

I'm Nobody! Who Are You? / It Seems I Test People / Growing Pains

Pages 194-200

Core Objectives

- Understand and appreciate a poem
- Understand figurative language in a poem
- Use the reading strategy of making inferences to help understand the language of a poem

Integrating Skills

Grammar

- Identifying Nouns and Pronouns

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.3, I-A.4, I-A.5, I-A.7, I-B.1, I-D.1, I-D.2, I-D.4, II-A.1, II-A.2, II-B.9, III-B.1, III-B.2
TerraNova Objectives
L.39e, R.02b, R.03b, R.03f, R.04b, R.04c, R.05a, R.05h

Preparing to Read

___ Connect to Your Life

___ Build Background

___ Focus Your Reading

Literary Analysis: Figurative Language

Active Reading: Making Inferences

Unit Two Resource Book: Literary Analysis SkillBuilder, p. 5

Unit Two Resource Book: Active Reading SkillBuilder, p. 4

Teaching the Literature

___ Reading the Selection

PE pp. 195–197

Thinking Through the Literature

___ Connect to the Literature

___ Think Critically

___ Extend Interpretations

___ Literary Analysis: Figurative Language

Reading and Critical Thinking Transparencies, T10

Literary Analysis Transparencies, T19

Choices and Challenges

Writing Options

___ Advice Column

___ Letter to the Poet

___ Free Verse

Activities and Explorations

___ Poetry in Music

___ Portrait

___ Role-Play

Inquiry and Research

___ Rhyme Time

I'm Nobody! Who Are You? / It Seems I Test People / Growing Pains

Choices and Challenges (continued)

Author Activity

___ Outsiders

Teaching Options (from Teacher's Edition)

Mini Lessons

Grammar

___ Identifying Nouns and Pronouns

Grammar Transparencies and Copymasters, C165

Speaking and Listening

___ Presenting a Poem Orally

Communications Transparencies and Copymasters, T12

Viewing and Representing

Art Appreciation

___ *Freedom* by Charles White

Informal Assessment

___ Writing Similes and Metaphors

Assessment

___ Selection Test

Formal Assessment: Selection Test, pp. 29–30

___ Test Generator

Homework Assignments

Other Teaching Materials

Three Haiku

Core Objectives

- Understand and appreciate a poem
- Understand the poetic form, haiku
- Use the reading strategy of noting sensory details to help understand the poem

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.2, I-A.3, I-A.5, I-A.7, I-B.1, I-D.1, I-D.2, I-D.4, II-A.1, II-A.2, III-A.2, III-A.3, III-B.1, III-B.2
TerraNova Objectives
R.02b, R.03f, R.04b, R.04c, R.05a, R.05b, R.05g, R.05h

Preparing to Read

- ___ Connect to Your Life
- ___ Build Background
- ___ Focus Your Reading

Literary Analysis: Haiku

Active Reading: Noting Sensory Details

Unit Two Resource Book: Literary Analysis SkillBuilder, p. 7

Unit Two Resource Book: Active Reading SkillBuilder, p. 6

Teaching the Literature

- ___ Reading the Selection

PE p. 206

Thinking Through the Literature

- ___ Connect to the Literature
- ___ Think Critically
- ___ Extend Interpretations
- ___ Literary Analysis: Haiku

Reading and Critical Thinking Transparencies, T11

Literary Analysis Transparencies, T17

Choices and Challenges

Writing Options

- ___ Opinion Statement
- ___ Your Own Haiku

Writing Transparencies, T1

Activities and Explorations

- ___ Recycled Haiku

Three Haiku

Choices and Challenges (continued)

Author Activity

___ Pioneering Poets

Informal Assessment

___ Inferring a Context

Assessment

___ Selection Test

___ Test Generator

Formal Assessment: Selection Test, pp. 31–32

Homework Assignments

Other Teaching Materials

All Summer in a Day

Core Objectives

- Understand and appreciate a short story
- Appreciate science fiction
- Use the reading strategy of evaluating to help understand a short story

