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PUBLICATIONS

**5th grade**



# LANGUAGE ARTS

# LANGUAGE ARTS 500

## Teacher's Guide

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# LANGUAGE ARTS SCOPE & SEQUENCE

## Story Elements and Poetry (Grade 5)

<p><b>STORY MESSAGES</b></p> <ul style="list-style-type: none"> <li>• Main idea and plot</li> <li>• Character and setting</li> <li>• Dialogue</li> <li>• Diphthongs</li> <li>• Digraphs</li> </ul>	Unit 1
<p><b>MAIN IDEAS</b></p> <ul style="list-style-type: none"> <li>• Poetry and stories</li> <li>• Synonyms</li> <li>• Topic sentences</li> <li>• Adjectives and nouns</li> <li>• Compounds</li> </ul>	Unit 2
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<p><b>STORY ELEMENTS</b></p> <ul style="list-style-type: none"> <li>• Legend</li> <li>• Dialogue and quotations</li> <li>• Word order and usage</li> <li>• Story elements</li> <li>• Implied meaning</li> </ul>	Unit 5
<p><b>POETRY</b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Symbolism</li> <li>• Personification</li> <li>• Irregular plurals</li> <li>• Stanza</li> </ul>	Unit 6
<p><b>WORD USAGE</b></p> <ul style="list-style-type: none"> <li>• Common, plural, and possessive nouns</li> <li>• Fact and opinion</li> <li>• Story and main idea</li> </ul>	Unit 7
<p><b>ALL ABOUT VERBS</b></p> <ul style="list-style-type: none"> <li>• Tense and action</li> <li>• Participles</li> <li>• Regular and irregular</li> <li>• Singular and plural</li> </ul>	Unit 8
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# TEACHER NOTES

MATERIALS NEEDED FOR THIS UNIT	
Required	Suggested
None	<ul style="list-style-type: none"> <li>• dictionary</li> <li>• red pencil</li> </ul>

## ADDITIONAL LEARNING ACTIVITIES

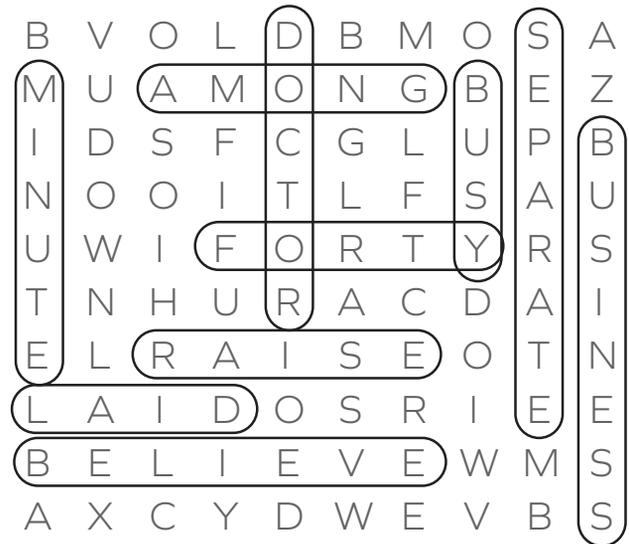
### Section 1:

1. Discuss these questions as a class.
  - a. What is the importance of reading, listening, speaking, and writing correctly?
  - b. Why are some students afraid of books?
  - c. How can we become better thinkers?
  - d. Why is it important to find the main idea of a paragraph, article, chapter, book, etc.?
  - e. Why is it important to develop an adequate vocabulary?
  - f. What do we mean by an author's style?
  - g. What is dialogue?
  - h. What are nouns?
  - i. Why is it important to study a word, and how it is put together?
  - j. What is a syllable?
  - k. What is a vowel diphthong?
  - l. Which are the common vowel diphthongs?
2. Have students use a phone or computer to record themselves reading. Have them replay the recording, and then have a friend listen to it. Together, they should discuss the student's strengths and how to improve.
3. Instruct students to write a short paragraph about any topic; their writing must have a clear main idea. Have the student choose a friend to decide what the main idea is.
4. Have students choose a reading passage of at least one page (from a newspaper, magazine, or book). On separate paper, have students list all the nouns and verbs. You may also ask them to add adjectives.

