

Georgia
Georgia Performance Standards (GPS)
Reading - Grade 5
Correlations with Gourmet Curriculum Press, Inc.®
1.800.900.2290

Benchmark Number	Benchmark • Teaching Targets	Gourmet Resource	Taught	Tested
	<p>Reading</p> <p>In reading a text closely, the student works carefully to discern the author’s perspective and the particular facts and details that support it. The student reads thoughtfully and purposefully, constantly checking for understanding of the author’s intent and meaning so that the interpretation will be sound.</p>			
1	<p>The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by the Grade Five reading list.</p>			
	<p><u>For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</u></p>			
a	<ul style="list-style-type: none"> Identifies and analyzes the elements of setting, characterization, and conflict in plot. 	<p>Appetizers 2 A & B; Main Dish Objectives 2 A (Characterization); 2 B (Story Elements); Novel Dish Series <u>Charlie and the Chocolate Factory</u>; <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler</u>; <u>Mr. Lincoln’s Drummer</u>; <u>Number the Stars</u>; Desserts</p>		
b	<ul style="list-style-type: none"> Identifies and analyzes the structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in the plays they read, view, write, and perform. 	<p>Appetizers 2 B; Main Dish Objective 2 B (Story Elements); Novel Dish Series <u>Charlie and the Chocolate Factory</u>; <u>From the Mixed-up Files of Number the Stars</u>; Desserts</p>		
c	<ul style="list-style-type: none"> Identifies and analyzes the similarities and differences between a narrative text and its film or play version. 	<p>Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Desserts</p>		

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d	<ul style="list-style-type: none"> Relates a literary work to information about its setting (historically or culturally). 	Appetizers 2 B; Main Dish Objective 2 B (Story Elements); Novel Dish Series <u>Charlie and the Chocolate Factory</u>; <u>From the Mixed-up Files of Number the Stars</u>; Desserts		
e	<ul style="list-style-type: none"> Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature. 	Appetizers 1 E; Main Dish Objective 1 E (Vocabulary); Novel Dish Series <u>Ben and Me</u>; Desserts		
f	<ul style="list-style-type: none"> Identifies and analyzes the author's use of dialogue and description. 	Appetizers 2 A; 3 F; Main Dish Objectives 2 A (Characterization); 3 F (Author's Purpose); Novel Dish Series <u>Mr. Lincoln's Drummer</u>; <u>Number the Stars</u>; Desserts		
g	<ul style="list-style-type: none"> Applies knowledge of the concept that theme refers to the main idea and meaning of a selection, whether implied or stated. 	Appetizers 1 G & H; Main Dish Objectives 1 G (Stated Main Idea); 1 H (Implied Main Idea); Novel Dish Series <u>Ben and Me</u>; <u>Charlie and the Chocolate Factory</u>; <u>Mr. Lincoln's Drummer</u>; Desserts		
h	<ul style="list-style-type: none"> Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry. <ul style="list-style-type: none"> i Sound (e.g., alliteration, onomatopoeia, rhyme scheme) ii Figurative language (e.g., personification, metaphor, simile, hyperbole) iii Graphics (e.g., capital letters, line length). 	Appetizers 1 E; 3 E; Main Dish Objectives 1 E (Vocabulary); 3 E (Graphic Organizers); Selected Poetry Selections throughout Main Dish Objectives; Novel Dish Series <u>Ben and Me</u>; Desserts		
i	<ul style="list-style-type: none"> Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text. 	Appetizers 4 A; Main Dish Objective 4 A (Make Inferences); Novel Dish Series <u>Charlie and the Chocolate Factory</u>; <u>Skinnybones</u>; Desserts		

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j	<ul style="list-style-type: none"> Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life. 	Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Desserts		
k	<ul style="list-style-type: none"> Identifies common structures and stylistic elements (e.g., hyperbole, refrain, simile) in traditional literature. 	Appetizers 1 E; Main Dish Objective 1 E (Vocabulary); Novel Dish Series Ben and Me; Desserts		
<p><u>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</u></p>				
a	<ul style="list-style-type: none"> Locates facts that answer the reader's questions. 	Appetizers 1 F; Main Dish Objective 1 F (Facts/Details); Novel Dish Series <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler; Harriet Tubman - Freedom Train</u>; Desserts		
b	<ul style="list-style-type: none"> Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary). 	Appetizers 1 F, G, & H; Main Dish Objectives 1 F (Facts/Details); 1 G (Stated Main Idea); 1 H (Implied Main Idea); Novel Dish Series <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler; Harriet Tubman - Freedom Train; Ben and Me; Charlie and the Chocolate Factory; Mr. Lincoln's Drummer</u>; Desserts		
c	<ul style="list-style-type: none"> Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations). 	Appetizers 3 E; Main Dish Objective 3 E (Graphic Organizers); Desserts		

