

**California State Standard**  
**Kindergarten English-Language Arts Content Standards**  
**Reading**

**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Concepts About Print</b>				
1.1	Identify the front cover, back cover, and title page of a book.	N/A	N/A	N/A
1.2	Follow words from left to right and from top to bottom on the printed page.	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.3	Understand that printed materials provide information.	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.4	Recognize that sentences in print are made up of separate words.	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.5	Distinguish letters from words.	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.6	Recognize and name all uppercase and lowercase letters of the alphabet.	✓	Over 200 blackline masters	✓
<b>Phonemic Awareness</b>				
1.7	Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/)	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.8	Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.9	Blend vowel-consonant sounds orally to make words or syllables.	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.10	Identify and produce rhyming words in response to an oral prompt.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
1.11	Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.12	Track auditorily each word in a sentence and each syllable in a word.	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.13	Count the number of sounds in syllables and syllables in words.	✓	Oral Reading: Expert Sheets 4 – 20	✓
<b>Decoding and Word Recognition</b>				
1.14	Match all consonant and short-vowel sounds to appropriate letters.	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.15	Read simple one-syllable and high-frequency words (i.e., sight words).	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.16	Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	✓	Oral Reading: Expert Sheets 4 – 20	✓
<b>Vocabulary and Concept Development</b>				
1.17	Identify and sort common words in basic categories (e.g., colors, shapes, foods).	N/A	N/A	N/A
1.18	Describe common objects and events in both general and specific language.	✓	Oral Reading: Expert Sheets 4 – 20	✓

## 2.0 Reading Comprehension

Topic	Description	Lessons	Supplemental Material	Activities
<b>Structural Features of Informational Materials</b>				
2.1	Locate the title, table of contents, name of author, and name of illustrator.	N/A	N/A	N/A
<b>Structural Features of Informational Materials</b>				
2.2	Use pictures and context to make predictions about story content.	✓	Oral Reading: Expert Sheets 4 – 20	✓
2.3	Connect to life experiences the information and events in texts.	N/A	N/A	N/A
2.4	Retell familiar stories.	✓	Oral Reading: Expert Sheets 4 – 20	✓
2.5	Ask and answer questions about essential elements of a text.	N/A	N/A	N/A

### 3.0 Literary Response and Analysis

Topic	Description	Lessons	Supplemental Material	Activities
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>				
3.1	Distinguish fantasy from realistic text.	N/A	N/A	N/A
3.2	Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	N/A	N/A	N/A
3.3	Identify characters, settings, and important events.	✓	Oral Reading: Expert Sheets 4 – 20	✓

**California State Standard  
Kindergarten English-Language Arts Content Standards  
Writing**

**1.0 Writing Strategies**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Organization and Focus</b>				
1.1	Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	✓	Oral Reading: Expert Sheets 4 – 20; grammar sheets	✓
1.2	Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).	✓	Oral Reading: Expert Sheets 4 – 20; grammar sheets	✓
1.3	Write by moving from left to right and from top to bottom.	✓	Oral Reading: Expert Sheets 4 – 20; grammar sheets	✓
<b>Penmanship</b>				
1.4	Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	✓	Over 200 blackline masters	✓

**California State Standard**  
**Kindergarten English-Language Arts Content Standards**  
**Written and Oral English Language Conventions**

**1.0 Written and Oral English Language Conventions**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Sentence Structure</b>				
1.1	Recognize and use complete, coherent sentences when speaking.	✓	Oral Reading: Expert Sheets 4 – 20	✓
<b>Spelling</b>				
1.2	Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	✓	Over Blackline Masters	✓

**California State Standard  
Kindergarten English-Language Arts Content Standards  
Listening and Speaking**

**1.0 Listening and Speaking Strategies**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Comprehension</b>				
1.1	Understand and follow one-and two-step oral directions.	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.2	Share information and ideas, speaking audibly in complete, coherent sentences.	✓	Oral Reading: Expert Sheets 4 – 20	✓

