

Florida
Sunshine State Standards
Reading - Grade 7
Correlations with Gourmet Curriculum Press, Inc.®
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Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
	Fluency			
	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.			
L.A.7.1.5.1	<ul style="list-style-type: none"> adjust reading rate based on purpose, text difficulty, form, and style 	Teacher observations using <i>Appetizers</i> (see page iv in the cover of <i>Appetizers</i> and <i>Appetizers Too</i>); <i>Main Dish</i> and <i>Novel Dish Series</i> assessment passages; <i>Main Dish</i> L.A.7.1.5.1 (Literary Forms and Genres - New <i>Main Dish</i> objective in progress to be completed August of 2007. See samples of this objective in grade 1 and grade 4.)		
	Vocabulary Development			
	The student uses multiple strategies to develop grade appropriate vocabulary.			
L.A.7.1.6.1	<ul style="list-style-type: none"> use new vocabulary that is introduced and taught directly 	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues); <i>Novel Dish Series</i> <u>The Giver</u>		
L.A.7.1.6.2	<ul style="list-style-type: none"> listen to, read, and discuss familiar and conceptually challenging text 	All <i>Appetizers</i> , <i>Main Dishes</i> , <i>Desserts</i> ; <i>Novel Dish Series</i> <u>The Giver</u>		
L.A.7.1.6.3	<ul style="list-style-type: none"> use context clues to determine meanings of unfamiliar words 	<i>Appetizers</i> p. 5, 16, 52; <i>Appetizers Too</i> p. 9, 21, 30, 34, 38, 40, 52, 54; <i>Main Dish</i> L.A.7.1.6.3 (Context Clues); <i>Novel Dish Series</i> <u>The Giver</u>		
L.A.7.1.6.4	<ul style="list-style-type: none"> categorize key vocabulary and identify salient features 	<i>Main Dish</i> L.A.7.1.6.4 (Context Clues); <i>Novel Dish Series</i> <u>The Giver</u>		
L.A.7.1.6.5	<ul style="list-style-type: none"> relate new vocabulary to familiar words 	<i>Appetizers</i> p. 4, 6, 11, 23, 29; <i>Appetizers Too</i> p. 7, 13, 15, 24, 34, 40, 54; <i>Main Dish</i> L.A.7.1.6.5 (Context Clues); <i>Novel Dish Series</i> <u>The Giver</u>		
L.A.7.1.6.6	<ul style="list-style-type: none"> distinguish denotative and connotative meanings of words 	<i>Appetizers</i> p. 4, 8, 20, 38, 45, 56; <i>Appetizers Too</i> p. 5, 15, 18, 30; <i>Main Dish</i> L.A.7.1.6.6 (Context Clues); <i>Novel Dish Series</i> <u>The Giver</u>		

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L.A.7.1.6.7	<ul style="list-style-type: none"> identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words 	<i>Appetizers</i> p. 1, 2, 3, 9, 15, 18, 28, 30, 33, 49, 54; <i>Appetizers Too</i> p. 1, 11, 28, 29, 33, 37, 47, 55, 56, 57, 59; Main Dish L.A.7.1.6.7 (Context Clues); Novel Dish Series <u>The Giver</u>		
L.A.7.1.6.8	<ul style="list-style-type: none"> identify advanced word/phrase relationships and their meanings 	<i>Appetizers</i> p. 4, 6, 11, 23, 29; <i>Appetizers Too</i> p. 7, 13, 15, 24, 34, 40, 54; Main Dish L.A.7.1.6.8 (Context Clues); Novel Dish Series <u>The Giver</u>		
L.A.7.1.6.9	<ul style="list-style-type: none"> determine the correct meaning of words with multiple meanings in context 	<i>Appetizers</i> p. 7, 32, 41, 45; <i>Appetizers Too</i> p. 4, 13, 35; Main Dish L.A.7.1.6.9 (Context Clues); Novel Dish Series <u>The Giver</u>		
L.A.7.1.6.10	<ul style="list-style-type: none"> determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools 	<i>Appetizers</i> p. 7, 32, 41, 45; <i>Appetizers Too</i> p. 4, 13, 35; Main Dish L.A.7.1.6.10 (Context Clues); Novel Dish Series <u>The Giver</u>		
L.A.7.1.6.11	<ul style="list-style-type: none"> identify the meaning of words and phrases derived from Anglo-Saxon, Greek and Latin mythology 	<i>Appetizers</i> p. 1, 3, 9, 18, 30, 33, 49; <i>Appetizers Too</i> p. 1, 9, 11, 55, 56, 57; Main Dish L.A.7.1.6.11 (Context Clues); Novel Dish Series <u>The Giver</u>		
Reading Comprehension				
The student uses a variety of strategies to comprehend grade level text.				
