English 9
VIDEO MANUAL
Two Semesters
Textbooks & Materials

Student Materials

1. Texts
   157767 • Grammar and Composition III (GC III)
   157805 • Themes in Literature (TL)
   157848 • Vocabulary, Spelling, Poetry III (VSP III)

2. Quizzes / Tests
   157783 • Grammar and Composition III Quizzes / Tests
   157813 • Themes in Literature Quizzes / Tests (with Speed / Comprehension Selections and Quizzes)
   157864 • Vocabulary, Spelling, Poetry III Quizzes

3. Supplies (may be purchased from a local vendor)
   • Assignment notebook
   • Three-ring binder
   • Loose-leaf notebook paper
   • Two-pocket folder
   • 3×5-inch cards
   • 4×6-inch cards

Teacher Materials

1. Texts
   157775 • Grammar and Composition III Teacher Key
   157856 • Vocabulary, Spelling, Poetry III Teacher Key

2. Quiz / Test Keys
   176958 • Grammar and Composition III Teacher Quiz / Test Key
   157821 • Themes in Literature Teacher Quiz / Test Key (with Speed / Comprehension Selections and Quizzes)
   157872 • Vocabulary, Spelling, Poetry III Teacher Quiz Key

3. Optional (may be purchased from A Beka Book)
   109126 • Themes in Literature Teacher Edition
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Introduction

Two vital abilities, the ability to express one’s ideas creatively as well as correctly and the ability to comprehend and interpret the written word skillfully, are built upon the study elements which are included in English 9. *Grammar and Composition III* provides the foundational practice of proper grammar and develops the basic composition skills utilized in outlining, summarizing, researching, and writing a variety of expository compositions, letters, and essay answers. *Vocabulary, Spelling, Poetry III* emphasizes the application of spelling rules to lists of challenging words and the utilization of an expanded vocabulary. The goals of poetry recitation and memorization are enjoyment and appreciation of poetic beauty and excellence. *Themes in Literature* provides literature stories and poems that combine interesting plots with insights into the frailties of human nature and the strength of sound character.

Each video lesson is about 45 minutes in length and will best fit into a 50-minute class period. Five minutes is allotted for you to check homework. You will need to give quizzes and tests personally and to hear oral poetry quizzes and oral book report presentations.

Establish accountability on the part of each student. Let students know that you expect them to listen, learn, and participate actively with the video class.

When a student has been absent, check the Daily Guides for the days he missed to see what homework he needs to make up. He may need to watch video lessons he missed or be helped by another student or yourself in order to catch up with the class.

**Note:** Lessons have been recorded for only 170 days, although most school years are longer. The extra days are allotted for the scheduling of field trips or special school events.

Subject Description

Responsibilities of the Classroom Teacher

1. **Checking Equipment.** Check the equipment each day to make sure it is running properly. Be ready to start on the right lesson.

2. **Following the Daily Guides.** Check the Daily Guides each day to determine specific responsibilities for that day.

3. **Checking Homework.** Check daily at the beginning of class that each student has completed his homework. Spot-check the homework quickly (using *Grammar and Composition III* Teacher Key and *Vocabulary, Spelling, Poetry III* Teacher Key) to see whether students are completing the homework questions accurately. It is not necessary to grade the homework unless the Daily Guides instruct otherwise.

4. **Assigning an activity for Homework Check.** Each lesson of the Daily Guides has an activity for students to do while you check the homework assignment.

5. **Giving Quizzes and Tests.** You will be giving quizzes and tests as they occur in the lessons. Certain quizzes will be dictated by you (from Appendix A that is found in the back of this video manual), and others are the printed review quizzes that you will distribute. Plan to remain in the classroom during any quiz or test. Grade quizzes in class with students and grade tests after school. The tests are found in the quiz/test books. Further quizzing and testing information is provided in the Giving/Grading Quizzes and Tests section on p. T10 of this video manual.
6. **Presenting Compositions.** When your students have written a good, quality essay (or any other composition) for homework, you may wish to have a few essays read aloud during the homework check.

### Class Schedule

The following is a typical class schedule for English 9 with suggested times for students to participate.

1. **Pre-Video Activities.** Check homework and give any quizzes before turning on the video for the day’s lesson, unless the Daily Guides instruct otherwise.
   
   a. **Homework Check.** Begin each day with homework check. While students complete the homework check activity you assigned from the Daily Guides, walk around the room and check that each student has completed his homework; spot-check for accuracy. (Although students may not completely understand a question, they should attempt to answer every question.) The assignment should require no more than 20–30 minutes for students to complete. Suggest methods of more efficient study to students who consistently take longer. Five minutes is allotted for this check.
   
   b. **Quizzes and Tests.** You will be giving quizzes and tests as they occur in the lessons. Quizzes are usually given after the homework check. The Daily Guides or video will indicate when to give the quiz. Several different types of quizzes are given (“pop” reading [Appendix] quizzes over literature stories, grammar quizzes, vocabulary/spelling quizzes, and poetry quizzes). The Appendix quizzes and answers are located in Appendix A that is found in the back of this video manual. A suggested grading scale is also included on p. A3 of Appendix A. Printed review quizzes are from *Grammar and Composition III Quizzes/Tests*, *Themes in Literature* Quizzes/Tests (for Speed/Comprehension quizzes), and *Vocabulary, Spelling, Poetry III Quizzes* with answers and suggested point values for each quiz in *Grammar and Composition III Teacher Quiz/Test Key, Themes in Literature Teacher Quiz/Test Key, and Vocabulary, Spelling, Poetry III Teacher Quiz Key*. Tests are from *Grammar and Composition III Quizzes/Tests and Themes in Literature Quizzes/Tests* with answers and suggested point values for each test in *Grammar and Composition III Teacher Quiz/Test Key and Themes in Literature Teacher Quiz/Test Key*. Further quizzing and testing information is provided in the Giving/Grading Quizzes and Tests section on p. T10 of this video manual.

   **Note:** Frequently remind students to review past grammar material each night as well as to read and study the new assignment. The grammar quizzes are usually unannounced as are the surprise literature reading quizzes.

2. **Video Activities.**

   a. **Oral Recitation.** Have your students participate orally with the video class any time the class recites aloud. Poetry is memorized through daily recitation, and vocabulary/spelling words are recited during the introduction of a new lesson and for review.

   b. **Grammar Homework Presentation.** A review of the previous lesson(s) is typically interspersed throughout the presentation of student homework answers. Students follow along and make any needed corrections in their workbooks. Watch for students who make frequent corrections. Check their work for effort and help them with weak areas.

   c. **Grammar Instruction.** The new lesson is then explained to students. The teacher uses the text and the board, to introduce the new material. Students recite with the video class and do the work-text exercises along with the
students. Some work-text exercises are done in class for practice; some are assigned for homework.

d. Literature Discussion. Literature selections are usually read for homework and then discussed in class. Occasionally a selection or part of a selection is read aloud in class. Students listen attentively to the discussion and participate in answering the questions mentally as the video students give the answers.

e. Vocabulary/Spelling. Students recite with the video class when new lessons are introduced or reviewed. You may wish to do additional vocabulary/spelling review whenever you have time left following homework check.

f. Review Games. During any review games, students participate by recording their answers to the game questions on paper and keeping a tally of their correct answers. You may wish to acknowledge individuals with high scores at the end of such a review segment.

g. Composition. Students will sometimes be allotted class time during the video or after the video to begin a specific composition. Encourage each student to concentrate and use his time wisely during these composition segments. Move around among students, assisting them with their writing whenever possible.

h. Homework Assignment. The video teacher gives the homework assignment at the conclusion of each lesson. Students should copy this assignment into their assignment notebooks. The homework assignment is listed at the end of each lesson in the Daily Guides.

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**Book Report Procedures**

**Guidelines for book selection:**
1. *A Beka Book* has made available a series of excellent books suitable for book reports. They include classics, fiction, and biography. (See the *A Beka Book* catalog for available titles.)

2. There are six book reports in English 9. All book reports should come from one of these five categories: **Christian fiction**, **classics**, **information**, **biography**, and **Christian biography**. Students must read at least one book from each category. They may choose for themselves the order of the books they read, as long as they read one from each category.

3. Each book should be **200–300 pages** in length and should be one the student has not read previously. You may wish to allow students to read two smaller books for a total of at least 200 pages. You may also allow a **classic** of at least 400 pages to count as two books. When students have finished reading the book, they will write a report on it.

**Procedures for book approval:**
1. After the video teacher assigns a book report, the students will be given several days to choose a book. If possible, for each new report, have several books in class with you that you can recommend for your students to read. Do this especially for the first report. Return these books to the library after class so that students may check them out.

2. Have students bring their book report books to class on the assigned day for book check.

3. Before checking the books, distribute the Reading Record sheets from Appendix B.

4. Personally check each book for length and suitability. Maintain high standards when checking books for suitability. If there is any question at all about a book, you may wish to ask the student to choose another one.

5. After you approve the books, have the students record on their Reading Record sheets the title, author, and type of book.
they are reading. Collect the sheets when the students have finished recording this information. For later book reports, always check each student’s Reading Record sheet to verify that this book is one he has not read before and that it is in a category he still needs to read for this school year.

**Procedures for writing book reports:**

1. Students should read book report books on their own time and finish them by the assigned date. Book reports are usually done two to three weeks after book check. Throughout these weeks, remind students to continue reading their book report books. The video homework assignment will also contain reminders for the students.

2. On the date the report is due, distribute the Reading Record sheets again in case students need to look at the author’s name and the number of pages. Collect these sheets after students are finished writing their reports.

3. When writing the report, students should use the book report books only when necessary to write down such elements as the title, author, or a particular quotation. The books should be out of sight during the rest of the process of writing the report.

4. For three of the six books, students will write a **short report** of the book in class. Although the report is brief, it should cover the book thoroughly enough to prove that the student has completely read it. The title and the name of the author should also be included. Details are given in *Grammar and Composition III* p. 59. Collect and mark these reports. Return them to students, but do not grade them.

5. For two of the six reports, students will write a **full report** that you will grade. The full report will be written in class on the day the book is due to be finished.

6. For one book report (second semester), students will give an **oral report**. You should inform the students when the book report is first assigned that is an oral report and encourage them to choose an interesting book that they would enjoy presenting. Details are given in *Grammar and Composition III* pp. 60–61.

**Special instructions for oral book report:**

1. Have your students follow the guidelines in *Grammar and Composition III* pp. 60–61 for giving oral book reports.

2. The time limit is 2–3 minutes with a margin of 15 seconds.

3. Have a student sit in the back of the room to time each report, using the second hand on his watch. He should raise his hand 15 seconds before the *minimum* time limit is up and again 15 seconds after the *maximum* time limit has passed. By having a student do the timing, you free yourself to concentrate on the report.

**Guidelines for grading book reports:**

1. **Full written reports.** These suggestions for grading written book reports follow the guidelines given in *Grammar and Composition III* pp. 56–57.

   a. **Introduction** (15 points)
      - Title, author, main idea
      - Interesting opening
      - Statement of opinion

   b. **Body** (40 points)
      - Contains a short, concise summary
      - Supports statement of opinion

   c. **Conclusion** (20 points)
      - States ending of book
      - Gives evaluation

   d. **Grammar and Mechanics** (25 points)
      - Grammatical errors
      - Spelling, punctuation, and capitalization
2. Oral reports. These suggestions for grading the oral reports follow the guidelines in *Grammar and Composition III* pp. 60–61.

   a. Written Preparation (50 points)
      • Introduction (10 points)
      • Body (25 points)
      • Conclusion (15 points)

   b. Oral Presentation (50 points)
      • Posture (10 points)
      • Eye contact (10 points)
      • Enthusiasm, smoothness, and expression (20 points)
      • Poise (5 points)
      • Gestures / mannerisms (5 points)

### Reading Speed / Comprehension

Timed readings of selected literature stories followed by short comprehension quizzes (from *Themes in Literature* Quizzes / Tests) are used to evaluate and improve student reading skill. The timed reading segments are scheduled in the Daily Guides. The students will do the readings while the video is on. The video teacher will tell the students when to start and stop reading and will display cards to show students how many minutes have elapsed since they have started to read so that they can figure out how many words per minute they are reading. After the timed reading ends, pause the video and give the quiz portion of these timed readings following regular quiz procedures. Have students record both the words per minute (wpm) and the comprehension score (number correct) on their Speed and Comprehension Charts (from Appendix B). Students do not receive a letter grade on these quizzes. You will collect the quizzes and the charts after each of these timed readings. The individual scores are not recorded in your grade book, but at the end of each nine weeks, you will assign a grade based on reading improvement. Check the quizzes and charts after each timed reading to be sure that the quiz scores are recorded accurately on the chart. Further details of the timed reading procedures are given in the front of the *Themes in Literature* Teacher Quiz / Test Key.

### Grading Reading Speed / Comprehension

1. At the end of each nine-weeks grading period, look at each speed and comprehension chart, noting both the quiz scores and the recorded rate of words per minute. Give a grade based on improvement in comprehension scores as well as in reading speed. You may wish to count this as two daily quiz grades.

2. If a student maintains a 100 percent comprehension average while improving reading speed twenty-five words per minute, assign an A.

3. If a student maintains a 90 percent comprehension average while improving 15–20 words per minute, assign a B.

4. If a student maintains a 70–80 percent comprehension average or if he does not improve his reading speed, assign a C.

### Research Paper

In lesson 103 students will begin to write a research paper following guidelines and steps in *Grammar and Composition III* Unit 15. They will write a persuasive paper of 700–800 words. A list of suggested topics is provided on p. 247 of *Grammar and Composition III*. You may also suggest some additional topics. Note that there are also suggested topics for an informative research paper in this unit if you would rather students do an informa-
Grading Compositions

In addition to book reports and the research paper, students will write basic compositions such as paragraphs, summaries, outlines, and descriptions. A great deal of emphasis is placed upon the development of essay writing skills which students practice by writing a formal essay, a short essay, and a personal essay.

Compositions are graded in two basic areas: content and mechanics. The following grading suggestions are offered to serve as a guideline for the evaluation of your students’ work. Generally, graded compositions count as a quiz grade. Individual assignments may require slightly different criteria, which will be indicated in the Daily Guides.

**Content (60 points)**

1. General organization of paper
   a. Appropriate introduction
2. Good, smooth flow of ideas
3. Thoroughness in covering the topic
4. Unity, coherence, and emphasis in paragraphs
5. Correctness, clarity, and effectiveness in sentences
6. Use of vivid verbs and concrete nouns

**Mechanics (40 points)**

1. Grammatical errors
2. Spelling, punctuation, and capitalization errors
3. Thoroughness in following directions about format (where applicable)

To grade a composition, read the paper first with content in mind. Note any mechanical or writing errors as you read. Decide on a grade range, based on the content, for the
Appendix quizzes, “pop” quizzes over the reading homework, are given before the video is turned on.

1. Students clear their desks and take out two clean sheets of paper, a pen, and a pencil. Students will use one clean sheet of paper for the quiz and one for a cover sheet. Each student should write his name at the top of each clean sheet of paper. Students should take quizzes in pen and grade them in pencil.

2. Dictate the quiz, reading each question twice. (The quizzes and answers are located in Appendix A in the back of this video manual.)

3. Students use the clean sheet of paper as a cover sheet. They should move it down to cover their answers as they take the quiz. The quiz should take approximately 5 minutes.

4. When you have finished giving the quiz, instruct your students to put their pens away (off their desks) and to grade in pencil.

5. Tell your students how you want them to exchange papers. If you have a large class, vary the pattern from day to day (pass them forward one seat, back one seat, across, to the left, etc.).

6. Have each student sign his name (in pencil) on the paper he grades.

7. Give instructions for grading—how many points to deduct for each wrong answer and how to mark the papers. (Having students grade the papers in a uniform manner saves time when you go through the papers later.) Answers and suggested point values are given in Grammar and Composition III Teacher Quiz/Test Key; Themes in Literature Teacher Quiz/Test Key; Vocabulary, Spelling, Poetry III Teacher Quiz Key; or on p. A3 of Appendix A. On all graded items, subtract 1 point for each mis-

When marking compositions, try to make at least one positive comment and mention one area to work on for each paper. Keep in mind that each student will be at a different writing level. Try to help each student at his level. A student with major writing problems should concentrate on following instructions (format, structure, and word length) and avoiding major errors (i.e., fragments, run-ons, and misspellings). Students are often discouraged by an abundance of marks. A brief comment (“some spelling errors”) can be more effective at times than marking each error.

Return graded compositions as quickly as possible so that students can benefit from your comments before submitting their next graded composition. The Daily Guides suggest when to return compositions. Take a few minutes to briefly discuss the compositions and read 2–3 good papers to your students.

Read all compositions, even those you are not grading. A quick check mark (√+) can mark your overall level of satisfaction with the work.
spelled answer; do not subtract more than 5 total points.

8. Give correct answers.

9. Students figure the final grade by subtracting from 100 the total number of points missed. The grade should be written in the space provided.

10. If a student has a question about the paper he is grading, have him place a question mark both by the number in question and the grade at the top.

11. Instruct students to return the papers to the owners, who should check them briefly and pass them to the front.

12. Go through the quizzes later, checking them for question marks and misspelled answers. Record the grades.

Procedure for Giving / Grading Printed Review Quizzes

1. Students clear their desks and take out one clean sheet of paper for a cover sheet, a pen, and a pencil. Each student should write his name at the top of the clean sheet of paper. Students should take quizzes in pen and grade them in pencil.

2. Distribute the quizzes. (Quizzes are located in Grammar and Composition III Quizzes / Tests; Themes in Literature Quizzes / Tests; and Vocabulary, Spelling, Poetry III Quizzes.) Each student should write his name at the top of his quiz.

3. Students should then work through the quiz on their own. (For most vocabulary / spelling quizzes, you will need to dictate spelling words at the beginning of the quiz.)

4. Follow the procedures given earlier for grading quizzes and recording grades. Answers and suggested point values are in the Teacher Keys to each of the quiz books. The quiz should take approximately 10 minutes.

Procedure for Giving / Grading Poetry Quizzes

1. Written poetry quizzes:
   a. Students recite the poem in unison once.
   b. Students clear their desks, take out two sheets of paper (one for a cover sheet), a pen, and a pencil.
   c. Give instructions for writing the poem. Use a slightly different form for each class and for each poem. For instance, tell them to put both the title and the poet at the end of the poem (or at the beginning, or in the middle), or to begin writing the tenth line down, or even to write the poem on the reverse side of the page. Additional instructions related to a particular poetry quiz will be included in the Daily Guides.
   d. After about two thirds of the class have finished, give a time limit (usually two or three more minutes) to the rest of the class.
   e. When you have called time, have the students put away their pens, exchange papers, take out their poetry books, and begin grading the poem. They should circle each error in spelling, punctuation, capitalization, or incorrect line form. They should write an X for each incorrect word or missing word. Return the papers to the owners, who should check them briefly and then pass them to the front.
   f. The Daily Guides will give specific information for each poem on how many points to deduct for missed words and mechanical errors.

