

Colorado
Curricular Standards
Reading - Grade 3
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Reading - Grade Three

By the end of third grade, students will be fluent readers with a full range of reading strategies to apply to reading a wide variety of increasingly difficult narrative and expository text at the third grade level. This requires:

| <i>Benchmark Number</i> | <i>Benchmark • Instructional Targets</i> | <i>Gourmet Resource</i> | <i>Taught</i> | <i>Tested</i> |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------|---------------|
| | Standard 1: Students read and understand a variety of materials. | | | |
| 3.1 | <i>an understanding of text that shall include, but not necessarily limited to, students being able to do the following:</i> | | | |
| | <ul style="list-style-type: none"> <i>adjust reading pace to accommodate purpose, style, and difficulty of material</i> | All Appetizers; Main Dish Objectives - Selected Testing Passages | | |
| | <ul style="list-style-type: none"> <i>summarize text passages</i> | Appetizers 1 I; Main Dish Objective 1 I (Summarization); Desserts | | |
| | <ul style="list-style-type: none"> <i>apply information and make connections from reading</i> | All Appetizers; Main Dish Objectives - Selected Testing Passages | | |
| 3.2 | <i>an integration of cueing systems that shall include, but not necessarily limited to, students being able to do the</i> | | | |
| | <ul style="list-style-type: none"> <i>apply word attack skills to read new and unfamiliar words (graphophonics)</i> | Appetizers 1 A & B; Main Dish Objectives 1 A & B (Vocabulary); Desserts | | |
| | <ul style="list-style-type: none"> <i>use sentence structure, paragraph structure, text organization, and word order (syntax)</i> | Appetizers 1 B & C; Main Dish Objectives 1 B & C (Vocabulary); Desserts | | |
| | <ul style="list-style-type: none"> <i>use and apply background experience and context to construct a variety of meanings over developmentally appropriate complex texts (semantics)</i> | Appetizers 1 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary); Desserts | | |

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|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|
| | <ul style="list-style-type: none"> use strategies of sampling, predicting, confirming, and self-correcting quickly, confidently, and independently (graphophonics, syntax, and semantics) | Appetizers 1 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary); Desserts | | |
| Standard 6: Students read and recognize literature as a record of human experience. | | | | |
| 3.3 | <ul style="list-style-type: none"> identify the elements of plot, character, and setting in a favorite story | Appetizers 2 A & B; Main Dish Objectives 2 A (Characterization); 2 B (Story Elements); Desserts | | |
| 3.4 | <ul style="list-style-type: none"> identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry | Selected Testing Passages; Desserts | | |
| 3.5 | <ul style="list-style-type: none"> identify words appealing to the senses or involving direct or indirect comparisons in literature | Appetizers 2 A; 3 B; Main Dish Objectives 2 A (Characterization); 3 B (Compare/Contrast); Selected Testing Passages; Desserts | | |
| 3.6 | <ul style="list-style-type: none"> compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors | Appetizers 2 A & B; 3 B; Main Dish Objectives 2 A (Characterization); 2 B (Story Elements); 3 B (Compare/Contrast); Selected Testing Passages; Desserts | | |
| 3.7 | <ul style="list-style-type: none"> read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading | Selected Appetizers; Main Dish Objectives - Selected Testing Passages; Desserts | | |