

**Mississippi
Curricular Standards
Reading - Grade 5
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Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
1	Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)			
a	<ul style="list-style-type: none"> Accomplish a writing process through planning, drafting, revising, editing, publishing, and self-reflecting on written communications such as story lines, business letters, biographical sketches, reports from researched materials, friendly letters, social notes, creative writings, etc. for different audiences and purposes. (Each teacher will determine the appropriate number of products to be taken through a writing process). 	Appetizers 1 G & I; 3 D & E; Main Dish Objectives 1 G (Stated Main Idea); 1 I (Summarization); 3 D (Compare/Contrast); 3 E (Graphic Organizers); Novel Dish Series <u>Mr. Lincoln's Drummer</u> ; <u>Charlie and the Chocolate Factory</u> ; <u>The Story of Harriet Tubman - Freedom Train</u> ; Desserts		
b	<ul style="list-style-type: none"> Write in various forms such as news articles, poems, short stories, speeches, interviews, and diaries/journals, etc. 	Main Dish Objectives - Selected Cooperative Learning Activities; Enrichments		
c	<ul style="list-style-type: none"> Write a reaction to, interpretation of, or summary of what has been read or heard. 	Appetizers 1 I; Main Dish Objective 1 I (Summarization); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train</u> ; Desserts		
d	<ul style="list-style-type: none"> Revise to ensure effective introductions, conclusions, wording, topic sentences, and details. 	Appetizers 1 F, G, H, & I; Main Dish Objectives 1 F (Facts/Details); 1 G (Stated Main Idea); 1 H (Implied Main Idea); 1 I (Summarization); Novel Dish Series <u>Charlie and the Chocolate Factory</u> ; <u>Mr. Lincoln's Drummer</u> ; <u>The Story of Harriet Tubman - Freedom Train</u> ; Desserts		

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2	Speak coherently and listen effectively to exchange ideas and opinions for a variety of purposes and audiences. (S, L)			
a	• <i>Use standard English in discussion and in group and independent presentations, etc.</i>	Main Dish Objectives - Selected Cooperative Learning Activities; Enrichments		
b	• <i>Develop an awareness of voice quality, articulation, body language, and stage presence.</i>			
c	• <i>Listen to determine the main idea and to distinguish fact from opinion.</i>	Appetizers 1 G & H; 4 D; Main Dish Objectives 1 G (Stated Main Idea); 1 H (Implied Main Idea); 4 D (Fact/Opinion); Novel Dish Series <u>Charlie and the Chocolate Factory</u>; <u>Mr. Lincoln's Drummer</u>; <u>Skinnybones</u>; <u>Indian in the Cupboard</u>; Desserts		
d	• <i>Begin to self-evaluate proficiency in presentation skills.</i>	Appetizers 4 F; Main Dish Objective 4 F (Evaluate/Make Judgments); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train</u>; <u>Number the Stars</u>; <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler</u>; Desserts		
3	Complete projects and tasks in an organized and coherent manner. (R, W, S, L, V)			
a	• <i>Identify the purpose of and audience for a project or task.</i>	Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Desserts		
b	• <i>Use reading as a source of ideas and information for a project or task.</i>	Library Skills		
c	• <i>Follow logical sequence/multi-step directions to complete a product.</i>	Appetizers 3 A & C; Main Dish Objectives 3 A (Sequential Order); 3 C (Complex Directions); Novel Dish Series <u>Harry Potter & The Sorcerer's Stone</u>; Desserts		

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d	• <i>Demonstrate increased proficiency, complexity, and independence in completing a product. (See glossary for clarification of increased proficiency, etc.)</i>	Main Dish Objectives - Lesson 3 - Selected Cooperative Learning Activities		
4	Read, listen to, and view multimedia sources to select and use information. (R, W, S, L, V)			
a	• <i>Locate and use table of contents, key words, electronic card catalog, glossary, atlas, encyclopedia, and other sources to gather information.</i>	Library Skills		
b	• <i>Compose a variety of oral, visual, and written presentations from information gathered.</i>	Appetizers 3 E; Main Dish Objective 3 E (Graphic Organizers); Desserts		
c	• <i>Distinguish fact from opinion.</i>	Appetizers 4 D; Main Dish Objective 4 D (Fact/Opinion); Novel Dish Series <u>Skinnnybones</u> ; <u>Indian in the Cupboard</u> ; Desserts		
d	• <i>Read and interpret information from charts, graphs, maps, tables, schedules, and timelines.</i>	Appetizers 3 E; Main Dish Objective 3 E (Graphic Organizers); Desserts		
5	Develop self-monitoring skills to work independently and cooperatively. (R, W, S, L, V)			
a	• <i>Assume a given role in a group such as recorder, reporter, leader, etc.</i>	Main Dish Objectives - Selected Cooperative Learning Activities		
b	• <i>Assess and monitor individual contributions to the group's effort.</i>	Main Dish Objectives - Selected Cooperative Learning Activities		

