"Hearts for Him Through Time" Series Program Placement Chart: Part 1

If you are not sure which of our programs is best for your child, use our Program Placement Chart to help you decide. Simply circle the rectangle in each ROW that best describes your child. The COLUMN with the most circles is the most appropriate placement for your child. Each of the rows is placed in order of importance for correct placement, so consider the first row (AGE) to be more important than the second row (READING); the second row (READING) is more important than the third row (WRITING), and so forth. If the skills listed on this chart do not describe your child, either move down to our "*Little Hearts*" series or up to our "*Hearts for Him Through High School*" series.

PROGRAM	***Creation to Christ***	***Resurrection to Reformation***	***Revival to Revolution***	***Missions to Modern Marvels***
AGE	9-11 years old with extensions for 6th and 7th graders	10-12 years old with extensions for 7th and 8th graders	11-13 years old with extensions for 8th and 9th graders	12-14 years old with extensions for 9th and 10th graders
READING	Reading independently - able to use *Drawn into the Heart of Reading* Level 4/5	Reading independently; has had some exposure to formal literature study; able to use *Drawn into the Heart of Reading* Level 4/5 or begin Level 6/7/8	Reading difficult chapter books well independently; has had formal literature study with literary terms and can apply them to think more deeply and critically about what is read; able to use *Drawn into the Heart of Reading* Level 6/7/8	Independently reading difficult chapter books easily; has had formal literature study that includes various genres, literary terms, and higher level vocabulary; can think deeply and critically about what is read; able to use *Drawn into the Heart of Reading* Level 6/7/8
WRITING	Mastered formation of cursive letters; able to copy passages in cursive; ready for longer dictation passages; can write a short narration and do some creative writing	Able to easily copy passages in cursive; can reproduce longer dictation passages; writes a paragraph with ease; can write an 8-12 sentence narration on own; ready to begin basic outlining	Able to do copywork easily and extensively in both cursive and manuscript; can reproduce increasingly longer dictation passages; writes several paragraphs or more with ease; can write a 10-14 sentence narration with little difficulty; ready to write prose, poetry, short stories, and lengthier pieces	Able to do extensive copywork easily; reproduces longer dictation passages with few errors; writes three or more paragraphs with ease; can write a 12-16 sentence narration with little difficulty; ready for instruction in note-taking, outlining, summarizing, essay-writing, book reviews, poetry, story-writing, dialogue, and plot
GRAMMAR, MECHANICS AND USAGE	Recognizes basic parts of speech; working to use proper mechanics and usage within writing; has begun basic diagramming; able to follow writing lessons to apply grammar	Knows basic parts of speech; beginning to proofread for mistakes in grammar and usage in own writing; can easily do basic diagramming; able to apply grammar to writing lessons	Understands basic parts of speech; is beyond basic diagramming; is forming the habit of proofreading for mistakes in grammar, usage, captilization, and punctuation in own writing; can apply grammar knowledge to improve writing	Can recognize the 8 parts of speech; is ready for extensive diagramming; is able to proofread for mistakes in grammar, usage, capitalization, and punctuation in own writing; can apply grammar knowledge to produce clearer, more organized writing
MATH	Can use pictoral textbook examples to learn new concepts; is able to use mental math, reasoning, and higher-level thinking to solve problems	Can interpret pictorial textbook examples to learn new concepts, is beginning to think abstractly; can use mental math, reasoning and computation to solve higher-level problems	Can interpret pictorial textbook examples and apply them to new problems; is strengthening abstract thinking skills; can use mental math, reasoning, and computation to solve higher-level problems; can synthesize and apply learned concepts to solve multi-step problems	Can analyze and interpret textbook examples and use them to solve new problems; is strengthening abstract thinking skills; can use mental math, reasoning, and computation to solve more challenging problems; can synthesize and apply learned concepts to solve multi-step problems; is ready for algebraic thinking