Integrating Skills

Grammar

- Plural and Collective Nouns and Pronouns
- Using the Right Pronoun Case

Vocabulary

- Using Context Clues

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.3, I-A.4, I-A.5, I-A.6, I-A.7, I-B.1, I-B.2, I-B.3, I-C.1, I-C.3, I-D.1, I-D.2, I-D.4, II-A.1, II-A.2, III-B.1, III-B.2, III-B.3
TerraNova Objectives
R.02b, R.03d, R.03e, R.03f, R.04b, R.04c, R.05a, R.05b, R.05d, R.05f, R.05g, R.05h, R.09a, V.35c, V.37a

Preparing to Read

- | | |
|--|--|
| <input type="checkbox"/> Connect to Your Life | |
| <input type="checkbox"/> Build Background | |
| <input type="checkbox"/> Vocabulary Preview: Using Context Clues | <input type="checkbox"/> Unit One Resource Book: Words to Know SkillBuilder, p. 11 |
| <input type="checkbox"/> Focus Your Reading | |
| <input type="checkbox"/> Literary Analysis: Science Fiction | <input type="checkbox"/> Unit Two Resource Book: Literary Analysis SkillBuilder, p. 10 |
| <input type="checkbox"/> Active Reading: Evaluating | <input type="checkbox"/> Unit Two Resource Book: Active Reading SkillBuilder, p. 9 |

Teaching the Literature

- | | |
|--|--|
| <input type="checkbox"/> Reading the Selection | <input type="checkbox"/> PE pp. 210–215 |
| | <input type="checkbox"/> Unit Two Resource Book: Summary, p. 8 |

Thinking Through the Literature

- | | |
|---|--|
| <input type="checkbox"/> Connect to the Literature | |
| <input type="checkbox"/> Think Critically | <input type="checkbox"/> Reading and Critical Thinking Transparencies, T12 |
| <input type="checkbox"/> Extend Interpretations | |
| <input type="checkbox"/> Literary Analysis: Science Fiction | |

Choices and Challenges

Writing Options

- | | |
|---|--|
| <input type="checkbox"/> Character Contrast | |
| <input type="checkbox"/> Final Scene | <input type="checkbox"/> Writing Transparencies, T22 |

Activities and Explorations

- | | |
|--|--|
| <input type="checkbox"/> Plot Comparison | <input type="checkbox"/> Communications Transparencies and Copymasters, T2 |
|--|--|

Inquiry and Research

- | |
|--|
| <input type="checkbox"/> Earth vs. Venus |
|--|

Art Connection

Vocabulary in Action

- | |
|--|
| <input type="checkbox"/> Context Clues |
|--|

Selection Lesson Plan (continued)

All Summer in a Day

Choices and Challenges (continued)

Grammar in Context

___ Replacing Nouns with Pronouns

Unit Two Resource Book: Grammar SkillBuilder, p. 12

Author Activity

___ Changes

Teaching Options (from Teacher's Edition)

Mini Lessons

Preteaching Vocabulary

___ Using Context Clues

Vocabulary Transparencies and Copymasters, 32

Grammar

___ Plural and Collective Nouns and Pronouns

Grammar Transparencies and Copymasters, C66

___ Using the Right Pronoun Case

Grammar Transparencies and Copymasters, C72

Viewing and Representing

Art Appreciation

___ Detail of *The Sower* by Vincent Van Gogh

___ *Wee Maureen* by Robert Henri

Informal Assessment

___ Understanding Cause and Effect

Assessment

___ Selection Quiz

Unit Two Resource Book: Selection Quiz, p. 14

___ Selection Test

Formal Assessment: Selection Test, pp. 33–34

___ Test Generator

Homework Assignments

Other Teaching Materials

Chinatown *from* The Lost Garden

Core Objectives

- Understand and appreciate a memoir
- Recognize primary sources
- Distinguish fact from opinion

Integrating Skills

Grammar

- Collective Nouns
- Precise Nouns:
Concrete and Abstract

Vocabulary

- Using a Word Web
- Compound Words

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.1, I-A.3, I-A.5, I-A.6, I-A.7, I-B.1, I-B.2, I-B.3, I-C.1, I-C.3, I-D.1, I-D.2, I-D.4, II-A.2, II-B.6, III-A.1, III-A.3, III-B.1, III-B.2
TerraNova Objectives
L.39a, R.02a, R.02b, R.03d, R.04a, R.04b, R.04c, R.05a, R.05d, R.05f, R.05h, R.08f, R.09a, S.41b, S.42d, S.42e, V.35b