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d	<ul style="list-style-type: none"> Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes). 	Appetizers 1 I; 3 A, B, & D; Main Dish Objectives 1 I (Summarization); 3 A (Sequential Order); 3 B (Cause/Effect); 3 D (Compare/Contrast); Novel Dish Series <u>Harriet Tubman - Freedom Train</u>; <u>Skinnybones</u>; Desserts		
e	<ul style="list-style-type: none"> Distinguishes cause from effect in context. 	Appetizers 3 B; Main Dish Objective 3 B (Cause/Effect); Novel Dish Series <u>Mr. Lincoln's Drummer</u>; <u>Skinnybones</u>; Desserts		
f	<ul style="list-style-type: none"> Identifies and analyzes main ideas, supporting ideas, and supporting details. 	Appetizers 1 F, G, & H; Main Dish Objectives 1 F (Facts/Details); 1 G (Stated Main Idea); 1 H (Implied Main Idea); Novel Dish Series <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler</u>; <u>Harriet Tubman - Freedom Train</u>; <u>Ben and Me</u>; <u>Charlie and the Chocolate Factory</u>; <u>Mr. Lincoln's Drummer</u>; Desserts		
g	<ul style="list-style-type: none"> Makes perceptive and well-developed connections. 	Main Dish Objectives - Statement of Importance; Across the Curriculum Goals		
h	<ul style="list-style-type: none"> Relates new information to prior knowledge and experience and makes connections to related topics or information. 	Appetizers 4 A, B, & C; Main Dish Objectives 4 A (Make Inferences); 4 B (Make Generalizations); 4 C (Make Predictions); Novel Dish Series <u>Charlie and the Chocolate Factory</u>; <u>Skinnybones</u>; <u>Indian in the Cupboard</u>; Desserts		

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2	The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.			
3	The student understands and acquires new vocabulary and uses it correctly in reading and writing; the student			
a	• Reads a variety of texts and incorporates new words into oral and written language.	Novel Dish Series		
b	• Determines the meaning of unfamiliar words using context clues (e.g., definition, example).	Appetizers 1 B, C, D, & E; Main Dish Objectives 1 B, C, D, & E (Vocabulary); Novel Dish Series <u>Ben and Me</u> ; Desserts		
c	• Determines the meaning of unfamiliar words using knowledge of common roots, suffixes, and prefixes.	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Novel Dish Series <u>Ben and Me</u> ; Desserts		
d	• Determines pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.	Appetizers 1 D; Main Dish Objective 1 D (Vocabulary); Novel Dish Series <u>Ben and Me</u> ; Library Skills; Desserts		
e	• Identifies the meaning of common prefixes (e.g., un-, re-, dis-).	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Novel Dish Series <u>Ben and Me</u> ; Desserts		
f	• Identifies the meaning of common idioms and figurative phrases.	Appetizers 1 E; Main Dish Objective 1 E (Vocabulary); Novel Dish Series <u>Ben and Me</u> ; Desserts		
g	• Identifies playful uses of language (e.g., puns, jokes, palindromes).	Appetizers 1 E; Main Dish Objective 1 E (Vocabulary); Novel Dish Series <u>Ben and Me</u> ; Desserts		

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h	<ul style="list-style-type: none"> Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence. 	Appetizers 1 D; Main Dish Objective 1 D (Vocabulary); Novel Dish Series <u>Ben and Me</u>; Desserts		
i	<ul style="list-style-type: none"> Identifies and applies the meaning of the terms antonym, synonym, and homophone. 	Appetizers 1 B; Main Dish Objective 1 B (Vocabulary); Novel Dish Series <u>Ben and Me</u>; Desserts		
4	The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres of the quality and complexity illustrated in the sample reading list, in a way that makes meaning clear to listeners, by			
a	<ul style="list-style-type: none"> Using letter-sound knowledge to decode written English and using a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning. 	N/A		
b	<ul style="list-style-type: none"> Using self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies). 	All Appetizers; All Main Dish Objectives; Novel Dish Series		
c	<ul style="list-style-type: none"> Reading with a rhythm, flow, and meter that sounds like everyday speech (fluency). 	All Appetizers; All Main Dish Objectives; Novel Dish Series		