## SECTION 2

- 2.1 Kana  
 2.2 boy  
 2.3 albatross  
 2.4 lagoon  
 2.5 Mafatu  
 2.6 canoe  
 2.7 bonitos  
 2.8 albatross  
 2.9 palms  
 2.10 people  
 2.11 Choices will vary.  
 2.12 Choices will vary.  
 2.13 Choices will vary.  
 2.14 nouns  
 2.15 Risk-taking is necessary to grow into mature, useful adults.  
 or Courage is developed when a person decides to take a risk.  
 2.16 risk-taking  
 2.17 Risk-Taking Helps Us Grow  
 2.18 Check workbook  
 2.19 A nondescript yellow dog named Uri.  
 2.20 He had a thin coat and puzzled and true eyes.  
 2.21 Uri followed the boy wherever he went.  
 2.22 on his lonely wanderings  
 2.23 older birds  
 2.24 Something about the bird's trying to fight off its more powerful fellows touched his heart.  
 2.25 in the shallow of the lagoon  
 2.26 when it learned to fly  
 2.27 Mafatu was envious of Kivi's freedom and ability to get away.  
 2.28 Mafatu's friends were Uri and Kivi.  
 2.29 yellow dog  
 2.30 thin coat  
 2.31 puzzled eyes  
 2.32 lonely wanderings  
 2.33 powerful fellows  
 2.34 effortless flight  
 2.35 envious eyes  
 2.36 among  
 2.37 business  
 2.38 believe  
 2.39 busy  
 2.40 doctor  
 2.41 forty  
 2.42 laid  
 2.43 minute  
 2.44 minute  
 2.45 raise  
 2.46 separate

- 2.47 a. among  
 b. believe  
 c. busy  
 d. business  
 e. doctor  
 f. minute  
 g. forty  
 h. separate  
 i. laid  
 j. raise  
 2.48 Any order:  
 a. among  
 b. business  
 c. busy  
 d. doctor  
 e. forty  
 f. laid  
 g. minute  
 h. believe  
 i. raise  
 j. separate



- 2.49 c  
 2.50 o  
 2.51 u  
 2.52 r  
 2.53 a  
 2.54 g  
 2.55 e  
 2.56 courage  
 2.57 conventions of grammar  
 2.58 usage

## SPELLING TEST

1	chalk	Writing with <b>chalk</b> caused a screeching noise.	chalk
2	wrist	Father's <b>wrist</b> watch always kept accurate time.	wrist
3	formal	The teacher gave <b>formal</b> notice about doing the extra homework.	formal
4	casual	The teacher gave students a <b>casual</b> glance.	casual
5	freight	The large truck carried <b>freight</b> weighing twenty tons.	freight
6	salmon	One fishing boat loaded with <b>salmon</b> was lost in the storm.	salmon
7	repel	Trying to <b>repel</b> the swarm of bees was difficult for the beekeeper.	repel
8	folks	Several young people visited the old <b>folks</b> home.	folks
9	knot	A <b>knot</b> in a wet rope is often hard to untie.	knot
10	betrayal	The history class studied about the <b>betrayal</b> of a young soldier.	betrayal
11	underneath	The soil <b>underneath</b> the grass was wet.	underneath
12	leadership	Good <b>leadership</b> from the quarterback helped the team to win.	leadership
13	wrench	A misplaced <b>wrench</b> means the tool box is incomplete.	wrench
14	advance	Kenny watched the clock <b>advance</b> one more minute.	advance
15	gush	When the pipes thawed, the water began to <b>gush</b> from the open faucet.	gush
16	newscaster	The local <b>newscaster</b> mentioned our school's scholastic record.	newscaster
17	knowledge	The teacher shared her <b>knowledge</b> about WWII.	knowledge
18	flight	Watching the <b>flight</b> of birds captured their full attention.	flight
19	joyous	Her birthday was a <b>joyous</b> occasion.	joyous
20	trickle	Water began to <b>trickle</b> from the cracked bucket.	trickle
21	admit	The man who had been arrested finally had to <b>admit</b> he was guilty.	admit
22	kneel	Carl's trick horse was taught to <b>kneel</b> on a barrel.	kneel
23	preserve	Action was taken to <b>preserve</b> wildlife in the state park.	preserve
24	daughter	Uncle John's <b>daughter</b> is our cousin.	daughter
25	maintenance	The highway <b>maintenance</b> yard is just outside of town.	maintenance
26	woodpecker	A red-headed <b>woodpecker</b> was standing on the nearby telephone pole.	woodpecker

