

**Mississippi  
Curricular Standards  
Reading - Grade 7  
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<b>Benchmark Number</b>	<b>Benchmark • Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
<b>1</b>	<b>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)</b>			
<b>a</b>	<ul style="list-style-type: none"> <li>Accomplish a writing process through planning, drafting, revising, editing, publishing, and self-reflecting on written communications such as various types of paragraphs (narrative, descriptive, expository, persuasive), essays research papers, creative writing, etc. for different audiences and purposes with minimal guidance. (Each teacher will determine the appropriate number of products to be taken through a writing process.)</li> </ul>	<b>Appetizers 1 F &amp; H; 3 D &amp; 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></b>		
<b>b</b>	<ul style="list-style-type: none"> <li>Write in various forms such as news articles, critical reviews, poems, short stories, speeches, timelines, etc.</li> </ul>			
<b>c</b>	<ul style="list-style-type: none"> <li>Write a reaction to, interpretation of, or summary of what has been read or heard.</li> </ul>	<b>Appetizers 1 H; Main Dish Objective 1 H (Summarization); Novel Dish Series <u>Summer of the Monkey</u>; <u>The Phantom Tollbooth</u></b>		
<b>d</b>	<ul style="list-style-type: none"> <li>Revise to ensure effective introductions, wording, topic sentences, supporting details, and conclusions.</li> </ul>	<b>Appetizers 1 E, F, G, &amp; H; Main Dish Objectives 1 E (Related Details); 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></b>		

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<b>3</b>	<b>Complete projects and tasks in an organized and coherent manner. (R, W, S, L, V)</b>			
<b>a</b>	• <i>Identify the purpose of and audience for a project or task.</i>	<b>Appetizers 3 F; Main Dish Objective 3 F (Author's Purpose); Novel Dish Series <u>The Phantom Tollbooth</u></b>		
<b>b</b>	• <i>Use reading as a source of ideas and information for a project or task.</i>	<b>Library Skills</b>		
<b>c</b>	• <i>Follow logical sequence/multi-step directions to complete a product.</i>	<b>Appetizers 3 A &amp; 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 &amp; The Sorcerer's Stone</u></b>		
<b>d</b>	• <i>Demonstrate increased proficiency, complexity, and independence in completing a product. (See glossary for clarification of increased proficiency, etc.)</i>	<b>Main Dish Objectives - Selected Cooperative Learning Activities; Enrichments</b>		
<b>4</b>	<b>Read, listen to, and view multimedia sources to select and use information. (R, W, S, L, V)</b>			
<b>a</b>	• <i>Locate and use key words, illustrations, subheadings, periodicals, table of contents, an index, etc., to find and gather sources of information.</i>	<b>Library Skills</b>		
<b>b</b>	• <i>Compose a variety of oral, visual, and written presentations from information gathered.</i>	<b>Main Dish Objectives - Selected Cooperative Learning Activities; Enrichments</b>		
<b>c</b>	• <i>Distinguish fact from opinion.</i>	<b>Appetizers 4 D; Main Dish Objective 4 D (Fact/Opinion); Novel Dish Series <u>Where the Red Fern Grows</u></b>		