**2.0 Speaking Applications (Genres and Their Characteristics)**

<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:</b>				
2.1	Describe people, places, things (e.g., size, color, shape), locations, and actions.	✓	Oral Reading: Expert Sheets 4 – 20	✓
2.2	Recite short poems, rhymes, and songs.	N/A	N/A	N/A
2.3	Relate an experience or creative story in a logical sequence.	N/A	N/A	N/A

**California State Standard**  
**Grade 1 English-Language Arts Content Standards**  
**Reading**

**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Concepts About Print</b>				
1.1	Match oral words to printed words.	✓	Oral Reading: Expert Sheets 4 – 32	✓
1.2	Identify the title and author of a reading selection.	N/A	N/A	N/A
1.3	Identify letters, words, and sentences.	✓	Oral Reading: Expert Sheets 4 – 32	✓
<b>Phonemic Awareness</b>				
1.4	Distinguish initial, medial, and final sounds in single-syllable words.	✓	Oral Reading: Expert Sheets 4 – 32	✓
1.5	Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> ).	✓	Oral Reading: Expert Sheets 4 – 32	✓
1.6	Create and state a series of rhyming words, including consonant blends.	✓	Oral Reading: Expert Sheets 4 – 32	✓
1.7	Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ).	✓	Oral Reading: Expert Sheets 4 – 32	✓
1.8	Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat).	✓	Oral Reading: Expert Sheets 4 – 32	✓
1.9	Segment single syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich).	✓	Oral Reading: Expert Sheets 4 – 32	✓
<b>Decoding and Word Recognition</b>				
1.10	Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	✓	Oral Reading: Expert Sheets 4 – 32	✓
1.11	Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).	✓	Oral Reading: Expert Sheets 4 – 32	✓
1.12	Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	✓	Oral Reading: Expert Sheets 4 – 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
1.13	Read compound words and contractions.	✓	Oral Reading: Expert Sheets 4 – 32	✓
1.14	Read inflectional forms (e.g., <i>-s</i> , <i>-ed</i> , <i>-ing</i> ) and root words (e.g., <i>look</i> , <i>looked</i> , <i>looking</i> ).	✓	Oral Reading: Expert Sheets 4 – 32	✓
1.15	Read common word families (e.g., <i>-ite</i> , <i>-ate</i> ).	✓	Oral Reading: Expert Sheets 4 – 32	✓
1.16	Read aloud with fluency in a manner that sounds like natural speech.	✓	Oral Reading: Expert Sheets 4 – 32	✓
<b>Vocabulary and Concept Development</b>				
1.17	Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	N/A	N/A	N/A

## 2.0 Reading Comprehension

Topic	Description	Lessons	Supplemental Material	Activities
<b>Structural Features of Informational Materials</b>				
2.1	Identify text that uses sequence or other logical order.	✓	Oral Reading: Expert Sheets 4 – 32	✓
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>				
2.2	Respond to <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>how</i> questions.	✓	Oral Reading: Expert Sheets 4 – 32	✓
2.3	Follow one-step written instructions.	✓	Over 200 Challenge Sheets	✓
2.4	Use context to resolve ambiguities about word and sentence meanings.	✓	Oral Reading: Expert Sheets 4 – 32	✓
2.5	Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	✓	Oral Reading: Expert Sheets 4 – 32	✓
2.6	Relate prior knowledge to textual information.	✓	Oral Reading: Expert Sheets 4 – 32	✓
2.7	Retell the central ideas of simple expository or narrative passages.	✓	Oral Reading: Expert Sheets 4 – 32	✓

### 3.0 Literary Response and Analysis

Topic	Description	Lessons	Supplemental Material	Activities
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>				
3.1	Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	N/A	N/A	N/A
3.2	Describe the roles of authors and illustrators and their contributions to print materials.	N/A	N/A	N/A
3.3	Recollect, talk, and write about books read during the school year.	N/A	N/A	N/A

