

Florida
Sunshine State Standards
Reading - Grade 1
Correlations with Gourmet Curriculum Press, Inc.®
1.800.900.2290

<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
Concepts of Print				
The student demonstrates knowledge of the concept of print and how it is organized and read.				
L.A.1.1.1.1	<ul style="list-style-type: none"> locate the title, table of contents, names of author and illustrator, glossary, and index; and 	1st/2nd <i>Appetizers</i> p. 66, 67, 68; <i>Main Dish</i> L.A.1.1.1.1 (Literary Forms and Genres)		
L.A.1.1.1.2	<ul style="list-style-type: none"> distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem). 	1st/2nd <i>Appetizers</i> p. 66, 67, 70; <i>Main Dish</i> L.A.1.1.1.2 (Literary Forms and Genres)		
Phonemic Awareness				
The student demonstrates phonemic awareness.				
L.A.1.1.3.1	<ul style="list-style-type: none"> identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC); 	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.1.1.3.2	<ul style="list-style-type: none"> blend three to five phonemes to form words; 	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.1.1.3.3	<ul style="list-style-type: none"> segment single syllable words into individual phonemes; and 	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.1.1.3.4	<ul style="list-style-type: none"> manipulate individual phonemes to create new words through addition, deletion, and substitution. 	1st/2nd <i>Appetizers</i> p. 68, 70, 71; <i>Main Dish</i> L.A.1.1.3.4 (Context Clues)		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
	Phonics/Word Analysis			
	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.			
L.A.1.1.4.1	<ul style="list-style-type: none"> generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words; 	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.1.1.4.2	<ul style="list-style-type: none"> identify the sounds of vowels and consonant digraphs in printed words; 	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.1.1.4.3	<ul style="list-style-type: none"> decode words with r-controlled letter-sound associations; 	1st/2nd <i>Appetizers</i> p. 71, 72, 73; <i>Main Dish</i> L.A.1.1.4.3 (Context Clues) Lessons 2, 4, 5; Reteach		
L.A.1.1.4.4	<ul style="list-style-type: none"> decode words from common word families; 	1st/2nd <i>Appetizers</i> p. 72, 73, 74; <i>Main Dish</i> L.A.1.1.4.4 (Context Clues)		
L.A.1.1.4.5	<ul style="list-style-type: none"> recognize high frequency words; 	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.1.1.4.6	<ul style="list-style-type: none"> identify common, irregular words, compound words, and contractions; 	1st/2nd <i>Appetizers</i> p. 2, 27, 78, 80; <i>Main Dish</i> L.A.1.1.4.6 (Context Clues) Lesson 6		
L.A.1.1.4.7	<ul style="list-style-type: none"> decode base words and inflectional endings; and 	1st/2nd <i>Appetizers</i> p. 8, 25, 78, 79; <i>Main Dish</i> L.A.1.1.4.7 (Context Clues)		
L.A.1.1.4.8	<ul style="list-style-type: none"> use self-correction when subsequent reading indicates an earlier misreading. 	Teacher observations using <i>Appetizers</i> (see page iv in the cover of <i>Appetizers</i>); <i>Main Dish</i> assessment passages		

