

**North Carolina
Curricular Standards
Reading - Grade 6
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Sixth grade students use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in sixth grade is placed on personal expression, students also:

- Interpret and synthesize information.
- Develop an understanding of the foundations of argument.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
	Goal 1: The learner will use language to express individual perspectives drawn from personal or related experience.			
1.01	<ul style="list-style-type: none"> • <i>narrate a fictional or autobiographical account which:</i> <ul style="list-style-type: none"> - <i>includes a coherent organizing structure</i> - <i>tells a story or establishes the significance of an event or events</i> - <i>uses remembered feelings and specific details.</i> - <i>uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures,</i> 	Appetizers 2 A; 3 E; 4 F; Main Dish Objectives 2 A (Story Elements) Outlining; 3 E (Graphic Organizers); 4 F (Evaluate/Make Judgments); Desserts		
1.02	<ul style="list-style-type: none"> • <i>explore expressive materials that are read, heard, and viewed by:</i> <ul style="list-style-type: none"> - <i>generating a learning log or journal.</i> - <i>creating an artistic interpretation that connects self to event(s)</i> - <i>discuss books/media(in)formally</i> 	Selected Novel Dish Series feature Journal Writing Topics		

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1.03	<ul style="list-style-type: none"> • <i>interact appropriately in group settings by:</i> <ul style="list-style-type: none"> - <i>listening attentively.</i> - <i>showing empathy.</i> - <i>contributing relevant comments connecting personal experiences to content.</i> - <i>monitoring own understanding of the discussion and seeking clarification as needed.</i> 	Interactive discussions through the use of Appetizers; Main Dish Brainstorming Activity All Objectives		
1.04	<ul style="list-style-type: none"> • <i>reflect on learning experiences by:</i> <ul style="list-style-type: none"> - <i>describing personal learning growth and changes in perspective.</i> - <i>identifying changes in self throughout the learning process.</i> - <i>interpreting how personal circumstances and background shape interaction with text.</i> 	Interactive discussions through the use of Appetizers; Main Dish Brainstorming Activity All Objectives		
Goal 2: The learner will explore and analyze information from a variety of sources.				
2.01	<ul style="list-style-type: none"> • <i>explore informational materials that are read, heard, and/or viewed by:</i> <ul style="list-style-type: none"> - <i>reviewing the characteristics of informational works.</i> - <i>restating and summarizing information.</i> - <i>determining the importance of information.</i> - <i>making connections to related topics/information.</i> - <i>monitoring comprehension.</i> - <i>drawing inferences.</i> - <i>generating questions.</i> 	Appetizers 1 E & H; 3 F; 4 A & F; Main Dish Objectives 1 E (Facts/Details); 1 H (Summarization); 3 F (Author's Purpose); 4 A (Make Inferences); 4 F (Evaluate/Make Judgments); Statement of Importance Main Dish Introductory Lessons; Desserts		
2.02	<ul style="list-style-type: none"> • <i>use multiple sources of print and non-print information in developing informational materials such as brochures, newsletter, and infomercials by:</i> <ul style="list-style-type: none"> - <i>exploring a variety of sources from which information attained (e.g., books, Internet, electronic databases, CD-ROM</i> - <i>distinguishing between</i> 	Selected Lessons throughout Main Dish Objectives		

