

Indiana
Curricular Standards
Reading - Grade 1
Correlations with Gourmet Curriculum Press, Inc.®
1.800.900.2290

Benchmark Number	Benchmark • Teaching Targets	Gourmet Resource	Tested	Taught
Domain: Word Recognition, Fluency, and Vocabulary Development				
Concepts about Print				
1.1.1	• Match oral words to printed words.	All Main Dish Objectives Lessons 1 & 2		
1.1.2	• Identify letters, words, and sentences.	All Main Dish Objectives Lessons 1 & 2		
1.1.3	• Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	All Appetizers; All Main Dish Objectives		
Phonemic Awareness				
1.1.4	• Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).	Gourmet Curriculum Press is a skills based curriculum. There is no direct teaching of phonics, but phonics skills are reinforced in all objectives and all lessons.		
1.1.5	• Recognize different vowel sounds in orally stated single-syllable words.			
1.1.6	• Recognize that vowels' sounds can be represented by different letters.			
1.1.7	• Create and state a series of rhyming words.	Appetizers 2 C; Main Dish Objective 2 C (Written Directions) Lesson 2		
1.1.8	• Add, delete, or change sounds to change words.			
1.1.9	• Blend two to four phonemes (sounds) into recognizable words.			

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<i>Decoding and Word Recognition</i>				
1.1.10	<ul style="list-style-type: none"> • <i>Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.</i> 	All Main Dish Objectives reinforce this benchmark in Lessons 1, 2, & 3		
1.1.11	<ul style="list-style-type: none"> • <i>Read common sight words (words that are often seen and heard).</i> 	All Main Dish Objectives use basic Dolch Sight Word List		
1.1.12	<ul style="list-style-type: none"> • <i>Use phonic and context clues as self-correction strategies when reading.</i> 	Appetizers 1 A; Main Dish Objective 1 A (Context Clues)		
1.1.13	<ul style="list-style-type: none"> • <i>Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).</i> 			
1.1.14	<ul style="list-style-type: none"> • <i>read common word patterns (-ite, -ate).</i> 			
1.1.15	<ul style="list-style-type: none"> • <i>Read aloud smoothly and easily in familiar text.</i> 	All Main Dish Objectives		
<i>Vocabulary and Concept Development</i>				
1.1.16	<ul style="list-style-type: none"> • <i>Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).</i> 			
1.1.17	<ul style="list-style-type: none"> • <i>Read and understand root words (look) and their inflectional forms (looks, looked, looking).</i> 			
1.1.18	<ul style="list-style-type: none"> • <i>Classify categories of words.</i> 	Desserts - Great List Caper		

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Domain: Reading Comprehension				
Structural Features of Informational and Technical Materials				
1.2.1	• <i>Identify the title, author, illustrator, and table of contents of a reading selection.</i>	Library Skills		
1.2.2	• <i>Identify text that uses sequence or other logical order.</i>	Appetizers 2 B; Main Dish Objective 2 B (Sequential Order)		
Comprehension and Analysis of Grade-Level-Appropriate Text				
1.2.3	• <i>Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read.</i>	Appetizers 2 A; 3 A; Main Dish Objectives 2 A (Facts/Details); 3 A (Stated Main Idea)		
1.2.4	• <i>Follow one-step written instructions.</i>	Appetizers 2 C; Main Dish Objective 2 C (Written Directions)		
1.2.5	• <i>Use context (the meaning of the surrounding text) to understand word and sentence meanings.</i>	Appetizers 1 A; Main Dish Objective 1 A (Context Clues)		
1.2.6	• <i>Confirm predictions about what will happen next in a text by identifying key words.</i>	Appetizers 4 B; Main Dish Objective 4 B (Predicting Outcomes)		
1.2.7	• <i>Relate prior knowledge to what is read.</i>	Appetizers 1 A; 2 A, B, & C; 3 A; 4 A & B; 5 A; 6 A; Main Dish Objectives 1 A (Context Clues); 2 A (Facts/Details); 2 B (Sequential Order); 2 C (Written Directions); 3 A (Stated Main Idea); 4 A (Cause/Effect); 4 B (Predicting Outcomes); 5 A (Feelings/Emotions); 6 A (Fact/Opinion)		

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	<i>Domain: Literary Response and Analysis</i>			
	<i>Narrative Analysis of Grade-Level-Appropriate Text</i>			
1.3.1	<ul style="list-style-type: none"> Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending. 	Appetizers 2 B; 5 A; Main Dish Objectives 2 B (Sequential Order); 5 A (Feelings/Emotions)		
1.3.2	<ul style="list-style-type: none"> Describe the roles of authors and illustrators. 			