2. Oral poetry quizzes:
   Students will recite two poems in front of the class for a quiz grade instead of writing the poem. They should use good expression and delivery techniques. (See
Procedure for Giving/Grading Tests

1. Students clear their desks of everything except one clean sheet of paper for a cover sheet and two pens. Each student should write his name at the top of the clean sheet of paper.

2. Distribute the tests. (Tests are located in Grammar and Composition III Quizzes/Tests and Themes in Literature Quizzes/Tests.) Each student should write his name at the top of his test.

3. Explain any special directions. Students should finish during the allotted time. Also, tell the students what is to be done when they finish the test (where to turn in their tests, what to study, etc.).

4. Students take the test in pen, writing the answers directly on the test paper. Have students use the clean sheet of paper as a cover sheet. They should move it down as they take the test.

5. Always watch students until all the tests have been turned in.

6. Check that all tests have been collected. Grade these tests yourself. Do not grade tests in class. Answers and suggested point values are given in the Grammar and Composition III and Themes in Literature Teacher Quiz/Test Keys. Subtract 1 point for each misspelled answer; do not subtract more than 5 total points. It is best not to record grades in your grade book until after going over the test in class.

7. Have all tests graded and ready to return in the next lesson.

Procedure for Going over Graded Tests

1. Students clear their desks and take out a pencil. Distribute graded tests.

2. To go over a test, ask if a student has all answers correct in the first section. Choose a student to read the answers in that section. Continue this procedure until all answers have been given. Answer any questions students may have about a particular test question.

3. Watch students carefully while you are going over a test. They should not have any pens out while they have graded tests.

4. If students find that a question has been graded incorrectly, they should write (in pencil) the number of the incorrectly graded question and a question mark at the top of the first page.

5. Collect the tests, check any question marks, and record the grades.
Averaging Grades

Grades should be averaged at the end of each nine-weeks period. In your grade book, record the quiz grades in blue or black ink and the test grades in red ink. At the end of the nine-weeks period, follow this procedure:

1. Average all quiz grades, including grammar, composition, poetry, literature, vocabulary/spelling, speed/comprehension, and book reports. Count the Vocabulary, Spelling, Poetry III review quiz and the final speed/comprehension grade for the quarter as two quiz grades each. This average will count as one third of the nine-weeks grade.

2. Average the test grades for the quarter, except for the final test of the quarter. This average will count as one third of the nine-weeks grade. In the fourth nine-weeks, the Research Paper will count as a test grade.

3. The final one third of the nine-weeks grade is the Nine-Weeks, Semester, or Final Exam.

4. Figure a semester grade by averaging the first nine-weeks grade with the second nine-weeks grade or the third nine-weeks grade with the fourth nine-weeks grade.

First Nine-Weeks Grade

½ Quiz average
½ Test average
½ Test 3 (Cumulative Nine-Weeks Exam)

Example:

Quiz average: 96
Test average: 94
Cumulative exam: + 92
Total: 282 ÷ 3 = 94

Second Nine-Weeks Grade

½ Quiz average
½ Test average
½ Test 6 (Cumulative Semester Exam)

Example:

Quiz average: 90
Test average: 93
Cumulative exam: + 93
Total: 276 ÷ 3 = 92

First Semester Grade

First nine-weeks grade
Second nine-weeks grade

Example:

First nine-weeks grade: 94
Second nine-weeks grade: + 92
Total: 186 ÷ 2 = 93 (Semester grade)
Third Nine-Weeks Grade

\[ \frac{1}{3} \text{ Quiz average} \]
\[ \frac{1}{3} \text{ Test average} \]
\[ \frac{1}{3} \text{ Test 9 (Cumulative Nine-Weeks Exam)} \]

Example:

- Quiz average: 93
- Test average: 94
- Cumulative exam: 95
- Total: \( \frac{282}{3} = 92 \)

Fourth Nine-Weeks Grade

\[ \frac{1}{3} \text{ Quiz average} \]
\[ \frac{1}{3} \text{ Test average (including Research Paper)} \]
\[ \frac{1}{3} \text{ Test 12 (Cumulative Final Exam)} \]

Example:

- Quiz average: 90
- Test average: 95
- Cumulative exam: 97
- Total: \( \frac{282}{3} = 94 \)

Second Semester Grade

Third nine-weeks grade
Fourth nine-weeks grade

Example:

- First nine-weeks grade: 94
- Second nine-weeks grade: 94
- Total: \( \frac{188}{2} = 94 \) (Semester grade)
It is IMPORTANT . . .

to train the student to respond along with the video class as they review, have class drill, and respond to class questions. This is most effective in student mastery of the subject content and emphasizes what the teacher considers important. Daily learning is reinforced here.

Student test scores will usually reflect this mental participation—either for good or for bad.

The classroom video teacher from time to time may mention things to enhance the class that your students may or may not be able to participate in. The video manual will not necessarily mention such activities.
Lesson 1

Materials Needed:
- Grammar and Composition III (GC III) 
  (optional—to show students)
- Vocabulary, Spelling, Poetry III (VSP III) 
  (optional—to show students)
- Themes in Literature (TL) (optional—to show students)

Teacher Instructions:
1. Prepare a seating chart. Assign seats before starting the video.
2. Explain school procedures/rules for your classroom.
3. Check to see that each student has a copy of Grammar and Composition III (GC III); Vocabulary, Spelling, Poetry III (VSP III); and Themes in Literature (TL). Tell your students to bring all three textbooks to class each day.
4. Turn on the video. (You may wish to watch this first video lesson with the class to become familiar with classroom procedures.)
5. If time remains after each video lesson, allow students to begin their homework.

Homework:
- Vocabulary, Spelling, Poetry III (VSP III): Write/memorize Vocabulary List 1 words 1–4 with definitions.

Lesson 2

Materials Needed:
- Grammar and Composition III (GC III) and Vocabulary, Spelling, Poetry III (VSP III)
- Teacher Keys (needed daily)

Teacher Instructions:
1. Homework Check. Instruct students to have homework on their desks for you to check when class begins. (Refer to the guidelines for Checking Homework in the front of this video manual.) Check homework for completeness. It is not necessary for you to grade the homework, but check that the answers are neat and in complete sentences. The video teacher goes over the answers on video. Occasionally spot-check your students’ answers for accuracy, using the Teacher Keys. Check vocabulary homework. (During Homework [HW] check, students write Vocabulary, Spelling, Poetry III [VSP III] List 1 spelling words.)
2. Turn on the video.

Homework:
- Grammar and Composition III (GC III): Study for quiz over Units 1–2.
- Themes in Literature (TL): Read pp. 7–10 (part one).
- Vocabulary, Spelling, Poetry III (VSP III): Write/memorize Vocabulary List 1 words 5–7 with definitions.

Lesson 3

Materials Needed:
- Grammar and Composition III (GC III) Quiz 1 
  (one for each student; located in Grammar and Composition III [GC III] Quizzes/Tests)
- Teacher Key for Grammar and Composition III (GC III) Quiz 1 (from Grammar and Composition III [GC III] Teacher Quiz/Test Key)

Teacher Instructions:
1. Homework Check. Instruct students to have homework on their desks for you to check when class begins. (Refer to the guidelines for Checking Homework in the front of this video manual.) Check homework for completeness. It is not necessary for you to grade the homework, but check that the answers are neat and in complete sentences. The video teacher goes over the answers on video. Occasionally spot-check your students’ answers for accuracy, using the Teacher Keys. Follow this procedure for the remainder of the year. Check vocabulary homework. (During Homework [HW] check, students study Grammar and Composition III [GC III] Units 1–2 manuscript form for quiz.)
2. Turn on the video. Students will watch a portion of the video before taking Grammar and Composition III (GC III) Quiz 1.

3. When the video teacher directs students to take the quiz, students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.

4. Turn off the video.

5. Students will take GC III Quiz 1. You will be giving all quizzes. Refer to the Giving / Grading Quizzes and Tests section in the front of this video manual for detailed instructions for giving / grading quizzes.

6. Collect quizzes and record grades. (See the GC III Quiz / Test Key for answers and suggested point values; subtract from 100 the total number of points missed.)

   Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.

7. Turn the video back on.

**Homework:**

*GC III:* Finish p. 9, exercise (ex.) A, numbers 6–9 and exercise (ex.) B, numbers 7–12.

*Themes in Literature (TL):* Read pp. 11–14 (part two).

*Vocabulary, Spelling, Poetry III (VSP III):* Write / memorize vocabulary words 8–10 with definitions. Do p. 9, exercises (ex.) A–B.

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**Lesson 4**

**Materials Needed:**

Appendix Quiz A and Answers (located in Appendix A in the back of this video manual)

**Teacher Instructions:**


   *(During Homework [HW] check, students write Vocabulary, Spelling, Poetry III [VSP III] List 1 vocabulary words with definitions.)*

2. Students clear their desks and take out quiz materials (two clean sheets of paper, a pen, and a pencil) before quiz is dictated.

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**Lesson 5**

**Materials Needed:**

*Vocabulary, Spelling, and Poetry III (VSP III) Quiz 1* (one for each student; located in VSP III Quizzes

Teacher Key for VSP III Quiz 1 (from VSP III Teacher Quiz Key)

Sample book report books for recommendation to your students (optional) (See Book Report Procedures section in the front of this video manual.)

**Teacher Instructions:**

1. Homework Check. Check grammar homework.

   *(During Homework [HW] check, students study VSP III List 1 for quiz.)*

2. Students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.
3. Students will take **VSP III Quiz 1**. You will be giving all quizzes. Refer to the Giving/ Grading Quizzes and Tests section in the front of this video manual for detailed instructions for giving / grading quizzes.

4. Collect quizzes and record grades. (See the VSP III Teacher Quiz Key for answers and suggested point values; subtract from 100 the total number of points missed.) Have students mark in their books the words they missed to help them better prepare for upcoming quizzes.

**Note:** If the word is not a spelling word (e.g., a vocabulary word or a word in the definition), subtract 1 point for each misspelled answer; do not subtract more than 5 total points.

5. In this lesson, the video teacher will assign **Book Report 1**. You may wish to watch this portion of the video for instructions regarding choosing books for the book reports. Students will read a book on their own time and then write a full report of the book in class. Refer to the Book Report Procedures section in the front of this manual for additional information. Show your students the books you brought to class to recommend. Book check will be in lesson (les.) 11. Book Report 1, a full report, will be written in lesson (les.) 24.

6. Turn on the video.

**Homework:**

- **GC III:** Do p. 14, exercise (ex.) B.
- **VSP III:** Write List 1 missed spelling words ten times each and missed vocabulary words and definitions three times each.
- **Book Report 1:** Choose book for check in lesson (les.) 11.

### Lesson 6

**Materials Needed:**

- **Reading Selection, pp. 1–2** (one for each student; located in Themes in Literature [TL] Quizzes / Tests)
- **Speed/Comprehension Quiz 1** (one for each student; located in Themes in Literature [TL] Quizzes / Tests)
- **Teacher Key for Speed / Comprehension Quiz 1** (from Themes in Literature [TL] Teacher Quiz / Test Key)
- **Teacher Instructions:**

1. **Homework Check.** Check grammar and spelling / vocabulary homework. (Students who made a 100% on the spelling / vocabulary quiz in the last lesson will not have any spelling / vocabulary homework.)

   *During Homework [HW] check, students study VSP III List 2 spelling and vocabulary words.*

2. Turn on the video.

3. Students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before selections and charts are distributed.

4. Students will do a timed reading of **Themes of Literature [TL] Quizzes / Tests** book selection pp. 1–2, “The Blanket,” with the video class. Distribute selections and charts to students when instructed by the video teacher. You will be giving all speed / comprehension quizzes. This story contains 1,106 words. The minimum reading rate is 200 words per minute (wpm), which means that students will be allotted 5 minutes and 35 seconds for reading. Refer to the Giving / Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving / grading speed / comprehension quizzes.

**Note:** You may wish to preview the video to see quizzing procedures.

5. Turn off the video. Distribute quizzes and give **Speed / Comprehension Quiz 1**. Have students record words per minute (wpm) and number correct on their charts. Collect students’ quizzes and charts and check that the grade (number correct, not a letter / number grade) and speed have been recorded accurately on the charts, but do not record these scores in your grade book. At the end of each nine weeks, you will assign
and record a speed/comprehension quiz grade based on reading improvement. Save the charts to be used for each speed/comprehension quiz.

6. Turn the video back on.

Homework:
   TL: Read pp. 16–21.
   VSP III: Write/memorize List 2 vocabulary words 1–4.

Lesson 7

Materials Needed:
   Appendix Quiz B and Answers (located in Appendix A in the back of this manual)

Teacher Instructions:
1. Homework Check. Check vocabulary homework. (During Homework [HW] check, students write first two stanzas of “Sea Fever.”)
2. Students clear their desks and take out quiz materials (two clean sheets of paper, a pen, and a pencil) before quiz is dictated.
3. Students will take Appendix Quiz B. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading quizzes.
4. Collect quizzes and record grades. Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
5. Turn on the video.

Homework:
   GC III: Do p. 16, exercise (ex.) G.
   VSP III: Write/memorize List 2 vocabulary words 5–7.
   Book Report 1: Book check in lesson (les.) 11.

Lesson 9

Teacher Instructions:
1. Homework Check. Check grammar and vocabulary homework. (During Homework [HW] check, students write VSP III List 2 spelling and vocabulary words.)
2. Turn on the video. Students will watch a portion of the video before taking GC III Quiz 2.
3. Turn off the video and have students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.
4. Students will take GC III Quiz 2. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading quizzes.
5. Collect quizzes and record grades. (See the GC III Teacher Quiz/Test Key for answers and suggested point values; subtract from 100 the total number of points missed.) Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
6. Turn the video back on.

Homework:
   GC III: Do p. 20, exercise (ex.) D.
   TL: Read pp. 29–32.
   VSP III: Write/memorize List 2 vocabulary words 8–10. Do p. 11, exercises (ex.) A–B.

Lesson 8

Materials Needed:
   GC III Quiz 2 (one for each student; located in GC III Quizzes/Tests)

Teacher Key for GC III Quiz 2 (from GC III Teacher Quiz/Test Key)

Teacher Instructions:
1. Homework Check. Check grammar and vocabulary homework. (During Homework [HW] check, students write VSP III List 2 spelling and vocabulary words.)
2. Turn on the video. Students will watch a portion of the video before taking GC III Quiz 2.
3. Turn off the video and have students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.
4. Students will take GC III Quiz 2. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading quizzes.
5. Collect quizzes and record grades. (See the GC III Teacher Quiz/Test Key for answers and suggested point values; subtract from 100 the total number of points missed.) Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
6. Turn the video back on.

Homework:
   GC III: Do p. 20, exercise (ex.) F.
   VSP III: Study for vocabulary/spelling quiz in the next lesson.
   Book Report 1: Book check in lesson (les. 11).
Lesson 10

Materials Needed:
- Speed/Comprehension Quiz 2 (one for each student; located in TL Quizzes/Tests)
- Speed and Comprehension Charts (one for each student; saved from lesson [les.] 6)
- Teacher Key for Speed/Comprehension Quiz 2 (from TL Teacher Quiz/Test Key)
- VSP III Quiz 2 (one for each student; located in VSP III Quizzes)
- Teacher Key for VSP III Quiz 2 (from VSP III Teacher Quiz Key)

Teacher Instructions:
1. Homework Check. Check grammar homework.
   (During Homework [HW] check, students study VSP III List 2 for quiz.)
2. Students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.
3. Students will take VSP III Quiz 2. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading quizzes.
4. Collect quizzes and record grades. (See the VSP III Teacher Quiz Key for answers and suggested point values; subtract from 100 the total number of points missed.) Have students mark in their books the words missed.
   Note: If the word is not a spelling word (e.g., a vocabulary word or a word in the definition), subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
5. Turn on the video.
6. Students will do a timed reading of TL pp. 33–35, “Every Dog Should Own a Man,” with the video class. Distribute charts to students when instructed by the video teacher. This story contains 1,445 words. The minimum reading rate is 200 words per minute (wpm), which means that students will be allotted 7 minutes and 15 seconds for reading. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading speed/comprehension quizzes.
7. Turn off the video. Distribute quizzes and give Speed/Comprehension Quiz 2. Have students record words per minute (wpm) and number correct on their charts. Collect students’ quizzes and charts and check that the grade (number correct, not a letter/number grade) and speed have been recorded accurately on the charts, but do not record these scores in your grade book. At the end of each nine weeks, you will assign and record a speed/comprehension quiz grade based on reading improvement. Save the charts to be used for each speed/comprehension quiz.
8. Turn the video back on.

Homework:
- GC III: Do p. 23, exercise (ex.) K that is due in lesson (les.) 12. Study for grammar test in lesson (les.) 13 over Units 1–4.
- TL: Read pp. 36–43 (story only). Test 1 will be in lesson (les.) 13 over Unit 1.
- VSP III: Write/memorize missed spelling words ten times and missed vocabulary/definitions three times.

Lesson 11

Materials Needed:
- Reading Record sheets (one for each student; located in Appendix B)

Teacher Instructions:
   (During Homework [HW] check, students write VSP III List 3 spelling words two times.)
2. Turn on the video.
3. The video teacher will assign students to begin working on writing a 10-question quiz over TL Unit 1 while you check book report books. If students finish writing the quiz and time permits, they may begin working on homework.
4. Distribute Reading Record sheets. Proceed with book check. Fifteen minutes is allotted for you to check your students’ book report books. Check that each has the correct number of pages (200–300), that it is suitable for the students’ grade level, and that it is appropriate for them to read. Refer to the Book Report Procedures section in the front of this manual for guidelines. Consider also your school’s standards.

5. Students should finish reading their book report books by lesson (les.) 24.

**Homework:**

**GC III:** Finish p. 23, ex. K. Continue studying for Test 1 over Units 1–4 in lesson (les.) 13.

**TL:** Read p. 43. Continue studying for Test 1 in les. 13 over Unit 1. Write a 10-question review quiz over Unit 1.

**VSP III:** Write/memorize List 3 vocabulary words 1–5.


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**Lesson 12**

**Teacher Instructions:**

1. Homework Check.
   
   *(During HW check, students study GC III Units 1–4.)*

2. Collect **GC III p. 23, ex. K** (paragraph) as a composition to grade. Refer to the Grading Compositions section in the front of this manual for grading and evaluating guidelines. Additional specific grading suggestions are as follows:

   - **Introduction** (5 points total)
     
     Does the paragraph have a topic sentence?

