

**Alabama**  
**Curricular Standards**  
**Reading - Grade 1**  
**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>1</b> $\frac{C}{RL}$	<ul style="list-style-type: none"> <li>• Demonstrate a growing awareness of the concept of a story.               <ul style="list-style-type: none"> <li>- Relating personal experiences to text</li> <li>- Identifying with characters or events in a story</li> <li>- Recognizing elements of a story</li> </ul> </li> </ul>	N/A		
<b>2</b> $\frac{C}{R}$	<ul style="list-style-type: none"> <li>• Identify upper- and lower-case letters.</li> </ul>	N/A		
<b>3</b> $\frac{C}{RL}$	<ul style="list-style-type: none"> <li>• Exhibit phonemic awareness.               <ul style="list-style-type: none"> <li>- Counting the number of sounds in words</li> <li>- Using songs, poems, word-sound games, and verbal rhythmic activities</li> <li>- Manipulating the sounds of the English language Examples: rhyming, blending, substituting, deleting, reversing</li> </ul> </li> </ul>	N/A		
<b>4</b> $\frac{C}{RL}$	<ul style="list-style-type: none"> <li>• Demonstrate understanding of letter-sound relationships.               <ul style="list-style-type: none"> <li>- Using decoding skills</li> <li>- Blending sounds to form words Examples: vowel sounds, consonant clusters, consonant digraphs</li> </ul> </li> </ul>	N/A		

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5 <u>C</u> RLV	<ul style="list-style-type: none"> <li>• <i>Begin to use patterns in language to create meaning.</i> <ul style="list-style-type: none"> <li>- <i>Recognizing cues provided by print</i> <i>Examples: semantic, syntactic, graphophonemic</i></li> <li>- <i>Developing story structures</i> <i>Examples: using predictable books, identifying story sequence</i></li> <li>- <i>Recognizing patterns in sentences</i> <i>Example: predicting from word arrangement in choral readings, poems, rhymes, chants, and lyrics</i></li> <li>- <i>Applying structural analysis strategies</i></li> </ul> </li> </ul>	<b>Appetizers 1 A; 2 B; 4 B;</b> <b>Main Dish Objectives</b> <b>1 A (Context Clues);</b> <b>2 B (Sequential Order);</b> <b>4 B (Predicting Outcomes)</b>		
6 <u>C</u> RLV	<ul style="list-style-type: none"> <li>• <i>Comprehend material read, heard, or viewed.</i> <ul style="list-style-type: none"> <li>- <i>Connecting text, message heard, or material viewed to prior knowledge and experiences</i></li> <li>- <i>Recalling information</i> <i>Examples: characters, character traits; setting; details; main idea; beginning, middle, and end of stories; topic</i></li> <li>- <i>Retelling a story</i></li> <li>- <i>Predicting words and phrases in a story using pictures and other context clues</i></li> <li>- <i>Monitoring their reading by rereading, predicting, self-correcting, and seeking help if needed</i></li> <li>- <i>Creating mental images while reading</i></li> <li>- <i>Answering teacher- and peer-generated questions in written or spoken form</i></li> <li>- <i>Recognizing high-frequency words</i></li> </ul> </li> </ul>	<b>Appetizers 1 A; 2 A, B, &amp; D;</b> <b>3 A; 4 A &amp; B; 5 A; 6 A;</b> <b>Main Dish Objectives</b> <b>1 A (Context Clues);</b> <b>2 A (Facts/Details);</b> <b>2 B (Sequential Order);</b> <b>2 D (Setting of a Story);</b> <b>3 A (Stated Main Idea);</b> <b>4 A (Cause/Effect);</b> <b>4 B (Predicting Outcomes);</b> <b>5 A (Feelings/Emotions);</b> <b>6 A (Fact/Fantasy);</b> <b>All Objectives - Pictorial Lessons; Testing Selections - Tests 1 &amp; 2</b>		

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7 $\frac{C}{R}$	<ul style="list-style-type: none"> <li>• <i>Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.</i></li> </ul>	<b>All Main Dish Objectives - Pictorial, Emergent, &amp; Independent Reader Lessons</b>		
8 $\frac{C}{R}$	<ul style="list-style-type: none"> <li>• <i>Read a variety of written material.</i> <ul style="list-style-type: none"> <li>- <i>Practicing with decodable and predictable text</i></li> <li>- <i>Selecting recreational reading material</i></li> <li>- <i>Reading and interpreting textual and functional materials</i></li> <li>- <i>Recognizing words in the environment</i></li> <li>- <i>Building word banks or words walls</i></li> </ul> </li> </ul>	<b>All Main Dish Objectives - Pictorial &amp; Emergent Reader Lessons</b>		
9 $\frac{C}{R}$	<ul style="list-style-type: none"> <li>• <i>Demonstrate reading improvement gained through substantial amounts of daily reading.</i></li> </ul>	<b>All Main Dish Objectives - Applications of skills</b>		
10 $\frac{C}{RLV}$	<ul style="list-style-type: none"> <li>• <i>Recognize values, beliefs, and interests reflected in literature and other materials from various cultures.</i></li> </ul>			
11 $\frac{C}{R}$	<ul style="list-style-type: none"> <li>• <i>Read orally with accuracy, fluency, and comprehension.</i> <ul style="list-style-type: none"> <li>- <i>Making self-corrections</i></li> <li>- <i>Reading with expression</i></li> <li>- <i>Applying mental operations involved in comprehension</i></li> </ul> <i>Examples: make inferences, relate to prior experience, recognize cause and effect, draw conclusions</i> </li> </ul>	<b>Appetizers 4 A; 5 A; Main Dish Objectives 4 A (Cause/Effect); 5 A (Feelings/Emotions)</b>		

