

**Georgia**  
**Georgia Performance Standards (GPS)**  
**Reading - Grade 4**  
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Benchmark Number	Benchmark • Teaching Targets	Gourmet Resource	Taught	Tested
	<p><b>Reading</b></p> <p>In reading a text closely, the student works carefully to discern the author’s perspective and the particular facts and details that support it. The student reads thoughtfully and purposefully, constantly checking for understanding of the author’s intent and meaning so that the interpretation will be sound.</p>			
1	<p>The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by the Grade Four reading list.</p>			
	<p><b><u>For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</u></b></p>			
a	<ul style="list-style-type: none"> <li>Relates theme in works of fiction and nonfiction to personal experience.</li> </ul>	<p>Appetizers 3 E; 4 A &amp; C;  Main Dish Objectives  3 E (Author’s Purpose);  4 A (Draw Conclusions);  4 C (Make Generalizations);  Novel Dish Series  <u>Charlie and the Chocolate Factory</u>;  <u>Indian in the Cupboard</u>;  <u>The Phantom Tollbooth</u>;  <u>Skinnybones</u>;  <u>Where the Red Fern Grows</u>;  Desserts</p>		
b	<ul style="list-style-type: none"> <li>Identifies and analyzes the elements of plot, character, and setting in the stories they read, write, view or perform.</li> </ul>	<p>Appetizers 2 A &amp; B;  Main Dish Objective  2 A (Characterization);  2 B (Story Elements);  Novel Dish Series <u>Charlie and the Chocolate Factory</u>;  <u>From the Mixed-up Files of Number the Stars</u>;  Desserts</p>		

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<b>c</b>	<ul style="list-style-type: none"> <li>Identifies the speaker of a poem or story</li> </ul>	<b>Main Dish Objectives</b> <b>2 A (Characterization);</b> <b>3 E (Author’s Purpose);</b> <b>Novel Dish Series</b> <u><b>The Best Christmas Pageant Ever; Charlotte’s Web;</b></u> <u><b>Sarah, Plain and Tall;</b></u> <b>Desserts</b>		
<b>d</b>	<ul style="list-style-type: none"> <li>Identifies sensory details and figurative language.</li> </ul>	<b>Appetizers 1 E &amp; G;</b> <b>Main Dish Objectives</b> <b>1 E (Vocabulary);</b> <b>1 G (Facts/Details);</b> <b>Novel Dish Series</b> <u><b>The Best Christmas Pageant Ever;</b></u> <u><b>From the Mixed -up Files of Mrs. Basil E. Frankweiler;</b></u> <u><b>How to Eat Fried Worms;</b></u> <u><b>Hatchet; Shiloh;</b></u> <b>Desserts</b>		
<b>e</b>	<ul style="list-style-type: none"> <li>Identifies and shows the relevance of foreshadowing clues</li> </ul>	<b>Appetizers 4 A &amp; B;</b> <b>Main Dish Objectives</b> <b>4 A (Draw Conclusions);</b> <b>4 B (Make Predictions);</b> <b>Novel Dish Series</b> <u><b>Charlie and the Chocolate Factory; Hatchet; Indian in the Cupboard; James and the Giant Peach; ; Skinnybones;</b></u> <u><b>Where the Red Fern Grows ;</b></u> <b>Desserts</b>		

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<b>f</b>	<ul style="list-style-type: none"> <li>Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</li> </ul>	<b>Appetizers 2 A &amp; B; 4 A Main Dish Objectives 2 A (Characterization); 2 B (Story Elements); 4 A (Draw Conclusions); Novel Dish Series <u>The Best Christmas Pageant Ever; Charlie and the Chocolate Factory; Charlotte’s Web; From the Mixed Up Files of Mrs. Basil E. Frankweiler; James and the Giant Peach; Mr. Lincoln’s Drummer; Number the Stars; Sarah Plain and Tall; Skinnybones;</u> Desserts</b>		
<b>g</b>	<ul style="list-style-type: none"> <li>Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.</li> </ul>	<b>Appetizers 2 A &amp; B; 3 C &amp; E; Main Dish Objectives 2 A (Characterization); 2 B (Story Elements); 3 C (Compare/Contrast); 3 E (Author’s Purpose); Novel Dish Series <u>The Best Christmas Pageant Ever; Charlie and the Chocolate Factory; Charlotte’s Web; From the Mixed-up Files of Mrs. Basil E. Frankweiler; Hatchet; Mr. Lincoln’s Drummer; Number the Stars; Sarah, Plain and Tall;</u> Desserts</b>		
<b>h</b>	<ul style="list-style-type: none"> <li>Identifies themes and lessons in folktales, tall tales, fables.</li> </ul>	<b>Appetizers 3 E; Main Dish Objective 3 E (Author’s Purpose); Main Dish-Selected lessons</b>		
<b>i</b>	<ul style="list-style-type: none"> <li>Identifies rhyme and rhythm, repetition, similes, and sensory images in poems</li> </ul>	<b>Appetizers 1 E; Main Dish Objective 1 E (Vocabulary); Desserts</b>		