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	Goal 3: The learner will examine the foundations and the use of argument.			
3.01	<ul style="list-style-type: none"> respond to public documents such as editorials and school or community policies that establish a position by: <ul style="list-style-type: none"> summarizing the author's purpose and stance. distinguishing between fact and opinion. communicating the position clearly, appropriately, and logically. 	Appetizers 1 H; 3 F; 4 D & F; Main Dish Objectives 1 H (Summarization); 3 F (Author's Purpose); 4 D (Fact/Opinion); 4 F (Evaluate/Make Judgments); Desserts		
3.02	<ul style="list-style-type: none"> explore the problem solution process by: <ul style="list-style-type: none"> studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience. preparing individual and/or group essays and presentations. 	Appetizers 2 A; 3 A; Main Dish Objectives 2 A (Story Elements); 3 A (Sequential Order); Desserts		
3.03	<ul style="list-style-type: none"> study arguments that evaluate through: <ul style="list-style-type: none"> exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support. preparing individual and/or group essays and presentations. 	Appetizers 4 F; Main Dish Objective 4 F (Evaluate/Make Judgments); Desserts		
	Goal 4: The learner will use critical thinking skills and create criteria to evaluate text and multimedia.			
4.01	<ul style="list-style-type: none"> determine the purpose of the author or creator by: <ul style="list-style-type: none"> exploring any bias, apparent or hidden messages, emotional factors, or propaganda techniques. identifying and exploring the underlying assumptions of the author/creator. 	Appetizers 4 E; Main Dish Objective 4 E (Persuasive Devices); Desserts		

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4.02	<ul style="list-style-type: none"> • <i>develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by:</i> <ul style="list-style-type: none"> - <i>using knowledge of language structure and literary or media techniques.</i> - <i>drawing conclusions based on evidence, reasons, or relevant information.</i> - <i>considering the implications, consequences, or impact of those conclusions</i> 	Appetizers 4 A; Main Dish Objective 4 A (Make Inferences); Desserts		
4.03	<ul style="list-style-type: none"> • <i>recognize and develop a stance of a critic by:</i> <ul style="list-style-type: none"> - <i>considering alternative points of view or reasons.</i> - <i>remaining fair-minded and open to other interpretations.</i> 	Appetizers 3 F; 4 F; Main Dish Objective 3 F (Author’s Purpose); 4 F (Evaluate/Make Judgments); Desserts		
Goal 5: The learner will respond to various literary genres using interpretive and evaluative processes.				
5.01	<ul style="list-style-type: none"> • <i>increase fluency, comprehension, and insight through a meaningful and comprehensive reading program</i> <ul style="list-style-type: none"> - <i>using effective reading strategies to match type of text.</i> - <i>reading self-selected literature and other materials of individual interest.</i> - <i>reading literature and other materials selected by the teacher.</i> - <i>discussing literature in teacher-student conferences and small group discussions.</i> - <i>taking an active role in whole class seminars.</i> - <i>discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, and flashback.</i> - <i>interpreting text by explaining elements such as plot, themes, point of view, characterization, mood, and style.</i> 	Interactive discussions through the use of Appetizers ; Testing Passages (Main Dishes) Brainstorming Activities (Main Dishes); Main Dish Objectives 2 A (Story Elements); 2 B (Literary Devices); Selected Novel Dish Series; Desserts		

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5.01	<ul style="list-style-type: none"> • <i>increase fluency, comprehension, and insight through a meaningful and comprehensive reading program</i> <ul style="list-style-type: none"> - <i>investigating examples of distortion and stereotypes.</i> - <i>recognizing underlying messages in order to identify recurring theme(s) across works.</i> 	<p>Interactive discussions through the use of Appetizers ; Testing Passages (Main Dishes) Brainstorming Activities (Main Dishes); Main Dish Objectives 2 A (Story Elements); 2 B (Literary Devices); Selected Novel Dish Series; Desserts</p>		
5.02	<ul style="list-style-type: none"> • <i>study the characteristics of literary genres (fiction, non fiction, drama, and poetry) through:</i> <ul style="list-style-type: none"> - <i>reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse).</i> - <i>interpreting what impact genre-specific characteristics have on the meaning of the work.</i> - <i>exploring how the author's choice and use of a genre shapes the meaning of the literary work.</i> - <i>exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution.</i> 	<p>Interactive discussions through the use of Appetizers ; Testing Passages (Main Dishes); Main Dish Objective 2 A (Story Elements); Selected Novel Dish Series; Desserts</p>		