students' spelling progress. Consider keeping records on the weekly schedule pages of errors you see consistently. Use the list of spelling rules included in the **Downloads** section of your Sonlight account to help you review those issues with your student.

Handwriting

Your children will practice their handwriting in the Copywork/Dictation activities and writing assignments. However, we highly recommend purchasing a handwriting program. *Handwriting Without Tears* is a wonderful program that we recommend often.

If you would like help scheduling any of the programs we offer, *Handwriting Without Tears* or your preferred program, please go online to [sonlight.com/handwritingschedules](https://www.sonlight.com/handwritingschedules) to download and print the appropriate file. Then use the blank line to record what you have done.

Grammar

Sonlight's Language Arts incorporates grammar in its natural language-learning approach. If you would like to supplement that approach, we recommend *The Grammar Ace* for one year between 4th-7th grades. This self-paced

grammar supplement contains a progressive journey through only the most practical grammar your children need. If you wish to further study grammar after *The Grammar Ace*, we recommend you move on to *Grammar 5* and *Grammar 6*. If you complete Sonlight's grammar series and want to have a fourth year of grammar, we recommend that you move on to *Winston Grammar Advanced*.

Vocabulary Development

While the bulk of our Vocabulary study is contained in the Read-Aloud study guide and part of the HBL Instructor's Guide, you will see some terms defined in the Reader Study Guides too. The books we choose for you to read aloud tie to the same historical time period as the rest of the texts we select, but are usually written at a higher reading level than the books we schedule as Readers. Therefore, Read-Alouds provide rich, content-relevant language presented during a time in which you can easily pause and discuss unfamiliar words with your students.

In all of our study guides, we categorize the words we highlight in two ways. **Vocabulary** words are words your students will probably encounter in other texts—not just those included in this curriculum. We list these words within an excerpt of the text from the book in which they are found so that you may challenge your students to define the terms using the clues found in the context of the rest of the story. Simply read these short quotes aloud and see if your students can tell you the meaning of the bold italicized terms.

Cultural Literacy terms are words that, if defined while your students are reading, will broaden and deepen their understanding of the text. However, these words are generally specific to course content, and we wouldn't expect your students read or hear them on a regular basis. You may use these words, formatted in **bold** followed by a colon and their definitions, more like a convenient glossary.

Wordly Wise

If you'd like more vocabulary practice, we recommend the *Wordly Wise* program. Books 4-12 of the *Wordly Wise 3000* series follow the same format and we have included a schedule for you. We recommend choosing the book that matches with your student's grade level.

Reader Notes

We include the Readers schedule and corresponding Study Guides in both the History and Language Arts Guides. However, we do not include the map points in the Language Arts guides because we consider geography part of our History program. Please refer to your History/Bible/Literature F Guide for more information about maps. Find the Study Guide notes for the weekly Readers in **Section Three**. They are organized in the order your students will read them.

Creative Expression

Our goal is to have your children writing all week long. To keep things interesting and to offer a broad range of skill practice, this writing practice varies throughout the week. On the first day of the week, you may choose to have your children practice Dictation. If so, your children will first study the passage and then write it down as you read it aloud to them. After Dictation, they will learn about a concept for Mechanics Practice. On the remaining days of the week, they will work on more formalized Creative Expression assignments. These assignments vary widely each week in order to give your children experience in all types of writing—and oral presentation, too.

Preferred Dictation Method

This dictation method involves two steps. First, on Day 1 ask your children 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. This is also their opportunity to ask you to clarify anything they're unsure about. Once your children understand the passage, have them complete the "Mechanics Practice" activity on the Activity Sheet.

On Day 5, your children should take no more than five to ten minutes to prepare independently for the final 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 twice (repeating it only once). As you read the passage to them, avoid the temptation to emphasize the different sounds in each word. Your children should write in the cursive style.

Before handing their papers to you, your children should check their work for errors. They should mark and correct any errors they find. Discuss with your children what you think they have done particularly well, as well as what they could do better.

Use the list of spelling rules included in the My Downloads section of your Sonlight account to help you review those issues with your student.

Mechanics Practice

On Day 1 of each week, we offer a brief introduction to one grammatical or mechanical topic. This year your children 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 that we'll schedule throughout the year.

Look for the skills covered each week in the "Weekly Overview" table, located after each weekly schedule. For a 36-week progression of topics and skills studied this year in Language Arts, see our Schedule of Topics and Skills, located in **Section Four**.

Feeling Overwhelmed?

Due to the myriad of concepts to cover—many of which may seem abstract—and the subjectivity that 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 Writing" in **Section Four** of this guide to help you navigate the writing portion of 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.

Day
1

Dictation—Read

Read through the dictation passage with your children. Work with them to note any words, capitalizations, or matters of punctuation that require special attention. On the fifth day, you will read aloud the passage aloud and have your children write it on a separate sheet of paper.

He stood up and shouldered the bundles again, happy that he was toiling up the mountain instead of sailing over the sea. The rocks were at peace among themselves; the waves were not.¹

Mechanics Practice

Today your children will learn about **common** and **proper nouns**, the **gender of nouns** (*feminine, masculine, neuter, and indefinite*), concrete and abstract nouns, compound nouns, and collective nouns. See the **Week 1 Activity Sheet** for more information. If your children have trouble distinguishing all of the nouns from the passage, have them look up words they are uncertain about in the dictionary.

Answers:

1. **Common Nouns:** *bundles, mountain, sea, rocks, peace, waves*; **Proper Nouns:** *none*.
2. *All of the nouns in the passage are neuter—they are all objects or ideas, which are neither male nor female.*

1. Carolyn Treffinger, *Li Lun, Lad of Courage*, (Walker & Company: New York, 1995), 27.

Day
1

Optional: Dictation

For your convenience, we provide an additional dictation passage each week. If your children are having an “off” day, just use one of these alternative dictation passages instead of your writing assignment for the day. Feel free to take a break instead of trying to grind your way through the regular assignment.

“And you think you are a coward,” the priest said kindly. “You have tended the rice, you have watered it faithfully, you have guarded it from the birds... You are no coward! You are brave, Li Lun. Braver than if you had gone fishing.”²

Day
2

The Purpose of Writing

This year your child will compile their writing assignments and other Language Arts work into a sketchbook. The Activity Sheets included with this Instructor’s Guide, collected in a separate binder, will provide the 36-week organizational selection for their sketchbooks. Have your children include assignments they complete on a separate sheet of paper by filing them behind the appropriate week’s Activity Sheets. Today your children will begin their sketchbook by conducting a self-interview. See “The Purpose of Writing” on the **Week 1 Activity Sheet** for more information.

Day
3

Observation

This week your children will write an Observation Essay. Today they will simply observe something that interests them and take notes on it, jotting down sensory details they can use as they write the essay tomorrow. See “Observation” on **Week 1 Activity Sheet** for more information.

Day
4

Observation Essay

Today your children will use the notes from their observation to write a simple essay. See “Observation Essay” on the **Week 1 Activity Sheet**.

We provide an example to help guide your children’s writing, as well as your efforts to evaluate their work. Use our examples as a rough guide to help your children generate ideas and as an approximation of what we expect the end product of a particular assignment to look like.

I think the neighbor’s cat lost at least one of her nine lives today. Fluffy is her name. Stalking birds is her game.

As I sat by my window typing merrily away, I caught sight of Fluffy walking slowly across the backyard. She crouched low to the ground and stared straight ahead with an eerie intensity. Her nose twitched as it searched for the scent of her prey.

I glanced over to see her likely quarry a few yards away. A large woodpecker with a bright scarlet head sat peacefully poking at a nut it had found in the woods. As Fluffy got closer, it must have picked up on the sound of Fluffy’s paws crunching dry leaves on the ground.

As Fluffy sprang into attack mode, the woodpecker flew in a quick circle and bopped Fluffy repeatedly on the head with its sharp beak. Fluffy screamed in pain and ran home with her tail between her legs.

It pays to be observant. If I hadn’t noticed the scene unfolding in front of me, I never would’ve been able to help my neighbors figure out why Fluffy needed stitches!

