

Grade Four
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Correlations with Oklahoma
Instructional Reading Goals and Objectives

I. READING PROCESS: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

A. Vocabulary: Knowledge of words and meanings.

The student will:

1. Expand vocabulary through word study, the reading of literature, and class discussion (e.g., multiple meanings, definitions, and meaning in context).
2. Use knowledge of root words to determine the meaning of unknown words within a passage.
3. Use **synonyms, antonyms, homonyms**, and multiple meaning words correctly.
4. Determine the meaning of unknown words by using a glossary and/or dictionary.
5. Use a thesaurus to determine related words and concepts.

B. Comprehension: Ability to interact with the words and concepts in the text to understand what the writer has said.

The student will:

1. Read and comprehend both **fiction** and **nonfiction** that is appropriately designed for the second half of Grade 4.
2. Use reading strategies independently (e.g., preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).
- *3. Continue to predict, monitor and cross-check using semantic, **syntactic**, and **graphophonic** cues independently.
4. Make, confirm, or revise predictions during reading.
5. Visualize descriptions in written text.
- *6. Adjust reading rate to match difficulty of the text.

C. Fluency: Independently read aloud level 4 books that have been previewed by the teacher using intonation, pauses, and emphasis that signal the structure of the sentence and meaning of the text.

The student will:

- *1. Use punctuation as a guide for pausing and interjecting a sense of feeling to get meaning from the text.
- *2. Increase silent reading speed through daily independent reading.

II. RESPONDING TO TEXT: Students read, construct meaning, and respond to a wide variety of literary forms.

The student will:

- A. Recognize the characteristics and organization of narrative text (e.g., characters, setting, plot, goal/conflict, resolution).
- B. Identify the characters' actions, traits, feelings, and motives.
- C. Describe important lessons learned by characters in stories.

- D. Recognize structural patterns found in informational text (e.g., compare/contrast, cause/effect, problem/solution, sequential order) to strengthen comprehension.
- E. Know the defining characteristics of a variety of **genre** (e.g., plays, poetry, **fiction, nonfiction, fantasy, fairytales, fables, folktales, legends, myths, historical fiction, biography, autobiography**).
- F. Identify the **theme** and **main idea** when interpreting narrative text.
- G. Paraphrase expository text by stating important ideas and supporting details.
- H. Use quotations from the text to support ideas, arguments, and generalizations.
- I. Distinguish between fact/opinion and fiction/nonfiction.
- J. Make **inferences** and draw conclusions from informational text and stories beyond personal experience.
- *K. Connect information and events from text to life experiences, other texts, and world events.
- L. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [**cinquain, diamante**]).
- M. Interpret meaning of figurative language (e.g., **similes, metaphors, idioms, and personification**).
- *N. Assimilate new ideas introduced in text through discussion, art, drama, **choral reading**, and writing.
- O. Recognize the author's purpose for writing the text (e.g., to inform, to entertain).
- P. Support ideas by reference to evidence in the text.

III. INFORMATION AND RESEARCH: Students read widely to acquire knowledge, conduct research, and organize information.

The student will:

- *A. Select a topic, formulate questions, and select appropriate resources for research.
- B. Identify key words to be used in searching for resources and information.
- *C. Take notes to paraphrase or summarize information.
- D. Interpret information from charts, maps, graphs, tables, and diagrams.
- E. Follow multiple-step directions to accomplish tasks.
- F. Understand the organization of and access information from electronic card catalogs and databases, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
- G. Increase use of text format as an aid in constructing meaning from **nonfiction (expository)** text (heading, subheading, bold, and italic print).
- *H. Compile researched information into a written report or summary.
- *I. Continue to use test-taking strategies.

IV. EFFECTIVE READING HABITS: Students demonstrate the behaviors, habits, and attitudes of an effective reader.

The student will:

- *A. Continue to participate in daily, independent reading of self-selected literature (e.g., **Sustained Silent Reading/Drop Everything and Read**:

- 20-30 minutes daily).
- *B. Share and discuss favorite books and authors daily in pairs, in small groups, and in large groups.
 - *C. Respond to daily oral reading led by teacher through discussion, art, drama, and writing.
 - *D. Read for a variety of purposes such as for pleasure, to gain information, to communicate, or to support an opinion.
 - E. Read a variety of materials including contemporary and poetry, **historical fiction, mysteries, biographies, and nonfiction.**
 - *F. Select reading material appropriate for the reading level, purpose and interest (e.g., “**rule of thumb**”).
 - *G. Read chapter books independently.

