

**Washington  
Curricular Standards  
Reading - Grade 5  
Correlations with Gourmet Curriculum Press, Inc.®  
1.800.900.2290**

<b>Benchmark Number</b>	<b>Benchmark • Instructional Targets</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
<b>EALR 1</b>	<b>The student understands and uses different skills and strategies to read.</b>			
	<b>Note: Since reading is a process, some grade level indicators and evidences of learning apply to multiple grade levels. What changes is the complexity of the text being read as students move through the grade levels.</b>			
<b>1.2</b>	<b>Use vocabulary (word meaning) strategies to comprehend text.</b>			
<b>1.2.1</b>	<b>Apply a variety of strategies to comprehend words and ideas in complex text.</b>			
	<i>* Use root words, prefixes, suffixes, word order, and sentence structure to predict and confirm word meanings in text.</i>	<b>Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Desserts</b>		
	<i>* Use structural analysis and concept building vocabularies* to understand new words and concepts in literary and informational text.</i>	<b>Appetizers 1 B &amp; C; Main Dish Objectives 1 B &amp; C (Vocabulary); Desserts</b>		
	<i>* Use prior knowledge, the text, context clues*, and graphic features* of text to predict, clarify, and/or expand word meanings and concepts.</i>	<b>Appetizers 1 B &amp; C; Main Dish Objectives 1 B &amp; C (Vocabulary); Desserts</b>		
	<i>* Self-correct, re-read, read on, and/or slow down to gain meaning of unknown words in literary and informational text.</i>	<b>N/A</b>		

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<b>1.2.3</b>	<b>Apply reference skills to define, clarify, and refine word meanings.</b>			
	* <i>Use dictionaries, thesaurus, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech, and/or clarify shades of meaning.</i>	Library Skills		
	* <i>Use text evidence to verify dictionary or glossary meaning.</i>	Appetizers 1 D; Main Dish Objective 1 D (Vocabulary); Desserts		
<b>1.3</b>	<b>Build vocabulary through wide reading.</b>			
<b>1.3.1</b>	<b>Understand and apply new vocabulary.</b>			
	* <i>Integrate new vocabulary from informational and literary text (including text from a variety of cultures and communities) into written and oral communication.</i>	Appetizers 1 C; Main Dish Objective 1 C (Vocabulary); Desserts		
<b>1.3.2</b>	<b>Understand and apply technical and specialized vocabulary from context.</b>			
	* <i>Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text*.</i>	Appetizers 1 C; Main Dish Objective 1 C (Vocabulary); Desserts		
	* <i>Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., property in science and social studies).</i>	Appetizers 1 C & D; Main Dish Objectives 1 C & D (Vocabulary); Desserts		
	* <i>Use new vocabulary in oral and written communications.</i>	Main Dish Objectives - Selected Lessons		

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<b>1.4</b>	<b>Apply word recognition skills and strategies to read fluently.</b>			
<b>1.4.1</b>	<b>Apply word and text structure understanding to read fluently with comprehension.</b>			
	* <i>Read grade level text both orally and silently with understanding.</i>	<b>Appetizers; Main Dish Objectives - Testing Passages; Novel Dish Series</b>		
	* <i>Read unpracticed grade level text aloud with accuracy, expression, and phrasing at a target rate of 125-135 words correct per minute with comprehensions.</i>	N/A		
<b>1.4.3</b>	<b>Apply different reading rates to match text.</b>			
	* <i>Adjust reading rate to match difficulty and type of text and the purposes for reading (e.g., skimming for facts, scanning for key words, close reading* for understanding new or complex ideas).</i>	N/A		
<b>EALR 2</b>	<b>The student understands the meaning of what is read.</b>			
<b>2.1</b>	<b>Demonstrate evidence of reading comprehension.</b>			
<b>2.1.1</b>	<b>Apply comprehension strategies to understand fiction, nonfiction, informational and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.</b>			
	* <i>Monitor for meaning by identifying where and why comprehension was lost and use comprehension repair strategies (re-reading looking back, reading ahead, slowing down, paraphrasing by sections, using context, taking notes, etc.) to regain meaning.</i>	<b>Interactive Discussions throughout Appetizers; Main Dish Objectives - Testing Passages</b>		
	* <i>Generate and answer questions about the text before, during, and after reading to aid comprehension.</i>	<b>Appetizers 4 C; Main Dish Objective 4 C (Make Predictions); Desserts</b>		

