

**Mississippi
Curricular Standards
Reading - Grade 2
Correlations with Gourmet Curriculum Press, Inc.®
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Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
1	Interact with others for various purposes in classroom and school communities based on first-hand experiences using reading, writing, listening, speaking, and viewing. (R, W, S, L, V)			
a	<ul style="list-style-type: none"> Describe events, ideas, and personal stories with important details and meaningful sequence. 	Appetizers 2 A & B; Main Dish Objectives 2 A (Facts/Details); 2 B (Sequential Order); Desserts		
b	<ul style="list-style-type: none"> Begin to recognize that language is a tool for communication and use language to express needs, wants, and feelings. 	Appetizers 5 A; Main Dish Objective 5 A (Feelings/Emotions); Desserts		
c	<ul style="list-style-type: none"> Listen to determine the main idea and to recall details. 	Appetizers 2 A; 3 A; Main Dish Objectives 2 A (Facts/Details); 3 A (Stated Main Idea); Desserts		
2	Use an appropriate writing process (pre-writing, drafting, revising, editing, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)			
a	<ul style="list-style-type: none"> Use pre-writing activities to generate ideas before writing. 	Appetizers 3 A; Main Dish Objective 3 A (Stated Main Idea); Desserts		
b	<ul style="list-style-type: none"> Complete a draft with several sentences that communicate and express a central idea and show the concept of a beginning, middle, and end. 	Appetizers 3 A; Main Dish Objective 3 A (Stated Main Idea); Desserts		
c	<ul style="list-style-type: none"> Begin to revise (share, add, delete, reorganize). 	Appetizers 3 A; Main Dish Objective 3 A (Stated Main Idea); Desserts		

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d	• <i>Begin to edit final copies for developmentally appropriate grammar, capitalization, punctuation, and spelling.</i>	Appetizers 3 A; Main Dish Objective 3 A (Stated Main Idea); Desserts		
e	• <i>Begin to publish selected works.</i>			
f	• <i>Write or draw a reaction to or summary of what has been read, heard, or experienced.</i>	Appetizers 3 B; Desserts		
g	• <i>Write to relate a story, explain, describe, question, inform, entertain, etc.</i>			
3	Gather and organize information using a variety of resources and present it through writing, speaking, and various art forms. (R, W, S, L, V)			
a	• <i>Ask relevant questions seeking information and clarification.</i>	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts		
b	• <i>Use a variety of sources to gather information with teacher guidance including printed materials (newspapers, magazines, and books); available technology (audio/visual equipment, computers, telecommunication, CD ROM, etc.); visual media (environmental print, pictures, painting, etc.); and human resources.</i>			
c	• <i>Evaluate and organize information that has been gathered from two or more sources and present it through writing, speaking, or selected art forms (drama, art, music, movement, etc.).</i>			

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4	Develop individual skills for working independently and cooperatively while engaging in small and large group activities. (R, W, S, L, V)			
a	<ul style="list-style-type: none"> Apply developmentally appropriate critical thinking processes to analyze and interpret information, make decisions, problem solve, and reflect individually and in groups with minimal teacher guidance. 	Appetizers 6 A; Main Dish Objective 6 A (Fact/Opinion); Desserts		
b	<ul style="list-style-type: none"> Participate in response groups as a leader/supporter and speaker/listener with minimal teacher guidance. 	Interactive discussion throughout Appetizers		
5	Assess through self-evaluation and group conferences the quality of work in progress and work completed. (R, W, S, L, V)			
a	<ul style="list-style-type: none"> Begin to reflect on and revise personal work in progress. 	All Appetizers; All Main Dish Objectives - Lesson 3 - Cooperative Learning Activities		
b	<ul style="list-style-type: none"> Discuss with others the quality of individual and group work. 	All Appetizers; All Main Dish Objectives - Lesson 3 - Cooperative Learning Activities		
6	Read and listen to works of literature representing various cultures and historical periods. (R, L, V)			
a	<ul style="list-style-type: none"> Read, listen, and respond to selected literature from diverse cultures and historical periods. 			
b	<ul style="list-style-type: none"> Recognize that different times, places, and customs are reflected in selected literary works. 	Appetizers 2 D; Main Dish Objective 2 D (Setting of a Story); Desserts		
7	Experience a variety of literary forms and styles to discover the meaning and beauty of language. (R, W, S, L, V)			
a	<ul style="list-style-type: none"> Begin to recognize characteristics of quality literature such as rhyme, rhythm, repetition, and figurative language. 	Main Dish Objectives - Test 1 - Poetry Selections		

