

***New Mexico
Curricular Standards
Reading - Grade 2
Correlations with Gourmet Curriculum Press, Inc.©
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Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
Reading and Listening for Comprehension				
Content Strand I	Students will apply strategies and skills to comprehend information that is read, heard, and viewed.			
I-A	Listen to, read, react to, and retell information			
1	<ul style="list-style-type: none"> <i>Independently recall facts and details in text.</i> 	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts		
2	<ul style="list-style-type: none"> <i>Increase vocabulary through reading, listening, and interacting.</i> 	Appetizers 1 A, B, & C; Main Dish Objectives 1 A (Prefixes/Suffixes); 1 B (Context Clues); 1 C (Specialized/Technical Terms); Desserts; Interactive discussions throughout Appetizers		
I-B	Locate and use a variety of resources to acquire information across the curriculum			
1	<ul style="list-style-type: none"> <i>Identify and use appropriate sources of information to accomplish a specific learning task.</i> 	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts		
2	<ul style="list-style-type: none"> <i>Use print and electronic resources to access information (e.g., images, sound, text, video).</i> 			
3	<ul style="list-style-type: none"> <i>Select an appropriate format to locate, gather, access, record, organize, and present information.</i> 	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts		

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I-C	Demonstrate critical thinking skills to comprehend written, spoken, and visual information			
1	<ul style="list-style-type: none"> Pose possible <i>How, Why, and What If</i> questions to understand and/or interpret texts. 	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts		
2	<ul style="list-style-type: none"> Recognize own difficulty in comprehending text. 			
3	<ul style="list-style-type: none"> Discuss similarities and differences in events and characters across stories. 	Appetizers 5 A; Main Dish Objective 5 A (Feelings/Emotions); Desserts		
4	<ul style="list-style-type: none"> Interpret information from diagrams, charts, and graphs. 			
I-D	Acquire reading strategies			
1	<ul style="list-style-type: none"> Decode unknown words using basic elements of phonetic analysis (e.g., common letter-sound relationships) and structural analysis (e.g., syllables, suffixes, prefixes, root words). 	Appetizers 1 A; Main Dish Objective 1 A (Prefixes/Suffixes); Desserts		
2	<ul style="list-style-type: none"> Read most high-frequency and irregularly spelled words. 	Appetizers 1 B & C; Main Dish Objectives 1 B (Context Clues); 1 C (Specialized/Technical Terms); Desserts		
3	<ul style="list-style-type: none"> Self-monitor decoding by using letter-sound knowledge of all consonants and vowels. 	N/A		
4	<ul style="list-style-type: none"> Apply knowledge of all sources of information (e.g., meaning, language, graphophonics) to read new text independently. 	Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts		
5	<ul style="list-style-type: none"> Read aloud with fluency and comprehension grade-level text. 	All Main Dish Objectives - Testing Passages		
6	<ul style="list-style-type: none"> Increase vocabulary through reading, listening, and interacting. 	All Appetizers; All Main Dish Objectives; Desserts		
7	<ul style="list-style-type: none"> Recognize and express difficulty in comprehending text. 	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts		