

*Texas*  
**TEKS - Texas Essential Knowledge and Skills**  
**Reading - Grade 5**  
**Correlations with Gourmet Learning®**  
1.800.900.2290

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
<b>Knowledge and Skills</b>				
<b>1</b>	<b>Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);</li> </ul>	<i>Appetizers</i> p. 3, 27, 31, 34, 48, 55, 58 <i>Appetizers Too</i> p. 25, 36, 37, 39, 1, 49, 57, 62 <i>Main Dish</i> Author's Purpose		
<b>B</b>	<ul style="list-style-type: none"> <li>eliminate barriers to effective listening (4-8); and</li> </ul>	Teacher-led instruction		
<b>C</b>	<ul style="list-style-type: none"> <li>understand the major ideas and supporting evidence in spoken messages (4-8).</li> </ul>	<i>Appetizers</i> p. 1, 4, 7, 34, 38, 59 <i>Appetizers Too</i> p. 5, 42, 44, 47, 54, 57, 59, 60 <i>Main Dish</i> Stated Main Idea <i>Novel Dish Series</i> <u>Charlie and the Chocolate Factory</u> ; <u>Maniac Magee</u>  <i>Appetizers</i> p. 11, 12, 15, 32, 35, 39, 42, 52, 54 <i>Appetizers Too</i> p. 3, 4, 6, 8, 16, 19, 26, 46 <i>Main Dish</i> Implied Main Idea <i>Novel Dish Series</i> <u>Mr. Lincoln's Drummer</u>  <i>Appetizers</i> p. 9, 23, 30, 38, 41, 54, 56 <i>Appetizers Too</i> p. 2, 19, 20, 27, 31, 55, 62 <i>Main Dish</i> Facts/Details <i>Novel Dish Series</i> <u>Shiloh</u> ; <u>Freedom Train</u> ; <u>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</u> ; <u>Maniac Magee</u>		

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<b>2</b>	<b>Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker’s message(s). The student is expected to:</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>interpret speakers’ messages (both verbal and nonverbal), purposes, and perspectives (4-8);</li> </ul>	<i>Appetizers</i> p. 3, 27, 31, 34, 48, 55, 58 <i>Appetizers Too</i> p. 25, 36, 37, 39, 1, 49, 57, 62 <i>Main Dish</i> Author’s Purpose  <i>Appetizers</i> p. 1, 4, 7, 34, 38, 59 <i>Appetizers Too</i> p. 5, 42, 44, 47, 54, 57, 59, 60 <i>Main Dish</i> Stated Main Idea <i>Novel Dish Series</i> <u>Charlie and the Chocolate Factory</u> ; <u>Maniac Magee</u>  <i>Appetizers</i> p. 11, 12, 15, 32, 35, 39, 42, 52, 54 <i>Appetizers Too</i> p. 3, 4, 6, 8, 16, 19, 26, 46 <i>Main Dish</i> Implied Main Idea <i>Novel Dish Series</i> <u>Mr. Lincoln’s Drummer</u>		
<b>B</b>	<ul style="list-style-type: none"> <li>identify and analyze a speaker’s persuasive techniques such as promises, dares, and flattery (4-5);</li> </ul>	<i>Appetizers</i> p. 31, 36, 44, 50, 60 <i>Appetizers Too</i> p. 38, 45, 61 <i>Main Dish</i> Persuasive Devices		
<b>C</b>	<ul style="list-style-type: none"> <li>distinguish between the speaker’s opinion and verifiable fact (4-8); and</li> </ul>	<i>Appetizers</i> p. 1, 6, 8, 13, 29, 37, 53, 57 <i>Appetizers Too</i> p. 8, 10, 17, 26, 28, 52, 55 <i>Main Dish</i> Fact/Opinion <i>Novel Dish Series</i> <u>Skinnybones</u>		
<b>D</b>	<ul style="list-style-type: none"> <li>monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).</li> </ul>	Teacher-led instruction		
<b>3</b>	<b>Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to:</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);</li> </ul>	<i>Main Dish</i> Literary Forms & Genres		
<b>B</b>	<ul style="list-style-type: none"> <li>describe how the language of literature affects the listener (4-5); and</li> </ul>	<i>Main Dish</i> Literary Forms & Genres		
<b>C</b>	<ul style="list-style-type: none"> <li>assess how language choice and delivery affect the tone of the message (4-5).</li> </ul>	<i>Main Dish</i> Story Elements; Literary Forms & Genres		

