

Grade Five Resources

I. Vocabulary Development

Students should know how the following prefixes and suffixes affect word meaning:

Prefixes:

anti (as in antisocial, antibacterial)

co (as in coeducation, co-captain)

fore (s 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

The poems listed below constitute a selected foundation of poetry for this grade.

Students should be exposed to more poetry, both contemporary and classical, and have the opportunity to write their own poetry. To bring students 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 level, poetry should primarily be 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)

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)

B. Terms

Onomatopoeia
Alliteration
Assonance

III. Fiction and Drama

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

The titles below constitute a selected foundation of stories for this grade. Expose students to many more stories, and encourage students to write their own stories. Some of the works mentioned may be available in editions adapted for young readers

Novels

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” (Sir Arthur Conan Doyle)
Sadako and The Thousand Paper Cranes (Eleanor Coen)
Ben and Me
Best School Year Ever
On Board the Titanic (Shelley Tanaka)
Wonder (R. J. Palacio)
From the Mixed-up Files of Mrs. Basil E. Frankweiler (E.L. Konigsburg)
My Side of the Mountain
Where the Lilies Bloom
Where the Red Fern Grows
Bridge to Terabithia (Katherine Paterson)
The Boy in the Red Jacket
The Cay (Theodore Taylor)

Dear Mr. Henshaw (Beverly Cleary)
The Hundred Penny Box (Sharon Bell Mathis)
In the Year of the Boar and Jackie Robinson (Bette Boa Lord)
Island of the Blue Dolphins
Number the Stars (Lois Lowry)
Souder (William Howard Armstrong)
Skylark (Patricia MacLachlan)
The Story of Women Who Shaped the West (Mary Virginia Fox)
The Trumpet of the Swan (E.B. White)
The Witch of Blackbird Pond (Elizabeth George Speare)
Wonder (R.J. Palacio)
Hound Dog True (Linda Urban)

A. Drama

B. Tales 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)

IV. Non-fiction/Speeches

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

V. Sayings and Phrases

Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many students, this section will not be necessary as they will have picked these up by hearing them at home and among friends. But for students who have a different first language other than English or whose home cultures differ from the standard culture of literate American English, these sayings will be beneficial. For any student, it would be fun to discover the origins of these sayings.

Birthday suit	Time heals all wounds.
Bite the hand that feeds you.	Tom, Dick and Harry
Chip on your shoulder	Vice versa
Count your blessings.	A watched pot never boils
Eat crow	Well begun is half done.
Eleventh hour	What will be will be.
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

E.D. Hirsch, Jr. *The Core Knowledge Foundation*, Charlottesville, Virginia, 2010.

- VI. ***A Working Reading List for Catholic School Students, Middle Childhood, Grade Three to Five, Kay Burgess.*** This reference by NCEA provides fiction and non-fiction choices related to Catholic doctrine, virtues, and themes including: faith, love, hope, community, justice, courage, reconciliation, and service.

Sacred Scripture

“He that loves not knows not God; for God is love.” 1 John 4:8

“There will always be poor people in the land. Therefore I command you to be openhanded toward your brothers and toward the poor and needy in your land.”
Deuteronomy 15:11

“So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.” Isaiah 41:10

“For He Himself has said, ‘I will never leave you nor forsake you.’ So we may boldly say: “The Lord is my helper; I will not fear. What can man do to me?” Hebrews 13:5-6

James 2: 14-17
Philippians 2:1-11

(See religion standards for grade five scripture study)

Psalms and Proverbs

“Every word of God is pure; He is a shield to those who put their trust in Him”.
Proverbs 30.5

“May your unfailing love rest upon us, O Lord, even as we put our hope in you.” Psalm
33.22

“I love you, O Lord, my strength.” Psalm 18.1

“Yet I am poor and needy; come quickly to me, O God. You are my help and my
deliverer; O Lord, do not delay.” Psalm 70.5