

**Arizona State Standard
Grade K Reading Standard
Strand 1: Reading Process**

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Print Concepts				
1	Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, <i>Exit</i> and <i>Danger</i> signs).	✓	Oral Reading: Expert Sheets 4 - 20	✓
2	Hold a book right side up and turn pages in the correct direction.	N/A	N/A	N/A
3	Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.	N/A	N/A	N/A
4	Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.	N/A	N/A	N/A
5	Distinguish between printed letters and words.	✓	Oral Reading: Expert Sheets 4 - 20	✓
6	Recognize that spoken words are represented in written language by specific sequences of letters.	✓	Oral Reading: Expert Sheets 4 - 20	✓
7	Recognize the concept of words by segmenting spoken sentences into individual words.	✓	Oral Reading: Expert Sheets 4 - 20	✓
8	Demonstrate the one-to-one correlation between a spoken word and a printed word.	✓	Oral Reading: Expert Sheets 4 - 20	✓
Concept: 2. Phonemic Awareness				
1	Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).	N/A	N/A	N/A
2	Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).	N/A	N/A	N/A
3	Orally produce groups of words that begin with the same initial sound (alliteration).	N/A	N/A	N/A
4	Blend two or three spoken syllables to say words.	✓	Oral Reading: Expert Sheets 4 - 20	✓
5	Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).	✓	Oral Reading: Expert Sheets 4 - 20	✓
6	Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).	✓	Oral Reading: Expert Sheets 4 - 20	✓

PO	Description	Lessons	Supplemental Material	Activities
7	Identify the initial and final sounds (not the letter) of a spoken word.	✓	Oral Reading: Expert Sheets 4 - 20	✓
8	Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., <i>dog</i> makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).	✓	Oral Reading: Expert Sheets 4 - 20	✓
Concept: 3. Phonics				
1	Identify letters of the alphabet (upper and lower case).	✓	Oral Reading: Expert Sheets 4 - 20	✓
2	Recognize that a new word is created when a specific letter is changed, added, or removed.	✓	Oral Reading: Expert Sheets 4 - 20	✓
3	Say letter sounds represented by the single-lettered consonants and vowels.	✓	Oral Reading: Expert Sheets 4 - 20	✓
Concept: 4. Vocabulary				
1	Determine what words mean from how they are used in a sentence, heard or read.	✓	Oral Reading: Expert Sheets 4 - 20	✓
2	Sort familiar words into basic categories (e.g., colors, shapes, foods).	N/A	N/A	N/A
3	Describe familiar objects and events in both general and specific language.	✓	Oral Reading: Expert Sheets 4 - 20	✓
Concept: 5. Fluency				
<i>(Grades 1-12)</i>				
Concept: 6. Comprehension				
1	Make predictions based on title, cover, illustrations, and text.	N/A	N/A	N/A
2	Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.	✓	Oral Reading: Expert Sheets 4 - 20	✓

**Arizona State Standard
Grade K Reading Standard
Strand 2: Comprehending Literary Text**

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Elements of Literature				
1	Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.	✓	Oral Reading: Expert Sheets 4 - 20	✓
2	Identify elements of a story, including characters, setting, and key events.	✓	Oral Reading: Expert Sheets 4 - 20	✓
3	Retell or re-enact a story, placing the events in the correct sequence.	✓	Oral Reading: Expert Sheets 4 - 20	✓
4	Determine whether a literary selection, that is heard, is realistic or fantasy.	N/A	N/A	N/A
Concept: 2. Historical and Cultural Aspects of Literature				
<i>(Grades 1-12)</i>				

Arizona State Standard
Grade K Reading Standard
Strand 3: Comprehending Informational Text

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Expository Text				
1	Identify the purpose for reading expository text.	N/A	N/A	N/A
2	Restate facts from listening to expository text.	✓	Oral Reading: Expert Sheets 4 - 20	✓
3	Respond appropriately to questions based on facts in expository text, heard or read.	✓	Oral Reading: Expert Sheets 4 - 20	✓
Concept: 2. Functional Text				
1	Sequentially follow a two- or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.	✓	Oral Reading: Expert Sheets 4 - 20	✓
2	Identify signs, symbols, labels, and captions in the environment.	N/A	N/A	N/A
Concept: 3. Persuasive Text				
<i>(Grades 3-12)</i>				