<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
Fluency				
The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.				
L.A.1.1.5.1	<ul style="list-style-type: none"> apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context; 	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.1.1.5.2	<ul style="list-style-type: none"> recognize high frequency and familiar words in isolation and in context; and 	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.1.1.5.3	<ul style="list-style-type: none"> adjust reading rate based on purpose, text difficulty, form, and style. 	Teacher observations using <i>Appetizers</i> (see page iv in the cover of <i>Appetizers</i>); <i>Main Dish</i> assessment passages		
Vocabulary Development				
The student uses multiple strategies to develop grade appropriate vocabulary.				
L.A.1.1.6.1	<ul style="list-style-type: none"> use new vocabulary that is introduced and taught directly; 	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.1.1.6.2	<ul style="list-style-type: none"> listen to, read, and discuss both familiar and conceptually challenging text; 	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.1.1.6.3	<ul style="list-style-type: none"> use context clues; 	1st/2nd <i>Appetizers</i> p. 2, 3, 4, 5, 8, 9, 12, 13, 14, 16, 20, 25, 27, 34, 40, 62; <i>Main Dish</i> L.A.1.1.6.3 (Context Clues)		
L.A.1.1.6.4	<ul style="list-style-type: none"> categorize key vocabulary and identify salient features; 	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.1.1.6.5	<ul style="list-style-type: none"> relate new vocabulary to prior knowledge; 	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
L.A.1.1.6.6	<ul style="list-style-type: none"> identify and sort common words into conceptual categories; 	1st/2nd Appetizers p. 73, 75, 76; Main Dish L.A.1.1.6.6 (Stated Main Idea) Lesson 2		
L.A.1.1.6.7	<ul style="list-style-type: none"> identify common antonyms and synonyms; 	1st/2nd Appetizers p. 4, 9, 14, 25, 34, 62; Main Dish L.A.1.1.6.7 (Context Clues) Lesson 5		
L.A.1.1.6.8	<ul style="list-style-type: none"> use meaning of individual words to predict meaning of unknown compound words; 	1st/2nd Appetizers p. 2, 27, 78, 80; Main Dish L.A.1.1.6.8 (Context Clues) Lesson 6; Reteach; Tests 1, 2		
L.A.1.1.6.9	<ul style="list-style-type: none"> determine the correct meaning of words with multiple meanings (e.g., mine) in context; and 	1st/2nd Appetizers p. 14, 40, 77, 78; Main Dish L.A.1.1.6.9 (Context Clues)		
L.A.1.1.6.10	<ul style="list-style-type: none"> determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools. 	1st/2nd Appetizers p. 75, 76, 77; Main Dish L.A.1.1.6.10 (Context Clues) Lessons 1, 4; Tests 1, 2		
Reading Comprehension				
The student uses a variety of strategies to comprehend grade level text.				
L.A.1.1.7.1	<ul style="list-style-type: none"> identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading; 	1st/2nd Appetizers p. 5, 7, 24, 31, 37, 47, 52, 59; Main Dish L.A.1.1.7.1 (Predicting Outcomes); (Literary Forms and Genres)		
L.A.1.1.7.2	<ul style="list-style-type: none"> use background knowledge and supporting details from text to verify the accuracy of information presented in read selections; 	1st/2nd Appetizers p. 1, 15, 19, 22, 30, 42, 43, 51; Main Dish L.A.1.1.7.2 (Facts/Details)		
L.A.1.1.7.3	<ul style="list-style-type: none"> retell the main idea or essential message; 	1st/2nd Appetizers p. 6, 26, 36, 50, 58; Main Dish L.A.1.1.7.3 (Stated Main Idea)		
L.A.1.1.7.4	<ul style="list-style-type: none"> identify supporting details; 	1st/2nd Appetizers p. 1, 6, 19, 22, 30, 42, 43, 51; Main Dish L.A.1.1.7.4 (Facts/Details)		
L.A.1.1.7.5	<ul style="list-style-type: none"> distinguish fact from fiction and cause from effect; 	1st/2nd Appetizers p. 8, 9, 11, 12, 17, 24, 28, 31, 35, 46, 48, 49, 56, 61; Main Dish L.A.1.1.7.5 (Cause/Effect); (Fact/Fantasy)		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
L.A.1.1.7.6	• <i>arrange events in sequence;</i>	1st/2nd <i>Appetizers</i> p. 10, 18, 23, 32, 39, 44, 57, 60; <i>Main Dish</i> L.A.1.1.7.6 (Sequential Order)		
L.A.1.1.7.7	• <i>identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events);</i>	1st/2nd <i>Appetizers</i> p. 8, 9, 10, 11, 18, 23, 24, 31, 32, 44, 46, 48, 57, 60, 61; <i>Main Dish</i> L.A.1.1.7.7 (Sequential Order); (Cause/Effect)		
L.A.1.1.7.8	• <i>identify the author’s purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and</i>	1st/2nd <i>Appetizers</i> p. 1, 15, 19, 22, 26, 30, 36, 42, 43, 51, 58; <i>Main Dish</i> L.A.1.1.7.8 (Facts/Details); (Literary Forms and Genres)		
L.A.1.1.7.9	• <i>self monitor comprehension and reread when necessary.</i>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
	Fiction			
	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.			
L.A.1.2.1.1	• <i>identify various literary forms (e.g., stories, poems, fables, legends, picture books);</i>	1st/2nd <i>Appetizers</i> p. 66, 68, 70; <i>Main Dish</i> L.A.1.2.1.1 (Facts/Details) Lesson 4; (Setting of a Story) Lesson 2; (Literary Forms and Genres)		
L.A.1.2.1.2	• <i>retell the main events (e.g., beginning, middle, end) in a story;</i>	1st/2nd <i>Appetizers</i> p. 1, 6, 10, 18, 19, 22, 23, 26, 30, 32, 36, 39, 42, 43, 44, 50, 51, 57, 58, 60; <i>Main Dish</i> L.A.1.2.1.2 (Facts/Details); (Sequential Order); (Stated Main Idea)		
L.A.1.2.1.3	• <i>identify the characters and settings in a story;</i>	1st/2nd <i>Appetizers</i> p. 1, 4, 21, 25, 29, 33, 38, 41, 45, 48, 55, 63; <i>Main Dish</i> L.A.1.2.1.3 (Setting of a Story); (Feelings/Emotions)		
L.A.1.2.1.4	• <i>identify rhyme, rhythm, alliteration, and patterned structures in poems for children;</i>	<i>Main Dish</i> L.A.1.2.1.4 (Facts/Details) Lesson 4; (Setting of a Story) Lesson 2; (Literary Forms and Genres) Lesson 1		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
L.A.1.2.1.5	<ul style="list-style-type: none"> respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and 	1st/2nd Appetizers p. 1, 4, 10, 18, 21, 23, 25, 29, 32, 33, 38, 39, 41, 44, 45, 48, 55, 57, 60; Main Dish L.A.1.2.1.5 (Sequential Order); (Setting of a Story) Lesson 4; (Feelings/Emotions) Lesson 3; (Literary Forms and Genres)		
L.A.1.2.1.6	<ul style="list-style-type: none"> select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge. 	Refer to Literature List		
	Non-Fiction			
	The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.			
L.A.1.2.2.1	<ul style="list-style-type: none"> locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text; 	Main Dish L.A.1.2.2.1 (Sequential Order)		
L.A.1.2.2.2	<ul style="list-style-type: none"> select age and ability appropriate non-fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge; and 	Main Dish selections		
L.A.1.2.2.3	<ul style="list-style-type: none"> organize information found in non-fiction text through charting, listing, mapping, or summarizing. 	Main Dish L.A.1.2.2.3 (Sequential Order) Lesson 4		