

Texas
ELAR
Reading - Grade 8
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</i> p. 5, 12, 20, 42, 44, 45, 58; <i>Appetizers Too</i> p. 17, 55; Main Dishes Context Clues		
(B)	<ul style="list-style-type: none"> <i>use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;</i> 	<i>Appetizers</i> p. 2, 8, 13, 16, 30, 31, 35, 43; <i>Appetizers Too</i> p. 3, 6, 14, 26, 27, 31, 39, 41, 48; Main Dishes Context Clues		
(C)	<ul style="list-style-type: none"> <i>complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);</i> 	<i>Appetizers</i> ; <i>Appetizers Too</i> p. 6, 41; Main Dishes Context Clues		

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(D)	<ul style="list-style-type: none"> identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and 	<i>Appetizers</i> p. 5, 12, 20, 42, 44, 45, 58; <i>Appetizers Too</i> p. 17, 55; Main Dishes Context Clues		
(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. 2, 8, 13, 16, 30, 31, 35, 43; <i>Appetizers Too</i> p. 3, 6, 14, 26, 27, 31, 39, 41, 48; Main Dishes Context Clues		
(3)	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"> analyze literary works that share similar themes across cultures; 	<i>Appetizers</i> p. 3, 6, 11, 15, 17, 32, 34, 37, 43, 50; <i>Appetizers Too</i> p. 2, 3, 9, 16, 18, 34, 39, 45, 51, 53, 56, 59; Main Dishes Compare and Contrast; Implied Main Idea; Literary Forms and Genres (Fiction)		
(B)	<ul style="list-style-type: none"> compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and 	<i>Appetizers</i> p. 3, 6, 11, 15, 17, 32, 34, 37, 43, 50; <i>Appetizers Too</i> p. 2, 3, 9, 16, 18, 34, 39, 45, 51, 53, 56, 59; Main Dishes Compare and Contrast; Implied Main Idea; Literary Forms and Genres (Fiction)		
(C)	<ul style="list-style-type: none"> explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work. 	<i>Appetizers</i> p. 3, 6, 7, 15, 18, 24, 29, 32, 37, 43, 46, 50, 51, 56; <i>Appetizers Too</i> p. 3, 9, 16, 18, 25, 29, 30, 34, 39, 42, 50, 53, 54, 60; Main Dishes Implied Main Idea; Literary Forms and Genres (Fiction); Story Elements		

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(4)	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 compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).			
	<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 compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry). 	Appetizers p. 3, 15, 32, 37, 43, 50; Appetizers Too p. 3, 9, 16, 18, 34, 39, 53; Main Dishes Implied Main Idea; Literary Forms and Genres (Fiction)		
(5)	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 analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.			
	<ul style="list-style-type: none"> 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 analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays. 	Appetizers p. 7, 21, 40, 41, 53, 55, 60; Appetizers Too p. 1, 11, 14, 40, 46, 60; Main Dishes Evaluate/Make Judgments; Literary Forms and Genres (Fiction)		

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(6)	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"> analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved; 	<i>Appetizers</i> p. 1, 4, 5, 6, 7, 8, 10, 12, 14, 15, 16, 18, 20, 22, 24, 25, 29, 30, 33, 35, 36, 37, 38, 39, 40, 41, 44, 45, 46, 47, 49, 50, 51, 53, 54, 55, 56, 59, 60; <i>Appetizers Too</i> p. 2, 5, 8, 11, 12, 13, 15, 17, 19, 20, 21, 22, 24, 25, 27, 28, 29, 30, 33, 34, 35, 37, 38, 42, 46, 47, 49, 50, 51, 52, 54, 57, 58, 60; <i>Main Dishes</i> Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Related Details; Sequential Order; Story Elements; Summarization		
(B)	<ul style="list-style-type: none"> analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and 	<i>Appetizers</i> p. 1, 4, 5, 6, 7, 8, 10, 12, 14, 15, 16, 18, 20, 22, 24, 25, 29, 30, 33, 35, 37, 39, 40, 41, 44, 45, 46, 47, 49, 50, 51, 54, 55, 56, 59, 60; <i>Appetizers Too</i> p. 2, 5, 8, 11, 12, 13, 17, 19, 20, 21, 22, 24, 25, 27, 28, 29, 30, 33, 34, 35, 37, 38, 42, 46, 47, 49, 50, 51, 52, 54, 57, 58, 60; <i>Main Dishes</i> Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Related Details; Story Elements; Summarization		
(C)	<ul style="list-style-type: none"> analyze different forms of point of view, including limited versus omniscient, subjective versus objective. 	<i>Appetizers</i> p. 1, 4, 5, 7, 10, 12, 14, 15, 16, 21, 22, 25, 26, 30, 33, 35, 36, 39, 40, 41, 43, 44, 45, 46, 47, 49, 50, 52, 53, 54, 55, 59, 60; <i>Appetizers Too</i> p. 1, 2, 4, 5, 8, 9, 11, 13, 14, 16, 17, 19, 20, 21, 24, 25, 27, 28, 33, 34, 37, 38, 40, 43, 46, 47, 49, 51, 52, 54, 57, 58, 60; <i>Main Dishes</i> Author's Purpose; Evaluate/Make Judgments; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Related Details		

