

*Texas*  
**TEKS - Texas Essential Knowledge and Skills**  
**Reading - Grade 4**  
**Correlations with Gourmet Learning®**  
1.800.900.2290

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
<b>Knowledge and Skills</b>				
<b>1</b>	<b>Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);</li> </ul>	<i>Appetizers</i> p. 8, 9, 19, 20, 21, 24, 33, 34, 40, 44, 45, 49, 51, 57, 58 <i>Appetizers Too</i> p. 8, 12, 27, 33, 37, 43, 46, 58, 60, 61, 62 <i>Main Dish Author's Purpose</i>		
<b>B</b>	<ul style="list-style-type: none"> <li>eliminate barriers to effective listening (4-8); and</li> </ul>	Teacher led instruction		
<b>C</b>	<ul style="list-style-type: none"> <li>understand the major ideas and supporting evidence in spoken messages (4-8).</li> </ul>	<i>Appetizers</i> p. 6, 7, 19, 27, 29, 48, 55, 59, 62, 67 <i>Appetizers Too</i> p. 1, 3, 17, 27, 34, 67 <i>Main Dish Stated/Implied Main Idea</i> <i>Novel Dish Series</i> <u>Charlie and the Chocolate Factory</u> ; <u>Maniac Magee</u> ; <u>Mr. Lincoln's Drummer</u>  <i>Appetizers</i> p. 1, 6, 11, 29, 59, 64 <i>Appetizers Too</i> p. 3, 4, 9, 22, 36, 62, 66 <i>Main Dish Facts/Details</i> <i>Novel Dish Series</i> <u>Shiloh</u> ; <u>Freedom Train</u> ; <u>From the Mixed-Up Files of Mrs. Basil E Frankweiler</u> ; <u>Maniac Magee</u>		
<b>2</b>	<b>Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);</li> </ul>	<i>Appetizers</i> p. 8, 9, 19, 20, 21, 24, 33, 34, 40, 44, 45, 49, 51, 57, 58 <i>Appetizers Too</i> p. 8, 12, 27, 33, 37, 43, 46, 58, 60, 61, 62 <i>Main Dish Author's Purpose</i>  <i>Appetizers</i> p. 6, 7, 19, 27, 29, 48, 55, 59, 62, 67 <i>Appetizers Too</i> p. 1, 3, 17, 27, 34, 67 <i>Main Dish Stated/Implied Main Idea</i> <i>Novel Dish Series</i> <u>Charlie and the Chocolate Factory</u> ; <u>Maniac Magee</u> ; <u>Mr. Lincoln's Drummer</u>		

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<b>B</b>	• <i>identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5);</i>	<i>Appetizers</i> p. 23, 38, 39, 42, 62, 63, 68 <i>Appetizers Too</i> p. 38, 47, 50, 51, 54, 55, 64, 65 <i>Main Dish Persuasive Devices</i>		
<b>C</b>	• <i>distinguish between the speaker's opinion and verifiable fact (4-8); and</i>	<i>Appetizers</i> p. 7, 10, 21, 41, 42, 46, 57 <i>Appetizers Too</i> p. 5, 19, 20, 42, 47, 48, 51, 57 <i>Main Dish Fact/Opinion</i> <i>Novel Dish Series <u>Skinnnybones</u></i>		
<b>D</b>	• <i>monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).</i>	Teacher-led instruction; Student self-assessment		
<b>3</b>	<b>Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The student is expected to:</b>			
<b>A</b>	• <i>listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);</i>	<i>Appetizers</i> p. 69, 73, 74 <i>Appetizers Too</i> p. 69, 70, 73, 74, 75 <i>Main Dish Literary Forms &amp; Genres</i>		
<b>B</b>	• <i>describe how the language of literature affects the listener (4-5); and</i>	<i>Main Dish Evaluate/Make Judgments</i>		
<b>C</b>	• <i>assess how language choice and delivery affect the tone of the message (4-5).</i>	<i>Appetizers</i> p. 69, 70 <i>Main Dish Literary Forms &amp; Genres</i>		
<b>4</b>	<b>Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</b>			
<b>A</b>	• <i>connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4-8);</i>	<i>Appetizers</i> p. 4, 31, 70 <i>Appetizers Too</i> p. 22, 34, 58 <i>Main Dish Literary Forms &amp; Genres; Evaluate/Make Judgments</i> <i>Novel Dish Series <u>Number the Stars; Freedom Train; From the Mixed-Up Files of Mrs. Basil E. Frankweiler</u></i>		
<b>B</b>	• <i>compare oral traditions across regions and cultures (4-8); and</i>	<i>Appetizers</i> p. 1, 9, 18, 33, 53, 76 <i>Appetizers Too</i> p. 1, 5, 22, 33, 53, 73, 74 <i>Main Dish Compare/Contrast</i> <i>Novel Dish Series <u>Summer of the Monkeys</u></i>		
<b>C</b>	• <i>identify how language use such as labels and sayings reflects regions and cultures (4-8).</i>	<i>Main Dish Literary Forms &amp; Genres</i>		

