

District of Columbia Standards
Grade K Reading/English Language Arts
Language as Meaning Making

Content Standard 1: Students comprehend and compose a wide range of written, oral and visual texts.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	<p>“reads,” and shares thirty picture books or book equivalents;</p> <ul style="list-style-type: none"> • retells and uses story structure; • connects what is read with own background knowledge and experience; • compares and contrasts characters and ideas; • draws to illustrates stories; • draws a picture book to tell a story; • relates new information to prior knowledge and experience; • extends ideas; • summarizes information verbally; • makes connections to related topic or information; 	✓	Oral Reading: Expert Sheets 4 - 20	✓
2	<p>recognizes correspondence of spoken word to printed word</p> <ul style="list-style-type: none"> • identifies directionality of print; • recognizes punctuation (e.g., period, exclamation point, and question mark); • recognizes that print conveys the message. 	✓	Oral Reading: Expert Sheets 4 - 20	✓
3	<p>demonstrates phonemic awareness;</p> <ul style="list-style-type: none"> • hears two and three syllables in words; • distinguishes initial and final consonants; • produces rhymes. 	✓	Over 200 Blackline Masters	✓

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	reads, listens, and views stories that are fiction and non-fiction;	✓	Oral Reading: Expert Sheets 4 - 20	✓
2	retells story in correct sequence;	✓	Oral Reading: Expert Sheets 4 - 20	✓
3	illustrates stories;	N/A	N/A	N/A
4	dramatizes stories, poems and finger plays;	N/A	N/A	N/A
5	participates in sustained reading periods in school (10 minutes);	✓	Oral Reading: Expert Sheets 4 - 20	✓
6	follows one and two step directions;	✓	Oral Reading: Expert Sheets 4 - 20	✓
7	predicts what will happen in a story;	✓	Oral Reading: Expert Sheets 4 - 20	✓
8	connects pictures and text;	✓	Oral Reading: Expert Sheets 4 - 20	✓
9	connects text with personal experiences;	N/A	N/A	N/A
10	restates information;	✓	Oral Reading: Expert Sheets 4 - 20	✓
11	selects books for a variety of purposes;	N/A	N/A	N/A
12	draws to illustrate ideas or thoughts;	N/A	N/A	N/A
13	describes a picture, event, feeling or person;	✓	Oral Reading: Expert Sheets 4 - 20	✓
14	dictates sentences to be written;			
15	identifies letters, words, spaces between words, first/last word on a page, first/last letter, and capital letter);	✓	Oral Reading: Expert Sheets 4 - 20	✓
16	identifies directionality in print <ul style="list-style-type: none"> • left to right sequence • return sweep to left • top to bottom 	N/A	N/A	N/A
17	names and uses punctuation (period, exclamation point, and question mark);	✓	Over 200 Blackline Masters	✓
18	strings together random letters and like-letter forms;	✓	Over 200 Blackline Masters	✓
19	draws/writes to convey a message;	N/A	N/A	N/A
20	dictates ideas to be written into stories, poems, and personal experiences;	N/A	N/A	N/A
21	asks and responds to question;	✓	Over 200 Blackline Masters	✓
22	matches spoken words to printed words.	✓	Over 200 Blackline Masters	✓

Topic	Description	Lessons	Supplemental Material	Activities
23	identifies initial and final consonants (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z);	✓	Over 200 Blackline Masters	✓
24	recognizes vowel sounds (a, e, i, o, u);	✓	Over 200 Blackline Masters	✓
25	hears likeness and differences in sounds;	✓	Over 200 Blackline Masters	✓
26	explores beginning letter sounds;	✓	Over 200 Blackline Masters	✓
27	recognizes initial and final consonant sounds;	✓	Over 200 Blackline Masters	✓
28	connects sounds in the environment;	✓	Over 200 Blackline Masters	✓
29	names and identifies rhyming words and names;	N/A	N/A	N/A
30	draws/writes to convey a message and attempt to read it back;	✓	Over 200 Blackline Masters	✓
31	writes and forms letters in name;	✓	Over 200 Blackline Masters	✓
32	names rhyming words in finger plays, poems, and stories;	N/A	N/A	N/A
33	strings together random letters and letter-like forms.	✓	Over 200 Blackline Masters	✓

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	identifies various technologies;	N/A	N/A	N/A
2	uses proper care and handling of technology;	N/A	N/A	N/A
3	names and uses input devices (e.g., mouse, keyboard, remote control);	N/A	N/A	N/A
4	names and uses output devices (e.g., monitor, printer);	N/A	N/A	N/A
5	uses technology to reinforces oral listening skills (story sequence, songs, etc.);	✓	Oral Reading: Expert Sheets 4 - 20	✓
6	uses technology to collect information through oral, visual, and audio sources;	✓	Oral Reading: Expert Sheets 4 - 20	✓
7	uses technology to identify alphabet letters and reinforce sounds.	✓	Over 200 Blackline Masters	✓

District of Columbia Standards
Grade K Reading/English Language Arts
Language as Literature

Content Standard 2: Students respond in many ways to a rich variety of literary texts and relate texts to their lives and the lives of others.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	responds to non-fiction, fiction, poetry, and drama; <ul style="list-style-type: none"> • explains the reason for a character’s actions; • differentiates between reality and make-believe; • relates literary texts to his or her life; • recognizes that print conveys meaning. • recommends favorite stories; • recites finger plays and nursery rhymes; • discusses picture books and stories from a variety of texts; • demonstrates orientation to book concept; • identifies author, title, and illustrator. 	N/A	Oral Reading: Expert Sheets 4 - 20	N/A
2	demonstrates basic understanding of the rules of the English Language in dictated written and oral forms; <ul style="list-style-type: none"> • identifies and relates ideas; • demonstrates grammar that is clearly understood; • dictates stories; • dictates sentences; • makes use of appropriate pre-writing strategies; • express ideas in a simple sentence; • uses predictable oral language. 	N/A	Oral Reading: Expert Sheets 4 - 20	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	listens to, reads, views and experiences culturally diverse texts from many lands;	N/A	N/A	N/A
2	retells what is read;	✓	Oral Reading: Expert Sheets 4 - 20	✓

Topic	Description	Lessons	Supplemental Material	Activities
3	dramatizes stories, finger plays, and poems;	N/A	N/A	N/A
4	participates in shared reading and reads aloud in a variety of literary genre (fiction, nonfiction, poetry, drama, rhymes, and songs);	✓	Oral Reading: Expert Sheets 4 - 20	✓
5	predicts what story is about;	✓	Oral Reading: Expert Sheets 4 - 20	✓
6	names story characters and events;	✓	Oral Reading: Expert Sheets 4 - 20	✓
7	answers questions about characters' actions and events;	✓	Oral Reading: Expert Sheets 4 - 20	✓
8	predicts based on knowledge of story and personal experience;	✓	Oral Reading: Expert Sheets 4 - 20	✓
9	identifies beginning, middle and end of story;	N/A	N/A	N/A
10	listens to a variety of literary forms;	✓	Oral Reading: Expert Sheets 4 - 20	✓
11	identifies main ideas;	✓	Oral Reading: Expert Sheets 4 - 20	✓
12	retells in correct sequence;	✓	Oral Reading: Expert Sheets 4 - 20	✓
13	compares texts, poems and stories.	N/A	N/A	N/A
14	identifies and uses correct grammar in written and oral language;	✓	Over 200 Blackline Masters	✓
15	explores pre-writing and reading;	✓	Oral Reading: Expert Sheets 4 - 20	✓
16	expresses ideas using pictures letters and words;	N/A	N/A	N/A
17	dictates words, sentences and stories to be written;	N/A	N/A	N/A
18	writes own first and last name;	✓	Over 200 Blackline Masters	✓
19	writes a simple sentence with beginning, middle and end;	✓	Over 200 Blackline Masters	✓
20	illustrates stories.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	identifies various technologies;	N/A	N/A	N/A
2	demonstrates proper care and handling of technology;	N/A	N/A	N/A
3	identifies published works using technology;	✓	N/A	✓
4	uses a variety of media and technology resources for directed and independent learning activities;	✓	N/A	✓

Topic	Description	Lessons	Supplemental Material	Activities
5	identifies various technologies;	N/A	N/A	N/A
6	uses proper care and handling of technology;	N/A	N/A	N/A
7	names and uses input devices (e.g., mouse, keyboard, remote control);	N/A	N/A	N/A
8	names and uses output devices (e.g., monitor, printer);	N/A	N/A	N/A
9	uses technology to reinforce oral listening skills (story sequence, songs, etc.);	✓	N/A	✓
10	uses technology to dictate or draft stories;	N/A	N/A	N/A
11	uses technology to reinforce use of pictures, letters or words.	✓	N/A	✓

District of Columbia Standards

Grade K Reading/English Language Arts

Language for Research and Inquiry

Content Standard 3: Students use language and symbol systems (e.g., timelines, maps, graphs, and charts) to define problems and organize information.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	produces an oral report that; <ul style="list-style-type: none"> • speaks to inform; • speaks to persuade (e.g., personal opinion); • speaks to express ideas through poems, finger plays, stories and songs; • demonstrates the ability to speak in a sentence • relates ideas and messages (e.g., one-on-one small/large group); • demonstrates a basic understanding of the rules of the English language in oral work and participates in activities that develop language, grammar, and sentence construction; • dictates language experience stories in their own words; • identifies and uses conventions of language; • identifies “asking” and “telling” sentences; • identifies and uses vocabulary appropriate for the context; 	N/A	N/A	N/A
2	dictates ideas to be written down;	N/A	N/A	N/A
3	“writes” with a practical intent (e.g., list and labels);	N/A	N/A	N/A
4	demonstrates oral language skills;	✓	Oral Reading: Expert Sheets 4 - 20	✓
5	provides specific details about information using language and symbols;	✓	Oral Reading: Expert Sheets 4 - 20	✓
6	interprets pictures/story ideas;	✓	Oral Reading: Expert Sheets 4 - 20	✓
7	expresses creative intent (e.g., picture stories, personal narrative);	N/A	N/A	N/A
8	provides a sense of closure when expressing ideas.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	uses languages skills and symbols to describe details of information;	✓	Oral Reading: Expert Sheets 4 - 20	✓
2	uses language to make communicating the intended message more effective;	✓	Oral Reading: Expert Sheets 4 - 20	✓
3	matches pictures with story meaning;	✓	Blackline Masters: Grammar	✓
4	speaks using subject/verb agreement in sentences;	✓	Blackline Masters: Grammar	✓
5	illustrates with drawing;	N/A	N/A	N/A
6	identifies the main idea;	✓	Oral Reading: Expert Sheets 4 - 20	✓
7	locates and accesses information;	N/A	N/A	N/A
8	practices thinking strategies to increase understanding (e.g., to predict, sequence, summarize and infer);	✓	Oral Reading: Expert Sheets 4 - 20	✓
9	assembles puzzles independently.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	names and use input devices (e.g., mouse, keyboard, remote control);	✓	Supplemental Lesson	✓
2	names and use output devices (e.g., monitor, printer);	✓	Supplemental Lesson	✓
3	uses technology for publication;	N/A	N/A	N/A
4	identifies use of various technologies;	N/A	N/A	N/A
5	demonstrates proper care and handling of technology.	✓	Supplemental Lesson	✓

**District of Columbia Standards
Grade K Reading/English Language Arts
Language for Social Communication**

Content Standard 4: Students use language in a variety of social contexts, participate in a number of language communities, and understand the social and cultural influences on text.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	<p>participates in a one-on-one conference with a teacher, paraprofessional or adult volunteer</p> <ul style="list-style-type: none"> • responds to questions/comments with appropriate elaboration; • demonstrates the ability to speak for a variety of purposes <ul style="list-style-type: none"> ◆ to inform; ◆ to relate to others in one-on-one small/large group; ◆ initiates new topics in addition to responding to adults-initiated topics; • Selects language appropriate for purpose and audience; 	✓	Oral Reading: Expert Sheets 4 - 20	✓
2	<p>begins to use grammar, punctuation, spelling, sentence construction and usage to communicate in a variety of social contexts;</p> <ul style="list-style-type: none"> • participates in group meetings; • solicits comments or opinions; • demonstrates use of appropriate comments and questions; • volunteers to respond; • communicates intended message ideas and thoughts; • makes some revision in light of the purposes, audiences, and contexts; • rearranges words in sentences to clarify meaning; • responds appropriately to comments and questions. 	✓	Oral Reading: Expert Sheets 4 - 20	✓