   - **Body** (50 points total)
     
     a. Does the student use examples, reasons, or an incident to develop the paragraph?
     
     b. Does every sentence in the paragraph have unity with the topic sentence?
     
     c. Are there specific details?
     
     d. Are the details presented in logical chronological order (if the student used an incident to develop his paragraph) or order of importance (if the students used reasons or examples to develop his paragraph)?
     
     e. Are there good transitions used within the paragraph?

   - **Conclusion** (5 points total)
     
     a. Is there a final clincher sentence?
     
     b. Does the clincher sentence repeat key ideas from the topic sentence without repeating the topic sentence word-for-word?

   - **Mechanics** (20 points total)
     
     a. Grammar
     
     b. Spelling
     
     c. Punctuation

   - **All steps of the paper present on time** (20 points total)
     
     a. Did the student turn in a final draft, rewritten draft, first draft, and a list of ten details?
     
     b. Did the student show editing changes from one draft to the next?

3. Plan to return the graded descriptions in les. 15.

4. Turn on the video.

**Lesson 13**

**Homework:**

**GC III:** Study for Test 1 in the next lesson over Units 1–4.

**TL:** Study Unit 1 for Test 1 in the next lesson.

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**Materials Needed:**

**GC III Test 1** (one for each student; located in GC III Quizzes/Tests)

**GC III Teacher Key for Test 1** (from GC III Teacher Quiz/Test Key)

**TL Test 1** (one for each student; located in TL Quizzes/Tests)

**TL Teacher Key for Test 1** (from TL Teacher Quiz/Test Key)

**Teacher Instructions:**

1. There is no written homework to check.

2. There is no video today.

3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.

5. Give **GC III Test 1** over Units 1–4 and **TL Test 1** over Unit 1. You will be giving all tests. Refer to the Giving / Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving / grading tests.

   **Test 1**
   
   *GC III Units 1–4*  
   *TL Unit 1*

6. Collect and grade tests. **TL** tests are designed to be used with the corresponding **GC III** tests and should be graded together to make up one test grade. (See the **GC III** Teacher Quiz / Test Key and the **TL** Teacher Quiz / Test Key for answers and suggested point values. Add the total number of points missed on **GC III** Test 1 and **TL** Test 1. Subtract that number from 100.)  
   **Note:** Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.

7. Plan to return graded tests in lessons 14.

**Homework:**

   **TL:** Read pp. 44–47.
   **VSP:** Write / memorize List 3 vocabulary words 6–10. Complete p. 13, ex. A–B.

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Lesson 14

**Materials Needed:**

   Graded **GC III** and **TL** Test 1 (return to students)  
   **GC III** and **TL** Teacher Keys  
   Appendix Quiz C and Answers (located in Appendix A in the back of this manual)

**Teacher Instructions:**

1. Homework Check.  
   *(During HW check, students write VSP III List 3 spelling and vocabulary words.)*

2. Hand back and go over both graded tests. Refer to the Giving / Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving over graded tests. Collect tests and record grades.

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Lesson 15

**Materials Needed:**

   Graded paragraphs—**GC III** p. 23, ex. K (return to students)  
   **VSP III** Quiz 3 (one for each student; located in **VSP III** Quizzes)  
   Teacher Key for **VSP III** Quiz 3 (from **VSP III** Teacher Quiz Key)

**Teacher Instructions:**

1. Homework Check.  
   *(During HW check, students write “Sea Fever.”)*


3. Students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.

4. Students will take **VSP III Quiz 3**. Refer to the Giving / Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving / grading quizzes. Follow this procedure for the remainder of the year.

5. Collect quizzes and record grades. (See the **VSP III** Teacher Quiz Key for answers and suggested point values; subtract from 100...
the total number of points missed.) Have students mark in their books the words missed.

Note: If the word is not a spelling word (e.g., a vocabulary word or a word in the definition), subtract 1 point for each misspelled answer; do not subtract more than 5 total points.

6. Turn on the video.

Homework:

GC III: Do pp. 28–29, ex. E–F.
VSP III: Write missed spelling words ten times and missed vocabulary/definitions three times. Study for oral poetry quiz over “Sea Fever” in les. 17–18.

Lesson 16

Materials Needed:

Speed/Comprehension Quiz 3 (one for each student; located in Themes in Literature [TL] Quizzes/Tests)
Speed and Comprehension Charts (one for each student; saved from les. 6)
Teacher Key for Speed/Comprehension Quiz 3 (from Themes in Literature [TL] Teacher Quiz/Test Key)

Teacher Instructions:

1. Homework Check.
   *(During HW check, students write “Sea Fever” from memory.)*

2. Turn on the video.

3. Students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before charts are distributed.

4. Students will do a timed reading of TL pp. 49–51, “The Fight with the Windmills,” with the video class. Distribute charts to students when instructed by the video teacher. This story contains 1,632 words. The minimum reading rate is 200 words per minute (wpm), which means that students will be allotted 8 minutes and 10 seconds for reading. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading speed/comprehension quizzes.

5. Turn off the video. Distribute quizzes and give Speed/Comprehension Quiz 3. Have students record words per minute (wpm) and number correct on their charts. Collect students’ quizzes and charts and check that the grade (number correct, not a letter/number grade) and speed have been recorded accurately on the charts, but do not record these scores in your grade book. At the end of each nine weeks, you will assign and record a speed/comprehension quiz grade based on reading improvement. Save the charts to be used for each speed/comprehension quiz. Follow this procedure for the remainder of the year.

6. Turn the video back on.

Homework:

GC III: Do p. 31, ex. C.
TL: Read p. 52.
VSP III: Write/memorize List 4 vocabulary words 1–4. Be ready to recite “Sea Fever” as an oral poetry quiz in the next lesson.

Lesson 17

Teacher Instructions:

1. Homework Check.
   *(During HW check, students study “Sea Fever.”)*

2. Turn on the video.

3. Watch the sample oral poetry quiz presentations for Poetry Quiz 1, an oral poetry quiz, over “Sea Fever” to become familiar with the procedures. You will be hearing and grading your students as they give their oral poetry presentations. The three presentations on video received these grades:

Michaela A
Evin B
Sammy C

These grades reflect both the poem memorization and the expression of the oral presentation. Refer to the Giving/Grading Quizzes
and Tests section in the front of this manual for detailed instructions for giving/grading quizzes. Additional time will be allotted in les. 18 for oral poetry presentations.

Homework:
GC III: Do p. 32, ex. E.
TL: Read pp. 53–56 (part one).

Lesson 18

Teacher Instructions:
1. Homework Check.
   (During HW check, students study “Sea Fever” if they still need to say the poem, or write VSP III List 4 spelling and vocabulary words if they have already said the poem.)
2. Recite “Sea Fever” one time. Hear the remaining students recite the poem as an oral poetry quiz, having each student go to the front of the class individually to recite the poem. Fifteen minutes is allotted in this lesson for students to finish presenting their poems. If further time is needed for grading students, continue to grade in the following lessons during homework check.
3. Turn on the video.

Homework:
GC III: Do p. 34, ex. A, numbers 6–9 and ex. B.
TL: Read pp. 56–61 (part two).

Lesson 19

Materials Needed:
GC III Quiz 3 (one for each student; located in GC III Quizzes / Tests)
Teacher Key for Quiz 3 (from GC III Teacher Quiz / Test Key)

Teacher Instructions:
1. Homework Check.
   (During HW check, students study punctuation rules learned so far.)
2. Turn on the video. Students will watch a portion of the video before taking GC III Quiz 3.
3. Students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.
4. Turn off the video.
5. Students will take GC III Quiz 3. Refer to the Giving / Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving / grading quizzes. Follow this procedure for the remainder of the year.
6. Collect quizzes and record grades. (See the GC III Teacher Quiz / Test Key for answers and suggested point values; subtract from 100 the total number of points missed.)
   Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
7. Turn the video back on.

Homework:
GC III: Do pp. 36–37, ex. B.
VSP III: Study for vocabulary / spelling quiz over List 4 (includes review of Lists 2 and 3).

Lesson 20

Materials Needed:
VSP III Quiz 4
VSP III Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students study VSP III List 4 for quiz.)
2. Give, grade, and collect VSP III Quiz 4.
3. Turn on the video.

Homework:
GC III: Do p. 37, ex. D.
VSP III: Write missed spelling words ten times and missed vocabulary / definitions three times.
Lesson 21

Materials Needed:
Speed / Comprehension Quiz 4 and Charts
TL Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students write “A Vagabond Song.”)
2. Turn on the video.
3. In this lesson, students will do a timed reading of TL pp. 62–65, “Beneath the Saddle.”
   This story contains 2,169 words. The minimum reading rate is 200 words per minute (wpm), which means that students will be allotted 10 minutes and 55 seconds for reading.
4. Turn off the video. Give, grade, and collect Speed / Comprehension Quiz 4.
5. Turn the video back on.

Homework:
GC III: Do p. 55, ex. C, steps 1–2 only.
TL: Read pp. 66–69.
VSP III: Write / memorize List 5 vocabulary words 1–4.

Lesson 22

Teacher Instructions:
1. Homework Check.
   (During HW check, students write VSP III List 5 spelling words two times.)
2. Turn on the video.
3. Fifteen minutes is allotted at the end of the lesson for students to work on their outlines (GC III p. 55, ex. C).

Homework:
GC III: Finish p. 55, ex. C. Change topical outline to sentence outline.
VSP III: Write / memorize List 5 vocabulary words 5–7.

Lesson 23

Teacher Instructions:
1. Homework Check.
   (During HW check, students write VSP III List 5 vocabulary words with definitions two times.)
2. Collect GC III p. 55, ex. C (final outline) to look over and mark suggestions for improvement. This outline will not be graded.
3. Plan to return marked outlines in les. 25.
4. Turn on the video.

Homework:
GC III: Do p. 39, ex. D.

Lesson 24

Materials Needed:
Reading Record sheets
GC III Quiz 4
GC III Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students copy fifteen punctuation rules from GC III.)
2. Turn on the video. Students will watch a portion of the video before taking GC III Quiz 4.
3. Turn off the video. Give, grade, and collect GC III Quiz 4.
4. Turn the video back on.
5. Students will write Book Report 1, a full report, using GC III pp. 56–57 as a guide. At the end of the lesson, 22 minutes is allotted for writing. Collect the reports. Read the reports and check for correct grammar, spelling, mechanics, and format.
6. Plan to return graded reports by les. 28. Refer to the Book Report Procedures section in the front of this manual for grading and evaluating guidelines.
Homework:
TL: Read pp. 70–75.
VSP III: Study for vocabulary/spelling quiz over List 5 (review of Lists 3–4).

Lesson 25

Materials Needed:
Marked outlines—GC III p. 55, ex. C (return to students)
VSP III Quiz 5
VSP III Teacher Key

Teacher Instructions:
1. There is no written homework to check.
3. Give, grade, and collect VSP III Quiz 5.
4. Turn on the video.

Homework:
GC III: Do p. 41, ex. B.
TL: Read pp. 76–77.
VSP III: Be ready for written quiz over “A Vagabond Song.” Write missed spelling words ten times and missed vocabulary/definitions three times.

Lesson 27

Teacher Instructions:
1. Homework Check.
   (During HW check, students write VSP III List 6 spelling and vocabulary words.)
2. Turn on the video.

Homework:
GC III: Do p. 46, ex. D–F.
TL: Read pp. 80–83.

Lesson 28

Materials Needed:
Graded Book Report 1 (return to students)

Teacher Instructions:
1. Homework Check.
   (During HW check, students write “Sonnet 60.”)
3. Turn on the video.

Homework:
GC III: Do p. 49, ex. C–D.
TL: Read pp. 84–85 (story only).

Lesson 29

Materials Needed:
Appendix Quiz D and Answers
Lesson 30

Materials Needed:
VSP III Quiz 6
VSP III Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students study VSP III List 6 for quiz.)
2. Give, grade, and collect VSP III Quiz 6.
3. Turn on the video.

Homework:
GC III: Study for Test 2 in les. 32 over Units 5–7 (pp. 56–58) (review of Units 1–4). Do p. 63, ex. B.
TL: Study for Test 2 in les. 32 over Unit 2.
Write a 10-question review quiz.
VSP III: Write missed spelling words ten times and missed vocabulary/definitions three times.

Lesson 31

Teacher Instructions:
1. Homework Check.
   (During HW check, students study fifteen punctuation rules from GC III.)

2. Turn on the video.

Homework:
GC III: Study for Test 2 over Units 5–7 (pp. 56–58) (review of Units 1–4).
TL: Study for Test 2 over Unit 2.

Lesson 32

Materials Needed:
GC III Test 2 (one for each student; located in GC III Quizzes/Tests)
GC III Teacher Key (from GC III Teacher Quiz/Test Key)
TL Test 2 (one for each student; located in TL Quizzes/Tests)
TL Teacher Key (from TL Teacher Quiz/Test Key)

Teacher Instructions:
1. There is no written homework to check.
2. There is no video today.
3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
5. Give GC III Test 2 over Units 5–7 (pp. 56–58) and TL Test 2 over Unit 2. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading tests. Follow this procedure for the remainder of the year.

Test 2
GC III Units 5–7 (pp. 56–58) (review of Units 1–4)
TL Unit 2
6. Collect and grade tests. (See the GC III Teacher Quiz/Test Key and the TL Teacher Quiz/Test Key for answers and suggested point values; subtract from 100 the total number of points missed.)  
   **Note:** Subtract 1 point for each misspelled answer; do not subtract more than 5 total points. 
7. Plan to return graded tests in les. 33. 

**Homework:**
- **TL:** Read pp. 86–90. 
- **VSP III:** Write/memorize List 7 vocabulary words 1–5. 

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**Lesson 33**

**Materials Needed:**
- Graded GC III and TL Test 2 (return to students) 
- GC III and TL Teacher Keys 
- Reading Record sheets 

**Teacher Instructions:**
1. **Homework Check.**
   
   *(During HW check, students write “Sonnet 60.”)*

2. Hand back and go over both graded tests. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for going over graded tests. Follow this procedure for the remainder of the year. Collect tests and record grades. 
3. Turn on the video. 
4. The video teacher will assign students to begin working on GC III p. 65, ex. A–B while you check books. 
5. Turn off the video. Distribute Reading Record sheets. Proceed with book check. Ten minutes is allotted for you to check your students’ book report books. Check that each has the correct number of pages (200–300), that it is suitable for the students’ grade level, and that it is appropriate for them to read. Refer to the Book Report Procedures section in the front of this manual for guidelines. Consider also your school’s standards. Follow this procedure for the remainder of the year. 
6. Students should finish reading their book report books by les. 45. 
7. Turn the video back on. 

**Lesson 34**

**Teacher Instructions:**
1. **Homework Check.**
   
   *(During HW check, students write VSP III List 7 spelling and vocabulary words.)*

2. Turn on the video. 

**Homework:**
- **GC III:** Do p. 67, ex. B. 
- **TL:** Read pp. 96–102. 
- **VSP III:** Study for vocabulary/spelling quiz over List 7 (review of Lists 5–6). 

**Lesson 35**

**Materials Needed:**
- VSP III Quiz 7 
- VSP III Teacher Key 
- Appendix Quiz E and Answers 

**Teacher Instructions:**
1. **Homework Check.**
   
   *(During HW check, students study VSP III List 7 for quiz.)*

2. Give, grade, and collect VSP III Quiz 7. 
3. Give, grade, and collect Appendix Quiz E. 
4. Turn on the video. 

**Homework:**
- **GC III:** Do p. 70, ex. D. 
- **VSP III:** Write missed spelling words ten times and missed vocabulary/definitions three times. Begin studying for Review Quiz One over Lists 1–7 in les. 38. Study Lists 4–5. Do p. 22, Review 1, ex. A. 
Lesson 36

Materials Needed:
- Speed / Comprehension Quiz 5 and Charts
- TL Teacher Key

Teacher Instructions:
1. Homework Check.
   *(During HW check, students write VSP III Lists 1–3 vocabulary words with definitions.)*
2. Turn on the video.
3. In this lesson, students will do a timed reading of TL pp. 103–105, “The Further Adventures of Toad.” This story contains 1,286 words. The minimum reading rate is 200 words per minute (wpm), which means that students will be allotted 6 minutes and 30 seconds for reading.
4. Turn off the video. Give, grade, and collect Speed / Comprehension Quiz 5.
5. Turn the video back on.

Homework:
- GC III: Do p. 72, ex. C–D and p. 74, ex. C.

Lesson 37

Teacher Instructions:
1. Homework Check.
   *(During HW check, students write VSP III Lists 4–6 vocabulary words with definitions.)*
2. Turn on the video.

Homework:
- GC III: Do p. 75, exercise, numbers 8–15; p. 76, exercise, numbers 7–12; and p. 77, ex. B.

Lesson 38

Materials Needed:
- VSP III Review Quiz One
- VSP III Teacher Key
- GC III Quiz 6
- GC III Teacher Key

Teacher Instructions:
1. Homework Check.
   *(During HW check, students study for VSP III review quiz.)*
2. Give, grade, and collect VSP III Review Quiz One.
3. Turn on the video. Students will watch a portion of the video before taking GC III Quiz 6.
4. Turn off the video. Give, grade, and collect GC III Quiz 6.
5. Turn the video back on.

Homework:
- GC III: Do p. 79, ex. C.
- VSP III: Study for written quiz over “Sonnet 60” in les. 40.

Lesson 39

Teacher Instructions:
1. Homework Check.
   *(During HW check, students write “Sonnet 60.”)*
2. Turn on the video.

Homework:
- GC III: Do p. 81, ex. A–B.
- VSP III: Study for written poetry quiz over “Sonnet 60” in the next lesson.

Lesson 40

Teacher Instructions:
1. Homework Check.
   *(During HW check, students study “Sonnet 60” for poetry quiz.)*
2. Students clear their desks and take out quiz materials (two clean sheets of paper, a pen, and a pencil) before directions are given.

3. Students will take Poetry Quiz 3, a written poetry quiz, over “Sonnet 60.” Students should exchange and grade quizzes, using the copy of the poem in VSP III. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading written poetry quizzes. Follow this procedure for the remainder of the year.

4. Collect quizzes and record grades.
   **Note:** Subtract 1 point for each incorrect or omitted word and ½ point for each error in spelling, capitalization, or punctuation, up to 6 points per line. Subtract from 100 the total number of points missed.

5. Turn on the video.

6. At the end of the lesson, 15 minutes is allotted for students to work on their summaries (GC III p. 86, exercise) which will be completed for homework.

