

## Indiana State Standards

### Standard 1

#### READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Indiana Standards		My Reading Coach Gold		
Grade	Description	Lessons	Supplemental Material	Activities
<b>Concepts About Print</b>				
1	<b>1.1.1</b> Match oral words to printed words.	✓	Oral Reading Sheets: 4 - 20	✓
1	<b>1.1.2</b> Identify letters, words, and sentences.	✓	Oral Reading Sheets: 4	✓
1	<b>1.1.3</b> Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	✓	Oral Reading Sheets: 4	✓
<b>Phonemic Awareness</b>				
1	<b>1.1.4</b> Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound). Example: Tell the sound that comes at the beginning of the word sun. Tell the sound that comes at the end of the word cloud. Tell the sound that comes in the middle of the word boat.	✓	Over 200 Blackline Masters	✓
1	<b>1.1.5</b> Recognize different vowel sounds in orally stated single-syllable words. Example: Say the sound that is in the middle of the word bit. Say the sound that is in the middle of the word bite. Tell whether this is the same sound or a different sound.	✓	Over 200 Blackline Masters	✓
1	<b>1.1.6</b> Recognize that vowels' sounds can be represented by different letters.	✓	Over 200 Blackline Masters	✓
1	<b>1.1.7</b> Create and state a series of rhyming words.	✓	N/A	✓
1	<b>1.1.8</b> Add, delete, or change sounds to change words. Example: Tell what letter you would have to change to make the word cow into the word how. Tell what letter you would have to change to make the word pan into an.	✓	Over 200 Blackline Masters	✓

Grade	Description	Lessons	Supplemental Material	Activities
1	<b>1.1.9</b> Blend two to four phonemes (sounds) into recognizable words. Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /a/ /t/.	✓	Over 200 Blackline Masters	✓
<b>Decoding and Word Recognition</b>				
1	<b>1.1.10</b> Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.	✓	Over 200 Blackline Masters	✓
1	<b>1.1.11</b> Read common sight words (words that are often seen and heard).	✓	Over 200 Blackline Masters	✓
1	<b>1.1.12</b> Use phonic and context clues as self-correction strategies when reading.	✓	Oral Reading Sheets: 4 - 32	✓
1	<b>1.1.13</b> Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear). Example: Correctly read aloud the vowel sounds made in words, such as ear, eat, near, their, or wear.	✓	Over 200 Blackline Masters	✓
1	<b>1.1.14</b> Read common word patterns (-ite, -ate). Example: Read words, such as gate, late, and kite.	✓	Over 200 Blackline Masters	✓
1	<b>1.1.15</b> Read aloud smoothly and easily in familiar text.	✓	Oral Reading Sheets: 4 - 32	✓
<b>Vocabulary and Concept Development</b>				
1	<b>1.1.16</b> Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).	✓	Oral Reading Sheets: 32 - 60	✓
1	<b>1.1.17</b> Read and understand root words (look) and their inflectional forms (looks, looked, looking). Example: Recognize that the s added to the end of chair makes it mean more than one chair. Recognize that adding ed to the end of jump makes it mean jumping that happened in the past.	✓	Oral Reading Sheets: 32 - 60	✓
1	<b>1.1.18</b> Classify categories of words. Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
<b>Phonemic Awareness</b>				
2	<b>2.1.1</b> Demonstrate an awareness of the sounds that are made by different letters by: <ul style="list-style-type: none"> <li>distinguishing beginning, middle, and ending sounds in words.</li> <li>rhyiming words.</li> <li>clearly pronouncing blends and vowel sounds.</li> </ul>	✓	Over 200 Blackline Masters	✓
<b>Decoding and Word Recognition</b>				
2	<b>2.1.2</b> Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.	✓	Over 200 Blackline Masters	✓
2	<b>2.1.3</b> Decode (sound out) regular words with more than one syllable (dinosaur, vacation).	✓	Over 200 Blackline Masters	✓
2	<b>2.1.4</b> Recognize common abbreviations (Jan., Fri.).	N/A	N/A	N/A
2	<b>2.1.5</b> Identify and correctly use regular plural words (mountain/mountains) and irregular plural words (child/children, mouse/mice).	✓	Over 200 Blackline Masters	✓
2	<b>2.1.6</b> Read aloud fluently and accurately with appropriate changes in voice and expression.	✓	Oral Reading Sheets: 4 - 60	✓
2	<b>2.1.7</b> Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).	✓	Over 200 Blackline Masters	✓
2	<b>2.1.8</b> Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).	✓	Over 200 Blackline Masters	✓
2	<b>2.1.9</b> Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).	✓	Over 200 Blackline Masters	✓
2	<b>2.1.10</b> Identify simple multiple-meaning words (change, duck).	✓	Over 200 Blackline Masters	✓
<b>Decoding and Word Recognition</b>				
3	<b>3.1.1</b> Know and use more difficult word families (-ight) when reading unfamiliar words.	✓	Over 200 Blackline Masters	✓
3	<b>3.1.2</b> Read words with several syllables.	✓	Over 200 Blackline Masters	✓

Grade	Description	Lessons	Supplemental Material	Activities
3	<b>3.1.3</b> Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, change in voice, and expression.	✓	Oral Reading Sheets: 4 - 60	✓
<b>Vocabulary and Concept Development</b>				
3	<b>3.1.4</b> Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings). Example: Understand that words, such as <i>fair</i> and <i>fare</i> , are said the same way but have different meanings. Know the difference between two meanings of the word <i>lead</i> when used in sentences, such as "The pencil has <i>lead</i> in it" and "I will <i>lead</i> the way."	✓	Over 200 Blackline Masters	✓
3	<b>3.1.5</b> Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.	N/A	N/A	N/A
3	<b>3.1.6</b> Use sentence and word context to find the meaning of unknown words.	✓	Oral Reading Sheets: 4 - 60	✓
3	<b>3.1.7</b> Use a dictionary to learn the meaning and pronunciation of unknown words.	N/A	N/A	N/A
3	<b>3.1.8</b> Use knowledge of prefixes (word parts added at the beginning of words such as <i>un-</i> , <i>pre-</i> ) and suffixes (word parts added at the end of words such as <i>-er</i> , <i>-ful</i> , <i>-less</i> ) to determine the meaning of words.	✓	Oral Reading Sheets: 4 - 60	✓
<b>Decoding and Word Recognition</b>				
4	<b>4.1.1</b> Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.	✓	Oral Reading Sheets: 4 - 60	✓

