

Maryland State Standard
Grade K
1.0 General Reading Processes

A. Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Discriminate sounds and words				
a	Identify whether isolated sounds are same or different	✓	Challenge Sheets: Reading	✓
b	Identify initial and final sounds in a word	✓	Challenge Sheets: Reading	✓
c	Categorize words as same or different by initial or final sounds	N / A	N / A	N / A
2. Discriminate and produce rhyming words and alliteration				
a	Repeat and produce rhyming words	N / A	N / A	N / A
b	Identify and repeat sentences that use alliteration	N / A	N / A	N / A
3. Blend sounds and syllables to form words				
a	Orally blend syllables into a whole word, such as fun-ny=funny	✓	Challenge Sheets: Reading	✓
b	Orally blend onset and rimes (word families) into a whole word, such as b-at=bat	✓	Challenge Sheets: Reading	✓
c	Orally blend 2-3 phonemes into one-syllable words, such as m-e=me; f-u-n=fun	✓	Challenge Sheets: Reading	✓
4. Segment and manipulate sounds in spoken words and sentences				
a	Clap words in a sentence	N / A	N / A	N / A
b	Clap syllables in a word	N / A	N / A	N / A
c	Say syllables	✓	Challenge Sheets: Reading	✓
d	Identify the initial sound in a word	✓	Challenge Sheets: Reading	✓
e	Segment individual sounds in words	✓	Challenge Sheets: Reading	✓
f	Substitute initial sounds in words to form new words	✓	Challenge Sheets: Reading	✓

B. Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.

Topic	Description	Lessons	Supplemental Material	Activities
1. Identify letters and corresponding sounds				
a	Identify in isolation all upper and lower case letters of the alphabet	✓	Challenge Sheets: Writing	✓
b	Identify letters matched to sounds	✓	Challenge Sheets: Writing	✓
c	Generate the sounds associated with individual letters and letter patterns, such as s-,st-, -at, -ack, -ed	✓	Challenge Sheets: Writing	✓
2. Decode words in grade-level texts				
a	Identify similarities and differences in letters and words	✓	Over 200 blackline masters	✓
b	Blend letter sounds in one-syllable words (CVC)	✓	Challenge Sheets: Reading	✓
c	Use onset and rime (word families) to decode one-syllable words	N / A	N / A	N / A

C. Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.

Topic	Description	Lessons	Supplemental Material	Activities
1. Engage in imitative reading at an appropriate rate				
a	Listen to models of fluent reading	✓	Oral Reading Expert Sheets 1 - 20	✓
b	Recite nursery rhymes, poems, and finger plays with expression	N / A	N / A	N / A
2. Read orally from familiar texts at an appropriate rate				
a	Read familiar text with accuracy and expression	✓	Oral Reading Expert Sheets 1 - 20	✓
b	Use knowledge of end punctuation to signal expression in reading	✓	Oral Reading Expert Sheets 1 - 20	✓
c	Recognize some words by sight, such as student's first and last name, a, the, I, my, you, is, are	✓	Oral Reading Expert Sheets 1 - 20	✓

D. Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Topic	Description	Lessons	Supplemental Material	Activities
1. Develop and apply vocabulary through exposure to a variety of texts				
a	Acquire new vocabulary through listening to and reading a variety of texts on a daily basis	✓	Oral Reading Expert Sheets 1 - 20	✓
b	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	✓	Oral Reading Expert Sheets 1 - 20	✓
c	Ask questions to clarify meaning about objects and words related to topics discussed	✓	Oral Reading Expert Sheets 1 - 20	✓
d	Listen to and identify the meaning of new vocabulary in multiple contexts	✓	Oral Reading Expert Sheets 1 - 20	✓
e	Listen to and identify the meaning of content-specific vocabulary	✓	Oral Reading Expert Sheets 1 - 20	✓
f	Read signs, labels, and environmental print	N / A	N / A	N / A
g	Collect and manipulate favorite words	N / A	N / A	N / A
2. Develop a conceptual understanding of new words				
a	Use words to describe location, size, color, and shape	✓	Challenge Sheets: Grammar	✓
b	Name pictures of common concepts such as sleeping, running, walking	✓	Challenge Sheets: Grammar	✓
c	Use names and labels of basic concepts, such as <i>stop, go, boys, girls, in, out, poison</i>	✓	Challenge Sheets: Grammar	✓
d	Identify and sort pictures of common words into basic categories, such as colors, numbers, seasons	N / A	N / A	N / A
3. Understand, acquire, and use new vocabulary				
a	Use text and illustrations to identify meaning of unknown words	✓	Challenge Sheets: Grammar	✓
b	Use newly learned words on multiple occasions to reinforce meaning	✓	Challenge Sheets: Grammar	✓
c	Use word structure to determine meaning of words <ul style="list-style-type: none"> • Inflectional endings 	✓	Oral Reading Expert Sheets 1 - 20	✓
d	Use resources to determine meaning of unknown words <ul style="list-style-type: none"> • Picture dictionaries • Charts • Diagrams • Posters 	N / A	N / A	N / A

E. General Reading Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Topic	Description	Lessons	Supplemental Material	Activities
1. Demonstrate an understanding of concepts of print to determine how print is organized and read				
a	Understand that speech can be written and read	✓	Oral Reading Expert Sheets 1 - 20	✓
b	Read a minimum of 15 books, both literary and informational	N / A	N / A	N / A
c	Identify title, cover page, front and back of book, and describe what information is presented on the title and cover pages	N / A	N / A	N / A
d	Track print from left to right and top to bottom	N / A	Oral Reading Expert Sheets 1 - 20	N / A
e	Make return sweep to next line of text	N / A	Oral Reading Expert Sheets 1 - 20	N / A
f	Match oral words to printed words	✓	Oral Reading Expert Sheets 1 - 20	✓
g	Differentiate numerals, letters and words	N / A	N / A	N / A
h	Recognize that printed words are separated by spaces	✓	Oral Reading Expert Sheets 1 - 20	✓
i	Recognize that letters build words and words build sentences	✓	Oral Reading Expert Sheets 1 - 20	✓
2. Use strategies to prepare for reading (before reading)				
a	Make connections to the text using illustrations, photographs, and prior knowledge	✓	Oral Reading Expert Sheets 1 - 20	✓
b	Make predictions by examining the title, cover, illustrations/photographs/text, and familiar author or topic	✓	Oral Reading Expert Sheets 1 - 20	✓
c	Ask questions about the text by examining the title, cover, illustrations, photographs, text	✓	Oral Reading Expert Sheets 1 - 20	✓
d	Set a purpose for reading	✓	Oral Reading Expert Sheets 1 - 20	✓
3. Use strategies to make meaning from text (during reading)				
a	Use illustrations to construct meaning from text	✓	Oral Reading Expert Sheets 1 - 20	✓
b	Make, confirm, or adjust predictions	✓	Oral Reading Expert Sheets 1 - 20	✓
c	Make comments and ask relevant questions	✓	Oral Reading Expert Sheets 1 - 20	✓
d	Reread sentences when meaning is not clear	✓	Oral Reading Expert Sheets 1 - 20	✓
e	Connect events, characters, and actions in stories to specific life experiences	✓	Oral Reading Expert Sheets 1 - 20	✓

Topic	Description	Lessons	Supplemental Material	Activities
4. Demonstrate understanding of text (after reading)				
a	Recall and discuss information from text	✓	Oral Reading Expert Sheets 1 - 20	✓
b	Respond to questions (who, what, and where) and verify answers using illustrations/text	✓	Oral Reading Expert Sheets 1 - 20	✓
c	Respond to text by drawing, speaking, dramatizing, or writing	N / A	Challenge Sheets: Grammar	N / A
d	Compare information in text with prior knowledge	✓	Oral Reading Expert Sheets 1 - 20	✓
e	Validate/determine the purpose for reading	✓	Oral Reading Expert Sheets 1 - 20	✓
f	Retell a story using text as support	✓	Oral Reading Expert Sheets 1 - 20	✓