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<b>5</b>	<b>Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:</b>			
<b>A</b>	• <i>adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);</i>	<i>Main Dish Evaluate/Make Judgments</i>		
<b>B</b>	• <i>demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);</i>	<i>Appetizers p. 34, 48, 73, 74</i> <i>Appetizers Too p. 22, 73</i> <i>Main Dish Literary Forms &amp; Genres</i>		
<b>C</b>	• <i>present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);</i>	<i>Main Dish Literary Forms &amp; Genres</i>		
<b>D</b>	• <i>use effective rate, volume, pitch, and tone for the audience and setting (4-8);</i>	<i>Teacher led-instruction</i>		
<b>E</b>	• <i>give precise directions and instructions such as in games and tasks (4-5); and</i>	<i>Appetizers p. 37, 60</i> <i>Appetizers Too p. 12, 24, 29, 40, 59</i> <i>Main Dish Complex Directions</i>		
<b>F</b>	• <i>clarify and support spoken ideas with evidence, elaborations, and examples (4-8).</i>	<i>Appetizers p. 1, 6, 11, 29, 59, 64</i> <i>Appetizers Too p. 3, 4, 9, 22, 36, 62, 66</i> <i>Main Dish Facts/Details</i> <i>Novel Dish Series <u>Shiloh</u>;</i> <i><u>Freedom Train</u>; <u>From the Mixed-Up</u></i> <i><u>Files of Mrs. Basil E Frankweiler</u>;</i> <i><u>Maniac Magee</u></i>		
<b>6</b>	<b>Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:</b>			
<b>A</b>	• <i>apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);</i>	<i>Appetizers p. 4, 5, 10, 13, 17, 2, 29, 34, 35, 48, 50, 58, 59, 61, 63, 66, 68</i> <i>Appetizers Too p. 4, 6, 9, 10, 21, 25, 26, 28, 31, 45, 54, 56, 57, 59, 60</i> <i>Main Dish Context Clues</i>		
<b>B</b>	• <i>use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6); and</i>	<i>Appetizers p. 5, 10, 13, 35, 58, 59, 61, 63, 68</i> <i>Appetizers Too p. 9, 31, 54, 57, 59, 60</i> <i>Main Dish Context Clues</i>		
<b>C</b>	• <i>locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).</i>	<i>Appetizers p. 11, 14, 18, 30, 43, 44, 50, 55, 64, 71</i> <i>Appetizers Too p. 8, 31, 39, 41, 42, 46, 49, 61, 64, 67, 68, 75</i> <i>Main Dish Context Clues</i>		

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7	<b>Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:</b>			
A	<ul style="list-style-type: none"> <li>read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4);</li> </ul>	<i>Appetizers</i> p. 34, 48, 69, 73, 74 <i>Appetizers Too</i> p. 22, 69, 70, 73, 74, 75 <i>Main Dish Literary Forms &amp; Genres</i>		
B	<ul style="list-style-type: none"> <li>read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” fourth grader reads approximately 90 wpm) (4);</li> </ul>	<i>Main Dish Literary Forms &amp; Genres</i>		
C	<ul style="list-style-type: none"> <li>demonstrate characteristics of fluent and effective reading (4-6);</li> </ul>	Teacher-led instruction		
D	<ul style="list-style-type: none"> <li>adjust reading rate based on purposes for reading (4-8);</li> </ul>	Teacher-led instruction		
E	<ul style="list-style-type: none"> <li>read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and</li> </ul>	Teacher-led instruction		
F	<ul style="list-style-type: none"> <li>read silently with increasing ease for longer periods (4-8).</li> </ul>	Teacher led-instruction		
8	<b>Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:</b>			
A	<ul style="list-style-type: none"> <li>read classic and contemporary works (2-8);</li> </ul>	<i>Appetizers</i> p. 69, 73, 74 <i>Appetizers Too</i> p. 69, 70, 73, 74, 75 <i>Main Dish Literary Forms &amp; Genres</i>		
B	<ul style="list-style-type: none"> <li>select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and</li> </ul>	<i>Appetizers</i> p. 34, 48, 73, 74 <i>Appetizers Too</i> p. 22, 73 <i>Main Dish Literary Forms &amp; Genres</i>		
C	<ul style="list-style-type: none"> <li>read for varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her own writing (4-8).</li> </ul>	<i>Appetizers</i> p. 8, 9, 19, 20, 21, 24, 33, 34, 40, 44, 45, 49, 51, 57, 58 <i>Appetizers Too</i> p. 8, 12, 27, 33, 37, 43, 46, 58, 60, 61, 62 <i>Main Dish Author’s Purpose</i>		