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b	<ul style="list-style-type: none"> Recognize elements of story such as plot, character, sequence, and setting and begin to incorporate them into oral and written forms. 	Appetizers 2 B & D; 5 A; Main Dish Objectives 2 B (Sequential Order); 2 D (Setting of a Story); 5 A (Feelings/Emotions); Desserts		
c	<ul style="list-style-type: none"> Express language that has been read through performance of the arts, such as poetry, drama, dance, etc. 	Main Dish Objectives - Test 1 - Poetry Selections		
d	<ul style="list-style-type: none"> Introduce the dictionary (picture or words). 	Library Skills		
8	Develop an ability to read with increasing fluency and understanding by using writing and a variety of other reading strategies. (R, W, S, L, V)			
a	<ul style="list-style-type: none"> Apply expanding knowledge of familiar, high frequency words when reading and writing. 	Appetizers 1 B & C; Main Dish Objectives 1 B (Context Clues); 1 C (Specialized/Technical Terms); Desserts		
b	<ul style="list-style-type: none"> Use familiar words and phrases, picture clues, phonics, context clues, and personal experience to read and write meaningful messages. 	Appetizers 1 B & C; Main Dish Objectives 1 B (Context Clues); 1 C (Specialized/Technical Terms); Desserts		
c	<ul style="list-style-type: none"> Predict meaning using context clues and some pictures. 	Appetizers 4 B; Main Dish Objective 4 B (Predicting Outcomes); Desserts		
d	<ul style="list-style-type: none"> Read for information, communication, entertainment, and to perform a task. 	Appetizers 2 A & C; Main Dish Objectives 2 A (Facts/Details); 2 C (Written Directions); Desserts		
e	<ul style="list-style-type: none"> Choose a variety of books with increasing difficulty to read and re-read with increased fluency and understanding. 			

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f	• <i>Sustain reading interest over a gradually increasing length of time.</i>			
g	• <i>Demonstrate a variety of strategies for attacking unfamiliar words in context.</i>	Appetizers 1 A, B, & C; Main Dish Objectives 1 A (Prefixes/Suffixes); 1 B (Context Clues); 1 C (Specialized/Technical Terms); Desserts		
9	Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V)			
a	• <i>Develop more complex predictions.</i>	Appetizers 4 B; Main Dish Objective 4 B (Predicting Outcomes); Desserts		
b	• <i>Generate question while participating in language experiences and confirm or discount understanding through discussion and reflection.</i>	Interactive discussions throughout Appetizers		
c	• <i>Apply basic comprehension strategies to interpret familiar and unfamiliar content.</i>	Appetizers 1 A, B, & C; Main Dish Objectives 1 A (Prefixes/Suffixes); 1 B (Context Clues); 1 C (Specialized/Technical Terms); Desserts		
d	• <i>Recall the main idea and details of what has been read.</i>	Appetizers 2 A; 3 A; Main Dish Objectives 2 A (Facts/Details); 3 A (Stated Main Idea); Desserts		
e	• <i>Identify a cause and effect relationship in a written passage.</i>	Appetizers 4 A; Main Dish Objective 4 A (Cause/Effect); Desserts		
f	• <i>Draw a conclusion from material read.</i>			

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10	Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, and Standard English in the context of writing and speaking. (R, W, S, L, V)			
a	• <i>Exhibit increasing knowledge of Standard English usage such as, but not limited to, capitalization, punctuation, and subject-verb agreement in the context of writing and speaking.</i>	N/A		
b	• <i>Demonstrate an increasing ability to transfer personal speaking and writing to different situations and purposes.</i>	N/A		
c	• <i>Refine use of manuscript handwriting for comfort, legibility, and ease of composition.</i>	N/A		
d	• <i>Begin to move from reliance on invented spelling to use of correct spelling in final drafts.</i>	N/A		
11	Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language, as appropriate. (R, W, S, L, V)			
a	• <i>Continue to apply use of language in a variety of classroom contexts (charting, graphing, development of graphic organizers, etc.).</i>	Interactive discussion throughout Appetizers		
b	• <i>Continue to use language to exchange and explain ideas.</i>	Interactive discussion throughout Appetizers		

Reading (R)
Writing (W)
Speaking (S)
Listening (L)
Viewing (V)