



Fifth Grade – Eighth Grade

# CORE KNOWLEDGE GRADE 5 - ENGLISH

## I. **Writing, Grammar, and Usage**

### a. Writing and Research

- i. 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.
- ii. Know how to gather information from different sources (such as 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:
  1. understanding the purpose and audience of the writing
  2. defining a main idea and sticking to it
  3. providing an introduction and conclusion
  4. organizing material in coherent paragraphs
  5. illustrating points with relevant examples
  6. documenting sources in a rudimentary bibliography

## II. **Grammar and Usage**

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

## III. **Vocabulary**

- a. Know how the following prefixes and suffixes affect word meaning:
  - i. Prefixes:
    1. *anti* (as in antisocial, antibacterial)
    2. *inter* (as in interstate)
    3. *co* (as in coeducation, co-captain)
    4. *mid* (as in midnight, Midwest)
    5. *fore* (as in forefather, foresee)
    6. *post* (as in postseason, postwar)
    7. *il, ir* (as in illegal, irregular)
    8. *semi* (as in semicircle, semiprecious)
  - ii. Suffixes:
    1. *ist* (as in artist, pianist)

2. *ish* (as in stylish, foolish)
3. *ness* (as in forgiveness, happiness)
4. *tion, sion* (as in relation, extension)

#### IV. Poetry

##### a. Poems

- i. The Arrow and The Song (Henry Wadsworth Longfellow)
- ii. Barbara Frietchie (John Greenleaf Whittier)
- iii. Battle Hymn of the Republic (Julia Ward Howe)
- iv. A bird came down the walk (Emily Dickinson)
- v. Casey at the Bat (Ernest Lawrence Thayer)
- vi. The Eagle (Alfred Lord Tennyson)
- vii. I Hear America Singing (Walt Whitman)
- viii. I like to see it lap the miles (Emily Dickinson)
- ix. I, too, sing America (Langston Hughes)
- x. Incident (Countee Cullen)
- xi. Jabberwocky (Lewis Carroll)
- xii. Narcissa (Gwendolyn Brooks)
- xiii. O Captain! My Captain! (Walt Whitman)
- xiv. A Poison Tree (William Blake)
- xv. The Road Not Taken (Robert Frost)
- xvi. The Snowstorm (Ralph Waldo Emerson)
- xvii. Some Opposites (Richard Wilbur)
- xviii. The Tiger (William Blake)
- xix. A Wise Old Owl (Edward Hersey Richards)

##### b. Terms

- i. onomatopoeia
- ii. alliteration

#### V. Fiction and Drama

##### a. Stories

- i. *The Adventures of Tom Sawyer* (Mark Twain)
- ii. Episodes from *Don Quixote* (Miguel de Cervantes)
- iii. *Little Women* (Part First) (Louisa May Alcott)
- iv. *Narrative of the Life of Frederick Douglass* (Frederick Douglass)
- v. *The Secret Garden* (Frances Hodgson Burnett)
- vi. Tales of Sherlock Holmes, including "The Red-Headed League" (Arthur Conan Doyle)

##### b. Drama

- i. *A Midsummer Night's Dream* (William Shakespeare)
- ii. Terms:
  1. tragedy and comedy
  2. act, scene
  3. Globe Theater

##### c. Myths and Legends

- i. A Tale of the Oki Islands (a legend from Japan, also known as "The Samurai's Daughter")
- ii. Morning Star and Scarface: The Sun Dance (a Plains Native American legend, also known as "The Legend of Scarface")

- iii. Native American trickster stories (for example, tales of Coyote, Raven, or Grandmother Spider)
  - d. Literary Terms
    - i. Pen name (pseudonym)
    - ii. Literal and figurative language
      - 1. imagery
      - 2. metaphor and simile
      - 3. symbol
      - 4. personification

**VI. Speeches**

- a. Abraham Lincoln: The Gettysburg Address
- b. Chief Joseph (Highh'moot Tooyalakekt): "I will fight no more forever."