L.A.7.1.7.1	<ul style="list-style-type: none"> use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection 	<i>Appetizers</i> p. 10, 17, 19, 20, 25, 26, 44, 45, 54, 57, 59; <i>Appetizers Too</i> p. 6, 10, 22, 31, 38, 39, 49, 53, 60; Main Dish L.A.7.1.7.1 (Author's Purpose); (Make Predictions); Novel Dish Series <u>Hatchet</u>		
L.A.7.1.7.2	<ul style="list-style-type: none"> analyze the author's purpose and perspective in a variety of texts and understand how they effect meaning 	<i>Appetizers</i> p. 3, 6, 10, 17, 24, 25, 26, 28, 33, 34, 35, 39, 44, 45, 46, 48, 59; <i>Appetizers Too</i> p. 5, 10, 11, 14, 16, 23, 26, 27, 34, 38, 44, 49, 56, 58, 60; Main Dish L.A.7.1.7.2 (Author's Purpose); (Persuasive Devices); (Fact/Opinion); (Evaluate/Make Judgments); Novel Dish Series <u>The Phantom Tollbooth</u> ; <u>Where the Red Fern Grows</u>		

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L.A.7.1.7.3	<ul style="list-style-type: none"> determine the main idea or essential message in grade-level or higher text through inferring, paraphrasing, summarizing, and identifying relevant details 	<p><i>Appetizers</i> p. 1, 5, 7, 9, 11, 12, 13, 14, 16, 17, 19, 21, 22, 23, 24, 27, 28, 29, 30, 31, 32, 35, 36, 37, 38, 39, 42, 44, 47, 49, 51, 53, 56, 57; <i>Appetizers Too</i> p. 2, 3, 4, 5, 7, 8, 12, 14, 15, 18, 19, 20, 21, 22, 24, 28, 30, 32, 33, 35, 37, 41, 43, 44, 47, 48, 50, 51, 52, 55, 57, 58, 59; <i>Main Dish</i> L.A.7.1.7.3 (Related Details); (Stated Main Idea); (Implied Main Idea); (Summarization); (Make Inferences); (Make Generalizations); <i>Novel Dish Series</i> <u>Abel's Island</u>; <u>Maniac Magee</u>; <u>Summer of the Monkeys</u>; <u>The Giver</u>; <u>The Phantom Tollbooth</u>; <u>Where the Red Fern Grows</u></p>		
L.A.7.1.7.4	<ul style="list-style-type: none"> identify cause-and-effect relationships in text 	<p><i>Appetizers</i> p. 2, 18, 21, 34, 40, 50, 55; <i>Appetizers Too</i> p. 1, 8, 16, 25, 28, 49, 51; <i>Main Dish</i> L.A.7.1.7.4 (Cause/Effect); <i>Novel Dish Series</i> <u>Holes</u>; <u>Maniac Magee</u></p>		
L.A.7.1.7.5	<ul style="list-style-type: none"> analyze a variety of text structures and text features and explain their impact on meaning in text 	<p><i>Appetizers</i> p. 4, 5, 6, 9, 10, 11, 14, 21, 27, 28, 36, 37, 40, 41, 42, 46, 49, 50, 58, 65, 66; <i>Appetizers Too</i> p. 1, 6, 8, 9, 11, 12, 17, 20, 23, 25, 31, 32, 45, 46, 49, 54, 55, 58, 61, 63, 66, 67; <i>Main Dish</i> L.A.7.1.7.5 (Sequential Order); (Cause/Effect); (Compare/Contrast); (Complex Directions); (Evaluate/Make Judgments); <i>Novel Dish Series</i> <u>Abel's Island</u>; <u>Hatchet</u>; <u>Holes</u>; <u>Maniac Magee</u>; <u>Summer of the Monkeys</u>; <u>The Phantom Tollbooth</u></p>		
L.A.7.1.7.6	<ul style="list-style-type: none"> analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections 	<p><i>Appetizers</i> p. 55, 61, 62, 65, 69, 72, 73; <i>Appetizers Too</i> p. 69, 73, 74; <i>Main Dish</i> L.A.7.1.7.6 (Story Elements)</p>		