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	<b><u>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</u></b>			
<b>a</b>	<ul style="list-style-type: none"> <li>Locates facts that answer the reader's questions.</li> </ul>	<b>Appetizers 1 G;</b> <b>Main Dish Objective 1 G (Facts/Details);</b> <b>Novel Dish Series <u>The Best Christmas Pageant Ever; From the Mixed-up Files of Mrs. Basil E. Frankweiler; Harriet Tubman-Freedom Train; How to Eat Fried Worms; Shiloh;</u></b> <b>Desserts</b>		
<b>b</b>	<ul style="list-style-type: none"> <li>Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).</li> </ul>	<b>Appetizers 1 H;</b> <b>Main Dish Objective 1 H (Stated/Implied Main Idea); Novel Dish Series <u>Charlie and the Chocolate Factory; James and the Giant Peach; Mr. Popper's Penguins;</u></b> Desserts		
<b>c</b>	<ul style="list-style-type: none"> <li>Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).</li> </ul>	<b>Appetizers 3 D ;</b> <b>Main Dish Objective 3 D (Graphic Organizers)</b>		
<b>d</b>	<ul style="list-style-type: none"> <li>Identifies and uses knowledge of common organizational structures (e.g. chronological order, cause and effect)</li> </ul>	<b>Appetizers 3 A, B, &amp; D;</b> <b>Main Dish Objectives 3 A (Sequential Order); 3 B (Cause and Effect); 3 D (Graphic Organizers);</b> <b>Novel Dish Series <u>Charlotte's Web; Hatchet; How to Eat Fried Worms; James and the Giant Peach; Mr. Lincoln's Drummer; Mr. Popper's Penguins; Shiloh; Skinnybones;</u></b> <b>Desserts</b>		

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<b>e</b>	<ul style="list-style-type: none"> <li>Distinguishes cause from effect in context.</li> </ul>	<b>Appetizers 3 B ;</b> <b>Main Dish Objective 3 B (Cause /Effect);</b> <b>Novel Dish Series</b> <u><b>Charlotte’s Web; James and the Giant Peach; Mr. Lincoln’s Drummer; Shiloh; Skinnybones; Desserts</b></u>		
<b>f</b>	<ul style="list-style-type: none"> <li>Summarizes main ideas and supporting details.</li> </ul>	<b>Appetizers 1 G, H &amp; I;</b> <b>Main Dish Objectives 1 G (Facts/Details); 1 H (Stated/Implied Main Idea) 1 I (Summarization);</b> <b>Novel Dish Series</b> <u><b>Ben and Me; The Best Christmas Pageant Ever; Charlie and the Chocolate Factory; From the Mixed-up Files of Mrs. Basil E. Frankweiler; Harriet Tubman-Freedom Train; How to Eat Fried Worms; James and the Giant Peach; Mr. Lincoln’s Drummer; Mr. Popper’s Penguins; Sarah, Plain and Tall; Desserts</b></u>		
<b>g</b>	<ul style="list-style-type: none"> <li>Makes perceptive and well-developed connections.</li> </ul>	<b>All Appetizers; All Main Dish Objectives; Novel Dish Series; Desserts</b>		
<b>h</b>	<ul style="list-style-type: none"> <li>Distinguishes fact from opinion or fiction</li> </ul>	<b>Appetizers 4 D;</b> <b>Main Dish Objective 4 D (Fact/Opinion);</b> <b>Novel Dish Series</b> <u><b>Indian in the Cupboard; Mr. Popper’s Penguins; Skinnybones; Desserts</b></u>		

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2	The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.			
3	The student understands and acquires new vocabulary and uses it correctly in reading and writing; the student			
a	• Reads a variety of texts and incorporates new words into oral and written language.	All Appetizers; All Main Dish Testing Passages		
b	• Determines the meaning of unknown words using their context.	Appetizers 1 B; Main Dish Objective 1 B (Vocabulary); Desserts		
c	• Identifies the meaning of common root words to determine the meaning of unfamiliar words.	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Desserts		
d	• Determines meanings of words and alternate word choices using a dictionary or thesaurus.	Library Skills		
e	• Identifies the meaning of common prefixes (e.g. un-, re-, dis-).	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Desserts		
f	• Identifies the meaning of common idioms and figurative phrases.	Appetizers 1 E; Main Dish Objective 1 E (Vocabulary); Desserts		
g	• Identifies playful uses of language (e.g. puns, jokes, palindromes).	N/A		

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<b>h</b>	<ul style="list-style-type: none"> <li>Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.</li> </ul>	<b>Appetizers 1 D;</b> <b>Main Dish Objective 1 D (Vocabulary);</b> <b>Desserts</b>		
<b>i</b>	<ul style="list-style-type: none"> <li>Identifies and applies the meaning of the terms antonym, synonym, and homophone.</li> </ul>	<b>Appetizers 1 B;</b> <b>Main Dish Objective 1 B (Vocabulary);</b> <b>Desserts</b>		
<b>4</b>	<b>The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres of the quality and complexity illustrated in the sample reading list, in a way that makes meaning clear to listeners, by</b>			
<b>a</b>	<ul style="list-style-type: none"> <li>Using letter-sound knowledge to decode written English and using a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.</li> </ul>	N/A		
<b>b</b>	<ul style="list-style-type: none"> <li>Using self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).</li> </ul>	<b>All Appetizers; All Main Dish Objectives; Novel Dish Series; Desserts</b>		
<b>c</b>	<ul style="list-style-type: none"> <li>Reading with a rhythm, flow, and meter that sounds like everyday speech (fluency).</li> </ul>	<b>All Appetizers; All Main Dish Objectives; Novel Dish Series; Desserts</b>		