Grade	Description	Lessons	Supplemental Material	Activities
<b>Vocabulary and Concept Development</b>				
4	<b>4.1.2</b> Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>couch potato</i> ) to determine the meaning of words and phrases.	N/A	N/A	N/A
4	<b>4.1.3</b> Use knowledge of root words ( <i>nation, national, nationality</i> ) to determine the meaning of unknown words within a passage.	✓	Oral Reading Sheets: 4 - 60	✓
4	<b>4.1.4</b> Use common roots ( <i>meter = measure</i> ) and word parts ( <i>therm = heat</i> ) derived from Greek and Latin to analyze the meaning of complex words ( <i>thermometer</i> ).	✓	Oral Reading Sheets: 4 - 60	✓
4	<b>4.1.5</b> Use a thesaurus to find related words and ideas.	N/A	N/A	N/A
4	<b>4.1.6</b> Distinguish and interpret words with multiple meanings ( <i>quarters</i> ) by using context clues (the meaning of the text around a word).	✓	Oral Reading Sheets: 4 - 60	✓

## Indiana State Standards

### Standard 2

#### READING: Comprehension

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources, to understand what they read. The selections in the *Indiana Reading List* (available online at [www.doe.state.in.us/standards/readinglist.html](http://www.doe.state.in.us/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 1, students begin to read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, children’s magazines, dictionaries, and online information).

Indiana Standards		My Reading Coach Gold		
Grade	Description	Lessons	Supplemental Material	Activities
<b>Structural Features of Informational and Technical Materials</b>				
1	<b>1.2.1</b> Identify the title, author, illustrator, and table of contents of a reading selection.	N/A	N/A	N/A
1	<b>1.2.2</b> Identify text that uses sequence or other logical order. Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like <i>The Bird Table</i> by Pauline Cartwright.	N/A	Oral Reading: Expert Sheets 4 - 32	N/A
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>				
1	<b>1.2.3</b> Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read. Example: Read a story, such as <i>Frog and Toad Together</i> by Arnold Lobel or <i>There’s an Alligator Under My Bed</i> by Mercer Mayer, and tell about the story, including the main idea, important events (what, when, why, how), setting (where), and characters (who).	✓	Oral Reading: Expert Sheets 4 - 32	✓
1	<b>1.2.4</b> Follow one-step written instructions.	✓	Over 200 Blackline Masters	✓
1	<b>1.2.5</b> Use context (the meaning of the surrounding text) to understand word and sentence meanings.	✓	Oral Reading: Expert Sheets 12 - 60	✓

Grade	Description	Lessons	Supplemental Material	Activities
1	<b>1.2.6</b> Confirm predictions about what will happen next in a text by identifying key words. Example: Read part of a story, such as <i>The Musicians of Bremen: A Tale from Germany</i> by Jane Yolen, and tell what might happen next and how the story might end. Read part of an informational text, such as <i>The Carrot Seed</i> by Ruth Krauss, and guess what might happen next. Then, check to see if these predictions are correct by looking ahead in the text.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1	<b>1.2.7</b> Relate prior knowledge to what is read. Example: Read a text or story, such as <i>My Sister Is My Friend</i> by Hannah Markley, and tell about a time an older person helped you do something, the way the character in Markley's story is helped by her older sister.	✓	Oral Reading: Expert Sheets 4 - 32	✓
<b>Structural Features of Informational and Technical Materials</b>				
2	<b>2.2.1</b> Use titles, tables of contents, and chapter headings to locate information in text.	N/A	N/A	N/A
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>				
2	<b>2.2.2</b> State the purpose for reading. Example: Compare similar stories from different cultures, such as <i>Little Red Riding Hood</i> and <i>Lon Po Po</i> (Chinese version). Read an informational text about pets to decide what kind of animal would make the best pet.	N/A	N/A	N/A
2	<b>2.2.3</b> Use knowledge of the author's purpose(s) to comprehend informational text. Example: Read an informational text that compares different people, animals, or plants, such as <i>Gator or Croc</i> by Allan Fowler.	N/A	N/A	N/A
2	<b>2.2.4</b> Ask and respond to questions to aid comprehension about important elements of informational texts. Example: After reading a short account about the first man on the moon, ask and answer <i>why</i> , <i>what if</i> , and <i>how</i> questions to understand the lunar landing.	✓	Oral Reading Sheets: 4 - 46	✓

