

**North Carolina
Curricular Standards
Reading - Grade 7
Correlations with Gourmet Curriculum Press, Inc.©
1.800.900.2290**

Seventh grade students use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in seventh grade is placed on argument, students also:

- Express individual perspectives in response to personal, social, cultural, and historical issues.
- Interpret and synthesize information.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
	Goal 1: The learner will use language to express individual response to personal, social, cultural, and historical perspectives in issues.			
1.01	<ul style="list-style-type: none"> • Narrate an account such as a news story or historical episode which: <ul style="list-style-type: none"> - creates a coherent organizing structure appropriate to purpose, audience, and context. - orients the reader/listener to the scene, the people, and the events. - engages the reader/listener by establishing a context and creating a point of view. 	Appetizers 1 E; 2 A; 3 E & F; Main Dish Objectives 1 E (Related Details); 2 A (Story Elements) Outlining; 3 E (Graphic Organizers); 3 F (Author's Purpose)		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
1.02	<ul style="list-style-type: none"> Explore expressive materials that are read, heard, and viewed by: <ul style="list-style-type: none"> - generating a learning log or journal. - maintaining an annotated list of work read/viewed. - creating an artistic interpretation that connects self and/or society to the selection. - constructing and presenting book/media reviews. - taking an active role in formal and informal book 	Selected Novel Dish Series feature Journal Writing Topics; Main Dish Objective 1 H (Summarization)		
1.03	<ul style="list-style-type: none"> Interact in group settings by: <ul style="list-style-type: none"> - responding appropriately to comments and questions. - offering personal opinions confidently without dominating. - giving appropriate reasons that support opinions. - soliciting and respecting another person's opinion. 	Interactive discussions through the use of Appetizers; Main Dish Brainstorming Activity All Objectives		
1.04	<ul style="list-style-type: none"> Reflect on learning experiences by: <ul style="list-style-type: none"> - analyzing personal learning growth and changes in perspective. - examining changes in self throughout the learning process. - determining how personal circumstances are background shape interaction with text. 	Interactive discussions through the use of Appetizers; Main Dish Brainstorming Activity All Objectives; Main Dish Objective 4 F (Evaluate/Make Judgments)		
Goal 2: The learner will synthesize and use information from a variety of sources.				
2.01	<ul style="list-style-type: none"> Respond to informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> - summarizing information. - determining the importance of information. - making connections to related topics/information. - monitoring comprehension. - drawing inferences. - generating questions. 	Appetizers 1 E & H; 4 A & F; Main Dish Objectives 1 E (Related Details); 1 H (Summarization); 4 A (Make Inferences); 4 F (Evaluate/Make Judgments); Statement of Importance Main Dish Introductory Lessons		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
2.02	<ul style="list-style-type: none"> Develop informational products and/or presentations that use and cite at least three print or non-print sources by: <ul style="list-style-type: none"> identifying and using appropriate primary and secondary sources. comparing, contrasting, and evaluating information from different sources about the same topic. evaluating information for extraneous details, inconsistencies, relevant facts, and organization. 	Main Dish Objectives 1 E (Related Details); 1 F & G (Main Idea); 3 D (Compare/Contrast); 3 E (Graphic Organizers); 4 F (Evaluate/Make Judgments)		
Goal 3: The learner will refine the understanding and use argument.				
3.01	<ul style="list-style-type: none"> Analyze a variety of public documents that establish a position or point of view by: <ul style="list-style-type: none"> identifying the arguments and positions stated or implied and the evidence used to support them. recognizing bias, emotional factors, and semantic slanting. examining the effectiveness of style, tone, and use of 	Appetizers 2 A; 4 E & F; Main Dish Objectives 2 A (Story Elements); 4 E (Persuasive Devices); 4 F (Evaluate/Make Judgments)		
3.02	<ul style="list-style-type: none"> Use the problem-solution process by: <ul style="list-style-type: none"> analyzing problems and solutions within various texts and situations. utilizing the problem-solution process within various contexts/situations. constructing essays/presentations that respond to a given problem by proposing a solution that 	Appetizers 1 E; 2 A; 4 F; Main Dish Objectives 1 E (Related Details); 2 A (Story Elements) 4 F (Evaluate/Make Judgments)		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
3.03	<ul style="list-style-type: none"> • Create arguments that evaluate by: <ul style="list-style-type: none"> - stating a firm judgment. - justifying the judgment with logical, relevant reasons, clear examples, and supporting details. - creating an organizing structure appropriate to purpose, audience, and 	Appetizers 1 E; 3 E; 4 F; Main Dish Objectives 1 E (Related Details); 3 E (Graphic Organizers); 4 F (Evaluate/Make Judgments); Selected Novel Dish Series		
Goal 4: The learner will refine critical thinking skills and create criteria to evaluate text and multimedia.				
4.01	<ul style="list-style-type: none"> • Analyze the purpose of the author or creator by: <ul style="list-style-type: none"> - examining any bias, apparent, or hidden messages, emotional factors, or propaganda techniques. - exploring and evaluating the underlying assumptions of the author/creator. 	Appetizers 3 F; 4 E & F; Main Dish Objective 3 F (Author’s Purpose); 4 E (Persuasive Devices); 4 F (Evaluate/Make Judgments); Selected Novel Dish Series		
4.02	<ul style="list-style-type: none"> • Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> - using knowledge of language structure and literary or media techniques. - drawing conclusions based on relevant evidence, reasons, or information. - considering the implications, consequences, or impact of those conclusions. 	Appetizers 4 A & C; Main Dish Objective 4 A (Make Inferences); 4 C (Make Predictions); Selected Novel Dish Series		
4.03	<ul style="list-style-type: none"> • Develop the stance of a critic by: <ul style="list-style-type: none"> - considering and presenting alternative points of view or reasons. - remaining fair-minded and open to other interpretations. 	Appetizers 3 F; 4 F; Main Dish Objective 3 F (Author’s Purpose); 4 F (Evaluate/Make Judgments); Selected Novel Dish Series		

<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Instructional Targets</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
	Goal 5: The learner will respond to various literary genres using interpretive and evaluative processes.			
5.01	<ul style="list-style-type: none"> • <i>Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by:</i> <ul style="list-style-type: none"> - <i>using effective reading strategies to match type of text.</i> - <i>reading self-selected literature and other materials of individual interest.</i> - <i>reading literature and other materials selected by the teacher.</i> - <i>assuming an active role in teacher-student conferences.</i> - <i>engaging in small group discussions.</i> - <i>taking an active role in whole class seminars.</i> - <i>analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony.</i> - <i>analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style.</i> - <i>analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences.</i> 	Interactive discussions through the use of Appetizers ; Testing Passages (Main Dishes) Brainstorming Activities (Main Dishes); Main Dish Objectives 2 A (Story Elements); 2 B (Literary Devices); 4 F (Evaluate/Make Judgments); Selected Novel Dish Series;		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
5.02	<ul style="list-style-type: none"> • Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> - reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems). - analyzing what genre specific characteristics have on the meaning of work. - analyzing how the author's choice and use of a genre shapes the meaning of the literary work. - analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution. 	Interactive discussions through the use of Appetizers ; Testing Passages (Main Dishes); Main Dish Objectives 2 A (Story Elements); 4 F (Evaluate/Make Judgments); Selected Novel Dish Series		