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(7)	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 analyze passages in well-known speeches for the author’s use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.			
	<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 analyze passages in well-known speeches for the author’s use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience. 	<i>Appetizers</i> p. 1, 2, 7, 9, 10, 12, 16, 21, 22, 25, 26, 29, 32, 33, 36, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 55, 59, 60; <i>Appetizers Too</i> p. 1, 2, 4, 5, 6, 8, 9, 10, 11, 13, 14, 16, 17, 19, 20, 24, 25, 27, 29, 33, 34, 36, 37, 38, 40, 43, 45, 46, 49, 51, 52, 54, 57, 60; <i>Main Dishes</i> Author’s Purpose; Evaluate/Make Judgments; Literary Devices; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Inferences; Make Predictions		
(8)	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 the effect of similes and extended metaphors in literary text.			
	<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 the effect of similes and extended metaphors in literary text. 	<i>Appetizers</i> p. 2, 9, 29, 32, 48, 49, 51; <i>Appetizers Too</i> p. 1, 6, 10, 13, 29, 33, 36, 38, 45; <i>Main Dishes</i> Literary Devices; Literary Forms and Genres (Fiction and Non Fiction)		

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(9)	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 analyze works written on the same topic and compare how the authors achieved similar or different purposes.			
	<ul style="list-style-type: none"> <i>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 analyze works written on the same topic and compare how the authors achieved similar or different purposes.</i> 	Appetizers p. 1, 26, 36, 43, 52, 59; Appetizers Too p. 4, 9, 16, 24, 43, 52; Main Dishes Author's Purpose; Literary Forms and Genres (Non Fiction)		
(10)	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"> <i>summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;</i> 	Appetizers p. 3, 4, 5, 8, 10, 14, 15, 19, 20, 21, 26, 30, 32, 33, 35, 36, 37, 38, 41, 43, 50, 53, 54, 60; Appetizers Too p. 3, 4, 9, 11, 12, 15, 16, 18, 20, 21, 22, 23, 28, 32, 35, 37, 34, 39, 46, 47, 50, 52, 53, 57, 58; Main Dishes Implied Main Idea; Literary Forms and Genres (Non Fiction); Related Details; Sequential Order; Stated Main Idea; Summarization		
(B)	<ul style="list-style-type: none"> <i>distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;</i> 	Appetizers p. 2, 10, 11, 16, 19, 25, 28, 31, 38, 40, 46, 48, 50, 58; Appetizers Too p. 5, 15, 19, 20, 23, 24, 31, 33, 38, 44, 49, 55; Main Dishes Fact and Opinion; Literary Forms and Genres (Non Fiction); Make Generalizations		

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(C)	<ul style="list-style-type: none"> make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and 	<i>Appetizers</i> p. 1, 5, 10, 12, 14, 15, 16, 22, 23, 25, 28, 33, 34, 36, 38, 39, 40, 44, 45, 46, 47, 49, 50, 53, 55, 59; <i>Appetizers Too</i> p. 2, 5, 8, 12, 13, 15, 17, 18, 19, 20, 21, 22, 24, 25, 27, 28, 32, 33, 34, 37, 38, 42, 49, 50, 51, 54, 56, 57; <i>Main Dishes</i> Cause and Effect; 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 and support those findings with textual evidence. 	<i>Appetizers</i> p. 6, 11, 17, 34; <i>Appetizers Too</i> p. 2, 45, 51, 56, 59; <i>Main Dishes</i> Compare and Contrast; Literary Forms and Genres (Non Fiction)		
(11)	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 persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and 	<i>Appetizers</i> p. 6, 11, 17, 22, 27, 34, 47, 52, 57; <i>Appetizers Too</i> p. 2, 10, 30, 36, 45, 51, 53, 56, 59; <i>Main Dishes</i> Compare and Contrast; Persuasive Devices		
(B)	<ul style="list-style-type: none"> analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts. 	<i>Appetizers</i> p. 22, 27, 47, 52, 57; <i>Appetizers Too</i> p. 10, 30, 36, 53; <i>Main Dishes</i> Persuasive Devices		
(12)	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"> analyze text for missing or extraneous information in multi-step directions or legends for diagrams; and 	<i>Main Dishes</i> Complex Directions; Literary Forms and Genres (Non Fiction)		