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<b>5</b>	<b>Develop self-monitoring skills to work independently and cooperatively. (R, W, S, L, V)</b>			
<b>a</b>	• <i>Assume a given role in a group such as reporter, recorder, etc.</i>	Main Dish Objectives - Selected Cooperative Learning Activities		
<b>b</b>	• <i>Assess and monitor individual contributions to the group's effort.</i>	Main Dish Objectives - Selected Cooperative Learning Activities		
<b>6</b>	<b>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. (R, W, S, L, V)</b>			
<b>a</b>	• <i>Participate in team building through concrete and abstract activities.</i>	Main Dish Objectives - Selected Cooperative Learning Activities		
<b>b</b>	• <i>Develop strategies for listening and speaking that respect the rights and contributions of others.</i>	Interactive discussion throughout Appetizers		
<b>c</b>	• <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>		
<b>d</b>	• <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>		
<b>e</b>	• <i>Work collaboratively to develop a complete product with increasing independence.</i>	Main Dish Objectives - Selected Cooperative Learning Activities		
<b>f</b>	• <i>Develop strategies for conflict resolution.</i>			
<b>7</b>	<b>Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V)</b>			
<b>a</b>	• <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>b</b>	• Recognize the interrelatedness of language, literature, and culture.	Novel Dish Series		
<b>c</b>	• Use root words, prefixes, suffixes, and vocabulary adopted from other languages into English.	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary)		
<b>d</b>	• Recognize that language differs according to dialect and social settings.	Novel Dish Series		
<b>e</b>	• Identify the tone of a written passage.	Appetizers 2 A; Main Dish Objective 2 A (Elements of a Story); Novel Dish Series <u>Hatchet</u> ; <u>The Giver</u> ; <u>Abel's Island</u>		
<b>8</b>	<b>Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V)</b>			
<b>a</b>	• Incorporate the use of arts such as drama, music, multimedia, etc., to internalize the language they have read.			
<b>b</b>	• Express what has been read through performance of the arts, such as poetry, drama, dance, etc.	Main Dish Objectives - Selected Test 1 Passages - Poetry Selections		
<b>c</b>	• Recognize characteristics of literature such as rhyme, rhythm, repetition, and figurative language, and incorporate them into written and oral form.	Main Dish Objectives - Selected Test 1 Passages - Poetry Selections; Novel Dish Series <u>Summer of the Monkeys</u>		
<b>9</b>	<b>Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)</b>			
<b>a</b>	• Use comprehension and reading strategies (skim, scan, predict, infer, draw a conclusion, modify or confirm original predictions, 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 &amp; The Sorcerer's Stone</u> ; <u>Summer of the Monkeys</u>		

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<b>b</b>	• <i>Adjust reading strategies for different purposes.</i>	Interactive discussion throughout Appetizers		
<b>c</b>	• <i>Use prior knowledge to identify commonalities between personal experiences and story elements.</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>		
<b>d</b>	• <i>Use word recognition strategies and resources (phonics, contextual clues, reference guides, etc.) to gain meaning from print.</i>	Appetizers 1 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary); Novel Dish Series <u>The Giver</u> ; Library Skillst		
<b>e</b>	• <i>Model by reading aloud (student and/or teacher).</i>	Interactive discussion throughout Appetizers; Novel Dish Series		
<b>f</b>	• <i>Read materials for information, communication, pleasure, and to perform a task, using various strategies.</i>	Novel Dish Series		
<b>10</b>	<b>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)</b>			
<b>a</b>	• <i>Paraphrase important details from multimedia resources.</i>	Appetizers 1 F & H; Main Dish Objectives 1 F (Stated Main Idea); 1 H (Summarization); Novel Dish Series <u>Maniac Magee</u> ; <u>The Phantom Tollbooth</u> ; <u>Summer of the Monkeys</u>		
<b>b</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>		

