

GRADE 5 LITERATURE

Course Plan





GRADE 5 LITERATURE



TABLE OF CONTENTS

COURSE TITLE AND TEXTS	3
COURSE DESCRIPTION	5
LEARNING OUTCOMES	5
COURSE PLAN COMPONENTS	6
SCOPE AND SEQUENCE	7
WEEKLY LESSON PLANS	11
READING PLANS	92
BOOK SUMMARIES	170
EXAMS	209
EXAM ANSWER KEYS	257
TEACHER GUIDANCE: BOOK REPORT BUILDERS	287
WRITING RUBRIC	293



Ad maiorem Dei gloriam!



GRADE 5 LITERATURE



COURSE TITLE: Literature 5

COURSE TEXTS:

- ☐ **LIT 5 ACTIVITY BOOK** *Literature 5 Activity Book.* Kolbe Academy Press. Napa, 2026.
- ☐ **LIT 5 TEACHER MANUAL** *Literature 5 Teacher Manual.* Kolbe Academy Press. Napa, 2026.
- ☐ **LIT 5 EXPANSION PACK** *Literature 5 Expansion Pack.* Kolbe Academy Press. Napa, 2026.
- ☐ **LIT GLOSSARY** *Literature Glossary: Grades 3, 4, and 5.* Kolbe Academy Press. Napa, 2026.

Poetry

- ☐ **CLASSIC POEMS ACROSS THE AGES** *Classic Poems Across the Ages.* Kolbe Academy Press. Napa, 2025.

Core Curriculum

- ☐ **ISLAND OF THE BLUE DOLPHINS (IOBD)** O'Dell, Scott. *Island of the Blue Dolphins.* Houghton Mifflin Harcourt. New York, 1960.
- ☐ **MY SIDE OF THE MOUNTAIN (MSM)** George, Jean Craighead. *My Side of the Mountain.* Puffin Books. New York, 2004.
- ☐ **CALICO CAPTIVE (CC)** Speare, Elizabeth George. *Calico Captive.* Houghton Mifflin Company. New York, 1957.
- ☐ **WHERE THE RED FERN GROWS (WTRFG)** Rawls, Wilson. *Where the Red Fern Grows.* Laurel-Leaf Books. New York, 1961.
- ☐ **THE HOBBIT (HOBBIT)** Tolkien, J. R. R. *The Hobbit.* Houghton Mifflin Company. Boston, 1966.
- ☐ **KATERI TEKAKWITHA (KATERI)** Brown, Evelyn M. *Kateri Tekakwitha: Mohawk Maiden.* Ignatius Press. San Francisco, 1958.

Ad maiorem Dei gloriam!