Grade	Description	Lessons	Supplemental Material	Activities
2	<b>2.2.5</b> Restate facts and details in the text to clarify and organize ideas. Example: Summarize information learned from a text, such as detail about ant colonies stated in <i>Ant Cities</i> by Arthur Dorros or reported about spider webs in <i>Spider Magic</i> by Dorothy Hinshaw Patent.	N/A	Oral Reading Sheets: 4 - 46	N/A
2	<b>2.2.6</b> Recognize cause-and-effect relationships in a text. Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.	N/A	N/A	N/A
2	<b>2.2.7</b> Interpret information from diagrams, charts, and graphs. Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.	N/A	N/A	N/A
2	<b>2.2.8</b> Follow two-step written instructions.	N/A	Over 200 Blackline Masters	N/A
<b>Structural Features of Informational and Technical Materials</b>				
3	<b>3.2.1</b> Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.	N/A	N/A	N/A
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>				
3	<b>3.2.2</b> Ask questions and support answers by connecting prior knowledge with literal information from the text. Example: When reading informational materials about science topics or social science subjects, compare what is read to background knowledge about the subject.	✓	Oral Reading Sheets: 4 - 46	✓
3	<b>3.2.3</b> Show understanding by identifying answers in the text. Example: After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
3	<b>3.2.4</b> Recall major points in the text and make and revise predictions about what is read. Example: Read a story, such as <i>Storm in the Night</i> by Mary Slattery Stolz or part of <i>Ramona Quimby</i> by Beverly Cleary, and predict what is going to happen next in the story. Confirm or revise the prediction based on further reading.	✓	Oral Reading Sheets: 4 - 46	✓
3	<b>3.2.5</b> Distinguish the main idea and supporting details in expository (informational) text. Example: Read an informational text, such as <i>The Magic School Bus: Inside the Earth</i> by Joanna Cole or <i>Volcano</i> by Christopher Lampton, and make a chart listing the main ideas from the text and the details that support them.	✓	Oral Reading Sheets: 4 - 46	✓
3	<b>3.2.6</b> Locate appropriate and significant information from the text, including problems and solutions. Example: Identify the problem faced by a character in a book, such as <i>A Gift for Tia Rosa</i> by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.	✓	Oral Reading Sheets: 4 - 46	✓
3	<b>3.2.7</b> Follow simple multiple-step written instructions.	N/A	Over 200 Blackline Masters	N/A
<b>Structural Features of Informational and Technical Materials</b>				
4	<b>4.2.1</b> Use the organization of informational text to strengthen comprehension. Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>				
<b>4</b>	<p><b>4.2.2</b> Use appropriate strategies when reading for different purposes. Example: Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship of ideas in the text.</p>	N/A	N/A	N/A
<b>4</b>	<p><b>4.2.3</b> Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations. Example: While reading a mystery, such as <i>Encyclopedia Brown: Boy Detective</i> by Donald Sobol, predict what is going to happen next in the story. Confirm or revise the predictions based on further reading. After reading an informational text, such as <i>Camouflage: A Closer Look</i> by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.</p>	N/A	N/A	N/A
<b>4</b>	<p><b>4.2.4</b> Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas. Example: Compare what is already known and thought about ocean life to new information encountered in reading, such as in the book <i>Amazing Sea Creatures</i> by Andrew Brown.</p>	N/A	N/A	N/A
<b>4</b>	<p><b>4.2.5</b> Compare and contrast information on the same topic after reading several passages or articles. Example: Read several fictional and informational texts about guide dogs, such as <i>A Guide Dog Puppy Grows Up</i> by Carolyn Arnold, <i>Buddy: The First Seeing Eye Dog</i> by Eva Moore, and <i>Follow My Leader</i> by James B. Garfield, and compare and contrast the information presented in each.</p>	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
4	<p><b>4.2.6</b> Distinguish between cause and effect and between fact and opinion in informational text.            Example: In reading an article about how snowshoe rabbits change color, distinguish facts (such as <i>Snowshoe rabbits change color from brown to white in the winter</i>) from opinions (such as <i>Snowshoe rabbits are very pretty animals because they can change colors</i>).</p>	N/A	Oral Reading Sheets: 4 - 46	N/A
4	<p><b>4.2.7</b> Follow multiple-step instructions in a basic technical manual.            Example: Follow directions to learn how to use computer commands or play a video game.</p>	N/A	N/A	N/A

## Indiana State Standards

### Standard 3

#### READING: Literary Response and Analysis

Students read and respond to a wide variety of significant works of children’s literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the *Indiana Reading List* (available online at [www.doe.state.in.us/standards/readinglist.html](http://www.doe.state.in.us/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students.

