

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

Benchmark Number	Benchmark * Instructional Target	Gourmet Resource	Taught	Tested
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 grade levels.			
Component 1.2:	Use vocabulary (word meaning) strategies to comprehend text.			
1.2.1	Apply a variety of strategies to comprehend words and ideas in complex text.			
	<ul style="list-style-type: none"> Use word origins and complex sentence structure to predict and confirm word meanings in text. 	Appetizers 1 A & B; Main Dish Objectives 1 A & B (Vocabulary)		
	<ul style="list-style-type: none"> Use structural analysis and concept building vocabulary strategies* to understand new words and concepts in literary and informational text. 	Appetizers 1 A, B, C, & D; Main Dish Objectives 1 A, B, C, & D (Vocabulary)		
	<ul style="list-style-type: none"> Use prior knowledge, the text, context clues*, and graphic features* of text to predict, clarify, and/or expand word meanings and concepts. 	Appetizers 1 A, B, C, & D; Main Dish Objectives 1 A, B, C, & D (Vocabulary)		
	<ul style="list-style-type: none"> Self-correct, re-read, read on, and/or slow down to gain meaning of unknown words in literary and informational text. 	Appetizers 1 A, B, C, & D; Main Dish Objectives 1 A, B, C, & D (Vocabulary)		

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1.2.3	Understand and apply dictionary skills and other reference skills.			
	<ul style="list-style-type: none"> Use dictionaries, thesaurus, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech, and/or clarify shades of meaning. 	Library Skills		
	<ul style="list-style-type: none"> Use text evidence to verify meaning from reference source. 	Appetizers 1 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary)		
Component 1.3:	Build vocabulary through wide reading.			
1.3.1	Understand and apply new vocabulary.			
	<ul style="list-style-type: none"> Integrate new vocabulary from informational and literary text (including text from a variety of cultures and communities) into written and oral communication. 	Appetizers 1 C; Main Dish Objective 1 C (Vocabulary)		
1.3.2	Understand and apply technical and specialized vocabulary from context.			
	<ul style="list-style-type: none"> Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text*. 	Appetizers 1 C; Main Dish Objective 1 C (Vocabulary)		
	<ul style="list-style-type: none"> Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., property in science or social studies). 	Appetizers 1 D; Main Dish Objective 1 D (Vocabulary); Desserts		

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	<ul style="list-style-type: none"> Use new vocabulary in oral and written communication. 	N/A		
Component 1.4:	Apply word recognition skills and strategies to read fluently.			
1.4.1	Apply word and text structure understanding to read fluently with comprehension.			
	<ul style="list-style-type: none"> Read grade level text both orally and silently with understanding. 	Appetizers; Testing Passages; Main Dish; Novel Dish Series		
	<ul style="list-style-type: none"> Read unpracticed grade level text aloud with accuracy, expression, and phrasing with increasing fluency and accuracy with comprehension. 	Appetizers; Testing Passages; Main Dish; Novel Dish Series		
1.4.3	Apply different reading rates to match text.			
	<ul style="list-style-type: none"> 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. 	N/A		
EARL: 2	The student understands the meaning of what is read.			
Component 2.1:	Demonstrate evidence of reading comprehension.			
2.1.1	Apply comprehension strategies to understand fiction, nonfiction, informational, and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.			
	<ul style="list-style-type: none"> 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, using context, taking notes, etc.) to regain meaning. 	Interactive Discussion of Appetizers; Main Dish Test Passage; Novel Dish Series		

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	<ul style="list-style-type: none"> • <i>Generate and answer questions about the text before, during, and after reading to aid comprehension.</i> 	Appetizers 4 C; Key Questions for Predicting; Main Dish Objective 4 C (Make Predictions); Novel Dish Series <u>Hatchet</u>		
	<ul style="list-style-type: none"> • <i>Use questioning strategies such as QAR/Reciprocal Teaching to comprehend text.</i> 	N/A		
	<ul style="list-style-type: none"> • <i>Create and describe mental images to understand text.</i> 	Novel Dish Series; Selected Activities throughout Main Dish		
	<ul style="list-style-type: none"> • <i>Create graphic organizers* to organize information and comprehend text.</i> 	Appetizers 3 E; Main Dish Objective 3 E (Graphic Organizers)		
	<ul style="list-style-type: none"> • <i>Use pre-, during, and after reading tools designed to activate and record prior knowledge to understand text (e.g., PreP, reciprocal teaching).</i> 	Brainstorming throughout Main Dish		
2.1.4	Apply comprehension strategies before, during, and after reading: determine importance using main idea/theme and supporting details in grade level informational text and/or literary text.			
	<ul style="list-style-type: none"> • <i>State both literal and/or inferred main ideas and provide supporting text-based details.</i> 	Appetizers 1 E, F, & G; Main Dish Objectives 1 E (Related Details); 1 F (Stated Main Idea); 1 G (Implied Main Idea)		
	<ul style="list-style-type: none"> • <i>State the theme/message and supporting details in culturally relevant literary text* (See <u>Text Forms and Features</u>).</i> 	Appetizers 1 E, F, & G; Main Dish Objectives 1 E (Related Details); 1 F (Stated Main Idea); 1 G (Implied Main Idea)		
	<ul style="list-style-type: none"> • <i>Create graphic organizers* to organize main idea/theme and supporting details.</i> 	Appetizers 1 F & G; Main Dish Objectives 1 F (Stated Main Idea); 1 G (Implied Main Idea)		

