

**Florida**  
**Sunshine State Standards**  
**Reading - Grade 3**  
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<b>Benchmark Number</b>	<b>Benchmark • Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
<b>Phonics/Word Analysis</b>				
<b>The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</b>				
L.A.3.1.4.1	<ul style="list-style-type: none"> <li>use knowledge of the pronunciation of root words and other morphemes (prefixes, suffixes, derivational endings) to decode words</li> </ul>	<i>Appetizers</i> p. 8, 11, 13, 18, 20, 37; <i>Appetizers Too</i> p. 12, 14, 17, 21, 36, 40, 44, 58, 59; <i>Main Dish</i> L.A.3.1.4.1 (Context Clues); <i>Desserts</i>		
L.A.3.1.4.2	<ul style="list-style-type: none"> <li>use knowledge of the pronunciation of complex word families to decode words in these families</li> </ul>	<i>Appetizers</i> p. 13, 69, 73; <i>Appetizers</i> p. 27, 71, 72; <i>Main Dish</i> L.A.3.1.4.2 (Context Clues); <i>Desserts</i>		
L.A.3.1.4.3	<ul style="list-style-type: none"> <li>decode multi-syllabic words in isolation and in context</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.3.1.4.4	<ul style="list-style-type: none"> <li>use self-correction when subsequent reading indicates an earlier misreading</li> </ul>	Teacher observations using <i>Appetizers</i> , <i>Main Dish</i> , <i>Desserts</i> , which includes different genres		
<b>Fluency</b>				
<b>The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.</b>				
L.A.3.1.5.1	<ul style="list-style-type: none"> <li>apply letter-sound knowledge to decode unknown words quickly and accurately in context</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues); <i>Desserts</i>		
L.A.3.1.5.2	<ul style="list-style-type: none"> <li>adjust reading rate based on purpose, text difficulty, form and style</li> </ul>	Teacher observations using <i>Appetizers</i> , <i>Main Dish</i> , <i>Desserts</i> , which includes different genres; <i>Main Dish</i> L.A.3.1.5.2 (Literary Forms and Genres - New <i>Main Dish</i> objective in progress to be completed August of 2007. See samples of this objective in grade 1 and grade 4.)		

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<b>Vocabulary Development</b>				
<b>The student uses multiple strategies to develop grade appropriate vocabulary.</b>				
L.A.3.1.6.1	<ul style="list-style-type: none"> <li>use new vocabulary that is introduced and taught directly</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.3.1.6.2	<ul style="list-style-type: none"> <li>listen to, read, and discuss familiar and conceptually challenging text</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.3.1.6.3	<ul style="list-style-type: none"> <li>use context clues to determine meanings of unfamiliar words</li> </ul>	<i>Appetizers</i> p. 1, 2, 5, 6, 7, 24, 26, 28, 35, 47, 48, 58; <i>Appetizers Too</i> p. 1, 13, 18, 34, 41, 49, 51, 54, 56; <i>Main Dish</i> L.A.3.1.6.3 (Context Clues); <i>Desserts</i>		
L.A.3.1.6.4	<ul style="list-style-type: none"> <li>categorize key vocabulary and identify salient features</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.3.1.6.5	<ul style="list-style-type: none"> <li>relate new vocabulary to familiar words</li> </ul>	<i>Appetizers</i> p. 12, 21, 41, 55; <i>Appetizers Too</i> p. 27, 42, 71; <i>Main Dish</i> L.A.3.1.6.5 (Context Clues); <i>Desserts</i>		