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	listens and takes turns;	✓	Oral Reading: Expert Sheets 4 - 20	✓
2	communicates effectively in collaborative setting;	✓	Oral Reading: Expert Sheets 4 - 20	✓
3	demonstrates processing a message (e.g., follows two or more steps in directions given orally);	✓	Oral Reading: Expert Sheets 4 - 20	✓
4	works cooperatively in a group setting;	✓	Oral Reading: Expert Sheets 4 - 20	✓
5	uses language to convey meaning;	✓	Oral Reading: Expert Sheets 4 - 20	✓
6	generates and responds appropriately to questions;	✓	Oral Reading: Expert Sheets 4 - 20	✓
7	participates in small and large group discussion;	✓	Oral Reading: Expert Sheets 4 - 20	✓
8	connects print to pictures and to convey meaning;	✓	Oral Reading: Expert Sheets 4 - 20	✓
9	speaks and uses correct word choice or order;	✓	Oral Reading: Expert Sheets 4 - 20	✓
10	responds to show understanding;	✓	Oral Reading: Expert Sheets 4 - 20	✓
11	connects text and personal experiences;	✓	Oral Reading: Expert Sheets 4 - 20	✓
12	identifies and exhibit appropriate behavior;	✓	Oral Reading: Expert Sheets 4 - 20	✓
13	interacts with others;	✓	Oral Reading: Expert Sheets 4 - 20	✓
14	dictates sentences to be written;	N/A	N/A	N/A
15	connects text to personal experiences;	✓	Oral Reading: Expert Sheets 4 - 20	✓
16	retells some facts and details;	✓	Oral Reading: Expert Sheets 4 - 20	✓
17	compares and contrasts some literary forms (e.g., folktales and poems);	✓	Oral Reading: Expert Sheets 4 - 20	✓

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	demonstrates basic operations and concepts of computer;	✓	Supplementary Lesson	✓
2	uses input devices (e.g., mouse, keyboard, remote control);	✓	Oral Reading: Expert Sheets 4 - 20	✓
3	uses output devices (e.g., monitor, printer);	✓	Oral Reading: Expert Sheets 4 - 20	✓

District of Columbia Standards
Grade 1 Reading/English Language Arts
Language as Meaning Making

Content Standard 1: Students comprehend and compose a wide range of written, oral and visual texts.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	demonstrates concepts of print awareness <ul style="list-style-type: none"> • conveys a meaning in print; • blends two syllable sounds; • demonstrates initial consonant and final consonant sounds; • hears sounds in letters and words; • identifies rhyming words; • identifies sight words; • articulates and relates sounds and letters; • applies sounds and letters in words; • distinguishes between likeness and difference of similar sounding words and sounds; 	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
2	demonstrates phonics and word identification skills and strategies through initial, final blending of letters and sounds. <ul style="list-style-type: none"> pronounces and writes the appropriate sounds for consonant blends (e.g. br, cr, dr, fr, gr, pr, tr, bl, cl, fl, gl, pl, sl, sc, sk, sm, sn, sp, st, sw, and tw); isolates and blends letter sounds to recognize words; pronounces and writes appropriate letter sounds (e.g. sh, th, wh, ch); uses context clues to identify unknown words while reading; demonstrates the use of environmental print and word walls to identify words; pronounces and writes long and short vowel sounds (e.g. a, e, i, o, and u); applies basic letter patterns (e.g., ee, ea, ake,) to spell three and four letter words correctly. 	✓	Oral Reading: Expert Sheets 4 - 32	✓
3	reads and comprehends a variety of texts <ul style="list-style-type: none"> uses the writing process (prewriting, drafting, revising, editing, and publishing) to convey meaning; 	N/A	N/A	N/A
4	begins to evaluate and proofread own writing, using specific criteria <ul style="list-style-type: none"> prewrites, drafts, revises, edits, and publishes ideas that convey meaning. 	✓	Blackline Masters: Grammar	✓

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	identifies directionality of print <ul style="list-style-type: none"> left to right sequence return sweep to left top to bottom; 	N/A	N/A	N/A
2	identifies letters, words, and spaces between words;	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
3	identifies first/last letter, capital letter, and first/last word on a page;	✓	Oral Reading: Expert Sheets 4 - 32	✓
4	reads and writes first and last name;	✓	Blackline Masters	✓
5	recognizes punctuation (e.g., a period, exclamation point, and question mark);	✓	Oral Reading: Expert Sheets 4 - 32	✓
6	matches rhyming words;	N/A	N/A	N/A
7	recognizes correspondence of spoken word to printed word;	✓	Oral Reading: Expert Sheets 4 - 32	✓
8	recognizes that print conveys a message to write or read;	✓	Oral Reading: Expert Sheets 4 - 32	✓
9	identifies 100 common words on sight;	✓	Oral Reading: Expert Sheets 4 - 32	✓
10	dictates and reads simple stories;	✓	Oral Reading: Expert Sheets 4 - 32	✓
11	uses manuscript writing;	N/A	N/A	N/A
12	uses phonics, sound symbols in words;	✓	Oral Reading: Expert Sheets 4 - 32	✓
13	articulates and relates sounds and letters in words;	✓	Oral Reading: Expert Sheets 4 - 32	✓
14	hears sounds in letters and words;	✓	Oral Reading: Expert Sheets 4 - 32	✓
15	isolates and blends letter sounds in words;	✓	Oral Reading: Expert Sheets 4 - 32	✓
16	identifies three syllables in a word;	✓	Oral Reading: Expert Sheets 4 - 32	✓
17	identifies initial consonant sounds;	✓	Oral Reading: Expert Sheets 4 - 32	✓
18	identifies final consonants sounds;	✓	Oral Reading: Expert Sheets 4 - 32	✓
19	identifies and produces rhyming words;	N/A	N/A	N/A
20	writes initial and final letter sounds ;	✓	Oral Reading: Expert Sheets 4 - 32	✓
21	writes using temporary and conventional spelling;	✓	Oral Reading: Expert Sheets 4 - 32	✓
22	uses phonics to identify unknown words while reading and writing;	✓	Oral Reading: Expert Sheets 4 - 32	✓
23	identifies and uses common spelling patterns in reading and writing, (e.g. ing, ed, s);	✓	Oral Reading: Expert Sheets 4 - 32	✓
24	recognizes rhyming words in finger plays, poems, and stories.	N/A	N/A	N/A
25	predicts story events and outcomes;	✓	Oral Reading: Expert Sheets 4 - 32	✓
26	discriminates between real and imaginary content;	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
27	identifies story elements setting, characters and events;	✓	Oral Reading: Expert Sheets 4 - 32	✓
28	identifies main idea and supporting details;	✓	Oral Reading: Expert Sheets 4 - 32	✓
29	writes and illustrates to convey a message;	✓	Blackline Masters: Grammar	✓
30	predicts some words accurately in writing;	✓	Blackline Masters: Grammar	✓
31	dictates ideas to be written into stories;			
32	uses standard English conventions for writing (nouns, pronouns and verbs);	✓	Blackline Masters: Grammar	✓
33	uses standard English conventions of structure, mechanics, and punctuation;	✓	Blackline Masters: Grammar	✓
34	identifies and uses common spelling patterns (e.g. at, cat, mat) in reading and writing;	✓	Over 200 Blackline Masters	✓
35	spells 100 high frequency words correctly;	✓	Over 200 Blackline Masters	✓
36	uses a picture dictionary, word wall, word lists to spell selected words correctly;	N/A	N/A	N/A
37	names contractions (e.g. don't, can't).	✓	Blackline Masters: Grammar	✓
38	writes and applies conventions of punctuation and grammar in sentences;	✓	Blackline Masters: Grammar	✓
39	writes using both expository and narrative text;	✓	Blackline Masters: Grammar	✓
40	writes stories with beginnings, middles, and ends;	✓	Blackline Masters: Grammar	✓
41	writes stories related to a topic;	✓	Blackline Masters: Grammar	✓
42	constructs vocabulary to support fluency in writing and construction of meaning in sentences;	✓	Blackline Masters: Grammar	✓
43	writes and uses related words.	✓	Blackline Masters: Grammar	✓

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	uses basic operations and concepts of computers;	✓	N/A	✓
2	uses input devices (e.g., mouse, keyboard, remote control);	✓	N/A	✓
3	uses output devices (e.g., monitor, printer);	✓	N/A	✓

Topic	Description	Lessons	Supplemental Material	Activities
4	uses computers to reinforce reading and writing skills and strategies;	✓	N/A	✓
5	uses a variety of multimedia and technology resources for directed and independent learning activities;	✓	N/A	✓
6	uses computers to reinforce reading and writing skills and strategies.	✓	N/A	✓
7	uses technology for publication of work.	N/A	N/A	N/A

District of Columbia Standards
Grade 1 Reading/English Language Arts
Language as Literature

