

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

<i>Benchmark Number</i>	<i>Benchmark * Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
EALR 1	The student understands and uses different skills and strategies to read.			
	Note: Since reading is a process, some grade level indicators and evidences of learning apply to multiple grade levels. What changes is the complexity of the text being read as students move through the grade levels.			
Component 1.2:	Use vocabulary (word meaning) strategies to comprehend text.			
1.2.1	Apply strategies to comprehend words and ideas.			
	<ul style="list-style-type: none"> <i>Use vocabulary strategies* to understand new words and concepts in literary and informational text.</i> 	Appetizers 1 A, B, C, & D; Main Dish Objectives 1 A, B, C, & D (Vocabulary); Novel Dish Series <u>The Giver</u>		
	<ul style="list-style-type: none"> <i>* Use graphic features* to clarify and extend meaning (e.g., science processes, diagrams).</i> 	Science Appetizers		
1.3	Build vocabulary through wide reading.			
1.3.2	Understand and apply general and specialized vocabularies through reading across the content areas, including vocabularies relevant to different contexts, cultures, and communities.			
	<ul style="list-style-type: none"> <i>* Integrate new vocabulary from informational and literary text from a variety of cultures and communities - e.g., life as used in England compared to the USA) into written and oral communication.</i> 	Appetizers 1 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary); Novel Dish Series <u>The Giver</u>		

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	* Explain the meaning of content specific vocabulary words (e.g., photosynthesis, democracy, algorithms).	Appetizers 1 C; Main Dish Objective 1 C (Vocabulary); Novel Dish Series <u>The Giver</u>		
	* Transfer knowledge of vocabulary learned in content areas to comprehend other grade-level informational and literary text (e.g., definition of solar in science transferred to understanding science fiction text).	Appetizers 1 C; Main Dish Objective 1 C (Vocabulary); Novel Dish Series <u>The Giver</u>		
1.4	Apply word recognition skills and strategies to read fluently.			
1.4.3	Apply different reading rates to match text.			
	* Adjust reading rate by speeding up or slowing down based on purpose (e.g., pleasure, informational reading, task-oriented reading), text level of difficulty, form and style.	Novel Dish Series		
EALR 2	The student understands the meaning of what is read.			
2.1	Demonstrate evidence of reading comprehension.			
2.1.1	Apply comprehension strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions.			
	* Monitor for meaning by identifying where and why comprehension was lost and use comprehension repair strategies (re-reading, looking back, reading ahead, slowing down, paraphrasing by sections, making margin annotations) to regain meaning.	Interactive Discussion throughout Appetizers; Main Dish Objectives - Testing Passages		

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	<i>* Develop questions before, during, and after reading and use knowledge of questioning strategies to locate answers (e.g., ReQuest, Reciprocal Teaching).</i>	Appetizers 4 C; Main Dish Objective 4 C (Make Predictions); Novel Dish Series <u>Hatchet</u>; Key Questions for Predicting Outcomes		
	<i>* Create mental images while reading.</i>	Novel Dish Series		
	<i>* Use graphic organizers* across content areas to organize information and comprehend text.</i>	Appetizers 3 E; Main Dish Objective 3 E (Graphic Organizers); Selected Lessons in Main Dish		
2.1.5	Apply comprehension strategies for informational and technical materials, complex narratives (literary), and expositions: determine importance and summarize main idea/theme and supporting details.			
	<i>* Create an informational summary that includes an introductory statement, main ideas, and supporting text-based details: make connections among the key ideas from the entire text; use own words in an objective voice; is accurate to the original text; and avoids interpretation or judgment.</i>	Appetizers 1 H; 3 A; Main Dish Objectives 1 H (Summarization); 3 A (Sequential Order); Novel Dish Series <u>Summer of the Monkeys</u>; <u>The Phantom Tollbooth</u>; <u>Hatchet</u>; <u>Abel's Island</u>; <u>Holes</u>		
	<i>* Create a literary summary that includes an introduction stating the theme and/or author's message supported by text-based evidence; use own words in an objective voice; is accurate to the original text.</i>	Appetizers 1 H; 3 A; Main Dish Objectives 1 H (Summarization); 3 A (Sequential Order); Novel Dish Series <u>Summer of the Monkeys</u>; <u>The Phantom Tollbooth</u>; <u>Hatchet</u>; <u>Abel's Island</u>; <u>Holes</u>		