**VII. Sayings and Phrases**

- a. Birthday Suit
- b. Bite the hand that feeds you.
- c. Chip on your shoulder
- d. Count your blessings.
- e. Eleventh hour
- f. Eureka!
- g. Every cloud has a silver lining.
- h. Few and far between
- i. Forty Winks
- j. The grass is always greener on the other side of the hill.
- k. To kill two birds with one stone
- l. Lock, stock, and barrel
- m. Make a mountain out of a molehill.
- n. A miss is as good as a mile.
- o. It's never too late to mend.
- p. Out of the frying pan and into the fire.
- q. A penny saved is a penny earned.
- r. Read between the lines.
- s. Sit on the fence.
- t. Steal his/her thunder.
- u. Take the bull by the horns.
- v. Till the cows come home
- w. Time heals all wounds.
- x. Tom, Dick, and Harry
- y. Vice versa
- z. A watched pot never boils.
- aa. Well begun is half done.
- bb. What will be will be.

# CORE KNOWLEDGE GRADE 6 - ENGLISH

## I. Writing, Grammar, and Usage

### a. Writing and Research

- i. Learn strategies and conventions for writing a persuasive essay, with attention to
  1. defining a thesis (that is, a central proposition, a main idea)
  2. supporting the thesis with evidence, examples, and reasoning distinguishing evidence from opinion
  3. anticipating and answering counterarguments
  4. maintaining a reasonable tone
- ii. Write a research essay, with attention to
  1. asking open-ended questions gathering relevant data through library and field research
  2. summarizing, paraphrasing, and quoting accurately when taking notes
  3. defining a thesis
  4. organizing with an outline
  5. integrating quotations from sources
  6. acknowledging sources and avoiding plagiarism
  7. preparing a bibliography
- iii. Write a standard business letter.

## II. Speaking and Listening

- a. Participate civilly and productively in group discussions.
- b. Give a formal presentation to the class that is well-organized and well-supported.
- c. Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances.

## III. Grammar and Usage

- a. Understand what a complete sentence is, and
  - i. identify subject and predicate
  - ii. identify independent and dependent clauses
  - iii. correct fragments and run-ons
- b. Identify different sentence types, and write for variety by using
  - i. simple sentences
  - ii. compound sentences
  - iii. complex sentences
  - iv. compound-complex sentences
- c. Correctly use punctuation introduced in earlier grades and learn how to use a semicolon or comma with *and*, *but*, or *or* to separate the sentences that form a compound sentence.
- d. Recognize verbs in active voice and passive voice and avoid unnecessary use of passive voice.
- e. Recognize the following troublesome verbs and how to use them correctly:
  - i. sit, set

- ii. rise, raise
- iii. lie, lay
- f. Correctly use the following:
  - i. good / well
  - ii. between / among
  - iii. bring / take
  - iv. accept / except
  - v. fewer / less
  - vi. like / as
  - vii. affect / effect
  - viii. who / whom
  - ix. imply / infer
  - x. principle / principal
  - xi. their / there / they're

**IV. Dictation**

- a. Use weekly dictation passages to continue work with spelling and punctuation.

**V. Vocabulary**

- a. Review the meaning of the following Latin and Greek words that form common word roots and be able to give examples of English words that are based on them.

<u>Latin/Greek Word</u>	<u>Meaning</u>	<u>Examples</u>
annus [L]	year	annual, anniversary
ante[L]	before	antebellum, antecedent
aqua [L]	water	aquarium
astron [G]	star	astronaut, astronomy
bi [L]	two	bisect, bipartisan
bios[G]	life	biology, biography
centum [L]	hundred	cent, percent
decem [L]	ten	decade, decimal
dico, dictum [L]	say, thing said	dictation, dictionary
duo [G, L]	two	duplicate
ge [G]	earth	geology, geography
hydor [G]	water	hydrant, hydroelectric
[L]	large, great	magnificent, magnify
mega [G]	large, great	megaphone, megalomania
mikros [G]	small	microscope, microfilm
minus [L]	smaller	diminish, minor
monos [G]	single	monologue, monarch, monopoly
omnis [L]	all	omnipotent, omniscient
phileo [G]	to love	philosophy, philanthropist
[G]	sound, voice	phone, phonograph, telephone
photo [from G phos]	light	photograph, photocopy
poly [G]	many	polygon
post [L]	after	posthumous, posterity