- 2.52** The snow fell everywhere.
- 2.53** Everyone knew the boys were to be found somewhere.
- 2.54** The excitement soon calmed down.
- 2.55** People were now waiting for the news.
- 2.56** We will go then.
- 2.57** The choir director said, "Now sing!"
- 2.58** Teacher check
- 2.59** 2
- 2.60** 7
- 2.61** 1
- 2.62** 5
- 2.63** 3
- 2.64** 4
- 2.65** 8
- 2.66** 6
- 2.67** 9
- 2.68** 10
- 2.69** 14
- 2.70** 11
- 2.71** 12
- 2.72** 13
- 2.73** Example:  
Robin Hood was a young man who desired to serve the King. The Chief Forester was a dishonest officer who wanted to appear to have done his duty.
- 2.74** Example:  
The Saxon woodsmen were honest workmen. The foresters were dishonest men who forced people to help perform their evil deeds.
- 2.75** Example:  
Both men wanted to fight for the freedom of others.
- 2.76** Example:  
Will risked his life to free Robin and Robin risked his life to free the captives.
- 2.77 - 2.82** Examples:
- 2.77** false pride
- 2.78** deceitful
- 2.79** dishonesty
- 2.80** cruel
- 2.81** thoughtless
- 2.82** thoughtless - self-centered
- 2.83** unwise
- 2.84** wise
- 2.85** wise
- 2.86** wise
- 2.87** yes
- 2.88** Examples:  
He may have been captured in another way.  
He may have asked to join the wicked foresters.  
He may have had an opportunity to get to Nottingham.
- 2.89** Teacher check
- 2.90** M
- 2.91** S
- 2.92** c
- 2.93** e
- 2.94** f
- 2.95** g
- 2.96** a
- 2.97** b
- 2.98 - 2.104** Any order:
- 2.98** cough
- 2.99** enough
- 2.100** fantastic
- 2.101** frequent
- 2.102** phantom
- 2.103** physical
- 2.104** telephone or confident
- 2.105 - 2.107** Any order:
- 2.105** gh
- 2.106** f
- 2.107** ph
- 2.108** Any order:                      Any order:
- |              |               |
|--------------|---------------|
| a. celebrate | f. cough      |
| b. celery    | g. compliment |
| c. celestial | h. confident  |
| d. citizen   | i. cucumber   |
| e. cylinder  |               |
- 2.109** e, i, y
- 2.110** o, u
- 2.111** Teacher check

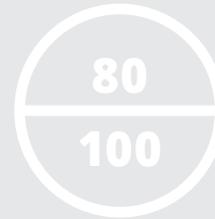
# LANGUAGE ARTS 504

## ALTERNATE TEST

**NAME** \_\_\_\_\_

**DATE** \_\_\_\_\_

**SCORE** \_\_\_\_\_



**Answer true or false** (each answer, 2 points).

1. \_\_\_\_\_ Friendliness is a good character or personality trait.
2. \_\_\_\_\_ A main idea is always stated and never implied.
3. \_\_\_\_\_ The first step in writing a report is to select a topic.
4. \_\_\_\_\_ The words *space*, *shape*, *size*, *stroke*, and *slant* refer to personality traits.
5. \_\_\_\_\_ You should only gather report information from resource books.
6. \_\_\_\_\_ An opinion is a statement that tells what a person thinks or feels about a fact.
7. \_\_\_\_\_ A metaphor is a type of adverb.
8. \_\_\_\_\_ Note cards are helpful in organizing report information.
9. \_\_\_\_\_ Character traits are inferred by what the characters do and say.
10. \_\_\_\_\_ A simile is a kind of figurative language.

2. Read the following sentences. Ask what is wrong with each sentence. Have students see if they can correct the sentences.
  - a. She sits among her friend Laura.
  - b. The branch fell off of the tree.
  - c. He has less jelly beans than her.
  - d. He can't hardly wait for recess.
3. Have each student get together with a partner to first speak about a situation, and then write out a dialogue. You may want to give students one of the following situations: a student inviting another to a birthday party, two children getting ready for soccer practice, a parent discussing vacation plans with a child, or a mother and father discussing what they are going to make for supper. Let them read the dialogue aloud to the class.
4. Play a word order game. With two teams, have each team write five sentences that tell a sequence of events, each on a strip of paper. Exchange the sentences. The team to correctly rearrange the sentences first is the winner.
5. Another sequencing game is to write complete sentences on strips of paper, and then cut the words apart. The challenge for the teams is to reconstruct the sentences first.
6. Have students create a cartoon strip with two main characters. They must write a dialogue and illustrate the action.
7. Have students write a dialogue with one of the characters from "Arthur and the Sword in the Stone."
8. Ask students to write a dialogue to represent two people talking on the phone.