Content Standard 2: Students respond in many ways to a rich variety of literary texts and relate texts to their lives and the lives of others.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	reads aloud, accurately and fluently (in the range of 85-90%) <ul style="list-style-type: none"> • reads familiar materials in the suggested reading list; • self-corrects when subsequent reading indicates an earlier miscue; • uses a range of cueing systems, e.g., phonics and context clues to determine pronunciation and meanings; • reads with rhythm, flow, and meter that sounds like everyday speech (example of fluent reading); • comprehends, reads, and shares thirty books or book equivalents that represent diverse materials for a variety of purposes. 	✓	Oral Reading: Expert Sheets 4 - 32	✓
2	reads and comprehends at least four books (or book equivalents) about one issue or subject; <ul style="list-style-type: none"> • reads at least four books in one genre and produces evidence of reading. • uses prior knowledge to make connections; • determines the author’s purpose for writing; • connects what is read with own background knowledge and experience; • compares and contrasts characters and ideas; • identifies narrative structures (beginnings, middles, and ends); 	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
3	reads and comprehends informational texts; <ul style="list-style-type: none"> • responds to non-fiction, fiction, poetry, and drama using interpretive, critical and evaluative processes; • identifies the beginning, middle and end of informational materials; • acquires a reading vocabulary to support fluency and construction of meaning; 	✓	Oral Reading: Expert Sheets 4 - 32	✓
4	responds to non-fiction, fiction, poetry, and drama using interpretive, critical and evaluative processes <ul style="list-style-type: none"> • critiques using oral and written responses to appreciate language; • demonstrates participation in stories/plays, songs, poems; • engages in conversations and presentations. 	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	reads orally with fluency and phrasing;	✓	Oral Reading: Expert Sheets 4 - 32	✓
2	recites nursery rhymes, poems, songs, short stories;	N/A	N/A	N/A
3	retells story in correct sequence using details and story elements;	✓	Oral Reading: Expert Sheets 4 - 32	✓
4	dictates ideas to be written into stories, poems, personal experiences;	N/A	N/A	N/A
5	retells story details and facts;	✓	Oral Reading: Expert Sheets 4 - 32	✓
6	states the setting, both time and place;	✓	Oral Reading: Expert Sheets 4 - 32	✓
7	states the problem, events, and solutions (plot)	✓	Oral Reading: Expert Sheets 4 - 32	✓
8	reads, listens, and views fiction and non-fiction with comprehension, accuracy and fluency;	✓	Oral Reading: Expert Sheets 4 - 32	✓
9	participates in sustained reading periods in school;	✓	Oral Reading: Expert Sheets 4 - 32	✓
10	predicts and infers with supporting evidence;	✓	Oral Reading: Expert Sheets 4 - 32	✓
11	connects texts with personal experiences.	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
12	previews and reads text;	✓	Oral Reading: Expert Sheets 4 - 32	✓
13	relates what is being read to prior experiences;	✓	Oral Reading: Expert Sheets 4 - 32	✓
14	asks questions;	✓	Oral Reading: Expert Sheets 4 - 32	✓
15	selects books for a variety of purposes • (informational, enjoyment);	N/A	N/A	N/A
16	locates simple facts within text;	✓	Oral Reading: Expert Sheets 4 - 32	✓
17	compares texts, poems, and stories;	N/A	N/A	N/A
18	retells a story using story structure;	✓	Oral Reading: Expert Sheets 4 - 32	✓
19	connects pictures and text;	✓	Blackline Masters: Grammar	✓
20	makes perceptive and well developed connections;	✓	Oral Reading: Expert Sheets 4 - 32	✓
21	reads and describes story events in picture books or simple story books.	✓	Oral Reading: Expert Sheets 4 - 32	✓
22	summarizes important details and facts: • restates or summarizes information; • relates new information to prior knowledge and experience; • makes a connection to related topics or information;	✓	Oral Reading: Expert Sheets 4 - 32	✓
23	shares writing products;	N/A	N/A	N/A
24	determines cause and effect relationship in text;	✓	Oral Reading: Expert Sheets 4 - 32	✓
25	draws and writes to describe events, feelings, or a people;	✓	Blackline Masters: Grammar	✓
26	composes and uses complete sentences in speaking and writing;	✓	Blackline Masters: Grammar	✓
27	uses multiple cues to gain meaning and decode, including pictures, sentence structure, visual information, context clues, and word structure;	✓	Oral Reading: Expert Sheets 4 - 32	✓
28	increases sight vocabulary words;	✓	Oral Reading: Expert Sheets 4 - 32	✓
29	participates in sustained free reading periods in school;	✓	Oral Reading: Expert Sheets 4 - 32	✓
30	uses a library card;	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
31	writes and/or draw responses in a journal;	N/A	N/A	N/A
32	states the main idea and recall details;	✓	Oral Reading: Expert Sheets 4 - 32	✓
33	compares and contrasts his/her experiences with the text;	✓	Oral Reading: Expert Sheets 4 - 32	✓
34	rereads the text to verify, clarify, or revise initial understanding; and	✓	Oral Reading: Expert Sheets 4 - 32	✓
35	predicts/confirms outcomes	✓	Oral Reading: Expert Sheets 4 - 32	✓
36	explains a character's actions and events;	✓	Oral Reading: Expert Sheets 4 - 32	✓
37	integrates new concepts with exiting knowledge;	✓	Oral Reading: Expert Sheets 4 - 32	✓
38	identifies story elements (setting, characters, plot);	N/A	N/A	N/A
39	shares poems, stories and finger plays.	N/A	N/A	N/A
40	writes and illustrates stories;	N/A	N/A	N/A
41	composes and uses complete sentences in speaking and writing;	✓	Oral Reading: Expert Sheets 4 - 32	✓
42	reads or listens for a variety of purposes:	✓	Oral Reading: Expert Sheets 4 - 32	✓
43	acquires information from a variety of listening situations (e.g., directions, read aloud, discussions group, and formal presentations); <ul style="list-style-type: none"> critiques information from a variety of situations (e.g., read aloud, guided reading, and shared reading) 	✓	Oral Reading: Expert Sheets 4 - 32	✓
44	identifies recurring themes across works;	✓	Oral Reading: Expert Sheets 4 - 32	✓
45	examines and evaluates story elements;	✓	Oral Reading: Expert Sheets 4 - 32	✓
46	differentiates between reality and fantasy;	✓	Oral Reading: Expert Sheets 4 - 32	✓
47	makes inferences and draws conclusions about context, events, characters, and settings.	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	demonstrates the use of keyboard to enhance reading and writing;	✓	N/A	✓
2	identifies various technologies;	N/A	N/A	N/A
3	demonstrates proper care and handling of technology;	✓	N/A	✓
4	publishes own work (with assistance) using technology.	N/A	N/A	N/A
5	publishes own work with assistance;	N/A	N/A	N/A
6	listens, views, and follows directions while using the computer.	✓	N/A	✓
7	uses word processing programs (grade level appropriate);	N/A	N/A	N/A
8	uses the monitor and printer;	✓	N/A	✓
9	uses computer graphics programs to draw and convey ideas.	N/A	N/A	N/A
10	uses computer programs (grade level appropriate);	✓	N/A	✓

District of Columbia Standards

Grade 1 Reading/English Language Arts

Language for Research and Inquiry

Content Standard 3: Students use language and symbol systems (e.g., timelines, maps, graphs, and charts) to define problems and organize information.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	produces a report that creates and organizes an appropriate structure for a specific purpose, audience, and context; <ul style="list-style-type: none"> includes appropriate facts and details. 	N/A	N/A	N/A
2	produces a written narrative that expresses ideas and information (fictional or autobiographical); <ul style="list-style-type: none"> applies reading strategies to comprehend texts and construct meaning; writes and illustrates a story of personal narrative and brief report. 	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	N/A	N/A	N/A
2	develops control of idea that conveys perspective on a subject;	N/A	N/A	N/A
3	uses a range of appropriate strategies such as providing facts and details;	N/A	N/A	N/A
4	writes and illustrates a story of personal narrative or a report;	N/A	N/A	N/A
5	connects texts and personal experiences;	✓	Oral Reading: Expert Sheets 4 - 32	✓
6	gains information, ideas and concepts ;	✓	Oral Reading: Expert Sheets 4 - 32	✓
7	reads narrative or informational text;	✓	Oral Reading: Expert Sheets 4 - 32	✓
8	distinguishes fact from opinion;	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
9	identifies sequences of events;	✓	Oral Reading: Expert Sheets 4 - 32	✓
10	establishes a point of view;	✓	Oral Reading: Expert Sheets 4 - 32	✓
11	identifies main ideas and supporting details;	✓	Oral Reading: Expert Sheets 4 - 32	✓
12	creates an organizing structure;	N/A	N/A	N/A
13	includes details and concrete language to develop plot and character description;	✓	Blackline Masters: Grammar	✓
14	demonstrates use of capital at the beginning of a sentence and ending punctuation in daily writing;	✓	Blackline Masters: Grammar	✓
15	edits and revises written work.	✓	Blackline Masters: Grammar	✓
16	spells, punctuates, capitalizes, and writes grammatical sentences;	✓	Blackline Masters: Grammar	✓
17	retells new information in own words;	✓	Oral Reading: Expert Sheets 4 - 32	✓
18	uses appropriate strategies in recording information;	✓	N/A	✓
19	applies reading as a tool in the inquiry process;	✓	Oral Reading: Expert Sheets 4 - 32	✓
20	uses story maps, graphic organizers, and lists to organize events, characters, and settings;	✓	Oral Reading: Expert Sheets 4 - 32	✓
21	writes legible (use conventions of print);	✓	Oral Reading: Expert Sheets 4 - 32	✓
22	writes using upper and lower case letters accurately.	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	reads and writes basic operations and concepts of computers;	N/A	N/A	N/A
2	uses input devices (e.g., mouse, keyboard, remote control);	✓	N/A	✓
3	uses output devices (e.g., monitor, printer);	✓	N/A	✓
4	uses a variety of media and technology resources for directed and independent learning activities.	N/A	N/A	N/A
5	develops positive attitude toward technology	✓	N/A	✓
6	uses computers to reinforce reading and writing skills;	✓	N/A	✓

Topic	Description	Lessons	Supplemental Material	Activities
7	uses technology tools to enhance learning, increase productivity and promote creativity;	✓	N/A	✓
8	uses technology to locate, evaluate, and collect information from a variety of sources;	N/A	N/A	N/A
9	uses technology resources for solving problems and making informed decisions;	N/A	N/A	N/A
10	identifies and locates reference books, fiction, nonfiction, and technology materials.	N/A	N/A	N/A

District of Columbia Standards
Grade 1 Reading/English Language Arts
Language for Social Communication

Content Standard 4: Students use language in a variety of social contexts, participate in a number of language communities, and understand the social and cultural influences on text.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	participates in one-to-one conferences with a teacher paraprofessional, or adult volunteer <ul style="list-style-type: none"> • initiates new topics in addition to responding to adult-initiated topics; • asks relevant questions; • responds to questions with appropriate elaboration; • uses language cues to indicate different levels of certainty or hypothesizing (e.g., “what if...”, “very likely...”, “I’m unsure whether...”); • confirms understanding by paraphrasing the adult’s directions or suggestions. 	✓	Oral Reading: Expert Sheets 4 - 32	✓
2	participates in group meetings, in which the student <ul style="list-style-type: none"> • displays appropriate turn-taking behavior; • actively solicits another person’s comment or opinion; • offers own opinion forcefully without dominating; • responds appropriately to comments and questions; • volunteers and respond when directed by teacher. 	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
3	prepares and delivers an individual oral presentation <ul style="list-style-type: none"> communicates information to achieve a particular purpose and appeal to an audience; gives reasons that supports opinions expressed; clarifies, illustrates, or expands on a responds when asked to do so; demonstrates a basic understanding of the rules of the English language in written and oral work, selects the structures and features of language appropriate to the purpose, audience, and context of the work. 	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	interprets picture/story ideas;	✓	Oral Reading: Expert Sheets 4 - 32	✓
2	generates and express ideas in sentences;	✓	Oral Reading: Expert Sheets 4 - 32	✓
3	increases speaking vocabulary;	✓	Oral Reading: Expert Sheets 4 - 32	✓
4	expresses cause and effect;	✓	Oral Reading: Expert Sheets 4 - 32	✓
5	listens to and view a variety of media;	✓	Oral Reading: Expert Sheets 4 - 32	✓
6	relates own experience to what is being express;	✓	Oral Reading: Expert Sheets 4 - 32	✓
7	asks questions and respond to check understating;	✓	Oral Reading: Expert Sheets 4 - 32	✓
8	retells in sequence what has been seen and heard;	✓	Oral Reading: Expert Sheets 4 - 32	✓
9	uses illustrations, letters, and words to communicate meaning.	✓	Oral Reading: Expert Sheets 4 - 32	✓
10	discusses and explains to convey a message or idea;	✓	Oral Reading: Expert Sheets 4 - 32	✓
11	speaks clearly and be easily understood;	✓	Oral Reading: Expert Sheets 4 - 32	✓
12	expresses self spontaneously through questions or comments;	✓	Oral Reading: Expert Sheets 4 - 32	✓
13	speaks and write in complete sentences;	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
14	provides specific information and details;	✓	Oral Reading: Expert Sheets	✓
15	describes people, places, things, and actions.	✓	Oral Reading: Expert Sheets 4 - 32	✓
16	practices thinking strategies to increase understanding to question, summarize, analyze, compare, interpret, and evaluate;	✓	Oral Reading: Expert Sheets 4 - 32	✓
17	begins to discriminate fact from opinion;	✓	Oral Reading: Expert Sheets 4 - 32	✓
18	uses books to find answers and questions;	N/A	N/A	N/A
19	connects text with personal experience;	✓	Oral Reading: Expert Sheets 4 - 32	✓
20	uses punctuation and capitalization randomly;	✓	Oral Reading: Expert Sheets 4 - 32	✓
21	use upper and lower case letters in works correctly;	✓	Oral Reading: Expert Sheets 4 - 32	✓
22	writes pieces of work that others can read;	✓	Oral Reading: Expert Sheets 4 - 32	✓
23	selects some work for publication.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	demonstrates basic operations and concepts of computers;	✓	N/A	✓
2	uses input devices (e.g., mouse, keyboard, remote control);	✓	N/A	✓
3	uses output devices (e.g., monitor, printer).	✓	N/A	✓
4	uses a variety of media and technology resources for directed and independent learning activities;	N/A	N/A	N/A
5	uses technology to locate, evaluate, and collect information from a variety of sources.	N/A	N/A	N/A
6	uses technology resources for solving problems and making informed decision;	N/A	N/A	N/A
7	uses computers to enhance and reinforce reading and writing skills.	✓	N/A	✓

District of Columbia Standards
Grade 2 Reading/English Language Arts
Language as Meaning Making

Content Standard 1: Students comprehend and compose a wide range of written, oral and visual texts.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	<p>reads aloud accurately and fluently (in the range of 85%-90%) familiar materials of the quality and complexity illustrated in the suggested reading list</p> <ul style="list-style-type: none"> • demonstrates phonics skills in reading and writing; • uses a range of cueing systems, (e.g., phonics and context clues, to determine pronunciation and meanings); • reads with a rhythm, flow, and meter that sounds like everyday speech. (fluent reading); • uses syllable blending of words; • uses initial and final consonants sounds; • uses onset and rhymes. 	✓	Oral Reading: Expert Sheets 4 - 44	✓
2	<p>demonstrates composing using written and oral language;</p> <ul style="list-style-type: none"> • uses Standard English conventions of writing; • uses directionality; • uses manuscript writing • uses letters, words, spaces between words, and, first/last word on a page • uses punctuation (e.g., period, exclamation point and question mark); 	✓	Oral Reading: Expert Sheets 4 – 44; Grammar Sheets	✓