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**1.0 Writing Strategies**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Organization and Focus</b>				
1.1	Select a focus when writing.	N/A	N/A	N/A
1.2	Use descriptive words when writing.	✓	Oral Reading: Expert Sheets 4 – 32; Grammar Sheets	✓
<b>Penmanship</b>				
1.3	Print legibly and space letters, words, and sentences appropriately.	✓	Over 200 Blackline Masters	✓

**2.0 Writing Applications (Genres and Their Characteristics)**

<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Using the writing strategies of grade one outlined in Writing Standard 1.0, students:</b>				
2.1	Write brief narratives (e.g., fictional, autobiographical) describing an experience.	N/A	N/A	N/A
2.2	Write brief expository descriptions of a real object, person, place, or event, using sensory details.	N/A	N/A	N/A

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**Written and Oral English Language Conventions**

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<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Sentence Structure</b>				
1.1	Write and speak in complete, coherent sentences.	✓	Oral Reading: Expert Sheets 4 – 32; Grammar Sheets	✓
<b>Grammar</b>				
1.2	Identify and correctly use singular and plural nouns.	✓	Oral Reading: Expert Sheets 4 – 32; Grammar Sheets	✓
1.3	Identify and correctly use contractions (e.g., <i>isn't</i> , <i>aren't</i> , <i>can't</i> , <i>won't</i> ) and singular possessive pronouns (e.g., <i>my/ mine</i> , <i>his/ her</i> , <i>hers</i> , <i>your/s</i> ) in writing and speaking.	✓	Oral Reading: Expert Sheets 4 – 32; Grammar Sheets	✓
<b>Punctuation</b>				
1.4	Distinguish between declarative, exclamatory, and interrogative sentences.	✓	Oral Reading: Expert Sheets 4 – 32; Grammar Sheets	✓
1.5	Use a period, exclamation point, or question mark at the end of sentences.	✓	Oral Reading: Expert Sheets 4 – 32; Grammar Sheets	✓
1.6	Use knowledge of the basic rules of punctuation and capitalization when writing.	✓	Oral Reading: Expert Sheets 4 – 32; Grammar Sheets	✓
<b>Capitalization</b>				
1.7	Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	✓	Oral Reading: Expert Sheets 4 – 32; Grammar Sheets	✓
<b>Spelling</b>				
1.8	Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	✓	Oral Reading: Expert Sheets 4 – 32; Grammar Sheets	✓

**California State Standard  
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Listening and Speaking**

**1.0 Listening and Speaking Strategies**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Comprehension</b>				
1.1	Listen attentively.	✓	Oral Reading: Expert Sheets 4 – 32	✓
1.2	Ask questions for clarification and understanding.	N/A	N/A	N/A
1.3	Give, restate, and follow simple two-step directions.	✓	Oral Reading: Expert Sheets 4 – 32; Grammar Sheets	✓
<b>Organization and Delivery of Oral Communication</b>				
1.4	Stay on the topic when speaking.	✓	Oral Reading: Expert Sheets 4 – 32	✓
1.5	Use descriptive words when speaking about people, places, things, and events.	✓	Oral Reading: Expert Sheets 4 – 32	✓

**2.0 Speaking Applications (Genres and Their Characteristics)**

<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:</b>				
2.1	Recite poems, rhymes, songs, and stories.	N/A	N/A	N/A
2.2	Retell stories using basic story grammar and relating the sequence of story events by answering <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , and <i>how</i> questions.	✓	Oral Reading: Expert Sheets 4 – 32	✓
2.3	Relate an important life event or personal experience in a simple sequence.	N/A	N/A	N/A
2.4	Provide descriptions with careful attention to sensory detail.	✓	Oral Reading: Expert Sheets 4 – 32	✓

