

Language Arts



Language Arts: Grade 5

The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

For Grade 5, domains include: Early American Civilizations; European Exploration, Trade, and the Clash of Cultures; The Renaissance and the Reformation; England from the Golden Age to the Glorious Revolution; Russia: Early Growth and Expansion; Feudal Japan; Westward Expansion; The Civil War: Causes, Conflicts, Consequences; Native Americans: Cultures and Conflicts; Classifying Living Things; Cells: Structures and Processes; Plant Structures and Processes; Life Cycles and Reproduction; The Human Body.

NOTE: The objectives listed in I. Writing, Grammar, and Usage are currently under revision, as part of the *Core Knowledge Language Arts* program development for Grades 3–5. The revised Grade 5 goals and objectives will be conceptually consistent with the K–2 language arts sections of the 2010 edition of the *Sequence* and will be posted at www.coreknowledge.org as part of the online *Sequence* as soon as they are available.

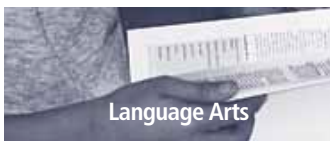
I. Writing, Grammar, and Usage

Teachers: Students should be given many opportunities for writing with teacher guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. Continue imaginative writing but place a stronger emphasis than in previous grades on expository writing, including, for example, summaries, book reports, essays that explain a process, and descriptive essays. In fifth grade, it is appropriate to place a greater emphasis on revision, with the expectation that students will revise and edit to produce (in some cases) a finished product that is thoughtful, well-organized, and reasonably correct in grammar, mechanics, and spelling. In fifth grade, students should be reasonably competent spellers, and in the habit of using a dictionary to check and correct words that present difficulty. They should receive regular practice in vocabulary enrichment.

Note: Review from grade 4: how to use a topic sentence; how to develop a paragraph with examples and details.

A. WRITING AND RESEARCH

- Produce a variety of types of writing—including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems—with a coherent structure or story line.
- Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports synthesizing information from at least three different sources, presenting the information in his or her own words, with attention to the following:
 - understanding the purpose and audience of the writing
 - defining a main idea and sticking to it
 - providing an introduction and conclusion
 - organizing material in coherent paragraphs
 - illustrating points with relevant examples
 - documenting sources in a rudimentary bibliography



Note: Punctuation studied in earlier grades includes: end punctuation (period, question mark, or exclamation point); comma (between day and year when writing a date, between city and state in an address, in a series, after yes and no, before conjunctions that combine sentences, inside quotation marks in dialogue); apostrophe (in contractions, in singular and plural possessive nouns); and quotation marks (in dialogue, and for titles of poems, songs, short stories, magazine articles).

Note: A brief review of prefixes and suffixes introduced in earlier grades is recommended. Prefixes: *re, un, dis, im (in), non, mis, en, pre*. Suffixes: *er and or, less, ly, ily, y, ful, able, ible, ment*.

B. GRAMMAR AND USAGE

- Understand what a complete sentence is, and identify subject and predicate
correct fragments and run-ons
- Identify subject and verb in a sentence and understand that they must agree.
- Know the following parts of speech and how they are used: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections.
- Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender.
- Correctly use punctuation studied in earlier grades, as well as the colon before a list
commas with an appositive
- Use underlining or italics for titles of books.

C. VOCABULARY

- Know how the following prefixes and suffixes affect word meaning:

Prefixes:

anti (as in antisocial, antibacterial)

co (as in coeducation, co-captain)

fore (as in forefather, foresee)

il, ir (as in illegal, irregular)

inter (as in interstate)

mid (as in midnight, Midwest)

post (as in postseason, postwar)

semi (as in semicircle, semiprecious)

Suffixes:

ist (as in artist, pianist)

ish (as in stylish, foolish)

ness (as in forgiveness, happiness)

tion, sion (as in relation, extension)

II. Poetry

Teachers: The poems listed here constitute a selected core of poetry for this grade. Expose children to more poetry, old and new, and have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be primarily a source of delight. This is also an appropriate grade at which to begin looking at poems in more detail, asking questions about the poet's use of language, noting the use of devices such as simile, metaphor, alliteration, etc.