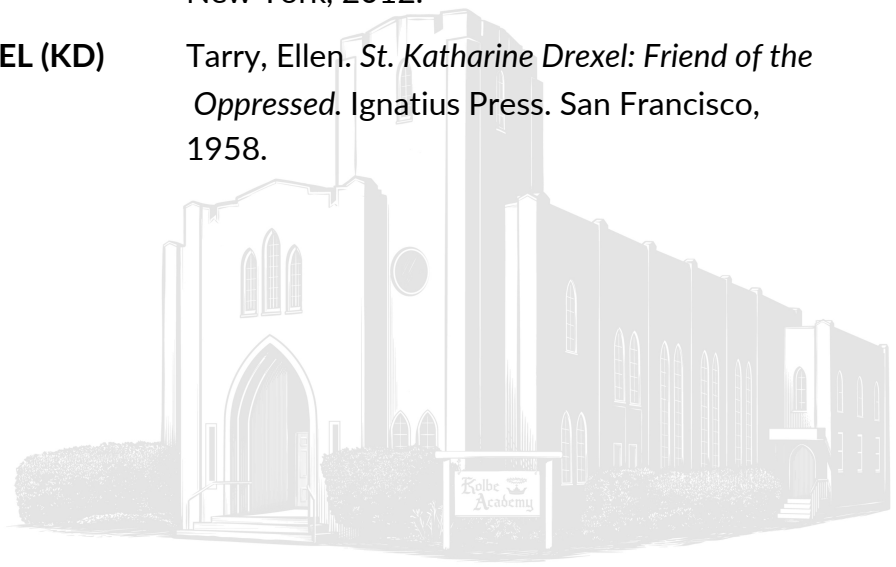


GRADE 5 LITERATURE



Optional Expansion

- ❑ **MISTY OF CHINCOTEAGUE (MC)** Henry, Marguerite. *Misty of Chincoteague*. Aladdin Paperbacks. New York, 1947.
- ❑ **A WRINKLE IN TIME (WT)** L'Engle, Madeleine. *A Wrinkle in Time*. Square Fish. New York, 2007.
- ❑ **MOTHER CABRINI (CABRINI)** Keyes, Francis Parkinson. *Mother Cabrini: Missionary to the World*. Ignatius Press. San Francisco, 1959.
- ❑ **MOTHER SETON (SETON)** Power-Waters, Alma. *Mother Seton and the Sisters of Charity*. Ignatius Press. San Francisco, 1957.
- ❑ **CARRY ON, MR. BOWDITCH (CMD)** Latham, Jean Lee. *Carry On, Mr. Bowditch*. Houghton Mifflin Company. Boston, 1955.
- ❑ **BLACK BEAUTY (BB)** Sewell, Anna. *Black Beauty*. Signet Classics. New York, 2011.
- ❑ **WHITE FANG (WF)** London, Jack. *White Fang*. Scholastic Inc. New York, 2012.
- ❑ **ST. KATHARINE DREXEL (KD)** Tarry, Ellen. *St. Katharine Drexel: Friend of the Oppressed*. Ignatius Press. San Francisco, 1958.



Ad maiorem Dei gloriam!



GRADE 5 LITERATURE



COURSE DESCRIPTION:

The course will cover a selection of carefully curated classic children's literature from the *Kolbe Academy Literature 5* program. The overarching theme of this course is a reflection on the nature of fiction and fantasy. The virtue focused on is fortitude. The ways the students can accomplish this are varied, as students are invited to study epic fantasy, animal stories, and fiction that is based upon historical periods, usually set in America, or realistic situations. It integrates well with history.

The foundation of literary analysis is careful reading. Each book has study guide elements that direct the student to read carefully and discuss thoughtfully. Vocabulary studies are intentionally integrated into the course. New words are taught in context and then practiced. Writing assignments and projects are classical in nature and follow the natural progression of writing skills appropriate to this grade level. Poetry skills are woven throughout the course; no matter which literature and reading path is chosen by the student, the poetry should be completed. Poetry helps the student improve patterns of language and immerses the student in words in a different way.

The core course includes all the standard recommendations, but there are other paths for a student to follow based upon interest and skill. Following the regular course plan, you will see other reading path options utilizing the Expansion Pack. Exams cover each unit and are not cumulative.

LEARNING OUTCOMES:

This course will enable the student to:

- develop a love for reading.
- encounter classic works of literature and poetry to prepare the student to read the great classics of western civilization.
- obtain a firm grasp of vocabulary and poetry terms.
- identify characters, plot, setting, and conflicts.
- develop writing skills ordered to effective communication.
- improve oral communication and speaking.
- develop the ability to write book reports.
- understand and mimic varied patterns of language.
- develop the ability to find the moral or objective of the story.

Ad maiorem Dei gloriam!



GRADE 5 LITERATURE



COURSE PLAN COMPONENTS:



READINGS AND COURSE TEXTS | The assigned readings from the course texts have been broken down under the course plan weekly assignments.



KEY POINTS | Highlighted key concepts for each book and poetry, when applicable, are found in the course plan weekly assignments.