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<b>9</b>	<b>Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>develop vocabulary by listening to selections read aloud (4-8);</li> </ul>	Teacher-led instruction		
<b>B</b>	<ul style="list-style-type: none"> <li>draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);</li> </ul>	<i>Appetizers</i> p. 11, 14, 18, 30, 43, 44, 50, 55, 64, 71 <i>Appetizers Too</i> p. 8, 31, 39, 41, 42, 46, 49, 61, 64, 67, 68, 75 <i>Main Dish Context Clues</i>  <i>Appetizers</i> p. 20, 21, 61, 69, 75, 77 <i>Appetizers Too</i> p. 22, 25, 58, 69, 70, 75 <i>Main Dish Figurative Language</i>		
<b>C</b>	<ul style="list-style-type: none"> <li>use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);</li> </ul>	<i>Appetizers</i> p. 11, 14, 18, 30, 43, 44, 50, 55, 64, 71 <i>Appetizers Too</i> p. 8, 31, 39, 41, 42, 46, 49, 61, 64, 67, 68, 75 <i>Main Dish Context Clues</i>		
<b>D</b>	<ul style="list-style-type: none"> <li>determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8); and</li> </ul>	<i>Appetizers</i> p. 5, 10, 13, 35, 58, 59, 61, 63, 68 <i>Appetizers Too</i> p. 9, 31, 54, 57, 59, 60 <i>Main Dish Context Clues</i>		
<b>E</b>	<ul style="list-style-type: none"> <li>study word meanings systematically such as across curricular content areas and through current events (4-8).</li> </ul>	<i>Main Dish Literary Forms &amp; Genres</i>		
<b>10</b>	<b>Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>use his/her own knowledge and experience to comprehend (4-8);</li> </ul>	Teacher-led instruction		
<b>B</b>	<ul style="list-style-type: none"> <li>establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);</li> </ul>	<i>Appetizers</i> p. 8, 9, 19, 20, 21, 24, 33, 34, 40, 44, 45, 49, 51, 57, 58 <i>Appetizers Too</i> p. 8, 12, 27, 33, 37, 43, 46, 58, 60, 61, 62 <i>Main Dish Author's Purpose</i>		

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<b>C</b>	<ul style="list-style-type: none"> <li>monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);</li> </ul>	Teacher-led instruction		
<b>D</b>	<ul style="list-style-type: none"> <li>describe mental images that text descriptions evoke (4-8);</li> </ul>	Teacher-led instruction		
<b>E</b>	<ul style="list-style-type: none"> <li>use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);</li> </ul>	<p><i>Appetizers</i> p. 3, 8, 17, 32, 40, 67  <i>Appetizers Too</i> p. 16, 35, 39, 40, 65  <i>Main Dish Sequential Order</i>  <i>Novel Dish Series</i> <u>Shiloh</u>; <u>Hatchet</u>; <u>Holes</u></p> <p><i>Appetizers</i> p. 2, 13, 24, 49, 52  <i>Appetizers Too</i> p. 2, 3, 6, 9, 10, 56, 66  <i>Main Dish Cause/Effect</i>  <i>Novel Dish Series</i> <u>Shiloh</u>; <u>Skinnybones</u>; <u>Holes</u>; <u>Maniac Magee</u>; <u>Mr. Lincoln's Drummer</u></p>		
<b>F</b>	<ul style="list-style-type: none"> <li>determine a text's main (or major) ideas and how those ideas are supported with details (4-8);</li> </ul>	<p><i>Appetizers</i> p. 6, 7, 19, 27, 29, 48, 55, 59, 62, 67  <i>Appetizers Too</i> p. 1, 3, 17, 27, 34, 67  <i>Main Dish Stated/Implied Main Idea</i>  <i>Novel Dish Series</i> <u>Charlie and the Chocolate Factory</u>; <u>Maniac Magee</u>; <u>Mr. Lincoln's Drummer</u></p> <p><i>Appetizers</i> p. 1, 6, 11, 29, 59, 64  <i>Appetizers Too</i> p. 3, 4, 9, 22, 36, 62, 66  <i>Main Dish Facts/Details</i>  <i>Novel Dish Series</i> <u>Shiloh</u>; <u>Freedom Train</u>; <u>From the Mixed-Up Files of Mrs. Basil E Frankweiler</u>; <u>Maniac Magee</u></p>		
<b>G</b>	<ul style="list-style-type: none"> <li>paraphrase and summarize text to recall, inform, and organize ideas (4-8);</li> </ul>	<p><i>Appetizers</i> p. 2, 3, 5, 36, 52, 53  <i>Appetizers Too</i> p. 2, 18, 23, 28, 53, 63  <i>Main Dish Summarize</i>  <i>Novel Dish Series</i> <u>Freedom Train</u></p>		