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**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Decoding and Word Recognition</b>				
1.1	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.2	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/ per</i> ; vowel-consonant/consonant-vowel = <i>sup/ per</i> ).	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.3	Decode two-syllable nonsense words and regular multisyllable words.	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.4	Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i> ).	N/A	N/A	N/A
1.5	Identify and correctly use regular plurals (e.g., <i>-s</i> , <i>-es</i> , <i>-ies</i> ) and irregular plurals (e.g., <i>fly/ flies</i> , <i>wife/ wives</i> ).	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.6	Read aloud fluently and accurately and with appropriate intonation and expression.	✓	Oral Reading: Expert Sheets 4 – 46	✓
<b>Vocabulary and Concept Development</b>				
1.7	Understand and explain common antonyms and synonyms.	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.8	Use knowledge of individual words in unknown compound words to predict their meaning.	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.9	Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i> ).	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.10	Identify simple multiple-meaning words.	✓	Oral Reading: Expert Sheets 4 – 46	✓

## 2.0 Reading Comprehension

Topic	Description	Lessons	Supplemental Material	Activities
<b>Structural Features of Informational Materials</b>				
2.1	Use titles, tables of contents, and chapter headings to locate information in expository text.	N/A	N/A	N/A
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>				
2.2	State the purpose in reading (i. e., tell what information is sought).	N/A	N/A	N/A
2.3	Use knowledge of the author's purpose( s) to comprehend informational text.	N/A	N/A	N/A
2.4	Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i> ).	N/A	N/A	N/A
2.5	Restate facts and details in the text to clarify and organize ideas.	✓	Oral Reading: Expert Sheets 4 – 46	✓
2.6	Recognize cause-and-effect relationships in a text.	✓	Oral Reading: Expert Sheets 4 – 46	✓
2.7	Interpret information from diagrams, charts, and graphs.	N/A	N/A	N/A
2.8	Follow two-step written instructions.	✓	Over 200 Blackline Masters	✓

## 3.0 Literary Response and Analysis

Topic	Description	Lessons	Supplemental Material	Activities
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>				
3.1	Compare and contrast plots, settings, and characters presented by different authors.	N/A	N/A	N/A
3.2	Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	N/A	N/A	N/A
3.3	Compare and contrast different versions of the same stories that reflect different cultures.	N/A	N/A	N/A
3.4	Identify the use of rhythm, rhyme, and alliteration in poetry.	N/A	N/A	N/A

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**Writing**

**1.0 Writing Strategies**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Organization and Focus</b>				
1.1	Group related ideas and maintain a consistent focus.	N/A	N/A	N/A
<b>Penmanship</b>				
1.2	Create readable documents with legible handwriting.	✓	Over 200 Blackline Masters	✓
<b>Research</b>				
1.3	Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	N/A	N/A	N/A
<b>Evaluation and Revision</b>				
1.4	Revise original drafts to improve sequence and provide more descriptive detail.	✓	Grammar Sheets	✓

**2.0 Writing Applications (Genres and Their Characteristics)**

<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Using the writing strategies of grade two outlined in Writing Standard 1.0, students:</b>				
2.1	Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.	N/A	N/A	N/A
2.2	Write a friendly letter complete with the date, salutation, body, closing, and signature.	N/A	N/A	N/A

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<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Sentence Structure</b>				
1.1	Distinguish between complete and incomplete sentences.	N/A	N/A	N/A
1.2	Recognize and use the correct word order in written sentences.	✓	Oral Reading: Expert Sheets 4 – 46; Grammar Sheets	✓
<b>Grammar</b>				
1.3	Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	✓	Oral Reading: Expert Sheets 4 – 46; Grammar Sheets	✓
<b>Punctuation</b>				
1.4	Use commas in the greeting and closure of a letter and with dates and items in a series.	✓	Oral Reading: Expert Sheets 4 – 46; Grammar Sheets	✓
1.5	Use quotation marks correctly.	✓	Oral Reading: Expert Sheets 4 – 46; Grammar Sheets	✓
<b>Capitalization</b>				
1.6	Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	✓	Oral Reading: Expert Sheets 4 – 46; Grammar Sheets	✓
<b>Spelling</b>				
1.7	Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i> ).	✓	Over 200 Blackline Masters	✓
1.8	Spell basic short-vowel, long-vowel, <i>r</i> -controlled, and consonant-blend patterns correctly.	✓	Over 200 Blackline Masters	✓