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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

A. Comprehension of Informational Text

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Develop comprehension skills by reading a variety of informational texts				
a	Listen to nonfiction materials <ul style="list-style-type: none"> • Nonfiction trade books • Picture dictionaries • Simple maps • Magazines • Newspapers • Multimedia resources 	N / A	N / A	N / A
b	Listen to and use functional documents by following simple oral or rebus directions <ul style="list-style-type: none"> • Science investigations • Recipes • Rules • Signs and posters • Center activities • Labels • Classroom schedules 	N / A	N / A	N / A
c	Listen to and use personal interest materials, such as books and magazines	N / A	N / A	N / A
2. Identify and use text features to facilitate understanding of informational texts				
a	Identify print features <ul style="list-style-type: none"> • Bold print • Print size • Labels • Numbered steps 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
b	Identify graphic aids <ul style="list-style-type: none"> • Illustrations • Pictures • Photographs • Drawings • Maps • Graphs • Charts • Diagrams 	N / A	N / A	N / A
c	Use informational aids <ul style="list-style-type: none"> • Materials lists • Labels • Numbered steps 	N / A	N / A	N / A
d	Identify organizational aids <ul style="list-style-type: none"> • Title • Table of contents • Numbered steps 	N / A	N / A	N / A
3. Develop knowledge of organizational structure of informational text to understand what they read				
a	Recognize sequential order	✓	Oral Reading Expert Sheets 1 - 20	✓
b	Recognize similarities and differences	✓	Oral Reading Expert Sheets 1 - 20	✓
c	Recognize description	✓	Oral Reading Expert Sheets 1 - 20	✓
4. Determine important ideas and messages in informational text				
a	State the text's purpose	✓	Oral Reading Expert Sheets 1 - 20	✓
b	Identify the main idea/text's message	✓	Oral Reading Expert Sheets 1 - 20	✓
c	Retell important facts from a text	✓	Oral Reading Expert Sheets 1 - 20	✓
d	Identify how someone might use the text	✓	Oral Reading Expert Sheets 1 - 20	✓
5. Evaluate informational text				
a	State whether the text fulfills the reading purpose	✓	Oral Reading Expert Sheets 1 - 20	✓
b	Tell what the author could have done to make the text easier to understand	✓	Oral Reading Expert Sheets 1 - 20	✓
c	Tell whether the author's ideas are clear	✓	Oral Reading Expert Sheets 1 - 20	✓

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

A. Comprehension of Literary Text

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Develop comprehension skills by listening to and reading a variety of self-selected and assigned literary texts				
a	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities	N / A	Oral Reading Expert Sheets 1 - 20	N / A
b	Listen to and discuss a variety of different types of fictional literary text, such as stories, poems, nursery rhymes, realistic fiction, fairy tales, and fantasy	N / A	N / A	N / A
2. Use text features to facilitate understanding of literary texts				
a	Identify and explain how the title contributes to meaning	N / A	N / A	N / A
b	Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning	✓	Oral Reading Expert Sheets 1 - 20	✓
3. Use elements of narrative texts to facilitate understanding				
a	Identify the beginning, middle, and end of a story, including the problem, and solution	N / A	N / A	N / A
b	Identify the characters, sequence of events, and setting of a story	✓	Oral Reading Expert Sheets 1 - 20	✓
4. Use elements of poetry to facilitate understanding				
a	Identify rhyme, rhythm, and repetition in poems read to them	✓	Oral Reading Expert Sheets 1 - 20	✓
b	Retell the events of the poem	N / A	N / A	N / A
5. Use elements of dramatic text to facilitate understanding				
a	Identify the characters, dialogue, and scenery of a play read to them	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
6. Determine important ideas and messages in literary texts				
a	Retell the story by sequencing the main events	✓	Oral Reading Expert Sheets 1 - 20	✓
b	Identify a personal connection to the text	✓	Oral Reading Expert Sheets 1 - 20	✓
7. Identify and describe the author's use of language				
a	Identify descriptive words in text read to them	✓	Oral Reading Expert Sheets 1 - 20	✓