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2.1.5	Apply comprehension strategies before, during, and after reading: summarize grade level informational and literary text.			
	<ul style="list-style-type: none"> • <i>Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational text (e.g., science and social studies). (See <u>Text Forms and Features</u>).</i> 	Appetizers 1 H; Main Dish Objective 1 H (Summarization); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train</u>		
	<ul style="list-style-type: none"> • <i>Summarize the plot/message in culturally relevant literary texts (e.g., plays, contemporary fiction). (See <u>Text Forms and Features</u>).</i> 	Appetizers 1 H; Main Dish Objective 1 H (Summarization); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train</u>		
	<ul style="list-style-type: none"> • <i>Create graphic organizers* to summarize informational and literary text.</i> 	Appetizers 1 H; 3 E; Main Dish Objectives 1 H (Summarization); 3 E (Graphic Organizers); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train</u>		
2.1.6	Apply comprehension strategies before, during, and after reading: use prior knowledge.			
	<ul style="list-style-type: none"> • <i>Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s).</i> 	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train; Number the Stars; From the Mixed-up Files of Mrs. Basil E. Frankweiler</u>		
	<ul style="list-style-type: none"> • <i>Create graphic organizers* to organize information and comprehend text.</i> 	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train; Number the Stars; From the Mixed-up Files of Mrs. Basil E. Frankweiler</u>		

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2.1.7	Apply comprehension strategies before, during, and after reading: predict and infer.			
	<ul style="list-style-type: none"> • <i>Make, confirm, and revise prediction based on prior knowledge and evidence from the text.</i> 	Appetizers 4 C; Main Dish Objective 4 C (Make Predictions); Novel Dish Series <u>Indian in the Cupboard</u>		
	<ul style="list-style-type: none"> • <i>Cite passages from text to confirm or defend predictions and inferences.</i> 	Appetizers 4 A & C; Main Dish Objectives 4 A (Make Inferences); 4 C (Make Predictions); Novel Dish <u>Charlie and the Chocolate Factory</u>		
	<ul style="list-style-type: none"> • <i>Create graphic organizers* to organize information and comprehend text.</i> 	Appetizers 3 E; Main Dish Objective 3 E (Graphic Sources)		
Component 2.2:	Understand and apply knowledge of text components to comprehend text.			
2.2.1	Apply understanding of time, order, and/or sequence to comprehend text.			
	<ul style="list-style-type: none"> • <i>Explain an author's development of time and sequence through the use of literary devices (e.g., diary entries within a text) and/or the use of traditional/ cultural organizational structures*.</i> 	Appetizers 2 A; 3 A; Main Dish Objectives 2 A (Story Elements); 3 A (Sequential Order); Novel Dish Series <u>Hatchet;</u> <u>Abel's Island;</u> <u>Holes;</u> <u>The Giver;</u> Selected Testing Passages		
	<ul style="list-style-type: none"> • <i>Explain the use of steps in a process to convey meaning in an informational text (e.g., how to make pottery, steps in the oil refinery process).</i> 	Appetizers 3 A; Main Dish Objective 3 A (Sequential Order)		

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2.2.2	Apply understanding of text organizational structures*.			
	<ul style="list-style-type: none"> Recognize and use previously taught organizational structures* (simple listing, sequential order, description, comparison and contrast, chronological order, cause and effect, and order of importance, and process/ to aid comprehension) . 	Appetizers 1 E; 3 A, B, & D; Main Dish Objectives 1 E (Related Details); 3 A (Sequential Order); 3 B (Cause/Effect); 3 D (Compare/Contrast); Novel Dish Series <u>Maniac Magee;</u> <u>Hatchet; Abel’s Island; Holes;</u> <u>Summer of the Monkeys</u>		
	<ul style="list-style-type: none"> Identify and use text written in the organizational structures* of process/procedural to find and organize information and comprehend text. 	Appetizers 1 E; 3 A, B, & D; Main Dish Objectives 1 E (Related Details); 3 A (Sequential Order); 3 B (Cause/Effect); 3 D (Compare/Contrast); Novel Dish Series <u>Maniac Magee;</u> <u>Hatchet; Abel’s Island; Holes;</u> <u>Summer of the Monkeys</u>		
	<ul style="list-style-type: none"> Use multiple sources of information from the text (e.g., character’s own thoughts/words, what others say about the character, and how others react to the character) to describe how a major and minor characters change over time. 	N/A		
	<ul style="list-style-type: none"> Identify the important events that lead to conflicts and explain how each does or does not contribute to the resolution. 	Novel Dish Series <u>Holes</u>		
	<ul style="list-style-type: none"> Explain the influence of setting on character and plot. 	N/A		