How to Evaluate This Assignment

Since this is their first writing assignment of the year, don’t worry about evaluating it too heavily. Today, have your children simply focus on getting their thoughts on paper. When they’re finished, ask them to read their essays to you and ensure they have an introduction, body, conclusion, and sensory details. If you’d like, you can also go back and work with them on the basic mechanics: capitalization, punctuation, spelling, and grammar. Did they include sensory details from multiple senses in their essay? If so, then they have succeeded.

Rubrics

Have you ever wondered how you should evaluate your children’s writing? Much of literary critique is subjective, but we understand that sometimes its helpful to have a concrete way to help you focus your critique. A rubric is a simple form that will help you give point values to certain characteristics of an assignment.

Each week, review the rubrics we offer and keep the listed items in mind as you work on the assignments with your students. When they turn in their work, use the topics in the rubric to help you determine how your students performed each skill. Use the rubrics to help you more clearly gauge the areas your children could use more work and make note to revise your instruction accordingly.

At this age, we want to emphasize the writing process more than the final result. Think back to when your students learned to talk. They could probably understand your instructions and respond to you long before they formed a complete sentence. Now that they can read independently, expressing their own thoughts on paper is the next step. Learning to write is like “learning to speak on paper.” Plan to teach your children to write with the same small steps and gentle instruction you used when they learned to talk. Rubrics will help you focus on a few steps at a time, slowly each week.

For more information about rubrics, how to create your own and how to help your students use them independently as they grow, see the “Recommendations for Teaching Writing” article in **Section Four**.

2. Ibid, 60.

Sample Rubric for Observational Essay		
<i>Content</i>		
_____	5 pts	Wrote an observational essay about a topic of interest
_____	5 pts	Included various sensory details
_____	5 pts	Included an introduction, body, and conclusion
<i>Mechanics</i>		
_____	5 pts	Worked with Mom or Dad to edit this assignment
_____	5 pts	Used the dictionary to research the spelling of a word
_____ ÷ 25 pts possible = _____%		
Total pts		

Read the dictation passage aloud and have your children write the passage on a separate piece of paper. Note any words, capitalizations, or matters of punctuation that require special attention.

He stood up and shouldered the bundles again, happy that he was toiling up the mountain instead of sailing over the sea. The rocks were at peace among themselves; the waves were not.³ ■

3. Ibid, 27.



Dictation—Read

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. At the end of the week you will listen to Mom or Dad read the passage aloud while you record it on a separate sheet of paper.

He stood up and shouldered the bundles again, happy that he was toiling up the mountain instead of sailing over the sea. The rocks were at peace among themselves; the waves were not.¹

Mechanics Practice

By now we imagine that you know a **noun** is a word that names a person, place, thing, or idea. A **proper noun** names a specific person, place, thing, or idea, such as Pittsburgh, or Mary, or The Statue of Liberty, 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:

Noun Type	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*).

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

3. Think of your own example for each of the following type of nouns:

concrete: _____

abstract: _____

compound: _____

collective: _____

Did you know ... that writers use **personification**, a form of figurative language, to help them describe and create images for their readers? In literature, personification means that an animal or an object has human characteristics. Read this week’s passage again. What does it mean that the rocks were at peace among themselves and the waves were not? How can rocks have peace? How does this help describe the setting and Li Lun’s emotion? If you close your eyes, you may be able to imagine the calm rocks stacked against each other and the waves crashing and fighting. Li Lun feels calm with the rocks because they are still, and the land is solid. He doesn’t like the water because the waves are always moving, so he can’t trust the water because he doesn’t know what to expect.

The Purpose of Writing

Why do people write? Why should you write? Writing is an important form of communication that you use to connect to other people and yourself. Because of the recent advancements in electronic communication, you will probably find more reasons to write as an adult than your mom or dad do now.

Many businesses communicate electronically and advertise through web sites. If you get involved in business as you grow older, you will need to write clearly and precisely when delivering vital information or you may write for entertainment and enjoyment.

Your job this year is to learn new writing strategies and work to apply them to your writing. You will write fiction, non-fiction, and poetry. But where will you get your ideas? How will you know what to write?

The Sketchbook: Many artists keep a sketchbook and record their ideas in order to remember what they have seen and observed. They write their ideas down, so that they do not forget them. Sculptors, jewelry makers,

1. Carolyn Treffinger, *Li Lun, Lad of Courage*, (Walker & Company: New York, 1995), 27.



Language Arts F: Week 1 Activity Sheet

fashion designers, and architects keep some type of file or notebook to help them develop new and original ideas. Writers are artists, too. As an artist, you will keep a sketchbook to help you develop your ideas. Not everything you collect will be developed into formal writing, but your collection will inspire your writing.

1. The Activity Sheets will serve as the basic skeleton for this year's sketchbook. We recommend you put the Activity Sheets in a separate binder. That way you can insert additional pages of completed assignments after each week's Activity Sheet, and compile your sketchbook as you work throughout the year. Continue to add to your sketchbook anytime you find something that you like. Strive to observe and be aware of the world around you. Cut out articles, pictures, photos, headlines, or phrases. If you hear song lyrics or if someone says something unusual, write it in your sketchbook. If you learn something interesting in math, history, science, or foreign language, write it down. Entries for your sketchbook can come from anywhere. Language Arts is not your only source for ideas.
2. For your sketchbook's inaugural activity, conduct an interview with yourself to record who you are today. When you look back at your sketchbook in weeks and years to come, this self-interview will provide context to the rest of the writing assignments in your sketchbook. The interview will help you remember why you wrote and thought in a certain way.

To conduct the interview, answer the questions below on a separate sheet of paper. Include any other facts you find important or interesting about who you are today.

- I. How would others describe me?
- II. How do I get along with members of my family?
- III. If I could take three people with me on a trip to the moon, I would take:
- IV. What do I want to do with my life?
- V. What is my favorite school subject? Why?
- VI. What things do I enjoy doing the most?
- VII. If I could make one change in the world I would:
- VIII. What special talents or skills do I use well?
- IX. What special talents or skills would I like to have?
- X. Other people say that I am good at:

Observation

This week your task is to write an Observation Essay in which you describe something you've observed. Try to include sensory details and things you've observed with each of your five senses. Today, select something that interests you. Observe and take notes as you observe it. Don't worry about writing complete sentences yet—you will turn your notes into sentences tomorrow. Simply jot down a few words that will help you remember what you observed. Be sure to pay attention to what your senses tell you as you observe and make notes that will help you tomorrow.

Observation Essay

Today you will use the notes you took yesterday to write your Observation Essay. Write the observation as it played out like a short story and be sure to include the sensory details you made note of yesterday. To give your essay a little structure, include an introduction and a conclusion. In your introductory paragraph, define the essay's focus. Present the main idea of the story you're about to tell in the rest of the essay. In the last paragraph—the conclusion—tell what you learned from your observation. Is there something you can accomplish with this observation? Decide on your audience. Who will be interested in reading your observation? Write as though you are talking to them.

Level F: Language Arts

Days 6–10: Date: _____ to _____

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 2						
Date:	Day 6	Day 7	Day 8	Day 9	Day 10	
SPELLING	<i>Spelling You See</i>					
HAND-WRITING	<i>Recommended: Handwriting Without Tears</i>					
GRAMMAR	Optional: Grammar 6	Sheet 3		Sheet 4		
VOCABULARY DEVELOPMENT	Optional: Wordly Wise 3000 (for books 4–12)	Lesson 1D		Lesson 1E	Lesson 2A	
READERS	<i>Mission to Cathay</i>	chap. 3	chap. 4	chap. 5	chap. 6	chap. 7
CREATIVE EXPRESSION		Dictation—Read & Mechanics Practice	Outline for the Definition Essay	The Definition Essay	Revise	Dictation—Write
Additional Subjects:						

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

Weekly Overview
<p>Mechanics Practice: Hyphens and dashes</p> <p>Creative Expression:</p> <p>Skill: Use an outline to organize an essay</p> <p>Assignment: Write a definition essay</p>

Creative Expression	
Day 6	Dictation—Read

Read through the dictation passage with your children. Work with them to note any words, capitalizations, or matters of punctuation that require special attention. On the fifth day, you will read the passage aloud and have your children write it on a separate sheet of paper.