### **Section 3:**

1. Display some interesting pictures from magazines or newspapers. Talk about seed ideas for writing stories. Ask students to respond to the pictures as sources of seed ideas. List the seed ideas on the board.
2. Present a seed idea to the class. As a group, outline a basic plot with a setting, characters, and action on the board.
3. Have students work with partners to make a poster about seed ideas for writing stories. Use magazine or newspaper pictures and articles.
4. Have students write five sentences and have a partner correct them for spelling, punctuation, and word order. They should discuss ways to improve their sentences.
5. Have students brainstorm ideas for a fictional character. Then, write a paragraph to describe this character by appealing to all five senses.
6. Assign a short story writing assignment. Students can use one of the seed ideas from previous activities. Have them illustrate the story wherever possible.

### **Administer the Spelling Test.**

The test is provided in this Teacher's Guide.

Evaluate the tests and review the words the students spelled incorrectly.

If necessary, review all of the words in the unit to prepare for the alternate spelling test.

Administer the Alternate Spelling test that is provided in this Teacher's Guide.

### **Administer the Test.**

Administer the test in one session. Provide no help, except with directions.

Evaluate the tests and review areas where the students have done poorly.

Review the pages and activities that stress the concepts tested.

If necessary, administer the Alternate Test.

## TEST

1. true
2. false
3. true
4. true
5. false
6. false
7. true
8. true
9. false
10. true
11. e
12. f
13. c
14. h
15. g
16. a
17. b
18. j
19. d
20. i
21. rhythm
22. alliteration
23. ballads
24. couplet
25. limerick
26. rhythm
27. stanzas
28. economize
29. epic
30. metaphor
31. palindrome
32. onomatopoeia
33. palindrome
34. alliteration
35. simile
36. By, crag-, hill-, through, moss-, there
37. mer-, mer-, up, air
38. Up, jump, morn-, ear-
39. saw, lit-, ti-, Child, wait-, in, snow
40. fol-, lead-, one, one

## ALTERNATE TEST KEY

1. f
2. d
3. e
4. a
5. h
6. j
7. b
8. k
9. g
10. i
11. true
12. true
13. false
14. false
15. false
16. true
17. true
18. false
19. false
20. true
21. b
22. a
23. c
24. a
25. b
26. b
27. b
28. b
29. a
30. c
31. Pilgrims
32. flag
33. Abbot
34. epic
35. mother
36. A hundred men, as the king heard say.
37. An ancient story I'll tell you anon.
38. Under a spreading chestnut tree
39. I know that He abides with me.
40. I do not know tomorrow's way.
41. Examples; any order:
  - a. rhythm
  - b. rhyme
  - c. language
  - d. emotion
  - e. cadence *or* poetic idea, humor, poetic devices

