

**California**  
**Curricular Standards**  
**Reading - Grade 5**  
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<b>Benchmark Number</b>	<b>Benchmark • Teaching Targets</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
<b>1.0</b>	<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.			
	<b>Word Recognition</b>			
<b>1.1</b>	<ul style="list-style-type: none"> <li>Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</li> </ul>	<b>Testing Passages</b>		
	<b>Vocabulary and Concept Development</b>			
<b>1.2</b>	<ul style="list-style-type: none"> <li>Use word origins to determine the meaning of unknown words.</li> </ul>	<b>Appetizers 1 A &amp; B; Main Dish Objectives 1 A &amp; B (Vocabulary); Desserts</b>		
<b>1.3</b>	<ul style="list-style-type: none"> <li>Understand and explain frequently used synonyms, antonyms, and homographs.</li> </ul>	<b>Appetizers 1 B; Main Dish Objective 1 B (Vocabulary); Desserts</b>		
<b>1.4</b>	<ul style="list-style-type: none"> <li>Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).</li> </ul>	<b>Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Desserts</b>		
<b>1.5</b>	<ul style="list-style-type: none"> <li>Understand and explain the figurative and metaphorical use of words in context.</li> </ul>	<b>Appetizers 1 E; Main Dish Objective 1 E (Vocabulary); Desserts</b>		

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<b>2.0</b>	<b>Reading Comprehension (Focus on Informational Materials)</b> Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.			
<b>Structural Features of Informational Materials</b>				
<b>2.1</b>	<ul style="list-style-type: none"> <li>Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</li> </ul>	<b>Appetizers 3 A &amp; E;</b> <b>Main Dish Objectives 3 A (Sequential Order); 3 E (Graphic Organizers);</b> <b>Novel Dish Series <u>Harry Potter &amp; The Sorcerer's Stone</u>; Desserts</b>		
<b>2.2</b>	<ul style="list-style-type: none"> <li>Analyze text that is organized in sequential or chronological order.</li> </ul>	<b>Appetizers 3 A; Main Dish Objective 3 A (Sequential Order); Novel Dish Series <u>Harry Potter &amp; The Sorcerer's Stone</u>; Desserts</b>		
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>				
<b>2.3</b>	<ul style="list-style-type: none"> <li>Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</li> </ul>	<b>Appetizers 1 F, G, &amp; H;</b> <b>Main Dish Objectives 1 F (Facts/Details); 1 G (Stated Main Idea); 1 H (Implied Main Idea);</b> <b>Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train</u>; <u>Mr. Lincoln's Drummer</u>; <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler</u>; <u>Charlie and the Chocolate Factory</u>; Desserts</b>		

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2.4	<ul style="list-style-type: none"> <li>Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</li> </ul>	<b>Appetizers 4 A &amp; B;</b> <b>Main Dish Objectives</b> <b>4 A (Make Inferences);</b> <b>4 B (Make Generalizations);</b> <b>Novel Dish Series</b> <b><u>Skinnnybones; Harry Potter &amp; The Sorcerer’s Stone;</u></b> <b><u>Charlie and the Chocolate Factory; Indian in the Cupboard;</u></b> Desserts		
<b>Expository Critique</b>				
2.5	<ul style="list-style-type: none"> <li>Distinguish facts, supported inferences, and opinions in text.</li> </ul>	<b>Appetizers 4 A &amp; D;</b> <b>Main Dish Objectives</b> <b>4 A (Make Inferences);</b> <b>4 D (Fact/Opinion);</b> <b>Novel Dish Series</b> <b><u>Skinnnybones; Harry Potter &amp; The Sorcerer’s Stone;</u></b> <b><u>Charlie and the Chocolate Factory; Indian in the Cupboard;</u></b> Desserts		
3.0	<b>Literary Response and Analysis</b> Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
<b>Structural Features of Literature</b>				
3.1	<ul style="list-style-type: none"> <li>Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</li> </ul>	<b>Appetizers 3 F;</b> <b>Main Dish Objective</b> <b>3 F (Author’s Purpose);</b> <b>Selected Testing Passages;</b> <b>Poetry Selections; Desserts</b>		
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>				
3.2	<ul style="list-style-type: none"> <li>Identify the main problem or conflict of the plot and explain how it is resolved.</li> </ul>	<b>Appetizers 1 G; 2 A;</b> <b>Main Dish Objectives</b> <b>1 G (Stated Main Idea);</b> <b>2 A (Characterization);</b> <b>Novel Dish Series <u>Charlie and the Chocolate Factory;</u></b> <b><u>Mr. Lincoln’s Drummer;</u></b> <b><u>Number the Stars;</u></b> Desserts		

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3.3	<ul style="list-style-type: none"> <li>Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</li> </ul>	<b>Appetizers 2 A; 3 D;</b> <b>Main Dish Objectives</b> <b>2 A (Characterization);</b> <b>3 D (Compare/Contrast);</b> <b>Novel Dish Series <u>Charlie and the Chocolate Factory</u>;</b> <b>Number the Stars; Desserts</b>		
3.4	<ul style="list-style-type: none"> <li>Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.</li> </ul>	<b>Appetizers 1 G &amp; H;</b> <b>Main Dish Objectives</b> <b>1 G (Stated Main Idea);</b> <b>1 H (Implied Main Idea);</b> <b>Novel Dish Series <u>Charlie and the Chocolate Factory</u>;</b> <b><u>Mr. Lincoln's Drummer</u>;</b> <b>Desserts</b>		
3.5	<ul style="list-style-type: none"> <li>Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).</li> </ul>	<b>Appetizers 1 E; Main Dish Objective 1 E (Vocabulary);</b> <b>Desserts</b>		
<b>Literary Criticism</b>				
3.6	<ul style="list-style-type: none"> <li>Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.</li> </ul>			
3.7	<ul style="list-style-type: none"> <li>Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.</li> </ul>	<b>Appetizers 3 F;</b> <b>Main Dish Objective</b> <b>3 F (Author's Purpose);</b> <b>Novel Dish Series <u>Summer of the Monkeys</u>;</b> <b>Desserts</b>		