

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

Students in fourth grade apply reading strategies and skills automatically, flexibly, and strategically to comprehend fiction, nonfiction, poetry, and drama. They read for literary experience, to gain information, and to perform a task. They use a variety of strategies and writing process elements to compose fiction, nonfiction, poetry, and drama. They become increasingly proficient in active listening, speaking, and using media and technology. They deepen and extend their understanding and use of English language conventions in oral presentations and written products. The learner will:

- Explore a wide range of texts and their distinguishing features.
- Expand vocabulary through wide reading, word study, exposure to content area words and discussion.
- Routinely spell high frequency words and use resources to check spelling.
- Write for a variety of purposes and audiences and use writing as a tool for learning.
- Communicate effectively with different audiences through spoken, written, and visual formats.
- Use media and technological resources for research and as tools for learning.
- Use increasingly sophisticated knowledge of grammar and language conventions in oral and written products and presentations.
- Apply comprehension strategies critically, creatively, and strategically.

| Benchmark Number | Benchmark • Instructional Targets | Gourmet Resource | Taught | Tested |
|-------------------------|---|---|---------------|---------------|
| | Goal 1: The learner will apply enabling strategies and skills to read and write. | | | |
| 1.01 | • Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic). | Appetizers 1 A, B, C,& D; Main Dish Objective 1 (Vocabulary) | | |
| 1.02 | • Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension. | Appetizers 1 A; Main Dish Objective 1 (Vocabulary) | | |

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| 1.03 | <ul style="list-style-type: none"> Identify key words and discover their meanings and relationships through a variety of strategies. | Appetizers 1 A, B, C, & D; Main Dish Objective 1 (Vocabulary) Desserts | | |
| 1.04 | <ul style="list-style-type: none"> Increase reading and writing vocabulary through: <ul style="list-style-type: none"> wide reading. word study. knowledge of homophones, synonyms, antonyms, and homonyms. knowledge of multiple meanings of words. writing process elements. writing as a tool for learning. seminars. book clubs. discussions. examining the author's craft. | Appetizers 1 B & D; Main Dish Objective 1 (Vocabulary) Desserts Novel Dish Series | | |
| 1.05 | <ul style="list-style-type: none"> Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words. | Appetizers 1 C; Main Dish Objective 1 (Vocabulary) Desserts | | |
| 1.06 | <ul style="list-style-type: none"> Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> increase fluency. build background knowledge. expand vocabulary. | All Appetizers; Novel Dish Series Selected Novel Dishes from the Novel Dish Series | | |
| Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed. | | | | |
| 2.01 | <ul style="list-style-type: none"> Use metacognitive strategies to comprehend text and to clarify the meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question). | Interactive discussions through the use of Appetizers; Novel Dish Series selections | | |

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| 2.02 | <ul style="list-style-type: none"> Interact with the text before, during, and after reading, listening, and viewing by: <ul style="list-style-type: none"> setting a purpose using prior knowledge and text information. making predictions. formulating questions. locating relevant information. making connections with previous experiences, information, and ideas. | All Appetizers; Main Dish Objectives 1 G (Facts/Details); 1 H (Stated Main Idea); 4 B (Predicting Outcomes); Brainstorming Activities in all objectives; Desserts | | |
| 2.03 | <ul style="list-style-type: none"> Read a variety of texts, including: <ul style="list-style-type: none"> fiction (legends, novels, folklore, science fiction). nonfiction (autobiographies, informational books, diaries, journals). poetry (concrete, haiku). drama (skits, plays). | Appetizers; Main Dish Testing Passages; Novel Dish Series | | |
| 2.04 | <ul style="list-style-type: none"> Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> plot. theme. main idea and supporting details. author's choice of words. | Appetizers 1 G & H; 2 A; 3E; Main Dish Objectives 1 G (Facts/Details); 1 H (Stated Main Idea); 2 A (Feelings/Emotions); 3 E (Authors' Purpose) | | |
| 2.05 | <ul style="list-style-type: none"> Make inferences, draw conclusions, make generalizations, and support by referencing the text. | Appetizers 1 G & H; 4 A, B & C; Main Dish Objectives 1 G (Facts/Details); 1 H (Main Idea); 4 A (Draw Conclusions); 4 B (Make Predictions); 4 C (Make Generalizations); Desserts | | |
| 2.06 | <ul style="list-style-type: none"> Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas. | Appetizers 1 I; Main Dish Objective 1 I (Summarization) | | |
| 2.07 | <ul style="list-style-type: none"> Determine usefulness of information and ideas consistent with a purpose. | Appetizers 3 E; Main Dish Objective 3 E (Author's Purpose) | | |

