

*New Jersey  
Curricular Standards  
Reading - Grade 3  
Correlations with Gourmet Curriculum Press, Inc.®  
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<b>Benchmark Number</b>	<b>Benchmark • Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
<b>A</b>	<b>Concepts About Print/Text</b>			
1	<ul style="list-style-type: none"> <li>Recognize that printed materials provide specific information.</li> </ul>	Appetizers 1 H; Main Dish Objective 1 H (Main Idea); Desserts		
2	<ul style="list-style-type: none"> <li>Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.</li> </ul>			
3	<ul style="list-style-type: none"> <li>Use a glossary or index to locate information in a text.</li> </ul>	Library Skills		
<b>B</b>	<b>Phonological Awareness</b>			
1	<ul style="list-style-type: none"> <li>Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs).</li> </ul>	N/A		
<b>C</b>	<b>Decoding and Word Recognition</b>			
1	<ul style="list-style-type: none"> <li>Know sounds for a range of prefixes and suffixes (e.g., re-, ex-, -ment, -tion).</li> </ul>	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Desserts		
2	<ul style="list-style-type: none"> <li>Use letter-sound knowledge and structural analysis to decode words.</li> </ul>	Appetizers 1 B; Main Dish Objective 1 B (Vocabulary); Desserts		
3	<ul style="list-style-type: none"> <li>Use context to accurately read words with more than one punctuation.</li> </ul>	Appetizers 1 B & D; Main Dish Objectives 1 B & D (Vocabulary); Desserts		
<b>D</b>	<b>Fluency</b>			
1	<ul style="list-style-type: none"> <li>Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud.</li> </ul>	Appetizers 1 C; Main Dish Objective 1 C (Vocabulary); Desserts		

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2	• Read longer text and chapter books independently and silently.	All Appetizers; All Main Dish Objective Testing Passages; Novel Dish Series		
3	• Read aloud with proper phrasing, inflection, and intonation.	All Appetizers; All Main Dish Objective Testing Passages; Novel Dish Series		
<b>E</b>	<b>Reading Strategies (before, during, after reading)</b>			
1	• Set purpose for reading and check to verify or change predictions during/after reading.	Appetizers 4 B; Main Dish Objective 4 B (Make Predictions); Desserts		
2	• Monitor comprehension and accuracy while reading in context and self-correct errors.	Appetizers 1 G; Main Dish Objective 1 G (Facts/Details); Desserts		
3	• Use pictures and context clues to assist with decoding of new words.	Appetizers 1 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary); Desserts		
4	• Develop and use graphic organizers to build on experiences and extend learning.	Appetizers 3 A; Main Dish Objective 3 A (Graphic Organizers); Desserts		
<b>F</b>	<b>Vocabulary and Concept Development</b>			
1	• Spell previously studied words and spelling patterns accurately.	N/A		
2	• Point to or clearly identify specific words or wording that are causing comprehension difficulties.	N/A		
3	• Infer word meanings from taught roots, prefixes, and suffixes.	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Desserts		
4	• Use a grade-appropriate dictionary with assistance from teacher.	Library Skills		
5	• Use pictures and context clues to assist with meaning of new words.	Appetizers 1 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary); Desserts		

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<b>G</b>	<b>Comprehension Skills and Response to Text</b>			
<b>1</b>	• <i>Recognize purpose of the text.</i>	<b>Appetizers 3 C; Main Dish Objective 3 C (Author's Purpose); Desserts</b>		
<b>2</b>	• <i>Distinguish cause/effect, fact/opinion, main idea/supporting details in interpreting texts.</i>	<b>Appetizers 1 G &amp; H; 4 A &amp; D; Main Dish Objectives 1 G (Facts/Details); 1 H (Main Idea); 4 A (Cause/Effect); 4 D (Fact/Opinion); Desserts</b>		
<b>3</b>	• <i>Interpret information in graphs, charts, and diagrams.</i>	<b>Appetizers 3 A; Main Dish Objective 3 A (Graphic Organizers); Desserts</b>		
<b>4</b>	• <i>Ask how, why, and what-if questions in interpreting nonfiction texts.</i>	<b>Appetizers 1 G; Main Dish Objective 1 G (Facts/Details); Desserts</b>		
<b>5</b>	• <i>Recognize how authors use humor, sarcasm, and imagery to extend meaning.</i>	<b>Appetizers 1 D; 3 C; Main Dish Objective 1 D (Figurative Language); 3 C (Author's Purpose); Desserts</b>		
<b>6</b>	• <i>Discuss underlying theme or message in interpreting fiction.</i>	<b>Appetizers 1 H; Main Dish Objective 1 H (Main Idea); Desserts</b>		
<b>7</b>	• <i>Summarize major points from fiction and nonfiction texts.</i>	<b>Appetizers 1 I; Main Dish Objective 1 I (Summarization); Desserts</b>		
<b>8</b>	• <i>Draw conclusions and inferences from texts.</i>	<b>Appetizers 4 C; Main Dish Objective 4 C (Draw Conclusions); Desserts</b>		
<b>9</b>	• <i>Recognize first-person "I" point of view.</i>	<b>Selected Testing Passages</b>		

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10	• <i>Compare and contrast story plots, characters, settings, and themes.</i>	<b>Appetizers 3 B; Main Dish Objective 3 B (Compare/Contrast); Desserts</b>		
11	• <i>Participate in creative responses to texts (e.g., dramatizations, oral presentations).</i>	<b>Selected Activities throughout Main Dish Objectives</b>		
12	• <i>Read regularly in materials appropriate for their independent reading level.</i>	<b>Novel Dish Series</b>		
<b>H</b>	<b>Inquiry and Research</b>			
1	• <i>Use library classification systems, print or electronic, to locate information.</i>	<b>Library Skills</b>		
2	• <i>Draw conclusions from information and data gathered.</i>	<b>Appetizers 4 C; Main Dish Objective 4 C (Draw Conclusions); Desserts</b>		
3	• <i>Read a variety of nonfiction and fiction books and produce evidence of understanding.</i>			