Topic	Description	Lessons	Supplemental Material	Activities
3	restates or summarizes information. <ul style="list-style-type: none"> determines the author's purpose for writing; evaluates author's writing strategies; relates new information to prior knowledge and experience; extends ideas; makes connections to related topics or information; monitors and self-corrects when subsequent reading indicate an earlier miscue; uses phonics skills in reading and writing; reads orally with appropriate fluency and phrasing. 	✓	Oral Reading: Expert Sheets 4 – 44; Grammar Sheets	✓
4	uses the writing process to develop a variety of effectively written products. (prewriting, drafting, revising, editing, and publishing); <ul style="list-style-type: none"> adds or deletes details; adds or deletes explanations; rearranges words, sentences, and paragraphs. 	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	recognizes 200 sight words;	✓	Oral Reading: Expert Sheets 4 – 44	✓
2	selects and reads books of a variety of purposes (informational, critical, technical, and enjoyment);	N/A	N/A	N/A
3	connects text to prior knowledge;	✓	Oral Reading: Expert Sheets 4 – 44	✓
4	uses key elements of the text to construct meaning;	✓	Oral Reading: Expert Sheets 4 – 44	✓
5	monitors, crosschecks, and self-corrects when reading and writing;	✓	Oral Reading: Expert Sheets 4 – 44	✓
6	applies phonics rules to text reading and writing;	✓	Oral Reading: Expert Sheets 4 – 44	✓
7	uses one, two, and three syllable words;	✓	Oral Reading: Expert Sheets 4 – 44	✓
8	uses consonant sounds (e.g., sh, th, wh, ch);	✓	Oral Reading: Expert Sheets 4 – 44	✓
9	identifies words with: cvc, double vowel, vc+e and final single vowel;	✓	Oral Reading: Expert Sheets 4 – 44	✓
10	pronounces long and short vowel sounds;	✓	Oral Reading: Expert Sheets 4 – 44	✓

Topic	Description	Lessons	Supplemental Material	Activities
11	segments sounds consonants and blends (e.g. scr,spr, str, thr, spl.)	✓	Oral Reading: Expert Sheets 4 – 44	✓
12	uses structural analysis in words;	✓	Oral Reading: Expert Sheets 4 – 44	✓
13	identifies root/base words and ending (e.g. -s, -ing, -ed, -ly);	✓	Oral Reading: Expert Sheets 4 – 44	✓
14	identifies singular and plural words;	✓	Oral Reading: Expert Sheets 4 – 44	✓
15	writes stories with beginning, middle, and end;	✓	Blackline Masters: Grammar	✓
16	revises written work and uses correct spelling;	✓	Blackline Masters: Grammar	✓
17	predicts and infers;	✓	Oral Reading: Expert Sheets 4 – 44	✓
18	writes narratives and personal letters and notes;	N/A	N/A	N/A
19	edits and revises written work;	✓	Blackline Masters: Grammar	✓
20	decodes and expands vocabulary using context clues, synonyms, and multiple meanings.	✓	Oral Reading: Expert Sheets 4 – 44	✓
21	speaks and reads for a variety of purposes (e.g. information, personal opinion);	✓	Oral Reading: Expert Sheets 4 – 44	✓
22	expressively/creatively (e.g., poems, finger plays and retells stories);	✓	Oral Reading: Expert Sheets 4 – 44	✓
23	uses key elements of the text to construct meaning;	✓	Oral Reading: Expert Sheets 4 – 44	✓
24	uses strategies to read and write for meaning (monitors, cross checks, and self-corrects);	✓	Oral Reading: Expert Sheets 4 – 44; Grammar Sheets	✓
25	applies phonics to pronounce and spell unknown words;	✓	Oral Reading: Expert Sheets 4 – 44	✓
26	identifies and uses sight vocabulary words;	✓	Oral Reading: Expert Sheets 4 – 44	✓
27	uses correct punctuation;	✓	Oral Reading: Expert Sheets 4 – 44	✓
28	identifies spelling patterns;	✓	Oral Reading: Expert Sheets 4 – 44	✓
29	corrects and details facts;	✓	Oral Reading: Expert Sheets 4 – 44	✓
30	reads and writes to support evidence;	✓	Oral Reading: Expert Sheets 4 – 44	✓
31	selects some work for production;	N/A	N/A	N/A
32	writes legibly;	✓	Oral Reading: Expert Sheets 4 – 44	✓
33	spells 200 high frequency words correctly;	✓	Oral Reading: Expert Sheets 4 – 44	✓
34	applies common spelling pattern rules; (applies final consonant, (silent "e," silent "y,");	✓	Oral Reading: Expert Sheets 4 – 44	✓

Topic	Description	Lessons	Supplemental Material	Activities
35	applies vowel pairs and plurals (e.g. ei, ie);	✓	Oral Reading: Expert Sheets 4 – 44	✓
36	writes both expository and narrative text;	✓	Grammar Sheets	✓
37	evaluates and proofreads using specific criteria;	✓	Oral Reading: Expert Sheets 4 – 44	✓
38	identifies compound words;	✓	Oral Reading: Expert Sheets 4 – 44	✓
39	names and identifies contractions.	✓	Oral Reading: Expert Sheets 4 – 44	✓

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	demonstrates the appropriate use of technology to enhance reading/writing,	✓	N/A	✓
2	uses basic operations and concepts of computers;	✓	N/A	✓
3	use input devices (e.g., mouse, keyboard, remote control);	✓	N/A	✓
4	use output devices (e.g., monitor, printer).	N/A	N/A	N/A
5	uses a variety of media and technology resources for directed and independent learning activities;	N/A	N/A	N/A
6	uses computers to enhance and reinforce reading and writing skills and strategies;	✓	N/A	✓
7	uses technology resources for solving problems and making informed decisions;	N/A	N/A	N/A
8	uses word processing to enhance the writing process;	N/A	N/A	N/A
9	uses technology tools to enhance learning, increases productivity and promote creativity.	N/A	N/A	N/A
10	use a variety of media and technology resources for directed and independent learning activities;	✓	N/A	✓
11	use computers to enhance and reinforce reading and writing skills and strategies;	✓	N/A	✓
12	uses computer application toolbars to manipulate text or graphics;	N/A	N/A	N/A
13	uses computer applications to enhance and reinforce reading and writing skills and strategies;	✓	N/A	✓
14	uses technology tools to increase productivity and promote creativity;	N/A	N/A	N/A
15	uses word processor to write and edit papers.	N/A	N/A	N/A

District of Columbia Standards
Grade 2 Reading/English Language Arts
Language as Literature

Content Standard 2: Students respond in many ways to a rich variety of literary texts and relate texts to their lives and the lives of others.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	<p>responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes</p> <ul style="list-style-type: none"> • identifies recurring themes across works; • considers the difference among genres (fairy tales, folk tales and poems); • examines and evaluates story elements; • explains a character’s action and events; • examines and explains the reason for a character’s actions, taking into account the situation and basic motivation of the character; • makes inferences and draws conclusions about context, events, characters and settings; • critiques using oral and written responses about details about the events of the story. 	✓	Oral Reading: Expert Sheets 4 – 44	✓
2	<p>reads thirty books or book equivalents that represent a diverse collection of material from at least three different literacy forms, and from at least five different writers</p> <ul style="list-style-type: none"> • reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that extends ideas and details; 	✓	N/A	✓

Topic	Description	Lessons	Supplemental Material	Activities
3	<p>uses story structure to retell the story summarizes important details and facts;</p> <ul style="list-style-type: none"> • compares and contrasts characters and ideas; • makes perceptive and well-developed connection to life experiences; • determines the author’s purpose for writing and evaluates author’s writing strategies. 	✓	Oral Reading: Expert Sheets 4 – 44	✓
4	<p>reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that;</p> <ul style="list-style-type: none"> • uses title page, table of contents, index glossary to locate information; • identifies author, illustrator, and publisher; • writes sentences related to a topic. 	✓	N/A	✓
5	<p>produces a narrative related to fictional or non-fictional writing;</p> <ul style="list-style-type: none"> • uses specific criteria to meet standards; • demonstrates writing for variety of purposes; • reads, writes, and speaks to inform (e.g., shows and tells about personal experiences); • writes/speaks to persuade (e.g., personal opinion); • expresses ideas through poems, finger plays, and stories; • relates information to others in a small or large group; • demonstrates oral language skills by providing specific details about specific information using language and symbols; • writes a, plot, point of view, setting, and conflict about the significance of events; • creates and organizes story structure for writing; • composes a story using a setting, characters, and events; • expresses details and facts; • reads and shares thirty books or book equivalents to represent a variety of literary genres. 	✓	Grammar Sheets	✓

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	reads for a variety of purposes (informational, personal opinion);	✓	Oral Reading: Expert Sheets 4 – 44	✓
2	reads and writes poems, finger plays and stories);	✓	Oral Reading: Expert Sheets 4 – 44: Grammar Sheets	✓
3	listens to, reads, views and experience rich culturally diverse text;	✓	Oral Reading: Expert Sheets 4 – 44	✓
4	demonstrates participation in stories/plays, songs, poems, conversations and presentations;	✓	Oral Reading: Expert Sheets 4 – 44	✓
5	states the main idea and recall details;	✓	Oral Reading: Expert Sheets 4 – 44	✓
6	rereads text to verify, clarify, or revise initial understanding;	✓	Oral Reading: Expert Sheets 4 – 44	✓
7	uses prior knowledge to make connections;	✓	Oral Reading: Expert Sheets 4 – 44	✓
8	determine the author's purpose for writing;	✓	Oral Reading: Expert Sheets 4 – 44	✓
9	predicts/confirms outcomes;	✓	Oral Reading: Expert Sheets 4 – 44	✓
10	compares and contrasts their experiences with the text;	✓	Oral Reading: Expert Sheets 4 – 44	✓
11	dramatizes stories and poems;	✓	N/A	✓
12	writes and illustrates stories and poems;	✓	Grammar Sheets	✓
13	relies on print over pictures;	✓	Oral Reading: Expert Sheets 4 – 44	✓
14	reads fiction and nonfiction with accuracy and comprehension;	✓	Oral Reading: Expert Sheets 4 – 44	✓
15	identifies main idea;	✓	Oral Reading: Expert Sheets 4 – 44	✓
16	retells a story in correct sequence and some detail;	✓	Oral Reading: Expert Sheets 4 – 44	✓
17	demonstrates using story elements (setting, character and events);	✓	Oral Reading: Expert Sheets 4 – 44	✓
18	predicts and infers with supporting evidence;	✓	Oral Reading: Expert Sheets 4 – 44	✓
19	chooses texts of personal interest.			
20	finds support in the text for assertions;	✓	Oral Reading: Expert Sheets 4 – 44	✓
21	finds simple facts using a variety of references;	✓	Oral Reading: Expert Sheets 4 – 44	✓
22	uses word attack skills and context clues;	✓	Oral Reading: Expert Sheets 4 – 44	✓