Indiana Standards		My Reading Coach Gold		
Grade	Description	Lessons	Supplemental Material	Activities
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>				
<b>1</b>	<b>1.3.1</b> Identify and describe the plot, setting, and character(s) in a story. Retell a story’s beginning, middle, and ending. Example: Read a story, such as <i>Arthur’s Prize Reader</i> by Lillian Hoban. Retell the story, including descriptions of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.	N/A	Oral Reading Sheets 4 - 32	N/A
<b>1</b>	<b>1.3.2</b> Describe the roles of authors and illustrators. Example: Read a book, such as <i>The Very Hungry Caterpillar</i> by Eric Carle or <i>Where the Wild Things Are</i> by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and discuss how the pictures help to tell the story.	N/A	N/A	N/A
<b>2</b>	<b>2.3.1</b> Compare plots, settings, and characters presented by different authors. Example: Read and compare <i>Strega Nona</i> , an old Italian folktale retold by Tomie DePaola, with <i>Ox-Cart Man</i> by Donald Hall.	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
2	<b>2.3.2</b> Create different endings to stories and identify the reason and the impact of the different ending. Example: Read a story, such as <i>Fin M'Coul — The Giant of Knockmany Hill</i> , Tomie DePaola's retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin's wife had not helped him or if Fin were not a giant.	N/A	N/A	N/A
2	<b>2.3.3</b> Compare versions of same stories from different cultures. Example: Compare fairy tales and folktales that have been retold by different cultures, such as <i>The Three Little Pigs</i> and the southwestern/Latino version <i>The Three Little Javelinas</i> by Susan Lowell, or <i>Cinderella</i> and the African version, <i>Mufaro's Beautiful Daughters</i> by John Steptoe.	N/A	N/A	N/A
2	<b>2.3.4</b> Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry. Example: Listen to or read the rhymes for each letter of the alphabet in <i>A, My Name Is Alice</i> by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.	N/A	N/A	N/A
<b>Structural Features of Literature</b>				
3	<b>3.3.1</b> Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction. Example: Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature, such as the poem "On the Run" by Douglas Florian, the play <i>The Crane Wife</i> by Sumiko Yagawa, Anne Laurin's fictional book <i>Perfect Crane</i> , and the nonfiction counting book <i>Counting Cranes</i> by Mary Beth Owens.	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>				
<b>3</b>	<b>3.3.2</b> Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. Example: Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as <i>Why Mosquitoes Buzz in People's Ears</i> retold by Verna Aardema or <i>How the Leopard Got Its Spots</i> by Justine and Ron Fontes. Plot each story onto a story map.	N/A	N/A	N/A
<b>3</b>	<b>3.3.3</b> Determine what characters are like by what they say or do and by how the author or illustrator portrays them. Example: Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary's book by the same name.	N/A	N/A	N/A
<b>3</b>	<b>3.3.4</b> Determine the theme or author's message in fiction and nonfiction text. Example: Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story, <i>More than Halfway There</i> by Janet Halliday Ervin, and the nonfiction biography, <i>Abe Lincoln's Hat</i> by Martha Brenner.	N/A	N/A	N/A
<b>3</b>	<b>3.3.5</b> Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds. Example: Discuss the different words that are used to imitate sounds. To explore these words further, read a book on the topic, such as <i>Cock-a-doodle doo!: What Does It Sound Like to You?</i> by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog's bark, a train's whistle, and water dripping.	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
3	<b>3.3.6</b> Identify the speaker or narrator in a selection. Example: Read a book, such as <i>Class Clown</i> by Johanna Hurwitz or <i>Dinner at Aunt Connie's House</i> by Faith Ringgold, and identify who is telling the story. Share examples from the story for how the reader can tell that it is told by that character.	N/A	N/A	N/A
<b>Structural Features of Literature</b>				
4	<b>4.3.1</b> Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. Example: Show how fables were often told to teach a lesson, as in Aesop's fable, <i>The Grasshopper and the Ant</i> . Discuss how legends were often told to explain natural history, as in the stories about <i>Johnny Appleseed</i> or <i>Paul Bunyan and Babe, the Blue Ox</i> . Use a graphic organizer to compare the two types of literature.	N/A	N/A	N/A
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>				
4	<b>4.3.2</b> Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action. Example: After reading <i>Sarah, Plain and Tall</i> by Patricia MacLachlan, discuss the causes and effects of the main event of the plot, when the father in the story acquires a mail-order bride. Describe the effects of this event, including the adjustments that the children make to their new stepmother and that Sarah makes to living on the prairie. Plot the story onto a story map, and write a sentence identifying the major theme.	N/A	N/A	N/A
4	<b>4.3.3</b> Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions. Example: After reading <i>The Sign of the Beaver</i> by Elizabeth George Speare, tell how the Native American character's actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
4	<p><b>4.3.4</b> Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.</p> <p>Example: Read a book of trickster tales from other countries, such as <i>The Barefoot Book of Trickster Tales</i> retold by Richard Walker. Describe the similarities in these tales in which a main character, often an animal, outwits other animals, humans, or forces in nature. Then, tell how these tales are different from each other.</p>	N/A	N/A	N/A
4	<p><b>4.3.5</b> Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.</p> <ul style="list-style-type: none"> <li>• Simile: a comparison that uses <i>like</i> or <i>as</i></li> <li>• Metaphor: an implied comparison</li> <li>• Hyperbole: an exaggeration for effect</li> <li>• Personification: a description that represents a thing as a person</li> </ul> <p>Example: Identify a simile, such as <i>Twinkle, twinkle little star...like a diamond in the sky</i>. Identify a metaphor, such as <i>You were the wind beneath my wings</i>. Identify an example of hyperbole, such as <i>Cleaner than clean, whiter than white</i>. Identify an example of personification, such as <i>The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill</i>.</p>	N/A	N/A	N/A

## Indiana State Standards

### Standard 4

#### WRITING: Process

Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Indiana Standards		My Reading Coach Gold		
Grade	Description	Lessons	Supplemental Material	Activities
<b>Organization and Focus</b>				
1	<b>1.4.1</b> Discuss ideas and select a focus for group stories or other writing.	N/A	N/A	N/A
1	<b>1.4.2</b> Use various organizational strategies to plan writing.	N/A	N/A	N/A
<b>Evaluation and Revision</b>				
1	<b>1.4.3</b> Revise writing for others to read.	N/A	N/A	N/A
<b>Organization and Focus</b>				
2	<b>2.4.1</b> Create a list of ideas for writing.	N/A	N/A	N/A
2	<b>2.4.2</b> Organize related ideas together to maintain a consistent focus.	N/A	N/A	N/A
<b>Research and Technology</b>				
2	<b>2.4.3</b> Find ideas for writing stories and descriptions in pictures or books.	N/A	Challenge Sheets: Grammar	N/A
2	<b>2.4.4</b> Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).	N/A	N/A	N/A
2	<b>2.4.5</b> Use a computer to draft, revise, and publish writing.	N/A	N/A	N/A
<b>Evaluation and Revision</b>				
2	<b>2.4.6</b> Review, evaluate, and revise writing for meaning and clarity.	N/A	Challenge Sheets: Grammar	N/A
2	<b>2.4.7</b> Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.	N/A	Challenge Sheets: Grammar	N/A
2	<b>2.4.8</b> Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
<b>Organization and Focus</b>				
3	<b>3.4.1</b> Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.	N/A	N/A	N/A
3	<b>3.4.2</b> Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.	N/A	N/A	N/A
3	<b>3.4.3</b> Create single paragraphs with topic sentences and simple supporting facts and details.	N/A	Challenge Sheets: Grammar	N/A
<b>Research and Technology</b>				
3	<b>3.4.4</b> Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).	N/A	N/A	N/A
3	<b>3.4.5</b> Use a computer to draft, revise, and publish writing.	N/A	N/A	N/A
<b>Evaluation and Revision</b>				
3	<b>3.4.6</b> Review, evaluate, and revise writing for meaning and clarity.	N/A	Challenge Sheets: Grammar	N/A
3	<b>3.4.7</b> Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.	N/A	N/A	N/A
3	<b>3.4.8</b> Revise writing for others to read, improving the focus and progression of ideas.	N/A	N/A	N/A
<b>Organization and Focus</b>				
4	<b>4.4.1</b> Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.	N/A	N/A	N/A
4	<b>4.4.2</b> Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
4	<p><b>4.4.3</b> Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> <li>• provide an introductory paragraph.</li> <li>• establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</li> <li>• include supporting paragraphs with simple facts, details, and explanations.</li> <li>• present important ideas or events in sequence or in chronological order.</li> <li>• provide details and transitions to link paragraphs.</li> <li>• conclude with a paragraph that summarizes the points.</li> <li>• use correct indentation at the beginning of paragraphs.</li> </ul>	N/A	N/A	N/A
4	<p><b>4.4.4</b> Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.</p>	N/A	N/A	N/A
<b>Research and Technology</b>				
4	<p><b>4.4.5</b> Quote or paraphrase information sources, citing them appropriately.</p>	N/A	N/A	N/A
4	<p><b>4.4.6</b> Locate information in reference texts by using organizational features, such as prefaces and appendixes.</p>	N/A	N/A	N/A
4	<p><b>4.4.7</b> Use multiple reference materials and online information (the Internet) as aids to writing.</p>	N/A	N/A	N/A
4	<p><b>4.4.8</b> Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p>	N/A	N/A	N/A
4	<p><b>4.4.9</b> Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.</p>	N/A	N/A	N/A
<b>Evaluation and Revision</b>				
4	<p><b>4.4.10</b> Review, evaluate, and revise writing for meaning and clarity.</p>	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
4	<b>4.4.11</b> Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	N/A	N/A	N/A
4	<b>4.4.12</b> Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.	N/A	N/A	N/A