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	* Use questioning strategies such as QAR/Reciprocal Teaching to comprehend text.	N/A		
	* Draw, write about, or verbally describe the mental images that occur while reading.	Main Dish Objectives - Selected Lessons; Novel Dish Series		
	* Select graphic organizers appropriate to the text and purpose for reading to organize information and comprehend text.	Appetizers 3 E; Main Dish Objective 3 E (Graphic Organizers); Desserts		
	* Use pre-, during, and after reading tools designed to activate and record prior knowledge to understand text (e.g., predictions guides, KWL charts, DR/TA.	Appetizers 4 C; Main Dish Objective 4 C (Make Predictions); Desserts		
<b>2.1.4</b>	<b>Apply comprehension strategies before, during, and after reading; determine importance using main idea/theme and supporting details in grade level informational text and/or literary text.</b>			
	* State the main idea of a passage and provide several text-based details supporting it.	Appetizers 1 G & H; Main Dish Objectives 1 G (Stated Main Idea); 1 H (Implied Main Idea); Desserts		
	* State the theme/message and supporting details in culturally relevant literary text* (See <u>Text Forms and Features</u> ).	Appetizers 1 G & H; Main Dish Objectives 1 G (Stated Main Idea); 1 H (Implied Main Idea); Desserts		
	* Select and complete graphic organizers* appropriate for organizing main idea theme and supporting details.	Appetizers 1 G & H; Main Dish Objectives 1 G (Stated Main Idea); 1 H (Implied Main Idea); Desserts		

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<b>2.1.5</b>	<b>Apply comprehension strategies before, during, and after reading: summarize grade level informational and literary text.</b>			
	* <i>Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational text (e.g., newspaper or magazine articles). (See <u>Text Forms and Features</u>).</i>	<b>Appetizers 1 I; Main Dish Objective 1 I (Summarization); Desserts</b>		
	* <i>Summarize the plot/message in culturally relevant literary texts (e.g., short stories). (See <u>Text Forms and Features</u>).</i>	<b>Appetizers 1 I; Main Dish Objective 1 I (Summarization); Desserts</b>		
	* <i>Select and complete graphic organizers* appropriate for summarizing informational and literary text.</i>	<b>Appetizers 1 I; Main Dish Objective 1 I (Summarization); Desserts</b>		
<b>2.1.6</b>	<b>Apply comprehension strategies before, during, and after reading: use prior knowledge.</b>			
	* <i>Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s).</i>	<b>Appetizers 2 A; Main Dish Objective 2 A (Characterization); Desserts</b>		
	* <i>Select graphic organizers* appropriate to the text and purpose for reading to organize information and comprehend text.</i>	<b>Appetizers 3 E; Main Dish Objective 3 E (Graphic Organizers); Desserts</b>		

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<b>2.1.7</b>	<b>Apply comprehension strategies before, during, and after reading: predict and infer.</b>			
	* <i>Make, confirm, and revise prediction based on prior knowledge and evidence from the text.</i>	<b>Appetizers 4 C; Main Dish Objective 4 C (Make Predictions); Desserts</b>		
	* <i>Cite passages from text to confirm or defend predictions and inferences.</i>	<b>Appetizers 4 A &amp; C; Main Dish Objectives 4 A (Make Inferences); 4 C (Make Predictions); Desserts</b>		
	* <i>Select graphic organizers* appropriate to the text and purpose for reading to organize information and comprehend text.</i>	<b>Appetizers 3 E; Main Dish Objective 3 E (Graphic Organizers); Desserts</b>		
<b>2.2</b>	<b>Understand and apply knowledge of text components to comprehend text.</b>			
<b>2.2.1</b>	<b>Apply understanding of time, order, and/or sequence to comprehend text.</b>			
	* <i>Explain the use of flashbacks to convey meaning in literary text.</i>	<b>N/A</b>		
	* <i>Explain the use of steps in a process to convey meaning in an information text. (e.g., how a bill becomes law, stages in the colonization of early America).</i>	<b>Appetizers 3 E; Main Dish Objective 3 E (Graphic Organizers); Social Studies Hors d'ouvres - American History</b>		
<b>2.2.2</b>	<b>Apply understanding of text organizational structures*.</b>			
	* <i>Recognize and use previously taught organizational structures* (simple listing, sequential order, description, comparison and contrast and chronological order) to aid comprehension.</i>	<b>Appetizers 3 A &amp; D; Main Dish Objectives 3 A (Sequential Order); 3 D (Compare/Contrast); Desserts</b>		
	* <i>Identify and use text written in the organizational structures* of cause and effect and order of importance to find and organize information and comprehend text.</i>	<b>Appetizers 4 A; Main Dish Objective 4 A (Cause/Effect); Desserts</b>		
	* <i>Differentiate between organizational structures* of literary and informational text.</i>	<b>Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Desserts</b>		

