

**Alabama**  
**Curricular Standards**  
**Reading - Grade 2**  
**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>1</b> $\frac{C}{RLV}$	<ul style="list-style-type: none"> <li>• <i>Understand the concept of story.</i> <ul style="list-style-type: none"> <li>- <i>Relating personal experiences to text</i></li> <li>- <i>Identifying with characters or events in a story</i></li> <li>- <i>Recognizing elements of a story</i></li> </ul> </li> </ul>	<b>Appetizers 3 A; 5 A; Main Dish Objectives 3 A (Stated Main Idea); 5 A (Feelings/Emotions); Desserts</b>		
<b>2</b> $\frac{C}{RL}$	<ul style="list-style-type: none"> <li>• <i>Demonstrate the ability to use decoding skills to blend sounds and form words.</i> <ul style="list-style-type: none"> <li>- <i>Recognizing and correcting word-recognition errors</i> <i>Examples: substituting, reversing, deleting omitting</i></li> <li>- <i>Using knowledge of print-sound correspondence to decode unknown words</i></li> </ul> </li> </ul>	<b>Appetizers 1 A; Main Dish Objective 1 A (Context Clues); Desserts</b>		
<b>3</b> $\frac{C}{RL}$	<ul style="list-style-type: none"> <li>• <i>Manipulate the sounds of the English language.</i> <ul style="list-style-type: none"> <li>- <i>Counting the number of syllables in words</i></li> <li>- <i>Using songs, poems, word-sound games, and verbal rhythmic activities</i></li> </ul> </li> </ul>	<b>All Main Dish Objectives - Poetry Selections; Desserts</b>		

<b>Benchmark Number</b>	<b>Benchmark</b> • <b>Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
4 <u>C</u> R	<ul style="list-style-type: none"> <li>• Read material across the curriculum by applying appropriate strategies. <ul style="list-style-type: none"> <li>- Applying teacher-modeled thought processes to reading and writing</li> <li>- Creating mental pictures</li> <li>- Following simple sequences (2-3 events) in a story</li> <li>- Recalling information Examples: plot/story beginning, middle, and end; characters; character traits; setting; main ideas; details; topic</li> <li>- Responding to comprehension questions Examples: inferences, generalizations, cause and effect, details, appropriate conclusions, outcomes</li> <li>- Exhibiting increased ability to monitor own reading by predicting, rereading, and seeking help if needed</li> <li>- Comparing, contrasting, and identifying with characters or events in stories</li> <li>- Asking questions for clarification</li> <li>- Connecting messages heard, text read, and material viewed to prior knowledge and experience</li> <li>- Recognizing high-frequency words</li> </ul> </li> </ul>	<b>Appetizers 1 B; 2 A, B, &amp; D; 3 A; 4 A &amp; B; 5 A;</b> <b>Main Dish Objectives</b> <b>1 B (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>Brainstorming Activities;</b> <b>Desserts</b>		
5 <u>C</u> RLV	<ul style="list-style-type: none"> <li>• Use patterns in language to create meaning. <ul style="list-style-type: none"> <li>- Developing story structures.</li> <li>- Recognizing patterns in sentences</li> <li>- Applying structural analysis strategies</li> <li>- Using semantic cues</li> <li>- Using syntactic cues</li> <li>- Using graphophonemic cues</li> </ul> </li> </ul>			

<b>Benchmark Number</b>	<b>Benchmark</b> • <b>Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
6 $\frac{C}{R}$	<ul style="list-style-type: none"> <li>• Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.</li> </ul>	All Appetizers; All Main Dish Objectives - Testing Passages		
7 $\frac{C}{RV}$	<ul style="list-style-type: none"> <li>• Read and comprehend a variety of material. <ul style="list-style-type: none"> <li>- Selecting recreational reading material</li> <li>- Reading and interpreting textual material Examples: classroom text, maps, graphs, atlases, encyclopedias</li> <li>- Recognizing words in the environment</li> <li>- Using predictable text</li> <li>- Reading and interpreting functional materials Examples: maps, schedules, recipes, instructions, directions, manuals, diagrams</li> </ul> </li> </ul>	Appetizers 1 B & C; 2 C; 4 B; Main Dish Objectives 1 B (Context Clues); 1 C (Specialized/Technical Terms); 2 C (Written Directions); 4 B (Predicting Outcomes); Library Skills; Desserts		
8 $\frac{C}{R}$	<ul style="list-style-type: none"> <li>• Demonstrate reading improvement gained through substantial amounts of daily reading.</li> </ul>	All Main Dish Objectives - Applications of skills		
9 $\frac{C}{RLV}$	<ul style="list-style-type: none"> <li>• Demonstrate an interest in and enjoyment of literature in a variety of forms and contexts. <ul style="list-style-type: none"> <li>- Selecting books for enjoyment and knowledge</li> <li>- Sharing books and ideas encountered in print and other media</li> <li>- Using books and media responsibly</li> <li>- Reading independently for increasingly longer periods of time</li> </ul> </li> </ul>	Interactive discussion throughout Appetizers		

