

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

Students in third grade apply the foundational skills learned earlier automatically and flexibly to decode and comprehend fiction, nonfiction, poetry and drama. They use critical thinking skills which they apply strategically across the disciplines to comprehend and clarify information and ideas. They compose fiction, nonfiction, poetry, and drama for a variety of purposes and audiences. Third graders become increasingly independent and flexible in their use of communication skills and strategies. The learner will:

- Read with fluency and comprehension fiction, nonfiction, poetry, and drama.
- Apply strategies flexibly and strategically for recognizing words, learning new words, and constructing meaning from text(s).
- Expand vocabulary through wide reading, word study, and discussion.
- Write for a variety of audiences and purposes using appropriate formats.
- Use active listening and effective oral communication.
- Use media, a variety of information sources, and technological resources as tools for learning.
- Apply grammar and language conventions to access and communicate information and ideas.
- Reflect upon and make connections among language, texts, and personal experience.
- Apply comprehension strategies and skills to a wide variety of genres.

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
	Goal 1: The learner will apply enabling strategies and skills to read and write.			
1.01	• <i>apply phonics and structural analysis to decode words suffixes, prefixes, less common vowel patterns, syllable</i>	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Desserts		
1.02	• <i>apply meanings of common prefixes and suffixes to decode words in text to assist</i>	Appetizers 1 A; Main Dish Objective 1 A (Vocabulary); Desserts		

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1.03	<ul style="list-style-type: none"> integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently 	Appetizers 1 B & C; Main Dish Objectives 1 B & C (Vocabulary); Desserts		
1.04	<ul style="list-style-type: none"> increase sight vocabulary, reading vocabulary, and writing vocabulary 	All Appetizers		
1.05	<ul style="list-style-type: none"> use word reference materials (e.g., dictionary, glossary to confirm decoding skill, verify spelling, and extend meanings of words 	Appetizers 1 D; Main Dish Objective 1 D (Vocabulary); Library Skills - Side Dish		
1.06	<ul style="list-style-type: none"> read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> increase fluency; build background knowledge; extend vocabulary 	All Appetizers; Novel Dish Series		
Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.				
2.01	<ul style="list-style-type: none"> use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retells) 	Interactive discussions through the use of Appetizers; Novel Dish Series Selections		
2.02	<ul style="list-style-type: none"> interact with the text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none"> setting a purpose; previewing the text; making predictions; asking questions; locating information for specific purposes; making connections; using story structure and text organization to comprehend 	All Appetizers; Main Dish Objectives 1 G (Facts/Details); 1 H (Main Idea); 4 B (Make Predictions); Brainstorming Activities in all Objectives; Desserts		

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2.03	<ul style="list-style-type: none"> • <i>read a variety of texts, including: fiction, nonfiction, poetry, and drama</i> 	Appetizers; Testing Passages, Novel Dish Series		
2.04	<ul style="list-style-type: none"> • <i>identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:</i> <ul style="list-style-type: none"> - <i>author's purpose;</i> - <i>plot, conflict, resolution;</i> - <i>sequence;</i> - <i>lesson and/or message;</i> - <i>main idea and supporting details;</i> - <i>cause and effect;</i> - <i>fact and opinion;</i> - <i>point of view;</i> - <i>author's use of figurative language</i> 	Appetizers 1 D, F, G & H, 2 A & B, 3 C, 4 A & D; Main Dish Objectives 1 D (Figurative Language); 1 F (Sequential Order); 1 G (Facts/Details); 1 H (Main Idea); 2 A (Characterization); 2 B (Story Elements); 3 C (Author's Purpose); 4 A (Cause/Effect); 4 D (Fact/Opinion); Desserts		
2.05	<ul style="list-style-type: none"> • <i>draw conclusions, make generalizations, and gather support by referencing the text</i> 	Appetizers 4 C; Main Dish Objective 4 C (Draw Conclusions); Interactive discussions through the use of Appetizers		
2.06	<ul style="list-style-type: none"> • <i>summarize main idea(s) from written or spoken texts using succinct language</i> 	Appetizers 1 I; Main Dish Objective 1 I (Summarization)		
2.07	<ul style="list-style-type: none"> • <i>explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions)</i> 	Interactive discussions through the use of Appetizers		
2.08	<ul style="list-style-type: none"> • <i>listen actively by:</i> <ul style="list-style-type: none"> - <i>asking questions to clarify the message;</i> - <i>asking questions to gain additional information and ideas</i> 	Interactive discussions through the use of Appetizers		