Topic	Description	Lessons	Supplemental Material	Activities
23	selects and reads books of a variety of purposes (informational, critical, technical, and enjoyment);	N/A	N/A	N/A
24	restates or summarizes information;	✓	Oral Reading: Expert Sheets 4 – 44	✓
25	uses page numbers to locate parts of a book;	N/A	N/A	N/A
26	describes people, places, things, and actions;	✓	Oral Reading: Expert Sheets 4 – 44	✓
27	interprets picture/story ideas;	✓	Oral Reading: Expert Sheets 4 – 44	✓
28	generates and expresses ideas in a sentence;	✓	Oral Reading: Expert Sheets 4 – 44	✓
29	draws/writes/dictates a story;	✓	Oral Reading: Expert Sheets 4 – 44; Grammar Sheets	✓
30	speaks clearly to be easily understood;	✓	Oral Reading: Expert Sheets 4 – 44	✓
31	draws to convey a message of idea;	✓	Oral Reading: Expert Sheets 4 – 44	✓
32	speaks in complete sentences with subject/verb;	✓	Oral Reading: Expert Sheets 4 – 44	✓
33	uses pictures, words or symbols to describe/name people, places, things, and actions;	✓	Oral Reading: Expert Sheets 4 – 44	✓
34	writes stories and plays with similar themes, (characters, plots and settings);	✓	Oral Reading: Expert Sheets 4 – 44; Grammar Sheets	✓
35	identifies story elements (setting, characters, plot, and events);	✓	Oral Reading: Expert Sheets 4 – 44	✓
36	identifies beginning, middle and ending of a narrative structure; *	✓	N/A	N/A
37	names and uses metaphor and simile;	✓	N/A	N/A
38	writes and/or draw responses in a journal;	✓	N/A	N/A
39	illustrate and write stories;	✓	Grammar Sheets	✓
40	retells what was read;	✓	Oral Reading: Expert Sheets 4 – 44	✓
41	uses the library to select book in different genres; (e.g., poems, folk tales or fairy tales);			
42	describe a picture, event , feeling or person;	✓	Oral Reading: Expert Sheets 4 – 44	✓
43	composes and uses complete sentences in speaking and writing;	✓	Oral Reading: Expert Sheets 4 – 44	✓
44	writes short letters;	✓	N/A	✓
45	observes punctuation signal and phrasing.	✓	Grammar Sheets	✓

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	listens to CDR laser disc, and/or video tape-based books and evaluates the story in terms of facts fiction, and opinion;	N/A	N/A	N/A
2	uses a variety of media and technology resources for directed and independent learning activities;	N/A	N/A	N/A
3	uses computers to enhance and reinforce reading and writing skills and strategies.	N/A	N/A	N/A
4	uses word processor to create, retell, or summarize a story;	N/A	N/A	N/A
5	applies technology to communicate and represent own ideas;	N/A	N/A	N/A
6	use a variety of media and technology resources for directed and independent learning activities.	N/A	N/A	N/A
7	uses CD-ROMs or the internet to access information and produce written/oral report.	N/A	N/A	N/A
8	uses a word processor to produce and express ideas in a fiction or non-fiction narrative;	N/A	N/A	N/A
9	uses taped stories, video, and CD-ROM.	N/A	N/A	N/A

District of Columbia Standards

Grade 2 Reading/English Language Arts

Language for Research and Inquiry

Content Standard 3: Students use language and symbol systems (e.g., timelines, maps, graphs, and charts) to define problems and organize information.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	<p>produces a report;</p> <ul style="list-style-type: none"> engages the reader by establishing a context, creating a persona, or point of view and otherwise develops reader’s interest; develops a controlling idea that conveys a perspective on the subject; includes extraneous and appropriate information that creates an organized structure with details appropriate for a specific purpose, audience, and context; uses a range of appropriate strategies such as providing facts and details; produces a narrative account that relates to fictional or autobiographical ideas; establishes a situation, plot, point of view, setting, and conflict (for autobiography, the significance of events); includes sensory details and concrete language to develop plot and character; uses a range of appropriate strategies, such as dialogue and tension or suspense; provides a sense of closure to the writing. 	✓	Grammar Sheets	✓

Topic	Description	Lessons	Supplemental Material	Activities
2	<p>produces a narrative that establishes a context for recording information;</p> <ul style="list-style-type: none"> • uses predictable structure in language for researching and answering questions; • writes a narrative; • uses a predictable structure in their written responses; • makes use of appropriate writing strategies such as providing fact and details describing a subject or relevant idea; • uses specific criteria to meet standards. 	✓	Grammar Sheets	✓
3	<p>produces a response to literature that demonstrate the ability to write for a variety of purposes;</p> <ul style="list-style-type: none"> • writes/speaks to inform (e.g., show and tell, personal information); • writes/speaks to persuade (e.g., personal opinion); • writes and speaks to express ideas through poems, finger plays, stories. 	✓	Oral Reading: Expert Sheets 4 – 44; Grammar Sheets	✓
4	<p>demonstrates basic understanding of the rules of English language in written and oral work by selecting and using appropriate grammar, punctuation, spelling, usage and paragraph structure;</p> <ul style="list-style-type: none"> • demonstrates oral language skills by providing specific details about specific information using language and symbols; • uses pictures, letters, and words to communicate meaning; • dictates ideas to be written down; • writes with a practical intent (e.g., list and labels); • writes with expression/creative intent (e.g., picture stories, personal narrative;) • creates and organizes a language symbol system; • makes judgments that are interpretive analytic, evaluative or reflective. 	✓	Grammar Sheets	✓

Topic	Description	Lessons	Supplemental Material	Activities
5	analyzes and revises work for communicating intended message or thought. <ul style="list-style-type: none"> • applies spelling rules in own writing and edits for spelling; • adds or deletes details; • rearranges words or sentences to improve or clarify meaning; • pre-writes, drafts, revises, and publishes written work. 	✓	Grammar Sheets	✓

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	writes and illustrates a story of personal narrative; personal letter, and brief report;	✓	Grammar Sheets	✓
2	connects texts and personal experiences;	✓	Oral Reading: Expert Sheets 4 – 44	✓
3	writes topic sentences, supporting details and concluding sentences;	✓	Oral Reading: Expert Sheets 4 – 44	✓
4	edits and revises written work;	✓	Oral Reading: Expert Sheets 4 – 44	✓
5	proof reads for capitals, commas, punctuation, and spelling;	✓	Oral Reading: Expert Sheets 4 – 44	✓
6	predicts and infers with supporting evidence;	✓	Oral Reading: Expert Sheets 4 – 44	✓
7	reads narrative or informational texts;	✓	Oral Reading: Expert Sheets 4 – 44	✓
8	gains information, ideas, and concepts;	✓	Oral Reading: Expert Sheets 4 – 44	✓
9	discusses story elements such as setting, plot, and character;	✓	Oral Reading: Expert Sheets 4 – 44	✓
10	forms sentences that convey a clear message, idea or thought;	✓	Oral Reading: Expert Sheets 4 – 44	✓
11	uses the writing process;	✓	Grammar Sheets	✓
12	distinguishes fact from opinion;	✓	Oral Reading: Expert Sheets 4 – 44	✓
13	writes a beginning, middle and ending for a story;	N/A	Grammar Sheets	N/A
14	alphabetizes words;	N/A	N/A	N/A
15	locates and uses reference books, fiction, non-fiction and technology materials;	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
16	identifies details and conclusions;	✓	Oral Reading: Expert Sheets 4 – 44	✓
17	applies reading as tool in the inquiry process.	✓	Oral Reading: Expert Sheets 4 – 44	✓
18	demonstrates using reading and answering questions;	✓	Oral Reading: Expert Sheets 4 – 44	✓
19	uses story maps graphic organizers, list, and webs to organize events, character traits, etc;	N/A	N/A	N/A
20	uses upper and lower case correctly in writing;	✓	Grammar Sheets	✓
21	edits and revises written work;	✓	Grammar Sheets	✓
22	spells, punctuates, capitalizes, and writes grammatical sentences;	✓	Grammar Sheets	✓
23	writes clear and fluent sentences;	✓	Grammar Sheets	✓
24	uses the writing process;	✓	Grammar Sheets	✓
25	writes for peer audience;	✓	Grammar Sheets	✓
26	illustrates information to convey information;	N/A	N/A	N/A
27	generates and expresses ideas in a sentence;	✓	Grammar Sheets	✓
28	describes people, places, things, and action;	✓	Oral Reading: Expert Sheets 4 – 44	✓
29	interprets picture/story ideas;	✓	Oral Reading: Expert Sheets 4 – 44	✓
30	draws to convey a message of idea;	N/A	N/A	N/A
31	speaks clearly to be easily understood;	✓	Oral Reading: Expert Sheets 4 – 44	✓
32	draws to convey a message of idea;	N/A	N/A	N/A
33	speaks in complete sentences with subject/verb agreement;	✓	Oral Reading: Expert Sheets 4 – 44	✓
34	relates information to others (e.g., one-on-one, small/large group).	✓	Oral Reading: Expert Sheets 4 – 44	✓
35	uses pictures, words or symbols to describe/name people, places, things and actions;	✓	Oral Reading: Expert Sheets 4 – 44	✓
36	revises work to make it more effective in communicating the intended message;	✓	Grammar Sheets	✓
37	illustrates with drawing;	N/A	N/A	N/A
38	identifies and discusses main idea;	✓	Oral Reading: Expert Sheets 4 – 44	✓
39	locates and accesses information;	✓	Oral Reading: Expert Sheets 4 – 44	✓

Topic	Description	Lessons	Supplemental Material	Activities
40	practices thinking strategies to increase organized information;	✓	Oral Reading: Expert Sheets 4 – 44	✓
41	identifies main idea and supporting details;	✓	Oral Reading: Expert Sheets 4 – 44	✓
42	applies reading as a tool in the inquiry process;	✓	Oral Reading: Expert Sheets 4 – 44	✓
43	edits and revises written work;	✓	Grammar Sheets	✓
44	proof reads for capitals, commas, periods, and spelling;	✓	Grammar Sheets	✓
45	distinguishes and corrects sentences and sentence fragments.	✓	Oral Reading: Expert Sheets 4 – 44	✓
46	identifies and uses helping verbs, subjects and predicates;	✓	Grammar Sheets	✓
47	uses grade level appropriate vocabulary;	✓	Grammar Sheets	✓
48	identifies and uses related words (i.e., synonyms, antonyms, homophones, and multi-meaning words);	✓	Grammar Sheets	✓
49	extends basic sight vocabulary;	✓	Grammar Sheets	✓
50	identifies common spelling patterns;	✓	Grammar Sheets	✓
51	spells 200 high frequency words correctly;	✓	Grammar Sheets	✓

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	uses basic operations and concepts of computers;	✓	N/A	✓
2	uses a variety of media and technology resources for directed and independent learning activities;	N/A	N/A	N/A
3	uses computers to enhance and reinforce reading and writing skills and strategies;	✓	N/A	✓
4	uses technology for publication of work;	N/A	N/A	N/A
5	uses technology tools to enhance learning, increase productivity and promote creativity uses technology for publication of work;	N/A	N/A	N/A
6	uses technology to locate, evaluate, and collect information from a variety of sources;	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
7	uses technology resources for solving problems and making informed decisions;	N/A	N/A	N/A
8	uses the World Wide Web for on line information.	N/A	N/A	N/A
9	uses the internet and CD-ROMs to locate, evaluate, and collect information for narrative writing;	N/A	N/A	N/A
10	uses the internet to research exemplars for narrative writing;	N/A	N/A	N/A
11	uses word processing applications to correct words and sentence structures.	N/A	N/A	N/A
12	uses basic operations and concepts of computers;	✓	N/A	✓
13	uses technology for publication of work;	N/A	N/A	N/A
14	uses technology tools to enhance learning, increase productivity and promote creativity uses technology for publication of work.	N/A	N/A	N/A

District of Columbia Standards
Grade 2 Reading/English Language Arts
Language for Social Communication

Content Standard 4: Students use language in a variety of social contexts, participate in a number of language communities, and understand the social and cultural influences on text.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	participates in one-to-one conferences with a teacher, paraprofessional, adult volunteer <ul style="list-style-type: none"> • initiates new topics in addition to responding to adult-initiated topics; • responds to questions with appropriate elaboration; • uses language cues to indicate levels of certainty or hypothesizing (e.g.,: “I’m unsure whether”; “very likely.. ”); • confirms understanding by responding to directions or suggestions; 	✓	Oral Reading: Expert Sheets 4 – 44	✓
2	participates in group meetings <ul style="list-style-type: none"> • displays appropriate taking-turn behavior; • responds appropriately to comments and questions; • volunteers contributions and responds when directed by the teacher; • makes connections to other disciplines (art music, science, social studies, math); • gives reason in support of opinions expressed; • clarifies, illustrates, or expends on a response when asked to do so. 	✓	Oral Reading: Expert Sheets 4 – 44	✓

