

Texas
ELAR
Reading - Grade 6
Correlations with Gourmet Curriculum Press, Inc.®
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<i>Benchmark Number</i>	<i>Benchmark • Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
(a)	Introduction			
	For a complete introduction to Texas Administrative Code (TAC), Title 19, Part II Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading, see: http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html			
(b)	Knowledge and skills.			
(1)	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.			
	<ul style="list-style-type: none"> <i>Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</i> 	N/A		
(2)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			
(A)	<ul style="list-style-type: none"> <i>determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</i> 	<i>Appetizers p. 31, 52, 56, 64;</i> <i>Appetizers Too p. 5, 18, 42, 44, 48, 60, 65, 66;</i> <i>Main Dishes Context Clues</i>		
(B)	<ul style="list-style-type: none"> <i>use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;</i> 	<i>Appetizers p. 3, 30, 46, 50, 65;</i> <i>Appetizers Too p. 1, 13, 21, 24, 25, 26, 28, 37, 41, 42, 47, 52, 54, 65;</i> <i>Main Dishes Context Clues</i>		

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(C)	<ul style="list-style-type: none"> complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: ____); 	<i>Appetizers</i> p. 3, 30, 46, 50, 65; <i>Appetizers Too</i> p. 1, 13, 21, 24, 25, 26, 28, 37, 41, 42, 47, 52, 54, 65; <i>Main Dishes</i> Context Clues		
(D)	<ul style="list-style-type: none"> explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera); and 	N/A		
(E)	<ul style="list-style-type: none"> use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. 	<i>Appetizers</i> p. 3, 30, 31, 46, 50, 52, 56, 64, 65; <i>Appetizers Too</i> p. 1, 5, 13, 18, 21, 24, 25, 26, 28, 37, 41, 42, 44, 47, 48, 52, 54, 60, 65, 66; <i>Main Dishes</i> Context Clues		
(3)	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:			
(A)	<ul style="list-style-type: none"> infer the implicit theme of a work of fiction, distinguishing theme from the topic; 	<i>Appetizers</i> ; <i>Appetizers Too</i> ; <i>Main Dishes</i> Literary Forms and Genres (Fiction); Implied Main Idea; Stated Main Idea		
(B)	<ul style="list-style-type: none"> analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and 	<i>Appetizers</i> ; <i>Appetizers Too</i> ; <i>Main Dishes</i> Literary Forms and Genres (Fiction)		
(C)	<ul style="list-style-type: none"> compare and contrast the historical and cultural settings of two literary works. 	<i>Appetizers</i> p. 5, 7, 15, 27, 29, 34, 45, 60; <i>Appetizers Too</i> p. 6, 12, 14, 17, 22, 56; <i>Main Dishes</i> Compare/Contrast; Literary Forms and Genres (Fiction)		

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(4)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.			
	<ul style="list-style-type: none"> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem. 	<i>Appetizers;</i> <i>Appetizers Too;</i> Main Dishes Literary Forms and Genres (Fiction)		
(5)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.			
	<ul style="list-style-type: none"> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line. 	<i>Appetizers;</i> <i>Appetizers Too;</i> Main Dishes Literary Forms and Genres (Fiction)		

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(6)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			
(A)	<ul style="list-style-type: none"> summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction; 	<p><i>Appetizers</i> p. 1, 2, 5, 7, 8, 9, 10, 13, 14, 21, 23, 28, 32, 34, 35, 36, 37, 40, 41, 44, 47, 49, 51, 53, 57, 58, 60, 62, 63, 66; <i>Appetizers Too</i> p. 2, 5, 7, 8, 10, 11, 16, 18, 22, 27, 28, 29, 33, 35, 36, 38, 39, 40, 43, 45, 46, 54, 55, 61, 64, 62, 66; <i>Main Dishes</i> Cause and Effect; Evaluate/Make Judgments; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Sequential Order; Story Elements</p>		
(B)	<ul style="list-style-type: none"> recognize dialect and conversational voice and explain how authors use dialect to convey character; and 	<p><i>Appetizers</i> p. 1, 5, 7, 8, 9, 21, 23, 28, 37, 40, 44, 47, 49, 51, 58, 60, 63; <i>Appetizers Too</i> p. 5, 7, 11, 16, 18, 27, 28, 29, 33, 36, 39, 40, 43, 45, 46, 54, 55, 61, 62, 64, 66; <i>Main Dishes</i> Cause and Effect; Evaluate/Make Judgments; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions</p>		
(C)	<ul style="list-style-type: none"> describe different forms of point-of-view, including first- and third-person. 	<p><i>Appetizers</i> p. 1, 5, 6, 7, 8, 9, 10, 12, 16, 19, 21, 23, 26, 28, 32, 37, 39, 40, 44, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65; <i>Appetizers Too</i> p. 3, 5, 7, 11, 12, 14, 16, 18, 27, 28, 29, 32, 33, 35, 36, 39, 40, 43, 45, 46, 54, 55, 59, 61, 62, 64, 66; <i>Main Dishes</i> Author's Purpose; Cause and Effect; Evaluate/Make Judgments; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions</p>		

