

California
Curricular Standards
Reading - Grade 3
Correlations with Gourmet Curriculum Press, Inc.®
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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.			
<i>Decoding and Word Recognition</i>				
1.1	<ul style="list-style-type: none"> Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words. 	N/A		
1.2	<ul style="list-style-type: none"> Decode regular multisyllabic words. 	N/A		
1.3	<ul style="list-style-type: none"> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. 	Testing Passages		
<i>Vocabulary and Concept Development</i>				
1.4	<ul style="list-style-type: none"> Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. 	Appetizers 1 B; Main Dish Objective 1 B (Vocabulary); Desserts		
1.5	<ul style="list-style-type: none"> Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things). 	Appetizers 1 B & C; Main Dish Objectives 1 B & C (Vocabulary); Desserts		
1.6	<ul style="list-style-type: none"> Use sentence and word context to find the meaning of unknown words. 	Appetizers 1 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary); Desserts		

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1.7	• Use a dictionary to learn the meaning and other features of unknown words.	Appetizers 1 D; Main Dish Objective 1 D (Vocabulary); Desserts		
1.8	• Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Desserts		
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, by grade four, 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). In grade three, students make substantial progress toward this goal.</p>			
Structural Features of Informational Materials				
2.1	• Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	Library Skills		
Comprehension and Analysis of Grade-Level-Appropriate Text				
2.2	• Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	Appetizers 1 G; 4 C; Main Dish Objective 1 G (Facts/Details); 4 C (Draw Conclusions); Desserts		
2.3	• Demonstrate comprehension by identifying answers in the text.	Appetizers 1 G; Main Dish Objective 1 G (Facts/Details); Desserts		
2.4	• Recall major points in the text and make and modify predictions about forthcoming information.	Appetizers 4 B; Main Dish Objective 4 B (Make Predictions); Desserts		
2.5	• Distinguish the main idea and supporting details in expository text.	Appetizers 1 G & H; Main Dish Objectives 1 G (Facts/Details); 1 H (Main Idea); Desserts		
2.6	• Extract appropriate and significant information from the text, including problems and solutions.	Appetizers 1 I; Main Dish Objective 1 I (Summarization); Desserts		

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2.7	<ul style="list-style-type: none"> Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). 	Appetizers 1 E; Main Dish Objective 1 E (Written Directions); Desserts		
3.0	<p>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 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.</p>			
Structural Features of Literature				
3.1	<ul style="list-style-type: none"> Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). 	Testing Passages		
Narrative Analysis of Grade-Level-Appropriate Text				
3.2	<ul style="list-style-type: none"> Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. 	Appetizers 2 B; Main Dish Objective 2 B (Story Elements); Desserts		
3.3	<ul style="list-style-type: none"> Determine what characters are like by what they say or do and by how the author or illustrator portrays them. 	Appetizers 2 A; Main Dish Objective 2 A (Characterization); Desserts		
3.4	<ul style="list-style-type: none"> Determine the underlying theme or author's message in fiction and nonfiction text. 	Appetizers 3 C; Main Dish Objective 3 C (Author's Purpose); Desserts		
3.5	<ul style="list-style-type: none"> Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. 	Poetry Selections		
3.6	<ul style="list-style-type: none"> Identify the speaker or narrator in a selection. 	Interactive discussions in Appetizers		