Topic	Description	Lessons	Supplemental Material	Activities
3	demonstrates communicating basic understanding of the rules of the English language in written and oral work <ul style="list-style-type: none"> • corrects grammar, punctuation, sentence construction, spelling, and usage; • makes informed judgments in order to communicate ideas clearly to others. 	✓	Oral Reading: Expert Sheets 4 – 44: Grammar Sheets	✓

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	asks relevant questions;	✓	Oral Reading: Expert Sheets 4 – 44	✓
2	listens, speaks and views with comprehension in a group setting;	✓	Oral Reading: Expert Sheets 4 – 44	✓
3	applies their ability to speak for a variety of purposes <ul style="list-style-type: none"> • gains information (ask questions); • informs (personal information, oral directions); • persuades (book recommendations personal opinions); • expresses ideas creatively (storytelling, poems, simple plays, choral reading). 	✓	Oral Reading: Expert Sheets 4 – 44	✓
4	relates to others (participate in partner, small group and large group discussions).	✓	Oral Reading: Expert Sheets 4 – 44	✓
5	connects language and text to personal experiences;	✓	Oral Reading: Expert Sheets 4 – 44	✓
6	reads and discusses documents related to literacy;	✓	Oral Reading: Expert Sheets 4 – 44	✓
7	applies information; *	✓	Oral Reading: Expert Sheets 4 – 44	✓
8	identifies evidence for drawing conclusion;	✓	Oral Reading: Expert Sheets 4 – 44	✓
9	compares and contrasts literacy forms;	N/A	N/A	N/A
10	demonstrates multiple reading strategies and skills to communicate;	✓	Oral Reading: Expert Sheets 4 – 44	✓
11	predicts, infers and confirms with understanding that people from other places use different languages to communicate;	✓	Oral Reading: Expert Sheets 4 – 44	✓

Topic	Description	Lessons	Supplemental Material	Activities
12	responds to literature in a variety of ways (e.g. recites poems/writes friendly letters);	✓	N/A	✓
13	distinguishes among telling, asking and exclamatory sentences;	✓	Oral Reading: Expert Sheets 4 – 44	✓
14	speaks using standard English;	✓	Oral Reading: Expert Sheets 4 – 44	✓
15	identifies and uses singular and plural nouns and pronouns;	✓	Oral Reading: Expert Sheets 4 – 44	✓
16	identifies and uses verbs (action and linking, regular and irregular) to match purpose;	✓	Oral Reading: Expert Sheets 4 – 44	✓
17	applies using periods, question marks and exclamation points appropriately to punctuate sentences;	✓	Grammar Sheets	✓
18	applies commas to punctuate pauses, items in a series, a friendly letter greeting, and a letter closing;	✓	Grammar Sheets	✓
19	applies apostrophes to punctuate contractions;	✓	Grammar Sheets	✓
20	uses dictionaries, word walls, and books to identify standard spellings;	N/A	N/A	N/A
21	applies high-utility rules to draft spelling (e.g. double final consonant, words ending in silent “e”, words ending in silent “y,” words with vowel pairs);	✓	Grammar Sheets	✓
22	engages in conversations with others to listen, process, and express ideas.	✓	Oral Reading: Expert Sheets 4 – 44	✓

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	uses basic operations and concepts of computers;	✓	N/A	✓
2	uses input devices (e.g., mouse keyboard, remote control);	✓	N/A	✓
3	uses output devices (e.g. monitor, printer);	N/A	N/A	N/A
4	uses a variety of media and technology resources for directed and independent learning activities;	N/A	N/A	N/A
5	develops positive attitudes towards technology use that support life long learning, collaboration, personal pursuits, and productivity;	✓	N/A	✓

Topic	Description	Lessons	Supplemental Material	Activities
6	uses computers to enhance and reinforce reading and writing skills and strategies;	✓	N/A	✓
7	uses technology tools to enhance learning;	✓	N/A	✓
8	increases productivity and promote creativity.	✓	N/A	✓
9	uses computers to connect to other disciplines such as Art, Science, Social Studies, Music, and Math;	N/A	N/A	N/A
10	uses basic operations and concepts of computers;	N/A	N/A	N/A
11	uses a variety of media and technology resources for directed and independent learning activities;	N/A	N/A	N/A
12	uses computers to enhance and reinforce reading and writing skills and strategies;	✓	N/A	✓
13	increases productivity and promote creativity.	N/A	N/A	N/A

District of Columbia Standards
Grade 3 Reading/English Language Arts
Language as Meaning Making

Content Standard 1: Students comprehend and compose a wide range of written, oral and visual texts.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	reads at least thirty books or equivalents: <ul style="list-style-type: none"> • reads a variety of multi-ethnic texts in at least three different genres; • makes connections with text and relates events and circumstances with own life and lives of others; • compares characters and themes with those in previously read texts; • makes well-developed connections to life experiences; • determines the author’s purpose; 	✓	N/A	✓
2	reads and comprehends informational materials: <ul style="list-style-type: none"> • restates or summarizes information; • relates new information to prior knowledge and experiences; • extends ideas; • makes connection to related topics or information. 	✓	Oral Reading: Expert Sheets 4 – 61	✓
3	demonstrates a basic understanding of the rules of the English language in written and oral work: <ul style="list-style-type: none"> • analyzes and revises work to make it more effective in communicating the intended message; • adds and deletes details and explanations; • rearranges words, sentences, and paragraphs to improve or clarify meanings; • sharpens the focus; • reconsiders the organizational structure. 	✓	Grammar Sheets	✓

Topic	Description	Lessons	Supplemental Material	Activities
4	reads aloud, accurately (in the range of 85-90%), by reading with a rhythm, flow, and meter that sounds like everyday speech;	✓	Oral Reading: Expert Sheets 4 – 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	reads non-fiction and fiction from at least three literary genres with accuracy and comprehension (historical and realistic fiction);	✓	Oral Reading: Expert Sheets 4 – 61	✓
2	identifies main idea and supporting details;	✓	Oral Reading: Expert Sheets 4 – 61	✓
3	interprets poetry and recognizes stanza and rhyme as characteristics of poetry;	✓	Oral Reading: Expert Sheets 4 – 61	✓
4	retells story in correct sequence using details and story elements;	✓	Oral Reading: Expert Sheets 4 – 61	✓
5	predicts and infers with supporting evidence, draws conclusions;	✓	Oral Reading: Expert Sheets 4 – 61	✓
6	recognizes figurative language (similes and metaphors);	N/A	N/A	N/A
7	determines cause and effect relationships in text;	✓	Oral Reading: Expert Sheets 4 – 61	✓
8	chooses and connects text with personal experiences;	✓	Oral Reading: Expert Sheets 4 – 61	✓
9	summarizes text;	✓	Oral Reading: Expert Sheets 4 – 61	✓
10	locates simple facts using at least two references and identifies integration of topics;	N/A	N/A	N/A
11	summarizes important ideas of non-fiction reading;	✓	Oral Reading: Expert Sheets 4 – 61	✓
12	uses graphic organizers to make meaning and organize thinking;	N/A	N/A	N/A
13	reads and interprets directions, forms, schedules, and advertisements;	N/A	N/A	N/A
14	uses text aids (headings, bold print, and italics).	N/A	N/A	N/A
15	differentiates between reality and fantasy;	✓	Oral Reading: Expert Sheets 4 – 61	✓
16	chooses to read silently for extended periods of time for pleasure and information;	✓	Oral Reading: Expert Sheets 4 – 61	✓
17	reads more complex text and chapter books;	✓	Oral Reading: Expert Sheets 4 – 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
18	edits and revises written work, proofreads for capitals, commas, punctuation and spelling;	✓	Grammar Sheets	✓
19	distinguishes between correctly formed sentences and sentence fragments, run-ons, and awkward construction;	✓	Grammar Sheets	✓
20	uses correct grammar, (e.g., noun-verb agreement, regular and irregular plurals, regular verb endings, avoiding double negative);	✓	Grammar Sheets	✓
21	uses the writing process, (e.g., prewriting, drafting, revising, editing, and publishing).	✓	Grammar Sheets	✓
22	makes correct usage of helping verbs, subjects and predicates;	✓	Grammar Sheets	✓
23	applies spelling rules and strategies correctly.	✓	Grammar Sheets	✓
24	self-corrects when subsequent reading indicates an earlier miscue;	✓	Oral Reading: Expert Sheets 4 – 61	✓
25	uses syntax, phonics, and context clues to determine pronunciation and meanings;	✓	Oral Reading: Expert Sheets 4 – 61	✓
26	recognizes most words in grade appropriate text;	✓	Oral Reading: Expert Sheets 4 – 61	✓
27	recognizes and pronounces consonant blends such as scr, tch, str and thr, as in scream, straight, stretch, thread;	✓	Oral Reading: Expert Sheets 4 – 61	✓
28	recognizes 300 common words on sight;	✓	Oral Reading: Expert Sheets 4 – 61	✓
29	uses phonics generalizations to identify words; (e.g., CVC, double vowels, VC+e and final single vowel);	✓	Oral Reading: Expert Sheets 4 – 61	✓
30	pronounces appropriate sounds for ou, ow, oi, and oy, au, al and or;	✓	Oral Reading: Expert Sheets 4 – 61	✓
31	uses word-attack skills and vocabulary building strategies to improve vocabulary and reading fluency;	✓	Oral Reading: Expert Sheets 4 – 61	✓
32	understands and uses synonyms, antonyms, homonyms, and homophones;	✓	Oral Reading: Expert Sheets 4 – 61	✓
33	uses syllabication rules to aid in pronunciation of unknown words;	✓	Oral Reading: Expert Sheets 4 – 61	✓
34	identifies root words, prefixes, (e.g., re-un-, pre-) and suffixes (-less, -fulness, -ly, -er).	✓	Oral Reading: Expert Sheets 4 – 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	uses basic keyboarding and touch typing skills;	✓	N/A	✓
2	uses technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing;	N/A	N/A	N/A
3	uses word processing programs to write and edit papers and reports;	N/A	N/A	N/A
4	illustrates with drawings using clip art;	N/A	N/A	N/A
5	accesses the Internet (literary selections).	N/A	N/A	N/A
6	uses Network Learning/MCET to enhance understanding of genres.	N/A	N/A	N/A
7	uses the Internet to access information.	N/A	N/A	N/A
8	uses technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing;	N/A	N/A	N/A
9	uses word processing programs to write and edit papers and reports.	N/A	N/A	N/A
10	records and evaluates own reading.	N/A	N/A	N/A

District of Columbia Standards
Grade 3 Reading/English Language Arts
Language as Literature

Content Standard 2: Students respond in many ways to a rich variety of literary texts and relate texts to their lives and the lives of others.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	responds to non-fiction, fiction, poetry, and drama: <ul style="list-style-type: none"> • identifies recurring themes across works; • considers the differences among genres; • explains the reasons for a character’s actions; • critiques the degree to which a plot is realistic or unrealistic; • makes inferences and draws conclusions about themes, events, characters, and settings; • relates literary texts to their own life, to lives of others, and to other literary works; • understands, explains, the writer’s craft. 	N/A	N/A	N/A
2	produces work in at least one literary genre: <ul style="list-style-type: none"> • follows the conventions of that genre; • responds to literature that engages the reader by establishing a context; • draws conclusions about lessons learned; • supports conclusions with evidence in the texts; • infers main ideas, lessons or morals learned in the literature; • provides a sense of closure with a summary paragraph or conclusion. 	N/A	N/A	N/A
3	produces a narrative account (fictional or autobiographical) that engages the reader by establishes a context, creating a point of view; <ul style="list-style-type: none"> • establishes a situation, plot, point of view, setting, and conflict, (and for autobiography, the significance of events); • creates an organizing structure; 	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	listens to, reads, views and experiences rich culturally diverse texts from many lands;	✓	Oral Reading: Expert Sheets 4 – 61	✓
2	interprets poetry and recognizes stanza and rhyme as characteristics of poetry;	N/A	N/A	N/A
3	understands and uses metaphors and similes;	✓	N/A	N/A
4	writes and/or draws responses in a journal;	✓	N/A	N/A
5	identifies and uses story elements, (e.g., setting, characters) in writing original stories;	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
6	predicts story events and outcomes based on title, illustrations, background knowledge;	N/A	N/A	N/A
7	compares a fiction and a non-fiction text on the same topic;	N/A	N/A	N/A
8	reads and compares historical information presented in historical fiction with factual information of the same time period;	✓	Oral Reading: Expert Sheets 4 – 61	✓
9	uses the characteristics and features of different genres;	N/A	N/A	N/A
10	uses the characteristics and features of different genres;	N/A	N/A	N/A
11	incorporates specific literary features of that genre (realistic and historical fiction);	N/A	N/A	N/A
12	makes judgments that are interpretive, analytic, evaluative or reflective;	✓	Oral Reading: Expert Sheets 4 – 61	✓
13	writes original plays with similar themes, characters, plots, settings, and solutions;	N/A	N/A	N/A
14	begins to write for extended periods of time.	✓	N/A	N/A
15	connects facts, incidents and details as appropriate;	✓	Oral Reading: Expert Sheets 4 – 61	✓
16	writes topic sentences, supporting details and concluding sentences;	✓	Grammar Sheets	✓
17	excludes extraneous details and inconsistencies;	✓	Grammar Sheets	N/A
18	evaluates writing against specific criteria and revises text to meet the standard;	✓	Grammar Sheets	N/A
19	writes responses in at least three paragraphs.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	listens to CD-ROM, laser disc, and/or video tape-based books and evaluates the stories in terms of fact, fiction, and opinion;	N/A	N/A	N/A
2	uses audio books to enhance comprehension;	N/A	N/A	N/A
3	uses MCET to enhance understanding of genres;	N/A	N/A	N/A
4	uses word processing programs to write and edit papers and reports, construct stories, poems, etc;	N/A	N/A	N/A
5	illustrates with drawings using clip art.	N/A	N/A	N/A
6	uses word processing programs to write and edit papers and reports; constructs stories and poems;	N/A	N/A	N/A
7	draws maps, charts, makes videos.	N/A	N/A	N/A