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| 2.08 | <ul style="list-style-type: none"> Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources. | Appetizers 3 E ; 4 D; Main Dish Objectives 3 E (Author's Purpose); 4 D (Fact/Opinion) | | |
| 2.09 | <ul style="list-style-type: none"> Listen actively by: <ul style="list-style-type: none"> - asking questions. - paraphrasing what was said. - interpreting speaker's verbal and non-verbal messages. - interpreting speaker's purposes and/or intent. | Interactive discussions through the use of Appetizers, Main Dishes Brainstorming , Lesson 2s, (Hands-on-activities) | | |
| and | Goal 3: The learner will make connections with text through the use of oral language, written language, and media technology. | | | |
| 3.01 | <ul style="list-style-type: none"> Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> - analyzing the impact of author's word choice and context. - examining the reasons for characters' actions. - identifying and examining characters' motives. - considering a situation or problem from different character's point of view. | Interactive discussions through the use of Appetizers & Main Dish Testing Passages; Main Dish Objectives 2 A (Characterization); 3 E (Author's Purpose); 3 C (Compare/Contrast) | | |
| 3.02 | <ul style="list-style-type: none"> Analyze characters, events, and plots from different selections and cite supporting evidence. | Appetizers 3 C; Main Dish Objective 3 C (Compare/Contrast) | | |
| 3.03 | <ul style="list-style-type: none"> Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response. | Appetizers 2 A; 3 C; Main Dish Objectives 2 A (Characterization); 3 C (Compare/Contrast) | | |
| 3.04 | <ul style="list-style-type: none"> Make informed judgments about television and film/video productions. | Appetizers 3 C, D, & E; 4 A, C, D, & E; Main Dish Objectives 3 C (Compare/Contrast); 3 D (Graphic Organizers); 3 E (Author's Purpose); 4 A (Draw Conclusions); 4 C (Make Generalizations); 4 D (Fact/Opinion); 4 E (Persuasive Devices) | | |

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| 3.05 | • <i>Integrate information from two or more sources to expand understanding of text.</i> | Appetizers 3 C; Main Dish Objective 3 C (Compare/Contrast) | | |
| 3.06 | • <i>Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</i> | Appetizers 1 G; Main Dish Objective 1 G (Fact/Details); Library Skills - Side Dish Desserts | | |
| Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts | | | | |
| 4.01 | • <i>Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.</i> | All Appetizers; Main Dish Objective 1 G (Fact/Details) Main Dish Testing Passages Novel Dish Series Selections; | | |
| 4.02 | • <i>Use oral and written language to:</i> - <i>present information and ideas in a clear, concise manner.</i> - <i>discuss.</i> - <i>interview.</i> - <i>solve problems.</i> - <i>make decisions.</i> | Interactive discussions through the use of Appetizers, Main Dishes Brainstorming Activities, Testing Passages, and Objectives 1 G (Facts/Details); 3 A (Sequential Order) | | |
| 4.03 | • <i>Make oral and written presentations using visual aids with an awareness of purpose and audience.</i> | Appetizers 3 E; Main Dish Objective 3 E (Author's Purpose) | | |
| 4.04 | • <i>Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).</i> | Selected Main Dish Cooperative Learning and Enrichment Activities through all objectives | | |
| 4.05 | • <i>Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).</i> | Appetizers 1 G & H; 3 C & D; Main Dish Objectives 1 G (Fact/Details); 1 H (Main Idea); 3 D (Compare/Contrast); 3 C (Graphic Organizers) Desserts - Great List Caper | | |
| 4.06 | • <i>Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.</i> | Main Dishes Brainstorming Activities; Main Dish Objectives 1 G (Facts/Details); 1 H (Main Idea); Desserts | | |

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| 4.07 | <ul style="list-style-type: none"> • Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, | Selected Main Dish Cooperative Learnings and Enrichment Activities throughout all objectives | | |
| 4.08 | <ul style="list-style-type: none"> • Focus revision on a specific element such as: <ul style="list-style-type: none"> - word choice. - sequence of events and ideas. - transitional words. - sentence patterns. | Appetizers 1 A, B, C, D & H; 3 A & B; Main Dish Objectives 1 A, B, C, & D (Vocabulary); 1 H (Main Idea); 3 A (Sequential Order); 3 B (Cause/Effect) | | |
| 4.09 | <ul style="list-style-type: none"> • Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letter of request, letters of complaint). | Selected Main Dish Cooperative Learnings and Enrichment Activities throughout all objectives | | |
| 4.10 | <ul style="list-style-type: none"> • Use technology as a tool to gather, organize, and present information. | Selected Novel Dish Series Activities with technology links. | | |