

**Mississippi
Curricular Standards
Reading - Grade 3
Correlations with Gourmet Curriculum Press, Inc.®
1.800.900.2290**

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
1	Interact with others for various purposes in classroom and school communities based on first-hand experiences using reading, writing, listening, speaking, and viewing. (R, W, S, L, V)			
a	<ul style="list-style-type: none"> Describe events, ideas, and personal stories with accurate details and meaningful sequence. 	Appetizers 1 F & G; Main Dish Objectives 1 F (Sequential Order); 1 G (Facts/Details); Desserts		
b	<ul style="list-style-type: none"> Recognize that all language serves a communicative function and is appropriate for expressing needs, wants, and feelings. 	Appetizers 2 A; Main Dish Objective 2 A (Characterization); Desserts		
c	<ul style="list-style-type: none"> Listen to determine the main idea and speaker's purpose and to recall details. 	Appetizers 1 G & H; 3 C; Main Dish Objectives 1 G (Facts/Details); 1 H (Main Idea); 3 C (Author's Purpose); Desserts		
2	Use an appropriate writing process (pre-writing, drafting, revising, editing, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)			
a	<ul style="list-style-type: none"> Participate in pre-writing activities and develop a plan for writing. 	Appetizers 1 H; 3 B; Main Dish Objectives 1 H (Main Idea); 3 B (Compare/Contrast); Desserts - The Great List Caper		
b	<ul style="list-style-type: none"> Organize information and write a first draft according to the type of writing. 	Appetizers 1 H; 3 B; Main Dish Objectives 1 H (Main Idea); 3 B (Compare/Contrast); Desserts - The Great List Caper		
c	<ul style="list-style-type: none"> Revise writing for clarity, more specific vocabulary, information, and appropriate topic sentence and conclusions. 	Appetizers 1 H; 3 B; Main Dish Objectives 1 H (Main Idea); 3 B (Compare/Contrast); Desserts - The Great List Caper		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
d	• Use resources (dictionary, teacher, other books, students) to edit final copies for grammar, capitalization, punctuation, and spelling.	Library Skills		
e	• Publish selected works.			
f	• Write a reaction to or summary of what has been read or heard.	Appetizers 1 I; Main Dish Objective 1 I (Summarization); Desserts		
g	• Write to relate a story, give directions, explain, describe, question, solve a problem, inform, entertain, etc.	Appetizers 1 E & G; 3 C; Main Dish Objectives 1 E (Written Directions); 1 G (Facts/Details); 3 C (Author's Purpose); Desserts		
3	Gather and organize information using a variety of resources and present it through writing, speaking, and various art forms. (R, W, S, L, V)			
a	• Ask relevant and specific questions seeking information and clarification.	Appetizers 1 G; Main Dish Objective 1 G (Facts/Details); Desserts		
b	• Independently use a variety of sources to gather information including printed material (newspaper, magazines, etc.); available technology (audio/visual equipment, computers, telecommunications, CD ROM, etc.); visual media (environmental print, pictures, etc.); and human resources.			
c	• Evaluate and organize information that has been gathered from three or more sources and present it through writing, speaking, and various art forms (drama, art, music, movement, etc.).			
d	• Use table of contents and index to locate information.	Library Skills		
e	• Alphabetize words and names.	Library Skills		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
4	Develop individual skills for working independently and participate cooperatively while engaging in small and large group activities. (R, W, S, L, V)			
a	• <i>Apply critical thinking processes to analyze and interpret information, make decisions, problem solve, and reflect individually and in groups.</i>	Interactive discussion throughout Appetizers		
b	• <i>Participate in response groups as a leader/supporter and speaker/listener.</i>	Interactive discussion throughout Appetizers		
5	Assess through self-evaluation and group conferences the quality of work in progress and work completed. (R, W, S, L, V)			
a	• <i>Reflect on and revise personal work in progress.</i>	All Main Dish Objectives - Lesson 3 - Cooperative Learning Activities		
b	• <i>Discuss with others the quality of individual and group work in relation to specific criteria (rubrics, checklists, rating scales, group-defined characteristics, etc.).</i>	All Main Dish Objectives - Lesson 3 - Cooperative Learning Activities		
6	Read and listen to works of literature representing various cultures and historical periods. (R, L, V)			
a	• <i>Read, listen, and respond to selected literature from diverse cultures and historical periods.</i>	Interactive discussion throughout Appetizers; Novel Dish Series		
b	• <i>Recognize that different times, places, and customs are reflected in various literary works.</i>	Appetizers 2 B; Main Dish Objective 2 B (Story Elements); Desserts		