<b>Benchmark Number</b>	<b>Benchmark</b> • <b>Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
10 $\frac{C}{R}$	<ul style="list-style-type: none"> <li>• Read orally with accuracy, fluency, and comprehension.               <ul style="list-style-type: none"> <li>- Making self-corrections</li> <li>- Reading with expression</li> <li>- Applying mental operations involved in comprehension</li> </ul>               Examples: make inferences, relate to prior experience, recognize cause and effect, draw conclusions             </li> </ul>	All Appetizers; All Main Dish Objectives - Testing Passages; Desserts		
11 $\frac{C}{R}$	<ul style="list-style-type: none"> <li>• Associate knowledge learned in the language arts program to life situations. Examples: using books and other media to understand real events, writing social notes</li> </ul>	All Main Dish Objectives - Lesson 3 - Cooperative Learning Activities; Desserts		
12 $\frac{C}{RLV}$	<ul style="list-style-type: none"> <li>• Identify values, beliefs, and interests reflected in literature and other materials from various cultures. Examples: videos, author studies, children's literature, educational television, read-alouds, interactive videos, on-line resources</li> </ul>			
13 $\frac{C}{L}$	<ul style="list-style-type: none"> <li>• Demonstrate appropriate listening and communicating behaviors.               <ul style="list-style-type: none"> <li>- Focusing on the listening task Examples: conversation, classroom instruction, group discussion, rhymes, read-alouds</li> <li>- Establishing eye contact with the speaker and/or audience</li> <li>- Interpreting the nonverbal communication of the speaker and/or audience Example: facial expressions</li> <li>- Asking appropriate questions to gain and to clarify information</li> <li>- Using appropriate oral language behaviors Example: adjusting tone and volume of voice in storytelling</li> <li>- Attending with interest to works of literature presented orally</li> </ul> </li> </ul>	Interactive discussion throughout All Appetizers and Main Dish Objectives; Desserts		

<b>Benchmark Number</b>	<b>Benchmark</b> • <b>Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
14 <u>C</u> RLV	<ul style="list-style-type: none"> <li>• <i>Exhibit expanded vocabulary and sentence awareness.</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 conclusion, simple sequence of events</i></li> <li>- <i>Engaging in word-study activities</i> <i>Examples: synonyms, antonyms, homonyms, multiple-meaning words, concept mapping and webbing, context clues, affixes, root words, analogies</i></li> <li>- <i>Incorporating new vocabulary as a part of daily spoken and written language</i></li> </ul> </li> </ul>	<b>Appetizers 1 A, B, &amp; C; 2 B; 5 A; 6 A; Main Dish Objectives</b> <b>1 A (Prefixes/Suffixes); 1 B (Context Clues); 1 C (Specialized/Technical Terms); 2 B (Sequential Order); 5 A (Feelings/Emotions); 6 A (Fact/Opinion); Testing Passages; Desserts</b>		
15 <u>C</u> R	<ul style="list-style-type: none"> <li>• <i>Apply study strategies.</i> <ul style="list-style-type: none"> <li>- <i>Identifying sections of a book</i></li> <li>- <i>Classifying ideas</i></li> <li>- <i>Utilizing test-taking strategies</i></li> <li>- <i>Creating graphic organizers</i></li> <li>- <i>Alphabetizing</i></li> <li>- <i>Using dictionary skills</i></li> <li>- <i>Skimming and scanning</i></li> <li>- <i>Adjusting reading rate</i></li> <li>- <i>Taking notes</i></li> <li>- <i>Summarizing</i></li> </ul> </li> </ul>	<b>Appetizers 2 A; 3 B; Main Dish Objective 2 A (Facts/Details); Testing Passages; Library Skills; Desserts</b>		
16 <u>C</u> 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>Library Skills</b>		

<b>Benchmark Number</b>	<b>Benchmark</b> • <b>Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
17 <u>C</u> <u>RL</u>	<ul style="list-style-type: none"> <li>• <i>Use the writing process when creating different forms of written expression.</i> <ul style="list-style-type: none"> <li>- <i>Prewriting</i> <i>Examples: teacher-led brainstorming, webbing and mapping, reading, using personal experiences as sources of ideas</i></li> <li>- <i>Drafting</i> <i>Examples: using complete sentences to express thought, connecting sentences in paragraphs, using approximate spellings and standard spellings</i></li> <li>- <i>Revising</i> <i>Examples: revising own and others' work, accepting feedback from classmates, adding to stories, conferencing</i></li> <li>- <i>Editing</i> <i>Examples: beginning to apply knowledge of sentence structure, grammar, usage, and mechanics; using simple checklist for self-evaluation</i></li> <li>- <i>Publishing</i> <i>Example: sharing own work with others</i></li> </ul> </li> </ul>	<b>All Main Dish Objectives - Lesson 1 - Brainstorming Focus Activities; Desserts - The Great List Caper</b>		