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<b>2.2.3</b>	<b>Understand and analyze literary elements (plot, character, settings, point of view, conflict, resolution).</b>			
	* <i>Use knowledge of the situation, characters' actions, motivations, feelings, and physical attributes to determine characters' traits.</i>	<b>Appetizers 2 A; Main Dish Objective 2 A (Characterization); Desserts</b>		
	* <i>Identify the major actions that define the plot and how actions lead to conflict or resolution.</i>	<b>Appetizers 2 A; Main Dish Objective 2 A (Characterization); Desserts</b>		
	* <i>Explain the influence of setting on character and plot.</i>	<b>Appetizers 2 A &amp; B; Main Dish Objectives 2 A (Characterization); 2 B (Story Elements); Desserts</b>		
	* <i>Identify the narrator in a text and explain which point of view is used (e.g., first or third person point of view*).</i>	<b>Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Desserts</b>		
	* <i>Explain how a story would change if a different character narrated it.</i>	<b>Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Desserts</b>		
	* <i>Identify the stated theme/message in text and support with evidence from the text.</i>	<b>Appetizers 1 F &amp; G; Main Dish Objectives 1 F (Facts/Details); 1 G (Stated Main Idea); Desserts</b>		
	* <i>Identify common recurring themes/messages in books by the same author.</i>	<b>Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Desserts</b>		

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<b>2.2.4</b>	<b>Apply understanding or printed and electronic text features to locate information and comprehend text.</b>			
	* <i>Locate information using grade level appropriate text features (e.g., key words, heading, bold print, italics). (See <u>Text Forms and Features</u>).</i>	<b>Library Skills</b>		
	* <i>Interpret and draw conclusions from grade level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).</i>	<b>Appetizers 3 E; 4 A; Main Dish Objectives 3 E (Graphic Organizers); 4 A (Make Inferences); Desserts</b>		
	* <i>Use organizational features and electronic sources (such as headings and numberings, CD-ROM, Internet, pull-down menus, key word searches, and icons) to access information.</i>	<b>N/A</b>		
<b>2.3</b>	<b>Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</b>			
<b>2.3.1</b>	<b>Analyze informational and literary texts for similarities and differences and cause and effect relationships.</b>			
	* <i>Find similarities and differences within and between texts using text-based evidence (e.g., facts and opinion in newspaper vs. poetry; authors' points of view in different works).</i>	<b>Appetizers 3 D; 4 D; Main Dish Objectives 3 D (Compare/Contrast); 4 D (Fact/Opinion); Desserts</b>		
	* <i>Identify and interpret cause and effect relationships within a text using evidence from the text (e.g., how the transcontinental railroad influenced the development of the west).</i>	<b>Appetizers 3 B; Main Dish Objective 3 B (Cause/Effect); Desserts</b>		

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<b>2.3.2</b>	<b>Understand a function (to make the story more interesting) of literary devices.</b>			
	* <i>Recognize previously-taught literary devices (simile, personification, humor, metaphor, idiom) and explain how they make the story more interesting.</i>	Novel Dish Series		
	* <i>Identify literary devices such as imagery, exaggeration, and dialogue and explain how they make the story more interesting.</i>	Novel Dish Series		
<b>2.3.3</b>	<b>Analyze sources for information appropriate to a specific topic or for a specific purpose.</b>			
	* <i>Select appropriate resources such as an atlas, newspaper, magazine, memos, directories, schedules, to locate information on a specific topic or for a specific purpose.</i>	Library Skills		
	* <i>Sort information gathered from various sources by topic and judge the utility of the information for a specific purpose.</i>	Library Skills		
<b>2.4</b>	<b>Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.</b>			
<b>2.4.1</b>	<b>Analyze text for fact and opinion.</b>			
	* <i>Distinguish between fact and opinion and provide supporting evidence from the text.</i>	Appetizers 4 D; Main Dish Objective 4 D (Fact/Opinion); Desserts		
<b>2.4.2</b>	<b>Analyze an author's style of writing, including language choice, to achieve the author's purpose and influence an audience.</b>			
	* <i>Identify and explain the author's purpose (e.g., entertain, inform, explain, persuade).</i>	Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Desserts		
	* <i>Identify and explain how author's use of word choice, sentence structure and length and/or literary devices (e.g., figurative language, exaggeration, dialogue) influences an audience.</i>	Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Desserts		

