

**Washington D.C.  
Learning Standards  
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>
<b>Language Development (Vocabulary and Concept Development)</b>				
3.LD-V.8	<ul style="list-style-type: none"> <li>Identify the meaning of common prefixes and suffixes and know how they change the meaning of roots.</li> </ul>	<i>Appetizers</i> 8, 11, 18, 20, 28,37; <i>Appetizers Too</i> 12, 14, 17, 21, 36, 40, 44, 51, 58, 59; <i>Main Dish</i> 3.LD-V.8 (Vocabulary); <i>Desserts</i>		
3.LD-V.9	<ul style="list-style-type: none"> <li>Identify roots of words.</li> </ul>	<i>Appetizers</i> 8, 11, 18, 20, 28,37; <i>Appetizers Too</i> 12, 14, 17, 21, 36, 40, 44, 51, 58, 59; <i>Main Dish</i> 3.LD-V.9 (Vocabulary); <i>Desserts</i>		
3.LD-V.10	<ul style="list-style-type: none"> <li>Identify playful uses of language.</li> </ul>	N/A		
3.LD-V.11	<ul style="list-style-type: none"> <li>Recognize that some words and phrases have both a literal and nonliteral meaning.</li> </ul>	N/A		
3.LD-V.12	<ul style="list-style-type: none"> <li>Use context of the sentence to determine the intended meaning of an unknown word or a word with multiple meanings.</li> </ul>	<i>Appetizers</i> 1, 3, 5, 7, 9, 10, 19, 21, 23, 24, 27, 28, 35,39, 41, 47, 55, 56; <i>Appetizers Too</i> 11, 13, 18, 22, 25, 26, 28, 31, 34, 36, 46, 47, 57, 62; <i>Main Dish</i> 3.LD-V.12 (Vocabulary); <i>Desserts</i>		
3.LD-V.13	<ul style="list-style-type: none"> <li>Determine meanings of words and alternate word choices using intermediate-level dictionaries and thesauri.</li> </ul>	<i>Appetizers</i> 3, 9, 10, 19, 21, 23, 27, 28, 39, 47, 48, 55; <i>Appetizers Too</i> 5, 11, 13, 26, 28, 31, 34, 36, 37, 38, 42, 44, 45, 46, 47, 50, 53, 57, 62; <i>Main Dish</i> 3.LD-V.13 (Vocabulary); <i>Desserts</i>		
<b>Beginning Reading (Phonics)</b>				
3.BR-P.1	<ul style="list-style-type: none"> <li>Apply knowledge of basic syllabication rules when reading four- and five-syllable written words in decodable text.</li> </ul>	N/A		

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3.BR-P.2	<ul style="list-style-type: none"> <li>Apply knowledge of the following common spelling patterns to read words in decodable text that drop the final “e” and add endings such as -ing, -ed, or -able; have final consonants that need to be doubled when adding an ending; require changing to final “y” to “i”; include common prefixes, suffixes, and roots.</li> </ul>	<i>Appetizers</i> 8, 11, 18, 20, 28, 37; <i>Appetizers Too</i> 12, 14, 17, 21, 36, 40, 44, 51, 58, 59; <i>Main Dish</i> 3.BR-P.2 (Vocabulary); <i>Desserts</i>		
3.BR-P.3	<ul style="list-style-type: none"> <li>Identify the two words that make up regular and irregular contractions.</li> </ul>	N/A		
3.BR-P.4	<ul style="list-style-type: none"> <li>Use knowledge of word order and context to confirm decoding.</li> </ul>			
<b>Beginning Reading (Fluency)</b>				
3.BR-F.5	<ul style="list-style-type: none"> <li>Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, expression, and intonation relevant to the text.</li> </ul>	N/A		
<b>Informational Text (Expository)</b>				
3.IT-E.1	<ul style="list-style-type: none"> <li>Identify the purpose or main point and supporting details in text.</li> </ul>	<i>Appetizers</i> 9, 14, 16, 17, 19, 21, 22, 24, 27, 28, 29, 33, 34, 38, 39, 40, 44, 46, 47, 51, 52, 54, 56, 58, 59; <i>Appetizers Too</i> 1, 3, 4, 6, 8, 10, 12, 13, 17, 18, 20, 21, 22, 24, 31, 33, 39, 40, 43, 45, 47, 48, 50, 55, 57, 58, 61; <i>Main Dish</i> 3.IT-E.1 (Main Idea; Facts/Details; Summarization; Author’s Purpose); <i>Novel Dish Series</i> <u>James and the Giant Peach</u> ; <u>Shiloh</u> ; <u>Mr. Popper’s Penguins</u> ; <u>The Best Christmas Pageant Ever</u> ; <u>Charlie and the Chocolate Factory</u> ; <u>How to Eat Fried Worms</u> ; <i>Desserts</i>		
3.IT-E.2	<ul style="list-style-type: none"> <li>Identify the facts given in a text.</li> </ul>	<i>Appetizers</i> 14, 17, 19, 21, 29, 31, 32, 33, 34, 44, 47, 53, 54, 57, 59; <i>Appetizers Too</i> 1, 3, 4, 6, 11, 12, 13, 15, 19, 24, 27, 29, 31, 39, 55, 58, 61, 62; <i>Main Dish</i> 3.IT-E.2 (Facts/Details; Fact/Opinion; Persuasive Devices); <i>Desserts</i>		

