

Discover!

English Language Arts

**SAMPLE
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5A



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Lesson 15

Correlative Conjunctions

By the end of this lesson, you will be able to:

- identify correlative conjunctions and the nouns they are comparing
- use correlative conjunctions in sentences

Lesson Review

If you need to review conjunctions, clauses, and types of sentences, please go to the lessons titled “Compound Sentences” and “Complex Sentences.” If you need to review nouns, please go to the lesson titled “All About Nouns.”

Academic Vocabulary

Read the following vocabulary words and definitions. Look through the lesson. Can you find each vocabulary word? Underline the vocabulary word in your lesson and write the page number where you found each word on the blanks here.

- **conjunction:** a word used to connect words, phrases, or clauses (page ____)
- **correlative conjunctions:** a pair of conjunctions that connect, compare, or contrast two equal parts of a sentence (page ____)



Have you ever read or heard a word that just sounds a little out of place? Maybe you hear something and think to yourself, *Is that really a word?* Or maybe you see certain words in writing but almost never hear anyone say them out loud. There is a word that will come up often in this lesson that may make you feel this way. The word *nor* is one that you probably do not hear a lot of people say out loud. However, you may read it sometimes. Discuss with your instructor why you think some words are used more often in writing than in speaking.

Have you ever played the game Would You Rather? In the game, one player picks a pair of scenarios that the other player has to choose between.

Answer the following Would You Rather questions by filling in the blanks:

- 1.** Would you rather have arms made of spaghetti or legs made out of licorice?

I would rather have _____ than _____.

- 2.** Would you rather swim in a bowl of soda or take a bath in lemonade?

I would rather _____ than _____.

But what if you cannot decide between two options? What if you would like both or neither? Answer the following Would You Rather questions by filling in the blanks.

- 3.** Would you rather have chocolate or gummy worms?

I would like to have both _____
and _____.

- 4.** Would you rather go to the doctor or the dentist?

I would like to go to neither _____ nor
the _____.

Do you notice a pattern in the sentences above? What do they all have in common? Do all sentences that compare your choices between two options follow the same pattern? Discuss your ideas with your instructor.



Find a family member or friend to play Both or Neither. Both or Neither is just like Would You Rather, except that you must pick both or neither. Take turns coming up with scenarios and answering. When you answer, try to phrase your answer in a complete sentence, such as "I would like to neither... nor..." and "I would like to both... and..."

Correlative Conjunctions

In previous lessons, you learned about conjunctions and how they can improve and expand your sentences. Remember, **conjunctions** are any words that are used to connect words, phrases, or clauses. You use conjunctions every day whenever you write or say the words *and*, *but*, or *or*. You also learned in previous lessons about the conjunctions *because*, *before*, *after*, and *while*, which can help you stretch your sentences and add more detail to your writing.

Did you know that you can also use conjunctions in your writing to compare, contrast, and express your opinions? A **correlative conjunction** is a pair of conjunctions that connect, compare, or contrast two equal parts of a sentence. In the sentences below, the correlative conjunctions are italicized. You can also see a full list of correlative conjunctions in the sidebar.

I would like to have *both* the chocolate sprinkles *and* the rainbow sprinkles.

She is going to walk at *either* the park *or* the track.

I prefer *neither* apple juice *nor* orange juice.

I am unsure *whether* I want a guinea pig *or* a hamster.

He would *rather* have the salad *than* the soup.

Notice that, unlike other conjunctions, correlative conjunctions do not usually require the use of a comma.

TAKE A CLOSER LOOK

Correlative Conjunctions

Take a look at some examples of correlative conjunctions.

- both, and
- either, or
- neither, nor
- whether, or
- rather, than

WRITE

Write a sentence that uses a pair of correlative conjunctions.

Using Correlative Conjunctions

COMPARING NOUNS

At the beginning of this lesson, you wrote sentences using the correlative conjunctions *rather* and *than*, *neither* and *nor*, and *both* and *and* to compare two options and express your opinions. Most correlative conjunctions are used in this way. Usually, the two things that the correlative conjunctions are comparing are nouns. Let's take another look at the sentences from the previous page. This time, the nouns that are being compared are italicized.

I would like to have both the *chocolate sprinkles* and the *rainbow sprinkles*.

She is going to walk at either the *park* or the *track*.

I prefer neither *apple juice* nor *orange juice*.

I am unsure whether I want a *guinea pig* or a *hamster*.

He would rather have the *salad* than the *soup*.

IMPROVING YOUR WRITING WITH CORRELATIVE CONJUNCTIONS

In addition to helping you compare, contrast, and express your opinions, correlative conjunctions also help you improve your writing. Instead of writing simple sentences, you can use correlative conjunctions to create compound sentences. By using a variety of types of sentences and sentences of different lengths in your writing, you can improve your sentence fluency.