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2.2.3	Apply understanding of literary elements (plot, character, settings, point of view, conflict, resolution).			
	<ul style="list-style-type: none"> Identify the point of view used (first, third, or omniscient point of view*) and interpret how point of view influences the text. 	N/A		
	<ul style="list-style-type: none"> Explain how a story would change if the narrator's perspective changed. 	Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Novel Dish Series <u>The Phantom Tollbooth</u>		
	<ul style="list-style-type: none"> Identify implied themes in text and support with evidence from the text. 	Appetizers 1 H; Main Dish Objective 1 H (Summarization); Novel Dish Series <u>Summer of the Monkeys; The Phantom Tollbooth</u>		
	<ul style="list-style-type: none"> Compare/contrast common recurring themes in books by the same of different authors. 	Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Novel Dish Series <u>Summer of the Monkeys</u>		
2.2.4	Apply understanding of printed and electronic features to locate information and comprehend text.			
	<ul style="list-style-type: none"> Locate information using grade level appropriate text features (e.g., margin entries, footnotes). (See <i>Text Forms and Features</i>). 	N/A		
	<ul style="list-style-type: none"> Interpret and draw conclusions from grade level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a bar graph on how a demographic group [e.g., teens or seniors] spends its money, draw a conclusion about how the group spends its time). 	N/A		

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	<ul style="list-style-type: none"> Use organizational features an electronic sources (such as headings and numberings, CD-ROM, Internet, pull-down menus, key word searches, and icons) to access information. 	N/A		
Component 2.3:	Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.			
2.3.1	Analyze informational and literary texts for similarities and differences and cause and effect relationships.			
	<ul style="list-style-type: none"> Find similarities and differences within and between texts using text-based evidence (e.g., descriptions recorded in a science article vs. poetry; perspectives seen in newspaper article, short story; and biographical sketches). 	N/A		
	<ul style="list-style-type: none"> Identify and interpret cause and effect relationships within a literary or informational text using evidence from the text (e.g., an article and a poem about wolves or a description of the Underground Railroad). 	Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Novel Dish <u>Summer of the Monkeys</u>		
2.3.2	Understand the functions (to make the story more interesting and convey a message) of literary devices.			
	<ul style="list-style-type: none"> Recognize previously-taught literary devices (simile, metaphor, idiom, imagery, exaggeration, irony, sarcasm, humor, and dialogue) and explain how they make the story more interesting and/or convey a message. 	Novel Dish Series <u>Summer of The Monkeys</u>		
	<ul style="list-style-type: none"> Identify literary devices such as <u>analogy</u> and explain how they make the story more interesting and/or convey a message. 	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Holes</u>; <u>Hatchet</u>; <u>The Giver</u>; <u>Abel's Island</u>		

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2.3.3	Analyze sources for information appropriate to a specific topic or purpose.			
	<ul style="list-style-type: none"> Integrate information from multiple sources for a variety of purposes (e.g., create a report, debate an issue, solve a problem). 	N/A		
Component 2.4:	Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.			
2.4.1	Evaluate the validity of the author's position.			
	<ul style="list-style-type: none"> Judge the validity of the evidence the author uses to support his/her position (e.g., is the evidence dated, biased, inaccurate) and justify the conclusion. 	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>The Outsiders</u>		
2.4.2	Analyze an author's style of writing, including language choice, to achieve the author's purpose and influence an audience.			
	<ul style="list-style-type: none"> Identify and explain the author's purpose (e.g., entertain, enlighten, inform, explain, persuade). 	N/A		
	<ul style="list-style-type: none"> Explain how the author's style of writing impacts the reader's enjoyment and/or comprehension of the text. 	Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Novel Dish Series <u>The Phantom Tollbooth</u>		
	<ul style="list-style-type: none"> Examine ways in which author's style contributes to imagery, suggests a mood, or otherwise influences an audience. 	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Holes</u>		