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<b>H</b>	<ul style="list-style-type: none"> <li>draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);</li> </ul>	<p><i>Appetizers</i> p. 11, 25, 28, 31, 51, 54, 58, 60  <i>Appetizers Too</i> p. 7, 14, 26, 35, 36, 37, 49, 52  <b>Main Dish Draw Conclusions</b>  <b>Novel Dish Series <u>Skinnnybones;</u></b>  <b><u>Charlie and the Chocolate Factory</u></b></p> <p><i>Appetizers</i> p. 23, 45, 57, 65, 66  <i>Appetizers Too</i> p. 21, 25, 30, 40, 50  <b>Main Dish Make Predictions</b>  <b>Novel Dish Series <u>Hatchet</u></b></p> <p><i>Appetizers</i> p. 4, 22, 25, 32, 41, 46, 54  <i>Appetizers Too</i> p. 14, 16, 19, 31, 48, 63  <b>Main Dish Make Generalizations</b></p>		
<b>I</b>	<ul style="list-style-type: none"> <li>find similarities and differences across texts such as in treatment, scope, or organization (4-8);</li> </ul>	<p><i>Appetizers</i> p. 1, 9, 18, 33, 53, 76  <i>Appetizers Too</i> p. 1, 5, 22, 33, 53, 73, 74  <b>Main Dish Compare/Contrast</b>  <b>Novel Dish Series <u>Summer of the Monkeys</u></b></p>		
<b>J</b>	<ul style="list-style-type: none"> <li>distinguish fact and opinion in various texts (4-8);</li> </ul>	<p><i>Appetizers</i> p. 7, 10, 21, 41, 42, 46, 57  <i>Appetizers Too</i> p. 5, 19, 20, 42, 47, 48, 51, 57  <b>Main Dish Fact/Opinion</b>  <b>Novel Dish Series <u>Skinnnybones</u></b></p>		
<b>K</b>	<ul style="list-style-type: none"> <li>answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8); and</li> </ul>	All Gourmet Assessments		
<b>L</b>	<ul style="list-style-type: none"> <li>represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).</li> </ul>	<p><i>Appetizers</i> p. 3, 7, 12, 25, 28, 32, 36, 37, 38, 43, 48, 53, 72  <i>Appetizers Too</i> p. 2, 5, 7, 16, 17, 24, 30, 32, 52, 68, 72  <b>Main Dish Graphic Organizers</b></p>		

