

Maryland
Learning Outcomes
Reading - Grade 5
Correlations with Gourmet Curriculum Press, Inc.®
1.800.900.2290

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
	<p>READING (1.0): ENGLISH LANGUAGE ARTS</p> <p>Students examine, construct and extend the meaning of a variety of self-selected and assigned texts (traditional and electronic) by applying a range of reading strategies and analytic techniques.</p> <p>Reading is an interactive, recursive process in which students examine, construct, and extend meaning from life, language, print and non-print experiences. Students read for literary experiences, to gain information, to perform tasks, and for enjoyment. Beginning readers develop phonemic awareness, letter-knowledge, phonics, word recognition, and story comprehension. Proficient readers construct, extend, and examine their initial understanding when reading a variety of texts. They develop self-monitoring and self-correcting strategies to comprehend, evaluate, and respond to what they read. As students develop as readers, the texts that they read increase in complexity, as does the degree of fluency and independence with which they are expected to read.</p> <p>By the end of Grade 5, students know and are able to do everything required at earlier grades and:</p>			
1.5.1	Concepts of Print and Structural Features of Text			
1	<ul style="list-style-type: none"> • <i>identify and use common organizational structures such as comparison and contrast, cause and effect, and chronological order to gain meaning from text</i> 	Appetizers 3 A, B, & D; Main Dish Objectives 3 A (Sequential Order); 3 B (Cause/Effect); 3 D (Compare/Contrast); Novel Dish Series <u>Harry Potter & The Sorcerer’s Stone</u>; <u>Mr. Lincoln’s Drummer</u>; <u>Skinnybones</u>; Desserts		
2	<ul style="list-style-type: none"> • <i>use glossaries, table of contents, chapter headings and subheadings, indexes, and sidebars to locate information in text</i> 	Library Skills		

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1.5.5	Comprehension and Interpretation of Informational Text*			
1	<ul style="list-style-type: none"> • <i>use prior knowledge and ideas presented in texts to make and confirm predictions</i> 	Appetizers 4 C; Main Dish Objective 4 C (Make Predictions); Desserts		
2	<ul style="list-style-type: none"> • <i>evaluate new information and hypotheses by testing them against known information and ideas</i> 	Appetizers 1 F; 4 B; Main Dish Objectives 1 F (Facts/Details); 4 B (Make Generalizations); 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>Indian in the Cupboard</u>; <u>Harry Potter & The Sorcerer’s Stone</u>; Desserts		
3	<ul style="list-style-type: none"> • <i>revise and clarify steps in a set of directions, instructions or procedures</i> 	Appetizers 3 A & C; Main Dish Objectives 3 A (Sequential Order); 3 C (Complex Directions); Novel Dish Series <u>Harry Potter & The Sorcerer’s Stone</u>; Desserts		
4	<ul style="list-style-type: none"> • <i>know and use different focusing, monitoring and assessing reading strategies (e.g., skimming and scanning) to comprehend text</i> 	Interactive Discussions of Appetizers; All Main Dish Testing Passages		
5	<ul style="list-style-type: none"> • <i>evaluate the various functions of language used (to inform, to persuade) to comprehend text</i> 	Appetizers 4 E; Main Dish Objective 4 E (Persuasive Devices); Desserts		
6	<ul style="list-style-type: none"> • <i>summarize text in a manner that reflects the main ideas, significant details, and its underlying meaning</i> 	Appetizers 1 I; Main Dish Objective 1 I (Summarization); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train</u>; Desserts		
7	<ul style="list-style-type: none"> • <i>determine the author’s purpose</i> 	Appetizers 3 F; Main Dish Objective 3 F (Author’s Purpose); Desserts		

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9	• <i>summarize the steps in text</i>	Appetizers 1 I; 3 A; Main Dish Objectives 1 I (Summarization); 3 A (Sequential Order); Novel Dish Series <u>Harry Potter & The Sorcerer's Stone</u> ; <u>The Story of Harriet Tubman - Freedom Train</u> ; Desserts		
10	• <i>reorganize information from the text into a different form (charts, drawings, or graphic organizers)</i>	Appetizers 3 E; Main Dish Objective 3 E (Graphic Organizers); Desserts		
11	• <i>identify additional information needed</i>	Appetizers 1 F, G, & I; Main Dish Objectives 1 F (Facts/Details); 1 G (Stated Main Idea); 1 I (Summarization); 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		
1.5.6	Evaluation of Informational Text			
1	• <i>explain how the tone is reflected in the author's style</i>	Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Desserts		
2	• <i>distinguish relevant from irrelevant information contained within text and identify possible points of confusion</i>	Appetizers 1 F, G, & I; Main Dish Objectives 1 F (Facts/Details); 1 G (Stated Main Idea); 1 I (Summarization); 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		

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3	<ul style="list-style-type: none"> distinguish among facts, supported inferences, and opinions in text 	Appetizers 4 D; Main Dish Objective 4 D (Fact/Opinion); Novel Dish Series <u>Indian in the Cupboard</u>; <u>Skinnybones</u>; Desserts		
4	<ul style="list-style-type: none"> evaluate the usefulness of information 			
1.5.8 Independent Reading				
1	<ul style="list-style-type: none"> self-select and read at least 25 grade-level appropriate books annually for independent reading for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment) 	Literary Lunches; Novel Dish Series		