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(B)	<ul style="list-style-type: none"> evaluate graphics for their clarity in communicating meaning or achieving a specific purpose. 	Appetizers p. 3, 15, 17, 23, 24, 27, 32, 37, 42, 43, 50, 54; Appetizers Too p. 3, 8, 9, 16, 18, 19, 34, 35, 39, 40, 41, 53; Main Dishes Complex Directions; Graphic Organizers; Implied Main Idea		
(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"> evaluate the role of media in focusing attention on events and informing opinion on issues; 	N/A		
(B)	<ul style="list-style-type: none"> interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message; 	Appetizers p. 7, 21, 40, 41, 53, 55, 60; Appetizers Too p.1, 11, 14, 40, 46, 60 ; Main Dishes Evaluate/Make Judgments		
(C)	<ul style="list-style-type: none"> evaluate various techniques used to create a point of view in media and the impact on audience; and 	N/A		
(D)	<ul style="list-style-type: none"> assess the correct level of formality and tone for successful participation in various digital media. 	Appetizers p. 1, 7, 21, 26, 36, 40, 41, 43, 52, 53, 55, 59, 60; Appetizers Too p. 1, 4, 9, 11, 14, 16, 24, 40, 43, 46, 52, 60; Main Dish Author's Purpose; Evaluate Make Judgments		

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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; 	N/A		
(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; 	N/A		
(C)	<ul style="list-style-type: none"> revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed; 	Main Dishes Context Clues		
(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 an imaginative story that sustains reader interest;</i>	<i>Main Dishes Cause and Effect; Evaluate/Make Judgments; Literary Devices; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Sequential Order; Story Elements</i>		
(A)(ii)	• <i>write an imaginative story that includes well-paced action and an engaging story line;</i>	<i>Main Dishes Cause and Effect; Evaluate/Make Judgments; Literary Devices; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Sequential Order; Story Elements</i>		
(A)(iii)	• <i>write an imaginative story that creates a specific, believable setting through the use of sensory details;</i>	<i>Main Dishes Cause and Effect; Evaluate/Make Judgments; Literary Devices; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Sequential Order; Story Elements</i>		
(A)(iv)	• <i>write an imaginative story that develops interesting characters; and</i>	<i>Main Dishes Cause and Effect; Evaluate/Make Judgments; Literary Devices; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Sequential Order; Story Elements</i>		
(A)(v)	• <i>write an imaginative story that uses a range of literary strategies and devices to enhance the style and tone;</i>	<i>Main Dishes Cause and Effect; Evaluate/Make Judgments; Literary Devices; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Sequential Order; Story Elements</i>		
(B)(i)	• <i>write a poem using poetic techniques (e.g., rhyme scheme, meter);</i>	<i>Main Dishes Evaluate/Make Judgments; Implied Main Idea; Literary Forms and Genres (Fiction)</i>		
(B)(ii)	• <i>write a poem using figurative language (e.g., personification, idioms, hyperbole); and</i>	<i>Main Dishes Evaluate/Make Judgments; Implied Main Idea; Literary Forms and Genres (Fiction)</i>		
(B)(iii)	• <i>write a poem using graphic elements (e.g., word position).</i>	<i>Main Dishes Evaluate/Make Judgments; Implied Main Idea; Literary Forms and Genres (Fiction)</i>		

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(16)	Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.			
	<ul style="list-style-type: none"> <i>Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.</i> 	Main Dishes Literary Forms and Genres (Non Fiction); Make Generalizations; Make Predictions		
(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)	<ul style="list-style-type: none"> <i>write a multi-paragraph essay to convey information about a topic that presents effective introductions and concluding paragraphs;</i> 	Main Dishes Compare and Contrast; Complex Directions; Graphic Organizers; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Predictions; Story Elements		
(A)(ii)	<ul style="list-style-type: none"> <i>contains a clearly stated purpose or controlling idea;</i> 	Main Dishes Compare and Contrast; Graphic Organizers; Make Generalizations; Make Predictions; Story Elements		
(A)(iii)	<ul style="list-style-type: none"> <i>is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</i> 	Main Dishes Compare and Contrast; Graphic Organizers; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Predictions; Story Elements		
(A)(iv)	<ul style="list-style-type: none"> <i>accurately synthesizes ideas from several sources; and</i> 	Main Dishes Compare and Contrast; Graphic Organizers; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Predictions; Story Elements		
(A)(v)	<ul style="list-style-type: none"> <i>uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</i> 	Main Dishes Compare and Contrast; Graphic Organizers; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Predictions; Story Elements		
(B)	<ul style="list-style-type: none"> <i>write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</i> 	Main Dishes Compare and Contrast; Fact and Opinion; Literary Forms and Genres (Non Fiction)		