7	Experience a variety of literary forms and styles in order to discover the meaning and beauty of language. (R, W, S, L, V)			
a	• <i>Recognize characteristics of quality literature such as rhyme, rhythm, repetition, and figurative language, and incorporate them into oral and written forms.</i>	Main Dish Objectives - Test 1 - Poetry Selections		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
b	<ul style="list-style-type: none"> Identify significant information in text and analyze ways in which it contributes to meaning. 	Appetizers 1 G & I; Main Dish Objectives 1 G (Facts/Details); 1 I (Summarization); Desserts		
c	<ul style="list-style-type: none"> Use prefixes and suffixes to modify the meaning of root words as found in context. 	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Desserts		
d	<ul style="list-style-type: none"> Express language that has been read through performance of the arts such as poetry, drama, dance, etc. 	Main Dish Objectives - Test 1 - Poetry Selections		
e	<ul style="list-style-type: none"> Use a dictionary to find or confirm the meaning of a word. 	Appetizers 1 D; Main Dish Objective 1 D (Vocabulary); Desserts; Library Skills		
8	Develop an ability to read with increasing fluency and understanding by writing and by using a variety of other reading strategies. (R, W, S, L, V)			
a	<ul style="list-style-type: none"> Use expansive vocabulary of known words when reading and writing passages of increasing length and variety. 	Novel Dish Series		
b	<ul style="list-style-type: none"> Transfer knowledge of language patterns, meaning, and personal experience to write and to read with increasing fluency. 	Interactive discussion throughout Appetizers		
c	<ul style="list-style-type: none"> Predict meaning using a variety of context clues, sentence structures, and some picture clues. 	Appetizers 1 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary); Desserts		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
d	• <i>Read for information, communication, entertainment, and to perform a task.</i>	Appetizers 3 C; Main Dish Objective 3 C (Author's Purpose); Desserts		
e	• <i>Choose a variety of books gradually increasing in difficulty.</i>	Novel Dish Series		
f	• <i>Sustain reading interest over a gradually increased length of time.</i>	Novel Dish Series		
g	• <i>Demonstrate a variety of strategies for attacking unfamiliar words in context.</i>	Appetizers 1 A, B, C, & D; Main Dish Objectives 1 A, B, C, & D (Vocabulary); Desserts		
9	Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V)			
a	• <i>Organize and record information before reading for set purposes.</i>			
b	• <i>Use comprehension skills to make, confirm, or discount complex predictions.</i>	Appetizers 4 B; Main Dish Objectives 4 B (Make Predictions); Desserts		
c	• <i>Generate questions when participating in language experiences to develop understanding and make response to written materials.</i>	Appetizers 1 G; 4 B; Main Dish Objectives 1 G (Facts/Details); 4 B (Make Predictions); Desserts		
d	• <i>Recognize elements of a story such as plot, character, character motivation, sequence, setting, and incorporate them into oral and written forms.</i>	Appetizers 1 F; 2 A & B; Main Dish Objectives 1 F (Sequential Order); 2 A (Characterization); 2 B (Story Elements); Desserts		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
e	• <i>Recall the main idea and details of what has been read.</i>	Appetizers 1 G & H; Main Dish Objective 1 G (Facts/Details); 1 H (Main Idea); Desserts		
f	• <i>Identify a cause and effect relationship in a written passage.</i>	Appetizers 4 A; Main Dish Objective 4 A (Cause/Effect); Desserts		
g	• <i>Draw a conclusion from material read.</i>	Appetizers 4 C; Main Dish Objective 4 C (Draw Conclusions); Desserts		
10	Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, and standard English in the context of writing and speaking. (R, W, S, L, V)			
a	• <i>Demonstrate knowledge of grammar usage including but not limited to nouns, verbs, pronouns, adjectives, subject-verb agreement, noun plurals, punctuation, and capitalization.</i>	N/A		
b	• <i>Use appropriate language structure in a variety of contexts.</i>	N/A		
c	• <i>Continue to perfect legibility and style of manuscript handwriting.</i>	N/A		
d	• <i>Begin to use cursive handwriting at the emergent level.</i>	N/A		
e	• <i>Move from reliance on invented spelling to predominant use of correct spelling in final drafts.</i>	N/A		

<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
11	Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language, as appropriate. (R, W, S, L, V)			
a	• <i>Exhibit use of expanding vocabulary, which includes references to an expanding knowledge of the world.</i>	Appetizers 1 C; Main Dish Objective 1 C (Vocabulary); Desserts		
b	• <i>Begin to recognize accuracy, effectiveness, validity, bias, and author's purpose in print and non-print material.</i>	Appetizers 3 C; Main Dish Objective 3 C (Author's Purpose); Desserts		

Reading (R)
Writing (W)
Speaking (S)
Listening (L)
Viewing (V)