V. WRITING

The student will:

- A. Use a writing process to develop and refine composition skills
 1. Participate in prewriting activities such as brainstorming, using graphic organizers, and free writing.
 2. Select a focus and an organizational structure based upon purpose, audience, length, and required format and write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into longer text.
 3. Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.
 4. Edit drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.
 5. Share writing with peers and adults.
- B. Communicate through a variety of written forms and for various audiences and purposes (to inform, to persuade, to entertain, to instruct, to describe).
 1. Simple and compound sentences with varied sentence structures.
 2. **Narrative, descriptive, and expository** paragraphs and longer compositions that have topic sentences, supporting details, and conclusions.
 3. Creative stories and poems using **figurative language (alliteration, personification, simile, and metaphor).**
 4. Friendly and business letters, “thank you” notes, and invitations.
 5. **Journals.**
 6. Reports.
- C. Use descriptive language including action verbs and vivid adjectives and adverbs.
- D. Use handwriting/penmanship to write legibly by selecting manuscript or cursive as appropriate.

VI. GRAMMAR/USAGE AND MECHANICS

The student will:

- A. Demonstrate appropriate practices in speaking and writing. For

example, students are expected to write using complete sentences, correct capitalization, punctuation, spelling, usage.

1. Grammar/Usage: Students are expected to identify and use correctly nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions in their writing.
 - a. Singular and plural forms of nouns
 - b. Singular and plural possessive nouns
 - c. Subject, direct object, and object of prepositions
 - d. Subject, object, reflexive, and possessive pronouns
 - e. Regular, irregular, and helping verbs
 - f. Present, past, and future, present perfect verbs tense
 - g. Subject verb agreement
 - h. Descriptive, comparative, superlative, and demonstrative adjectives
 - i. Time, place, and manner adverbs
 - j. Comparative forms of adverbs
 - k. Avoid sentence fragments and run-ons
 2. Capitalization.
 - a. Proper nouns such as titles of books, magazines, newspapers, stories, titles of respect, works of art, musical compositions, and organizations.
 - b. Familial relations
 - c. Proper adjectives
 - d. Conversions of letter writing
 3. Punctuation.
 - a. Parentheses
 - b. Quotation marks
 - c. Apostrophes in contractions and possessives
 - d. Terminal punctuation
 4. Spelling.
 - a. Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), **suffixes** (e.g., -ment, -able, -sion, -tion), and **prefixes** (e.g., dis-, in-, un-, re-, mis-, pre-).
 - b. Use word-reference materials including glossary, dictionary, and technology to check and correct spelling.
 - c. Spell **homophones** correctly according to usage (e.g., to, too, two, there, their, they're).
 - d. Use more complex patterns in producing conventional spellings (e.g., ought = bought, fought; urse = nurse, purse).
- B. Identify and write the five parts of a letter with correct capitalization and punctuation.

VII. LISTENING/SPEAKING

The student will:

- A. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.
- B. Listen for information and for pleasure. For example, students are

expected to listen for directions and questions and respond to teacher-read stories.

- C. Speak before a group using appropriate delivery (volume, enunciation, and movement) and language skills (pronunciation, word choice, and usage).
- D. Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion.
- E. Identify and analyze a speaker's persuasive technique such as promise, dare, and flattery.
- F. Show consideration for others.

VIII. VISUAL LITERACY

The student will:

- A. Distinguish fact, opinion, and fiction in print and nonprint media in literature and advertising.
- B. Interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers representing meaning.
- C. Compare and contrast print, visual, and electronic media such as film with a written story.
- D. Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.
- E. Listen to, view, or read literature which tells of characters in American and other cultures.
- F. Access information from a variety of sources including dictionary, an encyclopedia, a thesaurus, an atlas, and almanac, and the Internet.