Preparing to Read

- ___ Connect to Your Life
- ___ Build Background
- ___ Vocabulary Preview: Using a Word Web Unit Two Resource Book: Words to Know SkillBuilder, p. 18
- ___ Focus Your Reading
- ___ Literary Analysis: Primary Source Unit Two Resource Book: Literary Analysis SkillBuilder, p. 17
- ___ Active Reading: Distinguishing Fact from Opinion Unit Two Resource Book: Active Reading SkillBuilder, p. 16

Teaching the Literature

- ___ Reading the Selection Unit Two Resource Book: Summary, p. 15
- PE pp. 220–226

Thinking Through the Literature

- ___ Connect to the Literature
- ___ Think Critically
- ___ Extend Interpretations
- ___ Literary Analysis: Primary Source Literary Analysis Transparencies, T14

Choices and Challenges

Writing Options

- ___ Imaginary Dialogue Writing Transparencies, T24
- ___ Role Web

Activities and Explorations

- ___ Heritage Collage
- ___ Game Charts

Inquiry and Research

- ___ Immigrant Communities

Vocabulary and Spelling

- ___ Antonyms
- ___ Spelling /sh/ Unit Two Resource Book: Spelling SkillBuilder, p. 20

Grammar in Context

- ___ Proper Nouns Unit Two Resource Book: Grammar SkillBuilder, p. 19

Chinatown *from* The Lost Garden

Choices and Challenges (continued)

Author Activity

___ Common Theme

Teaching Options (from Teacher's Edition)

Mini Lessons

Preteaching Vocabulary

___ Using a Word Web

Vocabulary Transparencies and Copymasters, 33

Vocabulary Strategy

___ Compound Words

Vocabulary Transparencies and Copymasters, C34

Grammar

___ Collective Nouns

Grammar Transparencies and Copymasters, C167

___ Precise Nouns: Concrete and Abstract

Grammar Transparencies and Copymasters, C170

Viewing and Representing

Art Appreciation

___ *Celebration, Chinatown* by Dong Kingman

Spelling

___ Spelling /sh/

Informal Assessment

___ Choosing the Best Summary

Assessment

___ Selection Quiz

Unit Two Resource Book: Selection Quiz, p. 21

___ Selection Test

Formal Assessment: Selection Test, pp. 25–36

___ Test Generator

Homework Assignments

Other Teaching Materials

Original Poem

Writing Prompt

Write a poem that describes an experience, an idea, a place, a person, or a feeling.

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.3, I-A.5, II-A.6, -A.7, I-B.1, I-D.1, I-D.2, I-D.4, II-A.2, II-B.3, II-B.8, II-C.1, II-C.3, III-B.1, III-B.2
TerraNova Objectives
R.03f, R.05g, R.08g, R.09a, R.09b

Preparing

- ___ Introduction Writing Transparencies and Copymasters, T1–4, T16, T17, T35
- ___ Basics in a Box
- ___ Analyzing Published Student Models “Whistle” and “Animal” Unit two Resource Book: Student Models, pp. 28–30

Writing

- ___ **Prewriting**
 - Choosing a Subject Unit Two Resource Book: Prewriting, p. 23
 - Planning Your Poem
- ___ **Drafting**
 - Organizing the Draft Unit Two Resource Book: Drafting and Elaboration, p. 24
- ___ **Peer Review**
 - Ask Your Peer Reader Unit Two Resource Book: Peer Response Guide, pp. 25–26
- ___ **Revising**
 - Using Sound Devices Unit Two Resource Book: Revising, Editing, and Proofreading, p. 27
 - Unit Two Resource Book: Rubric for Evaluation, p. 31
- ___ **Editing and Proofreading**
 - Consistent Verb Tense Grammar Transparencies and Copymasters, C84
- ___ **Reflecting**

Assessment Practice

- ___ Revising and Editing

Original Poem

Teaching Options (from Teacher's Edition)

Mini Lessons

Viewing and Representing

___ Picturing Text Structure

Reading and Critical Thinking Transparencies , T39

Grammar

___ Consistent Verb Tense

Grammar Transparencies and Copymasters, C84

Homework Assignments

Other Teaching Materials

Aaron's Gift

Core Objectives

- Understand and appreciate a short story
- Understand the author's use of characterization
- Use predicting to help understand the traits, motivations, and changes in the main character