Some years previous to this late summer of 1583, the Jesuit Fathers had established their mission on this small offshore island of Macau, and one after another their priests had tried to journey on to the unknown and hostile mainland, to bring word of their own Christian Lord of Heaven to the blossoming valleys and the green rice fields and the jangled beauty of the bright pagodas.¹

Mechanics Practice

Today your children will learn about **hyphens** and **dashes**. For more information, see the **Week 2 Activity Sheet**.

Answers:

straw|ber|ry con|trary
am|big|u|ous hon|or|ary

2. Answers will vary

Day 6 Optional: Dictation

Mr. Nee rose to his feet. All eyes were turned to him as he said, with quiet, oriental gravity:

"I have long sought the truth, as my father did before me, without finding it. I travelled far and near, searching for the Way, but never found it. In the teachings of Confucius, the doctrines of Buddhism and Taoism, I have found no rest. But I have found rest in what we have heard tonight. From now on I am a believer in Jesus."²

Day 7 Outline for the Definition Essay

After a brief discussion with you about connotation and denotation (see the Activity Sheet), today your children will complete the **outline** on the **Week 2 Activity Sheet** to compile their thoughts for the Definition Essay on courage they will write this week. They will probably need to use the internet for some light research. See "Outline for the Definition Essay" on the **Week 2 Activity Sheet** for more information. After a brief discussion with you about connotation and denotation (see the Activity Sheet), today your children will complete the **outline** on the **Week 2 Activity Sheet** to compile their thoughts for the Definition Essay on courage they will write this week. They will probably need to use the internet for some light research. See "Outline for the Definition Essay" on the **Week 2 Activity Sheet** for more information.

1. Madeleine Polland, *Mission to Cathay*, (Sonlight Curriculum: Littleton, CO, 1997), 4-5.
2. Phyllis Thompson, *God's Adventurer: Hudson Taylor*, (OMF International, Littleton, CO, 2014), 89.

Day 8 The Definition Essay

Today your children will use the outline they completed yesterday to write their Definition Essay. Help them see how each section of the outline will translate into a paragraph into their essay—they simply have to turn the thoughts they recorded into complete sentences. For more information, see "The Definition Essay" on the **Week 2 Activity Sheet**.

Day 9 Revise

Today your children will call on you to help them revise their Definition Essay. After they read their paper to you, help them see where they should add information to make their message more clear. Finally, they can use the Revision Checklist on the Activity Sheet to finish polishing their work. For more information, see "Revise" on the **Week 2 Activity Sheet**.

Here's what a brief sample of a definition essay about courage might look like:

"No temptation has overtaken you except such as is common to man; but God [is] faithful, who will not allow you to be tempted beyond what you are able, but with the temptation will also make the way of escape, that you may be able to bear [it]." 1 Corinthians 10:13 (NKJV)

I always think of this verse when I hear the word "courage." Sometimes I think courage is nothing more than our own self-image catching up to what God already knows about us.

Recently, a friend learned that he has inoperable cancer. He quickly experienced the various stages of depression and settled into a comfortable role of "getting on with life and dealing with it." He stopped asking why God would allow this to happen to him.

Definition Essay Rubric		
<i>Content</i>		
_____ 5 pts	The essay is interesting with an attention-grabbing introduction	
_____ 5 pts	Organization includes a beginning, middle, and end	
_____ 5 pts	All paragraphs focus on one main idea	
<i>Mechanics</i>		
_____ 5 pts	The essay uses correct capitalization and punctuation	
_____ 5 pts	The essay includes interesting and descriptive words	
_____ 5 pts	The sentences contain complete thoughts	
_____ ÷ 30 pts possible = _____ %		
Total pts		

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

Read the dictation passage aloud and have your children write the passage on a separate piece of paper. Note any words, capitalizations, or matters of punctuation that require special attention.

Some years previous to this late summer of 1583, the Jesuit Fathers had established their mission on this small offshore island of Macau, and one after another their priests had tried to journey on to the unknown and hostile mainland, to bring word of their own Christian Lord of Heaven to the blossoming valleys and the green rice fields and the jangled beauty of the bright pagodas.³ ■

3. Madeleine Polland, *Mission to Cathay*, (Sonlight Curriculum: Littleton, CO, 1997), 4–5.



Courage is a major theme in your Readers this year. What does courage mean to you? This week you will write a definition essay for the word *courage*. In a definition essay, you explain what a term means to you. Use the outline below to outline your essay. Use a separate piece of paper.

- I. Introduction
 - A. Denotation (definition of the word *courage*):
 - B. Interesting "attention-grabber" about courage (story, article summary, quote, etc):
 - C. How I feel about *courage*:
- II. Body Paragraph #1:

My definition of *courage*:
- III. Body Paragraph #2:

A description of someone I know who is courageous according to my definition:
- IV. Body Paragraph #3:

Why my example person is courageous:
- V. Conclusion:

Compare and contrast your personal definition of courage to the dictionary definition. How are they alike? How do they differ?

The Definition Essay

Use the outline you completed yesterday to help you write the first draft of your definition essay. Who is your audience? Are you writing for your friends, your teacher, a general audience?

Write an introduction, body paragraphs, and a conclusion. In your introduction, catch your readers' attention with a quotation, part of a song lyric, or any other interesting fact about courage. Then, include the dictionary meaning and tell your readers how you feel about courage.

For the body paragraphs, describe what courage means to you. Follow the outline to include not only your personal definition, but also a description of someone you know who is courageous (or you have read about). The final body paragraph should explain why the person you chose for your example fits your definition of courage.

Finally, compare your personal definition of courage to the denotative meaning of the term in your conclusion. What did you learn about courage?

Revise

Why revise? Let's say that a friend asks you to draw a picture of him or her. So, the two of you sit down and you draw the picture without erasing anything or starting over. Will the picture be a perfect copy of your friend? You would probably need to erase and revise a few times to create a good likeness of your friend.

Revision applies to writing, too, because even professional writers do not write a perfect composition on the first attempt. You may not always have time to revise every paper that you write this year, but you will need to polish some compositions. Complete the following steps today to revise your Definition Essay.

1. Read your first draft aloud to your mom or dad. Listen to the flow of the words. How does it sound? Stop and make notes on your paper of any errors that you heard during your reading.
2. Next, have your mom or dad ask you questions about your paper. Are those questions answered in your paper? Do you need to add details? Stop and make notes on your paper to add details. What feeling do you get from the overall paper? How would you like your readers to feel after reading your paper? Does your paper contain that emotion? Replace words with synonyms that provide the correct connotations.
3. Finally, use the revision checklist below to check the rest of your work. Make corrections and write a final draft.

Revision Checklist

- _____ Ideas are interesting
- _____ Organization includes a beginning, middle, and end
- _____ Uses correct spelling
- _____ Words are descriptive
- _____ Uses complete sentences
- _____ Uses capitals correctly

Level F: Language Arts

Days 11–15: Date: _____ to _____

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 3						
	Date:	Day 11	Day 12	Day 13	Day 14	Day 15
SPELLING	<i>Spelling You See</i>					
HAND-WRITING	<i>Recommended: Handwriting Without Tears</i>					
GRAMMAR	Optional: Grammar 6	Sheet 5		Sheet 6		
VOCABULARY DEVELOPMENT	Optional: Wordly Wise 3000 (for books 4–12)	Lesson 2B		Lesson 2C	Lesson 2D	
READERS	<i>Mission to Cathay</i>	chap. 8	chap. 9	chap. 10	chap. 11	chap. 12
CREATIVE EXPRESSION		Dictation—Read & Mechanics Practice 	Tone	Create Tone	Tone in a Scary Story	Dictation—Write
Additional Subjects:						

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

Weekly Overview
<p>Mechanics Practice: Adjectives—definition; articles; proper and common; compound</p> <p>Creative Expression:</p> <p><u>Skill:</u> Convey tone in writing</p> <p><u>Assignment:</u> Write a scary story</p>

Creative Expression	
Day 11	Dictation—Read

Read through the dictation passage with your children. Work with them to note any words, capitalizations, or matters of punctuation that require special attention. On the fifth day, you will read the passage aloud and have your children write it on a separate sheet of paper.