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(7)	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.			
	<ul style="list-style-type: none"> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography. 	<i>Appetizers</i> p. 1, 5, 7, 8, 9, 21, 23, 28, 37, 40, 44, 47, 49, 51, 58, 60, 63; <i>Appetizers Too</i> p. 5, 7, 11, 16, 18, 27, 28, 29, 33, 36, 39, 40, 43, 45, 46, 54, 55, 61, 62, 64, 66; <i>Main Dishes</i> Cause and Effect; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Inferences; Make Predictions		
(8)	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.			
	<ul style="list-style-type: none"> Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains. 	<i>Appetizers</i> p. 13, 16, 19, 27, 41, 48, 53, 59; <i>Appetizers Too</i> p. 24, 29, 30 34, 38, 43, 48; <i>Main Dishes</i> Literary Devices		

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(9)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.			
	<ul style="list-style-type: none"> Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic. 	Appetizers p. 6, 10, 12, 16, 19, 26, 32, 39, 48, 59, 61, 65; Appetizers Too p. 3, 12, 14, 32, 35, 36, 59; Main Dishes Author’s Purpose; Literary Forms and Genres (Non Fiction)		
(10)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:			
(A)	<ul style="list-style-type: none"> summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions; 	Appetizers p. 1, 2, 5, 6, 7, 8, 9, 10, 11, 14, 15, 17, 18, 21, 22, 23, 25, 28, 31, 36, 37, 39, 40, 42, 44, 47, 48, 49, 51, 54, 58, 60, 63, 67; Appetizers Too p. 1, 3, 4, 5, 6, 7, 8, 9, 11, 13, 15, 16, 17, 18, 19, 23, 27, 28, 29, 30, 33, 34, 36, 37, 39, 40, 43, 45, 46, 49, 54, 55, 61, 62, 63, 64, 66; Main Dishes Facts/Details; Fact and Opinion; Implied Main Idea; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Inferences; Make Predictions; Stated Main Idea; Summarization		
(B)	<ul style="list-style-type: none"> explain whether facts included in an argument are used for or against an issue; 	Appetizers p. 1, 4, 5, 7, 8, 9, 20, 21, 23, 25, 28, 29, 33, 37, 38, 40, 43, 44, 47, 49, 51, 56, 57, 58, 60, 62, 63; Appetizers Too p. 2, 5, 7, 10, 11, 16, 18, 24, 26, 27, 28, 29, 31, 33, 36, 38, 39, 40, 43, 45, 46, 49, 54, 55, 57, 58, 61, 62, 63, 64, 65, 66; Main Dishes Fact and Opinion; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Inferences; Make Predictions; Persuasive Devices		