**Homework:**
- **TL:** Read p. 125.

**Lesson 42**

**Teacher Instructions:**

1. **Homework Check.**
   
   *(During HW check, students write ten literature facts from TL Unit 3.)*

2. **Turn on the video.**

**Homework:**
- **GC III:** Study for Test 3 (Nine-Weeks Exam) over Units 1–9.
- **TL:** Study for Test 3 (Nine-Weeks Exam) over Units 1–3.


**Lesson 43**

**Materials Needed:**
- Marked summaries—GC III p. 86, exercise (return to students)
- GC III Test 3 (Nine-Weeks Exam)
- GC III Teacher Key
- TL Test 3 (Nine-Weeks Exam)
- TL Teacher Key

**Teacher Instructions:**

1. There is no written homework to check.
2. There is no video today.
4. Announce the homework assignment.
5. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.

6. Give **GC III Test 3** over Units 1–9 and **TL Test 3** over Units 1–3. Collect and grade tests.

**Test 3 (Nine-Weeks Exam)**
- GC III Units 1–9
- TL Units 1–3

7. Plan to return graded tests in les. 44.

**Homework:**
- **TL:** Read pp. 126–130.
Lesson 44

Materials Needed:
- Graded GC III and TL Test 3 (return to students)
- GC III and TL Teacher Keys

Teacher Instructions:
1. There is no written homework to check.
2. Hand back and go over both graded tests. Collect tests and record grades.
3. Turn on the video.

Homework:
- GC III: Do p. 92, ex. B–C.

Lesson 45

Materials Needed:
- Appendix Quiz F and Answers

Teacher Instructions:
1. Homework Check. (During HW check, students write verb list [GC III p. 66] two times.)
2. Give, grade, and collect Appendix Quiz F.
3. Turn on the video.
4. Students will write Book Report 2, a short report (one-half page) in this lesson. See GC III p. 59 as an example. Eight minutes is allotted for writing. Collect the reports. Read the reports and check for correct grammar, spelling, mechanics, and format (one-half page). Each report should include a brief introduction, a brief summary of the plot, and a brief evaluation.
5. Plan to return marked reports by les. 50. These reports are not graded. Refer to the Book Report Procedures section in the front of this manual for grading and evaluating guidelines. Follow this procedure for short book reports for the remainder of the year.

Homework:
- GC III: Do p. 94, ex. B–C.

Lesson 46

Materials Needed:
- Composition Checksheet (one for each student; located in Appendix B)

Teacher Instructions:
1. Homework Check. (During HW check, students write VSP III List 8 spelling and vocabulary words.)
2. Distribute Composition Checksheets (optional).
3. Turn on the video.
4. At the end of the lesson, 4 minutes is allotted for students to begin working on GC III p. 100, ex. A–C. The final essay, which will be graded, is due in les. 54. It will be a five-paragraph essay with a total word count of 350–500 words.

Homework:
- GC III: Do p. 96, ex. C. Finish p. 100, ex. A–C.
- VSP III: Write / memorize List 8 vocabulary words 1–4.

Lesson 47

Materials Needed:
- Speed / Comprehension Quiz 6 and Charts
- TL Teacher Key
- GC III Quiz 7
- GC III Teacher Key

Teacher Instructions:
1. Homework Check. Check GC III p. 96, ex. C and vocabulary 1–4; GC III p. 100, ex. A–C will be checked near the end of the lesson. (During HW check, students write VSP III List 8 spelling and vocabulary words.)
2. Turn on the video.
3. In this lesson, students will do a timed reading of TL pp. 137–138, “A Just Judge.” This story contains 1,191 words. The minimum reading rate is 225 words per minute (wpm), which means that students will be allotted 5 minutes and 20 seconds for reading.
4. Turn off the video. Give, grade, and collect Speed / Comprehension Quiz 6.
5. Turn the video back on. Students will watch a portion of the video before taking GC III Quiz 7.

6. Turn off the video. Give, grade, and collect GC III Quiz 7.

7. Turn the video back on.

8. At the end of the lesson, 7 minutes is allotted for students to work on GC III p. 100, ex. D–E (outline and first draft of formal essay) which will be due in les. 50. While students work on these exercises, check GC III p. 100, ex. A–C. Make sure students have a clear thesis statement and outline; offer suggestions if they do not. These are key elements of an effective essay.

Homework:
VSP III: Write / memorize List 8 vocabulary words 5–7.
TL: Read p. 139.

Lesson 48

Materials Needed:
GC III Quiz 8
GC III Teacher Key

Teacher Instructions:
1. Homework Check. 
(During HW check, students continue working on GC III p. 100, ex. D–E, due in the next lesson.)

2. Turn on the video.

3. At the end of the lesson, 10 minutes is allotted for students to work on GC III p. 100, ex. D–E, which are due in the next lesson.

Homework:
TL: Read pp. 140–145 (part one).
VSP III: Study for vocabulary / spelling quiz over List 8 (review of Lists 6–7).

Lesson 49

Teacher Instructions:
1. Homework Check.
(During HW check, students continue working on GC III p. 100, ex. D–E, due in the next lesson.)

2. Turn on the video.

3. At the end of the lesson, 10 minutes is allotted for students to work on GC III p. 100, ex. D–E, which are due in the next lesson.

Homework:
VSP III: Write / memorize List 8 vocabulary words 8–10. Do p. 25, ex. A–B.

Lesson 50

Materials Needed:
Marked Book Report 2 (return to students)
VSP III Quiz 8
VSP III Teacher Key

Teacher Instructions:
(During HW check, students study VSP III List 8 for quiz.)


3. Give, grade, and collect VSP III Quiz 8.

4. Turn on the video.

5. At the end of the lesson, 10 minutes is allotted for students to work on GC III p. 106, ex. F (second draft of formal essay), which will be due in les. 52. While students work on this exercise, check GC III p. 100, ex. D–E (sentence outline and first draft). Answer any questions students have about this essay.

Homework:
GC III: Work on p. 106, ex. F (second draft of essay) due in les. 52.
TL: Read pp. 145–149 (part two).
VSP III: Write missed spelling words ten times and missed vocabulary / definitions three times.
Lesson 51

Teacher Instructions:
1. Homework Check.  
   *(During HW check, students write VSP III List 9 spelling and vocabulary words.)*
2. Turn on the video.
3. The video teacher will assign Book Report 3.  
   Refer to the Book Report Procedures section in the front of this manual for additional information.  Book check will be in les. 55.  Book Report 3, a short report, will be written in les. 71.

Homework:
- **GC III:** Do p. 110, ex. C.  Study for a grammar quiz over verb tenses in les. 53.  Finish p. 106, ex. F (second draft).
- **TL:** Read pp. 149–154 (part three).
- **VSP III:** Write / memorize List 9 vocabulary words 1–5.

Lesson 52

Teacher Instructions:
1. Homework Check.  Check GC III p. 110, ex. C and vocabulary homework; GC III p. 106, ex. F will be checked near the end of the lesson.  
   *(During HW check, students write “Hymn of Trust.”)*
2. Turn on the video.
3. At the end of the lesson, 7 minutes is allotted for students to work on GC III p. 110, ex. G (final draft of essay). While students work on this exercise, check GC III p. 106, ex. F (second draft). Answer any questions students have about this essay.

Homework:
- **GC III:** Do p. 112, ex. B.  Study for a grammar quiz on verb tenses.  Work on p. 110, ex. G for les. 54.
- **VSP III:** Write / memorize List 9 vocabulary words 6–10.

Lesson 53

Materials Needed:
  - GC III Quiz 9
  - GC III Teacher Key

Teacher Instructions:
1. Homework Check.  
   *(During HW check, students study for grammar quiz on verb tenses.)*
2. Give, grade, and collect GC III Quiz 9.
3. Turn on the video.
4. At the end of the lesson, 10 minutes is allotted for students to work on GC III p. 110, ex. G.  Students should use the Composition Checksheet from Appendix B as they work.

Homework:
- **GC III:** Do p. 113, ex. C and p. 114, ex. C.  Finish p. 110, ex. G.
- **VSP III:** Do p. 27, ex. A–B.

Lesson 54

Materials Needed:
  - Speed / Comprehension Quiz 7 and Charts
  - TL Teacher Key

Teacher Instructions:
1. Homework Check.  
   *(During HW check, students write “Hymn of Trust.”)*
2. Collect GC III p. 110, ex. G (final essay) as a composition to grade.  Refer to the Grading Compositions section in the front of this manual for grading and evaluating guidelines.  Additional specific grading suggestions are as follows:
   - **Introduction** (10 points)  
     a. Does the introduction have an interest catcher?  
     b. Does the introduction end with a strong thesis sentence?
   - **Body** (40 points)  
     a. Are there specific details?  
     b. Are there colorful word choices?  
     c. Are the details presented in logical order, following the outline and thesis sentence,
with transitions and the most important point last?
d. Is the thesis clearly supported/proved?
e. Is there only one point per paragraph?
f. Does the author avoid stating the obvious while comparing/contrasting?

Conclusion (10 points)
a. Is there a restatement of the key ideas and the thesis?
b. Does the ending give a sense of emphasis and finality?

Mechanics (30 points)
a. Grammar
b. Spelling
c. Punctuation

All steps of the paper present on time
(10 points)
3. Plan to return the graded essays in les. 60.
4. Turn on the video.
5. In this lesson, students will do a timed reading of TL pp. 155–157, “The Stub-Book.” This story contains 1,694 words. The minimum reading rate is 225 words per minute (wpm), which means that students will be allotted 7 minutes and 35 seconds for reading.
6. Turn off the video. Give, grade, and collect Speed/Comprehension Quiz 7.
7. Turn the video back on.

Homework:
VSP III: Study for vocabulary/spelling quiz over List 9 (review of Lists 7–8).

Lesson 55

Materials Needed:
VSP III Quiz 9
VSP III Teacher Key
Reading Record sheets

Teacher Instructions:
1. Homework Check.
   (During HW check, students study VSP III List 9 for quiz.)
2. Give, grade, and collect VSP III Quiz 9.
3. Turn on the video.
5. Turn off the video. Distribute Reading Record sheets. Proceed with book check. Ten minutes is allotted for you to check your students’ book report books.
7. Turn the video back on.

Note: You may wish to begin collecting newspaper or magazine articles that students can use as sources for the research paper which will be assigned in les. 103. Refer to the Research Paper section in the front of this manual for additional information regarding the research paper.

Homework:
VSP III: Write missed spelling words ten times and missed vocabulary/definitions three times.

Lesson 56

Materials Needed:
GC III Quiz 10
GC III Teacher Key
Appendix Quiz G and Answers

Teacher Instructions:
1. Homework Check.
   (During HW check, students write VSP III List 10 spelling and vocabulary words.)
2. Give, grade, and collect GC III Quiz 10.
3. Give, grade, and collect Appendix Quiz G.
4. Turn on the video.

Homework:
GC III: Study for Test 4 in les. 58 over Unit 10 (review of Units 1–9). Do pp. 121–122, ex. H–J.
Lesson 57

Teacher Instructions:
1. Homework Check.
   *(During HW check, students write ten important grammar rules from GC III Unit 10.)*
2. Turn on the video.

Homework:
*GC III:* Study for Test 4 over Unit 10 (review of Units 1–9) in the next lesson.
*TL:* Study for Test 4 over Unit 4 in the next lesson.

Lesson 58

Materials Needed:
*GC III* Test 4
*GC III* Teacher Key
*TL* Test 4
*TL* Teacher Key

Teacher Instructions:
1. There is no written homework to check.
2. There is no video today.
3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
5. Give *GC III Test 4* over Unit 10 and *TL Test 4* over Unit 4. Collect and grade tests.
   *GC III* Unit 10 (review of Units 1–9)
   *TL* Unit 4
6. Plan to return graded tests in les. 59.

Homework:
*TL:* Read p. 164.
*VSP III:* Write / memorize List 10 vocabulary words 6–10. Do p. 29, ex. A–B. Write “Hymn of Trust” once. Written quiz will be in les. 61.

Lesson 59

Materials Needed:
Graded *GC III* and *TL* Test 4 (return to students)
*GC III* and *TL* Teacher Keys

Teacher Instructions:
1. Homework Check.
   *(During HW check, students write VSP III Lists 9–10 spelling words.)*
2. Hand back and go over both graded tests. Collect tests and record grades.
3. Turn on the video.

Homework:
*VSP III:* Study for vocabulary / spelling quiz over List 10 (review of Lists 8–9).

Lesson 60

Materials Needed:
Graded essays—*GC III*, p. 110 ex. G (return to students)
*VSP III* Quiz 10
*VSP III* Teacher Key

Teacher Instructions:
1. There is no written homework to check.
3. Give, grade, and collect *VSP III Quiz 10*.
4. Turn on the video.

Homework:
*VSP III:* Write missed spelling words ten times and missed vocabulary / definitions three times. Written quiz over “Hymn of Trust” in the next lesson.

Lesson 61

Teacher Instructions:
1. Homework Check.
   *(During HW check, students study “Hymn of Trust” for poetry quiz.)*
2. Give, grade, and collect Poetry Quiz 4, a written poetry quiz, over “Hymn of Trust.”
   Note: Subtract 1 point for each incorrect or omitted word and 1/2 point for each error in spelling, capitalization, or punctuation, up to 5 points per line. Subtract from 100 the total number of points missed.

3. Turn on the video.

Homework:
   VSP III: Write / memorize List 11 vocabulary words 1–4.

Lesson 62

Materials Needed:
   GC III Quiz 11
   GC III Teacher Key

Teacher Instructions:
   1. Homework Check.
      *(During HW check, students write VSP III List 11 spelling and vocabulary words.)*
   2. Turn on the video. Students will watch a portion of the video before taking GC III Quiz 11.
   3. Give, grade, and collect GC III Quiz 11.

Homework:
   GC III: Do p. 131, ex. D.

Lesson 63

Materials Needed:
   Appendix Quiz H and Answers

Teacher Instructions:
   1. Homework Check.
      *(During HW check, students write the first three stanzas of “My Lost Youth.”)*
   2. Give, grade, and collect Appendix Quiz H.
   3. Turn on the video.

Homework:
   TL: Read p. 173.
   VSP III: Write / memorize List 11 vocabulary words 8–10. Do p. 31, ex. A–B.

Lesson 64

Teacher Instructions:
   1. Homework Check.
      *(During HW check, students write the last three stanzas of “My Lost Youth.”)*
   2. Turn on the video.

Homework:
   GC III: Do p. 136, ex. C–D.
   VSP III: Study for vocabulary / spelling quiz over List 11 (review of Lists 9–10).

Lesson 65

Materials Needed:
   VSP III Quiz 11
   VSP III Teacher Key

Teacher Instructions:
   1. Homework Check.
      *(During HW check, students study VSP III List 11 for quiz.)*
   2. Give, grade, and collect VSP III Quiz 11.
   3. Turn on the video.

Homework:
   VSP III: Write missed spelling words ten times and missed vocabulary / definitions three times.

Lesson 66

Materials Needed:
   Reading Selection, pp. 25–27 (one for each student; located in TL Quizzes / Tests)
   Speed / Comprehension Quiz 8 and Charts
   TL Teacher Key
Lesson 68

Teacher Instructions:
1. Homework Check.
   (During HW check, students write VSP III List 12 spelling and vocabulary words.)
2. Turn on the video.
3. In this lesson, students will do a timed reading of TL Quizzes/Tests book selection pp. 25–27, “South Sea Seekers.” This story contains 1,341 words. The minimum reading rate is 225 wpm, which means that students will be allotted 6 minutes for reading.
4. Turn off the video. Give, grade, and collect Speed/Comprehension Quiz 8.
5. Turn the video back on.

Homework:
- GC III: Do p. 150, ex. B. Study for quiz over gerunds and infinitives in les. 70. Do p. 151, ex. B–C.
- VSP III: Study for vocabulary/spelling quiz over List 12 (review of Lists 10–11).

Lesson 69

Materials Needed:
- VSP III Quiz 12
- VSP III Teacher Key
- Appendix Quiz I and Answers

Teacher Instructions:
   (During HW check, students study VSP III List 12 for quiz.)
2. Give, grade, and collect VSP III Quiz 12.
3. Give, grade, and collect Appendix Quiz I.
4. Turn on the video.
5. At the end of the lesson, 5 minutes is allotted for you to check GC III p. 151, ex. B–C (thesis and topical outline for short essay). While you check these, students should work on GC III p. 151, ex. D–E (sentence outline and first draft), which will be due in the next lesson.

Homework:
- VSP III: Write missed spelling words ten times and missed vocabulary/definitions three times.
Lesson 70

Materials Needed:
GC III Quiz 13
GC III Teacher Key

Teacher Instructions:
1. Homework Check. Check missed spelling/vocabulary words; you will check GC III p. 151, ex. D–E at the end of this lesson.
   (During HW check, students study for quiz over gerunds and infinitives.)
2. Give, grade, and collect GC III Quiz 13.
3. Turn on the video.
4. At the end of the lesson, 8 minutes is allotted for you to check GC III p. 151, ex. D–E (sentence outline and first draft). While you check these, students should work on GC III p. 153, ex. F (second draft), which will be due in les. 72.

Homework:
TL: Read p. 182.
VSP III: Write/memorize List 13 vocabulary words 1–5.

Lesson 71

Teacher Instructions:
1. Homework Check. (During HW check, students write VSP III List 13 spelling words with definitions.)
2. Turn on the video.
3. Students will write Book Report 3, a short report (one-half page), in this lesson. See GC III p. 59 as an example. Seven minutes is allotted for writing. Collect the reports. Read the reports and check for correct grammar, spelling, mechanics, and format. Each report should include a brief introduction, a brief summary of the plot, and a brief evaluation. This report is not graded.
4. Plan to return marked reports by les. 76.

Homework:

Lesson 72

Materials Needed:
GC III Quiz 14
GC III Teacher Key

Teacher Instructions:
1. Homework Check. Check spelling/vocabulary homework; you will check GC III p. 153, ex. F (second draft) at the end of the lesson.
   (During HW check, students study for quiz over noun clauses.)
2. Give, grade, and collect GC III Quiz 14.
3. Turn on the video.
4. At the end of the lesson, 5 minutes is allotted for you to check GC III p. 153, ex. F (second draft). While you check this assignment, students should work on GC III p. 157, ex. G (final draft of essay).

Homework:
TL: Read pp. 183–190.
VSP III: Study for vocabulary/spelling quiz over List 13 (review of Lists 11–12).

Lesson 73

Materials Needed:
VSP III Quiz 13
VSP III Teacher Key

Teacher Instructions:
1. Homework Check. (During HW check, students study VSP III List 13 for quiz.)
2. Give, grade, and collect VSP III Quiz 13.
3. Turn on the video.

Homework:
TL: Study Unit 5 for Test 5 in les. 75. Write a 10-question review quiz over Unit 5.
VSP III: Write missed spelling words ten times and missed vocabulary / definitions three times.

