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<tbody>
<tr>
<td><strong>Language</strong></td>
<td><strong>SPI 0501.1.1</strong> Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e., agreement, subject, object) within context.</td>
<td>√0501.1.1 Know and use appropriately the meaning, forms, and functions of nouns (e.g., common/proper, singular/plural, possessives, predicate nouns)</td>
<td><strong>5.RL.5.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
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<tr>
<td>GLE 0501.1.1</td>
<td><strong>SPI 0501.1.12</strong> Recognize root words, prefixes, and syllabication as aids in determining meaning within context.</td>
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<td>L.5.1 Demonstrate command of the grammar and usage when writing or speaking.</td>
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<tr>
<td>Demonstrate knowledge of Standard English usage, mechanics, and spelling.</td>
<td><strong>SPI 0501.3.2</strong> Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report).</td>
<td>√0501.3.2 Write for a variety of purposes: to entertain, persuade, inform, describe, demonstrate knowledge, answer questions, respond to literature, acquire knowledge (e.g. clarify thinking, take notes, synthesize information, enhance communication).</td>
<td><strong>W.5.1</strong> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
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<tr>
<td>GLE 0501.1.2</td>
<td><strong>SPI 0501.3.8</strong> Select vivid and active words for a writing sample.</td>
<td>√0501.3.7 Create a well-developed story or passage summary, as well as personal reflections and imaginative writing samples.</td>
<td>W.5.1.c <strong>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</strong></td>
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<tr>
<td>Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</td>
<td><strong>SPI 0501.3.9</strong> Choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph.</td>
<td>√0501.3.12 Select and refine a topic.</td>
<td>W.5.4 <strong>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>SPI 0501.3.2</strong> Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report).</td>
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<td>W.5.9.b <strong>Apply grade 5 Reading standards to informational texts (e.g., “How does the author…”).</strong></td>
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<td>GLE 0501.3.1</td>
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<td>Write for a variety of purposes and to a variety of audiences.</td>
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<td>GLE 0501.3.3</td>
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<td>Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.</td>
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<td>Logic</td>
<td>Informational Text</td>
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<tr>
<td><strong>GLE 0501.5.1</strong> Refine logic skills to facilitate learning and to enhance thoughtful reasoning.</td>
<td><strong>GLE 0501.6.1</strong> Apply appropriate skills and strategies to comprehend informational texts (e.g., pre-reading strategies, graphic organizers, questioning text).</td>
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<tr>
<td>SPI 0501.5.3 Distinguish between fact/opinion and reality/fantasy.</td>
<td>SPI 0501.6.5 Select the best summary of a text.</td>
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<td>√0501.5.1 Distinguish between fact/opinion, between cause/effect, and between fantasy/reality.</td>
<td>√0501.6.10 Summarize information presented in text.</td>
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<tr>
<td><em>RI. 5.2</em> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
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uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)"). **W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
**CMCSS Curriculum Guide**  
**5th Grade English Language Arts**  
**Unit 2 of 6**