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<b>4</b>	<b>Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</b>			
<b>A</b>	• <i>connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8);</i>	<i>Main Dish Literary Forms &amp; Genres; Evaluate/Make Judgments</i>		
<b>B</b>	• <i>compare oral traditions across regions and cultures (4-8); and</i>	<i>Main Dish Compare/Contrast; Literary Forms &amp; Genres</i>		
<b>C</b>	• <i>identify how language use such as labels and sayings reflects regions and cultures (4-8).</i>	<i>Teacher-led instruction</i>		
<b>5</b>	<b>Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:</b>			
<b>A</b>	• <i>adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);</i>	<i>Appetizers p. 3, 27, 31, 34, 48, 55, 58 Appetizers Too p. 25, 36, 37, 39, 1, 49, 57, 62 Main Dish Author's Purpose</i>		
<b>B</b>	• <i>demonstrate effective communications skills that reflect demands such as interviewing, reporting, requesting, and providing information (4-8);</i>	<i>Appetizers p. 46, 63, 64, 76 Appetizers Too p. 69, 75 Main Dish Literary Forms &amp; Genres</i>		
<b>C</b>	• <i>present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);</i>	<i>Appetizers Too p. 64 Main Dish Literary Forms &amp; Genres</i>		
<b>D</b>	• <i>use effective rate, volume, pitch, and tone for the audience and setting (4-8);</i>	<i>Main Dish Story Elements</i>		
<b>E</b>	• <i>give precise directions and instructions such as for games and tasks (4-5); and</i>	<i>Appetizers p. 2, 12, 62 Appetizers Too p. 32, 36 Main Dish Complex Directions</i>		
<b>F</b>	• <i>clarify and support spoken ideas with evidence, elaborations, and examples (4-8).</i>	<i>Appetizers p. 9, 23, 30, 38, 41, 54, 56 Appetizers Too p. 2, 19, 20, 27, 31, 55, 62 Main Dish Facts/Details Novel Dish Series <u>Shiloh</u>; <u>Freedom Train</u>; <u>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</u>; <u>Maniac Magee</u></i>		

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<b>6</b>	<b>Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);</li> </ul>	<i>Appetizers</i> p. 1, 26, 27, 53 <i>Appetizers Too</i> p. 3, 4, 5, 17, 25, 60 <i>Main Dish</i> Context Clues		
<b>B</b>	<ul style="list-style-type: none"> <li>use structural analysis to identify root words with prefixes such as <i>dis-</i>, <i>non-</i>, and <i>in-</i>; and suffixes such as <i>-ness</i>, <i>-tion</i>, and <i>-able</i> (4-6); and</li> </ul>	<i>Appetizers</i> p. 16, 69, 71, 73 <i>Appetizers Too</i> p. 6, 14, 15, 59, 73, 77 <i>Main Dish</i> Context Clues		
<b>C</b>	<ul style="list-style-type: none"> <li>locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).</li> </ul>	<i>Appetizers</i> p. 19, 40, 76, 77, 78 <i>Appetizers Too</i> p. 34, 47, 53, 54, 70, 73 <i>Main Dish</i> Context Clues		
<b>7</b>	<b>Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5);</li> </ul>	Teacher-led instruction		
<b>B</b>	<ul style="list-style-type: none"> <li>read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" 5th grader reads approximately 100 wpm) (5);</li> </ul>	Teacher-led instruction		
<b>C</b>	<ul style="list-style-type: none"> <li>demonstrate characteristics of fluent and effective reading (4-6);</li> </ul>	Teacher-led instruction		
<b>D</b>	<ul style="list-style-type: none"> <li>adjust reading rate based on purposes for reading (4-8);</li> </ul>	<i>Main Dish</i> Author's Purpose		