A. POEMS

The Arrow And The Song (Henry Wadsworth Longfellow)
Barbara Frietchie (John Greenleaf Whittier)
Battle Hymn of the Republic (Julia Ward Howe)
A bird came down the walk (Emily Dickinson)
Casey at the Bat (Ernest Lawrence Thayer)
The Eagle (Alfred Lord Tennyson)
I Hear America Singing (Walt Whitman)
I like to see it lap the miles (Emily Dickinson)
I, too, sing America (Langston Hughes)
Jabberwocky (Lewis Carroll)
Narcissa (Gwendolyn Brooks)
O Captain! My Captain! (Walt Whitman)
A Poison Tree (William Blake)
The Road Not Taken (Robert Frost)
The Snowstorm (Ralph Waldo Emerson)
Some Opposites (Richard Wilbur)
The Tiger (William Blake)
A Wise Old Owl (Edward Hersey Richards)

Note: See also below, III. D, Literary Terms: Literal and figurative language.

- B. TERMS**
onomatopoeia
alliteration

III. Fiction and Drama

Teachers: In fifth grade, students should be fluent, competent readers of appropriate materials. Regular independent silent reading should continue. Students should read outside of school at least 25 minutes daily.

The titles below constitute a selected core of stories for this grade. Expose children to many more stories, and encourage children to write their own stories. Children should also be exposed to nonfiction prose: biographies, books about science and history, books on art and music, etc.

Some of the works below, such as *Don Quixote*, *Narrative of the Life of Frederick Douglass*, or *A Midsummer Night's Dream* are available in editions adapted for young readers.

A. STORIES

The Adventures of Tom Sawyer (Mark Twain)
episodes from *Don Quixote* (Miguel de Cervantes)
Little Women (Part First) (Louisa May Alcott)
Narrative of the Life of Frederick Douglass (Frederick Douglass)
The Secret Garden (Frances Hodgson Burnett)
Tales of Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)

See also World History 5: The Renaissance, re *Don Quixote*.

B. DRAMA

- *A Midsummer Night's Dream* (William Shakespeare)
- Terms:
 - tragedy and comedy
 - act, scene
 - Globe Theater

See also World History 5: The Renaissance, re *A Midsummer Night's Dream*.

C. MYTHS AND LEGENDS

- A Tale of the Oki Islands (a legend from Japan, also known as “The Samurai’s Daughter”)
- Morning Star and Scarface: the Sun Dance (a Plains Native American legend, also known as “The Legend of Scarface”)
- Native American trickster stories (for example, tales of Coyote, Raven, or Grandmother Spider)

See also World History 5: Feudal Japan, re “A Tale of the Oki Islands.”

See also American History 5: Native American Cultures, re “Morning Star and Scarface” and Native American trickster stories.

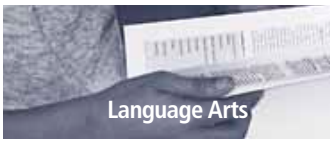
D. LITERARY TERMS

- Pen name (pseudonym)
- Literal and figurative language
 - imagery
 - metaphor and simile
 - symbol
 - personification

IV. Speeches

- Abraham Lincoln: The Gettysburg Address
- Chief Joseph (Highh’moot Tooyalakekt): “I will fight no more forever”

See also American History 5: Civil War; and, Native Americans: Cultures and Conflicts.



V. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

Birthday suit
Bite the hand that feeds you.
Chip on your shoulder
Count your blessings.
Eat crow
Eleventh hour
Eureka!
Every cloud has a silver lining.
Few and far between
Forty winks
The grass is always greener on the
 other side (of the hill).
To kill two birds with one stone
Lock, stock and barrel
Make a mountain out of a molehill

A miss is as good as a mile.
It's never too late to mend.
Out of the frying pan and into the fire.
A penny saved is a penny earned.
Read between the lines.
Sit on the fence
Steal his/her thunder
Take the bull by the horns.
Till the cows come home
Time heals all wounds.
Tom, Dick and Harry
Vice versa
A watched pot never boils.
Well begun is half done.
What will be will be.