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4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

A. Writing

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers				
a	Generate ideas and topics for writing	✓	Challenge Sheets: Grammar	✓
b	Dictate or write words, phrases, or sentences related to ideas or illustrations	✓	Challenge Sheets: Grammar	✓
2. Compose oral, written, and visual presentations that express personal ideas and inform				
a	Write to express personal ideas using drawings, symbols, letters, or words	✓	Challenge Sheets: Grammar	✓
b	Contribute to a shared writing experience or topic of interest	N / A	N / A	N / A
c	Use sensory details to expand ideas	✓	Challenge Sheets: Grammar	✓
d	Dictate, draw, or write to inform	✓	Challenge Sheets: Grammar	✓
e	Dictate, draw, or write a response to text, such as response logs and journals	N / A	N / A	N / A
3. Compose texts using the revising and editing strategies of effective writers and speakers				
a	Prepare writing for display by revising and editing using rules, such as capital letters and periods	N / A	N / A	N / A
4. Identify how language choices in writing and speaking affect thoughts and feelings				
a	Identify and use words to communicate feelings	✓	Challenge Sheets: Grammar	✓
b	Acquire and use new vocabulary	✓	Oral Reading Expert	✓
5. Use effective details, words, and figurative language in the student's own composing				
a	Use descriptive words and other details to expand and improve student's own writing	✓	Challenge Sheets: Grammar	✓

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5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.

A. Grammar

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Use grammar concepts and skills that strengthen oral language				
a	Use complete sentences in conversation and to respond to questions	✓	Oral Reading Expert Sheets 1 - 20	✓

B. Usage

Topic	Description	Lessons	Supplemental Material	Activities
1. Comprehend and apply standard English usage in oral language				
a	Use sentences with subject/verb agreement	✓	Challenge Sheets: Grammar	✓
b	Use correct verb tense	✓	Challenge Sheets: Grammar	✓
c	Use sentences with noun/pronoun agreement	✓	Challenge Sheets: Grammar	✓
d	Use commonly confused words correctly, such as <i>get/got, have/has</i>	✓	Challenge Sheets: Grammar	✓

C. Mechanics

Topic	Description	Lessons	Supplemental Material	Activities
1. Explain the purpose of mechanics to make and clarify meaning				
No items for this grade level				
2. Comprehend and use basic punctuation and capitalization in written language				
a	Use periods at the end of sentences	✓	Challenge Sheets: Grammar	✓
b	Use capital letters for first letters of names and beginning sentences	✓	Challenge Sheets: Grammar	✓

D. Spelling

Topic	Description	Lessons	Supplemental Material	Activities
1. Apply conventional spelling in written language				
a	Spell first and last name correctly	✓	Over 200 blackline masters	✓
b	Spell a few high frequency words correctly	✓	Over 200 blackline masters	✓
c	Use letters to represent phonemes in words	✓	Over 200 blackline masters	✓
d	Use classroom resources to spell unknown words, such as labeled objects, word walls, charts, pictionaries	N / A	N / A	N / A

E. Handwriting

Topic	Description	Lessons	Supplemental Material	Activities
1. Produce writing that is legible to the audience				
a	Develop fine motor skills necessary to control and sustain handwriting	✓	Over 200 blackline masters	✓
b	Form upper and lower case manuscript letters	✓	Over 200 blackline masters	✓

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6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.

