

Fostering Wonder

English Grade 5 Sample

Information Pages · Week 1 Lessons · Week 12 Term Celebration Overview

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Sample contents: This printable sample includes the curriculum information pages, Week 1 lessons, and a brief Week 12 term celebration overview. The full curriculum includes 36 weeks, 144 scripted lessons, and a separate parent answer key.

Language Arts Curriculum — Grade 5

Charlotte Mason Method

Open-and-Go Format | 4 Lessons per Week | Estimated to be 20-30 minutes each.

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How to Use This Curriculum

This curriculum is designed to be simple and open-and-go. Each week has exactly four lessons. Lessons 1 and 3 use book readings, Lesson 2 uses poetry, and Lesson 4 is always Dictation Day.

Weekly rhythm: - **Lesson 1** — First book of the week - **Lesson 2** — Poem reading - **Lesson 3** — Second book of the week - **Lesson 4** — Dictation (no reading, no grammar — passage review and writing only)

The four lessons are intentionally left unattached to specific days of the week. Use them on whatever days work best for your family's schedule.

Parent Note: Flexible Lesson Pacing: *To keep English lessons short and manageable, a scheduled lesson may be divided into two shorter portions. In the first, complete the pre-reading activities and read the assigned text. The student may complete the second portion immediately after the first or at a later time that same day. During this second portion, the student may work more independently by giving an oral narration or completing the assigned written narration or a chosen copywork entry. The student reports back by narrating what was learned or by showing the parent the completed written work.*

Each reading lesson includes: - What to read (exact chapter, passage, or poem) - Vocabulary from the lesson's reading when helpful - A narration prompt - A brief grammar activity in book-reading lessons only (Lessons 1 and 3); poetry lessons (Lesson 2) do not include a grammar activity - A written narration note (when applicable)

About Reading in Grade 5

In the Charlotte Mason method, Grade 5 marks a significant milestone: students are now expected to read their school books independently. By this stage, the child reads the assigned passage on their own before narrating back what they have understood.

That said, every child is different. If your student benefits from hearing a passage read aloud — whether for comprehension, fluency, or simply enjoyment — you are always free to read aloud to them. The lessons in this curriculum note *Student/Parent reads* to reflect this flexibility. Follow your child's lead.

About Vocabulary

Vocabulary is included before many readings to gently prepare the student for words they will meet in the chapter, passage, or poem. These words are not meant to become a separate spelling list, quiz, or memorization assignment. They are there to remove small obstacles before the reading begins and to help the student listen with better understanding.

Before reading, the parent may simply read through the words and definitions conversationally. The student does not need to copy them. During the reading, the student may notice the words as they appear in context.

The goal is vocabulary growth through rich reading, not isolated drill. Over time, the student builds a larger vocabulary by hearing worthy words in context and understanding how authors use them.

About Recaps

Recaps are added to the Pre-Reading section when necessary, especially when a story continues from an earlier lesson. These brief reminders help the child reconnect with the story before the next reading; they are not a separate assignment or test.

About Narration Prompts

The narration prompts in this curriculum are suggestions only. They are meant to spark conversation about the passage being read — not to be followed word for word. If your child naturally begins talking about what they heard, you do not need to use the prompt at all. The goal of narration is simply for the child to tell back what they experienced in the reading, in their own words and in their own way. Any prompt that opens that door is the right one.

About Written Narration

Written narration is the child's oral narration written out on paper. It is not a composition exercise — it is the same act of narrating, done in writing.

In Grade 5, written narration increases to twice per regular instructional week. The written narration prompts in this guide are suggestions only and do not need to be followed exactly. The parent may simply ask the student to write down what they remember from the text they read. Students should write their narrations on separate paper or, preferably, in a notebook kept specifically for written narrations so they stay organized over the year. A notebook option I like for this is [this one](#). *Affiliate disclosure: This notebook link is an Amazon affiliate link. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.*

For students who need support: - *Option A:* The student begins narrating orally; the parent gently pauses them partway through and asks them to write the remainder. - *Option B:* The student writes for 5 minutes, then switches to oral narration for the remainder.

Important: The parent does not correct spelling or content during or immediately after a written narration. The goal is for the child to internalize what they heard and make it their own. If there are errors — a name misspelled, a detail confused — address them gently at the *start* of the next lesson that opens that same book. For example: "*Last time we read this book, you told me about [event]. Let's remember together — what was the character's name?*" Work together to recall and correct. Keep it warm and collaborative, never critical.

About Written Composition

Charlotte Mason understood composition to grow naturally through rich reading, oral narration, and written narration. As the student matures, continued contact with living books gives them ideas worth expressing, while regular narration helps them practice ordering their thoughts clearly.

To help families using charter school programs or other public-school-aligned requirements, Fostering Wonder also includes a brief written composition activity during the Term Celebration weeks, usually in Lesson 1. These prompts address grade-level writing skills while still attempting to preserve a Charlotte Mason spirit: the student is given a clear writing purpose, but not so much direction that the work becomes formulaic or disconnected from the term's reading.