## Indiana State Standards Standard 5

### WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Indiana Standards		My Reading Coach Gold		
Grade	Description	Lessons	Supplemental Material	Activities
<b>Using the writing strategies of Grade 1 outlined in Standard 4 — Writing Process, students:</b>				
<b>1</b>	<b>1.5.1</b> Write brief narratives (stories) describing an experience. Example: Write a short story titled <i>My Friend</i> describing an experience that is real or imagined.	N/A	Challenge Sheets: Grammar	N/A
<b>1</b>	<b>1.5.2</b> Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. Example: Write a description of a family member, a pet, or a favorite toy. Include enough details that the reader can picture the person, animal, or object.	N/A	N/A	N/A
<b>1</b>	<b>1.5.3</b> Write simple rhymes.	N/A	N/A	N/A
<b>1</b>	<b>1.5.4</b> Use descriptive words when writing. Example: Use varied words to describe events, people, and places, such as describing a day as a sunny day or cloudy day.	N/A	Challenge Sheets: Grammar	N/A
<b>1</b>	<b>1.5.5</b> Write for different purposes and to a specific audience or person. Example: Write a thank-you note to the store manager after a field trip to the local supermarket.	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
<b>Using the writing strategies of Grade 2 outlined in Standard 4 — Writing Process, students:</b>				
2	<p><b>2.5.1</b> Write brief narratives (stories) based on their experiences that:</p> <ul style="list-style-type: none"> <li>• move through a logical sequence of events.</li> <li>• describe the setting, characters, objects, and events in detail.</li> </ul> <p>Example: Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.</p>	N/A	Challenge Sheets: Grammar	N/A
2	<p><b>2.5.2</b> Write a brief description of a familiar object, person, place, or event that:</p> <ul style="list-style-type: none"> <li>• develops a main idea.</li> <li>• uses details to support the main idea.</li> </ul> <p>Example: Write a descriptive piece on a topic, such as <i>Houses Come in Different Shapes and Sizes</i>.</p>	N/A	Challenge Sheets: Grammar	N/A
2	<p><b>2.5.3</b> Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Smith</i>), body, closing, and signature.</p> <p>Example: Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.</p>	N/A	N/A	N/A
2	<b>2.5.4</b> Write rhymes and simple poems.	N/A	Challenge Sheets: Grammar	N/A
2	<b>2.5.5</b> Use descriptive words when writing.	✓	Challenge Sheets: Grammar	✓
2	<p><b>2.5.6</b> Write for different purposes and to a specific audience or person.</p> <p>Example: Write a description of your favorite book to recommend the book to a friend.</p>	N/A	N/A	N/A
<b>Using the writing strategies of Grade 3 outlined in Standard 4 — Writing Process, students:</b>				
3	<p><b>3.5.1</b> Write narratives (stories) that:</p> <ul style="list-style-type: none"> <li>• provide a context within which an action takes place.</li> <li>• include details to develop the plot.</li> </ul> <p>Example: Write a story based on an article in a magazine, such as <i>Cricket</i> or <i>Stone Soup</i>, about what life was like 100 years ago.</p>	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
3	<p><b>3.5.2</b> Write descriptive pieces about people, places, things, or experiences that:</p> <ul style="list-style-type: none"> <li>• develop a unified main idea.</li> <li>• use details to support the main idea.</li> </ul> <p>Example: Write a description for how to make a model boat. Include clear enough directions so that a classmate can make the model. Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.</p>	N/A	N/A	N/A
3	<p><b>3.5.3</b> Write personal, persuasive, and formal letters, thank-you notes, and invitations that:</p> <ul style="list-style-type: none"> <li>• show awareness of the knowledge and interests of the audience.</li> <li>• establish a purpose and context.</li> <li>• include the date, proper salutation, body, closing, and signature.</li> </ul> <p>Example: Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about himself or herself. Write an invitation asking an adult to come to speak in the classroom. Write a persuasive letter to your family asking for your favorite foods on your birthday.</p>	N/A	N/A	N/A
3	<p><b>3.5.4</b> Use varied word choices to make writing interesting.</p> <p>Example: Write stories using varied words, such as <i>cried</i>, <i>yelled</i>, or <i>whispered</i> instead of <i>said</i>.</p>	✓	Challenge Sheets: Grammar	✓
3	<p><b>3.5.5</b> Write for different purposes and to a specific audience or person.</p> <p>Example: Write an article about the library at your school. Include a list of ways that students use the library.</p>	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
<b>Using the writing strategies of Grade 4 outlined in Standard 4 — Writing Process, students:</b>				
4	<p><b>4.5.1</b> Write narratives (stories) that:</p> <ul style="list-style-type: none"> <li>• include ideas, observations, or memories of an event or experience.</li> <li>• provide a context to allow the reader to imagine the world of the event or experience.</li> <li>• use concrete sensory details.</li> </ul> <p>Example: Prepare a narrative on how and why immigrants come to the United States. To make the story more realistic, use information from an older person who may remember firsthand the experience of coming to America.</p>	N/A	N/A	N/A
4	<p><b>4.5.2</b> Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of a literary work.</li> <li>• support judgments through references to both the text and prior knowledge.</li> </ul> <p>Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.</p>	N/A	N/A	N/A
4	<p><b>4.5.3</b> Write informational reports that:</p> <ul style="list-style-type: none"> <li>• ask a central question about an issue or situation.</li> <li>• include facts and details for focus.</li> <li>• use more than one source of information, including speakers, books, newspapers, media sources, and online information.</li> </ul> <p>Example: Use information from a variety of sources, such as speakers, books, newspapers, media sources, and the Internet, to provide facts and details for a report on life in your town when it was first settled or for a report about the water cycle.</p>	N/A	N/A	N/A
4	<p><b>4.5.4</b> Write summaries that contain the main ideas of the reading selection and the most significant details.</p> <p>Example: Write a book review, including enough examples and details about the plot, character, and setting of the book to describe it to a reader who is unfamiliar with it.</p>	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
4	<p><b>4.5.5</b> Use varied word choices to make writing interesting.            Example: Write stories using descriptive words in place of common words; for instance, use <i>enormous</i>, <i>gigantic</i>, or <i>giant</i> for the word <i>big</i>.</p>	✓	Challenge Sheets: Grammar	✓
4	<p><b>4.5.6</b> Write for different purposes (information, persuasion) and to a specific audience or person.            Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.</p>	N/A	N/A	N/A