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(C)	<ul style="list-style-type: none"> write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and 	Main Dishes Literary Forms and Genres (Non Fiction)		
(D)	<ul style="list-style-type: none"> produce a multimedia presentation involving text, graphics, images, and sound using available technology. 	Main Dishes Literary Forms and Genres (Non Fiction)		
(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 a persuasive essay to the appropriate audience that:			
(A)	<ul style="list-style-type: none"> establishes a clear thesis or position; 	Main Dishes Fact and Opinion; Persuasive Devices		
(B)	<ul style="list-style-type: none"> considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and 	Main Dishes Fact and Opinion; Persuasive Devices		
(C)	<ul style="list-style-type: none"> includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion. 	Main Dishes Persuasive Devices		
(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"> use and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles; 	N/A		

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(A)(ii)	<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: appositive phrases; 	N/A		
(A)(iii)	<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: adverbial and adjectival phrases and clauses; 	N/A		
(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: relative pronouns (e.g., whose, that, which); and 	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: subordinating conjunctions (e.g., because, since); 	N/A		
(B)	<ul style="list-style-type: none"> write complex sentences and differentiate between main versus subordinate clauses; and 	N/A		
(C)	<ul style="list-style-type: none"> use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses. 	N/A		

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(20)	Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:			
(A)	• <i>use conventions of capitalization; and</i>	N/A		
(B)(i)	• <i>use correct punctuation marks, including: commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and</i>	N/A		
(B)(ii)	• <i>use correct punctuation marks, including: semicolons, colons, hyphens, parentheses, brackets, and ellipses.</i>	N/A		
(21)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.			
	• <i>Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</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 a major research question to address the major research topic; and</i>	Main Dishes Sequential Order; Stated Main idea; Research		
(B)	• <i>apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.</i>	Main Dishes Sequential Order; Stated Main Idea; Research		

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(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)	<ul style="list-style-type: none"> follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies; 	<i>Main Dishes</i> Literary Forms and Genres (Non Fiction); Sequential Order; Stated Main Idea; Research		
(B)	<ul style="list-style-type: none"> categorize information thematically in order to see the larger constructs inherent in the information; 	<i>Main Dishes</i> Graphic Organizers; Implied Main Idea; Literary Forms and Genres (Non Fiction); Sequential Order; Stated Main Idea; Research		
(C)	<ul style="list-style-type: none"> record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and 	<i>Main Dishes</i> Literary Forms and Genres (Non Fiction); Sequential Order; Stated Main Idea; Research		
(D)	<ul style="list-style-type: none"> differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources. 	<i>Main Dishes</i> Literary Forms and Genres (Non Fiction); Sequential Order; Stated Main Idea; Research		
(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"> narrow or broaden the major research question, if necessary, based on further research and investigation; and 	<i>Main Dishes</i> Sequential Order; Stated Main Idea; Research		
(B)	<ul style="list-style-type: none"> utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another. 	<i>Main Dishes</i> Sequential Order; Stated Main Idea; Research		

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)	• <i>draws conclusions and summarizes or paraphrases the findings in a systematic way;</i>	Main Dishes Sequential Order; Stated Main Idea; Research		
(B)	• <i>marshals evidence to explain the topic and gives relevant reasons for conclusions;</i>	Main Dishes Sequential Order; Stated Main Idea; Research		
(C)	• <i>presents the findings in a meaningful format; and</i>	Main Dishes Sequential Order; Stated Main Idea; Research		
(D)	• <i>follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.</i>	Main Dishes Sequential Order; Stated Main Idea; Research		
(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)	• <i>listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;</i>	N/A		
(B)	• <i>follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and</i>	N/A		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
(C)	<ul style="list-style-type: none"> summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices. 	N/A		
(27)	<p>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 advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</p>			
	<ul style="list-style-type: none"> 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 advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively. 	<i>Main Dishes</i> Author's Purpose; Persuasive Devices		
(28)	<p>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 productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p>			
	<ul style="list-style-type: none"> Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues. 	N/A		