**California State Standard  
Grade 2 English-Language Arts Content Standards  
Listening and Speaking**

**1.0 Listening and Speaking Strategies**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Comprehension</b>				
1.1	Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.2	Ask for clarification and explanation of stories and ideas.	N/A	N/A	N/A
1.3	Paraphrase information that has been shared orally by others.	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.4	Give and follow three- and four-step oral directions.	✓	Oral Reading: Expert Sheets 4 – 46	✓
<b>Organization and Delivery of Oral Communication</b>				
1.5	Organize presentations to maintain a clear focus.	N/A	N/A	N/A
1.6	Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.7	Recount experiences in a logical sequence.	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.8	Retell stories, including characters, setting, and plot.	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.9	Report on a topic with supportive facts and details.	N/A	N/A	N/A

## 2.0 Speaking Applications (Genres and Their Characteristics)

Topic	Description	Lessons	Supplemental Material	Activities
<b>Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:</b>				
2.1	Recount experiences or present stories: <ol style="list-style-type: none"> <li>a. Move through a logical sequence of events.</li> <li>b. Describe story elements (e.g., characters, plot, setting).</li> </ol>	✓	Oral Reading: Expert Sheets 4 – 46	✓
2.2	Report on a topic with facts and details, drawing from several sources of information.	N/A	N/A	N/A

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<b>Decoding and Word Recognition</b>				
1.1	Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.2	Decode regular multisyllabic words.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.3	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	✓	Oral Reading: Expert Sheets 4 – 61	✓
<b>Vocabulary and Concept Development</b>				
1.4	Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.5	Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/ mammal/ animal/ living things</i> ).	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.6	Use sentence and word context to find the meaning of unknown words.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.7	Use a dictionary to learn the meaning and other features of unknown words.	N/A	N/A	N/A
1.8	Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i> ) and suffixes (e.g., <i>-er, -est, -ful</i> ) to determine the meaning of words.	✓	Oral Reading: Expert Sheets 4 – 61	✓

**2.0 Reading Comprehension**

<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Structural Features of Informational Materials</b>				
2.1	Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>				
2.2	Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	N/A	N/A	N/A
2.3	Demonstrate comprehension by identifying answers in the text.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.4	Recall major points in the text and make and modify predictions about forthcoming information.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.5	Distinguish the main idea and supporting details in expository text.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.6	Extract appropriate and significant information from the text, including problems and solutions.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.7	Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	✓	Oral Reading: Expert Sheets 4 – 61	✓

### 3.0 Literary Response and Analysis

Topic	Description	Lessons	Supplemental Material	Activities
<b>Structural Features of Literature</b>				
3.1	Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	N/A	N/A	N/A
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>				
3.2	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	N/A	N/A	N/A
3.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	N/A	N/A	N/A
3.4	Determine the underlying theme or author's message in fiction and nonfiction text.	N/A	N/A	N/A
3.5	Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	✓	Oral Reading: Expert Sheets 4 – 61	✓
3.6	Identify the speaker or narrator in a selection.	N/A	N/A	N/A

**California State Standard**  
**Grade 3 English-Language Arts Content Standards**  
**Writing**

**1.0 Writing Strategies**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Organization and Focus</b>				
1.1	Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.	✓	Grammar Sheets	✓
<b>Penmanship</b>				
1.2	Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	N/A	N/A	N/A
<b>Research</b>				
1.3	Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	N/A	N/A	N/A
<b>Evaluation and Revision</b>				
1.4	Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	N/A	N/A	N/A

**2.0 Writing Applications (Genres and Their Characteristics)**

<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Using the writing strategies of grade three outlined in Writing Standard 1.0, students:</b>				
2.1	Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
2.2	Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	N/A	N/A	N/A
2.3	Write personal and formal letters, thank-you notes, and invitations: <ul style="list-style-type: none"> <li>a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.</li> <li>b. Include the date, proper salutation, body, closing, and signature.</li> </ul>	N/A	N/A	N/A

**California State Standard**  
**Grade 3 English-Language Arts Content Standards**  
**Written and Oral English Language Conventions**