**Arizona State Standard
Grade 1 Reading Standard
Strand 1: Reading Process**

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Print Concepts				
1	Alphabetize a series of words to the first letter.	N/A	N/A	N/A
2	Distinguish between uppercase and lowercase letters.	✓	Writing sheets	✓
3	Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).	✓	Grammar sheets	✓
4	Identify the title, author, and table of contents of a book.	N/A	N/A	N/A
Concept: 2. Phonemic Awareness				
1	Generate a series of rhyming words, including consonant blends.	✓	Over 200 blackline masters	✓
2	Orally segment a multi-syllable word into its syllables.	✓	Over 200 blackline masters	✓
3	Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change <i>cow</i> to <i>how</i> , <i>pan</i> to <i>an</i>).	✓	Over 200 blackline masters	✓
4	Distinguish between initial, medial, and final sounds in single-syllable words.	✓	Over 200 blackline masters	✓
5	Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite).	✓	Over 200 blackline masters	✓
6	Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.	✓	Over 200 blackline masters	✓
7	Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /f/l/a/t/ = flat).	✓	Over 200 blackline masters	✓
8	Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).	✓	Over 200 blackline masters	✓

PO	Description	Lessons	Supplemental Material	Activities
Concept: 3. Phonics				
1	Decode regularly spelled two-syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by: <ul style="list-style-type: none"> • Single letters (consonants and vowels), • Consonant blends (e.g., bl, st, tr), • Consonant digraphs (e.g., th, sh, ck), and • Vowel digraphs and diphthongs (e.g., ea, ie, ee). 	✓	Over 200 blackline masters	✓
2	Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.	✓	Over 200 blackline masters	✓
3	Use knowledge of base words to identify compound words.	✓	Over 200 blackline masters	✓
4	Read words with common spelling patterns (e.g., -ite, -ill, -ate).	✓	Over 200 blackline masters	✓
5	Recognize high frequency words and irregular sight words.	✓	Over 200 blackline masters	✓
6	Read common contractions fluently (e.g., I'm, I'll, can't).	✓	Over 200 blackline masters	✓
7	Use knowledge of word order (syntax) and context to confirm decoding.	✓	Over 200 blackline masters	✓
Concept: 4. Vocabulary				
1	Recognize base words and their inflections (e.g., <i>look, looks, looked, looking</i>).	✓	Over 200 blackline masters	✓
2	Classify common words into conceptual categories (e.g., animals, foods, toys).	N/A	N/A	N/A
3	Identify the words that comprise contractions (e.g., can't=can not, it's=it is, aren't=are not).	✓	Grammar sheets	✓
4	Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).	✓	Over 200 blackline masters	✓
Concept: 5. Fluency				
1	Consistently read grade-level text with at least 90 percent accuracy.	✓	Oral reading sheets	✓
2	Read aloud with fluency in a manner that sounds like natural speech.	✓	Oral reading sheets	✓

PO	Description	Lessons	Supplemental Material	Activities
Concept: 6. Comprehension				
1	Predict what might happen next in a reading selection.	✓	Oral reading sheets	✓
2	Relate information and events in a reading selection to life experiences and life experiences to the text.	N/A	Oral reading sheets	N/A

Arizona State Standard
Grade 1 Reading Standard
Strand 2: Comprehending Literary Text

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Elements of Literature				
1	Identify the plot of a literary selection, heard or read.	N/A	Oral reading sheets	N/A
2	Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.	N/A	Oral reading sheets	N/A
3	Sequence a series of events in a literary selection, heard or read.	N/A	Oral reading sheets	N/A
4	Determine whether a literary selection, heard or read, is realistic or fantasy.	N/A	Oral reading sheets	N/A
5	Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.	N/A	Oral reading sheets	N/A
Concept: 2. Historical and Cultural Aspects of Literature				
1	Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	N/A	Oral reading sheets	N/A

Arizona State Standard
Grade 1 Reading Standard
Strand 3: Comprehending Informational Text