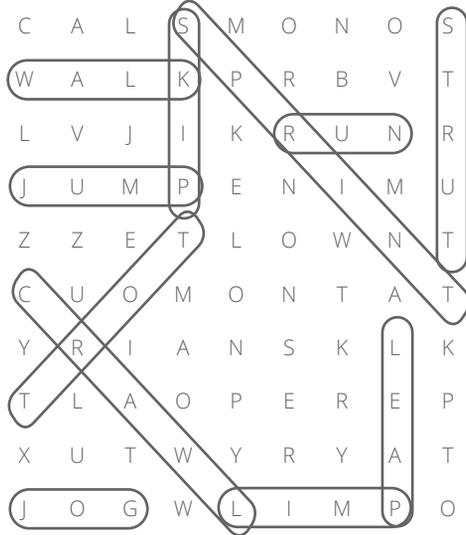
## SPELLING TEST

1	laugh	The girl tried to <b>laugh</b> .	laugh
2	bough	The <b>bough</b> snapped when it was struck by lightning.	bough
3	rough	The terrain was very <b>rough</b> for our climb.	rough
4	dough	We made the <b>dough</b> for the cinnamon rolls.	dough
5	thorough	Be <b>thorough</b> in your work.	thorough
6	brief	The story was <b>brief</b> .	brief
7	grief	People need family in times of <b>grief</b> .	grief
8	limb	The <b>limb</b> of the tree bent during the wind storm.	limb
9	pierce	The sound of the cymbal will <b>pierce</b> your ears.	pierce
10	weapon	The criminal hid the <b>weapon</b> from police.	weapon
11	cite	A policeman will <b>cite</b> you for speeding.	cite
12	knight	The <b>knight</b> was rewarded for his heroism.	knight
13	night	Some animals only come out at <b>night</b> .	night
14	sighs	Many <b>sighs</b> were heard as the winner was announced.	sighs
15	pries	A detective <b>pries</b> into many areas to solve a case.	pries
16	higher	I can jump <b>higher</b> than you.	higher
17	idle	My car will <b>idle</b> roughly when it is cold.	idle
18	idol	The fans cheered their celebrity <b>idol</b> .	idol
19	isle	The crew was shipwrecked on an uncharted <b>isle</b> .	isle
20	pried	The gopher <b>pried</b> through the dirt after his tunnel collapsed.	pried
21	minor	Jerry had a <b>minor</b> cut on his knee.	minor
22	fined	Alan was <b>fined</b> for returning his library book late.	fined
23	find	I did not <b>find</b> my ball.	find
24	caught	Bobby <b>caught</b> the fly ball and saved the baseball game.	caught
25	fought	The committee <b>fought</b> hard to achieve its goals.	fought
26	naughty	My puppy was <b>naughty</b> .	naughty
27	sought	The president <b>sought</b> to end all wars.	sought
28	thoughtful	It was so <b>thoughtful</b> of you to come visit me.	thoughtful
29	conquer	It's important <b>conquer</b> your fears.	conquer
30	emperor	The <b>emperor</b> of ancient China ruled an entire lifetime.	emperor

# ANSWER KEYS

## SECTION 1

1.1



- 1.2 sold
- 1.3 planned
- 1.4 skated
- 1.5 grazed
- 1.6
  - a. action
  - b. being
  - c. being
  - d. being
  - e. action
  - f. action
  - g. action
  - h. action
  - i. being
  - j. action
  - k. being
  - l. action
- 1.7 Any order:
  - a. taught
  - b. graded
  - c. guided
  - d. supervised
  - e. lectured
  - f. read
  - g. practiced
  - h. learned
  - i. studied

1.8 - 1.17 Examples:

- 1.8 obey
- 1.9 shouted
- 1.10 cry
- 1.11 bark
- 1.12 dismissed
- 1.13 orbited
- 1.14 walked
- 1.15 destroyed
- 1.16 opened
- 1.17 raced
- 1.18 Teacher check

1.19 - 1.27 Examples:

- 1.19 tell
- 1.20 listen
- 1.21 help
- 1.22 talk
- 1.23 share
- 1.24 plays
- 1.25 cares
- 1.26 cheers
- 1.27 enjoys
- 1.28 created, past, regular
- 1.29 talked, past, regular
- 1.30 chose, past, irregular
- 1.31 provided, past, regular
- 1.32 died, past, regular
- 1.33 rose, past, irregular
- 1.34 asked, past, regular
- 1.35 will return, future, regular
- 1.36 is, present, irregular
- 1.37 saves, present, regular
- 1.38 will return, future, regular
- 1.39 shared, past, regular
- 1.40 d

1.41 Examples:

- a. My mother baked a birthday cake for Jimmy.
- b. Dad and mother go to a school meeting on Wednesday nights.
- c. The football coach said the team played hard.
- d. This time of year is the best.
- e. Janice played tennis with Marilyn today.

- 17. \_\_\_\_\_ Origin myths have supernatural beings.
- 18. \_\_\_\_\_ Setting, plot, and characters are some literary elements of good stories.
- 19. \_\_\_\_\_ Events in a fable are true.
- 20. \_\_\_\_\_ Morals describe a person's character and conduct and tell how a person can choose between right and wrong.

**Draw one line under the verb if the verb is an action verb and draw two lines if the verb shows state of being** (each answer, 4 points).

