

California
Curricular Standards
Reading - Grade 4
Correlations with Gourmet Curriculum Press, Inc.®
1.800.900.2290

Benchmark Number	Benchmark • Teaching Targets	Gourmet Resource	Taught	Tested
1.0	Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.			
	Word Recognition			
1.1	<ul style="list-style-type: none"> • <i>Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.</i> 	Testing Passages		
	Vocabulary and Concept Development			
1.2	<ul style="list-style-type: none"> • <i>Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</i> 	Appetizers 1 B; Main Dish Objective 1 B (Vocabulary); Novel Dish Series <u>Sarah, Plain and Tall; Shiloh</u>; Desserts		
1.3	<ul style="list-style-type: none"> • <i>Use knowledge of root words to determine the meaning of unknown words within a passage.</i> 	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Desserts		
1.4	<ul style="list-style-type: none"> • <i>Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).</i> 	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Desserts		
1.5	<ul style="list-style-type: none"> • <i>Use a thesaurus to determine related words and concepts.</i> 	Library Skills		
1.6	<ul style="list-style-type: none"> • <i>Distinguish and interpret words with multiple meanings.</i> 	Appetizers 1 D; Main Dish Objective 1 D (Vocabulary); Desserts		

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2.0	<p>Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).</p>			
Structural Features of Informational Materials				
2.1	<ul style="list-style-type: none"> Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. 	<p>Appetizers 1 G; 3 A & B; 4 E; Main Dish Objectives 1 G (Facts/Details); 3 A (Sequential Order); 3 B (Cause/Effect); 4 E (Persuasive Devices); Novel Dish Series <u>Shiloh</u>; <u>How to Eat Fried Worms</u>; <u>The Best Christmas Pageant Ever</u>; <u>Mr. Popper’s Penguins</u>; <u>James and the Giant Peach</u>; <u>Charlotte’s Web</u>; Desserts</p>		
Comprehension and Analysis of Grade-Level-Appropriate Text				
2.2	<ul style="list-style-type: none"> Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). 	<p>Appetizers 1 G & H; Main Dish Objectives 1 G (Facts/Details); 1 H (Stated Main Idea); Novel Dish Series <u>Shiloh</u>; <u>How to Eat Fried Worms</u>; <u>The Best Christmas Pageant Ever</u>; <u>Charlie and the Chocolate Factory</u>; <u>Mr. Popper’s Penguins</u>; Desserts</p>		
2.3	<ul style="list-style-type: none"> Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues. 	<p>Appetizers 4 B; Main Dish Objective 4 B (Make Predictions); Novel Dish Series <u>James and the Giant Peach</u>; Desserts</p>		

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2.4	<ul style="list-style-type: none"> Evaluate new information and hypotheses by testing them against known information and ideas. 	Appetizers 3 E; 4 C; Main Dish Objectives 3 E (Author’s Purpose); 4 C (Make Generalizations); Desserts		
2.5	<ul style="list-style-type: none"> Compare and contrast information on the same topic after reading several passages or articles. 	Appetizers 3 C; Main Dish Objective 3 C (Compare/Contrast); Desserts		
2.6	<ul style="list-style-type: none"> Distinguish between cause and effect and between fact and opinion in expository text. 	Appetizers 3 B; 4 D; Main Dish Objectives 3 B (Cause/Effect); 4 D (Fact/Opinion); Novel Dish Series <u>Charlotte’s Web;</u> <u>James and the Giant Peach;</u> <u>Mr. Popper’s Penguins;</u> Desserts		
2.7	<ul style="list-style-type: none"> Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games). 	Appetizers 1 F; Main Dish Objective 1 F (Written Directions); Desserts		
3.0	Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
	<i>Structural Features of Literature</i>			
3.1	<ul style="list-style-type: none"> Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. 			

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<i>Narrative Analysis of Grade-Level-Appropriate Text</i>				
3.2	<ul style="list-style-type: none"> Identify the main events of the plot, their causes, and the influence of each event on future actions. 	Appetizers 1 G; 3 B; 4 B & C; Main Dish Objectives 1 G (Facts/Details); 3 B (Cause/Effect); 4 B (Make Predictions); 4 C (Make Generalizations); Novel Dish Series <u>Shiloh</u>; <u>How to Eat Fried Worms</u>; <u>James and the Giant Peach</u>; <u>The Best Christmas Pageant Ever</u>; <u>Charlotte’s Web</u>; Desserts		
3.3	<ul style="list-style-type: none"> Use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions. 	Appetizers 2 A; 3 B; 4 A; Main Dish Objectives 2 A (Characterization); 3 B (Cause/Effect); 4 A (Draw Conclusions); Novel Dish Series <u>Charlotte’s Web</u>; <u>Sarah, Plain and Tall</u>; <u>James and the Giant Peach</u>; <u>Charlie and the Chocolate Factory</u>; <u>The Best Christmas Pageant Ever</u>; Desserts		
3.4	<ul style="list-style-type: none"> Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales). 	Appetizers 3 C; Main Dish Objective 3 C (Compare/Contrast); Desserts		
3.5	<ul style="list-style-type: none"> Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works. 	Appetizers 1 E; Main Dish Objective 1 E (Vocabulary); Desserts		