District of Columbia Standards

Grade 3 Reading/English Language Arts

Language for Research and Inquiry

Content Standard 3: Students use language and symbol systems (e.g., timelines, maps, graphs, and charts) to define problems and organize information.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	produces a report that: <ul style="list-style-type: none"> develops a controlling idea or theme that conveys a perspective on a subject; includes appropriate facts and details; excludes extraneous and inappropriate information; uses a range of appropriate strategies, such as providing facts and details, describing, or analyzing the subject, and a relevant anecdote. 	N/A	N/A	N/A
2	produces a narrative of procedure that establishes a context and develops reader interest. <ul style="list-style-type: none"> makes use of appropriate writing strategies to aid readers' understanding of text; provides a sense of closure. 	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	develops a clear topic with an apparent plan;	✓	Grammar Sheets	N/A
2	pre-writes to generate ideas;	N/A	N/A	N/A
3	writes practical texts, news articles;	N/A	N/A	N/A
4	revises writing to improve content, organization, personal expression;	✓	Grammar Sheets	N/A
5	includes graphics to convey meaning;	N/A	N/A	N/A
6	writes simple and compound sentences;	✓	Grammar Sheets	✓
7	writes to report answers to research questions.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
8	writes sequences of steps necessary to complete the task (e.g., recipes, directions, how to play a game);	N/A	N/A	N/A
9	provides headings and transitions between steps;	N/A	N/A	N/A
10	includes visuals to aid completion of task (e.g., pictures, diagrams, etc.).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	uses e-mail and on-line searching to communicate ideas and perform basic research activities;	N/A	N/A	N/A
2	uses computer to create visuals where appropriate;	N/A	N/A	N/A
3	uses the Internet to access information;	N/A	N/A	N/A
4	illustrates with drawings using clip art.	N/A	N/A	N/A

District of Columbia Standards
Grade 3 Reading/English Language Arts
Language for Social Communication

Content Standard 4: Students use language in a variety of social contexts and understand the social and cultural influences on text.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer: <ul style="list-style-type: none"> • initiates new topics in addition to responding to adult-initiated topics; • responds to questions with appropriate elaboration; • uses language cues to indicate different levels of certainty; 	✓	Oral Reading: Expert Sheets 4 – 61	✓
2	participates in group meetings, and displays appropriate turn-taking behaviors: <ul style="list-style-type: none"> • actively solicits another person's comments or opinions; • responds appropriately to comments and questions; • gives reasons in support of opinions expressed; 	✓	Oral Reading: Expert Sheets 4 – 61	✓
3	prepares and delivers an individual presentation: <ul style="list-style-type: none"> • communicates information to achieve a particular purpose and to appeal to an audience; • projects a sense of confidence and personality in selecting and organizing content, and delivery; 	N/A	N/A	N/A
4	makes informed judgments about television, radio, and film productions: <ul style="list-style-type: none"> • discusses the presence of the media in the daily lives of most people; • defines the role of advertising as part of media presentations. 	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	asks relevant questions and communicates effectively in collaborative settings;	✓	Oral Reading: Expert Sheets 4 – 61	✓
2	speaks in turn during conversation;	✓	Oral Reading: Expert Sheets 4 – 61	✓
3	maintains eye contact;	N/A	N/A	N/A
4	engages in conversation about favorite books, and what is currently being read;	N/A	N/A	N/A
5	retells story and reads favorite passages;	✓	Oral Reading: Expert Sheets 4 – 61	✓
6	shares best work in response journal and writing portfolio;	✓	Grammar Sheets	✓
7	participates in echo reading;	✓	N/A	✓
8	works in small collaborative teams;	✓	Oral Reading: Expert Sheets 4 – 61	✓
9	participates in discussions as a listener and speaker;	✓	Oral Reading: Expert Sheets 4 – 61	✓
10	exhibits respectful listening behavior;	✓	Oral Reading: Expert Sheets 4 – 61	✓
11	understands and treats others who speak differently and have different customs with respect and courtesy;	N/A	N/A	N/A
12	uses nonverbal messages (e.g., gestures, and facial expressions) to enhance communication;	N/A	N/A	N/A
13	speaks clearly and audibly using correct grammar;	✓	Oral Reading: Expert Sheets 4 – 61	✓
14	presents book reports, responses to literature, culminating projects to thematic units, creative stories, and on topics of personal interest and expertise;	N/A	N/A	N/A
15	understands how specific commercials target children, teenagers, women , men, and different ethnic groups;	N/A	N/A	N/A
16	monitors television viewing patterns by keeping a day and time chart that tells how many minutes are spent reading and watching television.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	uses multimedia to enhance presentations;	N/A	N/A	N/A
2	watches two newscasts on different television stations and observes how an event is reported on each station;	N/A	N/A	N/A
3	discusses the merits of different products viewed in television ads as they entice people to buy their products.	N/A	N/A	N/A

District of Columbia Standards
Grade 4 Reading/English Language Arts
Language as Meaning Making

Content Standard 1: Students comprehend and compose a wide range of written, oral and visual texts.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	reads at least thirty books or equivalents: <ul style="list-style-type: none"> • makes and defends conclusions about the text; • supports conclusions with convincing evidence from the text; • compares and contrasts characters and ideas with previously read texts; • uses story structure to retell the story; • makes perceptive and well-developed connections to life experiences; • finds support in the text for conclusions; • author’s writing strategies; • reads a fiction, non-fiction and multi-ethnic text in at least three different genres. 	✓	N/A	N/A
2	reads and comprehends informational materials: <ul style="list-style-type: none"> • develops understanding and expertise; • produces written or oral work ; • restates or summarizes information; • relates new information to prior knowledge and experience; • extends ideas; 	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
3	demonstrates a basic understanding of the rules of the English Language in written and oral work;	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
4	analyzes and revises work: <ul style="list-style-type: none"> • clarifies and makes more effective; • communicates the intended message; • adds and deletes details and explanations; • re-organizes the structure to enhance understanding and aid comprehension; • keeps a writing portfolio. 	✓	Grammar Sheets	✓

Topic	Description	Lessons	Supplemental Material	Activities
5	reads aloud, accurately (in the range of 85-90%); using a rhythm, flow and meter that sounds like everyday speech;			

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	reads fictions (from at least three genres) and nonfiction with accuracy and comprehension (including mysteries and science fiction);	✓	Oral Reading: Expert Sheets 4 – 61	✓
2	recognizes story elements in fiction (problem, character, setting, plot, theme, climax);	N/A	N/A	N/A
3	evaluates author’s purpose and the techniques the author used to convey the message;	N/A	N/A	N/A
4	differentiates between fact and opinion;	✓	Oral Reading: Expert Sheets 4 – 61	✓
5	reads increasingly complex text independently with fluency and appropriate expression;	✓	Oral Reading: Expert Sheets 4 – 61	✓
6	summarizes, analyzes, and evaluates details and facts;	✓	Oral Reading: Expert Sheets 4 – 61	✓
7	relates famous sayings/proverbs to characters and/or situations in stories;	N/A	N/A	N/A
8	compares/contrasts texts, poems, and stories;	N/A	N/A	N/A
9	infers ideas that go beyond the text;	✓	Oral Reading: Expert Sheets 4 – 61	✓
10	evaluates explicit and implicit information;	✓	Oral Reading: Expert Sheets 4 – 61	✓
11	maintains a literature response journal on a theme, (e.g., courage, loyalty, or honesty);	N/A	N/A	N/A
12	analyzes the structure of informational text;	N/A	N/A	N/A
13	reads and uses functional texts (e.g., instructions, directions, schedules, advertisements, signs, etc.);	N/A	N/A	N/A
14	adjusts reading rate to match purpose and difficulty of materials (e.g., skim, scan);	N/A	N/A	N/A
15	rereads to clarify meanings;	✓	Oral Reading: Expert Sheets 4 – 61	✓
16	locates simple facts using a variety of references; and restates information from the text;	✓	Oral Reading: Expert Sheets 4 – 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
17	expands ideas by formulating questions, developing hypotheses and drawing conclusions;	✓	Oral Reading: Expert Sheets 4 – 61	✓
18	summarizes information by using graphic organizers.	N/A	N/A	N/A
19	identifies and applies common spelling patterns, spells high frequency words correctly.	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
20	makes correct use of commas in a series;	✓	Grammar Sheets	✓
21	uses grade level appropriate vocabulary;	✓	Oral Reading: Expert Sheets 4 – 61	✓
22	expands vocabulary, (personal, content area words, basic sight vocabulary, vocabulary unique to a selection);	✓	Oral Reading: Expert Sheets 4 – 61	✓
23	edits and revises written work, proofreads for capitals, commas, punctuation and spelling;	✓	Grammar Sheets	✓
24	understands that adverbs describes verbs, adjectives, and other adverbs.	✓	Grammar Sheets	✓
25	uses compound and complex sentences;	✓	Grammar Sheets	✓
26	maintains consistent number, gender, point of view and verb tense;	✓	Grammar Sheets	✓
27	uses conjunctions to create varied sentence patterns;	✓	Grammar Sheets	✓
28	uses quotation marks to punctuate dialogue;	✓	Grammar Sheets	✓
29	uses tools such as dictionary, thesauruses and word walls to edit work for publishing.	N/A	N/A	N/A
30	reflects on own writing, noting strengths for expansion or improvement.	N/A	N/A	N/A
31	maintains personal spelling lists;	N/A	N/A	N/A
32	understands and uses the format for organizing sentences, (e.g., time order, order of location, and order of importance);	✓	Grammar Sheets	✓
33	self-corrects when subsequent reading indicate an earlier miscue;	✓	Grammar Sheets	✓
34	uses a range of cueing systems, e.g., syntax, phonics and context clues, to determine pronunciation and meanings;	✓	Oral Reading: Expert Sheets 4 – 61	✓
35	reads through words with fluency;	✓	Oral Reading: Expert Sheets 4 – 61	✓
36	recognizes most words in grade appropriate texts;	✓	Oral Reading: Expert Sheets 4 – 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
37	uses appropriate phrasing; and inflection	✓	Oral Reading: Expert Sheets 4 – 61	✓
38	uses more advanced prefixes (mis, dis, in, im, non, suffixes (able/ible, ous, ion/tion) and root words to identify words;	✓	Oral Reading: Expert Sheets 4 – 61	✓
39	uses syllabication to aid in pronunciation of words.	✓	Oral Reading: Expert Sheets 4 – 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	uses Electronic Library CD-ROM (literature);	N/A	N/A	N/A
2	accesses the Internet (literary selections);	N/A	N/A	N/A
3	uses commercial software to simulate, experiment and problem solve in order to draw conclusions and organize information;	✓	Oral Reading: Expert Sheets 4 – 61	✓
4	uses e-mail and on-line searching;	N/A	N/A	N/A
5	identifies and uses a variety of reference tools (e.g., periodicals, encyclopedia, charts, tables, etc.) to locate simple facts;	N/A	N/A	N/A
6	uses the word processor and clip art to prepare reports;	N/A	N/A	N/A
7	uses database to accomplish personal productivity;	N/A	N/A	N/A
8	uses the word processor to create literary works.	N/A	N/A	N/A
9	uses dictionary, glossary, thesaurus, electronic and other references to identify word meaning.	N/A	N/A	N/A
10	uses word processing to enhance and reinforce the complete writing process;	N/A	N/A	N/A
11	uses electronic spell check and grammar check and other references to identify word meaning.	N/A	N/A	N/A
12	records and evaluates own reading on a reading log form;	N/A	N/A	N/A