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	* <i>Use graphic organizers* across content areas to organize information and comprehend text.</i>	Appetizers 1 H; Main Dish Objective 1 H (Summarization); Novel Dish Series <u>Summer of The Monkeys</u> ; <u>The Phantom Tollbooth</u>		
2.1.6	Apply comprehension strategies for informational technical materials, complex narratives, and expositions: use prior knowledge.			
	* <i>Use previous experience, knowledge of current issues, information previously learned to make connections, draw conclusions, and make generalizations about what is read (e.g., relate what is learned in chemistry to new learning in biology; connect the author's perspective and/or the historical context to text).</i>	Appetizers 4 A & B; Main Dish Objectives 4 A (Make Inferences); 4 B (Make Generalizations); Novel Dish Series <u>Where the Red Fern Grows</u> ; <u>The Outsiders</u> ; <u>Abel's Island</u>		
	* <i>Use graphic organizers* across content areas to organize information and comprehend text.</i>	Appetizers 3 E; Main Dish Objective 3 E (Graphic Organization)		
2.1.7	Apply comprehension strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge.			
	* <i>Make inferences based on implicit and explicit information drawn from text and provide justification for those inferences.</i>	Appetizers 4 A & F; Main Dish Objectives 4 A (Make Inferences); 4 F (Evaluate/Make Judgments); Novel Dish Series <u>Where the Red Fern Grows</u> ; <u>Abel's Island</u> ; <u>The Outsiders</u> ; <u>Where the Red Fern Grows</u>		
	* <i>Make, confirm, and revise predictions based on prior knowledge and evidence from the text(e.g., using main idea statements, predict what kind of information the author will present next).</i>	Appetizers 4 C; Main Dish Objective 4 C (Predicting Outcomes); Novel Dish Series <u>Hatchet</u>		

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	<i>* Use graphic organizers* across content areas to organize information and comprehend text.</i>	Appetizers 3 E; Main Dish Objective 3 E (Graphic Organization)		
2.2	Understand and apply knowledge of text components to comprehend text.			
2.2.1	Analyze an author's use of time, order, and/or sequence to extend understanding of text.			
	<i>* Analyze an author's development of time and sequence through the use of literary devices such as foreshadowing, flashbacks, dream sequences, parallel episodes; and the use of traditional and/or cultural-based organizational patterns.</i>	Novel Dish Series <u>Summer of the Monkeys</u>		
	<i>* Explain the use of order or steps in a process to convey meaning in an informational text(e.g., scientific experiments, legislative processes, mathematical procedures, Native American talking circles and ceremonies).</i>	Appetizers 3 A; Main Dish Objective 3 A (Sequential Order); Novel Dish Series <u>Hatchet</u>; <u>Abel's Island</u>; <u>Holes</u>		
2.2.2	Apply understanding of text organizational structures*.			
	<i>* Recognize and use knowledge of previously taught text organizational structures* (description, comparison and contrast, sequential order, chronological order, cause and effect, order of importance, process/procedural, concept/definition, and problem/solution) to aid comprehension.</i>	Appetizers 2 A; 3 A, B, & D; Main Dish Objectives 2 A (Story Elements); 3 A (Sequential Order); 3 B (Cause/Effect); 3 D (Compare/Contrast); Novel Dish Series <u>Hatchet</u>; <u>Abel's Island</u>; <u>Holes</u>; <u>Maniac Magee</u>; <u>The Giver</u>; <u>Summer of the Monkeys</u>		

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	* <i>Identify text written in episodic and generalization/principle organizational structure to find and/or organize information and comprehend text.</i>	Appetizers 4 B; Main Dish Objective 4 B (Make Generalizations); Novel Dish Series <u>The Outsiders</u>; <u>Abel's Island</u>		
2.2.3	Understand and analyze literary elements (plot, characters, settings, point of view, conflict, and resolution).			
	* <i>Interpret how situations, actions, and other characters influence a character's personality and development.</i>	Appetizer 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Hatchet</u>; <u>The Giver</u>; <u>Holes</u>; <u>Abel's Island</u>		
	* <i>Explain how a story's plots and subplots contribute to (or don't advance) the conflict and resolution.</i>	Appetizer 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Hatchet</u>; <u>The Giver</u>; <u>Holes</u>; <u>Abel's Island</u>		
	* <i>Explain the influence of setting on mood, character and plot.</i>	Appetizer 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Hatchet</u>; <u>The Giver</u>; <u>Holes</u>; <u>Abel's Island</u>		
	* <i>Explain the type of point of view used by the author and interpret how point of view influences the text.</i>	Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Novel Dish Series <u>The Phantom Tollbooth</u>		
	* <i>Compare/contrast common recurring themes in books by the same or different authors.</i>	Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Novel Dish Series <u>Summer of the Monkeys</u>		