Integrating Skills

Grammar

- Possessive Nouns
- Verb Phrases: Main and Helping Verbs

Vocabulary

- Using a Thesaurus

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.2, I-A.3, I-A.5, I-A.6, I-A.7, I-B.1, I-C.3, I-D.1, I-D.2, I-D.4, II-A.2, II-B.6, II-B.7, III-A.1, III-A.3, III-B.1, III-B.2
TerraNova Objectives
R.02a, R.02b, R.03b, R.03e, R.04b, R.04c, R.05a, R.05f, R.05g, R.05h, R.08f, R.09a, S.42b, S.42e

Preparing to Read

- ___ Connect to Your Life
 - ___ Build Background
 - ___ Vocabulary Preview: Using a Thesaurus
 - ___ Focus Your Reading
 - ___ Literary Analysis: Characterization
 - ___ Active Reading: Predicting
- Unit Two Resource Book: Words to Know Skillbuilder, p. 35
 - Unit Two Resource Book: Literary Analysis Skillbuilder, p. 34
 - Unit Two Resource Book: Active Reading Skillbuilder, p. 33

Teaching the Literature

- ___ Reading the Selection
- PE, pp. 249–256
 - Unit Two Resource Book: Summary, p. 32

Thinking Through the Literature

- ___ Connect to the Literature
 - ___ Think Critically
 - ___ Extend Interpretations
 - ___ Literary Analysis: Characterization
- Literary Analysis Transparencies, T4

Choices and Challenges

Writing Options

- ___ Story Summary
 - ___ Diary Entry
- Writing Transparencies, T51

Activities and Explorations

- ___ Investigating Patterns

Inquiry and Research

- ___ Let's Talk
- Communications Transparencies and Copymasters, T9

Vocabulary and Spelling

- ___ Assessment Practice
 - ___ Final y Words and Suffixes
- Unit Two Resource Book: Spelling SkillBuilder, p. 37

Aaron's Gift

Choices and Challenges (continued)

Grammar in Context

___ Vivid Verbs

Unit Two Resource Book: Grammar SkillBuilder, p. 36

Author Activity

___ New York Childhood

Teaching Options (from Teacher's Edition)

Mini Lessons

Preteaching Vocabulary

___ Using a Thesaurus

Vocabulary Transparencies and Copymasters, 35

Grammar

___ Possessive Nouns

Grammar Transparencies and Copymasters, C68

___ Verb Phrases: Main and Helping Verbs

Grammar Transparencies and Copymasters, C78

Viewing and Representing

Art Appreciation

___ *Bobby* by Jack Humphrey

___ *Backyards, Brooklyn* by Ogden Pleissner

Spelling

___ Final y Words and Suffixes

Cross Curricular Link

Geography

___ Ukraine

Informal Assessment

___ Predicting Outcomes

Assessment

___ Selection Quiz

Unit Two Resource Book: Selection Quiz, p. 38

___ Selection Test

Formal Assessment: Selection Test, pp. 39–40

___ Test Generator

Homework Assignments

Other Teaching Materials

The Circuit

Core Objectives

- Understand and appreciate a short story
- Understand author’s use of description
- Use the reading strategy of making inferences to help understand the traits, motivations, relationships, and changes of the main character

Integrating Skills

Grammar

- Avoiding Shifts in Tense
- Future Tense

Vocabulary

- Using a Dictionary

NEW MEXICO PLANNER	
Language Arts Benchmarks	
I-A.2, I-A.3, I-A.5, I-A.6, I-A.7, I-B.1, I-B.2, I-B.3, I-C.3, I-D.1, I-D.2, I-D.4, II-A.2, II-B.3, II-B.6, II-B.7, II-B.9, III-A.1, III-B.1, III-B.2	
TerraNova Objectives	
L.39e, R.02a, R.02b, R.03b, R.03e, R.03f, R.03g, R.04b, R.04c, R.05a, R.05d, R.05h, R.08f, R.09a, V.37a	