The mats parted. The golden-haired, blue-eyed god stepped into the sampan. Tien Pao's knees quaked under him, but somehow he managed to take a few steps forward. He almost shoved the little pig into the white one's arms. Then he backed away to the altar again, bowing deeply to the god as he backed toward the god's own altar.¹

Mechanics Practice

Today your children will learn about different types of **adjectives**. They will also briefly review nouns, pronouns and adverbs, which we will discuss more depth later. For more information, see the **Week 3 Activity Sheet**.

Note to Mom or Dad: This year, your children 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, please see the *Grammar Guide* in **Section Four** that succinctly explains topics we'll discuss for Mechanics Practice. Please keep this appendix handy for reference as you work this year. We hope you make great use of it whenever you need a refresher on any topic.

Answers:

1. Which sentence is better? *Hopefully your children selected the second sentence as the additional adjectives help to paint a clearer picture in the reader's mind.*
2. Adjectives in the Dictation—Read:

Common Adjectives	Proper Adjectives	Compound Adjectives
few	Tien-Pao's	golden-haired
little		blue-eyed
white		
own		

Use tally marks to record the articles you find:

the	a	an
8	1	

Day
11

Optional: Dictation

Tears welled slowly up in the older man's eyes as he looked at the strangely radiant expression of the open-faced boy before him, and he said in a voice deepened by emotion:

"I'd give all the world for a faith like yours."

"You can have it, you know, sir," answered Hudson quietly. "It's free to all—without money and without price."²

1. Meindert DeJong, *House of Sixty Fathers*, (HarperTrophy: New York, 1987), 10.

2. Phyllis Thompson, *God's Adventurer: Hudson Taylor*, (OMF International, Littleton, CO, 2014), 31.

Day
12

Tone

Today you will work with your children to identify tone in various writing samples.

Discuss the quoted passages on the Activity Sheet with your children. After you have discussed a passage, have your children read it aloud; placing emphasis on the appropriate words and phrases.

When you have finished your discussion, have your children complete the "Tone" activity on the **Week 3 Activity Sheet**.

Possible answers:

1. *Desperate; Buck was completely at the mercy of his handlers.*
2. *Scared; His terror increased as his pleas went unanswered.*
3. *Frantic; I shall never reach the key and leave this place!*
4. *Sad; With a heavy heart, she lay awake and wished for morning.*
5. *Excited; Her energy caused him to feel quite alert as he sat up in bed.*

Day
13

Create Tone

Today your children will write three paragraphs to portray the tone for their choice of three tone words listed on the Activity Sheet. See "Create Tone" on the **Week 3 Activity Sheet** for more information.

Day
14

Tone in a Scary Story

Today your children will use what they have learned about connotation and tone to write a short scary story. See "Tone in a Scary Story" on the **Week 3 Activity Sheet** for more information. Here's an example of a brief story about a scary time in my life:

I woke up with a start. Although I usually sleep through the night with no interruptions, something had jarred me from my slumber. What could it have been?

I listened intently. Thunder cracked outside and sheets of rain pounded the window next to my bed. Another May thunderstorm raged outside. But I can sleep through the worst of storms. Something else must be going on, I thought.

As my feet hit the cold floor, a chill ran up my spine. Why was it so cold in my room? I crept downstairs slowly, suddenly very wary of what I might find there.

When I reached the bottom of the landing, I immediately noticed the front door standing ajar. My heart raced as my eyes darted about the room, looking for any sign of a possible intruder.

And there it was! In the corner, a strange creature sat up on its haunches with a piece of leftover pizza clutched in its grubby paws. When I flicked on the lightswitch, I discovered the mess the raccoon had made. The overturned trash can explained what must have caused a sound loud enough to wake me from a deep sleep.

Relief flowed through me, as the raccoon made its way to the front door and back outside. I cleaned up his mess and then hit the hay again. I barely remembered the evening's excitement when I awoke the following morning.

How to Evaluate This Week's Assignment

For this week's assignment, ensure your children wrote a scary story that conveys an appropriate tone to the reader. As your children are still building their vocabulary, give them credit for choosing words that have the correct connotation, but don't mark them down if not every word is spot-on. If they wrote a scary story that is somewhat creepy, they've met the main goals of this assignment.

You may choose to use the sample rubric as-is or modify for your own purposes. If there's some other skill you'd like to help your child develop, go ahead and add it to the rubric, assigning it a point value. Add up all of the points in the rubric to determine the number of points that will equal 100%. After that, simply read through your children's work, thinking about each point on your rubric as you go. Divide the number of points your children earned by the number of points possible to determine a percentage.

Scary Story Rubric		
<i>Content</i>		
_____ 5 pts	The narrative includes a beginning, middle, and end	
_____ 5 pts	Word choice reflects proper connotation	
_____ 5 pts	Adjectives help illustrate the tone	
<i>Mechanics</i>		
_____ 5 pts	The essay uses correct capitalization and punctuation	
_____ 5 pts	The essay uses correct spelling	
_____ 5 pts	The sentences contain complete thoughts	
_____ ÷ 30 pts possible = _____ %		
Total pts		

Day 15 Dictation—Write

Read the dictation passage aloud and have your children write the passage on a separate piece of paper. Note any words, capitalizations, or matters of punctuation that require special attention.

The mats parted. The golden-haired, blue-eyed god stepped into the sampan. Tien Pao's knees quaked under him, but somehow he managed to take a few steps forward. He almost shoved the little pig into the white one's arms. Then he backed away to the altar again, bowing deeply to the god as he backed toward the god's own altar.³ ■

3. Ibid, 10.



Dictation—Read

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. At the end of the week you will listen to Mom or Dad read the passage aloud while you record it on a separate sheet of paper.

The mats parted. The golden-haired, blue-eyed god stepped into the sampan. Tien Pao’s knees quaked under him, but somehow he managed to take a few steps forward. He almost shoved the little pig into the white one’s arms. Then he backed away to the altar again, bowing deeply to the god as he backed toward the god’s own altar.¹

Mechanics Practice

A **noun**, as you probably remember, is a person, place, thing, or idea, and pronouns are words that rename nouns. For example, *he* is a pronoun we can use to refer to someone named *Jason*. To make nouns and pronouns more interesting, writers use descriptive words called **adjectives** to describe them. For example:

The car raced around the track.

The shiny new Indy car raced around the cold, wet track.

- Which sentence is better? Why?

Did you know that there are several different types of adjectives? The following sentences show examples of the different types:

1. Meindert DeJong, *House of Sixty Fathers*, (HarperTrophy: New York, 1987), 10.

My grandma’s spare room is my most favorite place to sleep. A downy soft pillow, sheets made from Egyptian cotton, and the sweet-smelling breeze that drifts through the open window lull me to sleep in an instant, and I always wake up to delectable smells wafting up the stairs from the kitchen.

Just as nouns have both common and proper designations, adjectives may be proper as well. Can you find proper adjective in our example? The word *Egyptian* is a **proper adjective** that describes the noun *cotton*. Conversely, *spare* is a **common adjective** that describes *room*. *sweet-smelling* is a **compound adjective**—two words joined together that act as an adjective. Even the words *a*, *an* and *the*, which are called **articles**, act as adjectives in the structure of a sentence.

- Look at the dictation passage. What adjectives do you see? Remember, adjectives are words that describe nouns. If you see a word that describes a verb (an action), it is an **adverb**, which we’ll discuss later. Record the adjectives you find in the chart below:

Common Adjectives

Proper Adjectives

Compound Adjectives

©2020 by Sonlight Curriculum, Ltd. All rights reserved.



Language Arts F: Week 3 Activity Sheet

Use tally marks to record the articles you find:

the	a	an

Tone

Have you ever heard someone say, "Don't speak to me in that tone of voice?" What does tone of voice mean? In literature, **tone is the attitude that a writer has for a written passage.** As a writer, the words you use create the tone.

The best time to set the tone is when you are describing the setting or events in a story. For example, this week you will write about a scary moment you experienced in your life. You want to relate to your readers the feelings as you experienced them, so you will choose words that express how frightened you were.

Tone in Literature

Read the passages below with Mom or Dad and discuss the feelings that you get as you read them. Underline the specific words that contribute most significantly to the overall tone. Write a word to describe the tone at the beginning of the paragraph. Then, write a new sentence that matches the tone of the rest of the paragraph.