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6	Participate cooperatively while engaging in small group activities to analyze and interpret information, to make decisions, to solve problems, and to produce a given product.			
a	• <i>Participate in team building through concrete and abstract activities.</i>	Main Dish Objectives - Selected Cooperative Learning Activities; Desserts		
b	• <i>Develop strategies for listening and speaking that respect the rights and contributions of others.</i>	Interactive discussion throughout Appetizers		
c	• <i>Analyze, evaluate, and compromise to arrive at a consensus.</i>	Appetizers 4 F; Main Dish Objective 4 F (Evaluate/Make Judgments); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train</u> ; <u>Number the Stars</u> ; <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler</u> ; Desserts		
d	• <i>Reorganize ideas and information to achieve a designated purpose.</i>	Appetizers 3 F; 4 E; Main Dish Objectives 3 F (Author's Point of View); 4 E (Persuasive Devices); Desserts		
7	Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V)			
a	• <i>Read an increasingly wider variety of literature to investigate issues common to all people including multi-cultural experiences through literature, language, and culture.</i>	Novel Dish Series		
b	• <i>Recognize the interrelatedness of language, literature, and culture.</i>	Novel Dish Series		

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c	• <i>Use prefixes and suffixes to modify the meaning of root words as found in context.</i>	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Desserts		
d	• <i>Recognize the origin of words adopted from other languages.</i>	Appetizers 1 A, B, & C; Main Dish Objectives 1 A, B, & C (Vocabulary); Desserts		
8	Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V)			
a	• <i>Incorporate the use of arts such as drama, music, multimedia, etc., to internalize the language that has been read.</i>	Novel Dish Series		
b	• <i>Express what has been read through performance of the arts such as poetry, drama, dance, etc.</i>	Main Dish Objectives - Selected Test 1 Passages - Poetry Selections		
c	• <i>Recognize rhyme, rhythm, repetition, and figurative language, and incorporate them into oral and written forms.</i>	Main Dish Objectives - Selected Test 1 Passages - Poetry Selections		
9	Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)			
a	• <i>Use comprehension and reading strategies (skim, scan, predict, infer, modify, or confirm original predictions, draw conclusions, compare, contrast, etc.) to respond to literary selections and to enhance fluency and meaning.</i>	Appetizers 3 D; 4 A & C; Main Dish Objectives 3 D (Compare/Contrast); 4 A (Make Inferences); 4 C (Make Predictions); Novel Dish Series <u>Indian in the Cupboard</u>; <u>Charlie and the Chocolate Factory</u>; <u>Skinnybones</u>; <u>Harry Potter & The Sorcerer's Stone</u>; Desserts		

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b	• <i>Adjust reading strategies for different purposes.</i>	Interactive discussion throughout Appetizers		
c	• <i>Use prior knowledge to identify commonalities between personal experiences and story elements.</i>	Appetizers 2 A; Main Dish Objective 2 A (Characterization); Novel Dish Series <u>Number the Stars</u> ; <u>Charlie and the Chocolate Factory</u> ; Desserts		
d	• <i>Use word recognition strategies and resources (phonics, contextual clues, reference guides, etc.) to gain meaning of print.</i>	Appetizers 1 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary); Library Skills; Desserts		
e	• <i>Model by reading aloud (students and/or teachers).</i>	Interactive discussion throughout Appetizers		
f	• <i>Read materials for information, communication, pleasure, and to perform a task, using various strategies.</i>	Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Desserts		
10	Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V)			
a	• <i>Paraphrase the main idea and important details from multimedia resources.</i>	Appetizers 1 F, G, H, & I; Main Dish Objectives 1 F (Facts/Details); 1 G (Stated Main Idea); 1 H (Implied Main Idea); 1 I (Summarization); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train</u> ; <u>Mr. Lincoln's Drummer</u> ; <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler</u> ; <u>Charlie and the Chocolate Factory</u> ; Desserts		

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b	<ul style="list-style-type: none"> • <i>Depict characters or scenes from stories using a variety of artistic media.</i> 	Appetizers 2 A; Main Dish Objective 2 A (Characterization); Novel Dish Series <u>Number the Stars</u>; <u>Charlie and the Chocolate Factory</u>; Desserts		
c	<ul style="list-style-type: none"> • <i>Describe story elements such as setting, characters, mood, motivation, problems/conflict, events/plot, solution, and conclusion.</i> 	Appetizers 2 A & B; 4 A; Main Dish Objectives 2 A (Characterization); 2 B (Story Elements); 4 A (Make Inferences); Novel Dish Series <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler</u>; <u>Number the Stars</u>; <u>Charlie and the Chocolate Factory</u>; <u>Skinnybones</u>; <u>Harry Potter & The Sorcerers Stone</u>; Desserts		
d	<ul style="list-style-type: none"> • <i>Distinguish the author's purpose as informative, persuasive, or entertaining.</i> 	Appetizers 3 F; 4 E; Main Dish Objectives 3 F (Author's Purpose); 4 E (Persuasive Devices); Desserts		
e	<ul style="list-style-type: none"> • <i>Determine if the author's purpose is achieved.</i> 	Appetizers 3 F; 4 E; Main Dish Objectives 3 F (Author's Purpose); 4 E (Persuasive Devices); Desserts		
f	<ul style="list-style-type: none"> • <i>Use supporting details to identify main idea of a paragraph or other written message.</i> 	Appetizers 1 F, G, & H; Main Dish Objectives 1 F (Facts/Details); 1 G (Stated Main Idea); 1 H (Implied Main Idea); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train</u>; <u>Mr. Lincoln's Drummer</u>; <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler</u>; <u>Charlie and the Chocolate Factory</u>; Desserts		