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	Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.			
3.01	<ul style="list-style-type: none"> respond to fiction, nonfiction, poetry, and drama using and evaluative processes by: <ul style="list-style-type: none"> considering the differences among genres; relating plot, setting, and characters to own experiences and ideas; considering main character's point of view; participating in creative interpretations; making inferences and drawing conclusions about characters and events; reflecting on learning, gaining new insights, and identifying areas for further study 	Interactive discussions through the use of Appetizers ; Testing Passages; Appetizers 2 A & B; 3 B & C; 4 C; Main Dish Objectives 2 A (Characterization); 2 B (Story Elements); 3 B (Compare/Contrast); 3 C (Author's Purpose); 4 C (Draw Conclusions); Desserts		
3.02	<ul style="list-style-type: none"> identify and discuss similarities and differences in events and characters within and across selections and support them by referencing the text 	Appetizers 3 B; Main Dish Objective 3 B (Compare/Contrast)		
3.03	<ul style="list-style-type: none"> use text and own experiences to verify facts, concepts, and ideas 	Appetizers 1 G; Main Dish Objective 1 G (Facts/Details); Desserts		
3.04	<ul style="list-style-type: none"> make informed judgments about television productions 	Appetizers 4 D & E; Main Dish Objective 4 D (Fact/Opinion); 4 E (Persuasive Devices); Desserts		
3.05	<ul style="list-style-type: none"> compare and contrast printed and visual information (e.g., graphs, charts, and maps) 	Appetizers 3 A & B; Main Dish Objectives 3 A (Graphic Organizers); 3 B (Compare/Contrast)		
3.06	<ul style="list-style-type: none"> conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people libraries, 	Appetizers 1 G; Main Dish Objective 1 G (Facts/Details); Library Skills - Side Dish; Desserts		

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	Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.			
4.01	<ul style="list-style-type: none"> • read aloud grade-appropriate text with fluency, comprehension and expression 	All Appetizers ; Novel Dish Series Selection; Testing Passages (Main Dishes)		
4.02	<ul style="list-style-type: none"> • use oral and written language to: <ul style="list-style-type: none"> - present information in a sequenced, logical manner; - discuss; - sustain conversation on a topic; - share information and ideas; - recount or narrate; - answer open-ended questions; - report information on a topic; - explain own learning 	Interactive discussions through the use of Appetizers ; Testing Passages (Main Dishes) Brainstorming Activities (Main Dishes); Main Dish Objectives 1 F (Sequential Order); 1 G (Facts/Details)		
4.03	<ul style="list-style-type: none"> • share written and oral products in a variety of ways (e.g., author’s chair) book making, publications, discussions, presentations) 	Main Dish All Objectives Lesson 3 Cooperative Learning Activities		
4.04	<ul style="list-style-type: none"> • use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing) 	Appetizers 1 G & H; Main Dish Objectives 1 G (Facts/Details); 1 H (Main Idea); Desserts - The Great List Caper		
4.05	<ul style="list-style-type: none"> • identify (with assistance) the purpose, the audience, and the form for the oral or written task 	Appetizers 3 C; Main Dish Objective 3 C (Author’s Purpose)		
4.06	<ul style="list-style-type: none"> • compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans 	Main Dishes Brainstorming Activities; Main Dish Objectives 1 G (Facts/Details); 1 H (Main Idea); Desserts - The Great List Caper		
4.07	<ul style="list-style-type: none"> • compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narrative learning logs, letters, 	Selected Main Dish Cooperative Learning and Enrichment Activities throughout Objectives		

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4.08	<ul style="list-style-type: none"> • <i>focus reflection and revision (with assistance) on target elements by:</i> <ul style="list-style-type: none"> - <i>clarifying ideas;</i> - <i>adding descriptive words and phrases;</i> - <i>sequencing events and ideas</i> 	Selected Main Dish Cooperative Learning and Enrichment Activities throughout Objectives		