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12 $\frac{C}{RLV}$	<ul style="list-style-type: none"> <li>• <i>Demonstrate an interest in and enjoyment of literature in a variety of forms and contexts.</i> <ul style="list-style-type: none"> <li>- <i>Selecting books for enjoyment and knowledge</i></li> <li>- <i>Sharing books and ideas encountered in print and other media</i></li> <li>- <i>Using books and media responsibly</i></li> <li>- <i>Using expanded vocabulary in speaking and writing</i></li> </ul> </li> </ul>			
13 $\frac{C}{R}$	<ul style="list-style-type: none"> <li>• <i>Connect knowledge learned in the language arts program to life situations.</i> <i>Examples: comparing characters or events in a story to people or events in real life, making lists</i></li> </ul>	<b>Appetizers 5 A; Main Dish Objective 5 A (Feelings/Emotions); Selected Activities</b>		
14 $\frac{C}{RV}$	<ul style="list-style-type: none"> <li>• <i>Apply study strategies.</i> <ul style="list-style-type: none"> <li>- <i>Alphabetizing</i></li> <li>- <i>Identifying parts of books</i></li> <li>- <i>Classifying</i></li> <li>- <i>Summarizing</i></li> <li>- <i>Using test-taking strategies</i></li> <li>- <i>Interpreting charts and graphs</i></li> </ul> </li> </ul>	<b>All Appetizers; Library Skills</b>		
15 $\frac{C}{RLV}$	<ul style="list-style-type: none"> <li>• <i>Use appropriate sources for obtaining information.</i> <i>Examples: newspapers, electronic media, resource people, graphs, pictures, books, maps, dictionaries, diagrams, telephone directories, glossaries</i></li> </ul>	<b>All Main Dish Objectives - Pictorial Lessons; Library Skills</b>		

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16 $\frac{C}{LV}$	<ul style="list-style-type: none"> <li>• <i>Demonstrate appropriate listening and speaking behaviors.</i> <ul style="list-style-type: none"> <li>- <i>Focusing on the listening task</i> <i>Examples: conversation, instruction, group discussion, read-alouds</i></li> <li>- <i>Establishing eye contact with the speaker or audience</i></li> <li>- <i>Interpreting nonverbal communication of the speaker or audience</i> <i>Example: facial expressions</i></li> <li>- <i>Asking appropriate questions to gain and to clarify information</i></li> <li>- <i>Attending to works of literature presented orally</i></li> </ul> </li> </ul>	<b>Appetizers 2 A; 5 A;</b> <b>Main Dish Objectives</b> <b>2 A (Facts/Details);</b> <b>5 A (Feelings/Emotions);</b> <b>Selected Oral Language Activities</b>		
17 $\frac{C}{RL}$	<ul style="list-style-type: none"> <li>• <i>Exhibit expanded sentence awareness and vocabulary.</i> <ul style="list-style-type: none"> <li>- <i>Participating in shared reading and writing</i> <i>Examples: choral reading, big books, journals, language experience</i></li> <li>- <i>Responding to questions</i> <i>Examples: elements of a story, fact and fantasy, appropriate conclusions, simple sequence of events</i></li> <li>- <i>Asking questions for clarification</i></li> <li>- <i>Engaging in word-study activities</i> <i>Examples: synonyms, antonyms, homonyms, multiple-meaning words, concept mapping and webbing, context clues</i></li> </ul> </li> </ul>	<b>Appetizers 1 A; 2 A &amp; B;</b> <b>5 A; 6 A; Main Dish Objectives 1 A (Context Clues); 2 A (Facts/Details); 2 B (Sequential Order); 5 A (Feelings/Emotions); 6 A (Fact/Fantasy)</b>		

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18 $\frac{C}{RL}$	<ul style="list-style-type: none"> <li>Participate in the writing process. Examples: drawing, teacher-led brainstorming, webbing and mapping to generate topics, creating word banks, using pictures and/or words to express thought, using approximate and standard spellings, observing some important conventions of writing, sharing writing through presentation or publication</li> </ul>	Selected activities throughout Main Dish Objectives		