**1.0 Written and Oral English Language Conventions**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Sentence Structure</b>				
1.1	Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
<b>Grammar</b>				
1.2	Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
1.3	Identify and use past, present, and future verb tenses properly in writing and speaking.	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
1.4	Identify and use subjects and verbs correctly in speaking and writing simple sentences.	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
<b>Punctuation</b>				
1.5	Punctuate dates, city and state, and titles of books correctly.	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
1.6	Use commas in dates, locations, and addresses and for items in a series.	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
<b>Capitalization</b>				
1.7	Capitalize geographical names, holidays, historical periods, and special events correctly.	N/A	N/A	N/A
<b>Spelling</b>				
1.8	Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., <i>hair-hare</i> ).	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
1.9	Arrange words in alphabetic order.	N/A	N/A	N/A

**California State Standard  
Grade 3 English-Language Arts Content Standards  
Listening and Speaking**

**1.0 Listening and Speaking Strategies**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Comprehension</b>				
1.1	Retell, paraphrase, and explain what has been said by a speaker.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.2	Connect and relate prior experiences, insights, and ideas to those of a speaker.	N/A	N/A	N/A
1.3	Respond to questions with appropriate elaboration.	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
1.4	Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).	N/A	N/A	N/A
<b>Comprehension</b>				
1.5	Organize ideas chronologically or around major points of information.	N/A	N/A	N/A
1.6	Provide a beginning, middle, and an end, including concrete details that develop a central idea.	N/A	N/A	N/A
1.7	Use clear and specific vocabulary to communicate ideas and establish the tone.	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
1.8	Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).	N/A	N/A	N/A
1.9	Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
<b>Analysis and Evaluation of Oral and Media Communications</b>				
1.10	Compare ideas and points of view expressed in broadcast and print media.	N/A	N/A	N/A
1.11	Distinguish between the speaker's opinions and verifiable facts.	N/A	N/A	N/A

## 2.0 Speaking Applications (Genres and Their Characteristics)

Topic	Description	Lessons	Supplemental Material	Activities
<b>Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:</b>				
2.1	Make brief narrative presentations: <ol style="list-style-type: none"> <li>a. Provide a context for an incident that is the subject of the presentation.</li> <li>b. Provide insight into why the selected incident is memorable.</li> <li>c. Include well-chosen details to develop character, setting, and plot.</li> </ol>	N/A	N/A	N/A
2.2	Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.	N/A	N/A	N/A
2.3	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	N/A	N/A	N/A

**California State Standard**  
**Grade 4 English-Language Arts Content Standards**  
**Reading**

**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Word Recognition</b>				
1.1	Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	✓	Oral Reading: Expert Sheets 4 – 61	✓
<b>Vocabulary and Concept Development</b>				
1.2	Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.3	Use knowledge of root words to determine the meaning of unknown words within a passage.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.4	Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i> ).	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.5	Use a thesaurus to determine related words and concepts.	N/A	N/A	N/A
1.6	Distinguish and interpret words with multiple meanings.	✓	Oral Reading: Expert Sheets 4 – 61	✓

**2.0 Reading Comprehension**

<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Structural Features of Informational Materials</b>				
2.1	Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	✓	Oral Reading: Expert Sheets 4 – 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>				
2.2	Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.3	Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.4	Evaluate new information and hypotheses by testing them against known information and ideas.	N/A	N/A	N/A
2.5	Compare and contrast information on the same topic after reading several passages or articles.	N/A	N/A	N/A
2.6	Distinguish between cause and effect and between fact and opinion in expository text.	N/A	N/A	N/A
2.7	Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	✓	Over 200 Blackline masters	✓

### 3.0 Literary Response and Analysis

Topic	Description	Lessons	Supplemental Material	Activities
<b>Structural Features of Literature</b>				
3.1	Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	N/A	N/A	N/A
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>				
3.2	Identify the main events of the plot, their causes, and the influence of each event on future actions.	N/A	N/A	N/A
3.3	Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	N/A	N/A	N/A
3.4	Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
3.5	Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	N/A	N/A	N/A

