

**North Carolina  
Curricular Standards  
Reading - Grade 1  
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1.800.900.2290**

First grade students extend their understanding of the enabling skills of phonemic awareness and decoding and word recognition while they extend their comprehension and use of conventions for written language. They read a variety of texts, listen to literature, and respond to books, poetry, plays, age-appropriate expository texts, environmental print, and self-selected reading materials. They expand their oral language skills and their knowledge about recording oral language to express themselves clearly. As they participate in discussing texts and constructing texts, they expand their store of words. They begin to use new vocabulary and formats for their written products as a result of their examination of models of speaking and writing.

- Read a variety of texts in different settings.
- Respond to texts in different ways.
- Use conversational and literary language to express themselves.
- Begin to develop effective listening and speaking skills.

| <b>Benchmark Number</b> | <b>Benchmark<br/>• Instructional Targets</b>  | <b>Gourmet Resource</b>   | <b>Taught</b> | <b>Tested</b> |
|-------------------------|---|---|---------------|---------------|
|                         | <b>Goal 1: The learner will develop and apply enabling strategies and skills to read and write.</b>   |   |               |               |
| <b>1.01</b>             | <ul style="list-style-type: none"> <li>• <i>Develop phonemic awareness and demonstrate knowledge of alphabetic principle:</i> <ul style="list-style-type: none"> <li>- <i>count syllables in a word.</i></li> <li>- <i>blend the phonemes of one-syllable words.</i></li> <li>- <i>segment the phonemes of one-syllable words.</i></li> <li>- <i>change the beginning, middle, and ending sounds to produce new words.</i></li> </ul> </li> </ul> | <b>Gourmet Curriculum Press, Inc.© has developed a reading skills program from first through eighth grades. There are no formal provisions for teaching phonics; however, students will apply most of their phonics skills while using Appetizers and All Main Dish Objectives.</b> |               |               |

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|---|--|--|---------------|---------------|
| 1.02  | <ul style="list-style-type: none"> <li>• <i>Demonstrate decoding and word recognition strategies and skills:</i> <ul style="list-style-type: none"> <li>- <i>use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text.</i></li> <li>- <i>recognize many high frequency and/or common irregularly spelled words in text (e.g., have said, where, two).</i></li> </ul> </li> </ul> | Main Dish Lesson 2s teach skills while reinforcing basic sight word vocabulary. Words are used repetitively to reinforce recognition as well as meaning.   |               |               |
| 1.03  | <ul style="list-style-type: none"> <li>• <i>Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.</i></li> </ul>  | Appetizers 1 A; 2 A; 3 A; Main Dish Objectives 1 A (Context Clues); 2 A (Facts/Details; 3 A (Main Idea)  |               |               |
| 1.04  | <ul style="list-style-type: none"> <li>• <i>Self-monitor decoding by using one or two decoding strategies (e.g., beginning letter, rimes, length of word, ending letters).</i></li> </ul>  |  |               |               |
| 1.05  | <ul style="list-style-type: none"> <li>• <i>Increase vocabulary concepts and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.</i></li> </ul>  | All Appetizers and Main Dish Objectives encourage students' independent reading through Main Dish lesson scenarios. Specifically, Lessons 3 and beyond are directed to the emergent and independent readers. |               |               |
| <b>Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</b> |  |  |               |               |
| 2.01  | <ul style="list-style-type: none"> <li>• <i>Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.</i></li> </ul>   | All Appetizers and Main Dish lessons encourage student independent reading through scenarios.  |               |               |
| 2.02  | <ul style="list-style-type: none"> <li>• <i>Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).</i></li> </ul>   | All Appetizers and Main Dish lessons utilize a variety of texts in order to expose emergent readers to the multiple types of texts.  |               |               |