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3.IT-E.3	<ul style="list-style-type: none"> <li>Distinguish cause from effect.</li> </ul>	<i>Appetizers</i> 1, 2, 3, 5, 8, 10, 12, 48; <i>Appetizers Too</i> 5, 23, 37, 45, 51, 52, 60; <i>Main Dish</i> 3.IT-E.3 (Cause/Effect); <i>Desserts</i>		
3.IT-E.4	<ul style="list-style-type: none"> <li>Identify and use knowledge of common textual features to make predictions about content.</li> </ul>	<i>Appetizers</i> 2, 4, 13, 15, 20, 25, 30, 32, 34, 36, 37, 38, 42, 43, 45, 49, 50; <i>Appetizers Too</i> 2, 3, 7, 12, 19, 28, 29, 30, 34, 36, 41, 42, 43, 53, 54, 55; <i>Main Dish</i> 3.IT-E.4 (Make Predictions; Draw Conclusions); <i>Desserts</i>		
3.IT-E.5	<ul style="list-style-type: none"> <li>Form questions about text and locate facts in response to those questions.</li> </ul>	<i>Appetizers</i> 14, 17, 19, 21, 29, 44, 47; <i>Appetizers Too</i> 3, 12, 24, 31, 39, 58, 61; <i>Main Dish</i> 3.IT-E.5 (Facts/Details); <i>Desserts</i>		
<b>Informational Text (Document and Procedural Text)</b>				
3.IT-DP.6	<ul style="list-style-type: none"> <li>Locate specific information in graphic representations of text.</li> </ul>	<i>Appetizers</i> 16, 18, 31, 40, 43, 57; <i>Appetizers Too</i> 1, 2, 5, 9, 16, 17, 20, 23, 35, 30, 33, 37, 39, 41, 50, 51, 52, 57, 58, 59, 60; <i>Main Dish</i> 3.IT-DP.6 (Graphic Organizers); <i>Desserts</i>		
3.IT-DP.7	<ul style="list-style-type: none"> <li>Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</li> </ul>	<i>Appetizers</i> 6, 8, 10, 11, 12, 17, 20, 23, 24, 39, 51, 55, 56; <i>Appetizers Too</i> 2, 4, 9, 22, 23, 25, 26, 30, 41, 52; <i>Main Dish</i> 3.IT-DP.7 (Written Directions; Sequential Order); <i>Desserts</i>		
<b>Literary Text (Understanding Text)</b>				
3.LT-U.1	<ul style="list-style-type: none"> <li>Identify chapter titles and illustrations as parts of a text that help the reader predict what will happen next in a story.</li> </ul>	<i>Appetizers</i> 2, 4, 13, 15, 20, 36; <i>Appetizers Too</i> 12, 29, 30, 36, 41, 42; <i>Main Dish</i> 3.LT-U.1 (Make Predictions); <i>Desserts</i>		
3.LT-U.2	<ul style="list-style-type: none"> <li>Recognize dialect in conversational voices in stories when they are read aloud.</li> </ul>	N/A		
3.LT-U.3	<ul style="list-style-type: none"> <li>Form questions about a text and locate facts/details to answer those questions.</li> </ul>	<i>Appetizers</i> 14, 17, 19, 21, 29, 44, 47; <i>Appetizers Too</i> 3, 12, 24, 31, 39, 58, 61; <i>Main Dish</i> 3.IT-E.5 (Facts/Details); <i>Desserts</i>		