Parents may choose to use the written composition prompt as written, adapt it lightly, or simply ask the student to narrate orally or in writing from the term's readings. The goal is not to replace narration with a separate writing program, but to offer a gentle bridge between Charlotte Mason practice and common school writing expectations.

About Copywork

Copywork is a handwriting and language practice woven through the week. In Grade 5, copywork is included in the lessons that do not have a written narration. During those lessons, the student selects 1–2 sentences from the passage just read and copies them carefully in their best handwriting.

The parent points out the passage or invites the student to choose. The goal is not speed — it is careful, deliberate formation of letters, words, and punctuation. Over time, the student absorbs correct spelling, punctuation patterns, and sentence structure simply by copying beautiful language.

In Grade 5, the student is encouraged to choose a copywork passage from the lesson's reading, with parent guidance as needed. This helps the student begin taking more ownership of their learning. Look for sentences with strong verbs, vivid description, interesting punctuation (semicolons, dashes, dialogue), or particularly beautiful language. Students should complete copywork on a separate sheet of paper, or preferably in a notebook kept specifically for copywork. I prefer using a dedicated copywork notebook such as [this one](#). *Affiliate disclosure: This notebook link is an Amazon affiliate link. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.*

About Dictation

Every week has one Dictation Day (Lesson 4).

Parent note: Always adjust the length of the dictation passage to your child's current ability. A shorter passage done with care is far better than a long one done carelessly.

Dictation procedure: 1. **During the week:** The student reads the dictation passage independently — noting spelling, punctuation, and sentence structure. The student tells the parent when they feel ready, whether before Lesson 4 or on Lesson 4 itself. 2. **On Lesson 4:** Read the passage aloud slowly, phrase by phrase. The student listens and writes what they hear, focusing on correct spelling, punctuation, and capitalization. 3. **During writing:** The parent watches as the student writes. If the student misspells a word, gently cover it with blue painter's tape as quickly as possible — do NOT wait until the student finishes. The goal is to prevent the incorrect spelling from being fixed in the child's visual memory. Then write the correct spelling on top of the tape.

Note: The student does NOT write from memory. The parent reads the passage aloud during the lesson, and the student transcribes what they hear.

About Grammar

Grammar in this curriculum is tied directly to the book-reading lessons each week. Lessons 1 and 3 each include a brief grammar activity lasting 3 to 5 minutes, where parent and child look together at a specific feature of the language in the passage just read. In Grade 5, poetry lessons (Lesson 2) do not include a grammar activity. The goal is to notice and name, not to drill or test.

Grammar activity answers may be written on a separate sheet of paper or in the same notebook used for copywork assignments. Either the parent or the student may write the answers down. This is not targeting a writing skill, so follow your child's lead: if they want to write the answer, they may; if they prefer to answer orally while you, as the teacher, write it down, that is fine too. The main skill is knowing the correct answer for the given grammar problem.

In Grade 5, grammar builds on the foundation of 4th Grade and expands into specific usage, punctuation, and language-study skills aligned with standard language arts expectations, approached with Charlotte Mason pacing — carefully and never in overwhelming quantity. Topics covered across the year include conjunctions, prepositions, and interjections; perfect verb tenses; using verb tenses to show time and sequence; punctuation in a series; commas after introductory elements; commas used to set off words in sentences; prefixes, suffixes, and roots; figurative language; the meaning of common idioms and expressions; the relationships between synonyms and antonyms; and words that show contrast or logical relationships.

When a grammar idea is new, the lesson first explains what it means in simple language before asking the student to find it or think about it in the passage. Once a concept has already been taught, later lessons may review it more briefly and move more directly into noticing it in the reading.

Answer Key

The grammar exercises in this curriculum include an answer key for parents. Sample answers, worked examples, and explanations for every grammar noticing in this guide are found in the companion file:

English-Grade5-Answer-Key.pdf

This file is included in the full curriculum folder. Open it alongside this guide whenever you need support with a grammar exercise. Sample answers are meant as a guide — your child may find equally correct examples from the text.

Educationally Appropriate Content

All books in this curriculum carry strong academic credentials and are appropriate for educational purposes.

Grade 5:

- *Oliver Twist* — Charles Dickens (1838). Foundational English literature. Develops vocabulary, comprehension of complex narrative structure, character analysis, and exposure to Victorian social history.
- *Treasure Island* — Robert Louis Stevenson (1883). Classic adventure novel. Develops narrative comprehension, character analysis, suspense in literature, and vocabulary.
- Robert Frost / Rudyard Kipling — Poetry by two of the English language's most celebrated poets. Develops poetry appreciation, figurative language analysis, memorization, and literary vocabulary.

Academic skills addressed: Reading fluency (oral) · Vocabulary acquisition through context · Oral narration · Written narration (twice per regular instructional week) · Dictation (progressing) · Grammar — parts of speech and sentence structure · Literary analysis · Poetry appreciation and memorization · American and English literature

Required Books — Please Purchase Separately

This curriculum is a teacher's guide. The lesson steps, narration prompts, grammar lessons, and dictation passages are all contained here. The actual prose readings are read from the books listed below, which parents purchase separately. Poetry selections are linked directly in the lessons and do not require a separate book purchase.