1. _____ "Buck had accepted the rope with quiet dignity. To be sure, it was an unwonted performance, but he had learned to trust in men he knew, and to give them credit for a wisdom that outreached his own. But when the ends of the rope were placed in the stranger's hands, he growled menacingly. He had merely intimated his displeasure, in his pride believing that to intimate was to command. But to his surprise the rope tightened around his neck, shutting off his breath. In quick rage he sprang at the man, who met him halfway, grappled him close by the throat, and with a deft twist threw him over on his back. Then the rope tightened mercilessly, while Buck struggled in a fury, his tongue lolling out of his mouth and his great chest panting futilely. Never in all his life had he been so vilely treated, and never in all his life had he been so angry. But his strength ebbed, his eyes glazed, and he knew nothing when the train was flagged and the two men threw him into the baggage car."

Adapted from *Call of the Wild* by Jack London

2. _____ "At first, when he found himself in the grip of what he was sure must be the Robber Fly, Buster Bumblebee was so alarmed that he could not even scream. But in a moment or two he found his voice. And he shrieked 'Help! Help!' in a most frantic tone, hoping that some one would come and save him."

Adapted from *The Tale of Buster Bumblebee* by Arthur Scott Bailey

3. _____ "That was a narrow escape!" said Alice, a good deal frightened at the sudden change, but very glad to find herself still in existence; and now for the garden! She ran with all speed back to the little door, but the little door was shut again, and the little golden key was lying on the glass table as before, and things are worse than ever, thought the poor child, for I never was so small as this before, never! And I declare it's too bad, that it is!"

Adapted from *Alice in Wonderland* by Lewis Carroll

©2020 by Sonlight Curriculum, Ltd. All rights reserved.



4. _____ "She threw herself back on her pillow and buried her face. She did not cry, but she lay and hated the sound of the heavily beating rain, she hated the wind and its 'wuthering.' She could not go to sleep again. The mournful sound kept her awake because she felt mournful herself. If she had felt happy it would probably have lulled her to sleep. How it 'wuthered' and how the big raindrops poured down and beat against the pane!"

Adapted from *The Secret Garden*
by Frances Hodgson Burnett

5. _____ "Bunny! Bunny! Wake up! It's time!"

'Wha--what's matter?' sleepily mumbled little Bunny Brown, making his words all run together, like molasses candy that has been out in the hot sun. 'What's the matter, Sue?' Bunny asked, now that he had his eyes open. He looked over the side of his small bed to see his sister standing beside it. She had left her own little room and had run into her brother's.

'What's the matter, Sue?' Bunny asked again.

'Why, it's time to get up, Bunny,' and Sue opened her brown eyes more widely, as she tried to get the 'sleepy feeling' out of them. 'It's time to get up!'"

Adapted from *Bunny Brown and His Sister Sue*
by Laura Lee Hope

Create Tone

Write three paragraphs in your sketchbook to create a tone for your choice of three of the following tone words:

1. happy
2. sad
3. annoyed
4. nervous
5. frightened

Choose words for your paragraphs with connotations that transfer or relay the specific tone. In the example below, notice that the words "slammed," "stomped," and "ruined" communicate the anger that Sally feels. Only one rule: you cannot use the tone word in your paragraph. For example, if the tone word is anger, you cannot write the word anger. Instead show the reader the anger with examples and details:

Incorrect: Sally was angry because her sister made her mad.

Correct: Sally slammed the door to her bedroom and stomped across the room. Her sister had borrowed her clothes again without her permission. To make matters worse, her sister ruined the shirt when she spilled spaghetti sauce on it. Her sister wasn't even in trouble. Sally was grounded because she yelled at her sister. It wasn't fair.

Have someone read your paragraphs and identify your tone. They do not have to state the exact tone; as long as they get the sense, you'll have succeeded. If your tone is joyful and your reader says that the tone is happiness, then you have still portrayed the tone in your writing.

How well did you do? How many tones did your reader recognize correctly? Add your tone paragraphs to your sketch book as ideas for future compositions.

Tone in a Scary Story

Today, write a story about a time when you were scared.

Set the story in a scary tone that illustrates how you felt at the time. If you can't think of a time when you were scared, write about a scary time one of your friends or family members has experienced. Focus on your word choice; use examples and details to show the tone.

Section Three

Reading Assignments and Notes

Readers

Teaching Vocabulary and Cultural Literacy

Vocabulary

Read each quote aloud and challenge your students to use the context presented to tell you the meaning of the word in **bold italics**.

Cultural Literacy

Use the list of definitions below like a glossary to help your students understand these terms as you read.

Day
1

pp. 11–38

Setting

Lao Shan, China

Overview

Although his family and his village are all fishermen, Li Lun hates the sea. Angry, his father sends him to the top of the mountain to grow seven grains of rice. He cannot return home until he grows seven times that number. By himself for four months, Li Lun conquers the mountain, his fears, the gulls and rats, mildew and hunger, the rain and the drought, and returns to his village with ninety-nine grains. The Keeper of the Temple realizes that Li Lun is not a coward but brave, and that to grow a grain of rice is as great a work as the creation of a mountain, and Li Lun goes to the Temple to grow rice and teach others to do the same.

To Discuss After You Read

- Q: At what age do boys in Li Lun’s village go on their first fishing voyage?
A: 10
- Q: What does Li Lun fear about the sea?
A: *that evil spirits would pull him under the water*
- Q: How do the villagers get salt?
A: *the children carry sea water to holes in the mountain’s rocks; the water evaporates and leaves the salt*
- Q: What is the purpose of the painted eye on the side of the sampan?
A: *to show the fishing boat the way to travel in deep waters*
- Q: How did Li Lun show respect to Sun Ling?
A: *he bowed to him, waited for him to speak, spoke respectfully to him*
- The hour of short shadows would be noon.
- Q: Why does Li Lun prefer the land over the sea?
A: *the rocks are at peace with each other and the waves are not*
- Q: Retell the story of Lao Shan.

- A: *the mountain was once Mei Shan [Beautiful Mountain], but grew proud of its beauty and height; the wind and the sea decided to put the proud mountain under the sea where all vain things belong, so they lashed the mountain and destroyed everything on it; the mountain remained, renamed as Lao Shan [Sorrow Mountain]*

Day
2

pp. 39–66

To Discuss After You Read

- Q: How does Li Lun plant the rice grains?
A: *he finds sticks and reeds for the bottom of the rock hole he chooses, which must not be too shallow or too exposed and must have sunshine; then he mixes the soil with bird droppings and puts this over the reeds; he puts each grain in the ground and marks the spot with a gull feather, covers the soil with his jacket to ward off gulls, and waters the rice with his gourd*
- Q: What does Li Lun make during the rain?
A: *he builds a rock bench, then makes a girl-who-sweeps-clear-the-weather doll*

Day
3

pp. 67–end

To Discuss After You Read

- Q: Why are the rats brave enough to come into the open to gnaw the stems?
A: *Li Lun covered the stalks with a mat and so the sun doesn’t frighten the rodents away*
- Q: What does Li Lun do for the final stalk?
A: *he watches it all day and checks on it by night; when harvest comes, he takes the whole stalk*
- Q: What does Li Lun say to the boys that tease him as a coward?
A: *I am not a coward. I have done what I was sent to do*
- Q: How many grains of rice did Li Lun collect?
A: 99
- Q: The Good One tells Li Lun “the production of a grain of rice is as great a work as the creation of a mountain.” Do you agree with this proverb?
- Q: What happens to each of the seven grains with which Li Lun began?
A: *two are killed by gulls; three [probably four] are gnawed by rats; the remaining one produces ninety-nine grains of rice*
- Q: How does the story end for Li Lun?
A: *he will grow rice on the temple grounds and teach others to do the same; his mother is very proud of him, and his father is still angry and distant, but is proud, too, a bit*
- Q: Read Matthew 13:1–9 How is Li Lun’s story like this parable? How does it differ? ■

Day
4

Chapter 1

Setting

China; 1583

Overview

In 1583, Jesuit Father Matteo Ricci arrived in mainland China. He wisely piqued the Chinese interest with his mathematical ability and the clocks and other mechanical gadgets he brought from Europe. He dressed as a Chinese, and learned to speak both Cantonese, the language of the coolies, and Mandarin, the language of the ruling class. Initially he dealt with many hardships, such as poverty, antagonistic neighbors, angry townsfolk, and loneliness, but God cares for Ricci and he eventually begins to make converts.