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3.LT-U.4	<ul style="list-style-type: none"> <li>Use story details and prior knowledge to understand ideas that are not directly stated in the text.</li> </ul>	<i>Appetizers</i> 25, 30, 32, 34, 37, 38, 42, 43, 45, 49, 50; <i>Appetizers Too</i> 2, 3, 7, 19, 28, 34, 43, 53, 54, 55; <i>Main Dish</i> 3.LT-U.4 (Draw Conclusions); <i>Desserts</i>		
<b>Literary Text (Connections)</b>				
3.LT-C.5	<ul style="list-style-type: none"> <li>Compare (and contrast) literary elements across stories.</li> </ul>	<i>Appetizers</i> 15, 22, 44, 45, 46, 50, 52; <i>Appetizers Too</i> 6, 9, 16, 25, 33, 59; <i>Main Dish</i> 3.LT-C.5 (Compare/Contrast); <i>Desserts</i>		
<b>Literary Text (Genre)</b>				
3.LT-G.6	<ul style="list-style-type: none"> <li>Identify common forms of literature using knowledge of their structural elements.</li> </ul>	N/A		
<b>Literary Text (Theme)</b>				
3.LT-T.7	<ul style="list-style-type: none"> <li>Identify themes as moral lessons in folktales and fables.</li> </ul>	<i>Appetizers</i> 14, 22, 24, 27, 28, 46, 47; <i>Appetizers Too</i> 1, 3, 10, 17, 21, 45, 57; <i>Main Dish</i> 3.LT-T.7 (Main Idea); <i>Desserts</i>		
<b>Literary Text (Fiction)</b>				
3.LT-F.8	<ul style="list-style-type: none"> <li>Identify the elements of stories and analyze how major events lead from problem to solution.</li> </ul>	<i>Appetizers</i> 4, 11, 18, 30, 35, 38, 49, 53, 60; <i>Appetizers Too</i> 14, 16, 17, 32, 40, 44, 46, 48, 58, 60; <i>Main Dish</i> 3.LT-F.8 (Story Elements); <i>Desserts</i>		
3.LT-F.9	<ul style="list-style-type: none"> <li>Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities.</li> </ul>	<i>Appetizers</i> 3, 4, 5, 7, 26, 27, 36, 41; <i>Appetizers Too</i> 10, 13, 24, 33, 47, 48; <i>Main Dish</i> 3.LT-F.9 (Characterization); <i>Desserts</i>		
3.LT-F.10	<ul style="list-style-type: none"> <li>Identify who is telling the story or speaking in a poem.</li> </ul>	N/A		
3.LT-F.11	<ul style="list-style-type: none"> <li>Identify rhyme, rhythm, repetition, similes, and sensory images in poetry.</li> </ul>	N/A		

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<b>Literary Text (Drama)</b>				
<b>3.LT-D.12</b>	<ul style="list-style-type: none"> <li>Identify and analyze the elements of plot and character as presented through dialogue in scripts that are read, viewed, listened to, or performed</li> </ul>	<i>Appetizers</i> 3, 4, 5, 7, 11, 18, 26, 27, 30, 35, 36, 38, 41, 49, 53, 60; <i>Appetizers Too</i> 10, 13, 14, 16, 17, 24, 32, 33, 40, 44, 46, 47, 48, 58, 60; <i>Main Dish</i> 3.LT-D.12 (Story Elements; Characterization); <i>Desserts</i>		
<b>Literary Text (Style and Language)</b>				
<b>3.LT-S.13</b>	<ul style="list-style-type: none"> <li>Identify sensory words.</li> </ul>	N/A		
<b>Literary Text (Traditional Narrative and Classical Literature)</b>				
<b>3.LT-TN.14</b>	<ul style="list-style-type: none"> <li>Identify the adventures or exploits of a character type in traditional literature.</li> </ul>	N/A		
<b>3.LT-TN.15</b>	<ul style="list-style-type: none"> <li>Identify natural events explained in origin myths.</li> </ul>	N/A		
<b>3.LT-TN.16</b>	<ul style="list-style-type: none"> <li>Describe the events in well-known traditional narratives.</li> </ul>	N/A		