

## Grade 5

### Literary

#2 Students *summarize* the plot of Antoine de Saint-Exupery' s *The Little Prince* and then reflect on the *challenges* facing the *characters in the story* while employing those and other *details in the text* to discuss the value of inquisitiveness and exploration as a *theme* of the *story*.

#4 Students *determine the meaning of the metaphor* of a cat in Carl Sandburg' s poem "Fog" and contrast that *figurative language* to the meaning of the *simile* in William Blake' s "The Echoing Green."

#6 Students *describe how the narrator's point of view* in Walter Farley' s *The Black Stallion* *influences how events are described* and how the reader perceives the character of Alexander Ramsay, Jr.

#9 Students *compare and contrast coming-of-age stories* by Christopher Paul Curtis (*Bud, Not Buddy*) and Louise Erdrich (*The Birchbark House*) by identifying *similar themes* and examining the stories' *approach* to the topic of growing up.

### Informational

#1 Students *quote accurately and explicitly from* Leslie Hall' s "Seeing Eye to Eye" to *explain statements* they make and ideas they *infer* regarding sight and light.

#3 Students *explain the relationship between time and clocks* using *specific information* drawn from Bruce Koscielniak' s *About Time: A First Look at Time and Clocks*.

#5 Students identify *the overall structure of ideas, concepts, and information* in Seymour Simon' s *Horses* (based on factors such as their speed and color) and *compare and contrast* that scheme to the one employed by Patricia Lauber in her book *Hurricanes: Earth's Mightiest Storms*.