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g	<ul style="list-style-type: none"> Recognize and tell the sequence of events. 	Appetizers 1 F; 3 A; Main Dish Objectives 1 F (Facts/Details); 3 A (Sequential Order); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train</u> ; <u>Mr. Lincoln's Drummer</u> ; <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler</u> ; <u>Harry Potter & The Sorcerer's Stone</u> ; Desserts		
h	<ul style="list-style-type: none"> Identify and determine meaning of figurative language in written passages, including poems (idioms, similes, metaphors). 	Appetizers 1 E; Main Dish Objective 1 E (Vocabulary); Novel Dish Series <u>Summer of the Monkeys</u> ; Desserts		
i	<ul style="list-style-type: none"> Identify first and third person narrative in written passages. 	Novel Dish Series		
j	<ul style="list-style-type: none"> Write a reaction to, interpretation of, or summary of what has been read. 	Appetizers 1 I; Main Dish Objective 1 I (Summarization); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train</u> ; Desserts		
k	<ul style="list-style-type: none"> Identify a cause and effect relationship in a written passage. 	Appetizers 3 B; Main Dish Objective 3 B (Cause/Effect); Novel Dish Series <u>Mr. Lincoln's Drummer</u> ; <u>Skinnybones</u> ; Desserts		
11	Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)			
a	<ul style="list-style-type: none"> Demonstrate knowledge of grammar and usage, including, but not limited to, participles, pronoun case, verb tense, adverbs, prepositional phrases, conjunctions, punctuation, and capitalization. 	N/A		

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b	• <i>Interact with increasing competency in using standard English skills when writing and speaking in a variety of situations.</i>	N/A		
c	• <i>Apply correct grammar skills in speaking and writing.</i>	N/A		
d	• <i>Apply correct usage in speaking, writing, and editing/proofreading</i>	N/A		
e	• <i>Use correct sentence structure in speaking, writing, and editing/proofreading.</i>	N/A		
f	• <i>Increase proficiency in penmanship.</i>	N/A		
12	Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)			
a	• <i>Make transition from invented spelling in the first draft to correct spelling in the final draft while using a writing process.</i>	N/A		
b	• <i>Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.</i>	Library Skills		
c	• <i>Demonstrate appropriate spelling skills in context.</i>	N/A		
d	• <i>Use appropriate vocabulary for specific situations, purposes, and audiences.</i>	Appetizers 1 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary); Library Skills; Desserts		

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13	Use language to record observations, to clarify thoughts, to synthesize information, and to analyze and evaluate language in order to facilitate continuous learning. (R, W, S, L, V)			
a	<ul style="list-style-type: none"> Interpret oral, visual, and written language in order to think critically and to solve problems. 	Appetizers 4 B & F; Main Dish Objectives 4 B (Make Generalizations); 4 F (Evaluate/Make Judgments); Novel Dish Series <u>Indian in the Cupboard</u> ; <u>Harry Potter & The Sorcerer's Stone</u> ; <u>The Story of Harriet Tubman - Freedom Train</u> ; <u>Number the Stars</u> ; <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler</u> ; Desserts		
b	<ul style="list-style-type: none"> Identify and locate information from community resources through inquiries, interviews, research, etc., to form ideas and opinions. 	Appetizers 1 F; 4 D; Main Dish Objectives 1 F (Facts/Details); 4 D (Fact/Opinion); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train</u> ; <u>Mr. Lincoln's Drummer</u> ; <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler</u> ; <u>Skinnybones</u> ; <u>Indian in the Cupboard</u> ; Desserts		

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14	Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V)			
a	<ul style="list-style-type: none"> • <i>Identify and locate information to solve real-life problems.</i> 	Appetizers 1 F; Main Dish Objective 1 F (Facts/Details); Novel Dish Series <u>The Story of Harriet Tubman - Freedom Train</u>; <u>Mr. Lincoln's Drummer</u>; <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler</u>;		
b	<ul style="list-style-type: none"> • <i>Integrate speaking, listening, writing, and reading to study and solve problems.</i> 	Interactive discussion throughout Appetizers		

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