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E	<ul style="list-style-type: none"> <li>read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and</li> </ul>	Teacher-led instruction		
F	<ul style="list-style-type: none"> <li>read silently with increasing ease for longer periods (4-8).</li> </ul>	Teacher-led instruction		
8	<b>Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:</b>			
A	<ul style="list-style-type: none"> <li>read classic and contemporary works (2-8);</li> </ul>	Appetizers p. 46, 70, 72, 76 Appetizers Too p. 29, 43 Main Dish Literary Forms & Genres		
B	<ul style="list-style-type: none"> <li>select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and</li> </ul>	Appetizers p. 46, 63, 64, 70, 72, 76 Appetizers Too p. 29, 43, 69, 75 Main Dish Literary Forms & Genres		
C	<ul style="list-style-type: none"> <li>read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).</li> </ul>	Appetizers p. 3, 27, 31, 34, 48, 55, 58 Appetizers Too p. 25, 36, 37, 39, 1, 49, 57, 62 Main Dish Author's Purpose		
9	<b>Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</b>			
A	<ul style="list-style-type: none"> <li>develop vocabulary by listening to selections read aloud (4-8);</li> </ul>	Teacher-led instruction		
B	<ul style="list-style-type: none"> <li>draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);</li> </ul>	Appetizers p. 19, 40, 76, 77, 78 Appetizers Too p. 34, 47, 53, 54, 70, 73 Main Dish Context Clues  Appetizers p. 13, 34, 42, 66, 68 Appetizers Too p. 2, 12, 29, 63, 68 Main Dish Figurative Language Novel Dish Series <u>Summer of the Monkeys</u>		
C	<ul style="list-style-type: none"> <li>use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);</li> </ul>	Appetizers p. 19, 25, 26, 28, 56, 67 Appetizers Too p. 4, 26, 35, 39, 66, 67 Main Dish Context Clues		

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D	<ul style="list-style-type: none"> <li>determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8); and</li> </ul>	<i>Appetizers</i> p. 16, 69, 71, 73 <i>Appetizers Too</i> p. 6, 14, 15, 59, 73, 77 <i>Main Dish Context Clues</i>		
E	<ul style="list-style-type: none"> <li>study word meanings systematically such as across curricular content areas and through current events (4-8).</li> </ul>	<i>Appetizers</i> p. 1, 26, 27, 53 <i>Appetizers Too</i> p. 3, 4, 5, 17, 25, 60 <i>Main Dish Context Clues</i>		
10	<b>Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</b>			
A	<ul style="list-style-type: none"> <li>use his/her own knowledge and experience to comprehend (4-8);</li> </ul>	<i>All Gourmet Appetizers, Main Dishes, and Novel Dishes</i>		
B	<ul style="list-style-type: none"> <li>establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);</li> </ul>	<i>Appetizers</i> p. 3, 27, 31, 34, 48, 55, 58 <i>Appetizers Too</i> p. 25, 36, 37, 39, 1, 49, 57, 62 <i>Main Dish Author's Purpose</i>		
C	<ul style="list-style-type: none"> <li>monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);</li> </ul>	<i>All Gourmet Appetizers, Main Dishes, and Novel Dishes</i>		
D	<ul style="list-style-type: none"> <li>describe mental images that text descriptions evoke (4-8);</li> </ul>	<i>Main Dish Evaluate/Make Judgments</i>		
E	<ul style="list-style-type: none"> <li>use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);</li> </ul>	<i>Appetizers</i> p. 5, 10, 24, 25, 28, 42 <i>Appetizers Too</i> p. 3, 9, 30, 46, 50, 53, 59 <i>Main Dish Sequential Order</i> <i>Novel Dish Series <u>Shiloh</u>; <u>Hatchet</u>; <u>Holes</u></i>  <i>Appetizers</i> p. 7, 9, 10, 14, 17, 20, 21, 29, 44 <i>Appetizers Too</i> p. 14, 22, 35, 38, 47, 52 <i>Main Dish Cause/Effect</i> <i>Novel Dish Series <u>Shiloh</u>; <u>Skinnybones</u>; <u>Holes</u>; <u>Maniac Magee</u>; <u>Mr. Lincoln's Drummer</u></i>		