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<b>2.4.3</b>	<b>Analyze the author's effectiveness for different audiences.</b>			
	* <i>Identify the author's target audience(s) and cite examples of details and/or arguments that appeal to that audience.</i>	<b>Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Desserts</b>		
<b>2.4.4</b>	<b>Understand author's tone and use of persuasive devices.</b>			
	* <i>Identify the author's tone*.</i>	<b>Appetizers 4 E; Main Dish Objective 4 E (Persuasive Devices); Desserts</b>		
	* <i>Cite and explain examples of author's use of persuasive devices and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonials/endorsements).</i>	<b>Appetizers 4 E; Main Dish Objective 4 E (Persuasive Devices); Desserts</b>		
<b>2.4.5</b>	<b>Understand ideas and concepts in multiple texts.</b>			
	* <i>Identify and explain an idea and/or concept which occur in multiple texts (e.g., bravery, misused power).</i>	<b>N / A</b>		
<b>2.4.6</b>	<b>Understand how to extend information beyond the text to another text or to a broader idea or concept.</b>			
	* <i>Make generalizations after reading multiple texts (e.g., how characters show bravery or misuse power).</i>	<b>Appetizers 4 B; Main Dish Objective 4 B (Make Generalizations); Desserts</b>		
	* <i>Explain how information in a text could be used to solve a problem and cite text-based examples (e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store).</i>	<b>Appetizers 4 B &amp; F; Main Dish Objectives 4 B (Make Generalizations); 4 F (Evaluate/Make Judgments); Desserts</b>		

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<b>2.4.7</b>	<b>Understand author's point of view.</b>			
	* <i>Recognize author's point of view (e.g., opinion about an idea, stand on an issue, perspective on a topic) and cite supporting literary text details or information text facts.</i>	<b>Appetizers 1 F; 3 F; Main Dish Objectives 1 F (Facts/Details); 3 F (Author's Purpose); Desserts</b>		
<b>EALR 3.0</b>	<b>The student reads different materials for a variety of purposes.</b>			
<b>3.1</b>	<b>Read to learn new information.</b>			
<b>3.1.1</b>	<b>Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.</b>			
	* <i>Locate, select, and use a variety of library and Internet materials appropriate to the task or best suited to investigate topic.</i>	<b>Library Skills</b>		
	* <i>Follow multi-step written directions (e.g., explain the process for becoming a U. S. citizen, follow a recipe, build a model, complete a project).</i>	<b>Appetizers 3 C; Main Dish Objective 3 C (Complex Directions); Desserts</b>		
<b>3.2</b>	<b>Read to perform a task.</b>			
<b>3.2.2</b>	<b>Understand how to use a variety of functional* documents.</b>			
	* <i>Locate and use functional documents (e.g., informational posters, advertisements, brochures). (See <u>Text Forms and Features</u>).</i>	<b>N/A</b>		
<b>3.4</b>	<b>Read for literary experience in a variety of genres.</b>			
<b>3.4.1</b>	<b>Understand and analyze a variety of literary genres.</b>			
	* <i>Examine and explain the characteristics of genres. (See <u>Text Forms and Features</u>).</i>	<b>Library Skills</b>		
	* <i>Respond to literature written in a variety of genres based on given criteria (e.g., compare and contrast literary elements in texts written in different genres). (See <u>Text Forms and Features</u>).</i>	<b>Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Desserts</b>		

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<b>3.4.2</b>	<b>Analyze literature from a variety of cultures or historical periods for relationships and recurring themes.</b>			
	<i>* Identify similarities and differences within and among multiple cultures or historical periods).</i>	<b>Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Desserts</b>		
	<i>* Identify and discuss recurring themes in literature (e.g., friendship, conflict).</i>	<b>Novel Dish Series.</b>		
<b>EARL 4.0</b>	<b>The student sets goals and evaluates progress to improve reading.</b>			
<b>4.1</b>	<b>Assess reading strengths and need for improvement.</b>			
<b>4.1.1</b>	<b>Apply strategies for setting grade level appropriate reading goals.</b>			
	<i>* Set reading goals and create a plan to meet those goals.</i>	<b>Implementation of GCP Curriculum</b>		
	<i>* Monitor progress toward implementing the plan, making adjustments and corrections as needed.</i>	<b>Correlation Chart</b>		
<b>4.2</b>	<b>Develop interests and share reading experiences.</b>			
<b>4.2.1</b>	<b>Understand how to share common literary experiences.</b>			
	<i>* Recommend books to others and explain the reason for the recommendation.</i>	<b>N/A</b>		
	<i>* Discuss common reading selections and experiences with others.</i>	<b>N/A</b>		