

**Washington D.C.**  
**Learning Standards**  
**Reading - Grade 6**  
**Correlations with Gourmet Curriculum Press, Inc.®**  
**1.800.900.2290**

<b>Benchmark Number</b>	<b>Benchmark • Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
<b>Language Development (Vocabulary and Concept Development)</b>				
<b>6.LD-V.7</b>	<ul style="list-style-type: none"> <li>Determine the meaning of unfamiliar words, using knowledge of English language structure, Greek and Latin roots, suffixes, and prefixes.</li> </ul>	<i>Appetizers</i> 31,52, 56, 64; <i>Appetizers Too</i> 5, 18, 42, 44, 48, 60, 65, 66; <i>Main Dish</i> 6.LD-V.7 (Vocabulary); <i>Desserts</i>		
<b>6.LD-V.8</b>	<ul style="list-style-type: none"> <li>Use such clues as definition, example, and restatement to determine the meanings of unfamiliar words and words with multiple meanings in context.</li> </ul>	<i>Appetizers</i> 3, 20, 30, 46, 50, 52, 54, 65; <i>Appetizers Too</i> 1, 13, 21, 23, 24, 25, 26, 28, 32, 37, 41, 42, 45, 47, 50, 52, 54, 57, 58, 59, 65; <i>Main Dish</i> 6.LD-V.8 (Vocabulary); <i>Desserts</i>		
<b>6.LD-V.9</b>	<ul style="list-style-type: none"> <li>Determine the meaning of figurative language, including similes, metaphors, personification, and grade-appropriate idioms.</li> </ul>	<i>Appetizers</i> 3, 13, 16, 19, 27, 30, 41, 46, 48, 50, 53, 59, 65; <i>Appetizers Too</i> 1, 13, 21, 24, 25, 26, 28, 29, 30, 34, 37, 38, 41, 42, 43, 47, 48, 52, 54, 65; <i>Main Dish</i> 6.LD-V.9(Vocabulary); <b>6.LD-V.9 (Literary Devices);</b> <i>Novel Dish Series</i> <b><u>Summer of the Monkeys</u></b> ; <i>Desserts</i>		
<b>6.LD-V.10</b>	<ul style="list-style-type: none"> <li>Determine meanings, pronunciations, alternate word choices, correct spellings, and parts of speech of words using dictionaries, glossaries, thesauri, and other resources</li> </ul>	<i>Appetizers</i> 3, 30, 46, 50, 65; <i>Appetizers Too</i> 1, 13, 21, 24, 25, 26, 28, 37, 41, 42, 47, 52, 54, 65; <i>Main Dish</i> 6.LD-V.10; <i>Desserts</i>		

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<b>Informational Text (Expository Text)</b>				
<b>6.IT-E.1</b>	<ul style="list-style-type: none"> <li>Identify and analyze the author's stated purpose, main ideas, supporting ideas, and supporting evidence.</li> </ul>	<p><i>Appetizers</i> 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 23, 25, 26, 28, 29, 31, 32, 33, 36, 37, 39, 40, 42, 43, 44, 45, 46, 47, 48, 49, 51, 54, 56, 58, 59, 60, 61, 62, 63, 64, 65, 67;  <i>Appetizers Too</i> 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 39, 40, 42, 43, 45, 46, 49, 50, 54, 55, 59, 60, 61, 62, 63, 64, 66;  <i>Main Dish</i> 6.IT-E.1 (Stated/Implied Main Idea, Author's Purpose, Make Inferences, Make Predictions, Make Generalizations, Summarization, Evaluate and Make Judgments);  <i>Novel Dish Series</i> <u>Abel's Island</u>; <u>Hatchet</u>; <u>Maniac Magee</u>; <u>Summer of the monkeys</u>; <u>The Giver</u>; <u>The Phantom Tollbooth</u>; <u>Where the Red Fern Grows</u>; <u>Harry Potter and the Sorcerer's Stone</u>; <i>Desserts</i></p>		
<b>6.IT-E.2</b>	<ul style="list-style-type: none"> <li>Identify and use knowledge of common textual features.</li> </ul>	<p><i>Appetizers</i> 1, 6, 10, 11, 23, 25, 31, 42, 63;  <i>Appetizers Too</i> 1, 3, 4, 8, 13, 15, 17, 19, 23, 49, 62, 63;  <i>Main Dish</i> 6.IT-E.2 (Stated/Implied Main Idea);  <i>Novel Dish Series</i> <u>Maniac Magee</u>; <u>The Giver</u>; <u>The Phantom Tollbooth</u>; <i>Desserts</i></p>		
<b>6.IT-E.3</b>	<ul style="list-style-type: none"> <li>Identify and use organizational structures in text, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.</li> </ul>	<p><i>Appetizers</i> 4, 5, 6, 7, 12, 14, 15, 17, 21, 24, 26, 27, 29, 33, 34, 35, 37, 38, 39, 42, 43, 45, 47, 51, 60;  <i>Appetizers Too</i> 3, 4, 5, 6, 12, 14, 16, 17, 19, 20, 21, 22, 31, 33, 40, 41, 44, 47, 51, 53, 55, 56;  <i>Main Dish</i> 6.IT-E.3 (Sequential Order, Cause and Effect, Compare and Contrast, Graphic Organizers);  <i>Novel Dish Series</i> <u>Abel's Island</u>; <u>Hatchet</u>; <u>Holes</u>; <u>Maniac Magee</u>; <u>Summer of the Monkeys</u>; <i>Desserts</i></p>		
<b>Informational Text (Document and Procedural Text)</b>				
<b>6.IT-DP.4</b>	<ul style="list-style-type: none"> <li>Identify the components of document and procedural text.</li> </ul>	<p><i>Appetizers</i> 55, 61;  <i>Appetizers Too</i> 22, 29, 44;  <i>Main Dish</i> 7.IT-DP.4 (Complex Directions); <i>Desserts</i></p>		