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<b>F</b>	<ul style="list-style-type: none"> <li>determine a text's main (or major) ideas and how those ideas are supported with details (4-8);</li> </ul>	<p><i>Appetizers</i> p. 1, 4, 7, 34, 38, 59  <i>Appetizers Too</i> p. 5, 42, 44, 47, 54, 57, 59, 60  <b>Main Dish Stated Main Idea</b>  <b>Novel Dish Series <u>Charlie and the Chocolate Factory</u>; <u>Maniac Magee</u></b></p> <p><i>Appetizers</i> p. 11, 12, 15, 32, 35, 39, 42, 52, 54  <i>Appetizers Too</i> p. 3, 4, 6, 8, 16, 19, 26, 46  <b>Main Dish Implied Main Idea</b>  <b>Novel Dish Series <u>Mr. Lincoln's Drummer</u></b></p>		
<b>G</b>	<ul style="list-style-type: none"> <li>paraphrase and summarize text to recall, inform, or organize ideas (4-8);</li> </ul>	<p><i>Appetizers</i> p. 30, 33, 43, 48, 57  <i>Appetizers Too</i> p. 12, 18, 23, 30, 31, 48  <b>Main Dish Summarization</b>  <b>Novel Dish Series <u>Freedom Train</u>; <u>Summer of the Monkeys</u></b></p>		
<b>H</b>	<ul style="list-style-type: none"> <li>draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);</li> </ul>	<p><i>Appetizers</i> p. 17, 24, 51, 53, 58, 62  <i>Appetizers Too</i> p. 5, 9, 10, 23, 34, 40, 56, 57, 58  <b>Main Dish Make Inferences</b>  <b>Novel Dish Series <u>Skinnybones</u>; <u>Charlie and the Chocolate Factory</u></b></p> <p><i>Appetizers</i> p. 4, 5, 21, 47, 55  <i>Appetizers Too</i> p. 16, 24, 32, 37, 42  <b>Main Dish Make Generalizations</b></p> <p><i>Appetizers</i> p. 6, 15, 18, 22, 45, 49  <i>Appetizers Too</i> p. 6, 13, 43, 44, 56  <b>Main Dish Make Predictions</b>  <b>Novel Dish Series <u>Hatchet</u></b></p>		
<b>I</b>	<ul style="list-style-type: none"> <li>find similarities and differences across texts such as in treatment, scope, or organization (4-8);</li> </ul>	<p><i>Appetizers</i> p. 12, 22, 32, 35, 52, 59, 63, 75  <i>Appetizers Too</i> p. 13, 24, 40, 48, 49, 61, 78  <b>Main Dish Compare/Contrast</b>  <b>Novel Dish Series <u>Summer of the Monkeys</u></b></p>		
<b>J</b>	<ul style="list-style-type: none"> <li>distinguish fact and opinion in various texts (4-8);</li> </ul>	<p><i>Appetizers</i> p. 1, 6, 8, 13, 29, 37, 53, 57  <i>Appetizers Too</i> p. 8, 10, 17, 26, 28, 52, 55  <b>Main Dish Fact/Opinion</b>  <b>Novel Dish Series <u>Skinnybones</u></b></p>		