L.A.3.1.6.6	<ul style="list-style-type: none"> <li>identify “shades of meaning” in related words</li> </ul>	<i>Appetizers</i> p. 21, 55, 70; <i>Appetizers Too</i> p. 11, 27, 42; <i>Main Dish</i> L.A.3.1.6.6 (Context Clues); <i>Desserts</i>		
L.A.3.1.6.7	<ul style="list-style-type: none"> <li>use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words</li> </ul>	<i>Appetizers</i> p. 8, 11, 13, 18, 20, 37; <i>Appetizers Too</i> p. 12, 14, 17, 21, 36, 40, 44, 58, 59; <i>Main Dish</i> L.A.3.1.6.7 (Context Clues); <i>Desserts</i>		
L.A.3.1.6.8	<ul style="list-style-type: none"> <li>use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words</li> </ul>	<i>Appetizers</i> p. 3, 12, 23, 27, 41, 61, 62; <i>Appetizers Too</i> p. 11, 27, 37, 44, 45, 63, 64; <i>Main Dish</i> L.A.3.1.6.8 (Context Clues); <i>Desserts</i>		
L.A.3.1.6.9	<ul style="list-style-type: none"> <li>determine the correct meaning of words with multiple meanings in context</li> </ul>	<i>Appetizers</i> p. 9, 10, 19, 23, 39; <i>Appetizers Too</i> p. 5, 26, 31, 36, 38, 46, 47, 50, 53, 57, 62, 64; <i>Main Dish</i> L.A.3.1.6.9 (Context Clues); <i>Desserts</i>		
L.A.3.1.6.10	<ul style="list-style-type: none"> <li>determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools</li> </ul>	<i>Appetizers</i> p. 9, 10, 39; <i>Appetizers Too</i> p. 5, 26, 31, 36, 46, 47, 53, 62; <i>Main Dish</i> L.A.3.1.6.10 (Context Clues)		

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	<b>Reading Comprehension</b>			
	<b>The student uses a variety of strategies to comprehend grade level text.</b>			
L.A.3.1.7.1	<ul style="list-style-type: none"> <li>identify a text's features, use them to make and confirm predictions, and establish a purpose for reading</li> </ul>	<i>Appetizers</i> p. 2, 4, 13, 15, 20, 28, 33, 34, 36, 38, 39, 40, 51, 56, 58, 59; <i>Appetizers Too</i> p. 4, 6, 8, 12, 18, 20, 22, 29, 30, 35, 36, 40, 41, 42, 43, 50, 55; <i>Main Dish</i> L.A.3.1.7.1 (Author's Purpose); (Make Predictions); <i>Desserts</i>		
L.A.3.1.7.2	<ul style="list-style-type: none"> <li>identify the author's purpose in text and how an author's perspective influences text</li> </ul>	<i>Appetizers</i> p. 17, 28, 31, 32, 33, 34, 38, 39, 40, 51, 53, 54, 56, 57, 58, 59; <i>Appetizers Too</i> p. 1, 4, 6, 8, 11, 13, 15, 18, 19, 20, 22, 27, 29, 35, 39, 40, 43, 49, 50, 53, 55, 61, 62; <i>Main Dish</i> L.A.3.1.7.2 (Author's Purpose); (Fact/Opinion); (Persuasive Devices); <i>Novel Dish Series</i> <u>How to Eat Fried Worms</u> ; <u>Mr. Popper's Penguins</u> ; <i>Desserts</i>		
L.A.3.1.7.3	<ul style="list-style-type: none"> <li>determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events</li> </ul>	<i>Appetizers</i> p. 6, 8, 10, 11, 12, 14, 17, 19, 20, 21, 22, 23, 24, 27, 28, 29, 39, 44, 46, 47, 51, 55, 56; <i>Appetizers Too</i> p. 1, 2, 3, 4, 9, 10, 12, 17, 21, 22, 23, 24, 25, 26, 30, 31, 39, 41, 45, 52, 57, 58, 61; <i>Main Dish</i> L.A.3.1.7.3 (Written Directions); (Stated Main Idea); (Facts/Details); (Sequential Order); <i>Novel Dish Series</i> <u>How to Eat Fried Worms</u> ; <u>Mr. Popper's Penguins</u> ; <i>Desserts</i>		