Lesson 74
Teacher Instructions:
1. Homework Check.
   (During HW check, students complete GC III p. 159, ex. D, numbers 2–4.)
2. Collect GC III p. 157, ex. G (final short essay) to read over later. These essays will not be graded.
3. Plan to return marked essays by les. 77.
4. Turn on the video.

Homework:
GC III: Study for Test 5 over Unit 11 (review of Units 1–10).
TL: Study for Test 5 over Unit 5.

Lesson 75
Materials Needed:
GC III Test 5
GC III Teacher Key
TL Test 5
TL Teacher Key

Teacher Instructions:
1. There is no written homework to check.
2. There is no video today.
3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
5. Give GC III Test 5 over Unit 11 and TL Test 5 over Unit 5. Collect and grade tests.

Lesson 76
Materials Needed:
Graded GC III and TL Test 5 (return to students)
GC III and TL Teacher Keys
Marked Book Report 3 (return to students)

Teacher Instructions:
1. Homework Check.
   (During HW check, students write VSP III List 14 spelling and vocabulary words.)
2. Hand back and go over both graded tests. Collect tests and record grades.
4. Turn on the video.

Homework:
GC III: Do p. 165, ex. A.
VSP III: Write / memorize List 14 vocabulary words 6–10. Do p. 37, ex. A–B. Written quiz over “My Lost Youth” will be in les. 80.

Lesson 77
Materials Needed:
Marked essays—GC III p. 157, ex. G (return to students)
Speed / Comprehension Quiz 9 and Charts
TL Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students write the last three stanzas of “My Lost Youth.”)
   Note: Students are turning in descriptions in this lesson and in les. 79, 81, and 83. If you wish, you may choose one or more of these descriptions to grade. Refer to the Grading Compositions section in the front of this manual for grading and evaluating guidelines.

4. Plan to return the marked/graded descriptions in les. 87.

5. Turn on the video.

6. In this lesson, students will do a timed reading of TL pp. 194–197, “The Gift of the Magi.” This story contains 2,137 words. The minimum reading rate is 225 wpm, which means that students will be allotted 9 minutes and 30 seconds for reading.

7. Turn off the video. Give, grade, and collect Speed/Comprehension Quiz 9.

8. Turn the video back on.

Homework:
GC III: Work on p. 166, ex. C for les. 79.
TL: Read pp. 198–199.
VSP III: Study for vocabulary/spelling quiz over List 14 (review of Lists 12–13).

Lesson 78

Materials Needed:
VSP III Quiz 14
VSP III Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students study VSP III List 14 for quiz.)
2. Give, grade, and collect VSP III Quiz 14.
3. Turn on the video.
4. At the end of the lesson, 7 minutes is allotted for students to work on GC III p. 166, ex. C, which is due in the next lesson.

Homework:
GC III: Finish p. 166, ex. C.
VSP III: Write/study “My Lost Youth.” Written poetry quiz will be in les. 80. Write missed spelling words ten times and missed vocabulary/definitions three times. Study for Review Quiz Two in les. 81 over

Lesson 79

Teacher Instructions:
1. Homework Check.
   (During HW check, students write the first three stanzas of “My Lost Youth.”)
   Note: Students are turning in descriptions in this lesson and in les. 81 and 83. If you wish, you may choose one or more of these descriptions to grade. Refer to the Grading Compositions section in the front of this manual for grading and evaluating guidelines.
3. Plan to return marked/graded descriptions in les. 87.
4. Turn on the video.
5. At the end of the lesson, 5 minutes is allotted for students to work on GC III p. 166, ex. E, which is due in les. 81.

Homework:
GC III: Work on p. 166, ex. E.
VSP III: Review “My Lost Youth” for written poetry quiz in the next lesson. Study for Review Quiz Two over Lists 1–14 in les. 81. Do p. 39, Review 2, ex. C.

Lesson 80

Materials Needed:
Speed/Comprehension Quiz 10 and Charts
TL Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students study for poetry quiz.)
2. Give, grade, and collect Poetry Quiz 5, a written poetry quiz, over “My Lost Youth.” Choose two stanzas of the poem for students to write.
   Note: Subtract 1 point for each incorrect or omitted word and ½ point for each error in spelling, capitalization, or punctuation, up to 5 points per line. Subtract from 100 the total number of points missed.
3. Turn on the video.
4. In this lesson, students will do a timed reading of TL pp. 203–205, “Christmas.” This story contains 1,603 words. The minimum reading rate is 225 wpm, which means that students will be allotted 7 minutes and 10 seconds for reading.
5. Turn off the video. Give, grade, and collect Speed/Comprehension Quiz 10.
6. Turn the video back on.
7. At the end of the lesson, 4 minutes is allotted for students to work on GC III p. 166, ex. E, which is due in the next lesson.

Note: Students will take Test 6 (Semester Exam) in les. 85. Plan to allow 20–30 minutes extra for this exam. Students should not have more than two major exams in one day.

Homework:
GC III: Finish p. 166, ex. E.
VSP III: Study for Review Quiz Two over Lists 1–14 in the next lesson. Write ten difficult spelling words and five vocabulary/definitions.

Lesson 81

Materials Needed:
VSP III Review Quiz Two
VSP III Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students study for VSP III review quiz.)
   Note: Students are turning in descriptions in this lesson and in les. 83. If you wish, you may choose one or more of these descriptions to grade. Refer to the Grading Compositions section in the front of this manual for grading and evaluating guidelines.
3. Plan to return the marked/graded descriptions in les. 87.
4. Give, grade, and collect VSP III Review Quiz Two.
5. Turn on the video.

Lesson 82

Teacher Instructions:
1. Homework Check.
   (During HW check, students write ten punctuation rules from GC III.)
2. Turn on the video.

Lesson 83

Teacher Instructions:
1. Homework Check.
   (During HW check, students conjugate the verb walk, writing the six regular and progressive tenses and the two emphatic tenses.)
   Note: If you wish, you may choose to grade this description. Refer to the Grading Compositions section in the front of this manual for grading and evaluating guidelines.
3. Plan to return the marked/graded descriptions in les. 87.
4. Turn on the video.
5. The video teacher will assign Book Report 4. Refer to the Book Report Procedures section in the front of this manual for additional information. Follow this procedure for the remainder of the year. Book check will be in
lessons. Book Report 4, a full report, will be written in les. 99.

Homework:
*GC III*: Study for Test 6 (Semester Exam) in les. 85 over Units 1–12. Do p. 174, ex. J.
*TL*: Study for Test 6 (Semester Exam) in les. 85 over Units 1–6. Study Units 5–6 and write a 10-question review quiz.

Lesson 84

Teacher Instructions:
1. Homework Check.
   *(During HW check, students write ten important grammar rules from GC III.)*
2. Turn on the video.

Homework:
*GC III*: Study for Test 6 (Semester Exam).
*TL*: Study for Test 6 (Semester Exam).

Lesson 85

Materials Needed:
*GC III* Test 6 (Semester Exam)
*GC III* Test 6 Teacher Key
*TL* Test 6 (Semester Exam)
*TL* Test 6 Teacher Key

Teacher Instructions:
1. There is no written homework to check.
2. There is no video today.
3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
5. Give *GC III Test 6* (Semester Exam) over Units 1–12 and *TL Test 6* (Semester Exam) over Units 1–6. Collect and grade tests.
   *Note:* Students will take the Semester Exam. Plan to allow 20–30 minutes extra for this exam. Students should not have more than two major exams in one day.

Test 6 (Semester Exam)
*GC III* Units 1–12
*TL* Units 1–6

Lesson 86

Materials Needed:
Graded *GC III* and *TL* Test 6 (return to students)
*GC III* and *TL* Teacher Keys

Teacher Instructions:
1. Homework Check.
   *(During HW check, students write VSP III List 15 spelling words two times.)*
2. Hand back and go over both graded tests.
   Collect tests and record grades.
3. Turn on the video.

Homework:

Lesson 87

Materials Needed:
Marked / graded descriptions—*GC III* p. 167, ex. G (return to students)

Teacher Instructions:
1. Homework Check.
   *(During HW check, students write “His Plan for Me.”)*
3. Turn on the video.

Homework:
*GC III*: Do p. 178, ex. B.
VSP III: Write / memorize List 15 vocabulary words 1–5.
Lesson 88

Materials Needed:
Reading Record sheets

Teacher Instructions:
1. Homework Check.
   (During HW check, students write VSP III List 15 vocabulary words with definitions.)
2. Turn on the video.
3. The video teacher will assign students to begin working on GC III pp. 182–183, ex. C–D while you check books.
4. Turn off the video. Distribute Reading Record sheets. Proceed with book check. Ten minutes is allotted for you to check your students’ book report books.
5. Students should finish reading their book report books by les. 99.
6. Turn the video back on.

Homework:
GC III: Do p. 183, ex. E.

Lesson 89

Teacher Instructions:
1. Homework Check.
   (During HW check, students write VSP III List 15 three times each.)
2. Turn on the video.

Homework:
GC III: Do p. 185, ex. A–B for les. 91.
TL: Read pp. 219–222 (part one).
VSP III: Study for vocabulary / spelling quiz over List 15 (review of Lists 13–14).

Lesson 90

Materials Needed:
VSP III Quiz 15
VSP III Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students study VSP III List 15 for quiz.)
2. Give, grade, and collect VSP III Quiz 15.
3. Turn on the video.

Homework:
TL: Read pp. 223–226 (part two).
VSP III: Write missed spelling words ten times and missed vocabulary / definitions three times.

Lesson 91

Materials Needed:
Appendix Quiz J and Answers
GC III Quiz 15
GC III Teacher Key

Teacher Instructions:
1. Homework Check. Check GC III p. 188–189, ex. C–D and missed spelling / vocabulary words during this time. GC III p. 185, ex. A–B and p. 189, ex. C will be checked at the end of the lesson.
   (During HW check, students write VSP III List 16 spelling and vocabulary words.)
2. Give, grade, and collect Appendix Quiz J.
3. Turn on the video. Students will watch a portion of the video before taking GC III Quiz 15.
4. Give, grade, and collect GC III Quiz 15.
5. At the end of the lesson, 8 minutes is allotted for you to check GC III p. 185, ex. A–B and p. 189, ex. C. While you check these exercises, students should work on GC III p. 189, ex. D–E (sentence outline and rough draft), which will be due in les. 93.

Homework:
GC III: Work on p. 189, ex. D–E (sentence outline and first draft) for les. 93.
TL: Read p. 227.
VSP III: Write / memorize List 16 vocabulary words 1–4.
Lesson 92

Teacher Instructions:
1. Homework Check.
   (During HW check, students write stanzas 3–4 of “His Plan for Me” two times.)
2. Turn on the video.

Homework:

Lesson 93

Materials Needed:
Speed/Comprehension Quiz 11 and Charts
TL Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students write stanzas 3–4 of “His Plan for Me” two times.)
2. Turn on the video.
3. In this lesson, students will do a timed reading of TL pp. 228–229, “The Latchstring Mural.” This story contains 675 words. The minimum reading rate is 250 wpm, which means that students will be allotted 2 minutes and 50 seconds for reading.
4. Turn off the video. Give, grade, and collect Speed/Comprehension Quiz 11.
5. Turn the video back on.

Homework:
VSP III: Write/memorize List 16 vocabulary words 8–10. Do p. 43, ex. A–B.

Lesson 94

Teacher Instructions:
1. Homework Check.
   (During HW check, complete GC III p. 196, ex. A, numbers 10–15.)
2. Turn on the video.
   Note: Continue to gather resources for the research paper which will be assigned in les. 103. Refer to the Research Paper section in the front of this manual for additional information regarding the research paper.

Homework:
VSP III: Study for vocabulary/spelling quiz over List 16 (review of Lists 14–15).

Lesson 95

Materials Needed:
VSP III Quiz 16
VSP III Teacher Key

Teacher Instructions:
   (During HW check, students study VSP III List 16 for quiz.)
2. Give, grade, and collect VSP III Quiz 16.
3. Turn on the video.
4. At the end of the lesson, 6 minutes is allotted for students to work on GC III p. 198, ex. G (final draft) while you check p. 197, ex. F (second draft).

Homework:
VSP III: Write missed spelling words ten times and missed vocabulary/definitions three times.
Lesson 96

Materials Needed:
- Speed/Comprehension Quiz 12 and Charts
- TL Teacher Key
- GC III Quiz 16
- GC III Teacher Key

Teacher Instructions:
1. Homework Check.
   *(During HW check, students write the first three stanzas of “His Plan for Me.”)*
2. Turn on the video.
3. In this lesson, students will do a timed reading of TL pp. 233–235, “The Night the Bed Fell.” This story contains 1,821 words. The minimum reading rate is 250 wpm, which means that students will be allotted 7 minutes and 20 seconds for reading.
4. Turn off the video. Give, grade, and collect Speed/Comprehension Quiz 12.
5. Turn the video back on. Students will watch a portion of the video before taking GC III Quiz 16.
6. Give, grade, and collect GC III Quiz 16.

Homework:
- TL: Study for Test 7 in les. 98 over Unit 7.
  Write a 10-question quiz.
- VSP III: Write/memorize List 17 vocabulary words 1–5.

Lesson 97

Teacher Instructions:
1. Homework Check.
   *(During HW check, students write singular, plural, and singular/plural indefinite pronouns three times each.)*
2. Collect GC III p. 198, ex. G (personal essay) as a composition to grade. Refer to the Grading Compositions section in the front of this manual for grading and evaluating guidelines. Additional specific grading suggestions are as follows:

   **Introduction** (10 points)
   a. Does the introduction have an interest catcher?
   b. Does the introduction end with hinting at a lesson learned from the story?

   **Body** (40 points)
   a. Are there specific details?
   b. Are there colorful word choices?
   c. Is the story told in chronological order?
   d. Is the lesson learned clearly developed throughout the story?
   e. Does the body of the paper end with the climax of the story, revealing the lesson learned?

   **Conclusion** (10 points)
   a. Does the conclusion begin by stating the conclusion of the story?
   b. Does the last sentence emphasize the lesson learned?

   **Mechanics** (30 points)
   a. Grammar
   b. Spelling
   c. Punctuation

   **All steps of the paper present on time** (10 points)

3. Plan to return the graded personal essays in les. 101.
4. Turn on the video. At the end of the lesson, the video teacher will give students instructions regarding Book Report 4, which the students will write in class in les. 99. You may wish to watch this portion of the video.

Homework:
- GC III: Study for Test 7 over Unit 13 (review of Units 1–12).
- TL: Study for Test 7 over Unit 7.

Lesson 98

Materials Needed:
- GC III Test 7
- GC III Teacher Key
- TL Test 7
- TL Teacher Key
Teacher Instructions:
1. There is no written homework to check.
2. There is no video today.
3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
5. Give GC III Test 7 over Unit 13 and TL Test 7 over Unit 7. Collect and grade tests.
   Test 7
   GC III Unit 13 (review of Units 1–12)
   TL Unit 7
6. Plan to return graded tests in les. 99.

Homework:

Lesson 99
Materials Needed:
Graded GC III and TL Test 7 (return to students)
GC III and TL Teacher Keys

Teacher Instructions:
1. Homework Check.
   (During HW check, students study VSP III List 17 spelling and vocabulary words.)
2. Hand back and go over both graded tests. Collect tests and record grades.
3. Turn on the video.
4. Students will write Book Report 4, a full report, in class using GC III pp. 56–57 as a guide. At the end of the lesson, 22 minutes is allotted for writing. Collect the reports. Read the reports and check for correct grammar, spelling, mechanics, and format.
5. Plan to return graded reports in les. 103.
Refer to the Book Report Procedures section in the front of this manual for grading and evaluating guidelines.

Homework:
TL: Read p. 236.

Lesson 100
Materials Needed:
VSP III Quiz 17
VSP III Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students study VSP III List 17 for quiz.)
2. Give, grade, and collect VSP III Quiz 17.
3. Turn on the video.

Homework:
VSP III: Study for oral poetry quiz over “His Plan for Me” in the next lesson. Write missed spelling words ten times and missed vocabulary / definitions three times.

Lesson 101
Materials Needed:
Graded personal essays—GC III p. 198, ex. G (return to students)

Teacher Instructions:
1. Homework Check.
   (During HW check, students study “His Plan for Me” for oral poetry quiz.)
3. Turn on the video.
4. Watch the sample oral poetry quiz presentations for Poetry Quiz 6, an oral poetry quiz, over “His Plan for Me” to become familiar with the procedures. You will be hearing and grading your students as they give their
oral poetry presentations. The three presentations on video received these grades:

Valencia  A
Chris        B
Cody         C

These grades reflect both the poem memorization and the expression of the oral presentation. Refer to the Giving / Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving / grading quizzes. Eighteen minutes is allotted in this lesson to begin hearing oral poetry quizzes. Additional time will be allotted in les. 102 for oral poetry presentations.

5. The video teacher will assign Book Report 5, an oral book report. Book check will be in les. 106. Book Report 5 will be written beginning in les. 118. Oral presentations will begin in les. 120.

Homework:

VSP III: Write / memorize List 18 vocabulary words 1–4. Be prepared to recite “His Plan for Me” if needed.

Lesson 102

Teacher Instructions:

1. Homework Check.

(During HW check, students study “His Plan for Me” for oral poetry quiz or study VSP III List 18.)

2. Continue oral poetry quizzes over “His Plan for Me.” Thirteen minutes is allotted to finish oral poetry quizzes in this lesson.

3. Turn on the video.

Homework:

GC III: Do p. 214, ex. B.
TL: Read p. 244.
VSP III: Write / memorize List 18 vocabulary words 5–7.

Lesson 103

Materials Needed:

Graded Book Report 4 (return to students)
GC III Quiz 17
GC III Teacher Key

Teacher Instructions:

1. Homework Check.

(During HW check, students write VSP III List 18 spelling words two times.)


3. Turn on the video. Students will watch a portion of the video before taking GC III Quiz 17.

Note: The video teacher will introduce the research paper. You may wish to watch this portion of the video. For additional information, see the Research Paper section in the front of this manual.

4. Turn off the video. Give, grade, and collect GC III Quiz 17.

5. Turn the video back on.

Homework:

TL: Read p. 245.

Lesson 104

Teacher Instructions:

1. Homework Check.

(During HW check, students write “Silver.”)

2. Turn on the video.

Homework:

GC III: Do p. 216, ex. B.
TL: Read pp. 246–249.
VSP III: Study for vocabulary / spelling quiz over List 18 (review of Lists 16–17).
Lesson 105

Materials Needed:
- VSP III Quiz 18
- VSP III Teacher Key

Teacher Instructions:
1. Homework Check.
   *(During HW check, students study VSP III List 18 for quiz.)*
2. Give, grade, and collect VSP III Quiz 18.
3. Turn on the video.