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K	<ul style="list-style-type: none"> <li>answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and shortanswer (4-8); and</li> </ul>	All Gourmet Appetizers, Initial Instruction Lessons, and Assessments		
L	<ul style="list-style-type: none"> <li>represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).</li> </ul>	<p>Appetizers p. 2, 10, 14, 20, 21, 23, 28, 33, 35, 38, 39, 43, 49, 50</p> <p>Appetizers Too p. 1, 18, 20, 21, 26, 27, 33, 38, 49, 53</p> <p>Main Dish Graphic Organizers</p>		
11	<b>Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:</b>			
A	<ul style="list-style-type: none"> <li>offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);</li> </ul>	<p>Appetizers p. 5, 8, 9, 12, 14, 16, 18, 22, 25, 31, 36, 40, 47, 60, 61, 62, 64, 75</p> <p>Appetizers Too p. 7, 11, 13, 21, 27, 36, 44, 45, 51, 78</p> <p>Main Dish Evaluate/Make Judgments</p> <p>Novel Dish Series <u>Number the Stars</u>; <u>Freedom Train</u>; <u>From the Mixed-Up Files of Mrs. Basil E Frankweiler</u></p>		
B	<ul style="list-style-type: none"> <li>interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);</li> </ul>	<p>Appetizers p. 1, 4, 7, 34, 38, 59</p> <p>Appetizers Too p. 5, 42, 44, 47, 54, 57, 59, 60</p> <p>Main Dish Stated Main Idea</p> <p>Novel Dish Series <u>Charlie and the Chocolate Factory</u>; <u>Maniac Magee</u></p> <p>Appetizers p. 11, 12, 15, 32, 35, 39, 42, 52, 54</p> <p>Appetizers Too p. 3, 4, 6, 8, 16, 19, 26, 46</p> <p>Main Dish Implied Main Idea</p> <p>Novel Dish Series <u>Mr. Lincoln's Drummer</u></p> <p>Appetizers p. 9, 23, 30, 38, 41, 54, 56</p> <p>Appetizers Too p. 2, 19, 20, 27, 31, 55, 62</p> <p>Main Dish Facts/Details</p> <p>Novel Dish Series <u>Shiloh</u>; <u>Freedom Train</u>; <u>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</u>; <u>Maniac Magee</u></p> <p>Appetizers p. 65, 69, 74</p> <p>Main Dish Story Elements</p> <p>Novel Dish Series <u>Number the Stars</u>; <u>Charlie and the Chocolate Factory</u>; <u>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</u>; <u>Holes</u></p>		

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C	<ul style="list-style-type: none"> <li>support responses by referring to relevant aspects of text and his/her own experiences (4-8); and</li> </ul>	Main Dish Evaluate/Make Judgments		
D	<ul style="list-style-type: none"> <li>connect, compare, and contrast ideas, themes, and issues across text (4-8).</li> </ul>	<p>Appetizers p. 12, 22, 32, 35, 52, 59, 63, 75  Appetizers Too p. 13, 24, 40, 48, 49, 61, 78  Main Dish Compare/Contrast  Novel Dish Series <u>Summer of the Monkeys</u></p> <p>Appetizers p. 65, 69, 74  Main Dish Story Elements  Novel Dish Series <u>Number the Stars; Charlie and the Chocolate Factory; From the Mixed-Up Files of Mrs. Basil E. Frankweiler; Holes</u></p>		
12	<b>Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:</b>			
A	<ul style="list-style-type: none"> <li>judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here ?" (4-5);</li> </ul>	<p>Appetizers p. 5, 8, 9, 12, 14, 16, 18, 22, 25, 31, 36, 40, 47, 60, 61, 62, 64, 75  Appetizers Too p. 7, 11, 13, 21, 27, 36, 44, 45, 51, 78  Main Dish Evaluate/Make Judgments  Novel Dish Series <u>Number the Stars; Freedom Train; From the Mixed-Up Files of Mrs. Basil E Frankweiler</u></p>		
B	<ul style="list-style-type: none"> <li>recognize that authors organize information in specific ways (4-5);</li> </ul>	<p>Appetizers p. 5, 10, 24, 25, 28, 42  Appetizers Too p. 3, 9, 30, 46, 50, 53, 59  Main Dish Sequential Order  Novel Dish Series <u>Shiloh; Hatchet; Holes</u></p> <p>Appetizers p. 7, 9, 10, 14, 17, 20, 21, 29, 44  Appetizers Too p. 14, 22, 35, 38, 47, 52  Main Dish Cause/Effect  Novel Dish Series <u>Shiloh; Skinnybones; Holes; Maniac Magee; Mr. Lincoln's Drummer</u></p>		
C	<ul style="list-style-type: none"> <li>identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);</li> </ul>	<p>Appetizers p. 3, 27, 31, 34, 48, 55, 58  Appetizers Too p. 25, 36, 37, 39, 1, 49, 57, 62  Main Dish Author's Purpose</p>		

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D	<ul style="list-style-type: none"> <li>recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);</li> </ul>	<i>Appetizers</i> p. 46, 63, 66, 68, 70, 72, 76 <i>Appetizers Too</i> p. 29, 43, 63, 74 <i>Main Dish Literary Forms &amp; Genres</i>		
E	<ul style="list-style-type: none"> <li>compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);</li> </ul>	<i>Appetizers</i> p. 12, 22, 32, 35, 52, 59, 63, 75 <i>Appetizers Too</i> p. 13, 24, 40, 48, 49, 61, 78 <i>Main Dish Compare/Contrast Novel Dish Series <u>Summer of the Monkeys</u></i>		
F	<ul style="list-style-type: none"> <li>understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5);</li> </ul>	<i>Main Dish Literary Forms &amp; Genres</i>		
G	<ul style="list-style-type: none"> <li>understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);</li> </ul>	<i>Appetizers</i> p. 46, 63, 64, 70, 72, 76 <i>Appetizers Too</i> p. 29, 43, 69, 75 <i>Main Dish Literary Forms &amp; Genres</i>		
H	<ul style="list-style-type: none"> <li>analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);</li> </ul>	<i>Appetizers</i> p. 3, 11, 13, 14, 16, 37, 41, 46, 72 <i>Appetizers Too</i> p. 7, 22, 28, 39, 41, 43, 45, 51, 58, 71, 72, 76 <i>Main Dish Story Elements Novel Dish Series <u>Number the Stars; Hatchet; Mr. Lincoln's Drummer</u></i>		
I	<ul style="list-style-type: none"> <li>recognize and analyze story plot, setting, and problem resolution (4-8); and</li> </ul>	<i>Appetizers</i> p. 16, 18, 27, 36, 40, 45, 46, 47, 51, 61, 65, 69, 70, 72, 73, 74, 76, 77 <i>Appetizers Too</i> p. 1, 7, 11, 15, 33, 50, 51, 64, 65, 71, 72, 73, 76 <i>Main Dish Story Elements Novel Dish Series <u>Number the Stars; Charlie and the Chocolate Factory; From the Mixed-Up Files of Mrs. Basil E. Frankweiler; Holes</u></i>		
J	<ul style="list-style-type: none"> <li>describe how the author's perspective or point of view affects the text (4-8).</li> </ul>	<i>Main Dish Author's Purpose</i>		

