

**Mississippi
Curricular Standards
Reading - Grade 6
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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 drama, biographies, autobiographies, creative writing, research reports, legends and tall-tales, etc. for different audiences and purposes. (Each teacher will determine the appropriate number of products to be taken through a writing process). 	Appetizers 1 F & H; 3 D & E; Main Dish Objectives 1 F (Stated Main Idea); 1 H (Summarization); 3 D (Compare/Contrast); 3 E (Graphic Organizers); Novel Dish Series <u>Maniac Magee</u>; <u>Summer of the Monkeys</u>; <u>The Phantom Tollbooth</u>; Desserts		
b	<ul style="list-style-type: none"> Write in various forms such as short stories, historical fiction, news articles, essays, etc. 			
c	<ul style="list-style-type: none"> Write a reaction to, interpretation of, or summary of what has been read or heard. 	Appetizers 1 H; Main Dish Objective 1 H (Summarization); Novel Dish Series <u>Summer of the Monkey</u>; <u>The Phantom Tollbooth</u>; Desserts		
d	<ul style="list-style-type: none"> Revise to ensure effective introductions, wording, topic sentences, supporting details, and conclusions. 	Appetizers 4 F; Main Dish Objectives 4 F (Evaluate/Make Judgments); Novel Dish Series <u>Maniac Magee</u>; <u>The Phantom Tollbooth</u>; <u>The Giver</u>; <u>Summer of the Monkeys</u>; Desserts		

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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); Novel Dish Series <u>The Phantom Tollbooth</u>; 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>Hatchet</u>; <u>Abel's Island</u>; <u>Harry Potter & The Sorcerer's Stone</u>; Desserts		
d	• <i>Demonstrate increased proficiency, complexity, and independence in completing a product. (See glossary for clarification of increased proficiency, etc.)</i>	Main Dish Objectives - Selected Cooperative Learning Activities; Enrichments		
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, and other resources and periodicals to find and gather information.</i>	Library Skills		
b	• <i>Compose a variety of oral, visual, and written presentations from information gathered.</i>	Main Dish Objectives - Selected Cooperative Learning Activities; Enrichments		
c	• <i>Distinguish fact from opinion.</i>	Appetizers 4 D; Main Dish Objective 4 D (Fact/Opinion); Novel Dish Series <u>Where the Red Fern Grows</u>; Desserts		

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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, 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		
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		
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>Where the Red Fern Grows</u> ; Desserts		
d	• <i>Reorganize ideas and information to achieve a designated purpose.</i>	Appetizers 1 E & F; Main Dish Objectives 1 E (Facts/Details); 1 F (Stated Main Idea); Novel Dish Series <u>Maniac Magee</u> ; 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		

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b	• <i>Recognize the interrelatedness of language, literature, and culture.</i>	Novel Dish Series		
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 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary); Novel Dish Series <u>The Giver</u> ; Desserts		
e	• <i>Recognize that language differs according to dialect and social settings.</i>	Novel Dish Series		
f	• <i>Identify the tone of a written passage.</i>	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Hatchet</u> ; <u>The Giver</u> ; <u>Abel's Island</u> ; 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>			
b	• <i>Express language that has been read through performance of the arts, such as poetry, dram, dance, etc.</i>	Main Dish Objectives - Selected Test 1 Passages - Poetry Selections		
c	• <i>Recognize characteristics of literature such as rhyme, rhythm, repetition, and figurative language, and incorporate them into written and oral form.</i>	Appetizers 2 B; Main Dish Objectives - 2 B (Literary Devices); Selected Test 1 Passages - Poetry Selections; Novel Dish Series <u>Summer of the Monkeys</u>		

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9	Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)			
a	<ul style="list-style-type: none"> Use comprehension and reading strategies (skim, scan, predict, infer, modify, or confirm original predictions, draw a conclusion, compare, contrast, etc.) to respond to literary selections and to enhance fluency and meaning. 	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>Hatchet</u>; <u>Where the Red Fern Grows</u>; <u>Harry Potter & The Sorcerer's Stone</u>; <u>Summer of the Monkeys</u>; Desserts		
b	<ul style="list-style-type: none"> Adjust reading strategies for different purposes. 	Interactive discussion throughout Appetizers		
c	<ul style="list-style-type: none"> Use prior knowledge to identify commonalities between personal experiences and story elements. 	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Hatchet</u>; <u>The Giver</u>; <u>Abel's Island</u>; Desserts		
d	<ul style="list-style-type: none"> Use word recognition strategies and resources (phonics, contextual clues, reference guides, etc.) to gain meaning from print. 	Appetizers 1 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary); Novel Dish Series <u>The Giver</u>; Library Skills; Desserts		
e	<ul style="list-style-type: none"> Model by reading aloud (students and/or teacher). 	Interactive discussion throughout Appetizers; Novel Dish Series		
f	<ul style="list-style-type: none"> Read materials for information, communication, pleasure, and to perform a task, using various strategies. 	Novel Dish Series		