L.A.3.1.7.4	<ul style="list-style-type: none"> <li>identify cause-and-effect relationships in text</li> </ul>	<i>Appetizers</i> p. 1, 2, 3, 5, 8, 10, 12, 48; <i>Appetizers Too</i> p. 5, 23, 37, 45, 51, 52, 60; <i>Main Dish</i> L.A.3.1.7.4 (Cause/Effect); <i>Desserts</i>		
L.A.3.1.7.5	<ul style="list-style-type: none"> <li>identify the text structure an author uses and explain how it impacts meaning in text</li> </ul>	<i>Appetizers</i> p. 22, 44, 45, 46, 50, 52, 55, 56, 70, 75, 76, 77; <i>Appetizers Too</i> p. 6, 9, 16, 25, 30, 32, 33, 59, 60, 71, 73; <i>Main Dish</i> L.A.3.1.7.5 (Sequential Order); (Cause/Effect); (Compare/Contrast); <i>Novel Dish Series</i> <u>Charlotte's Web</u> ; <u>How to Eat Fried Worms</u> ; <i>Desserts</i>		

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L.A.3.1.7.6	<ul style="list-style-type: none"> <li>identify themes or topics across a variety of fiction and non-fiction selections</li> </ul>	Main Dish L.A.3.1.7.6 (Author's Purpose)		
L.A.3.1.7.7	<ul style="list-style-type: none"> <li>compare and contrast topics, settings, characters, and problems in two texts</li> </ul>	Appetizers p. 69, 72, 74 Appetizers Too p. 68, 70, 74; Main Dish L.A.3.1.7.7 (Compare/Contrast); Desserts		
L.A.3.1.7.8	<ul style="list-style-type: none"> <li>use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources</li> </ul>	Appetizers p. 2, 4, 9, 13, 15, 16, 19, 20, 25, 29, 30, 32, 34, 36, 37, 38, 42, 43, 45, 49, 50, 52, 54; Appetizers Too p. 2, 3, 7, 10, 11, 12, 13, 18, 19, 22, 24, 25, 28, 29, 30, 33, 34, 35, 36, 41, 42, 43, 47, 48, 53, 54, 55, 56; Main Dish L.A.3.1.7.8 (Make Predictions); (Draw Conclusions); (Summarization); Desserts		
	<b>Fiction</b>			
	<b>The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.</b>			
L.A.3.2.1.1	<ul style="list-style-type: none"> <li>understand the distinguishing features among the common forms of literature</li> </ul>	Appetizers p. 15, 64, 65; Appetizers Too p. 7, 66, 72; Main Dish L.A.3.2.1.1 (Literary Forms and Genres - New Main Dish objective in progress to be completed August of 2007. See samples of this objective in grade 1 and grade 4.)		
L.A.3.2.1.2	<ul style="list-style-type: none"> <li>identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction</li> </ul>	Appetizers p. 3, 4, 5, 7, 11, 18, 26, 30, 35, 36, 38, 41, 49, 53, 60; Appetizers Too p. 7, 8, 14, 16, 17, 21, 28, 31, 32, 38, 40, 44, 46, 48, 58, 60; Main Dish L.A.3.2.1.2 (Story Elements); (Characterization); Novel Dish Series <u>Charlotte's Web</u>		
L.A.3.2.1.3	<ul style="list-style-type: none"> <li>identify and explain how language choice helps to develop mood and meaning in poetry (sensory and concrete words as well as figurative language)</li> </ul>	Appetizers p. 63, 71, 77; Appetizers Too p. 37, 43, 65; Main Dish L.A.3.2.1.3 (Context Clues)		
L.A.3.2.1.4	<ul style="list-style-type: none"> <li>identify an author's theme, and use details from the text to explain how the author developed that theme</li> </ul>	Appetizers p. 38, 40, 51, 59; Appetizers Too p. 8, 18, 40, 50, 55; Main Dish L.A.3.2.1.4 (Author's Purpose); Desserts		

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L.A.3.2.1.5	<ul style="list-style-type: none"> <li>identify and explain an author's use of descriptive, idiomatic, and figurative language and examine how it is used to describe people, feelings, and objects</li> </ul>	<i>Appetizers</i> p. 27, 36, 73; <i>Appetizers Too</i> p. 7, 8, 21, 28, 31, 38; Main Dish L.A.3.2.1.5 (Characterization); Novel Dish Series <u>Charlotte's Web</u> ; Desserts		