## Indiana State Standards

### Standard 6

#### WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Indiana Standards		My Reading Coach Gold		
Grade	Description	Lessons	Supplemental Material	Activities
<b>Handwriting</b>				
1	<b>1.6.1</b> Print legibly and space letters, words, and sentences appropriately.	✓	Challenge Sheets: Grammar	N/A
<b>Sentence Structure</b>				
1	<b>1.6.2</b> Write in complete sentences.	✓	Challenge Sheets: Grammar	N/A
<b>Grammar</b>				
1	<b>1.6.3</b> Identify and correctly use singular and plural nouns (dog/dogs).	✓	Challenge Sheets: Grammar	✓
1	<b>1.6.4</b> Identify and correctly write contractions (isn't, aren't, can't).	✓	Challenge Sheets: Grammar	✓
1	<b>1.6.5</b> Identify and correctly write possessive nouns (cat's meow, girls' dresses) and possessive pronouns (my/mine, his/hers).	✓	Challenge Sheets: Grammar	✓
<b>Punctuation</b>				
1	<b>1.6.6</b> Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.	✓	Challenge Sheets: Grammar	✓
<b>Capitalization</b>				
1	<b>1.6.7</b> Capitalize the first word of a sentence, names of people, and the pronoun I.	✓	Challenge Sheets: Grammar	✓
<b>Spelling</b>				
1	<b>1.6.8</b> Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).	✓	Challenge Sheets: Grammar	✓

Grade	Description	Lessons	Supplemental Material	Activities
<b>Handwriting</b>				
2	<b>2.6.1</b> Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	✓	Challenge Sheets: Grammar	N/A
<b>Sentence Structure</b>				
2	<b>2.6.2</b> Distinguish between complete (When Tom hit the ball, he was proud.) and incomplete sentences (When Tom hit the ball).	✓	Challenge Sheets: Grammar	✓
2	<b>2.6.3</b> Use the correct word order in written sentences.			
<b>Grammar</b>				
2	<b>2.6.4</b> Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement). Example: Identify the noun and verb in a sentence, such as Maria (noun) and a friend (noun) played (verb) for a long time.	✓	Challenge Sheets: Grammar	✓
<b>Punctuation</b>				
2	<b>2.6.5</b> Use commas in the greeting ( <i>Dear Sam,</i> ) and closure of a letter ( <i>Love, or Your friend,</i> ) and with dates ( <i>March 22, 2000</i> ) and items in a series ( <i>Tony, Steve, and Bill</i> ).	✓	Challenge Sheets: Grammar	✓
2	<b>2.6.6</b> Use quotation marks correctly to show that someone is speaking. • Correct: "You may go home now," she said. • Incorrect: "You may go home now she said."	✓	Challenge Sheets: Grammar	✓
2	<b>2.6.7</b> Capitalize all proper nouns (names of specific people or things, such as <i>Mike, Indiana, Jeep</i> ), words at the beginning of sentences and greetings, months and days of the week, and titles ( <i>Dr., Mr., Mrs., Miss</i> ) and initials in names.	✓	Challenge Sheets: Grammar	✓
<b>Spelling</b>				
2	<b>2.6.8</b> Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.	✓	200 Blackline Masters	✓

