

Texas
TEKS - Texas Essential Knowledge and Skills
Reading - Grade 3
Correlations with Gourmet Learning®
 1.800.900.2290

<i>Benchmark Number</i>	<i>Benchmark • Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
Knowledge and Skills				
1	Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:			
A	<ul style="list-style-type: none"> determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3); 	<i>Appetizers</i> p. 28, 33, 34, 38, 39, 40, 51, 56, 58, 59 <i>Appetizers Too</i> p. 4, 6, 8, 18, 20, 22, 40, 43, 50, 55 <i>Main Dish</i> Author's Purpose		
B	<ul style="list-style-type: none"> respond appropriately and courteously to directions and questions (K-3); 	<i>Appetizers</i> p. 10, 11, 39, 55, 56 <i>Appetizers Too</i> p. 4, 22, 25, 52 <i>Main Dish</i> Complex Directions <i>Novel Dish Series</i> Ben & Me		
C	<ul style="list-style-type: none"> participate in rhymes, songs, conversations, and discussions (K-3); 	Teacher led instruction		
D	<ul style="list-style-type: none"> listen critically to interpret and evaluate (K-3); 	Teacher led instruction		
E	<ul style="list-style-type: none"> listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and 	Teacher led instruction		
F	<ul style="list-style-type: none"> identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3). 	<i>Main Dish</i> Literary Forms & Genres		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
2	Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:			
A	• <i>connect experiences and ideas with those of others through speaking and listening (K-3); and</i>	Teacher led instruction; <i>Main Dish Literary Forms & Genres</i>		
B	• <i>compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).</i>	Teacher led instruction; <i>Main Dish Literary Forms & Genres</i>		
3	Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:			
A	• <i>choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);</i>	<i>Appetizers p. 28, 33, 34, 38, 39, 40, 51, 56, 58, 59</i> <i>Appetizers Too p. 4, 6, 8, 18, 20, 22, 40, 43, 50, 55</i> <i>Main Dish Author's Purpose</i>		
B	• <i>use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);</i>	Teacher led instruction; <i>Main Dish Author's Purpose</i>		
C	• <i>ask and answer relevant questions and make contributions in small or large group discussions (K-3);</i>	<i>Appetizers p. 14, 17, 19, 21, 29, 44, 47</i> <i>Appetizers Too p. 3, 12, 24, 31, 39, 58, 61</i> <i>Main Dish Facts/Details</i>		
D	• <i>present dramatic interpretations of experiences, stories, poems, or plays (K-3); and</i>	Teacher led instruction; <i>Main Dish Literary Forms & Genres</i>		
E	• <i>gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).</i>	Teacher led instruction		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
4	Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:			
A	<ul style="list-style-type: none"> use vocabulary to describe clearly ideas, feelings, and experiences (K-3); 	<i>Appetizers</i> p. 1, 2, 5, 6, 7, 12, 13, 24, 26, 35, 41, 58 <i>Appetizers Too</i> p. 1, 11, 18, 22, 25, 27, 37, 41, 43, 54, 56, 57 <i>Main Dish Context Clues</i> <i>Novel Dish Series Ben & Me; Sarah, Plain and Tall</i>		
B	<ul style="list-style-type: none"> clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3); and 	<i>Appetizers</i> p. 16, 18, 31, 40, 43, 57 <i>Appetizers Too</i> p. 1, 2, 5, 9, 16, 17, 20, 23, 25, 30, 33, 37, 39, 41, 50, 51, 52, 57, 58, 59, 60 <i>Main Dish Graphic Organizers</i>		
C	<ul style="list-style-type: none"> retell a spoken message by summarizing or clarifying (K-3). 	<i>Appetizers</i> p. 9, 16, 19, 29, 52, 54 <i>Appetizers Too</i> p. 10, 13, 24, 33, 47, 48 <i>Main Dish Summarization</i> <i>Novel Dish Series Sarah, Plain and Tall</i>		
5	Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:			
A	<ul style="list-style-type: none"> decode by using all letter-sound correspondences within a word (1-3); 	Teacher led instruction; <i>Main Dish Context Clues</i>		
B	<ul style="list-style-type: none"> blend initial letter-sounds with common vowel spelling patterns to read words (1-3); 	Teacher led instruction; <i>Main Dish Context Clues</i>		
C	<ul style="list-style-type: none"> identify multisyllabic words by using common syllable patterns (1-3) 	Teacher led instruction; <i>Main Dish Context Clues</i>		