Homework:
- TL: Read p. 250.
- VSP III: Write missed spelling words ten times and missed vocabulary / definitions three times.

Lesson 106

Materials Needed:
- GC III Quiz 18
- GC III Teacher Key
- Reading Record sheets

Teacher Instructions:
1. Homework Check.
   *(During HW check, students write VSP III List 18 spelling words two times.)*
2. Give, grade, and collect Appendix Quiz K.
3. Turn on the video.
4. At the end of class, 5 minutes is allotted for you to check topics for the research paper while the students begin working on their list of ideas. Check topics to make sure they are appropriate with the guidelines given in GC III Unit 15 and in class. Make sure students will be able to find sufficient resources based on their chosen topic. Do not have too many students with the same topic so that each student will have the resources he needs to write a good paper.

Homework:
- GC III: Do p. 221, ex. D–E.
- Book Report 5: List of ideas and 5 bibliography cards due in les. 112.

Lesson 107

Materials Needed:
- Appendix Quiz K and Answers

Teacher Instructions:
1. Homework Check. Check vocabulary homework during this time. You will check research paper topics at the end of the lesson.
   *(During HW check, students write VSP III List 19 spelling words two times.)*
2. Give, grade, and collect Appendix Quiz K.
3. Turn on the video.
4. Turn the video back on.

7. Students should finish reading their book report books by les. 118.
8. Turn the video back on.
Lesson 108

Materials Needed:
GC III Quiz 19
GC III Teacher Key

Teacher Instructions:
1. Homework Check.
   *(During HW check, students continue to work on their list of ideas for their research paper.)*
2. Turn on the video.
3. Give, grade, and collect **GC III Quiz 19**.

Homework:
VSP III: Write / memorize List 19 vocabulary words 8–10. Do p. 49, ex. A–B.
Research Paper: List of ideas and 5 bibliography cards due in les. 112.

Lesson 109

Materials Needed:
Reading Selection, pp. 45–50 (one for each student; located in TL Quizzes / Tests)
Speed / Comprehension Quiz 13 and Charts
TL Teacher Key

Teacher Instructions:
1. Homework Check.
   *(During HW check, students continue to work on their list of ideas for their research paper.)*
2. Turn on the video.
3. In this lesson, students will do a timed reading of **TL Quizzes / Tests** book selection pp. 45–50, “Is He Living or Is He Dead?”
   This story contains 2,970 words. The minimum reading rate is 250 wpm, which means that students will be allotted 11 minutes and 55 seconds for reading.
4. Turn off the video. Give, grade, and collect **Speed / Comprehension Quiz 13**.
5. Turn the video back on.

Homework:
GC III: Do p. 224, ex. C–E.
TL: Read pp. 257–258.
VSP III: Study for vocabulary / spelling quiz over List 19 (review of Lists 17–18).

Lesson 110

Materials Needed:
VSP III Quiz 19
VSP III Teacher Key

Teacher Instructions:
1. Homework Check.
   *(During HW check, students study VSP III List 19 for quiz.)*
2. Give, grade, and collect **VSP III Quiz 19**.
3. Turn on the video.

Homework:
TL: Read p. 259.
VSP III: Write missed spelling words ten times and missed vocabulary / definitions three times.
Research Paper: List of ideas and 5 bibliography cards due in les. 112.

Lesson 111

Teacher Instructions:
1. Homework Check.
   *(During HW check, students write VSP III List 20 spelling words two times.)*
2. Turn on the video.

Homework:
GC III: Do p. 229, ex. C.
VSP III: Write / memorize List 20 vocabulary words 1–5.
Research Paper: List of ideas and 5 bibliography cards due in the next lesson.
Lesson 112

Materials Needed:
Appendix Quiz I and Answers

Teacher Instructions:
1. Homework Check. Check grammar and vocabulary homework during this time. You will check the list of ideas and bibliography cards at the end of the lesson.
   (During HW check, students write “Silver.”)
2. Give, grade, and collect Appendix Quiz I.
3. Turn on the video.
4. At the end of class, 7 minutes is allotted for you to check the research paper list of ideas and bibliography cards. While you check these, students should begin working on their preliminary outlines (GC III p. 252, ex. D).

Homework:
TL: Read pp. 266–267.

Lesson 113

Materials Needed:
GC III Quiz 20
GC III Teacher Key

Teacher Instructions:
1. Homework Check. (During HW check, students continue to work on the preliminary outlines for their research papers.)
2. Turn on the video. Students will watch a portion of the video before taking GC III Quiz 20.

Homework:
GC III: Do p. 231, ex. D.
TL: Read pp. 268–272 (part one).
VSP III: Study for vocabulary/spelling quiz over List 20 (review of Lists 18–19).

Lesson 114

Materials Needed:
VSP III Quiz 20
VSP III Teacher Key

Teacher Instructions:
1. Homework Check. (During HW check, students study “Silver” for poetry quiz.)
2. Give, grade, and collect VSP III Quiz 20.
3. Turn on the video.

Homework:
GC III: Study for Test 8 in les. 117 over Unit 14 (review of Units 1–13). Do p. 233, ex. E.
TL: Read pp. 272–279 (part two).
VSP III: Study for written poetry quiz over “Silver.” Write missed spelling words ten times and missed vocabulary/definitions three times.

Lesson 115

Teacher Instructions:
1. Homework Check. (During HW check, students study “Silver” for poetry quiz.)
2. Give, grade, and collect Poetry Quiz 7, a written poetry quiz, over “Silver.”
   Note: Subtract 1 point for each incorrect or omitted word and ½ point for each error in spelling, capitalization, or punctuation, up to 6 points per line.
3. Turn on the video.

Homework:
GC III: Study for Test 8 in les. 117. Do p. 235, ex. A–D.
TL: Study for Test 8 in les. 117 over Unit 8; write a 5-question review quiz.
VSP III: Write/memorize List 21 vocabulary words 1–4.
Lesson 116

Teacher Instructions:
1. Homework Check.
   (During HW check, students write ten important grammar rules from GC III Unit 14.)
2. Turn on the video.

Homework:
GC III: Study for Test 8 over Unit 14 (review of Units 1–13).
TL: Study for Test 8 over Unit 8.

Lesson 117

Materials Needed:
GC III Test 8
GC III Teacher Key
TL Test 8
TL Teacher Key

Teacher Instructions:
1. There is no written homework to check.
2. There is no video today.
3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
5. Give GC III Test 8 over Unit 14 and TL Test 8 over Unit 8. Collect and grade tests.
6. Plan to return graded tests in les. 118.

Homework:
TL: Read p. 280.
Research paper: Thesis sentence and topical outline are due. Bring one source to the next lesson.

Lesson 118

Materials Needed:
Graded GC III and TL Test 8 (return to students)
GC III and TL Teacher Keys

Teacher Instructions:
1. Homework Check.
   (During HW check, students write VSP III List 21 spelling words two times.)
2. Hand back and go over both graded tests. Collect tests and record grades.
3. Turn on the video. In this lesson, the video teacher will teach students how to prepare the oral book report. You may wish to watch this portion of the video.
4. At the end of class, 12 minutes is allotted for students to begin working on the introduction and body of the written portion of the oral book report (GC III pp. 54, 60–61).

Homework:
TL: Read pp. 281–284.
Book Report 5: Finish written portion of oral book report for les. 120.
Research Paper: Thesis sentence and topical outline are due. Bring one source to the next lesson.

Lesson 119

Materials Needed:
Appendix Quiz M and Answers

Teacher Instructions:
1. Homework Check. Check vocabulary homework during this time. You will check thesis sentences and topical outlines at the end of the lesson.
   (During HW check, students write “The Quality of Mercy.”)
2. Give, grade, and collect Appendix Quiz M.
3. Turn on the video.
4. At the end of class, 5 minutes is allotted for you to check thesis sentences and topical
outlines. While you check these, students should begin working on note cards.

Note: More time is allotted in the next lesson for you to do a thorough check of the students’ outlines for content and format if you do not have time to finish in this lesson.

Homework:
Book Report 5: Written portion of oral book report is due. Bring three blank 3”x5” cards to class.
Research Paper: Bring sources to the next class. Ten note cards due in les. 122.

Lesson 120

Materials Needed:
VSP III Quiz 21
VSP III Teacher Key

Teacher Instructions:
1. Homework Check. During this time, check the written portion of the oral book report. More time is allotted at the end of the lesson for you to finish checking book reports.
   (During HW check, students begin copying the outline portion [body] of the book report onto 3”x5” cards. Each main point of the outline should be on a separate card, but the introduction and conclusion of the oral book report must be memorized.)
2. Give, grade, and collect VSP III Quiz 21.
3. Turn on the video.
4. At the end of class, 17 minutes is allotted for students to work on their first 10 note cards, which are due in les. 122. Finish checking the written portion of the oral book report (if needed). As students work on note cards, walk around the room and help them. Read one or two note cards from each student, checking for content and watching for plagiarism. Also briefly check outline for format and parallelism. Check content of outline also: Is range of material too broad for this paper? Are the main points logical? Do the sub points support main points? Remind students that they can adjust the preliminary outline as needed.

Homework:
VSP III: Write missed spelling words ten times and missed vocabulary/definitions three times. Study for Review Quiz Three in les. 124 over Lists 15–21. Write three difficult spelling words and five difficult vocabulary/definitions from Lists 15–17.
Book Report 5: Practice oral book report three times and be ready to give it in the next lesson.

Lesson 121

Materials Needed:
Reading Selection, pp. 55–58 (one for each student; located in TL Quizzes/Tests)
Speed/Comprehension Quiz 14 and Charts TL Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students prepare for the oral book report.)
2. Watch the sample Oral Book Report presentations to become familiar with the procedures. You will be hearing and grading your students as they give their oral book reports. The three presentations on video received these grades:
   Trey A
   Symphani B
   Charity C
   These grades are based on 50 points for the written portion and 50 points for the oral presentation. Refer to the Book Report Procedures section in the front of this manual for detailed instructions for grading book reports.
3. After viewing the video presentations, turn off the video and have your students give their book reports, having each student go to the front of the room. Have students hand
you the written portion of their report just before they give the oral report and have them turn in their reminder cards after they have given the report. Fifteen minutes is allotted in this lesson for your students to begin presenting their oral book reports. Additional time is allotted for oral book reports in les. 122–124.

4. Turn on the video.

5. In this lesson, students will do a timed reading of TL Quizzes/Tests book selection pp. 55–58, “The Heart Being Perished.” This story contains 1,823 words. The minimum reading rate is 250 wpm, which means that students will be allotted 7 minutes and 20 seconds for reading.

6. Turn off the video. Give, grade, and collect Speed/Comprehension Quiz 14.

7. Turn the video back on.

Homework:

TL: Read p. 291.


Book Report 5: Be ready to give oral report if you have not already done so.


Lesson 122

Teacher Instructions:

1. Homework Check. You will check the first 10 note cards at the end of the lesson.

   (During HW check, students prepare for the oral book report or work on their next 10 note cards if they have already presented their oral book report.)

2. Twenty minutes is allotted in this lesson for your students to present their oral book reports. Additional time is allotted for presentations in les. 123–124.

3. Turn on the video.

4. At the end of the lesson, 10 minutes is allotted for you to check your students’ first 10 note cards. While you check these, students should work on their next set of 10 note cards. (A total of 20 note cards will be due in les. 125.)

Homework:


Book Report 5: Be ready to give oral report if you have not already done so.

Research Paper: Ten additional note cards (total of 20 done so far) due in les. 125.

Lesson 123

Teacher Instructions:

1. Homework Check. (During HW check, students prepare for the oral book report or write “The Quality of Mercy” if they have already presented their oral book report.)

2. Twenty-five minutes is allotted in this lesson for your students to present their oral book reports. Additional time is allotted for presentations in les. 124.

3. Turn on the video.

Homework:

GC III: Do p. 238, ex. A–C (sentence improvement).

TL: Read pp. 298–305.

VSP III: Study for Review Quiz Three in the next lesson over Lists 15–21.

Book Report 5: Be ready to give oral report if you have not already done so.

Research Paper: Ten additional note cards (total of 20 done so far) due in les. 125.
Lesson 124

Materials Needed:
- VSP III Review Quiz Three
- VSP III Teacher Key

Teacher Instructions:
1. Homework Check.
   *(During HW check, students study for VSP III review quiz.)*
2. Give, grade, and collect VSP III Review Quiz Three.
3. Twenty minutes is allotted in this lesson for your students to finish presenting their oral book reports.
4. Turn on the video.

Homework:
- Research Paper: Ten additional note cards (total of 20 done so far) due in next lesson. Bring sources to class.

Lesson 125

Materials Needed:
- Speed/Comprehension Quiz 15 and Charts
- TL Teacher Key

Teacher Instructions:
1. Homework Check. Check grammar homework during this time. You will check note cards at the end of the lesson.
   *(During HW check, students work on additional note cards.)*
2. Turn on the video.
3. In this lesson, students will do a timed reading of TL pp. 306–307, “Washington’s Prayer at Valley Forge.” This story contains 481 words. The minimum reading rate is 250 wpm, which means that students will be allotted 1 minute and 55 seconds for reading.
4. Turn off the video. Give, grade, and collect Speed/Comprehension Quiz 15.
5. Turn the video back on.
6. At the end of class, 14 minutes is allotted for you to check the next set of 10 note cards.

Lesson 126

Materials Needed:
- GC III Quiz 21
- GC III Teacher Key

Teacher Instructions:
1. Homework Check.
   *(During HW check, students write “The Quality of Mercy.”)*
2. Turn on the video. Students will watch a portion of the video before taking GC III Quiz 21.
3. Turn off the video. Give, grade, and collect GC III Quiz 21.
4. Turn the video back on.

Homework:
- TL: Study for Test 9 (Nine-Weeks Exam) in les. 128 over Units 7–9; write a 10-question review quiz over Units 7–8.

Lesson 127

Teacher Instructions:
1. Homework Check.
   *(During HW check, students write ten important grammar rules from GC III Units 13–14.)*
2. Turn on the video.
Lesson 128

Materials Needed:

- GC III Test 9 (Nine-Weeks Exam)
- GC III Teacher Key
- TL Test 9 (Nine-Weeks Exam)
- TL Teacher Key

Teacher Instructions:

1. There is no written homework to check.
2. There is no video today.
3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
5. Give GC III Test 9 over Units 13–14 and TL Test 9 over Units 7–9. Collect and grade tests.
6. Plan to return graded tests in les. 129.

Lesson 130

Materials Needed:

- Appendix Quiz N and Answers

Teacher Instructions:

1. Homework Check.
   
   *(During HW check, students write “The Quality of Mercy.”)*

2. Give, grade, and collect Appendix Quiz N.
3. Turn on the video.

Lesson 129

Materials Needed:

- Graded GC III and TL Test 9 (return to students)
- GC III and TL Teacher Keys

Teacher Instructions:

1. Homework Check.
   
   *(During HW check, students write VSP III List 22 spelling words two times.)*

2. Hand back and go over both graded tests. Collect tests and record grades.
3. Turn on the video.
   
   If a student read a classic book of over 400 pages for an earlier book report that you let count as two books, he does not have to do this book report. Book check will be in les. 134. Book Report 6, a short report, will be written in les. 148.
5. At the end of the lesson, 15 minutes is allotted for students to work on their last 10 note cards. A total of 30 note cards will be due in les. 131.

Lesson 130

Materials Needed:

- Appendix Quiz N and Answers

Teacher Instructions:

1. Homework Check.
   
   *(During HW check, students write “The Quality of Mercy.”)*

2. Give, grade, and collect Appendix Quiz N.
3. Turn on the video.

Homework:

- TL: Read pp. 316–322.
- VSP III: Study for written quiz over “The Quality of Mercy” in the next lesson.
- Write/memorize List 22 vocabulary words 1–5.
Lesson 131

Teacher Instructions:
1. Homework Check.
   (During HW check, students study “The Quality of Mercy” for poetry quiz.)
2. Give, grade, and collect Poetry Quiz 8, a written poetry quiz, over “The Quality of Mercy.”
   Note: Subtract 1 point for each incorrect or omitted word and ½ point for each error in spelling, capitalization, or punctuation, up to 6 points per line.
3. Turn on the video.
4. At the end of the lesson, 5 minutes is allotted for you to check the final 10 note cards (total of 30 note cards due today). As you check these, students should work on changing their topical outlines into sentence outlines. If time permits, they may begin working on the introductions of their research papers.

Homework:
Research Paper: Introduction due in les. 133.
First draft due in les. 136.

Lesson 132

Materials Needed:
Speed / Comprehension Quiz 16 and Charts
TL Teacher Key
GC III Quiz 22
GC III Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students write VSP III List 22 spelling words two times.)
2. Turn on the video.
3. In this lesson, students will do a timed reading of TL pp. 323–325, “The Cat and the Pain-Killer.” This story contains 1,781 words. The minimum reading rate is 250 wpm, which means that students will be allotted 7 minutes and 10 seconds for reading.
4. Turn off the video. Give, grade, and collect Speed / Comprehension Quiz 16.
5. Turn the video back on. Students will watch a portion of the video before taking GC III Quiz 22.
6. Turn off the video. Give, grade, and collect GC III Quiz 22.
7. Turn the video back on.

Homework:
TL: Read p. 326.
VSP III: Study for vocabulary / spelling quiz over List 22 (review of Lists 20–21).

Lesson 133

Materials Needed:
VSP III Quiz 22
VSP III Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students study VSP III List 22 for quiz.)
2. Give, grade, and collect VSP III Quiz 22.
3. Turn on the video.
4. At the end of the lesson, 7 minutes is allotted for students to continue to work on their rough drafts while you check their introductions. The introduction should begin in an interesting way, give any background information needed to help the reader understand the subject, and end with the thesis statement. Help individual students as time allows.

Homework:
VSP III: Write missed spelling words ten times and missed vocabulary / definitions three times.

Lesson 134

Materials Needed:
Speed / Comprehension Quiz 17 and Charts
TL Teacher Key
Reading Record sheets
Teacher Instructions:
1. Homework Check.  
   (During HW check, students write VSP III List 23 spelling words two times.)
2. Turn on the video.
3. In this lesson, students will do a timed reading of TL pp. 327–328, “Springtime á la Carte.” This story contains 909 words. The minimum reading rate is 250 wpm, which means that students will be allotted 3 minutes and 40 seconds for reading.
4. Turn off the video. Give, grade, and collect Speed/Comprehension Quiz 17.
5. Turn the video back on.
6. The video teacher will assign students to work on the first draft of the research paper while you check books.
7. Distribute Reading Record sheets. Proceed with book check. Fifteen minutes is allotted for you to check your students’ book report books.
   Reminder: If a student read a classic book of over 400 pages for a book report earlier in the year, he is not required to do this book report.