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(C)	<ul style="list-style-type: none"> explain how different organizational patterns (e.g., proposition-and-support, problem-and- solution) develop the main idea and the author’s viewpoint; and 	<i>Appetizers</i> p. , 4, 5, 7, 8, 9, 12, 17, 21, 23, 24, 26, 28, 33, 37, 38, 40, 42, 43, 44, 47, 49, 51, 58, 60, 63; <i>Appetizers Too</i> p. 3, 5, 7, 11, 16, 18, 19, 21, 27, 28, 29, 33, 36, 39, 40, 41, 43, 44, 45, 46, 47, 51, 53, 54, 55, 61, 62, 64, 66; <i>Main Dishes</i> Cause and Effect; Compare/Contrast; Evaluate/ Make Judgments; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Inferences; Make Predictions; Sequential Order		
(D)	<ul style="list-style-type: none"> synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. 	<i>Appetizers</i> p. 1, 5, 7, 8, 9, 15, 21, 23, 27, 28, 29, 34, 37, 40, 44, 45, 47, 49, 51, 58, 60, 63; <i>Appetizers Too</i> p. 5, 6, 7, 11, 12, 14, 16, 17, 18, 22, 27, 28, 29, 33, 36, 39, 40, 43, 45, 46, 54, 55, 56, 61, 62, 64, 66; <i>Main Dishes</i> Compare/Contrast; Evaluate/Make Judgments; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Inferences; Make Predictions		
(11)	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:			
(A)	<ul style="list-style-type: none"> compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and 	<i>Appetizers</i> p. 1, 5, 7, 8, 9, 21, 23, 28, 37, 40, 44, 47, 49, 51, 58, 60, 63; <i>Appetizers Too</i> p. 5, 7, 11, 16, 18, 27, 28, 29, 33, 36, 39, 40, 43, 45, 46, 54, 55, 61, 62, 64, 66; <i>Main Dishes</i> Compare/Contrast; Make Generalizations; Make Inferences; Make Predictions		
(B)	<ul style="list-style-type: none"> identify simply faulty reasoning used in persuasive texts. 	<i>Appetizers</i> p. 1, 5, 7, 8, 9, 20, 21, 23, 28, 37, 38, 40, 44, 47, 49, 51, 57, 58, 60, 63; <i>Appetizers Too</i> p. 5, 7, 10, 11, 16, 18, 24, 27, 28, 29, 31, 33, 36, 39, 40, 43, 45, 46, 54, 55, 57, 58, 61, 62, 64, 65, 66; <i>Main Dishes</i> Make Generalizations; Make Inferences; Make Predictions; Persuasive Devices		

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(12)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:			
(A)	<ul style="list-style-type: none"> follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and 	Appetizers; Appetizers Too; Main Dishes Complex Directions; Literary Forms and Genres (Non Fiction); Persuasive Devices; Sequential Order		
(B)	<ul style="list-style-type: none"> interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. 	Appetizers p. 6, 12, 14, 15, 21, 26, 27, 35, 38, 39, 47, 51; Appetizers Too p. 4, 6, 16, 20, 31, 56; Main Dishes Cause and Effect; Complex Directions; Evaluate/ Make Judgments; Graphic Organizers; Implied Main Idea; Literary Forms and Genres (Non Fiction); Sequential Order		
(13)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:			
(A)	<ul style="list-style-type: none"> explain messages conveyed in various forms of media; 	Appetizers p. 22, 45, 46, 58, 61, 64; Appetizers Too p. 42, 46, 50, 60; Main Dishes Evaluate/Make Judgments; Graphic Organizers; Implied Main Idea; Persuasive Devices		
(B)	<ul style="list-style-type: none"> recognize how various techniques influence viewers' emotions; 	Appetizers p. 22, 45, 46, 58, 61, 64; Appetizers Too p. 42, 46, 50, 60; Main Dishes Evaluate/Make Judgments; Fact and Opinion; Graphic Organizers		
(C)	<ul style="list-style-type: none"> critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and 	Appetizers p. 20, 38, 49, 57, 58; Appetizers Too p. 7, 10, 24, 31, 57, 58, 65; Main Dishes Persuasive Devices		
(D)	<ul style="list-style-type: none"> analyze various digital media venues for levels of formality and informality. 	N/A		

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(14)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			
(A)	<ul style="list-style-type: none"> plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; 	<i>Main Dishes</i> Author's Purpose		
(B)	<ul style="list-style-type: none"> develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; 	<i>Main Dishes</i> Cause and Effect; Compare/Contrast; Implied Main Idea; Literary Forms and Genres (Fiction)		
(C)	<ul style="list-style-type: none"> revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed; 	<i>Appetizers</i> p. 22, 45, 46, 58, 61, 64; <i>Appetizers Too</i> p. 42, 46, 50, 60; <i>Main Dishes</i> Evaluate/Make Judgments		
(D)	<ul style="list-style-type: none"> edit drafts for grammar, mechanics, and spelling; and 	N/A		
(E)	<ul style="list-style-type: none"> revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. 	N/A		