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Expository Text				
1	Identify the topic of expository text, heard or read.	N/A	N/A	N/A
2	Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.	✓	Oral reading sheets	✓
3	Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text.	N/A	N/A	N/A
Concept: 2. Functional Text				
1	Follow a set of written multi-step directions with picture cues to assist.	✓	Grammar sheets	✓
2	Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order, with picture cues to assist.	✓	Grammar sheets	✓
3	State the meaning of specific signs (e.g., traffic, safety, warning signs).	N/A	N/A	N/A
Concept: 3. Persuasive Text				
<i>(Grades 3-12)</i>				

**Arizona State Standard
Grade 2 Reading Standard
Strand 1: Reading Process**

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Print Concepts				
1	Alphabetize a series of words to the second letter.	N/A	N/A	N/A
2	Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).	✓	Grammar sheets	✓
Concept: 2. Phonemic Awareness				
1	Orally segment a multi-syllable word into its syllables.	✓	Oral reading sheets	✓
2	Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).	✓	Oral reading sheets	✓
3	Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).	✓	Oral reading sheets	✓
Concept: 3. Phonics				
1	Read multi-syllabic words fluently, using letter-sound knowledge.	✓	Oral reading sheets	✓
2	Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).	✓	Oral reading sheets	✓
3	Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.	✓	Oral reading sheets	✓
4	Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.	✓	Oral reading sheets	✓
5	Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.	N/A	N/A	N/A
6	Recognize high frequency words and irregular sight words.	✓	Oral reading sheets	✓
7	Read common contractions fluently (e.g., haven't, it's, aren't).	✓	Oral reading sheets	✓

PO	Description	Lessons	Supplemental Material	Activities
8	Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	✓	Oral reading sheets	✓
9	Use knowledge of word order (syntax) and context to confirm decoding.	✓	Oral reading sheets	✓
Concept: 4. Vocabulary				
1	Identify simple prefixes. (e.g., un-, re-) to determine the meaning of words.	✓	Oral reading sheets	✓
2	Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.	✓	Oral reading sheets	✓
3	Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.	✓	Oral reading sheets	✓
4	Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.	✓	Oral reading sheets	✓
5	Recognize words represented by common abbreviations (e.g., Mr., Ave., Oct.).	N/A	N/A	N/A
6	Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).	✓	Oral reading sheets	✓
7	Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).	✓	Oral reading sheets	✓
Concept: 5. Fluency				
1	Consistently read grade level text with at least 90 percent accuracy.	✓	Oral reading sheets	✓
2	Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.	✓	Oral reading sheets	✓
3	Use punctuation, including commas, periods, and question marks to guide reading for fluency.	✓	Grammar sheets	✓
Concept: 6. Comprehension				
1	Predict what might happen next in a reading selection.	✓	Oral reading sheets	✓
2	Compare a prediction about an action or event to what actually occurred within a text.	✓	Oral reading sheets	✓
3	Ask relevant questions in order to comprehend text.	✓	Oral reading sheets	✓
4	Relate information and events in a reading selection to life experiences and life experiences to the text.	N/A	Oral reading sheets	N/a

Arizona State Standard
Grade 2 Reading Standard
Strand 2: Comprehending Literary Text

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Elements of Literature				
1	Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.	✓	Oral reading sheets	✓
2	Describe characters (e.g., traits, roles, similarities) within a literary selection.	✓	Oral reading sheets	✓
3	Sequence a series of events in a literary selection.	✓	Oral reading sheets	✓
4	Identify cause and effect of specific events in a literary selection.	N/A	Oral reading sheets	N/A
5	Identify words that the author selects in a literary selection to create a graphic visual experience.	N/A	Oral reading sheets	N/A
6	Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.	N/A	Oral reading sheets	N/A
7	Identify differences between fiction and nonfiction.	N/A	Oral reading sheets	N/A
Concept: 2. Historical and Cultural Aspects of Literature				
1	Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	N/A	N/A	N/A

Arizona State Standard
Grade 2 Reading Standard
Strand 3: Comprehending Informational Text

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Expository Text				
1	Identify the main idea in expository text.	✓	Oral reading sheets	✓
2	Locate facts in response to questions about expository text.	✓	Oral reading sheets	✓
3	Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. <u>(Connected to Research Strand in Writing)</u>	N/A	N/A	N/A
4	Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information. <u>(Connected to Research Strand in Writing)</u>	N/A	N/A	N/A
5	Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. <u>(Connected to Research Strand in Writing)</u>	N/A	N/A	N/A
Concept: 2. Functional Text				
1	Follow a set of written multi-step directions.	N/A	Grammar sheets	N/A
2	Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order.	✓	Oral reading sheets	✓
3	State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).	N/A	N/A	N/A
Concept: 3. Persuasive Text				
<i>(Grades 3-12)</i>				

