

Texas
TEKS Student Expectations
Reading - Grade 1
Correlations with Gourmet Curriculum Press, Inc.®
1.800.900.2290

| Benchmark Number | Benchmark • Teaching Targets | Gourmet Resource | Taught | Tested |
|---|---|---|---------------|---------------|
| Domain: Reading/Vocabulary Development | | | | |
| 1.11 A | • <i>discuss meaning of words and develop vocabulary through meaningful/concrete experiences</i> | Appetizers 1.11 A; Main Dish Objective 1 A (Context Clues) | | |
| 1.11 B | • <i>develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud</i> | | | |
| 1.11 C | • <i>identify words that name persons, places, or things and words that name actions</i> | Appetizers 1.11 C; Main Dish Objectives 2 A (Facts/Details); 5 A (Feelings/Emotions) | | |
| Domain: Reading/Comprehension | | | | |
| 1.12 A | • <i>use prior knowledge to anticipate meaning and make sense of text</i> | Appetizers 1.12 A; Main Dish Objective 1 A (Context Clues) | | |
| 1.12 B | • <i>establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained</i> | Appetizers 1.12 B; Main Dish Objectives 2 B (Sequential Order); 2 C (Written Directions); 2 D (Setting of a Story) | | |
| 1.12 C | • <i>retell or act out the order of important events in stories</i> | Appetizers 1.12 C; Main Dish Objective 2 B (Sequential Order) | | |
| 1.12 D | • <i>monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help</i> | All Appetizers; All Main Dish Objectives | | |

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| 1.12 E | • <i>draw and discuss visual images based on text descriptions</i> | All Appetizers; All Main Dish Objectives | | |
| 1.12 F | • <i>make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions</i> | Appetizers 1.12 F; Main Dish Objectives 3 A (Stated Main Idea); 4 A (Cause/Effect); 4 B (Predicting Outcomes); 5 A (Feelings/Emotions) | | |
| 1.12 G | • <i>identify similarities and differences across texts such as in topics, characters, and problems</i> | Appetizers 1.12 G; Main Dish Objectives 3 A (Stated Main Idea); 4 A (Cause/Effect) | | |
| Domain: Reading/Literary Response | | | | |
| 1.13 A | • <i>listen to stories being read aloud</i> | All Appetizers; All Main Dish Objectives | | |
| 1.13 B | • <i>participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud</i> | All Appetizers; All Main Dish Objectives | | |
| 1.13 C | • <i>respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation</i> | All Appetizers; All Main Dish Objectives | | |
| 1.13 D | • <i>connect ideas and themes across texts</i> | | | |
| 1.13 E | • <i>describe how illustrations contribute to the text</i> | All Appetizers; All Main Dish Objectives | | |
| Domain: Reading/Text Structures/Literary Concepts | | | | |
| 1.14 A | • <i>distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve</i> | | | |
| 1.14 B | • <i>understand simple story structure</i> | All Appetizers; All Main Dish Objectives | | |
| 1.14 C | • <i>distinguish fiction from nonfiction, including fact and fantasy</i> | Appetizers 1.14 C; Main Dish Objective 6 A (Fact/Fantasy) | | |

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| 1.14 D | <ul style="list-style-type: none"> recognize the distinguishing features of familiar genres, including stories, poems, and informational texts | All Appetizers; All Main Dish Objectives | | |
| 1.14 E | <ul style="list-style-type: none"> understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books | All Appetizers; All Main Dish Objectives | | |
| 1.14 F | <ul style="list-style-type: none"> understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures | All Appetizers; All Main Dish Objectives | | |
| 1.14 G | <ul style="list-style-type: none"> analyze characters, including their traits, feelings, relationships, and changes | Appetizers 1.14 G; Main Dish Objective 5 A (Feelings/Emotions) | | |
| 1.14 H | <ul style="list-style-type: none"> identify the importance of the setting to a story's meaning | Appetizers 1.14 H; Main Dish Objective 2 D (Setting of a Story) | | |
| 1.14 I | <ul style="list-style-type: none"> recognize the story problem(s) or plot | Appetizers 1.14 I; Main Dish Objective 3 A (Stated Main Idea) | | |
| Domain: Reading Inquiry/Research | | | | |
| 1.15 A | <ul style="list-style-type: none"> identify relevant questions for inquiry such as "What do pill bugs eat?" | Appetizers 1.15 A; Main Dish Objective 2 A (Facts/Details) | | |
| 1.15 B | <ul style="list-style-type: none"> use pictures, print, and people to gather information and answer questions | All Appetizers; All Main Dish Objectives | | |
| 1.15 C | <ul style="list-style-type: none"> draw conclusions from information gathered | Appetizers 1.15 C; Main Dish Objectives 4 A (Cause/Effect); 4 B (Predicting Outcomes) | | |
| 1.15 D | <ul style="list-style-type: none"> use alphabetical order to locate information | Library Skills Fun and Games | | |
| 1.15 E | <ul style="list-style-type: none"> recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices | All Appetizers; All Main Dish Objectives; Library Skills Fun and Games | | |

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| 1.15 F | • <i>locate important areas of the library/media center</i> | All Appetizers; All Main Dish Objectives; Library Skills Fun and Games | | |
| | Domain: Reading/Culture | | | |
| 1.16 A | • <i>connect his/her life experiences with the life experiences, language, customs, and culture of others</i> | | | |
| 1.16 B | • <i>compare experiences of characters across cultures</i> | | | |