- 21. A multitude of people crowded around the celebrity.
- 22. A large boulder tumbled off a cliff.
- 23. The sidewalk is hot.
- 24. The sun is the center of our solar system.
- 25. Two white sharks suddenly appeared.

**Write the word *regular* or *irregular* before each verb** (each answer, 1 point).

- |                    |                   |
|--------------------|-------------------|
| 26. _____ redeemed | 27. _____ combed  |
| 28. _____ spoke    | 29. _____ sold    |
| 30. _____ created  | 31. _____ caught  |
| 32. _____ wrote    | 33. _____ cleaned |
| 34. _____ was      | 35. _____ closed  |

**Underline the adverb and circle the word it modifies** (each numbered answer, 4 points).

- 36. The little boy willingly offered his help.
- 37. The old chest plunged quickly to the bottom of the lake.
- 38. The package will arrive later.
- 39. He did a fairly good job for the first time.
- 40. John runs faster than Jason.

# TEACHER NOTES

MATERIALS NEEDED FOR THIS UNIT	
Required	Suggested
None	<ul style="list-style-type: none"> <li>• timer</li> <li>• encyclopedia or other reference materials</li> </ul>

## ADDITIONAL LEARNING ACTIVITIES

### Section 1:

- Practice reading skills as a class:
  - Discuss fluency skills. Ask the students if they always read at the same speed. Do they always read fast? Do they always read slow? Explain the differences between scanning, skimming, and reading slowly for details. Demonstrate each skill.
  - Provide the same reading material for a group of students. Ask the students to scan the material for general content. Limit the amount of time. Then, ask the students to skim the material for specific information you have previously chosen. Set a time limit. Finally, ask the students to read slowly for details.
- Have student pairs scan the same article and while a timer is running, see who can find the correct main idea and main details of the article first, in the least amount of time. Have the students write the main idea and at least three supporting details so that you can check progress and accuracy. Continue with several more articles.
- Have students read an article and select specific information from that article. Students should time a partner as they look for the selected information.
- Have students choose several articles to scan and skim for efficiency. Monitor accuracy as they record or identify the main idea and at least three supporting details. Use a timer to track improvement.

### Section 2:

- Display several graphic aids for the students, such as maps, illustrations, charts, and diagrams. Discuss what information can be gained from each one. Ask why graphic aids are helpful.
- Choose a short article to read to the students. Ask the students to help you outline the article on the board. Emphasize topics, subtopics, correct sequence, and using capitalization correctly.
- Have partners create a visual display to provide information about graphic aids. The display should provide examples of the types.
- Tell students to choose at least two kinds of graphic aids and list examples and details about each type.

- 1.94** The dark room was scary.
- 1.95** A small tree was planted by the winding stream.
- 1.96** The rose is beautiful.
- 1.97 - 1.99** Examples:
- 1.97** A hungry, green giant met a timid, frightened mouse.
- 1.98** The thirsty boy was lost in the hot, dry desert.
- 1.99** The wounded wolf hid in the dark cave.
- 1.100** Teacher check
- 1.101** Teacher check
- 1.102** Teacher check
- 1.103**
- ou, moun, tain, mountain
  - ou, a, bound, abound
  - ow, cow, ard, coward
  - ow, tow, er, tower
  - oi, boil, ing, boiling
  - oi, poi, son, poison
  - oy, roy, al, royal
  - oy, voy, age, voyage
  - ea, crea, ture, creature
  - au, cau, tion, caution
  - ee, free, dom, freedom
  - ay, play, ing, playing
  - oo, book, let, booklet
  - ai, fail, ure, failure
- 1.104** Any order:
- arrange
  - college
  - mistake
  - secure
  - suppose
  - treasure
- or creature, failure, voyage
- 1.105**
- afternoon
  - hardship
  - brand-new
  - inlet
  - childhood
  - landscape
  - moonlight
- 1.106**
- believe
  - busy
  - doctor
  - business
  - raise
  - separate
- 1.107**
- haven't
  - won't
  - she'll
  - you're
  - we'd
  - should've
  - you've
- 1.108**
- automatic
  - betrayal
  - available
  - leadership
  - underneath
  - exceedingly
- 1.109**
- chalk
  - flight
  - glisten
  - kneel
  - sigh
  - wrestle
- 1.110**
- fact
  - deny
  - encourage
  - advance
- 1.111** Teacher check



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