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<b>Informational Text (Argument and Persuasive Text)</b>				
<b>6.IT-A.5</b>	<ul style="list-style-type: none"> <li>Identify the effect of persuasive strategies and rhetorical techniques that the author uses to influence readers' thinking or behavior.</li> </ul>	<i>Appetizers</i> 20, 38, 49, 57, 58; <i>Appetizers Too</i> 7, 10, 24, 31, 57, 58, 65; <b>Main Dish 6.IT-A.5 (Persuasive Devices); Desserts</b>		
<b>Literary Text (Connections)</b>				
<b>6.LT-C.1</b>	<ul style="list-style-type: none"> <li>Analyze the relevance of the setting to the mood and tone of the text.</li> </ul>	<i>Appetizers</i> 2, 9, 10, 13, 14, 32, 34, 35, 36, 40, 41, 53, 57, 62, 66; <i>Appetizers Too</i> 2, 8, 10, 22, 35, 38, 40, 61; <b>Main Dish 6.LT-C.1 (Story Elements); Novel Dish Series <u>Abel's Island</u>; <u>Hatchet</u>; <u>Holes</u>; <u>The Giver</u>; Desserts</b>		
<b>Literary Text (Genre)</b>				
<b>6.LT-G.2</b>	<ul style="list-style-type: none"> <li>Identify the characteristics of different forms of prose.</li> </ul>	N/A		
<b>Literary Text (Theme)</b>				
<b>6.LT-T.3</b>	<ul style="list-style-type: none"> <li>Apply knowledge that theme, whether stated or implied, refers to the basic meaning of a literary text.</li> </ul>	<b>Main Dish 6.LT-T.3 (Stated/Implied Main Idea); Desserts</b>		
<b>Literary Text (Fiction)</b>				
<b>6.LT-F.4</b>	<ul style="list-style-type: none"> <li>Describe incidents that advance plot in a story or novel, explaining how each incident gives rise to the next or foreshadows a future event.</li> </ul>	<i>Appetizers</i> 2, 9, 10, 13, 14, 32, 34, 35, 36, 40, 41, 53, 57, 62, 66; <i>Appetizers Too</i> 2, 8, 10, 22, 35, 38, 40, 61; <b>Main Dish 6.LT-C.1 (Story Elements); Novel Dish Series <u>Abel's Island</u>; <u>Hatchet</u>; <u>Holes</u>; <u>The Giver</u>; Desserts</b>		
<b>6.LT-F.5</b>	<ul style="list-style-type: none"> <li>Provide examples of all the aspects of the setting (time, place, situation) in a story or novel.</li> </ul>	<i>Appetizers</i> 2, 9, 10, 13, 14, 32, 34, 35, 36, 40, 41, 53, 57, 62, 66; <i>Appetizers Too</i> 2, 8, 10, 22, 35, 38, 40, 61; <b>Main Dish 6.LT-C.1 (Story Elements); Novel Dish Series <u>Abel's Island</u>; <u>Hatchet</u>; <u>Holes</u>; <u>The Giver</u>; Desserts</b>		
<b>Literary Text (Nonfiction)</b>				
<b>6.LT-LNF.6</b>	<ul style="list-style-type: none"> <li>Describe the structural differences among essays, speeches, autobiographies, and biographies.</li> </ul>	N/A		

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<b>Literary Text (Poetry)</b>				
<b>6.LT-P.7</b>	<ul style="list-style-type: none"> <li>Respond to and analyze the effects of figurative language and graphics to uncover the meaning of a poem.</li> </ul>	<i>Main Dish 6.LT-P.7 (Literary Devices); Desserts</i>		
<b>6.LT-D.8</b>	<ul style="list-style-type: none"> <li>Identify author's use of dialogue and stage directions.</li> </ul>	N/A		
<b>Literary Text (Style and Language)</b>				
<b>6.LT-S.9</b>	<ul style="list-style-type: none"> <li>Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.</li> </ul>	<i>Appetizers 22, 45, 46, 58, 61, 64; Appetizers Too 42, 46, 50, 60; Main Dish 6.LT-S.9 (Evaluate and Make Judgments); Desserts</i>		
<b>Literary Text (Traditional Narrative and Classical Literature)</b>				
<b>6.LT-TN.10</b>	<ul style="list-style-type: none"> <li>Identify stylistic elements such as hyperbole, refrain, and simile in traditional literature.</li> </ul>	N/A		
<b>6.LT-TN.11</b>	<ul style="list-style-type: none"> <li>Identify specific figures, objects, and places in Greek, Roman, and biblical literature that have influenced writers throughout the ages.</li> </ul>	N/A		