pre [L]	before	predict, prepare
primus [L]	first	primary, primitive
protos [G]	first	prototype, protozoa psyche[G]
quartus [L]	fourth	quadrant, quarter
tele [G]	at a distance	telephone, television, telepathy
thermos [G]	heat	thermometer, thermostat
tri [G, L]	three	trilogy, triangle
unus [L]	one	unanimous, unilateral
video, visum [L]	see, seen	evident, visual
vita [L]	life	vitality, vitamin

## VI. Poetry

### a. Poems

- i. All the world's a stage [from As You Like It] (William Shakespeare)
- ii. Apostrophe to the Ocean [from Childe Harold's Pilgrimage, Canto 4, Nos. 178- 184] (George Gordon Byron)
- iii. I Wandered Lonely as a Cloud (William Wordsworth)
- iv. If (Rudyard Kipling) Mother to Son (Langston Hughes)
- v. Lift Ev'ry Voice and Sing (James Weldon Johnson)
- vi. A narrow fellow in the grass (Emily Dickinson)
- vii. A Psalm of Life (Henry Wadsworth Longfellow)
- viii. The Raven (Edgar Allan Poe)
- ix. A Song of Greatness (a Chippewa song, trans. Mary Austin)
- x. Stopping by Woods on a Snowy Evening (Robert Frost)
- xi. Sympathy (Paul Laurence Dunbar)
- xii. There is no frigate like a book (Emily Dickinson)
- xiii. The Walloping Window-blind (Charles E. Carryl)
- xiv. Woman Work (Maya Angelou)

## VII. Terms

- a. meter
- b. iamb
- c. couplet
- d. rhyme scheme
- e. free verse

## VIII. Fiction and Drama

- a. Stories
  - i. *The Iliad* and *The Odyssey* (Homer)
  - ii. *The Prince and the Pauper* (Mark Twain)
- b. Drama
  - i. *Julius Caesar* (William Shakespeare)
- c. Classical Mythology
  - i. Apollo and Daphne
  - ii. Orpheus and Eurydice
  - iii. Narcissus and Echo

- iv. Pygmalion and Galatea
- d. Literary Terms
  - i. Epic
  - ii. Literal and figurative language
    - 1. imagery
    - 2. metaphor and simile
    - 3. symbol
    - 4. personification

**IX. Sayings and Phrases**

- a. All for one and one for all.
- b. All's well that ends well.
- c. Bee in your bonnet
- d. The best-laid plans of mice and men oft go awry.
- e. A bird in the hand is worth two in the bush.
- f. Bite the dust
- g. Catch-as-catch-can
- h. Don't cut off your nose to spite your face.
- i. Don't lock the stable door after the horse is stolen.
- j. Don't look a gift horse in the mouth.
- k. Eat humble pie
- l. A fool and his money are soon parted.
- m. A friend in need is a friend indeed.
- n. Give the devil his due.
- o. Good fences make good neighbors.
- p. He who hesitates is lost.
- q. He who laughs last laughs best.
- r. Hitch your wagon to a star.
- s. If wishes were horses, beggars would ride.
- t. The leopard doesn't change his spots.
- u. Little strokes fell great oaks.
- v. Money is the root of all evil.
- w. Necessity is the mother of invention.
- x. It's never over till it's over.
- y. Nose out of joint
- z. Nothing will come of nothing.
- aa. Once bitten, twice shy.
- bb. On tenterhooks
- cc. Pot calling the kettle black
- dd. Procrastination is the thief of time.
- ee. The proof of the pudding is in the eating.
- ff. RIP
- gg. Rome wasn't built in a day.
- hh. Rule of thumb
- ii. A stitch in time saves nine.



