

**Maryland**  
**Learning Outcomes**  
**Reading - Grade 3**  
**Correlations with Gourmet Curriculum Press, Inc.®**  
**1.800.900.2290**

<b>Benchmark Number</b>	<b>Benchmark • Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
	<p><b>READING (1.0): ENGLISH LANGUAGE ARTS</b></p> <p>Students examine, construct and extend the meaning of a variety of self-selected and assigned texts (traditional and electronic) by applying a range of reading strategies and analytic techniques.</p> <p>Reading is an interactive, recursive process in which students examine, construct, and extend meaning from life, language, print and non-print experiences. Students read for literary experiences, to gain information, to perform tasks, and for enjoyment. Beginning readers develop phonemic awareness, letter-knowledge, phonics, word recognition, and story comprehension. Proficient readers construct, extend, and examine their initial understanding when reading a variety of texts. They develop self-monitoring and self-correcting strategies to comprehend, evaluate, and respond to what they read. As students develop as readers, the texts that they read increase in complexity, as does the degree of fluency and independence with which they are expected to read.</p> <p>By the end of Grade 3, students know and are able to:</p>			
<b>1.3.1</b>	<b>Concepts of Print and Structural Features of Text</b>			
<b>1</b>	<ul style="list-style-type: none"> <li>follow words from left to right and top to bottom</li> </ul>	<b>All Appetizers; All Main Dish Objectives; Desserts</b>		
<b>2</b>	<ul style="list-style-type: none"> <li>identify the front and back covers and title pages of a book</li> </ul>	<b>Library Skills</b>		
<b>3</b>	<ul style="list-style-type: none"> <li>differentiate letters from words</li> </ul>	<b>N/A</b>		
<b>4</b>	<ul style="list-style-type: none"> <li>match oral words to printed words</li> </ul>	<b>N/A</b>		
<b>5</b>	<ul style="list-style-type: none"> <li>recognize that printed materials provide information</li> </ul>	<b>Appetizers - All objectives; Testing Passages - All objectives</b>		
<b>6</b>	<ul style="list-style-type: none"> <li>recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text</li> </ul>	<b>Appetizers 3 A; Main Dish Objective 3 A (Graphic Organizers); Desserts</b>		
<b>7</b>	<ul style="list-style-type: none"> <li>evaluate common text features</li> </ul>	<b>Library Skills</b>		

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<b>1.3.5</b>	<b>Comprehension and Interpretation of Informational Text*</b>			
<b>1</b>	• <i>state a purpose for reading</i>	<b>Appetizers 3 C; Main Dish Objective 3 C (Author's Purpose); Desserts</b>		
<b>2</b>	• <i>follow simple written instructions and describe the importance of specific steps in a set of directions</i>	<b>Appetizers 1 E &amp; F; Main Dish Objectives 1 E (Written Directions); 1 F (Sequential Order); Desserts</b>		
<b>3</b>	• <i>relate prior knowledge and experience to literal and inferential information found in text</i>	<b>Appetizers 1 H; 2 A; 4 A &amp; B; Main Dish Objectives 1 H (Main Idea); 2 A (Characterization); 4 A (Cause/Effect); 4 B (Make Predictions); Desserts</b>		
<b>4</b>	• <i>know and use different focusing, monitoring and assessing reading strategies (e.g., finding information to support particular ideas) to comprehend text</i>	<b>Appetizers 1 G &amp; H; 2 A; 3 A; 4 C; Main Dish Objectives 1 G (Facts/Details); 1 H (Main Idea); 2 A (Characterization); 3 A (Graphic Organizers); 4 C (Draw Conclusions); Desserts</b>		
<b>5</b>	• <i>ask clarifying questions concerning essential textual elements of exposition (e.g., why, how) and demonstrate comprehension by pinpointing answers in text</i>	<b>Appetizers 1 G; Main Dish Objective 1 G (Facts/Details); Novel Dish Series Comprehension Questions</b>		
<b>6</b>	• <i>summarize the text</i>	<b>Appetizers 1 I; Main Dish Objective 1 I (Summarization); Desserts</b>		
<b>7</b>	• <i>determine author's purpose</i>	<b>Appetizers 3 C; Main Dish Objective 3 C (Author's Purpose); Desserts</b>		
<b>8</b>	• <i>extract appropriate and significant information from text, including problems and solutions, major points</i>	<b>Appetizers 1 H &amp; I; 2 B; 4 A; Main Dish Objectives 1 H (Main Idea); 1 I (Summarization); 2 B (Story Elements); 4 A (Cause/Effect); Desserts</b>		

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9	• <i>distinguish between cause and effect, and fact and opinion</i>	Appetizers 4 A; 4 D; Main Dish Objectives 4 A (Cause/Effect); 4 D (Fact/Opinion); Desserts		
10	• <i>interpret information from diagrams, charts, and graphs</i>	Appetizers 3 A; Main Dish Objective 3 A (Graphic Organizers); Desserts		
11	• <i>reorganize information from the text into different forms (charts, drawings, or graphic organizers)</i>	Appetizers 3 A; Main Dish Objective 3 A (Graphic Organizers); Desserts		
12	• <i>compare and contrast information in different texts</i>	Appetizers 3 B; Main Dish Objective 3 B (Compare/Contrast); Desserts		
13	• <i>compare and contrast information in text with prior knowledge</i>	Appetizers 3 B; Main Dish Objective 3 B (Compare/Contrast); Desserts		
14	• <i>restate information from the text</i>	Appetizers 1 H & I; Main Dish Objectives 1 H (Main Idea); 1 I (Summarization); Desserts		
<b>1.3.6</b>	<b>Evaluation of Informational Text*</b>			
1	• <i>explain the connections between illustrations and text and how they support the text</i>	Appetizers 3 B; Main Dish Objective 3 B (Compare/Contrast); Desserts		
2	• <i>evaluate directions for clarity and identify additional information needed to perform the task</i>	Appetizers 1 E & F; Main Dish Objectives 1 E (Written Directions); 1 F (Sequential Order); Desserts		
3	• <i>evaluate common text features</i>	Appetizers 1 F; 2 B; Main Dish Objectives 1 F (Sequential Order); 2 B (Story Elements); Desserts		

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<b>1.3.7</b>	<b>Reading Fluency</b>			
<b>1</b>	<ul style="list-style-type: none"> <li><i>read story passages silently and aloud with fluency and accuracy</i></li> <li><i>aloud with appropriate intonation and expression</i></li> </ul>	<b>All Appetizers; All Main Dish Objectives Testing Passages; Desserts</b>		
<b>1.3.8</b>	<b>Independent Reading</b>			
<b>1</b>	<ul style="list-style-type: none"> <li><i>self-select and read at least 25 grade-level appropriate books annually for independent reading for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment)</i></li> </ul>			

\*1.3.1, 1.3.2, and 1.3.3 are foundational and should be addressed and achieved well before the end of grade 3.