<b>Benchmark Number</b>	<b>Benchmark</b> • <b>Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
13	<b>Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:</b>			
A	<ul style="list-style-type: none"> <li>form and revise questions for investigations, including questions arising from interest and units of study (4-5);</li> </ul>	<i>Appetizers</i> p. 9, 23, 30, 38, 41, 54, 56 <i>Appetizers Too</i> p. 2, 19, 20, 27, 31, 55, 62 <b>Main Dish Facts/Details</b> <b>Novel Dish Series <u>Shiloh</u>; <u>Freedom Train</u>; <u>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</u>; <u>Maniac Magee</u></b>		
B	<ul style="list-style-type: none"> <li>use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);</li> </ul>	<i>Appetizers</i> p. 2, 10, 14, 20, 21, 23, 28, 33, 35, 38, 39, 43, 49, 50 <i>Appetizers Too</i> p. 1, 18, 20, 21, 26, 27, 33, 38, 49, 53 <b>Main Dish Graphic Organizers</b>		
C	<ul style="list-style-type: none"> <li>use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);</li> </ul>	<b>Main Dish Literary Forms &amp; Genres</b>		
D	<ul style="list-style-type: none"> <li>interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions (4-5);</li> </ul>	<i>Appetizers</i> p. 2, 10, 14, 20, 21, 23, 28, 33, 35, 38, 39, 43, 49, 50 <i>Appetizers Too</i> p. 1, 18, 20, 21, 26, 27, 33, 38, 49, 53 <b>Main Dish Graphic Organizers</b>		
E	<ul style="list-style-type: none"> <li>summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);</li> </ul>	<i>Appetizers</i> p. 30, 33, 43, 48, 57 <i>Appetizers Too</i> p. 12, 18, 23, 30, 31, 48 <b>Main Dish Summarization</b> <b>Novel Dish Series <u>Freedom Train</u>; <u>Summer of the Monkeys</u></b>		
F	<ul style="list-style-type: none"> <li>produce research projects and reports in effective formats using visuals to support meaning as appropriate (4-5);</li> </ul>	<b>Teacher-led instruction</b>		

<b>Benchmark Number</b>	<b>Benchmark • Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
<b>G</b>	<ul style="list-style-type: none"> <li>draw conclusions from information gathered from multiple sources (4-8); and</li> </ul>	<p><i>Appetizers</i> p. 17, 24, 51, 53, 58, 62  <i>Appetizers Too</i> p. 5, 9, 10, 23, 34, 40, 56, 57, 58  <i>Main Dish</i> Make Inferences  <i>Novel Dish Series</i> <u>Skinnnybones</u>; <u>Charlie and the Chocolate Factory</u></p> <p><i>Appetizers</i> p. 4, 5, 21, 47, 55  <i>Appetizers Too</i> p. 16, 24, 32, 37, 42  <i>Main Dish</i> Make Generalizations</p> <p><i>Appetizers</i> p. 6, 15, 18, 22, 45, 49  <i>Appetizers Too</i> p. 6, 13, 43, 44, 56  <i>Main Dish</i> Make Predictions  <i>Novel Dish Series</i> <u>Hatchet</u></p>		
<b>H</b>	<ul style="list-style-type: none"> <li>use compiled information and knowledge to raise additional, unanswered questions (3-8).</li> </ul>	<p><i>Appetizers</i> p. 9, 23, 30, 38, 41, 54, 56  <i>Appetizers Too</i> p. 2, 19, 20, 27, 31, 55, 62  <i>Main Dish</i> Facts/Details  <i>Novel Dish Series</i> <u>Shiloh</u>; <u>Freedom Train</u>; <u>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</u>; <u>Maniac Magee</u></p>		
<b>14</b>	<b>Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>compare text events with his/her own and other readers' experiences (4-8);</li> </ul>	<i>Main Dish</i> Compare/Contrast		
<b>B</b>	<ul style="list-style-type: none"> <li>determine distinctive and common characteristics of cultures through wide reading (4-8); and</li> </ul>	<i>Main Dish</i> Literary Forms & Genres		
<b>C</b>	<ul style="list-style-type: none"> <li>articulate and discuss themes and connections that cross cultures (4-8).</li> </ul>	<p><i>Appetizers</i> p. 65, 69, 74  <i>Main Dish</i> Story Elements  <i>Novel Dish Series</i> <u>Number the Stars</u>; <u>Charlie and the Chocolate Factory</u>; <u>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</u>; <u>Holes</u></p>		