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<b>11</b>	<b>Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);</li> </ul>	<i>Appetizers</i> p. 12, 15, 16, 20, 21, 24, 26, 30, 35, 39, 41, 44, 47, 57, 77, 78 <i>Appetizers Too</i> p. 1, 11, 15, 18, 29, 37, 41, 43, 44, 45, 55, 61, 73, 74 <i>Main Dish</i> Evaluate/Make Judgments <i>Novel Dish Series</i> <u>Number the Stars</u> ; <u>Freedom Train</u> ; <u>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</u>		
<b>B</b>	<ul style="list-style-type: none"> <li>interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8);</li> </ul>	Teacher-led instruction		
<b>C</b>	<ul style="list-style-type: none"> <li>support responses by referring to relevant aspects of text and his/her own experiences (4-8); and</li> </ul>	Teacher-led instruction		
<b>D</b>	<ul style="list-style-type: none"> <li>connect, compare, and contrast ideas, themes, and issues across text (4-8).</li> </ul>	<i>Main Dish</i> Literary Forms & Genres; Story Elements		
<b>12</b>	<b>Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);</li> </ul>	<i>Appetizers</i> p. 12, 15, 16, 20, 21, 24, 26, 30, 35, 39, 41, 44, 47, 57, 77, 78 <i>Appetizers Too</i> p. 1, 11, 15, 18, 29, 37, 41, 43, 44, 45, 55, 61, 73, 74 <i>Main Dish</i> Evaluate/Make Judgments <i>Novel Dish Series</i> <u>Number the Stars</u> ; <u>Freedom Train</u> ; <u>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</u>		
<b>B</b>	<ul style="list-style-type: none"> <li>recognize that authors organize information in specific ways (4-5);</li> </ul>	<i>Appetizers</i> p. 3, 8, 17, 32, 40, 67 <i>Appetizers Too</i> p. 16, 35, 39, 40, 65 <i>Main Dish</i> Sequential Order <i>Novel Dish Series</i> <u>Shiloh</u> ; <u>Hatchet</u> ; <u>Holes</u>  <i>Appetizers</i> p. 2, 13, 24, 49, 52 <i>Appetizers Too</i> p. 2, 3, 6, 9, 10, 56, 66 <i>Main Dish</i> Cause/Effect <i>Novel Dish Series</i> <u>Shiloh</u> ; <u>Skinnybones</u> ; <u>Holes</u> ; <u>Maniac Magee</u> ; <u>Mr. Lincoln's Drummer</u>		

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C	<ul style="list-style-type: none"> <li>identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);</li> </ul>	<i>Appetizers</i> p. 8, 9, 19, 20, 21, 24, 33, 34, 40, 44, 45, 49, 51, 57, 58 <i>Appetizers Too</i> p. 8, 12, 27, 33, 37, 43, 46, 58, 60, 61, 62 <b>Main Dish Author's Purpose</b>		
D	<ul style="list-style-type: none"> <li>recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);</li> </ul>	<i>Appetizers</i> p. 34, 48, 69, 73, 74 <i>Appetizers Too</i> p. 22, 69, 70, 73, 74, 75 <b>Main Dish Literary Forms &amp; Genres</b>		
E	<ul style="list-style-type: none"> <li>compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);</li> </ul>	<i>Appetizers</i> p. 1, 9, 18, 33, 53, 76 <i>Appetizers Too</i> p. 1, 5, 22, 33, 53, 73, 74 <b>Main Dish Compare/Contrast</b> <b>Novel Dish Series <u>Summer of the Monkeys</u></b>		
F	<ul style="list-style-type: none"> <li>understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);</li> </ul>	<b>Main Dish Literary Forms &amp; Genres</b>		
G	<ul style="list-style-type: none"> <li>understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);</li> </ul>	<i>Appetizers</i> p. 34, 48, 69, 73, 74 <i>Appetizers Too</i> p. 22, 69, 70, 73, 74, 75 <b>Main Dish Literary Forms &amp; Genres</b>		
H	<ul style="list-style-type: none"> <li>analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);</li> </ul>	<i>Appetizers</i> p. 15, 16, 26, 27, 47, 56, 76 <i>Appetizers Too</i> p. 11, 13, 20, 23, 34, 44, 55, 58 <b>Main Dish Story Elements</b> <b>Novel Dish Series <u>Number the Stars</u>; <u>Charlie and the Chocolate Factory</u>; <u>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</u>; <u>Holes</u></b>		
I	<ul style="list-style-type: none"> <li>recognize and analyze story plot, setting, and problem resolution (4-8); and</li> </ul>	<i>Appetizers</i> p. 14, 15, 26, 31, 47, 56, 61 <i>Appetizers Too</i> p. 11, 13, 15, 32, 38, 44, 61 <b>Main Dish Story Elements</b> <b>Novel Dish Series <u>Number the Stars</u>; <u>Charlie and the Chocolate Factory</u>; <u>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</u>; <u>Holes</u></b>		
J	<ul style="list-style-type: none"> <li>describe how the author's perspective or point of view affects the text (4-8).</li> </ul>	<i>Appetizers</i> p. 8, 9, 19, 20, 21, 24, 33, 34, 40, 44, 45, 49, 51, 57, 58 <i>Appetizers Too</i> p. 8, 12, 27, 33, 37, 43, 46, 58, 60, 61, 62 <b>Main Dish Author's Purpose</b>		