District of Columbia Standards
Grade 4 Reading/English Language Arts
Language as Literature

Content Standard 2: Students respond in many ways to a rich variety of literary texts and relate texts to life.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	responds to non-fiction, fiction, poetry, and drama: <ul style="list-style-type: none"> • identifies recurring themes across works; • understands the differences among genres; • explains the reasons for a character’s actions, taking into account the situation and basic motivation of the character; • gives opinions and draws conclusions about theme, events, characters, and settings; • gives reasons in support of opinions expressed; • relates literary texts to their own lives, to lives of others and to other literary works. 	N/A	N/A	N/A
2	produces work in at least one literary genre that follows the conventions of that genre.	N/A	N/A	N/A
3	produces a response to literature: <ul style="list-style-type: none"> • engages the reader by establishing a context; • develops readers’ interest; • makes and supports judgment through references to other works, authors, and personal experiences; • provides a sense of closure; 	N/A	N/A	N/A
4	produces a narrative account (fictional or autobiographic); <ul style="list-style-type: none"> • engages the reader by establishing a context; • establishes a situation, plot, point of view, setting, conflict, (and for autobiography, the significance of events); • excludes extraneous details and inconsistencies. 	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	listens to, reads, views, and experiences rich culturally diverse texts from many lands;	✓	Oral Reading: Expert Sheets 4 – 61	✓
2	understands relationships in literature and other content areas (e.g., science, social studies, math, art, music) etc;	N/A	N/A	N/A
3	reads and compares fiction and nonfiction on the same topic;	N/A	N/A	N/A
4	gains knowledge of various cultural heritage and traditions.	✓	Oral Reading: Expert Sheets 4 – 61	✓
5	writes responses in a literary response journal;	✓	Grammar Sheets	✓
6	explains problem/solutions and main idea and provides evidence referring to the text;	✓	Oral Reading: Expert Sheets 4 – 61	✓
7	demonstrates awareness of vocabulary and dialect appropriate to culture in multicultural literature;	✓	Oral Reading: Expert Sheets 4 – 61	✓
8	begins to identify, analyze and assess bias in all forms of literature;	N/A	N/A	N/A
9	understands the characteristics of mysteries and science fiction genres;	N/A	N/A	N/A
10	incorporates appropriate literary features of that genre (including mysteries and science fiction);	N/A	N/A	N/A
11	uses descriptive language that allows the reader to form visual images to aid enjoyment and comprehension.	✓	Grammar Sheets	✓
12	creates characters, settings, problems, and events from outside personal environment;	✓	Grammar Sheets	✓
13	states the problems, events and solution and connects facts, incidents, and details as appropriate;	N/A	N/A	N/A
14	evaluates writing against specific criteria;	N/A	N/A	N/A
15	revises text to meet the writing standard.	✓	Grammar Sheets	✓
16	uses the writing process to develop a variety of effective written products: (pre-writing, drafting, revising, editing, and publishing);	✓	Grammar Sheets	✓
17	reads for information and author’s point of view;	N/A	N/A	N/A
18	organizes thoughts in paragraph form with an opening sentence and supporting details;	✓	Grammar Sheets	✓

Topic	Description	Lessons	Supplemental Material	Activities
19	writes at least four paragraph documents;	N/A	N/A	N/A
20	applies information from a variety of texts;	N/A	N/A	N/A
21	selects, locates and uses reference sources;	N/A	N/A	N/A
22	writes an effective story, of personal experiences, a letter or brief report (e.g., writes news articles for class newspaper);	N/A	N/A	N/A
23	writes a summary of the current events taken from newspapers, magazines or newscast;	N/A	N/A	N/A
24	writes a autobiographical sketch.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	listens to CD-ROM, laser disc, and/or video tape-based books and evaluate the story in terms of fact, fiction, and opinion;	N/A	N/A	N/A
2	uses audio books to enhance comprehension;	N/A	N/A	N/A
3	uses MCET to enhance understanding of genres.	N/A	N/A	N/A
4	uses a database to accomplish personal productivity.	N/A	N/A	N/A
5	produces and interprets graphs and charts to support written reports.	N/A	N/A	N/A
6	uses the Internet and the World Wide Web to conduct group inquiry projects;	N/A	N/A	N/A
7	uses range of print (including standard references and indices of periodicals), electronic systems (including at least two computerized data bases) to inquire into a specific topic.	N/A	N/A	N/A
8	uses desktop publishing software and multimedia tools to design and create presentations for reports and projects.	N/A	N/A	N/A

District of Columbia Standards

Grade 4 Reading/English Language Arts

Language for Research and Inquiry

Content Standard 3: Students use language and symbol systems (e.g., timelines, maps, graphs, and charts) to define problems and organize information.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	produces a report that: <ul style="list-style-type: none"> • develops a main idea that conveys a perspective on the subject; • includes appropriate facts and details; • excludes extraneous and inappropriate information; • uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject; • creates a structure that has a beginning, middle and end; • includes at least four paragraphs. • provides a sense of closure to the writing. 	N/A	N/A	N/A
2	produces a narrative procedure that: <ul style="list-style-type: none"> • engages the reader by establishing a context; • develops reader interest. • provides sequential order of the procedure to allow successful completion of the process; • provides a sense of closure to the writing. 	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	uses current events and periodicals as sources for expository writings;	N/A	N/A	N/A
2	revises work to make it more effective in communicating the intended message;	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
3	uses expository texts to find answers to questions;	✓	Oral Reading: Expert Sheets 4 – 61	✓
4	evaluates own writing against specific criteria and revises text to meet the standard;	N/A	N/A	N/A
5	selects, locates and applies information from a variety of references sources;	N/A	N/A	N/A
6	reads for information and perspective;	N/A	N/A	N/A
7	makes connections between written text and life experiences;	N/A	N/A	N/A
8	reads functional texts (e.g., signs, instructions, daily schedules, and advertisements).	N/A	N/A	N/A
9	provides clear instructions for a procedure, (e.g., headings, smooth transitions and graphics);	N/A	N/A	N/A
10	writes a summary paragraph;	N/A	N/A	N/A
11	receives feedback as an aid to revising and editing;	N/A	N/A	N/A
12	uses current events (newspapers, magazines as sources for expository writings).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	uses desktop publishing software and multimedia tools to design and create presentations for reports and projects;	N/A	N/A	N/A
2	creates simple data bases and use existing databases to search, organize and draw conclusions relating to a body of information;	N/A	N/A	N/A
3	uses print and electronic card catalogues to locate resource including books and other materials.	N/A	N/A	N/A
4	maintains a learning log in content areas (e.g. on computer notebook);	N/A	N/A	N/A
5	uses at least two different types of reference materials, e.g., newspapers, encyclopedias, CD-ROM, magazines, etc.	N/A	N/A	N/A
6	use technology to enhance informational excess skills;	N/A	N/A	N/A
7	uses World Wide Web to research and retrieve information.	N/A	N/A	N/A

**District of Columbia Standards
Grade 4 Reading/English Language Arts
Language for Social Communication**

Content Standard 4: Students use language in a variety of social contexts and understand the social and cultural influences on text.

District of Columbia Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Performance Standards – The student:				
1	participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer: <ul style="list-style-type: none"> • initiates new topics in addition to responding to adult-initiated topics; • asks relevant questions; • responds to questions with appropriate elaboration; • uses language cues to indicate different levels of certainty of hypothesizing, e.g. “what if ...” “very likely ...,” “I’m unsure whether...”; • confirms understanding by orally paraphrasing the adult’s directions or suggestions. 	✓	Oral Reading: Expert Sheets 4 – 61	✓
2	participates in group meetings: <ul style="list-style-type: none"> • displays appropriate turn-taking behaviors; • actively solicits another person’s comment or opinion; • responds appropriately to comments and questions; • understands the effect of social and cultural context of meanings, words, phrases and idioms. 	✓	Oral Reading: Expert Sheets 4 – 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
3	prepares and delivers an individual presentation: <ul style="list-style-type: none"> • communicates information to achieve a particular purpose and to appeal to an audience; • shapes content and organization according to criteria for importance and impact; • uses notes or other memory aids to structure the presentation; • engages the audience with appropriate verbal cues and eye contact; • projects a sense of confidence and personality in selecting and organizing content, and in delivery. 	N/A	N/A	N/A
4	makes informed judgments about television, radio, and film productions: <ul style="list-style-type: none"> • demonstrates an awareness of the presence of the media in the daily lives of most people; • evaluates the role of the media in focusing attention and in forming an opinion; • judges the extent to which the media provides a source of entertainment as well as a source of information; • defines the role of advertising as part of media presentation. 	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Essential Skills – The student:				
1	asks relevant questions in areas affecting comprehension of text;	✓	Oral Reading: Expert Sheets 4 – 61	✓
2	shares literary journal and current writings, and/or contents of own portfolio;	N/A	N/A	N/A
3	responds to adult through the dialogue journal writing process;	N/A	N/A	N/A
4	reads informational texts, (e.g., following directions to play a game or to read a schedule);	✓	N/A	✓
5	discusses a current event from the newspaper;	N/A	N/A	N/A
6	understands the effect of social and cultural context on meaning words, phrases and idioms;	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
7	connects English Language Arts with workplace literacy;	N/A	N/A	N/A
8	reads and discusses documents related to community literacy (e.g., bulletins, applications, and schedules);	N/A	N/A	N/A
9	works in cooperative groups and small teams, adopting roles (e.g., leader, materials organizer, and reporter) as directed by the teacher;	N/A	N/A	N/A
10	understands that workplace literacy employs a group decision technique, e.g. brainstorming or problem solving sequence;	N/A	N/A	N/A
11	participates in discussion groups with little dependence on teacher direction;	N/A	N/A	N/A
12	makes a group presentations to audiences inside and outside the classroom.	N/A	N/A	N/A
13	uses nonverbal messages (e.g., gestures and facial expressions) to enhance communication;	N/A	N/A	N/A
14	engages the audience with appropriate visual cues, eye contact, intonation and posture;	N/A	N/A	N/A
15	speaks clearly and audibly using correct grammar and responds appropriately to comments and questions;	✓	Oral Reading: Expert Sheets 4 – 61	✓
16	speaks from notes or rewrites from memory with fluency and expression.	N/A	N/A	N/A
17	uses feedback and reflection to improve content and delivery in the future;	N/A	N/A	N/A
18	uses varied vocabulary;	N/A	N/A	N/A
19	views multi-media advertisements to identify criteria used to select products for purchase;	N/A	N/A	N/A
20	evaluates accuracy of advertisement (e.g. favorite cereals/commercial and discuss media techniques (e.g., intended action, animation, and endorsement by famous people));	N/A	N/A	N/A
21	compares film and video versions of a story with the book and discusses effect of different media.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
Technology Integration – The student:				
1	uses desktop publishing software and multimedia tools to design and create presentations for reports and projects;	N/A	N/A	N/A
2	conveys a message to appeal to an audience;	N/A	N/A	N/A
3	uses telecommunications and online resources (e.g., e-mail, online discussion, Web environments)	N/A	N/A	N/A
4	participates in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.	N/A	N/A	N/A
5	uses telecommunications and online resources (e.g., e-mail, on-line discussions, Web environment to participate in collaborative problem-solving activities.	N/A	N/A	N/A