

Colorado
Curricular Standards
Reading - Grade 1
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1.800.900.2290

Reading - Grade One

By the end of the first grade, students will be emergent/early readers with reading strategies used to gain meaning from print at the first grade level. These strategies will prepare them for reading at higher levels. This requires:

<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Instructional Targets</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
	Standard 1: Students read and understand a variety of materials.			
1.1	<i>an understanding of text that shall include, but not necessarily limited to, students being able to do the following:</i>			
	• <i>use pictures to check meaning</i>	Appetizers 1 A; Main Dish Objective 1 A (Context Clues)		
	• <i>use prior knowledge to comprehend text</i>	Appetizers 1 A; 2 A & D; 3 A; 6 A; Main Dish Objectives 1 A (Context Clues); 2 A (Facts/Details); 2 D (Setting of a Story); 3 A (Stated Main Idea); 6 A (Fact/Fantasy)		
	• <i>retell in a logical, sequential order including some detail and inference</i>	Appetizers 2 A & B; Main Dish Objectives 2 A (Facts/Details); 2 B (Sequential Order);		
	• <i>make logical predictions</i>	Appetizers 4 B; Main Dish Objective 4 B (Predicting Outcomes)		
	• <i>monitor reading to make sure the message makes sense</i>	Appetizers 2 A; 3 A; 6 A; Main Dish Objectives 2 A (Facts/Details); 3 A (Stated Main Idea); 6 A (Fact/Fantasy)		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
1.2	<i>an integration of the cueing systems - graphophonics, syntax, and semantics - that shall include, but not necessarily limited to, students being able to do the following:</i>			
	• <i>recognize letters and know sound-symbol relationships (graphophonics)</i>	Appetizers 1 A; Main Dish Objective 1 A (Context Clues)		
	• <i>use the word attack skill of letter-sound relationships when reading (graphophonics)</i>	Appetizers 1 A; Main Dish Objective 1 A (Context Clues)		
	• <i>use sentence structure and word order to predict meaning (syntax)</i>	Appetizers 4 B; Main Dish Objective 4 B (Predicting Outcomes)		
	• <i>use background knowledge and context to construct meaning (semantics)</i>	Appetizers 3 A; Main Dish Objective 3 A (Stated Main Idea)		
Standard 6: Students read and recognize literature as a record of human experience.				
1.3	• <i>identify the elements of plot, character, and setting in a favorite story</i>	Appetizers 2 D; Main Dish Objective 2 D (Setting of a Story)		
1.4	• <i>identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry</i>	Selected Testing Passages		
1.5	• <i>identify words appealing to the senses or involving direct or indirect comparisons in literature</i>	Appetizers 5 A; Main Dish Objective 5 A (Feelings/Emotions); Selected Testing Passages		
1.6	• <i>compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors</i>	Appetizers 2 D; Main Dish Objective 2 D (Setting of a Story); Selected Testing Passages		
1.7	• <i>read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading</i>	Selected Appetizers; Main Dish Objectives - Selected Testing Passages		