Grade	Description	Lessons	Supplemental Material	Activities
2	<p><b>2.6.9</b> Spell correctly words with short and long vowel sounds (<i>a, e, i, o, u</i>), r-controlled vowels (<i>ar, er, ir, or, ur</i>), and consonant-blend patterns (<i>bl, dr, st</i>).</p> <ul style="list-style-type: none"> <li>• short vowels: <u>a</u>ctor, <u>e</u>ffort, <u>i</u>nk, <u>o</u>p, <u>u</u>nless</li> <li>• long vowels: <u>a</u>ce, <u>e</u>qual, <u>i</u>nd, <u>o</u>e, <u>u</u>se</li> <li>• r-controlled: <u>ar</u>k, <u>er</u>supper, <u>ir</u>d, <u>or</u>n, <u>ur</u>ther</li> <li>• consonant blends: <u>bl</u>ue, <u>cr</u>ash, <u>ds</u>k, <u>sp</u>ea<u>k</u>, <u>co</u>ast</li> </ul>	✓	200 Blackline Masters	✓
<b>Handwriting</b>				
3	<b>3.6.1</b> Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.	N/A	N/A	N/A
<b>Sentence Structure</b>				
3	<p><b>3.6.2</b> Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.</p> <ul style="list-style-type: none"> <li>• Declarative: <i>This tastes very good.</i></li> <li>• Imperative: <i>Please take your seats.</i></li> <li>• Interrogative: <i>Are we there yet?</i></li> <li>• Exclamatory: <i>It's a home run!</i></li> </ul>	✓	Challenge Sheets: Grammar	✓
<b>Grammar</b>				
3	<b>3.6.3</b> Identify and use subjects and verbs that are in agreement ( <i>we are</i> instead of <i>we is</i> ).	✓	Challenge Sheets: Grammar	✓
3	<b>3.6.4</b> Identify and use past ( <i>he danced</i> ), present ( <i>he dances</i> ), and future ( <i>he will dance</i> ) verb tenses properly in writing.	✓	Challenge Sheets: Grammar	✓
3	<b>3.6.5</b> Identify and correctly use pronouns ( <i>it, him, her</i> ), adjectives ( <i>brown eyes, two younger sisters</i> ), compound nouns ( <i>summertime, snowflakes</i> ), and articles ( <i>a, an, the</i> ) in writing.	✓	Challenge Sheets: Grammar	✓
<b>Punctuation</b>				
3	<b>3.6.6</b> Use commas in dates ( <i>August 15, 2001</i> ), locations ( <i>Fort Wayne, Indiana</i> ), and addresses ( <i>431 Coral Way, Miami, FL</i> ), and for items in a series ( <i>football, basketball, soccer, and tennis</i> ).	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
<b>Capitalization</b>				
3	<b>3.6.7</b> Capitalize correctly geographical names, holidays, historical periods, and special events ( <i>We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.</i> )	✓	Challenge Sheets: Grammar	✓
<b>Spelling</b>				
3	<b>3.6.8</b> Spell correctly one-syllable words that have blends ( <i>walk, play, blend</i> ), contractions ( <i>isn't, can't</i> ), compounds, common spelling patterns ( <i>qu-</i> ; changing <i>win</i> to <i>winning</i> ; changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural, such as <i>cherry/cherries</i> ), and common homophones (words that sound the same but have different spellings, such as <i>hair/hare</i> ).	✓	200 Blackline Masters	✓
3	<b>3.6.9</b> Arrange words in alphabetical order. Example: Given a list of words, such as <i>apple, grapefruit, cherry, banana, pineapple, and peach</i> , put them into correct alphabetical order: <i>apple, banana, cherry, grapefruit, peach, pineapple</i> .	✓	200 Blackline Masters	✓
<b>Handwriting</b>				
4	<b>4.6.1</b> Write smoothly and legibly in cursive, forming letters and words that can be read by others.	N/A	N/A	N/A
<b>Sentence Structure</b>				
4	<b>4.6.2</b> Use simple sentences ( <i>Dr. Vincent Stone is my dentist.</i> ) and compound sentences ( <i>His assistant cleans my teeth, and Dr. Stone checks for cavities.</i> ) in writing.	✓	Challenge Sheets: Grammar	✓

Grade	Description	Lessons	Supplemental Material	Activities
4	<p><b>4.6.3</b> Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.</p> <ul style="list-style-type: none"> <li>• Adjectives: <i>brown eyes, younger sisters</i></li> <li>• Adverbs: We walked <i>slowly</i>.</li> <li>• Appositives: noun phrases that function as adjectives, such as <i>We played the Cougars, the team from Newport</i>.</li> <li>• Participial phrases: verb phrases that function as adjectives, such as <i>The man walking down the street saw the delivery truck</i>.</li> <li>• Prepositional phrases: <i>in the field, across the room, over the fence</i></li> <li>• Conjunctions: <i>and, or, but</i></li> </ul>	✓	Challenge Sheets: Grammar	✓
<b>Grammar</b>				
4	<p><b>4.6.4</b> Identify and use in writing regular (<i>live/lived, shout/shouted</i>) and irregular verbs (<i>swim/swam, ride/rode, hit/hit</i>), adverbs (<i>constantly, quickly</i>), and prepositions (<i>through, beyond, between</i>).</p>	✓	Challenge Sheets: Grammar	✓
<b>Punctuation</b>				
4	<p><b>4.6.5</b> Use parentheses to explain something that is not considered of primary importance to the sentence, commas in <b>direct quotations</b> (<i>He said, "I'd be happy to go."</i>), <b>apostrophes to show possession</b> (<i>Jim's shoes, the dog's food</i>), and apostrophes in contractions (<i>can't, didn't, won't</i>).</p>	✓	Challenge Sheets: Grammar	✓
4	<p><b>4.6.6</b> Use underlining, quotation marks, or italics to identify titles of documents.</p> <ul style="list-style-type: none"> <li>• When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books.</li> <li>• When writing on a computer <i>italicize</i> the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions.</li> </ul>	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
<b>Capitalization</b>				
4	<b>4.6.7</b> Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	N/A	N/A	N/A
<b>Spelling</b>				
4	<b>4.6.8</b> Spell correctly roots (bases of words, such as <i>unnecessary</i> , <i>cowardly</i> ), inflections (words like <i>care/careful/caring</i> ), words with more than one acceptable spelling (like <i>advisor/adviser</i> ), suffixes and prefixes ( <i>-ly</i> , <i>-ness</i> , <i>mis-</i> , <i>un-</i> ), and syllables (word parts each containing a vowel sound, such as <i>sur•prise</i> or <i>e•col•o•gy</i> ).	✓	200 Blackline Masters	✓