L.A.7.1.7.7	<ul style="list-style-type: none"> compare and contrast elements in multiple texts 	<p><i>Appetizers</i> p. 4, 5, 27, 37, 65, 66, 67, 69; <i>Appetizers Too</i> p. 11, 23, 32, 49, 61, 63, 66, 67; <i>Main Dish</i> L.A.7.1.7.7 (Compare/Contrast); (Evaluate/Make Judgments); <i>Novel Dish Series</i> <u>Summer of the Monkeys</u></p>		

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L.A.7.1.7.8	<ul style="list-style-type: none"> use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. 	<i>Appetizers</i> p. 7, 8, 15, 17, 19, 20, 21, 22, 26, 31, 32, 37, 39, 42, 47, 53, 54, 57, 59; <i>Appetizers Too</i> p. 3, 6, 8, 22, 27, 31, 39, 41, 43, 45, 46, 50, 51, 53; <i>Main Dish</i> L.A.7.1.7.8 (Summarization); (Graphic Organizers); (Make Predictions); <i>Novel Dish Series</i> <u>Summer of the Monkeys</u> ; <u>The Phantom Tollbooth</u>		
Fiction				
The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.				
L.A.7.2.1.1	<ul style="list-style-type: none"> identify and analyze the characteristics of various genres as forms with distinct characteristics and purposes 	<i>Main Dish</i> L.A.7.2.1.1 (Literary Forms and Genres - New <i>Main Dish</i> objective in progress to be completed August of 2007. See samples of this objective in grade 1 and grade 4.)		
L.A.7.2.1.2	<ul style="list-style-type: none"> locate and analyze the elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction 	<i>Appetizers</i> p. 4, 12, 25, 27, 40, 43, 48, 52, 62, 65, 66, 68, 69; <i>Appetizers Too</i> p. 10, 23, 26, 29, 36, 39, 42, 44, 61, 65, 66, 67; <i>Main Dish</i> L.A.7.2.1.2 (Story Elements); (Evaluate/Make Judgments); <i>Novel Dish Series</i> <u>Abel's Island</u> ; <u>Hatchet</u> ; <u>Holes</u> ; <u>The Giver</u>		
L.A.7.2.1.3	<ul style="list-style-type: none"> locate and analyze various literary devices, graphics, and structure contribute to the mood and meaning in poetry 	<i>Appetizers</i> p. 64, 65; <i>Appetizers Too</i> p. 69, 70; <i>Main Dish</i> L.A.7.2.1.3 (Literary Devices); <i>Novel Dish Series</i> <u>Summer of the Monkeys</u>		
L.A.7.2.1.4	<ul style="list-style-type: none"> identify and explain recurring themes across a variety of works 	<i>Appetizers</i> p. 55, 62, 65, 68, 72, 73; <i>Appetizers Too</i> p. 69, 73, 74; <i>Main Dish</i> L.A.7.2.1.4 (Story Elements)		
L.A.7.2.1.5	<ul style="list-style-type: none"> develop an interpretation of a selection around several clear ideas, premises, or images, developing and justifying the interpretation through sustained use of examples and contextual evidence 	<i>Appetizers</i> p. 60, 64; <i>Appetizers Too</i> p. 60; <i>Main Dish</i> L.A.7.2.1.5 (Literary Devices); <i>Novel Dish Series</i> <u>Summer of the Monkeys</u>		

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L.A.7.2.1.6	<ul style="list-style-type: none"> compare the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison 	Main Dish L.A.7.2.1.6 (Literary Forms and Genres - New Main Dish objective in progress to be completed August of 2007. See samples of this objective in grade 1 and grade 4.)		