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(15)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:			
(A)(i)	• <i>write imaginative stories that include a clearly defined focus, plot, and point of view;</i>	Main Dishes Author’s Purpose; Make Generalizations; Story Elements		
(A)(ii)	• <i>write imaginative stories that include a specific, believable setting created through the use of sensory details; and</i>	Main Dishes Make Generalizations; Story Elements		
(A)(iii)	• <i>write imaginative stories that include dialogue that develops the story; and</i>	Main Dishes Make Generalizations; Story Elements		
(B)(i)	• <i>write poems using poetic techniques (e.g., alliteration, onomatopoeia);</i>	Main Dishes Make Generalizations; Story Elements		
(B)(ii)	• <i>write poems using figurative language (e.g., similes, metaphors); and</i>	Main Dishes Make Generalizations; Story Elements		
(B)(iii)	• <i>write poems using graphic elements (e.g., capital letters, line length).</i>	Main Dishes Make Generalizations; Story Elements		
(16)	Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.			
	• <i>Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</i>	N/A		

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(17)	Writing/Expository and Procedural Texts. Students write expository and procedural or work- related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			
(A)(i)	• <i>create multi-paragraph essays to convey information about a topic that present effective introductions and concluding paragraphs;</i>	Main Dishes Graphic Organizers; Sequential Order		
(A)(ii)	• <i>create multi-paragraph essays to convey information about a topic that guide and inform the reader’s understanding of key ideas and evidence;</i>	Main Dishes Graphic Organizers; Sequential Order		
(A)(iii)	• <i>create multi-paragraph essays to convey information about a topic that include specific facts, details, and examples in an appropriately organized structure; and</i>	Main Dishes Graphic Organizers; Sequential Order		
(A)(iv)	• <i>create multi-paragraph essays to convey information about a topic that use a variety of sentence structures and transitions to link paragraphs;</i>	Main Dishes Graphic Organizers; Sequential Order		
(B)	• <i>write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);</i>	Main Dishes Sequential Order		
(C)	• <i>write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and</i>	Main Dishes Sequential Order		
(D)	• <i>produce a multimedia presentation involving text and graphics using available technology.</i>	Main Dishes Sequential Order		

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(18)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.			
	<ul style="list-style-type: none"> <i>Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</i> 	N/A		
(19)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:			
(A)(i)	<ul style="list-style-type: none"> <i>use and understand the function of the following parts of speech in the context of reading, writing, and speaking verbs (irregular verbs and active and passive voice);</i> 	N/A		
(A)(ii)	<ul style="list-style-type: none"> <i>use and understand the function of the following parts of speech in the context of reading, writing, and speaking non-count nouns (e.g., rice, paper);</i> 	N/A		
(A)(iii)	<ul style="list-style-type: none"> <i>use and understand the function of the following parts of speech in the context of reading, writing, and speaking predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most);</i> 	N/A		

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(A)(iv)	<ul style="list-style-type: none"> use and understand the function of the following parts of speech in the context of reading, writing, and speaking conjunctive adverbs (e.g., consequently, furthermore, indeed); 	N/A		
(A)(v)	<ul style="list-style-type: none"> use and understand the function of the following parts of speech in the context of reading, writing, and speaking prepositions and prepositional phrases to convey location, time, direction, or to provide details; 	N/A		
(A)(vi)	<ul style="list-style-type: none"> use and understand the function of the following parts of speech in the context of reading, writing, and speaking indefinite pronouns (e.g., all, both, nothing, anything); 	N/A		
(A)(vii)	<ul style="list-style-type: none"> use and understand the function of the following parts of speech in the context of reading, writing, and speaking subordinating conjunctions (e.g., while, because, although, if); and 	N/A		
(A)(viii)	<ul style="list-style-type: none"> use and understand the function of the following parts of speech in the context of reading, writing, and speaking transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to); 	N/A		
(B)	<ul style="list-style-type: none"> differentiate between the active and passive voice and know how to use them both; and 	N/A		
(C)	<ul style="list-style-type: none"> use complete simple and compound sentences with correct subject-verb agreement. 	N/A		