## Indiana State Standards

### Standard 6

#### LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Indiana Standards		My Reading Coach Gold		
Grade	Description	Lessons	Supplemental Material	Activities
<b>Comprehension</b>				
1	<b>1.7.1</b> Listen attentively.	✓	Oral Reading Sheets: 4 - 60	✓
1	<b>1.7.2</b> Ask questions for clarification and understanding.	✓	Oral Reading Sheets: 4 - 60	✓
1	<b>1.7.3</b> Give, restate, and follow simple two-step directions.	✓	Over 200 Blackline Masters	✓
<b>Organization and Delivery of Oral Communication</b>				
1	<b>1.7.4</b> Stay on the topic when speaking.	N/A	Oral Reading Sheets: 4 - 60	N/A
1	<b>1.7.5</b> Use descriptive words when speaking about people, places, things, and events.	✓	Blackline Masters Sheets: Grammar	✓
<b>Speaking Applications</b>				
1	<b>1.7.6</b> Recite poems, rhymes, songs, and stories.	N/A	Oral Reading Sheets: 4 - 60	N/A
1	<b>1.7.7</b> Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.	N/A	Oral Reading Sheets: 4 - 60	✓
1	<b>1.7.8</b> Relate an important life event or personal experience in a simple sequence.	N/A	Blackline Master Sheets: Grammar	N/A
1	<b>1.7.9</b> Provide descriptions with careful attention to sensory detail.	✓	Blackline Master Sheets: Grammar	✓
<b>Comprehension</b>				
2	<b>2.7.1</b> Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy).	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
2	<b>2.7.2</b> Ask for clarification and explanation of stories and ideas.	N/A	Oral Reading Sheets: 4 - 60	N/A
2	<b>2.7.3</b> Paraphrase (restate in own words) information that has been shared orally by others.	N/A	Oral Reading Sheets: 4 - 60	N/A
2	<b>2.7.4</b> Give and follow three- and four-step oral directions.	N/A	Oral Reading Sheets: 4 - 60	N/A
<b>Organization and Delivery of Oral Communication</b>				
2	<b>2.7.5</b> Organize presentations to maintain a clear focus.	N/A	N/A	N/A
2	<b>2.7.6</b> Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).	N/A	Oral Reading Sheets: 4 - 60	N/A
2	<b>2.7.7</b> Tell experiences in a logical order.	N/A	Oral Reading Sheets: 4 - 60	N/A
2	<b>2.7.8</b> Retell stories, including characters, setting, and plot.	N/A	Oral Reading Sheets: 4 - 60	N/A
2	<b>2.7.9</b> Report on a topic with supportive facts and details.	N/A	N/A	N/A
<b>Speaking Applications</b>				
2	<b>2.7.10</b> Recount experiences or present stories that: <ul style="list-style-type: none"> <li>• move through a logical sequence of events.</li> <li>• describe story elements, including characters, plot, and setting.</li> </ul>	N/A	Oral Reading Sheets: 4 - 60	N/A
2	<b>2.7.11</b> Report on a topic with facts and details, drawing from several sources of information.	N/A	Oral Reading Sheets: 4 - 60	N/A
<b>Comprehension</b>				
3	<b>3.7.1</b> Retell, paraphrase, and explain what a speaker has said.	N/A	Oral Reading Sheets: 4 - 60	N/A
3	<b>3.7.2</b> Connect and relate experiences and ideas to those of a speaker.	N/A	Oral Reading Sheets: 4 - 60	N/A
3	<b>3.7.3</b> Answer questions completely and appropriately.	✓	Oral Reading Sheets: 4 - 60	✓
3	<b>3.7.4</b> Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i> ).	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
<b>Organization and Delivery of Oral Communication</b>				
3	<b>3.7.5</b> Organize ideas chronologically (in the order that they happened) or around major points of information.	N/A	N/A	N/A
3	<b>3.7.6</b> Provide a beginning, middle, and an end to oral presentations, including details that develop a central idea.	N/A	Oral Reading Sheets: 4 - 60	N/A
3	<b>3.7.7</b> Use clear and specific vocabulary to communicate ideas and establish the tone.	N/A	Oral Reading Sheets: 4 - 60	N/A
3	<b>3.7.8</b> Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.	N/A	N/A	N/A
3	<b>3.7.9</b> Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.	✓	Oral Reading Sheets: 4 - 60	✓
<b>Analysis and Evaluation of Oral and Media Communications</b>				
3	<b>3.7.10</b> Compare ideas and points of view expressed in broadcast and print media or on the Internet.	N/A	N/A	N/A
3	<b>3.7.11</b> Distinguish between the speaker's opinions and verifiable facts.	N/A	N/A	N/A
<b>Speaking Applications</b>				
3	<b>3.7.12</b> Make brief narrative (story) presentations that: <ul style="list-style-type: none"> <li>• provide a context for an event that is the subject of the presentation.</li> <li>• provide insight into why the selected event should be of interest to the audience.</li> <li>• include well-chosen details to develop characters, setting, and plot.</li> </ul>	N/A	N/A	N/A
3	<b>3.7.13</b> Plan and present dramatic interpretations of experiences, stories, poems, or plays.	N/A	N/A	N/A
3	<b>3.7.14</b> Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
<b>Comprehension</b>				
4	<b>4.7.1</b> Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.	N/A	Oral Reading Sheets: 4 - 60	N/A
4	<b>4.7.2</b> Summarize major ideas and supporting evidence presented in spoken presentations.	N/A	N/A	N/A
4	<b>4.7.3</b> Identify how language usage (sayings and expressions) reflects regions and cultures.	N/A	N/A	N/A
4	<b>4.7.4</b> Give precise directions and instructions.	N/A	N/A	N/A
<b>Organization and Delivery of Oral Communication</b>				
4	<b>4.7.5</b> Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.	N/A	N/A	N/A
4	<b>4.7.6</b> Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	N/A	N/A	N/A
4	<b>4.7.7</b> Emphasize points in ways that help the listener or viewer follow important ideas and concepts.	N/A	N/A	N/A
4	<b>4.7.8</b> Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.	N/A	N/A	N/A
4	<b>4.7.9</b> Engage the audience with appropriate words, facial expressions, and gestures.	N/A	N/A	N/A
<b>Analysis and Evaluation of Oral and Media Communications</b>				
4	<b>4.7.10</b> Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues.	N/A	N/A	N/A
<b>Speaking Applications</b>				
4	<b>4.7.11</b> Make narrative (story) presentations that: <ul style="list-style-type: none"> <li>• relate ideas, observations, or memories about an event or experience.</li> <li>• provide a context that allows the listener to imagine the circumstances of the event or experience.</li> <li>• provide insight into why the selected event or experience should be of interest to the audience.</li> </ul>	N/A	N/A	N/A

Grade	Description	Lessons	Supplemental Material	Activities
4	<b>4.7.12</b> Make informational presentations that: <ul style="list-style-type: none"> <li>• focus on one main topic.</li> <li>• include facts and details that help listeners focus.</li> <li>• incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites).</li> </ul>	N/A	N/A	N/A
4	<b>4.7.13</b> Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	N/A	N/A	N/A
4	<b>4.7.14</b> Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing.	N/A	N/A	N/A