L.A.3.2.1.6	<ul style="list-style-type: none"> <li>write a book report or review that identifies the main idea, character(s), setting, sequence of events, and problem/ solution</li> </ul>	<i>Appetizers</i> p. 69; <i>Appetizers Too</i> p. 7; Main Dish L.A.3.2.1.6 (Characterization); Novel Dish Series <u>Charlotte's Web</u> ; Desserts		
L.A.3.2.1.7	<ul style="list-style-type: none"> <li>respond to, discuss, and reflect on various literary selections connecting text to self, text to world, text to text</li> </ul>	<i>Appetizers</i> p. 66, 67, 68; <i>Appetizers Too</i> p. 68, 69, 70; Main Dish L.A.3.2.1.7 (Graphic Organizers); (Compare/Contrast)		
L.A.3.2.1.8	<ul style="list-style-type: none"> <li>select a balance of age- and ability-appropriate fiction materials to read, based on interest and teacher recommendations, to continue building a core foundation of knowledge</li> </ul>	See excerpts and required reading in objectives including <u>The Dog Who Had Kittens</u> ; <u>Little Polar Bear</u> ; <u>The Legend of the Bluebonnets</u> ; <u>Gooney Bird Greene</u> ; <u>Freckle Juice</u> ; <u>A Quiet Place</u> ; <u>June 29, 1999</u>		
<b>Non-Fiction</b>				
<b>The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.</b>				
L.A.3.2.2.1	<ul style="list-style-type: none"> <li>identify and explain the purpose of text features</li> </ul>	<i>Appetizers</i> p. 18, 57, 71; <i>Appetizers Too</i> p. 20, 30, 50; Main Dish L.A.3.2.2.1 (Graphic Organizers); (Literary Forms and Genres - New Main Dish objective in progress to be completed August of 2007. See samples of this objective in grade 1 and grade 4.); Desserts		
L.A.3.2.2.2	<ul style="list-style-type: none"> <li>use information from the text to answer questions related to explicitly stated main ideas or relevant details</li> </ul>	<i>Appetizers</i> p. 14, 17, 19, 21, 22, 24, 28, 29, 44, 46, 47; <i>Appetizers Too</i> p. 1, 10, 12, 17, 24, 31, 39, 45, 57, 58, 61; Main Dish L.A.3.2.2.2 (Stated Main Idea); (Facts/Details); Desserts		

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L.A.3.2.2.3	<ul style="list-style-type: none"> <li>organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing</li> </ul>	<i>Appetizers</i> p. 16, 18, 31, 40, 43, 57; <i>Appetizers Too</i> p. 38, 72, 73; <b>Main Dish L.A.3.2.2.3 (Graphic Organizers); Desserts</b>		
L.A.3.2.2.4	<ul style="list-style-type: none"> <li>identify the characteristics of a variety of types of texts</li> </ul>	<i>Appetizers</i> p. 15, 22, 44, 46, 50, 52, 64, 65; <i>Appetizers Too</i> p. 6, 25, 33, 57, 59, 66, 67, 69; <b>Main Dish L.A.3.2.2.4 (Compare/Contrast); (Literary Forms and Genres - New Main Dish objective in progress to be completed August of 2007. See samples of this objective in grade 1 and grade 4.); Desserts</b>		
L.A.3.2.2.5	<ul style="list-style-type: none"> <li>select a balance of age- and ability-appropriate non-fiction materials to read based on interest and teacher recommendations, to continue building a core foundation of knowledge</li> </ul>	<b>See excerpts in objectives including 50 Simple Things KIDS can do to RECYCLE; See book list, pages xvii-xviii</b>		