

**North Carolina
Curricular Standards
Reading - Grade 8
Correlations with Gourmet Curriculum Press, Inc.©
1.800.900.2290**

Eighth grade students use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. They continue to refine their study of language and grammar in order to speak and write effectively. Although emphasis in eighth grade is placed on using information for a specific task, students also:

- Express individual perspectives through analysis and personal response.
- Refine understanding and use of argument.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
	Goal 1: The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.			
1.01	<ul style="list-style-type: none"> • narrate a personal account which: <ul style="list-style-type: none"> - creates a coherent, organizing structure appropriate to purpose, audience, and context. - establishes a point of view and sharpens focus. - uses remembered feelings. - selects details that best illuminate the topic. - connects events to self/society. 	Appetizers 1 E; 2 A; 3 E & F; 4 F; Main Dish Objectives 1 E (Related Details); 2 A (Story Elements) Outlining; 3 E (Graphic Organizers); 3 F (Author's Purpose); 4 F (Evaluate/Make Judgments)		
1.02	<ul style="list-style-type: none"> • explore expressive materials that are read, heard, and viewed by: <ul style="list-style-type: none"> - generating a learning log or journal. - maintaining an annotated list of works that are read or viewed, including personal reactions - taking an active role in and /or leading formal/informal book/media talks. 	Selected Novel Dish Series feature Journal Writing Topics		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
1.03	<ul style="list-style-type: none"> • <i>interact in group activities and/or seminars in which the student:</i> <ul style="list-style-type: none"> - <i>shares personal reactions to questions raised.</i> - <i>gives reasons and cites examples from text in support of expressed opinions.</i> - <i>clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.</i> 	Interactive discussions through the use of Appetizers; Main Dish Brainstorming Activity All Objectives		
1.04	<ul style="list-style-type: none"> • <i>reflect on learning experiences by:</i> <ul style="list-style-type: none"> - <i>evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.</i> - <i>appraising changes in self throughout the learning process.</i> - <i>evaluating personal circumstances and background that shape interaction with text.</i> 	Interactive discussions through the use of Appetizers; Main Dish Brainstorming Activity All Objectives; Main Dish Objective 4 F (Evaluate/Make Judgments)		
Goal 2: The learner will use and evaluate information from a variety of sources.				
2.01	<ul style="list-style-type: none"> • <i>analyze and evaluate informational materials that are read, heard, and/or viewed by:</i> <ul style="list-style-type: none"> - <i>summarizing information.</i> - <i>determining the importance of information</i> - <i>making connections to related topics/information.</i> - <i>monitoring comprehension.</i> - <i>drawing inferences.</i> - <i>generating questions.</i> - <i>extending ideas.</i> 	Appetizers 1 E & H; 4 A & F; Main Dish Objectives 1 E (Related Details); 1 H (Summarization); 4 A (Make Inferences); 4 F (Evaluate/Make Judgments); Statement of Importance Main Dish Introductory Lessons;		
2.02	<ul style="list-style-type: none"> • <i>create a research product in both written and presentational form by:</i> <ul style="list-style-type: none"> - <i>determining purpose, audience, and context.</i> - <i>choosing a relevant topic.</i> - <i>selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience.</i> 	Main Dish Objectives 1 E (Related Details); 1 F & G (Main Idea); 3 E (Graphic Organizers); 4 F (Evaluate/Make Judgments)		

Benchmark Number	Benchmark • Instructional	Gourmet Resource	Taught	Tested
2.02	<ul style="list-style-type: none"> • <i>create a research product in both written and presentational form by:</i> <ul style="list-style-type: none"> - <i>evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.</i> - <i>researching and organizing information to achieve purpose.</i> - <i>using notes and/or memory aids to structure information.</i> - <i>supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.</i> - <i>citing sources used.</i> - <i>employing graphics such as charts, diagrams, and graphs to enhance the communication of information.</i> 	Main Dish Objectives 1 E (Related Details); 1 F & G (Main Idea); 3 E (Graphic Organizers); 4 F (Evaluate/Make Judgments)		
Goal 3: The learner will continue to refine the understanding and use of argument.				
3.01	<ul style="list-style-type: none"> • <i>evaluate a variety of public documents by:</i> <ul style="list-style-type: none"> - <i>identifying the social context of the argument.</i> - <i>comparing the argument and counter-argument presented.</i> - <i>judging the effectiveness of tone, style, and use of language.</i> 	Appetizers 3 D; 4 F; Main Dish Objectives 3 D (Compare/Contrast); 4 F (Evaluate/Make Judgments)		
3.02	<ul style="list-style-type: none"> • <i>refine the use of the problem-solution process by:</i> <ul style="list-style-type: none"> - <i>evaluating problems and solutions within various texts and situations.</i> - <i>utilizing the problem-solution process within various contexts/situations.</i> - <i>constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.</i> 	Appetizers 1 E; 2 A; 4 F; Main Dish Objectives 1 E (Related Details); 2 A (Story Elements); 4 F (Evaluate/Make Judgments)		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
3.03	<ul style="list-style-type: none"> • <i>create arguments that persuade by:</i> <ul style="list-style-type: none"> - <i>engaging the audience by establishing a context, creating a persona, and otherwise developing interest.</i> - <i>developing a controlling idea that makes a clear and knowledgeable judgment.</i> - <i>arranging details, reasons, and examples effectively and persuasively.</i> - <i>anticipating and addressing reader/listener concerns and</i> 	Appetizers 1 E; 4 E & F; Main Dish Objectives 1 E (Related Details); 4 E (Persuasive Devices); 4 F (Evaluate/Make Judgments); Selected Novel Dish Series		
Goal 4: The learner will continue to refine critical thinking skills and apply criteria to evaluate text and multimedia.				
4.01	<ul style="list-style-type: none"> • <i>analyze the purpose of the author or creator and the impact of that purpose by:</i> <ul style="list-style-type: none"> - <i>evaluating any bias, apparent or hidden messages, emotional factors, or propaganda techniques.</i> - <i>evaluating the underlying assumptions of the author/creator.</i> 	Appetizers 3 F; 4 E & F; Main Dish Objective 3 F (Author's Purpose); 4 E (Persuasive Devices); 4 F (Evaluate/Make Judgments); Selected Novel Dish Series		
4.02	<ul style="list-style-type: none"> • <i>develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by:</i> <ul style="list-style-type: none"> - <i>using knowledge of language structure and literary or media techniques.</i> - <i>drawing conclusions based on evidence, reasons, or relevant information.</i> - <i>considering the implications, consequences, or impact of those conclusion.</i> 	Appetizers 4 A & C; Main Dish Objective 4 A (Make Inferences); 4 C (Make Predictions); Selected Novel Dish Series		
4.03	<ul style="list-style-type: none"> • <i>use the stance of a critic to:</i> <ul style="list-style-type: none"> - <i>consider alternative points of view or reasons.</i> - <i>remain fair-minded and open to other interpretations.</i> - <i>construct or review</i> 	Appetizers 3 F; 4 F; Main Dish Objective 3 F (Author's Purpose); 4 F (Evaluate/Make Judgments); Selected Novel Dish Series		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
Goal 5: The learner will continue to refine critical thinking skills and apply criteria to evaluate text and multimedia.				
5.01	<ul style="list-style-type: none"> • <i>increase fluency, comprehension, and insight through a meaningful comprehensive reading program by:</i> <ul style="list-style-type: none"> - <i>using effective reading strategies to match type of text.</i> - <i>reading self-selected literature and other materials of interest to the individual.</i> - <i>reading literature and other materials selected by the teacher.</i> - <i>assuming a leadership role in student-teacher reading conference.</i> - <i>leading small group discussions.</i> - <i>taking an active role in whole class seminars.</i> - <i>analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone.</i> - <i>discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.</i> - <i>analyzing and evaluating themes and central ideas in texts in relation to personal and societal issues.</i> 	<p>Interactive discussions through the use of Appetizers ; Testing Passages (Main Dishes) Brainstorming Activities (Main Dishes); Main Dish Objectives 2 A (Story Elements); 2 B (Literary Devices); 4 F (Evaluate/Make Judgments); Selected Novel Dish Series;</p>		
5.02	<ul style="list-style-type: none"> • <i>study the characteristics of literary genres (fiction, non fiction, drama, and poetry) through:</i> <ul style="list-style-type: none"> - <i>reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse narrative, poems).</i> - <i>evaluating what impact genre-specific characteristics have on the meaning of the text.</i> - <i>evaluating how the author's choice and use of a genre shapes the meaning of the literary work.</i> - <i>exploring what impact literary elements have on the text.</i> 	<p>Interactive discussions through the use of Appetizers ; Testing Passages (Main Dishes); Main Dish Objectives 4 F (Evaluate/Make Judgments); Selected Novel Dish Series</p>		