Arizona State Standard
Grade 3 Reading Standard
Strand 1: Reading Process

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Print Concepts				
1	Alphabetize a series of words to the third letter.	N/A	N/A	N/A
2	Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).	✓	Grammar sheets	✓
Concept: 2. Phonemic Awareness				
<i>(Grades K-2)</i>				
Concept: 3. Phonics				
1	Read multi-syllabic words fluently, using letter-sound knowledge.	✓	Oral reading sheets	✓
2	Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).	✓	Oral reading sheets	✓
3	Apply knowledge of the following common spelling patterns to read words: <ul style="list-style-type: none"> • that drop the final e and add endings such as -ing, -ed, or -able (e.g., use/using/used/usable), • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping), • that require changing the final y to i (e.g., baby/babies), • that end in -tion, -sion, (e.g., election, vision), • with complex word families (e.g., -ight, -ought); • that include common prefixes, suffixes and root words. 	✓	Oral reading sheets	✓
4	Read common abbreviations (e.g., Wed., Sept.) fluently.	N/A	N/A	N/A
5	Recognize high frequency words and irregular sight words.	✓	Oral reading sheets	✓
6	Use knowledge of word order (syntax) and context to confirm decoding.	✓	Oral reading sheets	✓

PO	Description	Lessons	Supplemental Material	Activities
Concept: 4. Vocabulary				
1	Use knowledge of prefixes (e.g., un-, re-, in-, dis-) to determine the meaning of words.	✓	Oral reading sheets	✓
2	Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.	✓	Oral reading sheets	✓
3	Recognize words represented by common abbreviations (e.g., Mr., Ave., Oct.).	N/A	N/A	N/A
4	Identify the words that comprise a contraction (e.g., can't=can not, it's=it is, aren't=are not).	✓	Oral reading sheets	✓
5	Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).	✓	Oral reading sheets	✓
6	Determine the meaning of common synonyms, antonyms, and homographs.	✓	Oral reading sheets	✓
7	Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary and thesaurus (and CD-ROM and Internet when available).	✓	Oral reading sheets	✓
Concept: 5. Fluency				
1	Consistently read grade-level text with at least 90 percent accuracy.	✓	Oral reading sheets	✓
2	Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.	✓	Oral reading sheets	✓
Concept: 6. Comprehension				
1	Predict events and actions, based upon prior knowledge and text features.	✓	Oral reading sheets	✓
2	Compare a prediction about an action or event to what actually occurred within a text.	✓	Oral reading sheets	✓
3	Ask relevant questions in order to comprehend text.	✓	Oral reading sheets	✓
4	Answer clarifying questions in order to comprehend text.	✓	Oral reading sheets	✓
5	Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.	N/A	N/A	N/A
6	Connect information and events in text to related text and sources.	N/A	N/A	N/A

Arizona State Standard
Grade 3 Reading Standard
Strand 2: Comprehending Literary Text

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Elements of Literature				
1	Compare (and contrast) literary elements across stories, including plots, settings, and characters.	N/A	N/A	N/A
2	Describe characters (e.g., traits, roles, similarities) within a literary selection.	N/A	N/A	N/A
3	Sequence a series of events in a literary selection.	N/A	N/A	N/A
4	Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.	N/A	N/A	N/A
5	Identify the speaker or narrator in a literary selection.	N/A	N/A	N/A
6	Identify rhyme, rhythm, repetition, and sensory images in poetry.	N/A	N/A	N/A
7	Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.	N/A	N/A	N/A
Concept: 2. Historical and Cultural Aspects of Literature				
1	Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	N/A	N/A	N/A

Arizona State Standard
Grade 3 Reading Standard
Strand 3: Comprehending Informational Text