**California State Standard  
Grade 4 English-Language Arts Content Standards  
Writing**

**1.0 Writing Strategies**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Organization and Focus</b>				
1.1	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	N/A	N/A	N/A
1.2	Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indentation.	N/A	N/A	N/A
1.3	Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	N/A	N/A	N/A
<b>Penmanship</b>				
1.4	Write fluidly and legibly in cursive or joined italic.	N/A	N/A	N/A
<b>Research and Technology</b>				
1.5	Quote or paraphrase information sources, citing them appropriately.	N/A	N/A	N/A
1.6	Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).	N/A	N/A	N/A
1.7	Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	N/A	N/A	N/A
1.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
1.9	Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).	✓	Supplemental Lessons	✓
<b>Evaluation and Revision</b>				
1.10	Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	N/A	N/A	N/A

## 2.0 Writing Applications (Genres and Their Characteristics)

Topic	Description	Lessons	Supplemental Material	Activities
<b>Using the writing strategies of grade four outlined in Writing Standard 1.0, students:</b>				
2.1	Write narratives: a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable.	N/A	N/A	N/A
2.2	Write responses to literature: a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge.	N/A	N/A	N/A
2.3	Write information reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).	N/A	N/A	N/A
2.4	Write summaries that contain the main ideas of the reading selection and the most significant details.	N/A	N/A	N/A

**California State Standard  
Grade 4 English-Language Arts Content Standards  
Written and Oral English Language Conventions**

**1.0 Written and Oral English Language Conventions**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Sentence Structure</b>				
1.1	Use simple and compound sentences in writing and speaking.	✓	Grammar Sheets	✓
1.2	Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.	✓	Grammar Sheets	✓
<b>Grammar</b>				
1.3	Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	✓	Oral Reading Sheets 4 – 60; Grammar Sheets	✓
<b>Punctuation</b>				
1.4	Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	✓	Oral Reading Sheets 4 – 60; Grammar Sheets	✓
1.5	Use underlining, quotation marks, or italics to identify titles of documents	N/A	N/A	N/A
<b>Capitalization</b>				
1.6	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	✓	Oral Reading Sheets 4 – 60; Grammar Sheets	✓
<b>Spelling</b>				
1.7	Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	✓	Oral Reading Sheets 4 – 60; Grammar Sheets	✓

**California State Standard  
Grade 4 English-Language Arts Content Standards  
Listening and Speaking**

**1.0 Listening and Speaking Strategies**

<b>California Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>Comprehension</b>				
1.1	Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	N/A	N/A	N/A
1.2	Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	✓	Oral Reading Sheets 4 – 60; Grammar Sheets	✓
1.3	Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.	N/A	N/A	N/A
1.4	Give precise directions and instructions.	N/A	N/A	N/A
<b>Organization and Delivery of Oral Communication</b>				
1.5	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.	N/A	N/A	N/A
1.6	Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).	N/A	N/A	N/A
1.7	Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	N/A	N/A	N/A
1.8	Use details, examples, anecdotes, or experiences to explain or clarify information.	N/A	N/A	N/A
1.9	Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	✓	Oral Reading Sheets 4 – 60	✓
<b>Analysis and Evaluation of Oral Media Communication</b>				
1.10	Evaluate the role of the media in focusing attention on events and in forming opinions on issues.	N/A	N/A	N/A

## 2.0 Speaking Applications (Genres and Their Characteristics)

Topic	Description	Lessons	Supplemental Material	Activities
<b>Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:</b>				
2.1	Make narrative presentations: <ol style="list-style-type: none"> <li>Relate ideas, observations, or recollections about an event or experience.</li> <li>Provide a context that enables the listener to imagine the circumstances of the event or experience.</li> <li>Provide insight into why the selected event or experience is memorable.</li> </ol>	N/A	N/A	N/A
2.2	Make informational presentations: <ol style="list-style-type: none"> <li>Frame a key question.</li> <li>Include facts and details that help listeners to focus.</li> <li>Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).</li> </ol>	N/A	N/A	N/A
2.3	Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	N/A	N/A	N/A
2.4	Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	N/A	N/A	N/A