

Georgia
Georgia Performance Standards (GPS)
Reading - Grade 7
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<i>Benchmark Number</i>	<i>Benchmark • Teaching Targets</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
	<p>Reading</p> <p>In reading a text closely, the student works carefully to discern the author’s perspective and the particular facts and details that support it. The student reads thoughtfully and purposefully, constantly checking for understanding of the author’s intent and meaning so that the interpretation will be sound.</p>			
1	<p>The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by suggested titles on the Grade Seven reading list.</p>			
	<p><u>For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</u></p>			
a	<ul style="list-style-type: none"> <i>Distinguishes between the concepts of theme in a literary work and the author’s purpose in an expository text.</i> 	<p>Appetizers 3 D & F; Main Dish Objectives 3 D (Compare/Contrast); 3 F (Author’s Purpose); Novel Dish Series <u>The Phantom Tollbooth;</u> <u>Summer of the Monkeys</u></p>		
b	<ul style="list-style-type: none"> <i>Interprets a character’s traits, emotions, or motivations and gives supporting evidence from a text.</i> 	<p>Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>The Giver; Hatchet; Holes;</u> <u>Mr. Lincoln’s Drummer;</u> <u>Number the Stars</u></p>		

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c	<ul style="list-style-type: none"> Relates a literary work to information about its setting or historical moment. 	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>The Giver; Hatchet; Holes;</u> <u>Mr. Lincoln's Drummer;</u> <u>Number the Stars</u>		
d	<ul style="list-style-type: none"> Analyzes recurring and similar themes across a variety of selections, distinguishing theme from topic. 	Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Novel Dish Series <u>Summer of the Monkeys</u>		
e	<ul style="list-style-type: none"> Identifies events that advance the plot and determines how each event explains past or present action(s) or foreshadows future action(s). 	Appetizers 2 A & B; Main Dish Objective 2 A (Story Elements); 2 B (Literary Devices); Novel Dish Series <u>The Giver; Holes;</u> <u>Summer of the Monkeys</u>		
f	<ul style="list-style-type: none"> Analyzes characterization (dynamic and static) in prose and plays 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>The Giver; Hatchet; Holes;</u> <u>Mr. Lincoln's Drummer;</u> <u>Number the Stars</u>		

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g	<ul style="list-style-type: none"> Explains and analyzes the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature: <ul style="list-style-type: none"> i Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme) ii Figurative Language (e.g., simile, metaphor, personification, and hyperbole) iii Graphics (e.g., capital letters, line length, word position). 	Appetizers 2 B; Main Dish Objective 2 B (Literary Devices); Novel Dish Series <u>Summer of the Monkeys</u>		
h	<ul style="list-style-type: none"> Identifies and analyzes how an author's use of words creates tone and mood giving supporting evidence from text. 	Appetizers 2 A; Main Dish Objectives 2 A (Story Elements); Novel Dish Series <u>The Giver; Holes; The Phantom Tollbooth</u>		
i	<ul style="list-style-type: none"> Identifies and analyzes similarities and differences in traditional literature from different cultures. 	N/A		
<p><u>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</u></p>				
a	<ul style="list-style-type: none"> Analyzes common textual features to obtain information (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography). 	Appetizers 1 F & G; 3 E; Main Dish Objectives 1 F (Stated Main Idea); 1 G (Implied Main Idea); 3 E (Graphic Organizers);		

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b	<ul style="list-style-type: none"> Identifies and uses knowledge of common graphic features to draw conclusions and make judgments (e.g., graphic organizers, diagrams, captions, illustrations). 	Appetizers 3 E; 4 A & F; Main Dish Objectives 3 E (Graphic Organizers); 4 A (Make Inferences); 4 F (Evaluate/Make Judgments); Novel Dish Series <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler;</u> <u>Harriet Tubman-Freedom Train; Number the Stars;</u> <u>Where the Red Fern Grows</u>		
c	<ul style="list-style-type: none"> Applies knowledge of common organizational structures and patterns (e.g., logical order, cause and effect relationships, comparison and contrast, transitions, overlays). 	Appetizers 3 A, B, D, & E; Main Dish Objectives 3 A (Sequential Order); 3 B (Cause/Effect); 3 D (Compare/Contrast); 3 E (Graphic Organizers); Novel Dish Series <u>Abel’s Island; Hatchet;</u> <u>Holes; Maniac Magee; Mr. Lincoln’s Drummer;</u> <u>Skinnybones; Summer of the Monkeys</u>		
d	<ul style="list-style-type: none"> Recognizes and traces the development of the author’s argument for and against an issue. 	Appetizers 3 F; Main Dish Objective 3 F (Author’s Purpose); Novel Dish Series <u>The Phantom Tollbooth</u>		
e	<ul style="list-style-type: none"> Identifies evidence used to support an argument 	Appetizers 1 E; 4 A; Main Dish Objectives 1 E (Related Details); 4 A (Make Inferences); Novel Dish Series <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler;</u> <u>Harriet Tubman- Freedom Train; Maniac Magee;</u> <u>Where the Red Fern Grows</u>		

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f	<ul style="list-style-type: none"> Understands and explains the use of a simple device by following technical directions. 	Appetizers 3 C; Main Dish Objective 3 C (Complex Directions); Novel Dish Series <u>Ben and Me</u>		
2	The student understands and acquires new vocabulary and uses it correctly in reading and writing; the student			
a	<ul style="list-style-type: none"> Determines the meaning of unfamiliar words using context clues (e.g., contrast, cause and effect, etc.). 	Appetizers 1 B; 3 B; Main Dish Objectives 1 B (Vocabulary); 3 B (Cause/Effect); Novel Dish Series <u>Ben and Me; The Giver; Holes; Maniac Magee; Mr. Lincoln's Drummer; Skinnybones</u>		
b	<ul style="list-style-type: none"> Uses knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to determine the meaning of unfamiliar words. 	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary)		
c	<ul style="list-style-type: none"> Identifies and explains idioms and analogies in prose and poetry. 	Appetizers 1 D; 2 B; Main Dish Objective 1 D (Vocabulary); 2 B (Literary Devices)		
d	<ul style="list-style-type: none"> Determines word meanings through the use of definition, example, restatement, or contrast. 	Appetizers 1 B & C; Main Dish Objectives 1 B & C (Vocabulary)		

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3	The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres of the quality and complexity illustrated in the sample reading list, in a way that makes meaning clear to listeners, by			
a	<ul style="list-style-type: none"> Using letter-sound knowledge to decode written English and using a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning. 	N/A		
b	<ul style="list-style-type: none"> Using self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies). 	All Appetizers; All Main Dish Objectives; Novel Dish Series		
c	<ul style="list-style-type: none"> Reading with a rhythm, flow, and meter that sounds like everyday speech (fluency). 	All Appetizers; All Main Dish Objectives; Novel Dish Series		