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<b>c</b>	• Describe story elements such as setting, plot/events, characters, theme, motivation, mood, problems/conflict, solution, denouement, and conclusion.	<b>Appetizers 2 A;</b> <b>Main Dish Objective 2 A (Story Elements);</b> <b>Novel Dish Series <u>Hatchet</u>;</b> <b><u>The Giver</u>;</b> <b><u>Abel's Island</u></b>		
<b>d</b>	• Distinguish the author's purpose as informative, persuasive, or entertaining.	<b>Appetizers 3 F; 4 E;</b> <b>Main Dish Objectives 3 F (Author's Purpose);</b> <b>4 E (Persuasive Devices);</b> <b>Novel Dish Series <u>The Phantom Tollbooth</u></b>		
<b>e</b>	• Determine if the author's purpose is achieved.	<b>Appetizers 3 F;</b> <b>Main Dish Objective 3 F (Author's Point of View);</b> <b>Novel Dish Series <u>The Phantom Tollbooth</u></b>		
<b>f</b>	• Use supporting details to identify the implied or stated main idea of a paragraph or other written passage.	<b>Appetizers 1 E, F, &amp; G;</b> <b>Main Dish Objectives 1 E (Related Details);</b> <b>1 F (Stated Main Idea);</b> <b>1 G (Implied Main Idea);</b> <b>Novel Dish Series <u>Maniac Magee</u>;</b> <b><u>The Phantom Tollbooth</u>;</b> <b><u>The Giver</u></b>		
<b>g</b>	• Paraphrase a sequence of events.	<b>Appetizers 3 A;</b> <b>Main Dish Objective 3 A (Sequential Order);</b> <b>Novel Dish Series <u>Hatchet</u>;</b> <b><u>Abel's Island</u>;</b> <b><u>Harry Potter &amp; The Sorcerer's Stone</u></b>		
<b>h</b>	• Identify and determine meaning of figurative language (similes, metaphors, hyperboles, idioms, etc.).	<b>Novel Dish Series <u>Summer of the Monkeys</u></b>		
<b>i</b>	• Write first and third person narratives.	<b>Novel Dish Series</b>		
<b>j</b>	• Recognize implied and stated cause and effect relationships in written passages.	<b>Appetizers 3 B;</b> <b>Main Dish Objective 3 B (Cause/Effect);</b> <b>Novel Dish Series <u>Maniac Magee</u></b>		

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k	<ul style="list-style-type: none"> <li>Write a reaction to, interpretation of, or summary of what has been read.</li> </ul>	<b>Appetizers 1 H;</b> <b>Main Dish Objective 1 H (Summarization);</b> <b>Novel Dish Series <u>Summer of the Monkeys</u>; <u>The Phantom Tollbooth</u></b>		
<b>11</b>	<b>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)</b>			
a	<ul style="list-style-type: none"> <li>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, and basic sentence elements.</li> </ul>	N/A		
b	<ul style="list-style-type: none"> <li>Interact with increasing competency using standard English skills when writing and speaking in a variety of situations.</li> </ul>	N/A		
c	<ul style="list-style-type: none"> <li>Apply correct grammar skills in speaking and writing.</li> </ul>	N/A		
d	<ul style="list-style-type: none"> <li>Apply correct usage in speaking, writing, and editing/proofreading</li> </ul>	N/A		
e	<ul style="list-style-type: none"> <li>Use correct sentence structure in speaking, writing, and editing/proofreading.</li> </ul>	N/A		
f	<ul style="list-style-type: none"> <li>Apply principles of cursive writing and penmanship in written products.</li> </ul>	N/A		

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<b>12</b>	<b>Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)</b>			
<b>a</b>	• <i>Demonstrate correct spelling.</i>	N/A		
<b>b</b>	• <i>Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.</i>	Library Skills		
<b>c</b>	• <i>Use appropriate vocabulary for specific situations, purposes, and audiences.</i>	Appetizers 1 C; Main Dish Objective 1 C (Vocabulary)		
<b>13</b>	<b>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)</b>			
<b>a</b>	• <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>		
<b>b</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 (Related Details); 4 D (Fact/Opinion); Novel Dish Series <u>Maniac Magee</u> ; <u>Where the Red Fern Grows</u>		
<b>14</b>	<b>Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V)</b>			
<b>a</b>	• <i>Identify and locate information to solve real-life problems.</i>	Appetizers 1 E; Main Dish Objective 1 E (Related Details); Novel Dish Series <u>Maniac Magee</u>		
<b>b</b>	• <i>Integrate speaking, listening, writing, and reading to interpret personal ideas/opinions and those of others.</i>	Interactive discussion throughout Appetizers		

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