Affiliate disclosure: Some links below are Amazon affiliate links. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.

Grade 5:

- *Oliver Twist* — Charles Dickens — [Buy on Amazon](#)
- **Parent Note:** *Oliver Twist* includes a vivid murder scene in **Week 18, Lesson 3**, during Chapter 35 (pages 335–343). Parents may choose to read this section with the student. When Nancy's murder occurs, parents who prefer to omit the details may simply state, "*Nancy is killed*," and then continue with the reading or summarize the remainder of the section. This preserves the story's continuity without requiring the student to hear the details of the murder. The novel offers strong moral lessons about choosing friends and company wisely and about the hardships of life, which many families may find appropriate for fifth grade, but each parent can decide what their child is ready to encounter.
- *Treasure Island* — Robert Louis Stevenson — [Buy on Amazon](#)

Parent note: Poetry selections by Robert Frost and Rudyard Kipling are linked in the individual lessons.

Coordinating Written Work Across Subjects

If copywork or written narration is also assigned in another Fostering Wonder subject on the same day, the parent may choose one assignment for the student to complete. The goal is steady practice, not unnecessary duplication.

WEEK 1

 **Before Lesson 1:** Look ahead to the dictation passage for Lesson 4 this week. The student should study it independently before Lesson 4, and let the parent know when they feel ready.

Lesson 1 — Oliver Twist

Prepare for Dictation Day: Review this week's Lesson 4 assignment.

Open to: Chapter 1 — "Treats of the Place Where Oliver Twist Was Born" (pages 1–4)

Vocabulary: **workhouse** (a place where very poor people were sent to live and work), **mortality** (death; the state of being subject to death), **parish** (a local district, often connected with church and poor relief), **pauper** (a very poor person who depends on public aid), **interposed** (broke in or spoke between others), **gruel** (a thin porridge)

Student/Parent reads pages 1–4.

 **Written Narration this week (Lesson 1):** Write a narration beginning with the people gathered around Oliver at his birth. Then continue narrating the rest of the reading from there. See the Written Narration note at the front of this guide.

Grammar — Interjections: "An interjection is a short word or exclamation that shows sudden feeling. On pages 1–4, find one or two interjections in the speech of the surgeon or nurse — for example, words such as *Oh* or *Ah*. What feeling does each one show in the moment?"

Lesson 2 — Robert Frost

Prepare for Dictation Day: Review this week's Lesson 4 assignment.

Open to: "The Pasture" (1914)

Poem link: [The Pasture](#)

Student/Parent reads aloud.

Narration prompt: "Tell what the speaker is going out to do, and tell how the poem feels warm and welcoming."

Copywork: The student may choose one well-written sentence from today's reading to copy carefully in their best handwriting.

Memorization: Begin learning "The Pasture" this week.

Lesson 3 — Oliver Twist

Prepare for Dictation Day: Review this week's Lesson 4 assignment.

Open to: Chapter 2 — "Treats of Oliver Twist's Growth, Education, and Board" (pages 5–18)

Vocabulary: **beadle** (a parish officer), **ill-usage** (cruel or rough treatment), **oakum** (loose tarred fiber that had to be picked apart as hard labor), **voracious** (extremely hungry or eager to eat), **copper** (a large metal pot or boiler), **conclave** (a private meeting or council)

Student/Parent reads pages 5–18.

 **Written Narration this week (Lesson 3):** Write a narration beginning with the parish authorities deciding what should be done with Oliver. Then continue narrating the rest of the reading from there. See the Written Narration note.

Grammar — Interjections: "An interjection is a short word or exclamation that shows sudden feeling. On pages 7–10, find two or three interjections or exclamatory expressions, such as *Goodness gracious!*, *Lor*, or *Bless him!* What feeling does each one show?"

Lesson 4 — Dictation *This week's passage is from Lesson 1 (Oliver Twist):*

The patient shook her head, and stretched out her hand towards the child.

WEEK 12 — Term 1 Celebration Overview

No new readings are assigned during Week 12. This week gives the student time to review the stories and poems met during Term 1.

Lesson 1 — Term Readings

In the full curriculum, Lesson 1 gives this written opinion prompt: Write an opinion paragraph answering this question: **Do you think Oliver is a strong boy?** State your opinion clearly, then give reasons and information from the story to support it.

Lesson 2 — Poetry Recitation

In the full curriculum, Lesson 2 gives the student an opportunity to recite the two poems practiced during Term 1: "**The Pasture**" and "**Stopping by Woods on a Snowy Evening.**"

Lesson 3 — Term Grammar Review

In the full curriculum, Lesson 3 reviews grammar from the term's readings with short written answers.

Lesson 4 — Dictation Review

In the full curriculum, Lesson 4 asks the student to choose one earlier dictation passage from the term and attempt it again.

In the full curriculum, term celebration weeks are placed at the end of each term and reflect the readings, poems, grammar, writing, and dictation practiced during that term.