

California
Curricular Standards
Reading - Grade 1
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Benchmark Number	Benchmark • Teaching Targets	Gourmet Resource	Taught	Tested
2.0	Reading Comprehension Students read and understand grade-level-appropriate materials. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.			
	<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>			
2.1	<ul style="list-style-type: none"> Identify text that uses sequence or other logical order. 	Appetizers 2 B; Main Dish Objective 2 B (Sequential Order)		
	<i>Structural Features of Informational Materials</i>			
2.2	<ul style="list-style-type: none"> Respond to who, what, when, where, and how questions. 	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details)		
2.3	<ul style="list-style-type: none"> Follow one-step written instructions. 	Appetizers 2 C; Main Dish Objective 2 C (Written Directions)		
2.4	<ul style="list-style-type: none"> Use context to resolve ambiguities about word and sentence meanings. 	Appetizers 1 A; Main Dish Objective 1 A (Context Clues)		
2.5	<ul style="list-style-type: none"> Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words). 	Appetizers 4 B; Main Dish Objective 4 B (Predicting Outcomes)		
2.6	<ul style="list-style-type: none"> Relate prior knowledge to textual information. 	Appetizers 5 A; Main Dish Objective 5 A (Feelings/Emotions)		
2.7	<ul style="list-style-type: none"> Retell the central ideas of simple expository or narrative passages. 	Appetizers 2 A; 3 A; Main Dish Objectives 2 A (Facts/Details); 3 A (Stated Main Idea)		

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3.0	Literary Response and Analysis Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Eight</i> illustrate the quality and complexity of the materials to be read by students.			
	<i>Narrative Analysis of Grade-Level-Appropriate Text</i>			
3.1	<ul style="list-style-type: none"> Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending. 	Appetizers 2 D; 5 A; Main Dish Objectives 2 D (Setting of a Story); 5 A (Feelings/Emotions)		
3.2	<ul style="list-style-type: none"> Describe the roles of authors and illustrators and their contributions to print materials. 	Interactive discussions through Appetizers and Testing Passages		
3.3	<ul style="list-style-type: none"> Recollect, talk, and write about books read during the school year. 	Interactive discussions through Appetizers and Selected Reading Passages		