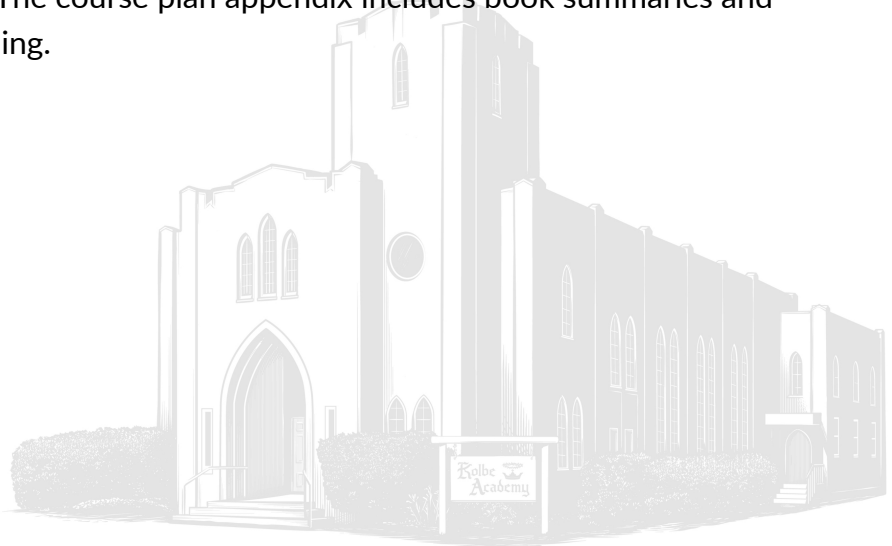
READING PLANS | Weekly assignments for alternate plans for literature are provided. There are two set options, one using more fantasy and one using more animal tales. They are both accelerated. Information for creating your own course plan is included as well. Poetry is separated out here to add into your own customized plan. Course Plan sections are also included here.



EXAMS | Exams by book and a final poetry exam can be found at the end of the course plan. Keys are included.



APPENDIX | The course plan appendix includes book summaries and rubrics for grading.



Ad maiorem Dei gloriam!



QUARTER 1: WEEK 1



TEXTS AND MATERIALS:

- *Island of the Blue Dolphins*
- Literature 5 Activity Book
- Literature 5 Teacher Manual
- Literature Glossary: Grades 3, 4, and 5
- *Classic Poems Across the Ages*



KEY POINTS:

- **Customize** the reading to your child. This is the core plan utilized in Kolbe's various formats. Following this, you will find other reading plans to consider for advanced readers or readers that have a particular interest. Choose the option that will stretch but not overwhelm your child. Be willing to change your plan if it is not the best one for your student.
- **Poetry:** Poetry memorization in fifth grade should be approached as a steady habit. Every child should memorize poetry if he can, though the length of the selection and the degree of mastery will vary by student. The goal is to exercise the memory, train the ear, and help the child observe the patterns of language that make poetry beautiful. Short, frequent practice is best. Students may read the poem aloud daily, memorize one line or stanza at a time, copy a passage, recite to a parent, or use rhythm, movement, and imagery to help the words become familiar. For more detailed support in teaching and adapting recitation practice, parents should refer to the Teacher Manual.
- A completed poem may be graded according to preparation, accuracy, clarity, and expression. The teacher should consider whether the student has memorized the assigned portion with reasonable faithfulness, speaks clearly, observes the poem's rhythm and punctuation, and recites in a way that reflects its meaning. Perfection is not required, but the student should show careful effort and respect for the poem. If a child cannot fully memorize the entire selection, he may still be evaluated on the portion memorized, the quality of his delivery, and his growing confidence with poetic language.
- **Writing:** There are many activities; feel free to skip or modify if your student is writing extensively in other courses.



- **Vocabulary:** If the student is asked to use a word he is not sure of in a sentence, remind him to use the glossary to look up the word.
- **Exam:** As the teacher, be sure to review the final exam now to ensure all concepts are covered with your student as he reads the book.
- ***Island of the Blue Dolphins*** is a fictional novel based on the real events of a young girl stranded on an island in the Pacific Ocean in the mid-1800s. The book was originally published in 1960 and won the Newbery Medal in 1962. In the story, when all the people of the Ghalas-at village board a ship to sail to the east, one young girl, Karana, and her brother are left behind. IOBD tells the story of how she survives and what she learns while she waits for a ship to come rescue her.
- **Extra Credit for the Course:**
 - Research the true story of “The Lost Woman of San Nicolas.” Compare and contrast the true story with the novel using a Venn diagram.
 - Draw a map of the island and illustrate it with the places described in the novel. Include as many places and events as you can.