Homework:
GC III: Do p. 275, ex. D.
VSP III: Write / memorize List 23 vocabulary words 1–5.

Lesson 136

Teacher Instructions:
1. Homework Check. Check vocabulary homework during this time. Time is allotted at the end of the lesson for you to check the first draft of the research paper.  
   (During HW check, students should write VSP III List 23 spelling words two times.)
2. Turn on the video.
3. At the end of class, 7 minutes is allotted for you to check your students’ first drafts. While you check these, students should begin working on revising and rewriting the first draft and completing the sentence outline. The second draft and sentence outline are due in les. 145.
   Note: You may wish to collect these first drafts and read over them and give comments; however, be sure to return them in time for students to meet the next deadline.

Homework:
TL: Read pp. 332–338, lines 20–311; be prepared for quiz over lines 1–311.
VSP III: Study for vocabulary / spelling quiz over List 23 (review of Lists 21–22).
Research Paper: Rewritten draft and sentence outline due in les. 145.

Lesson 137

Materials Needed:
VSP III Quiz 23
VSP III Teacher Key
Evangeline Quiz 1 (TL Quizzes / Tests p. 69)
TL Teacher Key
Teacher Instructions:
1. Homework Check.
   (During HW check, students study VSP III List 23 for quiz.)
2. Give, grade, and collect **VSP III Quiz 23**.
3. Give, grade, and collect **Evangeline Quiz 1**.
4. Turn on the video.

**Lesson 138**

Materials Needed:
- **Evangeline Quiz 2** (TL Quizzes / Tests p. 71)
- **TL Teacher Key**

Teacher Instructions:
1. Homework Check.
   (During HW check, students study for Evangeline quiz.)
2. Give, grade, and collect **Evangeline Quiz 2**.
3. Turn on the video.
4. At the end of the lesson, 5 minutes is allotted for students to continue to work on the rewritten drafts and sentence outlines for their research papers.

Homework:
- **TL**: Read pp. 338–343, lines 312–539; be prepared for a quiz.
- **VSP III**: Write missed spelling words ten times and missed vocabulary / definitions three times.

Research Paper: Rewritten draft and sentence outline due in les. 145. Bring materials to class.

Lesson 139

Materials Needed:
- **Evangeline Quiz 3** (TL Quizzes / Tests p. 73)
- **TL Teacher Key**
- **GC III Quiz 24**
- **GC III Teacher Key**

Teacher Instructions:
1. Homework Check.
   (During HW check, students study for Evangeline quiz.)
2. Turn on the video. Students will watch a portion of the video before taking GC III Quiz 24.
3. Turn off the video. Give, grade, and collect **GC III Quiz 24**.
4. Turn the video back on. Students will watch a portion of the video before taking **Evangeline Quiz 3**.
5. Give, grade, and collect **Evangeline Quiz 3**.

Homework:
- **GC III**: Read p. 282 and do ex. A–B.
- **TL**: Read pp. 348–353, lines 763–966; be prepared for review quiz over pp. 331–353.
- **VSP III**: Write / memorize List 24 vocabulary words 6–10. Do p. 61, ex. A–B. Written poetry quiz over “The Master Spoke” is in les. 142.

Lesson 140

Materials Needed:
- **Evangeline Quiz 4** (TL Quizzes / Tests p. 75)
- **TL Teacher Key**

Teacher Instructions:
1. Homework Check.
   (During HW check, students study for Evangeline quiz.)
2. Turn on the video. Students will watch a portion of the video before taking **Evangeline Quiz 4**.
3. Turn off the video. Give, grade, and collect **Evangeline Quiz 4**.
4. Turn the video back on.

**Note:** In the next lesson, students will be working on a grammar exercise which suggests that students use a dictionary or thesaurus to help them complete the exercise. You may wish to bring a dictionary or a thesaurus to class in the next lesson to help students complete this exercise.

**Homework:**

*GC III:* Do pp. 284–285, ex. B (girls—even, boys—odd) and p. 285, ex. C.

*TL:* Read p. 354.

*VSP III:* Study for vocabulary/spelling quiz over List 24 (review of Lists 22–23).


*Research Paper:* Rewritten draft and sentence outline due in les. 145.

**Lesson 141**

**Materials Needed:**

*VSP III* Quiz 24

*VSP III* Teacher Key

*GC III* Quiz 25

*GC III* Teacher Key

Dictionary or Thesaurus (if available)

**Teacher Instructions:**

1. **Homework Check.**
   
   *(During HW check, students study VSP III List 24 for quiz.)*

2. Give, grade, and collect *VSP III Quiz 24.*

3. Turn on the video. Students will watch a portion of the video before taking *GC III Quiz 25.*

4. Turn off the video. Give, grade, and collect *GC III Quiz 25.*

5. Turn the video back on.

**Homework:**


*VSP III:* Study for written poetry quiz over “The Master Spoke” in the next lesson.

Write missed spelling words ten times and missed vocabulary/definitions three times.


**Lesson 142**

**Teacher Instructions:**

1. **Homework Check.**
   
   *(During HW check, students study “The Master Spoke” for poetry quiz.)*

2. Give, grade, and collect *Poetry Quiz 8,* a written poetry quiz, over “The Master Spoke.”

   **Note:** Subtract 2 points for each incorrect or omitted word and \(\frac{1}{2}\) point for each error in spelling, capitalization, or punctuation, up to 10 points per line.

3. Turn on the video.

**Homework:**


*TL:* Read p. 361. Study for Test 10 over Unit 10. Write a 5-question review quiz.

**Lesson 143**

**Teacher Instructions:**

1. **Homework Check.**
   
   *(During HW check, students write ten important grammar facts from GC III Unit 16.)*

2. Turn on the video.

**Homework:**


*TL:* Read p. 361. Study for Test 10 over Unit 10. Write a 5-question review quiz.

*Research Paper:* Rewritten draft and sentence outline due in les. 145.

**Lesson 144**

**Teacher Instructions:**

1. There is no written homework to check.

2. There is no video today.
3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
5. Give GC III Test 10 over Unit 16 and TL Test 10 over Unit 10. Collect and grade tests.
   **Test 10**
   GC III Unit 16 (review of Units 1–15)
   TL Unit 10
6. Plan to return graded tests in les. 145.

**Homework:**
- **VSP III:** Write / memorize List 25 vocabulary words 1–5.
- **Book Report 6:** Continue reading book for les. 148.
- **Research Paper:** Rewritten draft and sentence outline due in the next lesson.

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**Lesson 145**

**Materials Needed:**
- Graded GC III and TL Test 10 (return to students)
- GC III and TL Teacher Keys
- Research Paper Checksheet (one for each student; located in Appendix B)

**Teacher Instructions:**
1. Homework Check. Check vocabulary homework during this time. You will check the research paper rewritten draft and sentence outline at the end of class.
   
   *(During HW check, students should write VSP III List 25 spelling words two times.)*
2. Hand back and go over both graded tests. Collect tests and record grades.
3. Turn on the video.
4. At the end of class, 11 minutes is allotted for you to check the research paper rewritten draft and sentence outline. During this time, hand out the Research Paper Checksheet to each student and allow them to begin working on their edited draft, which is due in les. 149.

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**Lesson 146**

**Homework:**
- **TL:** Read p. 362.
- **VSP III:** Write / memorize List 25 vocabulary 6–10. Do p. 63, ex. A–B.
- **Research Paper:** Edited draft due in les. 149.

**Teacher Instructions:**
1. Homework Check.
   
   *(During HW check, students write the first stanza of “The Present Crisis” two times.)*
2. Turn on the video.

**Lesson 147**

**Materials Needed:**
- **VSP III Quiz 25**
- **VSP III Teacher Key**
- **Speed / Comprehension Quiz 18 and Charts TL Teacher Key**

**Teacher Instructions:**
1. Homework Check.
   
   *(During HW check, students study VSP III List 25 for quiz.)*
2. Give, grade, and collect **VSP III Quiz 25**.
3. Turn on the video.
4. In this lesson, students will do a timed reading of TL pp. 363–364, “A Day’s Wait.” This story contains 1,065 words. The minimum reading rate is 250 wpm, which means that students will be allotted 4 minutes and 20 seconds for reading.
5. Turn off the video. Give, grade, and collect **Speed / Comprehension Quiz 18**.
6. Turn the video back on.
Homework:
*GC III:* Do p. 300, ex. B and p. 301, ex. B.
*VSP III:* Write missed spelling words ten times and missed vocabulary/definitions three times.
Research Paper: Edited draft is due in les. 149.

Teacher Instructions:
1. Homework Check. 
   *(During HW check, students write the second stanza of “The Present Crisis” two times.)*
2. Give, grade, and collect **Appendix Quiz O.**
3. Turn on the video. Students will watch a portion of the video before taking **GC III Quiz 26.**
4. Turn off the video. Give, grade, and collect **GC III Quiz 26.**
5. Turn the video back on.
6. At the end of the lesson, students will write **Book Report 6,** a short report (one-half page; see **GC III** p. 59 and example as guides), in class. Eight minutes is allotted for writing. Collect the reports. Read the reports and check for correct grammar, spelling, mechanics, and format (one-half page). It should include a brief introduction, a brief summary of the plot, and a brief evaluation. 
   **Note:** If you have any students who were not required to do this report due to reading a classic book of over 400 pages earlier in the year, they may use this time to work on editing their research paper.
7. Plan to return marked reports in les. 150.

Homework:
*GC III:* Do p. 302, ex. B.
*VSP III:* Write/memorize List 26 vocabulary 1–5.
Research Paper: The edited draft is due in the next lesson. Bring all materials, including clean copy of the edited draft and the Research Paper Checksheet, to class for the next lesson. Be ready to exchange research papers with classmates.

Lesson 149

Materials Needed:
*Appendix Quiz O and Answers
*GC III Quiz 26
*GC III Teacher Key

Homework:

Lesson 150

Materials Needed:
Marked Book Report 6 (return to students)

Teacher Instructions:
1. Homework Check. During this time, check vocabulary homework. Time is allotted at
the end of the lesson to check the edited draft and works cited page.

(During HW check, students check their edited drafts for any changes that should be made to the paper.)

3. Turn on the video.
4. At the end of class, 5 minutes is allotted for you to check students’ edited drafts and works cited pages. While you check these, students should work on the final paper.

**Homework:**
VSP III: Study for vocabulary/spelling quiz over List 26 (review of Lists 24–25).

Lesson 151

**Materials Needed:**
VSP III Quiz 26
VSP III Teacher Key
Speed/Comprehension Quiz 19 and Charts
TL Teacher Key

**Teacher Instructions:**
1. Homework Check.
   (During HW check, students study VSP III List 26 for quiz.)
2. Give, grade, and collect VSP III Quiz 26.
3. Turn on the video.
4. In this lesson, students will do a timed reading of TL pp. 370–373, “The Last Leaf.” This story contains 2,392 words. The minimum reading rate is 250 wpm, which means that students will be allotted 9 minutes and 35 seconds for reading.
5. Turn off the video. Give, grade, and collect Speed/Comprehension Quiz 19.
6. Turn the video back on.

**Homework:**
VSP III: Write missed spelling words ten times and missed vocabulary/definitions three times.

Bringing all research paper materials to class in the next lesson.

Lesson 152

**Materials Needed:**
GC III Quiz 27
GC III Teacher Key

**Teacher Instructions:**
1. Homework Check.
   (During HW check, students write VSP III List 27 spelling words two times.)
2. Turn on the video. Students will watch a portion of the video before taking GC III Quiz 27.
3. Turn off the video. Give, grade, and collect GC III Quiz 27.
4. Turn the video back on.
5. At the end of class, 5 minutes is allotted for students to work on their final research paper, which is due in les. 154. During this time, check on student progress and answer any questions that students may have.

**Homework:**
GC III: Do p. 309, ex. B–C.
TL: Read pp. 378–379.
VSP III: Write/memorize List 27 vocabulary 1–4.

Lesson 153

**Teacher Instructions:**
1. Homework Check.
   (During HW check, students write stanza one of “The Present Crisis” two times.)
2. Turn on the video.

**Homework:**
GC III: Do p. 311, ex. B (paragraph) and p. 316, ex. A–C (sentence improvement).
TL: Read pp. 380–381.
Research Paper: Final paper due in the next lesson.
Lesson 154

Materials Needed:
Research Paper Grade Form (one for each student; located in Appendix B)

Teacher Instructions:
1. Homework Check.
   (During HW check, students write VSP III List 27 spelling words two times.)
2. Collect Research Paper as a composition to grade. Before collecting these, have each student fill out his name and the date on the top of the Research Paper Grade Form and have him turn in the grade form with his research paper. Refer to the Grading Compositions section in the front of this manual for grading and evaluating guidelines. Additional specific grading suggestions are as follows:
   Content (60 points)
   a. Does the student have an interesting attention getter?
   b. Does the student’s introduction paragraph end with a statement of purpose or thesis statement?
   c. Does each body paragraph start with a good topic sentence that repeats key words from the thesis?
   d. Does each paragraph end with a good clincher sentence?
   e. Are there good transitions between paragraphs?
   f. Does the student have an adequate number of citations (average of three per main point) to effectively prove his point?
   g. Did the student introduce and explain all his citations?
   h. Did the student avoid plagiarism?
   i. Do the details in each paragraph support the topic sentence?
   j. Does the student have correctness, clarity, and effectiveness in each sentence and transition between sentences well?
   k. Did the student use vivid verbs and concrete nouns?
   l. Does the student have a good conclusion paragraph that starts by restating the thesis statement?
   m. Does the student have an emphatic last sentence that brings the paper to a logical end?

Mechanics (40 points)
   a. Grammar
   b. Spelling
   c. Punctuation
   d. Capitalization
   e. Format (where applicable)
      • Page sequence and format of the following:
        Title page, blank page or pledge page, outline, body, list of works cited
      • Length (800–1,000 words)
      • Margins, page numbers, overall appearance

3. Plan to return graded Research Papers in les. 159. The Research Paper grade will count as a test grade in the 4th nine weeks.
4. Turn on the video.

Homework:
GC III: Do p. 315, ex. A–B.
TL: Read p. 382.

Lesson 155

Materials Needed:
GC III Quiz 28
GC III Teacher Key

Teacher Instructions:
1. Homework Check.
   (During HW check, students write stanza three of “The Present Crisis” two times.)
2. Turn on the video. Students will watch a portion of the video before taking GC III Quiz 28.
3. Turn off the video. Give, grade, and collect GC III Quiz 28.
4. Turn the video back on.

Homework:
GC III: Study for Test 11 in les. 158 over Units 17–18 (review of Units 1–16). Do p. 318, ex. D.
TL: Read p. 383.
VSP III: Study for vocabulary/spelling quiz over List 27 (review of Lists 25–26).

Lesson 156

Materials Needed:
VSP III Quiz 27
VSP III Teacher Key

Teacher Instructions:
1. Homework Check.
(During HW check, students study VSP III List 27 for quiz.)
2. Give, grade, and collect VSP III Quiz 27.
3. Turn on the video.

Homework:
GC III: Study for Test 11 in les. 158 over Units 17–18 (review of Units 1–16); do pp. 319–321, ex. G–J.
TL: Study for Test 11 in les. 158 over Unit 11; write a 5-question review quiz.
VSP III: Write missed spelling words ten times and missed vocabulary/definitions three times.

Lesson 157

Teacher Instructions:
1. Homework Check.
(During HW check, students write ten important grammar facts from GC III Units 17–18.)
2. Turn on the video.

Homework:
GC III: Study for Test 11 in the next lesson over Units 17–18 (review of Units 1–16).
TL: Study for Test 11 in the next lesson over Unit 11.

Lesson 158

Materials Needed:
GC III Test 11
GC III Teacher Key

TL Test 11
TL Teacher Key

Teacher Instructions:
1. There is no written homework to check.
2. There is no video today.
3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
5. Give GC III Test 11 over Units 17–18 and TL Test 11 over Unit 11. Collect and grade tests.
GC III Units 17–18 (review of Units 1–16)
TL Unit 11
6. Plan to return graded tests in les. 159.

Homework:

Lesson 159

Materials Needed:
Graded GC III and TL Test 11 (return to students)
GC III and TL Teacher Keys
Graded Research Papers (return to students)

Teacher Instructions:
1. Homework Check.
(During HW check, students study/write VSP III List 28 spelling words two times.)
2. Hand back and go over both graded tests. Collect tests and record grades.
4. Turn on the video.
5. At the end of the lesson, 10 minutes is allotted for students to write the rough draft of their thank-you note on GC III p. 325. The final copy (written on actual stationery and envelope) will be due in the next lesson.
(Remind students not to seal note inside the envelope.)
Homework:

**GC III:** Write final copy of thank-you note (p. 325, exercise) on actual stationery. Address an envelope and bring it to class. Choose topic for business letter (p. 328, exercise) and be prepared to write it in class.

**VSP III:** Write / memorize List 28 vocabulary 5–7.

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**Lesson 160**

**Materials Needed:**
Reading Selection, pp. 85–88 (one for each student; located in TL Quizzes / Tests)
Speed / Comprehension Quiz 20 and Charts
TL Teacher Key

**Teacher Instructions:**
1. Homework Check. Check the vocabulary homework during this time. Time is allotted at the end of the lesson for you to check the thank-you notes.
   
   *(During HW check, students write first two stanzas of “The Present Crisis.”)*

2. Turn on the video.

3. In this lesson, students will do a timed reading of TL Quizzes / Tests book selection pp. 85–88, “The Rejected Blessing.” This story contains 1,735 words. The minimum reading rate is 250 wpm, which means that students will be allotted 7 minutes for reading.

4. Turn off the video. Give, grade, and collect Speed / Comprehension Quiz 20.

5. Turn the video back on.

6. At the end of class, 10 minutes is allotted for students to begin writing the business letter. While students work, walk around and read over thank-you notes. Answer any questions students have as they write the business letter. The business letter will be due in les. 162.

**Homework:**

**GC III:** Mail or deliver thank-you note. Work on business letter (p. 328, exercise) for les. 162.

**VSP III:** Write / memorize List 28 vocabulary 8–10. Do p. 69, ex. A–B.

---

**Lesson 161**

**Teacher Instructions:**
1. Homework Check.
   
   *(During HW check, students continue to work on their business letters.)*

2. Turn on the video.

**Homework:**


**VSP III:** Study for vocabulary / spelling quiz over List 28 (review of Lists 26–27). Written poetry quiz over “The Present Crisis” will be in les. 164.

