

Maryland
Learning Outcomes
Reading - Grade 8
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.</p> <p>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 8, students know and are able to do everything required at earlier grades and:</p>			
1.8.1	Concepts of Print and Structural Features of Text			
1	<ul style="list-style-type: none"> • <i>identify and use organizational structures such as arrangement by spatial order, organization by classification and division, and arrangement by order of importance to gain meaning from text</i> 	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>Hatchet</u>; <u>Abel’s Island</u>; <u>Harry Potter & The Sorcerer’s Stone</u>; <u>Maniac Magee</u>; <u>Summer of the Monkeys</u>		
2	<ul style="list-style-type: none"> • <i>analyze the structure and features of functional workplace documents, including format, graphics, sequence, and headers and how authors use these features to achieve their purposes and to make information accessible and usable</i> 	Appetizers 3 E; Main Dish Objective 3 E (Graphic Organizers); Library Skills		
3	<ul style="list-style-type: none"> • <i>evaluate text features to gain meaning</i> 	Interactive discussions of Appetizers		

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1.5.5	Comprehension and Interpretation of Informational Text*			
1	<ul style="list-style-type: none"> • <i>compare and contrast information from different articles or procedures on the same topic</i> 	Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Novel Dish Series <u>Summer of the Monkeys</u>		
2	<ul style="list-style-type: none"> • <i>draw inferences, conclusions, or generalizations about text and support them with textual evidence and experience</i> 	Appetizers 4 A & B; Main Dish Objectives 4 A (Make Inferences); 4 B (Make Generalizations); Novel Dish Series <u>Where the Red Fern Grows; Harry Potter & The Sorcerer’s Stone; Abel’s Island</u>		
3	<ul style="list-style-type: none"> • <i>identify and trace the development of an author’s argument, viewpoint or perspective in text</i> 	Appetizers 3 F; Main Dish Objective 3 F (Author’s Purpose); Novel Dish Series <u>The Phantom Tollbooth</u>		
4	<ul style="list-style-type: none"> • <i>connect and clarify main ideas and concepts and identify their relationship to other sources, related topics, or prior experience</i> 	Appetizers 1 E, F, & G; Main Dish Objectives 1 E (Related Details); 1 F (Stated Main Idea); 1 G (Implied Main Idea); Novel Dish Series <u>Maniac Magee; The Giver; The Phantom Tollbooth</u>		
5	<ul style="list-style-type: none"> • <i>compare original text to a summary and check the extent to which the summary accurately reflects the main ideas, critical details, and underlying meaning of the original</i> 	Appetizers 1 E, F, G, & H; Main Dish Objectives 1 E (Related Details); 1 F (Stated Main Idea); 1 G (Implied Main Idea); 1 H (Summarization); Novel Dish Series <u>Maniac Magee; The Giver; The Phantom Tollbooth</u>		
6	<ul style="list-style-type: none"> • <i>identify how someone would use the text</i> 	Appetizers 4 F; Main Dish Objective 4 F (Evaluate/Make Judgments); Novel Dish Series <u>Where the Red Fern Grows</u>		

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7	• <i>summarize text in a manner that reflects the main ideas, significant details, and its underlying meaning</i>	Appetizers 1 E, F, G, & H; Main Dish Objectives 1 E (Related Details); 1 F (Stated Main Idea); 1 G (Implied Main Idea); 1 H (Summarization); Novel Dish Series <u>Maniac Magee; The Giver;</u> <u>The Phantom Tollbooth;</u> <u>Summer of the Monkeys</u>		
8	• <i>determine the author's purpose</i>	Appetizers 2 A; 3 F; Main Dish Objectives 2 A (Story Elements); 3 F (Author's Purpose); Novel Dish Series <u>Hatchet;</u> <u>The Giver; Abel's Island;</u> <u>The Phantom Tollbooth</u>		
9	• <i>explain the usefulness of text</i>	Interactive discussions of Appetizers		
10	• <i>compare and contrast information with prior knowledge</i>	Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Novel Dish Series <u>Summer of the Monkeys</u>		
1.8.6	Evaluation of Informational Text			
1	• <i>recognize instances of propaganda and persuasive techniques</i>	Appetizers 4 E; Main Dish Objective 4 E (Persuasive Devices)		
2	• <i>evaluate the usefulness, clarity, and internal consistency of the text's organizational structure</i>	Appetizers 4 F; Main Dish Objective 4 F (Evaluate/Make Judgments); Novel Dish Series <u>Where the Red Fern</u> <u>Grows</u>		
3	• <i>assess the adequacy, accuracy, and appropriateness of an author's details to support claims and assertions, noting instances of bias and stereotyping</i>	Appetizers 3 F; 4 F; Main Dish Objectives 3 F (Author's Purpose); 4 F (Evaluate/Make Judgments); Novel Dish Series <u>Where the Red Fern</u> <u>Grows; The Phantom</u> <u>Tollbooth</u>		

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1.8.8	Independent Reading			
1	<ul style="list-style-type: none"> • <i>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)</i> 	Novel Dish Series		