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2.2.4	Apply understand of complex organizational features of printed text and electronic information.			
	<i>* Use features of text to verify, support, or clarify meaning (e.g., captions, references, citations, endnotes).</i>	N/A		
	<i>* Use the features of electronic information to communicate, gain information, or research a topic.</i>	N/A		
2.3	Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.			
2.3.1	Analyze informational and literary text for similarities and differences and cause and effect relationships.			
	<i>* Compare and contrast information from multiple sources to gain a broader understanding of a topic (e.g., compare and contrast a variety of ecosystems using text-based evidence.</i>	Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Novel Dish Series <u>Summer of the Monkeys</u>		
	<i>* Compare and contrast how characters react to the same event using text-based evidence.</i>	Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Novel Dish Series <u>Summer of the Monkeys</u>		
	<i>* Explain how certain actions cause certain effects (e.g., how the women's suffrage movement changed the face of politics today or how Indian boarding schools contributed to the loss of Native American language and culture; how the internment of Japanese Americans during World War II affected traditional Japanese family structure).</i>	Appetizers 3 B; Main Dish Objective 3 B (Cause/Effect); Novel Dish Series <u>Maniac Magee; Holes</u>		

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2.3.2	Evaluate the use of literary devices to expand comprehension.			
	<i>* Judge the effectiveness of the author's use of literary devices (e.g., simile, metaphor, idiom, analogy, imagery, exaggeration, irony, sarcasm, dialogue, humor, and symbol) and explain how they are used to convey meaning.</i>	Appetizers 2 B; 4 F; Main Dish Objectives 2 B (Literary Devices); 4 F (Evaluate/Make Judgments); Novel Dish Series <u>The Outsiders; Where the Red Fern Grows; Summer of the Monkeys</u>		
2.3.3	Analyze informational materials for relevance in meeting a specific purpose.			
	<i>* Examine information from a variety of sources, select appropriate information based on purpose, and defend selection citing evidence from text.</i>	Appetizers 4 F; Main Dish Objective 4 F (Evaluate/Make Judgments); Novel Dish Series <u>The Outsiders; Where the Red Fern Grows</u>		
2.3.4	Synthesize information from a variety of sources.			
	<i>* Integrate information from different sources (e.g., newspaper article, biographical sketch, poem, oral records) to draw conclusions about character traits and/or author's assumptions.</i>	Appetizers 2 A; 4 A; Main Dish Objectives 2 A (Story Elements); 4 A (Make Inferences); Novel Dish Series <u>Where the Red Fern Grows; Hatchet; Holes; The Giver; Abel's Island</u>		
2.4	Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.			
2.4.1	Analyze text for validity and accuracy.			
	<i>* Examine and critique the logic (assumptions and beliefs) and use of evidence (existing and missing information; primary and secondary sources) in an author's argument or defense of a claim.</i>	Appetizers 4 F; Main Dish Objective 4 F (Evaluate/Make Judgments); Novel Dish Series <u>The Outsiders; Where the Red Fern Grows</u>		

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2.4.2	Analyze author's purpose and evaluate an author's style of writing to influence different audiences.			
	<i>* Identify and discuss different authors' use of sentence structure, literary devices (e.g., idiom, figurative language, metaphor) and word choice to impact tone, message, reader's reaction.</i>	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Holes</u>		
	<i>* Explain and provide examples of how an author uses a wide variety of language structures to create an intended effect (e.g., words or phrases from another language, dialect, simile, and metaphor).</i>	Novel Dish Series <u>Summer of the Monkeys</u>		
	<i>* Examine the author's use of language registry (e.g., frozen, formal, consultative, casual, intimate) and how this influences meaning and different audiences.</i>	N/A		
2.4.3	Analyze the effectiveness of the author's use of persuasive devices such as bias, stereotype, over-generalization, association, to influence an audience.			
	<i>* Identify the intended effects of persuasive vocabulary (e.g., loaded words, exaggeration, emotional words, euphemisms) that the author uses to influence reader's opinions or actions.</i>	Appetizers 4 E; Main Dish Objective 4 E (Persuasive Devices)		
	<i>* Identify the intended effects of persuasive strategies the author uses to influence readers' perspectives (e.g., peer pressure, bandwagon, repetition, testimonial, transfer).</i>	Appetizers 4 E; Main Dish Objective 4 E (Persuasive Devices)		