L.A.7.2.1.7	<ul style="list-style-type: none"> locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis 	Appetizers p. 13, 21, 43, 55, 60, 64, 65; Appetizers Too p. 10, 17, 36, 42, 47, 48, 60, 63; Main Dish L.A.7.2.1.7 (Literary Devices); Novel Dish Series <u>Summer of the Monkeys</u>		
L.A.7.2.1.8	<ul style="list-style-type: none"> explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written 	Appetizers p. 25, 29, 70, 72, 74; Appetizers Too p. 72, 74; Main Dish L.A.7.2.1.8 (Story Elements)		
L.A.7.2.1.9	<ul style="list-style-type: none"> describe changes in the English language over time, and support these descriptions with examples from literary texts 	Appetizers Too p. 67 Main Dish L.A.7.2.1.9 (Compare/Contrast)		
L.A.7.2.1.10	<ul style="list-style-type: none"> use interest and recommendations of others to select a balance of age- and ability-appropriate fiction materials to read, to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture 	See excerpts and recommended novels including <u>Lizzie Bright and the Buckminster Boy</u> ; <u>The River Between Us</u> ; <u>I Heard the Owl Call My Name</u> ; <u>Hoops</u> ; <u>Hoot</u> ; <u>Breaking Through</u> ; <u>Down a Dark Hall</u> ; <u>Fever 1793</u> ; <u>Treasure Island</u> ; <u>The Devil's Arithmetic</u> ; <u>Roll of Thunder, Hear My Cry</u> ; <u>Across Five Aprils</u> ; <u>Ramona the Brave</u> ; <u>Ida B</u> ; <u>Because of Winn-Dixie</u> ; <u>Faith and the Electric Dogs</u> ; <u>The Face on the Milk Carton</u> ; <u>Dickey's Song</u>		

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	Non-Fiction			
	The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.			
L.A.7.2.2.1	• <i>locate, use and analyze specific information from organizational text features</i>	<i>Appetizers</i> p. 8, 15, 22, 31, 32, 47, 53, 59; <i>Appetizers Too</i> p. 27, 41, 45, 46, 50, 53; <i>Main Dish</i> L.A.7.2.2.1 (Graphic Organizers)		
L.A.7.2.2.2	• <i>use information from the text to state the main idea and/or provide relevant details</i>	<i>Appetizers</i> p. 5, 11, 12, 13, 14, 16, 23, 28, 30, 31, 32, 35, 38, 44, 49, 51, 53, 56; <i>Appetizers Too</i> p. 2, 3, 4, 7, 12, 18, 20, 22, 30, 32, 33, 35, 43, 44, 52, 55, 57, 59; <i>Main Dish</i> L.A.7.2.2.2 (Related Details); (Stated Main Idea); (Implied Main Idea); <i>Novel Dish Series</i> <u>Maniac Magee</u> ; <u>The Giver</u> ; <u>The Phantom Tollbooth</u>		
L.A.7.2.2.3	• <i>organize information to show understanding</i>	<i>Appetizers</i> p. 15, 31, 32, 37, 47, 53, 58, 59; <i>Appetizers Too</i> p. 11, 18, 23, 45, 46, 50, 53; <i>Main Dish</i> L.A.7.2.2.3 (Graphic Organizers)		
L.A.7.2.2.4	• <i>identify the characteristics of a variety of types of text and how they are alike and different</i>	<i>Appetizers</i> p. 70, 71; <i>Appetizers Too</i> p. 71, 72; <i>Main Dish</i> L.A.7.2.2.4 (Literary Forms and Genres - New <i>Main Dish</i> objective in progress to be completed August of 2007. See samples of this objective in grade 1 and grade 4.)		
L.A.7.2.2.5	• <i>use interest and recommendations of others to select a balance of age and ability appropriate non-fiction materials to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture</i>	See excerpts and recommended readings including <u>Who was Wolfgang Amadeus Mozart</u> ; <u>Will You Sign Here, John Hancock</u> ; <u>Carl Linnaeus: Father of Classification</u> ; <u>How People Live</u> ; <u>Oh Yuck! The Encyclopedia of Everything Nasty</u>		