Preparing to Read

- ___ Connect to Your Life
- ___ Build Background
- ___ Vocabulary Preview: Using a Dictionary Unit Two Resource Book: Words to Know SkillBuilder, p. 42
- ___ Focus Your Reading
- ___ Literary Analysis: Description Unit Two Resource Book: Literary Analysis SkillBuilder, p. 41
- ___ Active Reading: Making Inferences Unit Two Resource Book: Active Reading SkillBuilder, p. 40

Teaching the Literature

- ___ Reading the Selection PE pp. 265–271
- Unit Two Resource Book: Summary, p. 39

Thinking Through the Literature

- ___ Connect to the Literature
- ___ Think Critically
- ___ Extend Interpretations
- ___ Literary Analysis: Description

Choices and Challenges

Writing Options

- ___ A Story Retold Writing Transparencies, T23
- ___ Letter to Mr. Lema
- ___ Predicting the Future

Activities and Explorations

- ___ Persuasive Speech Communications Transparencies and Copymasters, T15
- ___ Family Budget

Inquiry and Research

- ___ The Fight for Farm Workers’ Rights

Vocabulary in Action

- ___ Context Clues

The Circuit

Choices and Challenges (continued)

Grammar in Context

___ Past and Present Verb Tenses

Unit Two Resource Book: Grammar SkillBuilder, p. 43

Author Activity

___ Between Two Languages

Teaching Options (from Teacher's Edition)

Mini Lessons

Preteaching Vocabulary

___ Using a Dictionary

Vocabulary Transparencies and Copymasters, C36

Grammar

___ Avoiding Shifts in Tense

Grammar Transparencies and Copymasters, C85

___ Future Tense

Grammar Transparencies and Copymasters, C83

Viewing and Representing

Art Appreciation

___ *Harvest Hope* by Richard Haynes

Spelling

___ Long *i*: *i*, *ie*, *ieh*, *ig*, *i-e*, *y*

Unit Two Resource Book: Spelling SkillBuilder, p. 44

Cross Curricular Link

History

___ On the Road

Informal Assessment

___ Description

Assessment

___ Selection Quiz

Unit Two Resource Book: Selection Quiz, p. 45

___ Selection Test

Formal Assessment: Selection Test, pp. 41–42

___ Test Generator

Homework Assignments

Other Teaching Materials

Oh Broom, Get to Work

Core Objectives

- Understand and appreciate a memoir
- Understand point of view and its effect on a story
- Use connecting to help understand a story

Integrating Skills

Grammar

- Vivid Verbs in Dialogue
- Two Kinds of Linking Verbs

Vocabulary

- Example Clues

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.2, I-A.3, I-A.5, I-A.7, I-B.1, I-C.3, I-D.1, I-D.2, I-D.4, II-A.2, III-B.1, III-B.2
TerraNova Objectives
R.02a, R.02b, R.03f, R.04b, R.04c, R.05a, R.05h, R.09a

Preparing to Read

- ___ Connect to Your Life
- ___ Build Background
- ___ Vocabulary Preview: Example Clues Unit Two Resource Book: Words to Know SkillBuilder, p. 49
- ___ Focus Your Reading
- ___ Literary Analysis: Point of View Unit Two Resource Book: Literary Analysis SkillBuilder, p. 48
- ___ Active Reading: Connecting Unit Two Resource Book: Active Reading SkillBuilder, p. 47

Teaching the Literature

- ___ Reading the Selection PE pp. 276–280
- ___ Unit Two Resource Book: Summary, p. 46

Thinking Through the Literature

- ___ Connect to the Literature
- ___ Think Critically
- ___ Extend Interpretations
- ___ Literary Analysis: Point of View

Choices and Challenges

Writing Options

- ___ Guest Rules
- ___ Personality Profile Writing Transparencies, T30

Activities and Explorations

- ___ Monologue Communications Transparencies and Copymasters, T12
- ___ Display

Inquiry and Research

- ___ What's for Dinner?