Cultural Literacy

turgid: swollen; puffy.

carrack: a ship developed in the 15th century.

soutane: also known as a cassock, it is an elongated robe worn by clergymen.

Jesuits: members of a religious order that follow the teachings of the Roman Catholic Church.

To Discuss After You Read

Q: Why is Father Ricci a wise choice to enter China?

A: *he has both mechanical devices to appeal and the necessary good manners*

Q: Are the Jesuits wealthy?

A: *no—they live in poverty*

Day
5

Chapter 2

To Discuss After You Read

Q: Why is Father Ricci angry with Philip?

A: *he taught Cantonese, not Mandarin, and did not tell the Father there were two languages*

Q: Why is it important to speak Mandarin?

A: *it is the language of the people in power*

Q: Why does Father Ricci get to go to the mainland?

A: *he has clocks!*

Day
6

Chapter 3

To Discuss After You Read

Q: What gift does Father Ricci choose to bring to Wang P'an, and why?

A: *a prism because it is both beautiful and unlike anything in China, which has no glass*

Q: How do the Jesuits dress? Why?

A: *as Buddhist priests; to help the Chinese see them as holy men with something to share*

Day
7

Chapter 4

To Discuss After You Read

Q: What sign does Wang P'an give that he approves of the missionaries?

A: *he offers them tea instead of kicking them out*

Day
8

Chapter 5

Cultural Literacy

truculently: in an aggressive manner.

To Discuss After You Read

Q: Why is Jade considered ugly?

A: *her unbound feet are too large*

Q: What does Father Ricci ask for?

A: *more land—enough for both his house and for a church*

Q: What do the Chinese think of the Virgin Mary painting?

A: *a real Mary is inside the painting because it looks so realistic*

Day
9

Chapter 6

To Discuss After You Read

Q: Why do the Chinese laugh at the Jesuit's building?

A: *they dig a foundation first—how silly to build a house by going down first!*

Q: What scares Boy?

A: *the trip into Wang P'an's house*

Q: How do the Bachelors stop work on the Jesuit's house?

A: *they say stop since work started on a bad day*

To Discuss After You Read

- Q: How are the Jesuits able to find help for building their house?
 A: *give the land back to the Bachelors and build elsewhere*
- Q: What do they do to get money?
 A: *pawn prism*

To Discuss After You Read

- Q: Why is Father Ricci left alone?
 A: *his helper returns to Macao for money*
- Q: What mistaken ideas does Wang P'an have about Father Ricci's beliefs?
 A: *they are just Buddhists and they worship a woman*

To Discuss After You Read

- Q: Why does snow fall inside the church?
 A: *a rock-thrower damages the tile roof*
- Q: Why do the Chinese have the large Festival of Ming Ching?
 A: *to worship their ancestors, show their respect and "mourn"*

To Discuss After You Read

- Q: What does Father Ricci do to the vandal when Boy catches him?
 A: *locks him up for several hours*
- Q: Why is Jade sad?
 A: *she is forced to marry to a horrible man*

To Discuss After You Read

- Q: Why is Father Ricci in trouble?
 A: *the vandal lies and all his friends lie also*
- Q: Who saves Father Ricci?
 A: *the three mandarins*
- Q: What punishment befalls the vandal?
 A: *beaten to death on the spot*
- Q: What helps Boy understand the gospel in a way words never have?
 A: *the Jesuits' care for the dying man*

To Discuss After You Read

- Q: Is Wang P'an a good ruler or not?
 A: *yes, he judges fairly, guards his reputation [as when he gives back gifts and refuses to give money to the Jesuits so no one would think they bought him], speaks kindly at times; he just cannot overturn the centuries of Chinese tradition*
- Q: What is Ricci's plan to convert those around him?
 A: *love them as best he can, befriend anyone, no matter how poor, put his beliefs into writing, since written words mean more—translate first the catechism, then the New Testament, try not to offend*
- Q: What two disagreements did the Church have with Father Ricci's teaching?
 A: *he used 'Lord of Heaven' instead of 'God,' which sounds like a magical spirit, and after conversion he allowed ancestor worship and Confucius veneration, with which he saw nothing wrong*

Note to Mom or Dad: Concerning the last question (above), Joyce in Ft. Worth noted an article about Matteo Ricci from the *Catholic Encyclopedia*. The following notes come from that article:

The author's note leaves the impression that Father Ricci saw nothing wrong with ancestor worship among his new Chinese converts to Christianity, but the Church disagreed. That's not quite accurate. The conflict really came down to an issue of confusing worship and veneration. The Church viewed the new converts' "traditional prostrations and sacrifices" as worship, but Father Ricci, who knew these people well, understood them as veneration.¹

Interesting: This is a common problem down through the centuries between missionaries on the field and their supporters/superiors "back home."—We bump into these things a lot in our study of Kingdom History (Church History by another name). ■

1. Brucker, Joseph. "Matteo Ricci." *The Catholic Encyclopedia*. Vol. 13. New York: Robert Appleton Company, 1912. 31 Oct. 2019 <<http://www.newadvent.org/cathen/13034a.htm>>.

Scope and Sequence: Schedule for Topics and Skills

Week	Mechanics Practice	Creative Expression
1	nouns: gender, concrete/abstract, compound, collective; personification	The Purpose of Writing (Self-Interview/Sketchbook) Observation Essay (Descriptive)
2	hyphens; dashes	The Definition Essay (Expository Writing) Revise (Writing Process)
3	adjectives: articles, proper and common, compound	Tone (Literary Techniques) Create Tone (Word Choice) Tone in a Scary Story (Application/Creative Writing)
4	verbs: action verbs, helping verbs, singular and plural verbs	Character Sketch Warm-up (Writing Process) Character Sketch First Draft (Descriptive) Revise (Writing Process)
5	types of adverbs	Character Development (Character Analysis) Develop a Character (Creative Expression) Write from the Character’s Perspective (Imaginative)
6	pronouns: and antecedents, personal pronouns, possessive pronouns, subject pronouns	Active and Passive Sentences (Sentence Fluency) Plan Out the Friendly Letter (Writing Process) Write the Friendly Letter (Organization)
7	commas	Explore a News Article (Comprehension) The Straight News Article (Imaginative) Write the Straight News Article (Expository)
8	person of pronouns: first-, second-, third-	Combine Sentences (Sentence Fluency) Outline for a Feature Article (Research & Outline) Write a Feature Article (Expository)
9	pronouns: intensive, reflexive, indefinite	Fact or Opinion (Analysis) Prepare for the Letter to the Editor (Persuasive) Write the Letter to the Editor (Organization)
10	colons; semicolons	The Purpose of Dialogue (Analysis) Dialogue Organization (Organization) Write Your Own Dialogue (Imaginative)
11	types of pronouns: relative, interrogative, demonstrative	Elements of a Great Story (Analysis) Research Your Animal and Take Notes (Research) Plan Out the Animal Adventure (Imaginative)
12	complete sentences: subjects & predicates—simple, compound, complete	Literary Elements—Personification and Sensory Impressions (Literary Techniques) Write the Animal Adventure (Imaginative) Finish the Animal Adventure Book (Organization/Artistic)
13	writing numbers	Transitions (Sentence Fluency) Prepare to Write the Expository Essay (Expository) Write the Expository Essay (Expository)
14	clauses: conjunctions, independent clauses, coordinating conjunctions, correlative conjunctions	Combine Sentences with a Key Word (Sentence Fluency) Prepare for the Personal Narrative (Writing Process) Write the Personal Narrative (Narrative)
15	types of adjectives: demonstrative, indefinite; demonstrative pronouns vs. demonstrative adjectives	Mind Mapping (Writing Process) Write the Bible verse Response (Personal Response) Revise the Bible Verse Response (Writing Process)
16	phrases: noun phrases, adverb phrases, verb phrases, appositive phrases	Cause and Effect (Analysis) Comic Strip (Creative & Imaginative)