**Week 2: “Passage to Freedom” / “I Wanted my Mother”**

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<tr>
<td><strong>Language</strong></td>
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<tr>
<td>GLE 0501.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.</td>
<td>SPI 0501.1.1 Identify the correct use of nouns (i.e., singular/plural, <strong>possessives</strong>, predicate nouns, nouns as objects) and pronouns (i.e., agreement, subject, object) within context. SPI 0501.1.7 Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and <strong>possessives</strong>.</td>
<td>√0501.1.1 Know and use appropriately the meaning, forms, and functions of <strong>nouns</strong>, <strong>common/proper</strong>, singular/plural, <strong>possessives</strong>, predicate nouns. √0501.1.9 Form and spell correctly contractions, plurals, and <strong>possessives</strong>.</td>
<td>L.5.1 Demonstrate command of the grammar and usage when writing or speaking. L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<tr>
<td><strong>Writing</strong></td>
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</table>
| GLE 0501.3.1 Write for a variety of purposes and to a variety of audiences. GLE 0501.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing. | SPI 0501.3.2 Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report). SPI 0501.3.9 Choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph. SPI 0501.3.10 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample. | √0501.3.2 Write for a variety of purposes: to entertain, persuade, inform, describe, demonstrate knowledge, answer questions, respond to literature, acquire knowledge (e.g. clarify thinking, take notes, synthesize information, enhance communication). √0501.3.17 Use appropriate time-order or transitional words and phrases. √0501.3.19 Revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information. | W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.9 Draw evidence from literary or informational texts to
<table>
<thead>
<tr>
<th>Logic</th>
<th>SPI 0501.5.1 Locate information to support opinions, predictions, and conclusions.</th>
<th>SPI 0501.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.</th>
<th>SPI 0501.5.3 Distinguish between fact/opinion and reality/fantasy.</th>
<th>SPI 0501.6.3 Distinguish between fact/opinion, between cause/effect, and between fantasy/reality.</th>
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<tr>
<td>Informational Text</td>
<td>GLE 0501.6.1 Apply appropriate skills and strategies to comprehend informational texts (e.g., pre-reading strategies, graphic organizers, questioning text).</td>
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<td>GLE 0501.5.1 Refine logic skills to facilitate learning and to enhance thoughtful reasoning.</td>
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<td>RI. 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
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**W.5.9.b** Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**RI. 5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
**CMCSS Curriculum Guide**  
*5th Grade English Language Arts*  
**Unit 2 of 6**

Week 3: “The Chi’lin Purse” / “The Lion and the Mouse”

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<td><strong>Language</strong></td>
<td>SPI 0501.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context.</td>
<td>□0501.1.1 Know and use appropriately the meaning, forms, and functions of verbs (e.g., action/linking, regular/irregular, be/have, verb phrases, agreement with subject in person and number), □0501.1.2 Recognize usage errors (e.g., double negatives, troublesome words: {to/too/two, their/there/they’re, lie/lay, sit/set, leave/let, learn/teach}).</td>
<td>L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will, have walked) verb tenses. L.5.1.c Use verb tense to convey various times, sequences, states, and conditions. L.5.1.d Recognize and correct inappropriate shifts in verb tense. RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
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<tr>
<td>GLE 0501.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.</td>
<td>SPI 0501.1.4 Recognize usage errors occurring within context (e.g., double negatives, troublesome words {to/too/two, their/there/they’re, its/it’s, sit/set, lie/lay, affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn}).</td>
<td>□0501.1.16 Use a variety of previously learned strategies (e.g., roots and affixes, context, reference sources) to determine the meaning of unfamiliar words.</td>
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<tr>
<td>GLE 0501.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</td>
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**RF.5.3.a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  
**L.5.4.a** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
| **Writing** | **Logic** | **Informational Text** | **CMCSS Curriculum Guide**
5th Grade English Language Arts
Unit 2 of 6 |
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<tr>
<td><strong>GLE 0501.3.1</strong> Write for a variety of purposes and to a variety of audiences.</td>
<td><strong>GLE 0501.5.1</strong> Refine logic skills to facilitate learning and to enhance thoughtful reasoning.</td>
<td><strong>GLE 0501.6.1</strong> Apply appropriate skills and strategies to comprehend informational texts (e.g., pre-reading strategies, graphic organizers, questioning text).</td>
<td><strong>L.5.4.c</strong> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
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<tr>
<td><strong>SPI 0501.3.3</strong> Choose the supporting sentence that best fits the context and flow of ideas in a paragraph. <strong>SPI 0501.3.11</strong> Rearrange paragraphs from a narrative writing selection in sequential and chronological order.</td>
<td><strong>SPI 0501.5.3</strong> Distinguish between fact/opinion and reality/fantasy.</td>
<td><strong>SPI 0501.6.3</strong> Locate information using available text features (e.g., maps, charts, graphics)</td>
<td><strong>W.5.9</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td><strong>W.5.3</strong> Write poems, stories, and essays based upon personal reflections, observations, and experiences.</td>
<td><strong>W.5.1</strong> Distinguish between fact/opinion, between cause/effect, and between fantasy/reality.</td>
<td><strong>W.501.6.8</strong> Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites).</td>
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<tr>
<td><strong>RI. 5.3</strong> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. <strong>RI. 5.8</strong> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
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CMCSS Curriculum Guide
5th Grade English Language Arts
Unit 2 of 6