Vocabulary in Action

- ___ Meaning Clues

Grammar in Context

- ___ Action Verbs Unit Two Resource Book: Grammar SkillBuilder, p. 50

Oh Broom, Get to Work

Choices and Challenges (continued)

Author Activity

___ Internment Camps

Teaching Options (from Teacher's Edition)

Mini Lessons

Preteaching Vocabulary

___ Example Clues

Vocabulary Transparencies and Copymasters, C37

Grammar

___ Vivid Verbs in Dialogue

Grammar Transparencies and Copymasters, C86

___ Two Kinds of Linking Verbs

Grammar Transparencies and Copymasters, C80

Speaking and Listening

___ Readers Theater

Informal Assessment

___ Understanding Cause and Effect

Assessment

___ Selection Quiz

Unit Two Resource Book: Selection Quiz, p. 52

___ Selection Test

Formal Assessment: Selection Test, pp. 43–44

___ Test Generator

Homework Assignments

Other Teaching Materials

Western Wagons / Night Journey

Core Objectives

- Understand and appreciate a poem
- Understand author’s use of sound devices
- Use reading aloud to help understand poetry better

Integrating Skills

Grammar

- Contractions and Possessive Pronouns

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.3, I-A.5, I-A.7, I-B.1, I-B.2, I-B.3, I-D.1, I-D.2, I-D.4, II-A.1, II-A.2, II-B.9, III-B.1, III-B.2
TerraNova Objectives
L.39c, R.02b, R.03d, R.03f, R.04b, R.04c, R.05a, R.05f, R.05h

Preparing to Read

- ___ Connect to Your Life
- ___ Build Background
- ___ Focus Your Reading

Literary Analysis: Sound Devices

Unit Two Resource Book: Literary Analysis SkillBuilder, p. 54

Active Reading: Reading Aloud

Unit Two Resource Book: Active Reading SkillBuilder, p. 53

Teaching the Literature

- ___ Reading the Selection

PE pp. 285–286

Thinking Through the Literature

- ___ Connect to the Literature
- ___ Think Critically
- ___ Extend Interpretations
- ___ Literary Analysis: Sound Devices

Choices and Challenges

Writing Options

- ___ Travel Narrative
- ___ Travel Poem

Writing Transparencies, T22

Activities and Explorations

- ___ Musical Accompaniment

Inquiry and Research

- ___ Roads and Rails

Western Wagons / Night Journey

Teaching Options (from Teacher's Edition)

Mini Lessons

Grammar

Contractions and Possessive Pronouns

Grammar Transparencies and Copymasters, C75

Cross Curricular Link

History

Westward Expansion

Informal Assessment

Sound Devices

Assessment

Selection Test

Formal Assessment: Selection Test, pp. 45–46

Test Generator

Homework Assignments

Other Teaching Materials

Character Sketch

Writing Prompt

Write a character sketch of someone you know or admire.

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.1, I-A.3, I-A.5, I-A.6, I-A.7, I-B.1, I-D.1, I-D.2, I-D.4, II-A.2, II-C.1, II-C.3, III-B.1, III-B.2
TerraNova Objectives
L.39c, R.05c, R.05g, R.08d, R.08g, R.09b

Preparing

- ___ Introduction Writing Transparencies and Copymasters, T1–4, T5, T8, T22, T24, T30
- ___ Basics in a Box
- ___ Analyzing a Student Model Unit Two Resource Book: Student Models, pp. 61–63
- ___ “The Nurse: A Character Sketch”

Writing

- ___ **Prewriting** Unit Two Resource Book: Prewriting, p. 56
 - Choosing a Subject
 - Planning Your Character Sketch
- ___ **Drafting** Unit Two Resource Book: Drafting and Elaboration, p. 57
 - Organizing the Draft
- ___ **Peer Review** Unit Two Resource Book: Peer Response Guide, pp. 58–59
 - Ask Your Peer Reader
- ___ **Revising** Unit Two Resource Book: Revising, Editing, and Proofreading, p. 60
 - Adding Dialogue Unit Two Resource Book: Rubric for Evaluation, p. 64
- ___ **Editing and Proofreading**
 - Possessive Nouns and Pronouns
- ___ **Reflecting**

Assessment Practice

- ___ Revising and Editing

Character Sketch

Teaching Options (from Teacher's Edition)

Mini Lessons

Viewing and Representing

___ Picture Text Structure

Reading and Critical Thinking Transparencies, T37

Grammar

___ Possessive Nouns and Pronouns

Grammar Transparencies and Copymasters, C69

Homework Assignments

Other Teaching Materials