Characters:

- **Karana** is the main character and narrator of the story. She is left behind on the Island of the Blue Dolphins and must figure how to survive by herself. She is twelve years old at the beginning of the book.
- **Ramo** is Karana’s six-year-old younger brother who is also left on the island when the rest of their group leaves on the ship. Later, he is killed by the wild dogs that run throughout the island.
- **Chief Chowig** is Karana’s father and the chief of the tribe at Ghalas-at (their village). He greets the Aleuts when they arrive and refuses to allow them to take advantage of his people.
- **The Aleuts** are another Native American tribe that travels to the Island of the Blue Dolphins to hunt otter. Years before, a group of Aleuts had come to the island, and trouble had arisen because the Ghalas-at people were expected to do all the hunting for the Aleuts. They arrive at the island on ships with red sails. They are also referred to as Russians.
- **Captain Orlov** is the captain of the Aleut ship. He negotiates a deal with Chief Chowig to be able to hunt on the island.
- **Ulape** is Karana’s fourteen-year-old sister. When the tribe is preparing to leave the island, she paints her face with the markings of an unmarried woman.



- **Kimki** is selected to be chief after Chief Chowig is killed in the battle. In the spring, after the battle, he sets sail to find a new place for the group to live.
- Matasaip takes over as chief when Kimki sets sail for the east.
- **Nanko** is the boy who brings the message that the ship taking the tribe to the east is getting ready to set sail. He is the one who says he saw Ramo board the ship. Karana's older sister, Ulape, loves him.
- **Rontu** is the leader of the pack of wild dogs on the island, although he is larger than the other dogs and has different coloring. Karana nurses him back to health after he is injured. He becomes her best friend.
- **Tutok** is a young girl who befriends Karana. She comes to the island with another group of Aleut hunters several years after Karana has been living there on her own.
- **Mon-a-nee (later Won-a-nee)** is the otter that Karana helps care for after it is injured by the hunters. Mon-a-nee means "Boy with Large Eyes," but when the otter returns with two babies, Karana changes the name to Won-a-nee, or "Girl with Large Eyes."
- **Rontu-Aru** is the son of Rontu, who Karana befriends after Rontu dies from old age.

DAY
ONE

- | | |
|------------------------|--|
| □ IOBD | Read Chapters 1-2. |
| □ Activity Book | Answer discussion questions on pages 4-5 for Chapters 1-2 orally or in writing. |
| □ Poetry | Read "Introduction Activity: How to Approach a Poem" from pages 228-29 in the Activity Book. |

DAY
TWO

- | | |
|------------------------|--|
| □ IOBD | Read Chapters 3-4. |
| □ Activity Book | Answer discussion questions on pages 6-7 for Chapters 3-4 orally or in writing. Complete "Journal #1 – Chapters 1-4" on pages 2-3. |
| □ Poetry | Read the poem "How to Tell the Wild Animals" aloud to a parent from p. 191 in <i>Classic Poems Across the Ages</i> . |



DAY THREE	☐ IOBD	Read Chapters 5-6.
	☐ Activity Book	Complete "Reading Check #1- Chapters 1-4" on page 8. Answer discussion questions on pages 11-12 for Chapters 5-6 orally or in writing.
	☐ Poetry	Complete "Poetry Practice" for "How to Tell the Wild Animals" on pages 230-31 in the Activity Book.
DAY FOUR	☐ IOBD	Read Chapters 7-8.
	☐ Activity Book	Answer discussion questions on pages 12-13 for Chapters 7-8 orally or in writing. Complete "Journal #2 - Chapters 5-8" on pages 9-10.
	☐ Poetry	None
DAY FIVE	☐ IOBD	Extra time for literature as needed

Weekly NOTES:

WEEK 1 GRADEBOOK				
Assignments	Included	Day 1 & 2	Day 3 & 4	Total (C)
Discussion/Comp. Questions	☐			
Activity Pages	☐			
Poetry	☐			
WEEK 1 AVERAGE	Add up column C and divide by number of included ☐ assignments.			%



READING PLANS

The reading plans can be customized to the student. Following this page, you will find the directions for two different plans:

- Accelerated Plan 1 has more fantasy.
- Accelerated Plan 2 has more animal stories.

You can also make your own plan. Suggested weeks for books and levels are noted here for your convenience. 15-16 weeks per semester is recommended.