- jj. Strike while the iron is hot.
- kk. Tempest in a teapot
- ll. Tenderfoot
- mm. There's more than one way to skin a cat.
- nn. Touché!
- oo. Truth is stranger than fiction.

# ELA 7<sup>TH</sup>/8<sup>TH</sup> GRADE CURRICULUM

## I. Writing

- a. Writing skills students will acquire and perfect by using the “Grammar and Writing 7/8” workbook: (*\*8<sup>th</sup> grade will have extended forms of similar material at a more challenging level*)
  - i. Reviewing the paragraph
  - ii. Parts of an essay
  - iii. Topic sentences
  - iv. Persuasive essay
  - v. Creating a strong thesis statement
  - vi. Expository essay
  - vii. Creating an outline
  - viii. Writing a research paper: notes/sourcing/bibliography
  - ix. Personal narrative essay
  - x. Descriptive essay
  - xi. Creative writing

## II. Poetry

- a. Students will be exposed to the elements of poetry such as alliteration, rhyme scheme, assonance, etc.
- b. Students will recognize and create their own haikus, limericks, free verse, and shape poems.
- c. Students will experiment with black out poetry.
- d. Students will study and be familiar with famous poets such as Edgar Allen Poe, Robert Frost, and Maya Angelou.

## III. Grammar

- a. Students will complete review set grammar practices in the textbook “Grammar and Writing 7<sup>th</sup>/8<sup>th</sup>.”
- b. Classifying sentences
- c. Simple subject simple predicate diagraming
- d. Run-ons, complete, and fragments
- e. Proper nouns, concrete, abstract, collective nouns
- f. Helping verbs and Linking verbs
- g. Noun genders, singular, plurals, compound and possessive nouns
- h. Verb tense: present, past, future
  - i. Irregular plurals
  - j. Irregular verbs
  - k. 4 principal parts of verbs
  - l. Prepositions: complex and simple
  - m. Perfect tense
  - n. Gerunds and verbals
  - o. Progressive verb form

- p. Infinitives
- q. Phrases and clauses
- r. Direct object
- s. Adjectives
- t. Transitive vs intransitive verbs
- u. Object of preposition and prep. Phrase
- v. Indirect object

*In addition to the above, 8<sup>th</sup>\* grade will also include:*

- w. Active and passive voice
- x. Proofreading symbols
- y. Coordinating conjunctions
- z. Compound subjects and predicates, diagramming compounds

#### **IV. Literature**

- a. Students will be well informed and be able to demonstrate literary devices found in novels such as simile, metaphor, allusion, irony, hyperbole, paradox, oxymoron, euphemism etc.
- b. Students will be able to recognize the parts of a novel such as setting, plot, climax, symbolism etc.
- c. Students will focus on themes throughout the novel and demonstrate knowledge using text examples on novel assessments.
- d. Students will be able to tell different genres of novels: gothic, romance, historic nonfiction/fiction, autobiography, horror, mystery, utopian, satire etc.
- e. Students will know general knowledge and background of prestigious well-known authors as well as modern authors.
- f. Novels read will include core-knowledge appropriate to grade level novels such as (\*notebooks will be rotated based on combined grade levels)
  - i. Diary of Anne Frank
  - ii. Treasure Island
  - iii. To Kill a Mockingbird
  - iv. Fever 1793
  - v. Chasing Lincoln's Killer
  - vi. I am Malala
  - vii. A Christmas Carol
  - viii. Animal Farm
  - ix. Call of the Wild
  - x. Lord of the Flies
  - xi. Allies
  - xii. Dr. Jekyll and Hyde
  - xiii. Don Quixote

#### **V. Vocabulary**

- a. Students will pull new vocabulary from novels and from grammar sections of the textbook. Students will be able to not only identify meanings but also use them in sentences correctly. Unfamiliar words will be collected from novels and assessments will correspond with vocabulary found by chapter.