---

**Lesson 162**

**Materials Needed:**

**VSP III Quiz 28**

**VSP III Teacher Key**

**Teacher Instructions:**
1. Homework Check.
   
   *(During HW check, students study VSP III List 28 for quiz.)*

2. Collect business letter. Read over these later, making comments as necessary.

3. Plan to return marked business letters in les. 163.


5. Turn on the video.

**Homework:**

**GC III:** Do p. 335, ex. B.

**VSP III:** Write missed spelling words ten times and missed vocabulary / definitions three times. Study for Review Quiz Four in les. 166 over Lists 15–28. Write three difficult spelling and three difficult vocabulary / definitions from Lists 19–23.

---

**Lesson 163**

**Materials Needed:**

Marked business letters (return to students)
**Teacher Instructions:**
1. Homework Check. Return marked business letters.
   *(During HW check, have students read business letters to the class.)*
2. Turn on the video.
3. At the end of the lesson, 5 minutes is allotted for students to work on the first draft of *GC III* p. 336, ex. E.

**Homework:**
*GC III*: Continue first draft of sentence-improvement composition (p. 336, ex. E, step 1) and bring it to class.

---

**Lesson 164**

**Teacher Instructions:**
1. Homework Check.
   *(During HW check, students study “The Present Crisis” for poetry quiz.)*
2. Give, grade, and collect Poetry Quiz 9, a written poetry quiz, over “The Present Crisis.”
   **Note:** Subtract 1/2 point for each incorrect or omitted word and 1/4 point for each error in spelling, capitalization, or punctuation, up to 6 points per line.
3. Turn on the video.
4. At the end of class, 15 minutes is allotted for students to finish first draft of the sentence-improvement composition (p. 336, ex. E, step 1). The rewritten draft of this composition (p. 336, ex. E, step 2) will be due in the next lesson.

**Homework:**
*TL*: Study for Test 12 (Final Exam) in les. 170 over Units 1–11. Write a 5-question review quiz over Units 1–3.

---

**Lesson 165**

**Teacher Instructions:**
1. Homework Check.
   *(During HW check, students write ten important capitalization or punctuation rules from GC III.)*
2. Turn on the video.
   **Note:** Students will take Test 12 (Final Exam) in les. 170. Plan to allow 20–30 minutes extra for this exam. Students should not have more than two major exams in one day.

**Homework:**
*TL*: Study for Test 12 (Final Exam) in les. 170 over Units 1–11. Write a 5-question review quiz over Units 4–6.
*VSP III*: Study for Review Quiz Four over Lists 15–28 in the next lesson.

---

**Lesson 166**

**Materials Needed:**
VSP III Review Quiz Four
VSP III Teacher Key

**Teacher Instructions:**
1. Homework Check.
   *(During HW check, students study for VSP III review quiz.)*
   Write comments focusing on sentence variety. Students should not have a choppy, stringy, or monotonous style in this composition.
3. Plan to return marked compositions in les. 169.
4. Give, grade, and collect *VSP III Review Quiz Four*.
5. Turn on the video.
Homework:

**GC III:** Study for Test 12 (Final Exam) in les. 170 over Units 1–20. Do p. 340, ex. G.
**TL:** Study for Test 12 (Final Exam) in les. 170 over Units 1–11. Write a 10-question review quiz over Units 7–9.

**Lesson 167**

**Materials Needed:**

**GC III** Quiz 29
**GC III** Teacher Key

**Teacher Instructions:**

1. Homework Check.
   
   *(During HW check, students write ten important capitalization and punctuation rules from GC III.)*

2. Turn on the video. Students will watch a portion of the video before taking **GC III Quiz 29**.

3. Give, grade, and collect **GC III Quiz 29**.

4. Following the quiz, 4 minutes is allotted for students to begin working on **GC III** p. 341, ex. H. They will finish this exercise for homework.

**Homework:**

**TL:** Study for Test 12 (Final Exam) in les. 170 over Units 1–11. Write a 10-question review quiz over Units 7–9.

**Lesson 168**

**Teacher Instructions:**

1. Homework Check.
   
   *(During HW check, students write the eight parts of speech and their definitions from GC III p. 90.)*

2. Turn on the video.

**Homework:**

**GC III:** Study for Test 12 (Final Exam) in les. 170 over Units 1–20. Do p. 344, ex. O.
**TL:** Study for Test 12 (Final Exam) in les. 170 over Units 1–11. Write a 10-question review quiz over authors to know from Units 1–11.

**Lesson 169**

**Materials Needed:**

Marked sentence-improvement compositions—**GC III** p. 336, ex. E, step 3 (return to students)

**Teacher Instructions:**

1. Homework Check.

   *(During HW check, students write ten important grammar facts from GC III.)*


3. Turn on the video.

**Homework:**

**GC III:** Study for Test 12 (Final Exam) in next lesson over Units 1–20.
**TL:** Study for Test 12 (Final Exam) in next lesson over Units 1–11.

**Lesson 170**

**Materials Needed:**

**GC III** Test 12 (Final Exam)
**GC III** Teacher Key
**TL** Test 12 (Final Exam)
**TL** Teacher Key

**Teacher Instructions:**

1. There is no written homework to check.

2. There is no video today.

3. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.

4. Give **GC III Test 12 (Final Exam)** over Units 1–20 and **TL Test 12 (Final Exam)** over Units 1–11. Collect and grade tests.

**Test 12 (Final Exam)**

**GC III** Units 1–20
**TL** Units 1–11

**Note:** Students will take the Final Exam. Plan to allow 20–30 minutes extra for this exam. Students should not have more than two major exams in one day.
Appendix A
Appendix Quizzes
Quizzes

Suggested Grading Scale (for all Appendix Quizzes)

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Appendix Quiz A

Themes in Literature

Lesson 4 “Explorer of the Stars” pp. 11–14

QUESTIONS

1. Who gave Galileo permission to work full time on writing his findings in a book?
   (a) head of the university  
   (b) the church fathers  
   (c) the duke of Florence
2. What group banned Galileo’s book *Dialogue on the Two Greatest Systems in the World* and forced him to recant?
3. What did Sister Maria Celeste do almost daily to encourage Galileo during his trial?
4. True or False: Galileo never recanted his belief that the earth moved around the sun.
5. What was the last personal tragedy to befall Galileo before his death?

ANSWERS

1. (c) the duke of Florence  
2. the church of Rome  
   (or church fathers)  
3. send him letters  
4. false  
5. blindness

Appendix Quiz B

Themes in Literature

Lesson 7 “The Finger of God” pp. 16–21

QUESTIONS

1. What was the name of Strickland’s valet?
2. Where was Strickland planning to go?
3. What was Strickland’s real name?
4. Why had Strickland been arrested as a youth?
5. What decision did Strickland make at the end of the story?

ANSWERS

1. Benson  
2. Chicago  
3. Alfred Stevens  
4. for stealing  
5. He decided to stay and face the consequences.
Appendix Quiz C
Lesson 14  “The Knights of the Silver Shield”  pp. 44–47

QUESTIONS
1. When a knight had fought a particularly hard battle and won the victory, what would appear in the center of his shield?
2. Against whom did the knights of the castle do battle?
3. What was the job given to Sir Roland?
4. What did the little old man offer to Sir Roland?
   (a) food  (b) a sword  (c) a bell
5. True or False: Sir Roland faithfully carried out his lord’s commands.

ANSWERS
1. a golden star
2. giants
3. guarding the castle gate
4. (b) a sword
5. true

Appendix Quiz D
Lesson 29  “The Dinner Party”  pp. 84–85

QUESTIONS
1. In which country was “The Dinner Party” set?
2. During the conversation about whether men or women have better nerve control, the colonel asserted that “a woman’s unfailing reaction in any crisis” is to do what?
3. What was used as bait for the snake?
4. Which person in the room showed the most control?
5. How did that person know the snake was in the room?

ANSWERS
1. India
2. scream
3. (a bowl of) milk
4. Mrs. Wynnes or hostess
5. It was lying across her foot.

Appendix Quiz E
Lesson 35  “The Necklace” and “Pronouns”  pp. 96–102

QUESTIONS
1. Why was Madame Loisel unhappy about the invitation to an event at the palace of the Ministry of Education?
2. How much money did her husband give her to buy a new dress?
3. What did Madame Loisel borrow from Madame Forestier to wear with her new dress?
4. What happened to what she borrowed?
5. Did Madame Loisel ever tell Madam Forestier the truth?

ANSWERS
1. She had nothing suitable to wear.
2. 400 francs
3. a necklace
4. She lost it.
5. yes
Appendix Quiz F  Themes in Literature
Lesson 45  “Who Stole the Tarts?” pp. 131–136

QUESTIONS
1. What was the knave on trial for?
2. Which character in the courtroom had the trumpet?
3. Who was the judge?
4. Who was the tea-drinking character called as the first witness at the trial?
5. What physical characteristic of Alice’s violated Rule Forty-two?

ANSWERS
1. stealing tarts
2. the White Rabbit
3. the King
4. the Hatter
5. her height

Appendix Quiz G  Themes in Literature
Lesson 56  “The Death Disk” pp. 158–163

QUESTIONS
1. What was the name of the child in the story?
2. For what crime were the colonels on trial?
3. What was the name of the Lord General?
4. What was the relationship between the child and the prisoner who received the red disk?
5. According to the Lord General, by whose command was the prisoner freed?

ANSWERS
1. Abby
2. disobeying orders
3. Oliver Cromwell
4. He was her father.
5. Abby’s command

Appendix Quiz H  Themes in Literature
Lesson 63  “Dr. Heidegger’s Experiment” pp. 168–172

QUESTIONS
1. Where was Dr. Heidegger’s water supply supposedly taken from?
2. On what object did Dr. Heidegger first test his water?
   (a) a cat  (b) a dog  (c) himself  (d) a rose
3. Which character was the politician?
   (a) the Colonel  (b) Mr. Gascoigne  (c) Mr. Melbourne
4. Over what did the men fight with each other?
5. Were the effects of the water permanent?

ANSWERS
1. the Fountain of Youth
2. (d) a rose
3. (b) Mr. Gascoigne
4. the widow
5. no
Appendix Quiz I

Lesson 69
“How Much Land Does a Man Need?”

Themes in Literature
pp. 178–181

QUESTIONS
1. By what did the Bashkirs measure their land?
2. Who was disguised as the Bashkir chief?
3. True or False: Pahóm dreamt of the death of the Bashkir chief the night before choosing his land.
4. How much land did Pahóm actually need?
5. Why did Pahóm need that amount of land?

ANSWERS
1. by the day
2. the Devil
3. false
4. six feet
5. He only needed a burial plot.

Appendix Quiz J

Lesson 91
“A Spark Neglected Burns the House”

Themes in Literature
pp. 223–226

QUESTIONS
1. Who advised Iván to stop quarreling with Gabriel?
2. Who started the fire that burned down much of the village?
3. Who could have stopped the fire?
4. How could he have stopped the fire?
5. True or False: The two men rebuilt their houses at opposite ends of the village.

ANSWERS
1. his father
2. Gabriel
3. Iván
4. pulled out the burning straw and stamped it out
5. false

Appendix Quiz K

Lesson 107
“Iowa Artist”

Themes in Literature
pp. 251–255

QUESTIONS
1. What was the name of the artist in this story?
2. What city did the artist’s family move to after his father died?
3. Why was the ceremony for the dedication of the stained glass window never held?
4. Name one of the three paintings mentioned in this story.
5. When the artist became famous, where did he decide to live?

ANSWERS
1. Grant Wood
2. Cedar Rapids
3. The glass was made in Germany, which had been America’s enemy.
4. American Gothic, Daughters of the Revolution, Woman with Plants
5. Iowa
Appendix Quiz L  
Themes in Literature
Lesson 112  “Cousin Helen”  pp. 260–265

**QUESTIONS**

1. What did Katy add to Helen’s dinner tray?
2. Which child had nightmares from the robber story?
   (a) Katy  (b) Clover  (c) Philly
3. What did Alex and his wife name their child?
4. What did Katy receive from Helen?
5. What did Katy purpose after Helen left?

**ANSWERS**

1. a rose  
2. (c) Philly  
3. Helen  
4. a vase  
5. to be like Cousin Helen

Appendix Quiz M  
Themes in Literature
Lesson 119  “Doubting Castle”  pp. 281–284

**QUESTIONS**

1. What was the name of the man walking in By-path Meadow who fell into a pit?
2. What was the name of the giant who owned Doubting Castle?
3. Who was Christian’s companion in Doubting Castle?
4. Who advised the Giant each night what to do with his prisoners?
5. What did Christian use to open the Dungeon door?

**ANSWERS**

1. Vain-Confidence  
2. Despair  
3. Hopeful  
4. his wife (Diffidence)  
5. a key called Promise

Appendix Quiz N  
Themes in Literature
Lesson 130  “Where Love Is, There Is God Also”  pp. 309–315

**QUESTIONS**

1. What was Martin Avdeich’s occupation?
2. What did Martin spend his evenings reading?
3. Who was the visitor that Martin expected to visit him?
4. What did Martin give the young woman to keep her and her baby warm?
5. What did the youth try to steal from the old woman?

**ANSWERS**

1. cobbler  
2. the Gospels (Scripture)  
3. Christ  
4. an old overcoat  
5. an apple
Appendix Quiz O

Lesson 148 “Nothing Gold Can Stay” and “The Valley of the Shadow” pp. 365–369

QUESTIONS

1. Which character in the story “The Valley of the Shadow” was suffering from illness?
2. During the beginning of her illness, she made little things for what group of people that walked by?
3. Who acted as a faithful nurse to her ill sister?
4. Who wrote the poem found on a paper inside Pilgrim’s Progress?
5. The dying girl told her sister “__ is the only thing we can carry with us when we go.”

ANSWERS

1. Beth 
2. school children 
3. Jo 
4. Jo 
5. love
Appendix B

Speed and Comprehension Chart
Reading Record sheet
Composition Checksheet
Research Paper Checsheet
Research Paper Grade Form
# Speed and Comprehension Chart

## Grade 9

### Speed and Comprehension Chart

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*May be reproduced.*
COMPOSITION CHECKSHEET (optional) Grammar and Composition III

As you write your composition, follow the specific directions given in Grammar and Composition III for the assignment. Use this Checksheet as you rewrite and edit your composition to be sure you followed the steps of the Writing Process.

I. Follow these steps as you rewrite the composition.
   A. Read the paper as a whole, answering these questions:
      _____ 1. Is the subject interesting and limited as needed? Does the statement of purpose or thesis statement clearly explain my intentions?
      _____ 2. Are the ideas well organized? Is the outline well written and parallel? Do the main points of the outline support the thesis or statement of purpose? Do any of the thoughts need to be rearranged?
   B. Read the introduction.
      _____ 3. Is the introduction interesting and appropriate in length? Does it introduce my subject and lead into it?
      _____ 4. Does it include a statement of purpose or thesis statement?
   C. Read the body of the paper.
      _____ 5. Is the body well written and effective?
      • Have I maintained unity? (Do all parts contribute to the single idea of the whole?)
      • Have I followed the organization of the outline, with at least one paragraph for each main point?
      • Have I maintained coherence? Are the ideas in good order so that the main thought flows smoothly? Have I used good transitions between paragraphs?
      • Have I maintained the proper emphasis?
   D. Read the conclusion.
      _____ 6. Is the conclusion effective and interesting? Does it include a restatement of the purpose or thesis? Does it end with a note of finality?
   E. Rewrite the paper, making the corrections you found.
      _____ 7. Do I have a second full copy that is clean, with all corrections made?
      _____ 8. Do I still have good transitions between paragraphs?

II. Examine the composition in minute detail as you edit the composition.
   _____ 9. Does each paragraph have unity, coherence, and emphasis? Does each paragraph have a clear topic sentence? Is each paragraph developed by examples, incidents, reasons, or comparison/contrast?
   _____ 10. Is each sentence clear, grammatically correct, and effective? Are there any run-ons or fragments?
   _____ 11. Is each word correct and appropriate to the audience?
      • Have I used vivid verbs and concrete nouns?
      • Have I used correct spelling and capitalization?
   _____ 12. Has punctuation been included where needed or eliminated where not needed?

III. Write the final draft.
   _____ 13. Is the title of my paper appropriate?
   _____ 14. Is the final copy typed or written neatly?
   _____ 15. Did I proofread the final copy?
RESEARCH PAPER CHECKSHEET

Use the following questions to check the final copy of your research paper. Place a check mark in the blank beside each question as you move down through the list.

General Requirements
- Is the correct format used on the title page?
- Is the pledge page signed?
- Are the title page, blank page or pledge page, outline, body of the paper, and list of works cited in the correct sequence?
- Is the body of the paper 700–800 words?
- Is the overall appearance neat? Is the paper in a folder (if required)?
- Are the margins correct throughout? Are page numbers correct?

Outline
- Does the outline include the thesis or statement of purpose?
- Are the points parallel? Do the main points of the outline support the thesis or statement of purpose? Does the outline match the body of the paper?
- Are the points of the outline in complete sentences (if required)?
- Is the outline in the correct format?

The Body
- Is the introduction interesting? Does it include a thesis or statement of purpose? Is any necessary background information included?
- Does each paragraph have a topic sentence that clearly supports the thesis or statement of purpose? Do the details in the paragraph clearly support the topic sentence?
- Does the conclusion restate the thesis or statement of purpose and bring the paper to a logical end?
- Is the paper coherent? Are key words from the thesis or statement of purpose repeated? Are there smooth transitions between paragraphs?
- Are there at least two citations included in the paper? Is cited material introduced smoothly and documented correctly?
- Does the paper contain run-on sentences or fragments?
- Do the subjects and verbs agree? Are verb tenses consistent? Do all pronouns have antecedents? Are modifiers placed correctly?
- Were concrete nouns and vivid verbs used?
- Are there any misspelled words?
- Are there any errors in capitalization, punctuation, or manuscript form?

List of Works Cited
- Are the entries alphabetized correctly?
- Are only those sources cited in the paper listed? Are all of the sources cited in the paper listed?
- Does each entry follow the proper format?
RESEARCH PAPER GRADE FORM

Grade the research paper according to the following criteria. In the blank, write the number of points given for each category. Total the score and write the grade at the bottom of the page.

____ Content (60 points)
1. Interesting introduction (includes thesis or statement of purpose)
2. Definite conclusion (restates thesis or purpose)
3. Well-organized body
   a. Unity, coherence, and emphasis in paragraphs
   b. Correctness, clarity, and effectiveness in sentences
   c. Smooth transitions between paragraphs
   d. Use of vivid verbs and concrete nouns

____ Mechanics (40 points)
1. Grammar
2. Spelling, punctuation, and capitalization
3. Format (where applicable)
   a. Page sequence—title page, blank page or pledge page, outline, body, list of works cited
   b. Length (700–800 words)
   c. Margins, page numbers, overall appearance

____ Total Points

____ Grade