<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
13	<b>Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:</b>			
A	<ul style="list-style-type: none"> <li>form and revise questions for investigations, including questions arising from interests and units of study (4-5);</li> </ul>	<i>Appetizers</i> p. 1, 6, 11, 29, 59, 64 <i>Appetizers Too</i> p. 3, 4, 9, 22, 36, 62, 66 <i>Main Dish</i> Facts/Details <i>Novel Dish Series</i> <u>Shiloh</u> ; <u>Freedom Train</u> ; <u>From the Mixed-Up Files of Mrs. Basil E Frankweiler</u> ; <u>Maniac Magee</u>		
B	<ul style="list-style-type: none"> <li>use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);</li> </ul>	<i>Appetizers</i> p. 25, 48, 72 <i>Appetizers Too</i> p. 72, 73 <i>Main Dish</i> Literary Forms & Genres		
C	<ul style="list-style-type: none"> <li>use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);</li> </ul>	<i>Main Dish</i> Literary Forms & Genres		
D	<ul style="list-style-type: none"> <li>interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions (4-5);</li> </ul>	<i>Appetizers</i> p. 3, 7, 12, 25, 28, 32, 36, 37, 38, 43, 48, 53, 72 <i>Appetizers Too</i> p. 2, 5, 7, 16, 17, 24, 30, 32, 52, 68, 72 <i>Main Dish</i> Graphic Organizers		
E	<ul style="list-style-type: none"> <li>summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8);</li> </ul>	<i>Appetizers</i> p. 2, 3, 5, 36, 52, 53 <i>Appetizers Too</i> p. 2, 18, 23, 28, 53, 63 <i>Main Dish</i> Summarization <i>Novel Dish Series</i> <u>Freedom Train</u>  <i>Appetizers</i> p. 3, 7, 12, 25, 28, 32, 36, 37, 38, 43, 48, 53, 72 <i>Appetizers Too</i> p. 2, 5, 7, 16, 17, 24, 30, 32, 52, 68, 72 <i>Main Dish</i> Graphic Organizers		
F	<ul style="list-style-type: none"> <li>produce research projects and reports in effective formats using visuals to support meaning, as appropriate (4-5);</li> </ul>	<i>Main Dish</i> Literary Forms & Genres		

<b>Benchmark Number</b>	<b>Benchmark • Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
<b>G</b>	<ul style="list-style-type: none"> <li>draw conclusions from information gathered from multiple sources (4-8); and</li> </ul>	<p><i>Appetizers</i> p. 11, 25, 28, 31, 51, 54, 58, 60  <i>Appetizers Too</i> p. 7, 14, 26, 35, 36, 37, 49, 52  <i>Main Dish</i> Draw Conclusions  <i>Novel Dish Series</i> <u><i>Skinnybones</i></u>;  <u><i>Charlie and the Chocolate Factory</i></u></p> <p><i>Appetizers</i> p. 23, 45, 57, 65, 66  <i>Appetizers Too</i> p. 21, 25, 30, 40, 50  <i>Main Dish</i> Make Predictions  <i>Novel Dish Series</i> <u><i>Hatchet</i></u></p> <p><i>Appetizers</i> p. 4, 22, 25, 32, 41, 46, 54  <i>Appetizers Too</i> p. 14, 16, 19, 31, 48, 63  <i>Main Dish</i> Make Generalizations</p>		
<b>H</b>	<ul style="list-style-type: none"> <li>use compiled information and knowledge to raise additional, unanswered questions (3-8).</li> </ul>	<p>Teacher-led instruction;  <i>Main Dish</i> Facts/Details</p>		
<b>14</b>	<p><b>Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</b></p>			
<b>A</b>	<ul style="list-style-type: none"> <li>compare text events with his/her own and other readers' experiences (4-8);</li> </ul>	<i>Main Dish</i> Compare/Contrast		
<b>B</b>	<ul style="list-style-type: none"> <li>determine distinctive and common characteristics of cultures through wide reading (4-8); and</li> </ul>	<i>Main Dish</i> Literary Forms & Genres		
<b>C</b>	<ul style="list-style-type: none"> <li>articulate and discuss themes and connections that cross cultures (4-8).</li> </ul>	<i>Main Dish</i> Literary Forms & Genres; Story Elements		