(continued on the following page)

Week	Mechanics Practice	Creative Expression
17	dependent clauses; subordinating conjunctions; relative pronouns; complex sentences	Cause and Effect in Science (Writing Process) Write the Cause and Effect Essay (Critical Thinking) Revise the Cause and Effect Essay (Writing Process)
18	verb forms: transitive verbs—direct objects, indirect objects; intransitive verbs	The Summary (Summarization) The Book Review (Opinion) Revise the Book Review (Writing Process)
19	quotation marks	Start with a Thesis Statement (Summarization) Begin Your Research (Research) Source Cards (Research)
20	sentence structure	Note Cards—Quotations (Research) Note Cards—Paraphrase (Research) More Note Cards & Works Cited (Research)
21	plurals	The Research Paper Outline (Organization) Refine Thesis and Begin Body Paragraphs (Expository) Complete the Body Paragraphs (Expository)
22	linking verbs: predicate adjectives, predicate nouns; how to write titles	The Introduction and the Conclusion (Expository) Revision (Writing Process) The Final Draft (Writing Process)
23	verb tenses: simple, perfect	Persuasive Writing (Analysis) Write a Persuasive Paragraph (Persuasion) Make It Better (Writing Process)
24	ellipses; parentheses	Organize for a Speech (Oral Presentation) Speech Preparation (Oral Presentation) Speech Delivery (Oral Presentation)
25	prepositional phrases: prepositions, object of the preposition	Foreshadowing (Literary Techniques/Critical Thinking) Reflect on Your Predictions (Reflection)
26	noun/pronoun agreement	Irony (Literary Techniques) Choose a Poem to Parody (Literary Techniques/Writing Process) Write a Parody (Imaginative)
27	adjective and adverb forms: positive, comparative, superlative	Personification in Poetry (Literary Techniques) Draft a Personification Poem (Imaginative/Application) Finalize the Personification Poem (Writing Process)
28	use the right word; apostrophes	Storytelling (Research for an Oral Presentation) Study the Story (Oral Presentation) Present the Story (Oral Presentation)
29	improve your spelling	A Story with a Twist (Brainstorm) Write the Short Story (Imaginative) Revise the Short Story (Writing Process)
30	capitalization	Modeling Sentences (Sentence Fluency) Combine Sentences to Create Paragraphs (Sentence Fluency) Improve Fluency (Writing Process)
31	improving sentences	Information for the Travel Brochure (Research) Write the Tourist Attraction Advertisement (Expository/Persuasion) Revise the Travel Brochure (Writing Process)
32	active and passive voice	Research a Travel Proposal (Research) Prepare for the Proposal Summary (Summarization) Write the Proposal Summary (Summarization)

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

(continued on the following page)

Week	Mechanics Practice	Creative Expression
33	subject/verb agreement	Symbolism (Literary Elements/Analysis) Draft the Pre-Reader Picture Story (Imaginative) Finalize the Pre-Reader Picture Story (Writing Process)
34	similes and metaphors	Theme (Literary Elements/Analysis) Write About Theme (Synthesis) Compare Similar Themes (Comparison)
35	types of sentences: declarative, imperative, interrogative, exclamatory	Brainstorm for the Movie Poster (Imaginative) Draft the Movie Plot (Imaginative) Compose the Movie Trailer Script (Summarization/Persuasion)
36	abbreviations, acronyms, initialism	Extended Scene (Imaginative) Plan the Sequel (Imaginative) Write a Sequel (Writing Process)

Appendix 2: Recommendations for Teaching Writing

Since we know that no two budding writers will grow and develop at the same pace, we have designed the writing program in this guide to be flexible. We also understand that parents may feel unprepared to teach writing. Some parents feel like they're not good writers themselves. Other parents may write well, but do not understand how to communicate what they know in a meaningful way to their children. To all these parents, we say, "Don't worry! You can do it." The following suggestions will help you know how to use the tools we provide and, if necessary, how to modify this program to best meet your and your students' needs.

Allow Students to Write at Their Own Pace

In the same way that we wouldn't teach a toddler to ride a bike with a 10-speed on a nice steep hill, we don't expect beginning writers to produce polished work on a tight schedule either. If you find that the pace we present in this guide is too much for your students, simply allow your students to work through the assignments at their own pace.

Start with our first writing assignment in Week 1. Ask your students to work on it for a set amount of time each day as it fits into your daily schedule. For older children, this could be part of their independent work time, but be careful not to let it consume all of their time. Of course we're happy if they're enjoying a project and don't want to put it down, but don't hesitate to set a timer so that they can have time to accomplish other work, too. A timer might also help when they're struggling with an assignment, so they know that there is an end in sight to their writing time.

If your students can complete some of the brainstorming activities in the time we suggest, have them do so. But we'd understand if the creative writing portion takes longer. Therefore, if your students seem to need more days to complete the assignments than outlined in our guide, give it to them. Don't feel as though you have to move on to our next assignment if they're still working on the last one. Writing is a creative process and at this level, please let the creative juices flow.

If you'd like to spend a day reviewing your students' work with them when they complete an assignment, consider it time well spent. It is during these review sessions that you can reinforce the grammar and mechanical skills they learned that week by correcting issues and pointing out things they've done well in their own writing. You

could then cement lessons learned in your discussion by having them use your edits to write a final draft. Simply give them the time they need to complete each task successfully. Then, pick up with the next assignment in the guide in whatever week you happen to be in when you're ready.

If you start to feel like this slower paced method might jeopardize the variety of assignments your students are exposed to, or causes you to miss assignments you think your students might enjoy, use the Scope and Sequence list in **Section Four** to help you vary the assignments and select a more appropriate topic from another week. At this age, we want writing to be enjoyable, so select topics you think will most inspire your students. And remember, the more practice they get recording their thoughts on paper, the easier it will be for them when they're older and do need to produce polished work on a deadline.

*Relax, slow
down, and
write at a pace
that is fun.*

The Writing Process

Coaching the Writing Process

For their first drafts, ask nothing more of your students than to simply put their thoughts on paper. At this stage, anything goes. If you're working with them, resist the urge to correct their spelling or revise their sentence structure, and help them do the same—you will have the opportunity to edit later. Build their writing confidence and show you value their creativity by giving them the freedom to "just write," and not interrupt their creative flow. Pay more attention to the fact that they're meeting the requirements of the assignment: Are they successfully writing a fairy tale? A poem? Are they impressing you with their inventiveness or imagination? If so, applaud them!

Have your students write their first drafts on wide-ruled handwriting paper, or by skipping every other line on notebook paper so you (and they) will have room to write edits directly on their rough drafts. At review time, sit with your students and ask them to read their pieces aloud while you read them over their shoulders. Watch for misspelled words and other mechanical errors that don't align with the way your child reads what he or she

wrote. Help them think through the corrections as you go, but more importantly, help them make the words say on paper what they dreamed up in their heads. For now, your students probably speak better than they write. They form sentences correctly and can “hear” when something isn’t right, so simply help them align their writing to their speaking proficiency. More importantly, praise them when they catch and correct their own mistakes.

For example you might say “Oh! You just paused there, what kind of punctuation do you think you might need?” or “Let’s sound out the spelling of ‘incredible’ together.” Or, “let’s look that word up in the dictionary...” Practice review skills together that you’d like them to be able to use on their own later. Also, help them think through holes in their description or story line. If you see a conspicuous gap, ask them to stop reading and ask them questions about the story that any interested reader would have. If they can tell you answers that help to fill the gap, help them write a few sentences to include this information in the story for other readers to enjoy.

Simply modeling the right way to do something is a very effective teaching tool at this age. When you find mistakes in their written work, pick and choose which ones you want them to help you correct, but sometimes simply demonstrate the right way to spell something or word a phrase in a sentence by quietly writing it on their paper as they read. Remember, they’ll see your correction and write it correctly when they rewrite their final drafts, so the more you can make your review session about showing you value what they created and less about making a big deal over every mistake, the more they’ll enjoy reviewing their papers with you...and the more they’ll like the writing process.