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2.4.3	Evaluate the author's effectiveness for different audiences.			
	<ul style="list-style-type: none"> Judge the effectiveness of the author's details and arguments for a particular audience and cite examples to justify the decision. 	Appetizers 4 F; Main Dish Objective 4 F (Evaluate/Make Judgments); Novel Dish Series <u>The Outsiders</u>; <u>Where the Red Fern Grows</u>		
2.4.4	Analyze author's tone and use of persuasive devices.			
	<ul style="list-style-type: none"> Identify the author's tone* and support the answer with text-based evidence. 	N/A		
	<ul style="list-style-type: none"> Describe the intended effects of persuasive devices and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonials/endorsements, snob appeal, name calling). 	Appetizers 4 E; Main Dish Objectives 4 E (Persuasive Devices)		
2.4.5	Analyze ideas and concepts in multiple texts.			
	<ul style="list-style-type: none"> Find the similarities and differences in how an idea or concept is expressed in multiple texts. 	Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Novel Dish Series <u>Summer of the Monkeys</u>		
2.4.6	Understand how to extend information beyond the text to another text or to a broader idea or concept.			
	<ul style="list-style-type: none"> Make generalizations about processes, concepts, and common themes, after, reading multiple texts. 	Appetizers 4 B; Main Dish Objective 4 B (Make Generalizations); Novel Dish Series <u>Indian in the Cupboard</u>		
	<ul style="list-style-type: none"> Explain how information in a text could be used to understand a similar situation or concept in another text and cite text-based examples (e.g., use the concept of symmetry learned in mathematics to understand the concept of symmetry in art). 	Selected lessons in Main Dish		

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2.4.7	Analyze the reasoning and ideas underlying an author's point of view, beliefs, and assumptions.			
	<ul style="list-style-type: none"> Infer and explain the author's beliefs and assumptions, citing text-based reasons for choice (e.g., describe an author's background and beliefs and explain how they influence the author's point of view). 	Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Novel Dish Series <u>The Phantom Tollbooth</u>		
EALR 3.0	The student reads different materials for a variety of purposes.			
Component 3.1:	Read to learn new information.			
3.1.1	Evaluate appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.			
	<ul style="list-style-type: none"> Select the best sources from library, web-based and Internet materials for a specific task or to investigate topic and defend the selection. 	Library Skills		
	<ul style="list-style-type: none"> Use information from various sources to investigate a topic (e.g., read newspaper want ads, web sites, consumer reports, yellow pages to decide which products or services to buy). 	N/A		
	<ul style="list-style-type: none"> Follow multi-step directions (e.g., open a locker, fill out school forms, read a technical manual, design a web page). 	Appetizers 3 C; Main Dish Objective 3 C (Complex Directions); Novel Dish <u>Hatchet</u>; <u>Abel's Island</u>		
Component 3.2:	Read to perform a task.			
3.2.2	Understand how to use a variety of functional documents*.			
	<ul style="list-style-type: none"> Locate and use functional documents (e.g., business letters, computer manuals, trade publications). (See <u>Text Forms and Features</u>). 	Appetizers 3 E; Main Dish Objective 3 E (Graphic Organizers)		

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Component 3.4:	Read for literary experience in a variety of genres.			
3.4.1	Analyze a variety of literary genres.			
	<ul style="list-style-type: none"> 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). 	Appetizers 4 F; Main Dish Objective 4 F (Evaluate/Make Judgments); Novel Dish Series <u>The Outsiders</u>; <u>Where the Red Fern Grows</u>		
3.4.2	Analyze literature from a variety of cultures or historical periods for relationships and recurring themes.			
	<ul style="list-style-type: none"> Identify multiple perspectives from a variety of cultures or historical periods as expressed in literary genres (e.g., changes in medical practices from 1800 to the present). 	Novel Dish Series		
	<ul style="list-style-type: none"> Identify recurring themes in literature that reflect world-wide social and/or economic change (e.g., social change such as characters who change their attitudes after learning about different cultures). 	N/A		

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EALR 4.0	The student sets goals and evaluates progress to improve reading.			
Component 4.1:	Assess reading strengths and need for improvement.			
4.1.1	Apply strategies for setting grade level appropriate reading goals.			
	<ul style="list-style-type: none"> • <i>Set reading goals and create a plan to meet those goals.</i> 	Implementation of GCP Curr		
	<ul style="list-style-type: none"> • <i>Monitor progress toward implementing the plan, making adjustments and corrections as needed.</i> 	Correlation Chart		
Component 4.2:	Develop interests and share reading experience.			
4.2.1	Understand how to share common literary experiences.			
	<ul style="list-style-type: none"> • <i>Recommend books to others and explain the reason for the recommendation.</i> 	N/A		
	<ul style="list-style-type: none"> • <i>Discuss common reading selections and experiences with others.</i> 	N/A		