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(20)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:			
(A)(i)	• <i>use capitalization for abbreviations;</i>	N/A		
(A)(ii)	• <i>use capitalization for initials and acronyms; and</i>	N/A		
(A)(iii)	• <i>use capitalization for organizations;</i>	N/A		
(B)(i)	• <i>recognize and use punctuation marks including commas in compound sentences;</i>	N/A		
(B)(ii)	• <i>recognize and use punctuation marks including proper punctuation and spacing for quotations; and</i>	N/A		
(B)(iii)	• <i>recognize and use punctuation marks including parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and</i>	N/A		
(C)	• <i>use proper mechanics including italics and underlining for titles of books.</i>	N/A		

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(21)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:			
(A)	• <i>differentiate between commonly confused terms (e.g., its, it's; affect, effect);</i>	N/A		
(B)	• <i>use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</i>	N/A		
(C)	• <i>know how to use the spell-check function in word processing while understanding its limitations.</i>	N/A		
(22)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:			
(A)	• <i>brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and</i>	Main Dishes Sequential Order		
(B)	• <i>generate a research plan for gathering relevant information about the major research question.</i>	Main Dishes Sequential Order		
(23)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:			
(A)	• <i>follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;</i>	Main Dishes Compare/Contrast; Fact and Opinion; Facts/Details; Graphic Organizers; Sequential Order		

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(B)	<ul style="list-style-type: none"> differentiate between primary and secondary sources; 	Main Dishes Compare/Contrast; Fact and Opinion; Facts/Details; Graphic Organizers; Sequential Order		
(C)	<ul style="list-style-type: none"> record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes; 	Main Dishes Compare/Contrast; Fact and Opinion; Facts/Details; Graphic Organizers; Sequential Order		
(D)	<ul style="list-style-type: none"> identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and 	Main Dishes Compare/Contrast; Fact and Opinion; Facts/Details; Graphic Organizers; Sequential Order		
(E)	<ul style="list-style-type: none"> differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. 	Main Dishes Compare/Contrast; Fact and Opinion; Facts/Details; Graphic Organizers; Sequential Order		
(24)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:			
(A)	<ul style="list-style-type: none"> refine the major research question, if necessary, guided by the answers to a secondary set of questions; and 	Main Dishes Compare/Contrast; Fact and Opinion; Facts/Details; Graphic Organizers; Sequential Order		
(B)	<ul style="list-style-type: none"> evaluate the relevance and reliability of sources for the research. 	Main Dishes Compare/Contrast; Fact and Opinion; Facts/Details; Graphic Organizers; Sequential Order		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
(25)	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:			
(A)	<ul style="list-style-type: none"> compiles important information from multiple sources; 	<i>Main Dishes</i> Compare/Contrast; Fact and Opinion; Facts/Details; Graphic Organizers; Sequential Order		
(B)	<ul style="list-style-type: none"> develops a topic sentence, summarizes findings, and uses evidence to support conclusions; 	<i>Main Dishes</i> Compare/Contrast; Fact and Opinion; Facts/Details; Graphic Organizers; Sequential Order		
(C)	<ul style="list-style-type: none"> presents the findings in a consistent format; and 	<i>Main Dishes</i> Compare/Contrast; Fact and Opinion; Facts/Details; Graphic Organizers; Sequential Order		
(D)	<ul style="list-style-type: none"> uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited). 	<i>Main Dishes</i> Compare/Contrast; Fact and Opinion; Facts/Details; Graphic Organizers; Sequential Order		
(26)	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:			
(A)	<ul style="list-style-type: none"> listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective; 	<i>Main Dishes</i> Cause and Effect		
(B)	<ul style="list-style-type: none"> follow and give oral instructions that include multiple action steps; and 	N/A		
(C)	<ul style="list-style-type: none"> paraphrase the major ideas and supporting evidence in formal and informal presentations. 	<i>Main Dishes</i> Sequential Order		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
(27)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.			
	<ul style="list-style-type: none"> <i>Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</i> 	Main Dishes Compare/Contrast; Graphic Organizers; Literary Forms and Genres (Fiction, Non Fiction)		
(28)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.			
	<ul style="list-style-type: none"> <i>Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.</i> 	N/A		