Think about how you’d like each child to handle words they repeatedly misspell. If it’s a word like “said” that they will use frequently now and in the future, you may ask them to rewrite it correctly on their rough draft each time it appears to help them memorize the correct spelling. If the word is lengthy, correct the spelling together for the first instance, and then simply circle the misspelled word each time it appears so they know to reference the first time you corrected it when they write the rough draft.

We strongly encourage you to review your students’ writing with them, rather than edit it yourself and hand it back to them later. By walking your students through the editing

Coach the writing process and edit as a team.

process each time, you will teach them how to edit and revise their own papers, how to catch their own mistakes, and how to look up correct answers on their own. As the old adage goes: “Give a man a fish and you’ll feed him for a day. Teach him how to fish and you’ll feed him for a lifetime.” By working with your students to edit and revise, you’ll be teaching them to fish, or, more accurately: to write!

How DO I Evaluate Writing Assignments?

Using Sonlight’s Rubrics

We understand that the idea of evaluating your students’ writing may be just as overwhelming for you as it was for them to write it. And yes, evaluating writing can be highly subjective. Therefore, we’ve included evaluation checklists or **Rubrics** for most assignments in your weekly notes that will help you focus your thoughts on the most important skills each assignment addressed. These rubrics should help you make the evaluation process more concrete and less subjective. And by the time you get to the evaluation stage, you should be very familiar with your students’ work and the skills addressed because you’ve coached their progress along the way. Feel free to adjust or modify our rubrics at any time if you feel your child worked on skills we didn’t include on our list.

Much of literary critique is subjective, but we understand that sometimes its helpful to have a concrete way to help you focus your critique. A rubric is a simple form that will help you give point values to certain characteristics of an assignment

At this age, we want to emphasize the writing *process* more than the final result. Do you remember when they were learning to talk? If you pointed to that colorful floating orb in the sky and said “Look, a balloon!” and they repeated “Bay-yoon!” did you correct their pronunciation and then give them a bad grade? Probably not. We hope you laughed, and simply said it again the right way. Even if they called it a “bay-yoon” for the next three months, we imagine you simply kept presenting them with the correct pronunciation and eventually they learned it.

Please think of learning to write as “learning to speak on paper.” Since hopefully your students have had a few years to practice writing by this point, it’s okay to start honing their technique. Strive to teach your students with the same small steps, and the same gentle redirections—slowly, over time. Be careful not to expect too much too quickly. It will come. Celebrate the small accomplishments, and keep engaging your students with examples of good writing (just like the ones in the books you’re reading), and talk about what could be improved when you come across lesser samples.

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

Creating your own Rubrics

Please note that the items we chose to emphasize on our sample are just ideas of things you might want to include on a rubric of your own. As their teacher, only you will know how your students are writing—where they shine and what they need to polish up—so be sure to include both potential challenges and potential successes on rubrics you compose.

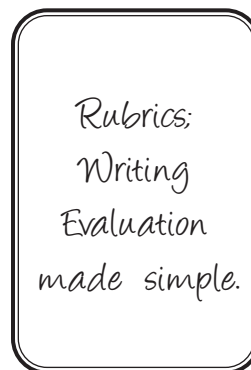
When you create a rubric, first draft a list of all the things you hope the assignment will accomplish, or you hope your child will learn or practice as they complete the assignment. Sometimes it's helpful to list skills by category, so you're sure you've thought of everything you want to evaluate.

Next, assign a point value for each item, giving more points to skills you want to weigh more heavily (or see as more important). Add up all of the points in the rubric to determine the number of points that will equal 100%. After that, simply read through your students' work, thinking about each point on your rubric as you go. Divide the number of points your students earned by the number of points possible to determine a percentage.

Sample Rubric		
Content		
_____	5 pts	Presented a clean, polished, final copy
_____	5 pts	Successfully revised the description from Week 1
_____	5 pts	Included at least 1 simile
Mechanics		
_____	5 pts	Worked with Mom or Dad to edit this assignment
_____	5 pts	Used the dictionary to research the spelling of a word
_____	÷ 25 pts possible = _____ %	
Total pts		

When your students are older, it may help to hand them a copy of your evaluation rubric when they first begin an assignment. Isn't it easier to hit the target when you can see what you should be aiming for? Afford this same opportunity to your students in the future when they work on writing assignments.

At this age, you may be able to let your students write their first drafts independently, but they will probably still benefit from an "Editorial Review" session with you before they draft their final copies. Later in the year, you might



put together an Editing Checklist with your students if you'd like them to begin editing their own papers independently as well. Draft such a checklist together, and be sure to include both basic content you always want them to check, and common mistakes you know they're still working on. Most importantly, use rubrics to help you more clearly gauge the areas in which your students

could use more work and revise your instruction accordingly.

Additional Resources

Over the years, we have noticed that many parents who otherwise feel confident and competent to teach their children at home nonetheless experience some anxiety when it comes to teaching them how to write well. Such writing-related anxiety often stems from a feeling that writing is not one of their strengths, combined with the fact that judging "good" writing is a somewhat-subjective endeavor. While 2+2 will always equal 4, the quality of a particular paragraph can often be open for debate.

Does this describe you? If so, don't worry—you're not alone. What you feel is perfectly normal. But let us reassure you about a couple of things. First, you probably write better than you think you do. But even if writing is not your strong suit, you don't have to be an exceptional writer to help your students learn to write well.

Second, don't be afraid of the evaluation process. Trust your instincts. You know when something just doesn't sound right. Be supportive and encouraging and work with your students to make their assignments better. Never forget that writing is a collaborative process. Even professional writers rarely get things perfect on the first try.

Lastly, don't be afraid to show your students that you still have things to learn, too. We can never really stop learning, can we? Share with them when you pick up something you hadn't known before about anything you're learning together, and acknowledge mistakes when you make them. Let them see you correct mistakes and model for your students how you learn from them—you'll be showing them how to be a humble, mature, patient, and teachable student (or teacher!) when you do.

If you do, however, feel like you could benefit from further resources, check out *Writers INC.* (available on our website, item #RL04). This book contains a complete guide

to the writing process, as well as information on basic writing fundamentals, like constructing sentences and paragraphs, to information on style, grammar, documentation and more. You can find more information about how to write a Research Paper from our Research Paper Packet, also located in **Section Four**. And, for additional grammar help, check out our various grammar programs also available on our website.

You can teach your students to write well. Keep the faith and work together with your students to improve their writing. You'll be glad you did! ■



SONLIGHT

2020-2021 CATALOG

MAXIMIZE YOUR CURRICULUM
Following subjects to your preference to complete your year.

SUBJECTS

Primer	\$149
Level 1	\$149
Level 2	\$149
Level 3	\$149
Level 4	\$149
Level 5	\$149
Level 6	\$149
Level 7	\$149
Level 8	\$149
Level 9	\$149
Level 10	\$149
Level 11	\$149
Level 12	\$149

RECOMMENDED ITEMS:

Primer	\$149
Level 1	\$149
Level 2	\$149
Level 3	\$149
Level 4	\$149
Level 5	\$149
Level 6	\$149
Level 7	\$149
Level 8	\$149
Level 9	\$149
Level 10	\$149
Level 11	\$149
Level 12	\$149

HISTORY / BIBLE / LITERATURE: Elementary

K Exploring American History

Grades: Kindergarten-1 | Ages: 5-6

NEW!
Kindergarten
Package



Young adventurers: Discover America's history

The History / Bible / Literature program Sonlighters have been wishing for, Sonlight K is a delightful, age-appropriate Kindergarten program, done in Sonlight's signature style. In this 36-week program, you'll give your students their first taste of American history.

Sonlight K shares the stories of key events and important people in American history. You'll encounter key statesmen and meet the cover the Declaration of Independence, the Constitution, and the "Star-Spangled Banner" (the song and the flag itself).

Stories of the men and women, artists and presidents, plus a computer programmer, an enslaved potter, a determined dog, a joyful puppeteer—includes three score short biographies.

More than two dozen of the best children's books on the planet, carefully selected from the tens of thousands published each year. You won't find another program like this on the market. It's unique. And fascinating and fun!

TRY BEFORE YOU BUY!
Visit sonlight.com/samples and get three weeks of this level's Instructor's Guide—FREE!



Request A FREE COPY!

SONLIGHT.COM