Core/Expansion	Title	Themes	# of Weeks	Reading Level
Core	<i>Island of the Blue Dolphins</i>	American, Adventure, Fortitude, Animals, Survival	4	5.4
Core	<i>My Side of the Mountain</i>	American, Adventure, Fortitude, Animals, Survival	3	5.7
Core	<i>Calico Captive</i>	American, Adventure, Fortitude, Survival	4	6.0
Core	<i>Where the Red Fern Grows</i>	American, Adventure, Fortitude, Survival	4	4.9
Core	<i>The Hobbit</i>	Fantasy, Adventure, Fortitude	7	6.6
Expansion	<i>Black Beauty</i>	Adventure, Fortitude, Animals	4	5.8
Expansion	<i>Carry On, Mr. Bowditch</i>	American, Adventure, Fortitude,	2	6.7
Expansion	<i>Misty of Chincoteague</i>	American, Adventure, Animals	2	5.0
Expansion	<i>White Fang</i>	American, Adventure, Fortitude, Animals, Survival	5	7.4
Expansion	<i>A Wrinkle in Time</i>	Fantasy, Adventure, Fortitude	2	4.7
Core	<i>St. Kateri</i>	Fortitude, America	2	6.0
Expansion	<i>Mother Cabrini</i>	Fortitude, America	2	6.5
Expansion	<i>Mother Seton and the Sisters of Charity</i>	Fortitude, America	2	6.5
Expansion	<i>St. Katharine Drexel</i>	Fortitude, America	2	6.5



BOOK SUMMARIES

Island of the Blue Dolphins (IOBD)

- **IOBD Chapter 1:** Karana and Ramo are gathering roots when they notice the ship and its red sails approaching the island. Several of the Aleut men come ashore, and Captain Orlov meets Chief Chowig. The two men negotiate an agreement in which the Russian men will be allowed to hunt otter and will pay the Native Americans in goods.
- **IOBD Chapter 2:** Karana continues her story by describing the island as a dolphin lying on its side. The Aleuts have made their camp in the north part of the island, and Chief Chowig warns his people to stay away. However, the villagers keep watch over the visitors. One day, Ulape finds a school of fourteen large fish that have washed ashore. When the Aleuts learn of the fish, they come to the village to convince the chief to share with them. Chief Chowig refuses, and Karana says that “our good fortune would soon bring trouble to Ghalas-at.”
- **IOBD Chapter 3:** The Aleuts continue hunting the otter and collecting pelts. Karana is worried that the otters, her friends, will all be killed. Her father assures her that the Aleuts will leave soon. Meanwhile, the other members of the village keep watch on the Aleuts, afraid they will leave without paying for the otter they have killed.
- **IOBD Chapter 4:** Because they have been keeping watch, the people of Ghalas-at see that the Aleuts are preparing to leave. Chief Chowig confronts Captain Orlov and demands payment before the Aleut continue loading the pelts onto their ship. Quickly, things escalate, and a fight breaks out between the groups. An approaching storm causes the Aleuts to flee to their ship, leaving many of the village men, including Chief Chowig, dead.
- **IOBD Chapter 5:** Karana and the other villagers gather and bury the dead. In the end, only fifteen men are still alive, and seven of these are old men. The people work hard to prepare for the winter, though there is not any joy or laughter. It is a long, sad winter. In the spring, the new chief, Kimki, announces he will head east and find a new place for the people.
- **IOBD Chapter 6:** All winter, the islanders wait for Kimki to return. They prepare supplies and canoes so that if the Aleut return, they can flee quickly. One day, a ship is spotted, and it is white men who have come to take the people to the place Kimki has found for them.