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2.4.5	Analyze treatment of concepts within, among, and beyond multiple texts.			
	<i>* Compare and contrast treatments of similar concepts and themes within multiple texts (e.g., how the idea of coming of age is presented in multiple texts representing a variety of cultures).</i>	Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Novel Dish Series <u>Summer of the Monkeys</u>		
2.4.6	Analyze text to make a generalization, express insight, or respond to connecting to other texts or situations.			
	<i>* Make generalizations about universal themes, human nature, cultural or historical perspectives, etc. from reading multiple texts.</i>	Appetizers 4 B; Main Dish Objective 4 B (Make Generalizations); Novel Dish Series <u>The Outsiders; Abel's Island</u>		
	<i>* Provide a response to text that expresses an insight (e.g., use information in an article about fitness to design an exercise routine).</i>	Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Novel Dish Series <u>The Phantom Tollbooth</u>		
2.4.7	Analyze the reasoning and ideas underlying an author's beliefs and assumptions within multiple texts.			
	<i>* Analyze literary and informational text to show how they reflect the heritage, traditions, and beliefs of the author.</i>	Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Novel Dish Series <u>The Phantom Tollbooth</u>		
	<i>* Compare and contrast two authors' beliefs and assumptions about a similar topic or issue, citing text-based evidence for your comparison.</i>	Appetizers 3 D & F; Main Dish Objective 3 D (Compare/Contrast); 3 F (Author's Purpose); Novel Dish Series <u>The Phantom Tollbooth; Summer of the Monkeys</u>		

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EALR 3.0	The student reads different materials for a variety of purposes.			
3.1	Read to learn new information.			
3.1.1	Analyze web-based and other resource materials) including primary and secondary sources) for relevance in answering research questions.			
	<i>* Examine resource materials to determine appropriate primary and secondary sources to use for investigating a question, topic, or issue (e.g., encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letter to an editor).</i>	Library Skills		
3.2	Read to perform a task.			
3.2.2	Apply understanding of complex information, including functional documents, to perform a task.			
	<i>* Read applications, legal documents and use that information to perform everyday life functions (e.g., find employment, purchase goods and services, locate people and places, write a letter to a government official).</i>	N/A		
3.3	Read for career applications.			
3.3.1	Understand and apply appropriate reading strategies for interpreting technical and non -technical documents used in job-related settings.			
	<i>* Select, use, monitor, and adjust appropriate strategies for different reading purposes (e.g., skim/scan for big ideas, close reading for details, inferring information from graphs and charts).</i>	Appetizers and Testing Passages		
	<i>* Read professional level materials, including electronic information, that match career or academic interests and demonstrate understanding of the content.</i>	N/A		

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	* <i>Select and use appropriate skills for reading a variety of documents (e.g., maps, graphs, blueprints, computer manuals).</i>			
3.4	Read for literary experience in a variety of genres.			
3.4.1	Analyze traditional and contemporary literature written in a variety of genres (poetry, essays, short stories, novels, biographies, nonfiction narrative, plays).			
	* <i>Respond to literature written in a variety of genres (e.g., explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader.</i>			
	* <i>Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms (e.g., epic, sonnet, ballad, haiku, free verse).</i>	Appetizers; Poetry Selections in Testing Passages - Main Dish Objectives		
3.4.2	Analyze how literary works contribute to understanding of self, others, and the world.			
	* <i>Compare and contrast traditional, classic and/or contemporary works of literature that deal with similar topics and problems (e.g., uses of power, family and community structures, meaning of loyalty, freedom, and responsibility).</i>	Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Novel Dish Series <u>Summer of the Monkeys</u>		
	* <i>Relate literary works to the traditions, themes, and issues of the era they represent (e.g., the generation gap, women and children in the work force).</i>			
3.4.3	Understand and analyze recurring themes in literature.			
	* <i>Identify and analyze recurring themes in literature across literary genres (e.g., themes of good vs. evil or heroism as express in plays, poetry, short stories).</i>	Appetizers 4 F; Main Dish Objective 4 F (Evaluate/Make Judgments); Novel Dish Series <u>The Outsiders; Where the Red Fern Grows</u>		

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	<i>* Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar conflicts.</i>	N/A		
EALR 4.0	The student sets goals and evaluates progress to improve reading.			
4.1	Assess reading strengths and need for improvement.			
4.1.1	Apply goal setting strategies and monitor progress toward meeting reading goals.			
	<i>* Set goals for reading and develop a reading improvement plan.</i>	Implementation of GCD		
	<i>* Track reading progress through the use of such tools as portfolios, learning logs, self-scoring rubrics, or strategy charts.</i>	N/A		
4.2	Develop interests and share reading experiences.			
4.2.1	Analyze and share reading experiences with others.			
	<i>* Discuss responses to literary experiences and/or ideas gleaned from informational text with others.</i>	Interactive Discussion throughout Appetizers		