

Georgia
Georgia Performance Standards (GPS)
Reading - Grade 8
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 suggested titles on the Grade Eight 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 the difference between the concepts of theme in a literary work and author’s purpose in an expository text. 	<p>Appetizers 3 D & F; Main Dish Objectives 3 D (Compare/Contrast); 3 F (Author’s Purpose); Novel Dish Series <u>The Phantom Tollbooth;</u> <u>Summer of the Monkeys</u></p>		
b	<ul style="list-style-type: none"> Compares and contrasts genre characteristics from two or more selections of literature. 	<p>Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Novel Dish Series</p>		
c	<ul style="list-style-type: none"> Analyzes a character’s traits, emotions, or motivations and gives supporting evidence from the text(s). 	<p>Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>The Giver; Hatchet; Holes;</u> <u>Mr. Lincoln’s Drummer;</u> <u>Number the Stars</u></p>		

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d	<ul style="list-style-type: none"> Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. 	Appetizers 2 A; 3 D; Main Dish Objectives 2 A (Story Elements); 3 D (Compare/Contrast); Novel Dish Series <u>The Giver; Hatchet; Holes;</u> <u>Mr. Lincoln’s Drummer;</u> <u>Number the Stars; Summer of the Monkeys</u>		
e	<ul style="list-style-type: none"> Evaluates recurring or similar themes across a variety of selections, distinguishing theme from topic 	Appetizers 1 F & G; Main Dish Objectives 1 F (Stated Main Idea); 1 G (Implied Main Idea); Novel Dish Series <u>Ben and Me; The Giver;</u> <u>Maniac Magee; Mr. Lincoln’s</u> <u>Drummer; The Phantom</u> <u>Tollbooth</u>		
f	<ul style="list-style-type: none"> Evaluates the structural Elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved. 	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>The Giver; Hatchet; Holes;</u> <u>Mr. Lincoln’s Drummer;</u> <u>Number the Stars</u>		
g	<ul style="list-style-type: none"> Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature: <ul style="list-style-type: none"> i Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme, meter) ii Figurative Language (e.g., simile, metaphor, personification, hyperbole, symbolism, imagery). 	Appetizers 2 B; Main Dish Objective 2 B (Literary Devices); Novel Dish Series <u>Hatchet; Summer of the</u> <u>Monkeys</u>		

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h	<ul style="list-style-type: none"> Analyzes and evaluates how an author's use of words creates tone and mood and provides supporting details from text. 	Appetizers 1 E; 2 A; Main Dish Objectives 1 E (Related Details); 2 A (Story Elements); Novel Dish Series <u>Abel's Island; From the Mixed-up Files of Mrs. Basil E. Frankweiler; The Giver; Harriet Tubman-Freedom Train; Hatchet; Holes; Maniac Magee; Mr. Lincoln's Drummer; Number the Stars; The Phantom Tollbooth</u>		
<u>For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</u>				
a	<ul style="list-style-type: none"> Analyzes and evaluates common textual features (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography). 	N/A		
b	<ul style="list-style-type: none"> Applies, analyzes, and evaluates common organizational structures (e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast). 	Appetizers 3 A, B, D, & E; Main Dish Objectives 3 A (Sequential Order); 3 B (Cause/Effect); 3 D (Compare/Contrast); 3 E (Graphic Organizers); Novel Dish Series <u>Abel's Island; Ben and Me; Hatchet; Holes; Maniac Magee; Mr. Lincoln's Drummer; Summer of the Monkeys</u>		

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a	<ul style="list-style-type: none"> Recognizes and traces the development of an author's argument, point of view, or perspective in text. 	Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Novel Dish Series <u>The Phantom Tollbooth</u>		
b	<ul style="list-style-type: none"> Understands and explains the use of complex mechanical device by following technical directions. 	Appetizers 3 C; Main Dish Objective 3 C (Complex Directions); Novel Dish Series <u>Ben and Me</u>		
c	<ul style="list-style-type: none"> Uses information from a variety of consumer, workplace, and public documents (e.g., job applications) to explain a situation or decision and to solve a problem. 	Appetizers 3 C; Main Dish Objective 3 C (Complex Directions)		
2	The student understands and acquires new vocabulary and uses it correctly in reading and writing; the student			
a	<ul style="list-style-type: none"> Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words. 	Appetizers 1 D; Main Dish Objectives 1 D (Vocabulary)		
b	<ul style="list-style-type: none"> Determines the meaning of unfamiliar words in content and context specific reading and writing. 	Appetizers 1 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary)		
c	<ul style="list-style-type: none"> Demonstrates an initial understanding of the history of the English Language. 	N/A		

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3	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		