

California
Curricular Standards
Reading - Grade 7
Correlations with Gourmet Curriculum Press, Inc.®
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Benchmark Number	Benchmark • Teaching Targets	Gourmet Resource	Taught	Tested
1.0	Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.			
	Vocabulary and Concept Development			
1.1	<ul style="list-style-type: none"> Identify idioms, analogies, metaphors, and similes in prose and poetry. 	Appetizers 1 D; Main Dish Objective 1 D (Vocabulary); Poetry Selections in Testing Passages; Novel Dish Series <u>Summer of the Monkeys</u>		
1.2	<ul style="list-style-type: none"> Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary. 	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Novel Dish Series <u>The Giver</u>		
1.3	<ul style="list-style-type: none"> Clarify word meanings through the use of definition, example, restatement, or contrast. 	Appetizers 1 B; Main Dish Objective 1 B (Vocabulary); Novel Dish Series <u>The Giver</u>		
2.0	Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.			
	Structural Features of Informational Materials			
2.1	<ul style="list-style-type: none"> Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs). 	Testing Passages		

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2.2	• Locate information by using a variety of consumer, workplace, and public documents.			
2.3	• Analyze text that uses the cause-and-effect organizational pattern.	Appetizers 3 B; Main Dish Objective 3 B (Cause/Effect); Novel Dish Series <u>Maniac Magee</u>		
Comprehension and Analysis of Grade-Level-Appropriate Text				
2.4	• Identify and trace the development of an author's argument, point of view, or perspective in text.	Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Novel Dish Series <u>The Phantom Tollbooth</u>		
2.5	• Understand and explain the use of a simple mechanical device by following technical directions.	Appetizers 3 C; Main Dish Objective 3 C (Complex Directions)		
Expository Critique				
2.6	• Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	Appetizers 3 F; 4 E & F; Main Dish Objectives 3 F (Author's Purpose); 4 E (Persuasive Devices); 4 F (Evaluate/Make Judgments); Novel Dish Series <u>The Phantom Tollbooth;</u> <u>Where the Red Fern Grows</u>		
3.0	Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
Structural Features of Literature				
3.1	• Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).			
Narrative Analysis of Grade-Level-Appropriate Text				
3.2	• Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Hatchet;</u> <u>The Giver;</u> <u>Abel's Island</u>		

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3.3	<ul style="list-style-type: none"> Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. 	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Hatchet</u>; <u>The Giver</u>; <u>Abel's Island</u>		
3.4	<ul style="list-style-type: none"> Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness). 	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Hatchet</u>; <u>The Giver</u>; <u>Abel's Island</u>		
3.5	<ul style="list-style-type: none"> Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work. 	Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Novel Dish Series <u>Summer of the Monkeys</u>		
Literary Criticism				
3.6	<ul style="list-style-type: none"> Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses. 	Appetizers 4 A, B, & F; Main Dish Objectives 4 A (Make Inferences); 4 B (Make Generalizations); 4 F (Evaluate/Make Judgments); Novel Dish Series <u>Where the Red Fern Grows</u>; <u>Harry Potter & The Sorcerer's Stone</u>; <u>Abel's Island</u>		