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Expository Text				
1	Identify the main idea and supporting details in expository text.	✓	Oral reading sheets	✓
2	Locate facts in response to questions about expository text.	✓	Oral reading sheets	✓
3	Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. <u>(Connected to Research Strand in Writing)</u>	N/A	N/A	N/A
4	Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. <u>(Connected to Research Strand in Writing)</u>	N/A	N/A	N/A
5	Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. <u>(Connected to Research Strand in Writing)</u>	N/A	N/A	N/A
Concept: 2. Functional Text				
1	Follow a set of written multi-step directions.	✓	Oral reading sheets	✓
2	Provide multi-step directions.	✓	Oral reading sheets	✓
3	Evaluate written directions for sequence and completeness.	N/A	N/A	N/A
4	Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.	N/A	N/A	N/A
Concept: 3. Persuasive Text				
1	Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).	N/A	N/A	N/A
2	Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.	N/A	N/A	N/A

**Arizona State Standard
Grade 4 Reading Standard
Strand 1: Reading Process**

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Print Concepts				
<i>(Grades K-3)</i>				
Concept: 2. Phonemic Awareness				
<i>(Grades K-2)</i>				
Concept: 3. Phonics				
<i>(Grades K-3)</i>				
Concept: 4. Vocabulary				
1	Use knowledge of root words and affixes to determine the meaning of unknown words.	✓	Oral reading sheets	✓
2	Use context to determine the relevant meaning of a word.	✓	Oral reading sheets	✓
3	Determine the difference between figurative language and literal language.	N/A	N/A	N/A
4	Identify figurative language, including similes, personification, and idioms.	N/A	N/A	N/A
5	Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, and glossaries, (and CD-ROM and Internet when available).	N/A	N/A	N/A
6	Identify antonyms, synonyms, and homographs for given words within text.	N/A	N/A	N/A
Concept: 5. Fluency				
1	Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	✓	Oral reading sheets	✓
Concept: 6. Comprehension				
1	Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	✓	Oral reading sheets	✓
2	Confirm predictions about text for accuracy.	✓	Oral reading sheets	✓

PO	Description	Lessons	Supplemental Material	Activities
3	Generate clarifying questions in order to comprehend text.	✓	Oral reading sheets	✓
4	Use graphic organizers in order to clarify the meaning of the text.	N/A	N/A	N/A
5	Connect information and events in a text to experience and to related text and sources.	N/A	N/A	N/A
6	Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	✓	Oral reading sheets	✓

Arizona State Standard
Grade 4 Reading Standard
Strand 2: Comprehending Literary Text

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Elements of Literature				
1	Identify the main problem or conflict of a plot.	✓	Oral reading sheets	✓
2	Identify the resolution of a problem or conflict in a plot.	✓	Oral reading sheets	✓
3	Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends).	N/A	N/A	N/A
4	Distinguish between major characters and minor characters.	N/A	N/A	N/A
5	Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	N/A	N/A	N/A
6	Identify the speaker or narrator in a literary selection.	N/A	N/A	N/A
7	Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	✓	Oral reading sheets	✓
8	Compare (and contrast) the characters, events, and setting in a literary selection.	N/A	N/A	N/A
9	Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.	N/A	N/A	N/A
10	Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.	N/A	N/A	N/A
Concept: 2. Historical and Cultural Aspects of Literature				
1	Describe the historical and cultural aspects found in cross-cultural works of literature.	N/A	N/A	N/A

Arizona State Standard
Grade 4 Reading Standard
Strand 3: Comprehending Informational Text

Arizona Standards		My Reading Coach Gold		
PO	Description	Lessons	Supplemental Material	Activities
Concept: 1. Expository Text				
1	Identify the main idea and supporting details in expository text.	✓	Oral reading sheets	✓
2	Distinguish fact from opinion in expository text.	N/A	N/A	N/A
3	Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	N/A	N/A	N/A
4	Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u>	N/A	N/A	N/A
5	Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose. <u>(Connected to Research Strand in Writing)</u>	N/A	N/A	N/A
6	Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. <u>(Connected to Research Strand in Writing)</u>	N/A	N/A	N/A
7	Distinguish cause from effect.	✓	Oral reading sheets	✓
8	Draw valid conclusions based on information gathered from expository text.	✓	Oral reading sheets	✓
Concept: 2. Functional Text				
1	Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).	N/A	N/A	N/A
2	Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	✓	N/A	✓

PO	Description	Lessons	Supplemental Material	Activities
Concept: 3. Persuasive Text				
1	Determine the author's position regarding a particular idea, subject, concept, or object.	N/A	N/A	N/A
2	Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.	N/A	N/A	N/A