Take a look at the simple sentences below that were combined with the help of correlative conjunctions.

I like ice cream. + I like popsicles. = I like both ice cream and popsicles.

Juice is okay. + Soda is also okay. = I am okay with having either juice or soda.

I want to read. + I do not want to watch TV. = I would rather read than watch TV.



Combine the sentence pair below into one sentence using correlative conjunctions. Then, go back and circle the nouns being compared.

My horse likes alfalfa. + My horse also likes grain. =

PRACTICE

In the following sentences, put a box around the correlative conjunctions and then circle the nouns they are comparing.

1. Blake prefers both rock music and classical music.
2. I would like neither apples nor grapes with my breakfast.
3. She would like either a pancake or a waffle.
4. He is not sure whether he wants rain or sunshine.
5. I would rather be assigned spelling homework than an essay.

Combine the following sentence pairs using correlative conjunctions.

6. Isaiah likes to play football. + Isaiah also likes to play basketball. =
.....
7. My family likes to go to the beach. + We do not like going to the lake. =
.....
8. I enjoy playing the piano. + I also enjoy playing the flute. =
.....
9. She does not like cake. + She likes cupcakes. =
.....
10. I do not know if I want a party. + I do not know if I do not want a party. =
.....

REVIEW

In this lesson, you learned:

- Conjunctions help us build better sentences by connecting clauses.
- Correlative conjunctions help us compare, contrast, or state an opinion.
- Correlative conjunctions help us write compound sentences to improve our sentence fluency.

Think About It

Can you think of any other conjunctions that were not covered in this lesson? What other types of words do you use to connect, compare, or expand your writing?

Vocabulary

In the previous lesson, you learned about words that start with *com-* or *con-*. Remember, the prefixes *com-* and *con-* mean “with” or “together.”

In the space below, list some words you know that start with *com-* or *con-*.

Did you notice that the word *conjunction* has the *con-* prefix? A conjunction helps you put words or clauses together to form a sentence. Conjunctions can help us compare and contrast ideas as well. They help us write compound and complex sentences too. The words *compare*, *contrast*, *compound*, and *complex* also have the prefix *com-* or *con-*.

In the spaces below, write your own definition for *conjunction*, *compare*, *contrast*, *compound*, and *complex*. You can use a dictionary or online search engine if you need help. Then, circle the prefix *com-* or *con-* in each of the words, as well as any words in the definition that relate to the meaning of the prefix *com-* or *con-*.

conjunction

compare

contrast

compound

complex

Paragraph Checklist:

- ☐ My topic sentence answers the assignment question.
- ☐ I supported my answer with at least three specific details.
- ☐ I correctly used correlative conjunctions in at least two different sentences in my paragraph.
- ☐ I correctly used subordinating conjunctions, such as *because*, *before*, *after*, or *while*, in at least one sentence in my paragraph.
- ☐ I have a variety of sentence lengths and sentence types (simple, compound, and complex) in my paragraph.
- ☐ I used appropriate capitalization and punctuation throughout my paragraph.

Before your instructor scores your paragraph, read through the rubric below. With a pencil, circle the score you believe your paragraph meets in each category. Then have your instructor do the same. Discuss with your instructor the strengths of your paragraph, as well as areas it could be improved. You may want to go back and make improvements, type an improved version using a word processor, and print your final draft.

	4	3	2	1	Points
Ideas	The paragraph fully addresses the assignment topic with three or more thoroughly explained supporting details.	The paragraph fully addresses the assignment topic with three complete supporting details.	The paragraph somewhat addresses the assignment topic with fewer than three supporting details.	The paragraph does not directly address the assignment topic and/or contains one or no supporting details.	
Organization	The topic sentence thoroughly answers the assignment question. The order of the supporting details is logical and effective.	The topic sentence answers the assignment question. The order of the supporting details is logical.	The topic sentence somewhat answers the assignment question. The order of the supporting details is somewhat logical.	The topic sentence does not answer the assignment question. The supporting details are not in a logical order.	
Sentence Fluency	The writer varies their sentence length and sentence type with the help of many correlative and subordinating conjunctions.	The writer uses some varied sentence lengths with the help of multiple correlative and subordinating conjunctions.	The writer uses mostly short, choppy sentences with one or two longer sentences that use correlative or subordinating conjunctions.	The writer uses mostly short, choppy sentences and uses one or no correlative or subordinating conjunctions.	
Conventions	There are no capitalization or punctuation errors in the paragraph.	There are one or two capitalization or punctuation errors in the paragraph.	There are several capitalization or punctuation errors in the paragraph.	There are many capitalization or punctuation errors in the paragraph.	

Total Points ____/16

Average ____

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