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| 2.03   | • Read and comprehend both narrative and expository text appropriate for grade one.   | All Appetizers and Main Dish lessons utilize both narrative and expository writing.  |               |               |
| 2.04   | • Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text. | Appetizers and Main Dish lessons use introductory pictorial preparation to introduce and connect prior knowledge to the new text.                    |               |               |
| 2.05   | • Predict and explain what will happen next in stories.   | Appetizers 4 B; Main Dish Objective 4 (Predicting Outcomes)  |               |               |
| 2.06   | • Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).                              | Appetizers 2 A; 3 A; 4 A; Main Dish Objectives 2 A (Facts/Details); 3 A (Main Idea); 4 A (Cause/Effect)  |               |               |
| 2.07   | • Respond and elaborate in answering what, when, where, and how questions.  | Appetizers 2 A; 3 A; 4 A; Main Dish Objectives 2 A (Facts/Details); 3 A (Main Idea); 4 A (Cause/Effect)  |               |               |
| 2.08   | • Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts.                  | Appetizers 2 A; Main Dish Objective 2 A (Facts/Details)  |               |               |
| 2.09   | • Read and understand simple written instructions.  | Appetizers 2 C; Main Dish Objective 2 C (Written Directions)   |               |               |
| <b>Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.</b> |   |  |               |               |
| 3.01   | • Elaborate on how information and events connect to life experiences.  | Appetizers 3 A; 5 A Main Dish Objective 3 A (Main Idea); 5 A (Feelings/Emotions)   |               |               |
| 3.02   | • Recognize and relate similar vocabulary use and concepts across experiences with text.                                      | Appetizers 1 A; Main Dish Objective 1 A (Context Clues)  |               |               |
| 3.03   | • Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.                                      | All Appetizers and All Main Dish Lessons when encountering unknown vocabulary. Specifically, Appetizers 1 A; Main Dish Objective 1 A (Context Clues) |               |               |

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| 3.04   | <ul style="list-style-type: none"> <li>Share personal experiences and responses to experiences with text:               <ul style="list-style-type: none"> <li>- publishing non-print texts.</li> <li>- discussing interpretations.</li> <li>- recording personal responses.</li> </ul> </li> </ul>   | Appetizers 3 A; 5 A; Main Dish Objective 3 A (Main Idea); 5 A (Feelings/Emotions)  |               |               |
| 3.05   | <ul style="list-style-type: none"> <li>Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.</li> </ul>  | Appetizers 5 A; Main Dish 5 A (Feelings/Emotions)  |               |               |
| 3.06   | <ul style="list-style-type: none"> <li>Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message.</li> </ul>   | Appetizers 5 A; Main Dish 5 A (Feelings/Emotions)  |               |               |
| 3.07   | <ul style="list-style-type: none"> <li>Compare authors' uses of conventions of language that aid readers including:               <ul style="list-style-type: none"> <li>- kinds of sentences.</li> <li>- capitalization of first word in a sentence and proper names.</li> <li>- punctuation to end a declarative and interrogative sentence.</li> </ul> </li> </ul> |  |               |               |
| <b>Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.</b> |   |  |               |               |
| 4.01   | <ul style="list-style-type: none"> <li>Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event).</li> </ul>  | Appetizers 1 A; 3 A; 4 A; 5 A; Main Dish Objectives 1 A (Context Clues); 3 A (Main Idea); 4 A (Cause Effect); 5 A (Feelings/Emotions)            |               |               |
| 4.02   | <ul style="list-style-type: none"> <li>Use words that name characters and settings (who, when, where) and words that tell action and events (what happened, what did ____ do) in simple texts.</li> </ul>   | Appetizers 2 A, B, & D; 5 A; Main Dish Objectives 2 A (Facts/Details); 2 B (Sequential Order); 2 D (Setting of a Story); 5 A (Feelings/Emotions) |               |               |
| 4.03   | <ul style="list-style-type: none"> <li>Use specific words to name and tell action in oral and written language (e.g., using words such as frog and toad when discussing an expository text).</li> </ul>   | Appetizers 5 A; Main Dish Objective 5 A (Feelings/Emotions)  |               |               |

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| 4.04                    | <ul style="list-style-type: none"> <li>Extend skills in using oral and written language:               <ul style="list-style-type: none"> <li>- clarifying purposes for engaging in communication.</li> <li>- using clear and precise language to paraphrase messages.</li> <li>- engaging in more extended oral discussions.</li> <li>- producing written products.</li> </ul> </li> </ul> | <b>Appetizers 1 A; 2 A, B, &amp; C; 3 A; 4 A; 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 (Main Idea); 5 A (Feelings/Emotions); 6 A (Fact/Fantasy)</b> |               |               |
| 4.05                    | <ul style="list-style-type: none"> <li>Write and/or participate in writing by using an author's model of language and extending the model (e.g., writing a different ending for a story, composing an innovation of a poem).</li> </ul>   |   |               |               |
| 4.06                    | <ul style="list-style-type: none"> <li>Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retelling).</li> </ul>   | <b>Main Dish Objectives 2 A (Facts/Details); 3 A (Main Idea); 4 A (Cause/Effect); 5 A (Feelings/Emotions)</b>   |               |               |