Week 4: “10 Ways to Help Save Wildlife” / “Why Some Animals Are Considered Bad or Scary”

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<tr>
<td><strong>Language</strong></td>
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<tr>
<td>GLE 0501.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.</td>
<td>SPI 0501.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context.</td>
<td>√0501.1.1 Know and use appropriately the meaning, forms, and functions of verbs (e.g., action/linking, regular/irregular, be/have, verb phrases, agreement with subject in person and number).</td>
<td>L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.</td>
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<tr>
<td>GLE 0501.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</td>
<td>SPI 0501.1.4 Recognize usage errors occurring within context (e.g., double negatives, troublesome words {to/too/two, their/there/they’re, lie/lay, sit/set, leave/let, learn/teach}). SPI 0501.1.12 Recognize root words, prefixes, and syllabication as aids in determining meaning within context.</td>
<td>√0501.1.2 Recognize usage errors (e.g., double negatives, troublesome words: {to/too/two, their/there/they’re, its/it’s, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn}).</td>
<td>L.5.1.d Recognize and correct inappropriate shifts in verb tense. L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
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<tr>
<td><strong>Writing</strong></td>
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</table>
| GLE 0501.3.1 Write for a variety of purposes and to a variety of audiences. | SPI 0501.3.4 Identify the sentence irrelevant to a paragraph’s theme or flow. SPI 0501.3.12 Select an appropriate title that reflects the topic of a written selection. | √0501.3.9 Explore writing in the expository mode. √0501.3.19 Revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information. | W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. W.5.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or
### Research
**GLE 0501.4.1** Conduct research to access and present information.

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<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>SPI 0501.4.1</td>
<td>Identify the most reliable information sources available for preparing a research report.</td>
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</table>

### Logic
**GLE 0501.5.1** Refine logic skills to facilitate learning and to enhance thoughtful reasoning.

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<th>Skill</th>
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<tr>
<td>SPI 0501.5.3</td>
<td>Distinguish between fact/opinion and reality/fantasy.</td>
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### Informational Text
**GLE 0501.6.1** Apply appropriate skills and strategies to comprehend informational texts (e.g., pre-reading strategies, graphic organizers, questioning text).

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<tr>
<td>SPI 0501.6.6</td>
<td>Arrange a set of instructions in sequential order.</td>
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### Writing
**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
## Week 5: “The Midnight Ride of Paul Revere” / Revolutionary War Women

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<tr>
<th>TDP/GLE</th>
<th>TDP/SPI</th>
<th>TDP/CFU</th>
<th>Common Core State Standards</th>
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<tbody>
<tr>
<td><strong>Language</strong>&lt;br&gt;GLE 0501.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.</td>
<td>SPI 0501.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context.&lt;br&gt; SPI 0501.1.17 Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and possessives.&lt;br&gt; SPI 0501.1.14 Identify compound words, contractions, and common abbreviations within context.</td>
<td>√0501.1.1 Know and use appropriately the meaning, forms, and functions of verbs (e.g., action/linking, regular/irregular, be/have, verb phrases, <em>agreement with subject in person and number</em>),&lt;br&gt; √0501.1.9 Form and spell correctly contractions, plurals, and possessives.&lt;br&gt; √0501.1.10 Abbreviate words correctly.</td>
<td>L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.&lt;br&gt; L.5.1.d Recognize and correct inappropriate shifts in verb tense.</td>
</tr>
<tr>
<td><strong>Writing</strong>&lt;br&gt;GLE 0501.3.1 Write for a variety of purposes and to a variety of audiences.&lt;br&gt; GLE 0501.3.2 Write in a variety of modes and genres, including narration, literary response, personal expression, description, and imaginative.</td>
<td>SPI 0501.3.1 Identify the audience for which a text is written.&lt;br&gt; SPI 0501.3.2 Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report).&lt;br&gt; SPI 0501.3.12 Select an appropriate title that reflects the topic of a written selection.</td>
<td>√0501.3.1 Determine an audience and purpose for writing.&lt;br&gt; √0501.3.4 Write poems, stories, and essays based upon personal reflections, observations, and experiences.&lt;br&gt; √0501.3.6 Make written responses to literature studied (e.g., critique, journal, group project).</td>
<td>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.&lt;br&gt; W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
<tr>
<td><strong>Research</strong>&lt;br&gt;GLE 0501.4.1 Conduct research to access and present information.</td>
<td>SPI 0501.4.1 Identify the most reliable information sources available for preparing a research report.</td>
<td>√0501.4.3 Use current technology as a research and communication tool for personal interest, research, and clarification.</td>
<td>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
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<td>Logic</td>
<td>SPI 0501.5.1</td>
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<tr>
<td>GLE 0501.5.1 Refine logic skills to facilitate learning and to enhance thoughtful reasoning.</td>
<td>Locate information to support opinions, predictions, and conclusions.</td>
<td>Distinguish between fact/opinion, between cause/effect, and between fantasy/reality.</td>
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<tr>
<th>Informational Text</th>
<th>SPI 0501.6.2</th>
<th>0501.6.4</th>
<th>RI. 5.5</th>
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<tbody>
<tr>
<td>GLE 0501.6.1 Apply appropriate skills and strategies to comprehend informational texts (e.g., pre-reading strategies, graphic organizers, questioning text).</td>
<td>Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, sidebars).</td>
<td>Use common text parts and features to enhance understanding (e.g., headings, key words, graphics, captions, sidebars, chapter titles, glossaries).</td>
<td>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</td>
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<tr>
<td>GLE 0501.6.2 Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).</td>
<td>SPI 0501.6.6 Arrange a set of instructions in sequential order.</td>
<td>0501.6.5 Understand sequence of events from text.</td>
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<tr>
<td>GLE 0501.6.3 Explore the organizational structures of informational texts.</td>
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<td>0501.6.11 Explore the organizational structures of informational text (e.g., chronological, sequential, cause-effect, comparison-contrast, problem-solution).</td>
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<tr>
<th>Literature</th>
<th>SPI 0501.8.5</th>
<th>0501.8.8</th>
<th>RI. 5.3</th>
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<tbody>
<tr>
<td>GLE 0501.8.1 Use previously learned comprehension strategies before, during, and after reading.</td>
<td>Recognize that a story is told from first person point of view.</td>
<td>Begin to distinguish between 1st and 3rd person point of view.</td>
<td>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
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<td>GLE 0501.8.4 Recognize and understand basic literary terms (e.g., simile, metaphor, setting, point of view, alliteration, onomatopoeia).</td>
<td>SPI 0501.8.7 Identify similes, metaphors, personification, and hyperbole in context.</td>
<td>0501.8.11 Discuss similarities and differences in events and/or characters, using evidence cited in two or more texts.</td>
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<td>SPI 0501.8.8 Identify the effect of sound within context (i.e., onomatopoeia, alliteration, rhythm, rhyme, repetition).</td>
<td>0501.8.14 Know and use basic literary devices (e.g., imagery, metaphor, simile, personification, hyperbole).</td>
<td>Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
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<td>0501.8.15 Recognize sound devices in poetry (e.g., onomatopoeia, alliteration, rhythm, rhyme,</td>
<td>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</td>
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RI. 5.6 Analyze multiple accounts of the same event or topic, noting
| repetition | important similarities and differences in the point of view they represent. | RF.5.4 Read with sufficient accuracy and to support comprehension. L.5.5.a Interpret figurative language, including similes and metaphors, in context. |