- **IOBD Chapter 7:** The islanders quickly pack their things, as there is a storm coming and the boat will need to leave soon. Ramo wants to go back for his spear, and Karana tells him that there is not enough time. As she boards the ship, she is told that Ramo is on the ship. However, as the ship begins to leave the cove, Karana sees Ramo running along the cliff. Karana jumps off the ship and swims to shore.
- **IOBD Chapter 8:** Alone on the island, Karana and Ramo spend the first day gathering food, since the wild dogs on the island have been in the village and eaten all they could find. The next day, when Karana awakes, Ramo is already gone. She thinks he has gone to get one of the canoes, so she heads out to collect mussels. Later, when Ramo has still not returned, she goes in search of him. When she finds him, Ramo has been attacked and killed by the dogs. Karana vows she will kill all the wild dogs.
- **IOBD Chapter 9:** Many days pass after Ramo's death, and Karana decides she will leave the village. She burns down the houses and heads to the area she has picked as the place she will wait for the ship's return. Karana decides she will need weapons to protect herself from the wild dogs. The laws of the village prohibit women from making weapons, so she returns to the village and shifts through the ashes for spearheads. Finding nothing, she thinks of the chest the Aleuts left on the beach and sets off to find it. The chest contains beautiful bracelets and earrings, but, remembering the fierce battle and the suffering of her people, she tosses them into the ocean. For many days, she does not think about weapons. However, one night, the dogs return, and Karana decides she will need to make some weapons for herself. She makes a bow and arrow and a small spear and practices using them. She settles into a daily routine and waits for the ship as winter and spring pass.
- **IOBD Chapter 10:** As summer begins, Karana decides she can no longer stay on the island alone. She goes to where the canoes are stored, pushes one into the water, and sets out to find the land in the east. During the first night, the canoe begins to leak. Reluctantly, Karana turns around and heads back. Along the way, a group of blue dolphins joins her and guides her to the island.
- **IOBD Chapter 11:** Back on the island, Karana sleeps and recovers from her brief journey. The next day, the sights of the island remind her that this is her home, and she knows that she will stay there until the white man's ship comes for her. Karana decides she will need to build a home and visits several areas trying to find the right place. She finally chooses a spot on the headlands and begins to search for materials.



Teacher Guidance: Book Report Builder (*My Side of the Mountain*)

PURPOSE

The Book Report Builder introduces students to the art of orderly composition through narration and written expression. Rather than composing a full report at the end of a book, students develop their understanding gradually, forming paragraphs as they read. In this way, they learn to organize their thoughts, support a central idea with fitting examples, and express themselves with clarity and precision.

In this assignment, students follow Sam's development throughout the novel, attending especially to his efforts to live independently and the challenges he encounters.

GUIDANCE FOR THE TEACHER

This assignment should be completed in stages as the student reads the book.

Paragraphs 1–3 correspond to particular sections of the text and should be written after completing each set of chapters (Ch. 1–8, 9–16, 17–22). The introduction and conclusion paragraphs should be composed only after the book has been completed.

The student text provides a clear structure for each paragraph. Encourage your student to follow that structure carefully:

- a topic sentence stating the main idea
- three to four supporting examples drawn from the story
- a concluding sentence that answers the guiding question

Students should include several distinct examples rather than dwelling too long on a single event. Each example should be briefly explained in one or two sentences, showing how it supports the main idea.

Students should rely on their memory or notes when writing. Direct quotation is not required.

As your student writes, guide him to do more than recount events. The aim is to show how particular events illustrate the main idea of the paragraph. You may ask questions to help clarify thinking, but the final composition should remain the student's own work.

If needed, allow the student to speak through his or her ideas before writing. This often helps bring order and completeness to the written work.



RUBRIC (6 POINTS PER PARAGRAPH)

Criteria	Points	Description
answer the prompt	0-2	2: fully answers all parts of the prompt clearly and directly 1: partly answers or omits part of the prompt 0: does not answer the prompt correctly
support from the story	0-2	2: includes 3-4 clear and accurate examples from the story 1: includes 1-2 examples or unclear details 0: no relevant details
organization	0-1	1: clear topic sentence, supporting sentences, and concluding sentence 0: missing one or more parts
writing quality	0-1	1: complete sentences with appropriate grammar and spelling 0: frequent errors or incomplete sentences

Total: ____/6 points per paragraph

IF YOUR STUDENT NEEDS SUPPORT

If your student struggles to begin, you may guide him by asking a few simple questions:

- What is the main idea of this paragraph?
- What happened in this part of the story that shows that idea?
- Why does that example matter?

Encourage your student to speak through his ideas before writing. This often helps bring clarity and order to the paragraph.

If needed, you may have your student write one sentence at a time, beginning with the topic sentence, then adding supporting details, and finally the conclusion.

Keep guidance light. The goal is for the student to form the habit of organizing and expressing his or her own thoughts.