D	<ul style="list-style-type: none"> use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3); 	<i>Appetizers</i> p. 8, 11, 18, 20, 28, 37 <i>Appetizers Too</i> p. 12, 14, 17, 21, 36, 40, 44, 51, 58, 59 <i>Main Dish Context Clues</i> <i>Novel Dish Series Sarah, Plain and Tall; Ben & Me</i>		
E	<ul style="list-style-type: none"> use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and 	<i>Appetizers</i> p. 1, 2, 5, 6, 7, 12, 13, 24, 26, 35, 41, 58 <i>Appetizers Too</i> p. 1, 11, 18, 22, 25, 27, 37, 41, 43, 54, 56, 57 <i>Main Dish Context Clues</i> <i>Novel Dish Series Sarah, Plain and Tall; Ben & Me</i>		
F	<ul style="list-style-type: none"> read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3). 	Teacher led instruction; <i>Main Dish Context Clues</i>		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
6	Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:			
A	<ul style="list-style-type: none"> read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3); 	Teacher led instruction; All Main Dish Objectives & Tests		
B	<ul style="list-style-type: none"> read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the “typical” third grader reads 80 wpm) (3); 	Teacher led instruction; All Main Dish Objectives & Tests		
C	<ul style="list-style-type: none"> read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3); 	Teacher led instruction; All Main Dish Objectives & Tests		
D	<ul style="list-style-type: none"> self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and 	Teacher led instruction; All 3rd grade Novel Dish Series		
E	<ul style="list-style-type: none"> read silently for increasing periods of time (2-3). 	Teacher led instruction; All 3rd grade Novel Dish Series		
7	Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:			
A	<ul style="list-style-type: none"> read classic and contemporary works (2-8); 	Teacher led instruction		
B	<ul style="list-style-type: none"> read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and 	Appetizers p. 1, 5, 7, 24, 35, 41 Appetizers Too p. 11, 18, 22, 25, 57 Main Dish Context Clues Novel Dish Series <u>Sarah, Plain and Tall; Ben & Me</u>		
C	<ul style="list-style-type: none"> read to accomplish various purposes, both assigned and self-selected (2-3). 	Appetizers p. 28, 33, 34, 38, 39, 40, 51, 56, 58, 59 Appetizers Too p. 4, 6, 8, 18, 20, 22, 40, 43, 50, 55 Main Dish Author’s Purpose		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
8	Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:			
A	• <i>develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);</i>	Teacher led instruction; All Main Dish Objectives, Tests & 3rd grade Novel Dish Series		
B	• <i>develop vocabulary through reading (2-3);</i>	Teacher led instruction; All Main Dish Objectives, Tests & 3rd grade Novel Dish Series		
C	• <i>use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3); and</i>	Appetizers p. 3, 9, 10, 19, 21, 23, 27, 28, 39, 47, 48, 55 Appetizers Too p. 5, 11, 13, 26, 28, 31, 34, 36, 37, 38, 42, 44, 45, 46, 47, 50, 53, 57, 62 Main Dish Context Clues Novel Dish Series <u>Sarah, Plain and Tall; Ben & Me</u>		
D	• <i>demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).</i>	Appetizers p. 3, 23, 27, 39, 48, 55 Appetizers Too p. 5, 11, 37, 38, 42, 44, 45, 50, 53, 57 Main Dish Context Clues Novel Dish Series <u>Sarah, Plain and Tall; Ben & Me</u>		
9	Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:			
A	• <i>use prior knowledge to anticipate meaning and make sense of texts (K-3);</i>	Main Dish Evaluate & Make Judgments		
B	• <i>establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);</i>	Appetizers p. 28, 33, 34, 38, 39, 40, 51, 56, 58, 59 Appetizers Too p. 4, 6, 8, 18, 20, 22, 40, 43, 50, 55 Main Dish Author's Purpose		
C	• <i>retell or act out the order of important events in stories (K-3);</i>	Appetizers p. 6, 8, 12, 17, 20, 23, 24, 51, 55, 56 Appetizers Too p. 2, 9, 23, 26, 30, 41 Main Dish Sequential Order Novel Dish Series <u>Abel's Island; Mr. Popper's Penguins</u>		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
D	<ul style="list-style-type: none"> monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3); 	Teacher led instruction		
E	<ul style="list-style-type: none"> draw and discuss visual images based on text descriptions (1-3); 	Teacher led instruction <i>Main Dish Facts/Details</i>		
F	<ul style="list-style-type: none"> make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3); 	<i>Appetizers</i> p. 25, 30, 32, 34, 37, 38, 42, 43, 45, 49, 50 <i>Appetizers Too</i> p. 2, 3, 7, 19, 28, 34, 43, 53, 54, 55 <i>Main Dish Draw Conclusions</i> <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 Cause/Effect</i> <i>Novel Dish Series <u>Charlotte's Web; James & the Giant Peach</u></i> <i>Appetizers</i> p. 2, 4, 13, 15, 20, 36 <i>Appetizers Too</i> p. 12, 29, 30, 36, 41, 42 <i>Main Dish Make Predictions</i> <i>Novel Dish Series <u>The Indian in the Cupboard; James & the Giant Peach</u></i>		
G	<ul style="list-style-type: none"> identify similarities and differences across texts such as in topics, characters, and themes (3); 	<i>Appetizers</i> p. 15, 22, 44, 45, 46, 50, 52 <i>Appetizers Too</i> p. 6, 9, 16, 25, 33, 59 <i>Main Dish Compare/Contrast</i>		
H	<ul style="list-style-type: none"> produce summaries of text selections (2-3); 	<i>Appetizers</i> p. 9, 16, 19, 29, 52, 54 <i>Appetizers Too</i> p. 10, 13, 24, 33, 47, 48 <i>Main Dish Summarization</i> <i>Novel Dish Series <u>Sarah, Plain and Tall</u></i>		
I	<ul style="list-style-type: none"> represent text information in different ways, including story maps, graphs, and charts (2-3); 	<i>Appetizers</i> p. 16, 18, 31, 40, 43, 57 <i>Appetizers Too</i> p. 1, 2, 5, 9, 16, 17, 20, 23, 25, 30, 33, 37, 39, 41, 50, 51, 52, 57, 58, 59, 60 <i>Main Dish Graphic Organizers</i>		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
J	<ul style="list-style-type: none"> distinguish fact from opinion in various texts, including news stories and advertisements (3); and 	<i>Appetizers</i> p. 17, 31, 32, 33, 34 <i>Appetizers Too</i> p. 1, 4, 19, 39, 55, 61 <i>Main Dish Fact/Opinion Novel Dish Series</i> <u>Mr. Popper’s Penguins;</u> <u>The Indian in the Cupboard</u> <i>Appetizers</i> p. 53, 54, 57, 59 <i>Appetizers Too</i> p. 6, 11, 13, 15, 19, 27, 29, 39, 62 <i>Main Dish Persuasive Devices Novel Dish Series</i> <u>How to Eat Fried Worms</u>		
K	<ul style="list-style-type: none"> practice different kinds of questions and tasks, including test-like comprehension questions (3). 	<i>Appetizers</i> p. 14, 17, 19, 21, 29, 44, 47 <i>Appetizers Too</i> p. 3, 12, 24, 31, 39, 58, 61 <i>Main Dish Facts/Details</i>		
10	Reading/literary response. The student responds to various texts. The student is expected to:			
A	<ul style="list-style-type: none"> respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3); 	Teacher led instruction; <i>Main Dish Story Elements</i>		
B	<ul style="list-style-type: none"> demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3); 	Teacher led instruction; All Main Dish Objectives		
C	<ul style="list-style-type: none"> support interpretations or conclusions with examples drawn from text (2-3); and 	<i>Appetizers</i> p. 25, 30, 32, 34, 37, 38, 42, 43, 45, 49, 50 <i>Appetizers Too</i> p. 2, 3, 7, 19, 28, 34, 43, 53, 54, 55 <i>Main Dish Draw Conclusions</i>		
D	<ul style="list-style-type: none"> connect ideas and themes across texts (1-3). 	Teacher led instruction; <i>Main Dish Literary Forms & Genres</i>		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
11	Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:			
A	<ul style="list-style-type: none"> distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3); 	Teacher led instruction; <i>Main Dish</i> Literary Forms & Genres		
B	<ul style="list-style-type: none"> distinguish fiction from nonfiction, including fact and fantasy (K-3); 	Teacher led instruction; <i>Main Dish</i> Literary Forms & Genres		
C	<ul style="list-style-type: none"> recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3); 	Teacher led instruction; <i>Main Dish</i> Literary Forms & Genres		
D	<ul style="list-style-type: none"> compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8); 	<i>Appetizers</i> p. 15, 22, 44, 45, 46, 50, 52 <i>Appetizers Too</i> p. 6, 9, 16, 25, 33, 59 <i>Main Dish</i> Compare/Contrast		
E	<ul style="list-style-type: none"> understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5); 	Teacher led instruction; <i>Main Dish</i> Literary Forms & Genres		
F	<ul style="list-style-type: none"> understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7); 	Teacher led instruction; <i>Main Dish</i> Literary Forms & Genres		
G	<ul style="list-style-type: none"> compare communications in different forms, including contrasting a dramatic performance with a print version of the same story (3); 	<i>Appetizers</i> p. 15, 22, 44, 45, 46, 50, 52 <i>Appetizers Too</i> p. 6, 9, 16, 25, 33, 59 <i>Main Dish</i> Compare/Contrast		
H	<ul style="list-style-type: none"> analyze characters, including their traits, feelings, relationships, and changes (1-3); 	<i>Appetizers</i> p. 3, 4, 5, 7, 26, 27, 36, 41 <i>Appetizers Too</i> p. 10, 13, 24, 33, 47, 48 <i>Main Dish</i> Characterization <i>Novel Dish Series</i> <u>Charlotte's Web</u> ; <u>Sarah, Plain and Tall</u>		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
I	<ul style="list-style-type: none"> identify the importance of the setting to a story's meaning (1-3); and 	<i>Appetizers</i> p. 4, 11, 18, 30, 35, 38, 49, 53, 60 <i>Appetizers Too</i> p. 14, 16, 17, 32, 40, 44, 46, 48, 58, 60 <i>Main Dish</i> Story Elements <i>Novel Dish Series</i> <u>Charlotte's Web</u>		
J	<ul style="list-style-type: none"> recognize the story problem(s) or plot (1-3). 	<i>Appetizers</i> p. 4, 11, 18, 30, 35, 38, 49, 53, 60 <i>Appetizers Too</i> p. 14, 16, 17, 32, 40, 44, 46, 48, 58, 60 <i>Main Dish</i> Story Elements <i>Novel Dish Series</i> <u>Charlotte's Web</u>		
12	Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:			
A	<ul style="list-style-type: none"> identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3); 	<i>Appetizers</i> p. 14, 17, 19, 21, 29, 44, 47 <i>Appetizers Too</i> p. 3, 12, 24, 31, 39, 58, 61 <i>Main Dish</i> Facts/Details		
B	<ul style="list-style-type: none"> use alphabetical order to locate information (1-3); 	Teacher led instruction; <i>Main Dish</i> Literary Forms & Genres		
C	<ul style="list-style-type: none"> recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3); 	Teacher led instruction; <i>Main Dish</i> Literary Forms & Genres		
D	<ul style="list-style-type: none"> use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3); 	Teacher led instruction; <i>Main Dish</i> Literary Forms & Genres		
E	<ul style="list-style-type: none"> interpret and use graphic sources of information, including maps, charts, graphs, and diagrams (2-3); 	<i>Appetizers</i> p. 16, 18, 31, 40, 43, 57 <i>Appetizers Too</i> p. 1, 2, 5, 9, 16, 17, 20, 23, 25, 30, 33, 37, 39, 41, 50, 51, 52, 57, 58, 59, 60 <i>Main Dish</i> Graphic Organizers		
F	<ul style="list-style-type: none"> locate and use important areas of the library media center (2-3); 	Teacher led instruction; <i>Main Dish</i> Literary Forms & Genres		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
G	<ul style="list-style-type: none"> organize information in systematic ways, including notes, charts, and labels (3); 	<i>Appetizers</i> p. 16, 18, 31, 40, 43, 57 <i>Appetizers Too</i> p. 1, 2, 5, 9, 16, 17, 20, 23, 25, 30, 33, 37, 39, 41, 50, 51, 52, 57, 58, 59, 60 Main Dish Graphic Organizers <i>Appetizers</i> p. 1, 2, 3, 5, 8, 10, 12, 48 <i>Appetizers Too</i> p. 5, 23, 37, 45, 51, 52, 60 Main Dish Cause/Effect Novel Dish Series <u>Charlotte's Web</u>; <u>James & the Giant Peach</u>		
H	<ul style="list-style-type: none"> demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3); 	Teacher led instruction; All Main Dish Objectives		
I	<ul style="list-style-type: none"> use compiled information and knowledge to raise additional, unanswered questions (3); and 	<i>Appetizers</i> p. 14, 17, 19, 21, 29, 44, 47 <i>Appetizers Too</i> p. 3, 12, 24, 31, 39, 58, 61 Main Dish Facts/Details		
J	<ul style="list-style-type: none"> draw conclusions from information gathered (K-3). 	<i>Appetizers</i> p. 25, 30, 32, 34, 37, 38, 42, 43, 45, 49, 50 <i>Appetizers Too</i> p. 2, 3, 7, 19, 28, 34, 43, 53, 54, 55 Main Dish Draw Conclusions		
13	Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:			
A	<ul style="list-style-type: none"> connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and 	Teacher led instruction; Main Dish Literary Forms & Genres		
B	<ul style="list-style-type: none"> compare experiences of characters across cultures (K-3). 	<i>Appetizers</i> p. 15, 22, 44, 45, 46, 50, 52 <i>Appetizers Too</i> p. 6, 9, 16, 25, 33, 59 Main Dish Compare/Contrast		