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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 main idea and important details from multimedia resources.</i>	Appetizers 1 F, G, & H; Main Dish Objectives 1 F (Stated Main Idea); 1 G (Implied Main Idea); 1 H (Summarization); Novel Dish Series <u>Maniac Magee</u> ; <u>The Phantom Tollbooth</u> ; <u>The Giver</u> ; <u>Summer of the Monkeys</u> ; Desserts		
b	• <i>Depict characters or scenes from stories using a variety of artistic media.</i>	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Hatchet</u> ; <u>The Giver</u> ; <u>Abel's Island</u> ; Desserts		
c	• <i>Describe story elements such as setting, characters, mood, motivation, problems, events/plot, solution, denouement, and conclusion.</i>	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Hatchet</u> ; <u>The Giver</u> ; <u>Abel's Island</u> ; Desserts		
d	• <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); Novel Dish Series <u>The Phantom Tollbooth</u> ; Desserts		
e	• <i>Determine if the author's purpose is achieved.</i>	Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Novel Dish Series <u>The Phantom Tollbooth</u> ; Desserts		
f	• <i>Use supporting details to identify implied main idea details of a paragraph or written passage.</i>	Appetizers 1 E & G; Main Dish Objectives 1 E (Facts/Details); 1 G (Implied Main Idea); Novel Dish Series <u>Maniac Magee</u> ; <u>The Phantom Tollbooth</u> ; <u>The Giver</u> ; Desserts		

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g	• <i>Paraphrase a sequence of events.</i>	Appetizers 3 A; Main Dish Objective 3 A (Sequential Order); Novel Dish Series <u>Hatchet</u>; <u>Abel's Island</u>; <u>Harry Potter & The Sorcerer's Stone</u>; Desserts		
h	• <i>Identify and determine meaning of figurative language (idioms, similes, metaphors) in written passages, including poems.</i>	Appetizers 2 B; Main Dish Objective 2 B (Literary Devices); Novel Dish Series <u>Summer of the Monkeys</u>		
i	• <i>Write first and third person narratives.</i>	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series		
j	• <i>Write a reaction to, interpretation of, or summary of what has been read.</i>	Appetizers 1 H; Main Dish Objective 1 H (Summarization); Novel Dish Series <u>Summer of the Monkeys</u>; <u>The Phantom Tollbooth</u>; Desserts		
k	• <i>Identify a cause and effect relationship in a written passage.</i>	Appetizers 3 B; Main Dish Objective 3 B (Cause/Effect); Novel Dish Series <u>Maniac Magee</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	• <i>Demonstrate knowledge of grammar and usage, including, but not limited to, parts of speech, all punctuation marks, capitalization, verb tense, subject-verb agreement, subordination, pronoun reference, participle and gerund phrases, and basic sentence elements.</i>	N/A		
b	• <i>Interact with increasing competency in using standard English when writing and speaking in a variety of situations.</i>	N/A		
c	• <i>Apply correct grammar in speaking, writing, and reading.</i>	N/A		

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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>Use standardized spelling while completing 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 C; Main Dish Objective 1 C (Vocabulary); Desserts		
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	• <i>Interpret oral, visual, and written language in order to think critically and to solve problems.</i>	Appetizers 4 F; Main Dish Objective 4 F (Evaluate/Make Judgments); Novel Dish Series <u>Where the Red Fern Grows</u>; Desserts		
b	• <i>Identify and locate information from community resources through inquiries, interviews, research, etc., to form ideas and opinions.</i>	Appetizers 1 E; 4 D; Main Dish Objectives 1 E (Facts/Details); 4 D (Fact/Opinion); Novel Dish Series <u>Maniac Magee</u>; <u>Where the Red Fern Grows</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 E; Main Dish Objective 1 E (Facts/Details); Novel Dish Series <u>Maniac Magee</u>; Desserts		
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)