

**California Academic Content Standards  
English Language Arts**

Correlated to

**Focus on Reading Strategies  
Perfection Learning Corporation**

**Grade 7**

English Language Arts Content Standards	Focus on Reading Strategies Student Book Pages
<p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.</p> <p>1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.</p> <p>1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.</p>	<p>76-83</p> <p>49, 103, 125</p> <p>11, 19, 30, 94-95, 103, 136</p>
<p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.3 Analyze text that uses the cause-and-effect organizational pattern.</p> <p>2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.</p> <p>2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</p>	<p>70, 76-86</p> <p>6-22</p> <p>6-10, 13</p>
<p><b>3.0 Literary Response and Analysis</b></p> <p>3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).</p> <p>3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</p> <p>3.3 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.</p> <p>3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in</p>	<p>99</p> <p>74-98</p> <p>118-139, 149-150</p> <p>105, 107-117, 150</p>

**Perfection Learning<sup>®</sup>**  
CORPORATION

(800) 831-4190

perfectionlearning.com

narrative text and explain how they affect the overall theme of the work.	
<p><b>1.0 Writing strategies</b></p> <p>1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p>1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p> <p>1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.</p> <p>1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.</p> <p>1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p>	<p>128</p> <p>13-21</p> <p>13, 32-33, 40-41, 51-52, 70, 86, 97, 116, 127, 138, 149</p> <p>Entire Book</p> <p>59</p>
<p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.1 Write fictional or autobiographical narratives:</p> <p>a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</p> <p>2.2 Write responses to literature:</p> <p>a. Develop interpretations exhibiting careful reading, understanding, and insight.</p> <p>2.4 Write persuasive compositions:</p> <p>a. State a clear position or perspective in support of a proposition or proposal.</p> <p>b. Describe the points in support of the proposition, employing well-articulated evidence.</p> <p>c. Anticipate and address reader concerns and counterarguments.</p> <p>2.5 Write summaries of reading materials:</p> <p>a. Include the main ideas and most significant details.</p> <p>b. Use the student's own words, except for quotations.</p> <p>c. Reflect underlying meaning, not just the superficial details.</p>	<p>98, 117, 139, 150</p> <p>87, 117</p> <p>14, 33, 41</p> <p>51-52, 61-62, 106</p>