A. Listening

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Demonstrate active listening strategies				
a	Attend to the speaker	✓	Oral Reading Expert Sheets 1 - 20	✓
2. Comprehend and analyze what is heard				
a	Determine a speaker's general purpose	✓	Oral Reading Expert Sheets 1 - 20	✓
b	Identify rhythms and patterns of language, including rhyme and repetition	N / A	N / A	N / A
c	Demonstrate an understanding of what is heard by retelling and relating prior knowledge	✓	Oral Reading Expert Sheets 1 - 20	✓
d	Follow a set of two- or three- step directions	✓	Oral Reading Expert Sheets 1 - 20	✓
e	Listen carefully to expand and enrich vocabulary	✓	Oral Reading Expert Sheets 1 - 20	✓

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7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

A. Speaking

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Use organization and delivery strategies				
a	Speak clearly enough to be heard and understood in a variety of settings	✓	Oral Reading Expert Sheets 1 - 20	✓
2. Make oral presentations				
a	Speak in a variety of situations to inform and/or relate experiences, such as retelling stories and/or state an opinion	✓	Oral Reading Expert Sheets 1 - 20	✓
b	Use props in situations, such as show-and-tell	N/A	N/A	N/A

Maryland State Standard
Grade 1
1.0 General Reading Processes

A. Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Discriminate sounds and words				
a	Identify initial, medial, and final sounds in one-syllable words	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Compare one-syllable words using initial, medial, and final sounds	✓	Oral Reading Expert Sheets 1 - 32	✓
c	Categorize words as same or different by medial sounds	N / A	N / A	N / A
2. Discriminate and produce rhyming words and alliteration				
a	Produce sentences with rhyming and alliteration	N / A	N / A	N / A
3. Blend sounds and syllables to form words				
a	Blend 3-4 phonemes into a word, such as f-a-s-t=fast	✓	Oral Reading Expert Sheets 1 - 32	✓
4. Segment and manipulate sounds in spoken words				
a	Segment words into syllables	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Segment one-syllable words into phonemes	✓	Oral Reading Expert Sheets 1 - 32	✓
c	Delete sounds to form new words	✓	Oral Reading Expert Sheets 1 - 32	✓
d	Add sounds to form new words	✓	Oral Reading Expert Sheets 1 - 32	✓
e	Substitute sounds to form new words	✓	Oral Reading Expert Sheets 1 - 32	✓

B. Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.

Topic	Description	Lessons	Supplemental Material	Activities
1. Identify letters and corresponding sounds				
a	Produce letter/sound correspondences rapidly (1 per second)	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Combine sounds to form letter combinations, such as pl-, bl-, tr-, -nt	✓	Oral Reading Expert Sheets 1 - 32	✓
2. Decode words in grade-level texts				
a	Recognize and apply short vowels, long vowels, and "y" as a vowel	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Decode words with letter combinations, such as consonant digraphs, blends, and special vowel patterns	✓	Oral Reading Expert Sheets 1 - 32	✓
c	Read one-syllable words fluently (CVC, CVCE)	✓	Oral Reading Expert Sheets 1 - 32	✓
d	Use known word/part to decode unknown words, such as car → card	✓	Oral Reading Expert Sheets 1 - 32	✓

C. Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.

Topic	Description	Lessons	Supplemental Material	Activities
1. Read orally from familiar text at an appropriate rate				
a	Listen to models of fluent reading	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Read familiar text at a rate that is conversational and consistent	N / A	N / A	N / A
c	Reread text multiple times to increase familiarity with words	✓	Oral Reading Expert Sheets 1 - 32	✓
2. Read grade-level text accurately				
a	Reread and self-correct while reading	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction	✓	Oral Reading Expert Sheets 1 - 32	✓
c	Read sight words automatically, such as have, said, where, two	✓	Oral Reading Expert Sheets 1 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
3. Read grade-level text with expression				
a	Demonstrate appropriate use of phrasing when reading familiar text <ul style="list-style-type: none"> • Use end punctuation, commas, and quotation marks to guide expression • Use intonation (emphasis on certain words) to convey meaning 	✓	Oral Reading Expert Sheets 1 - 32	✓

D. Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Topic	Description	Lessons	Supplemental Material	Activities
1. Develop and apply vocabulary through exposure to a variety of texts				
a	Acquire new vocabulary through listening to and reading a variety of grade-appropriate text daily	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	✓	Oral Reading Expert Sheets 1 - 32	✓
c	Asks questions to clarify meaning about objects and words related to topics discussed	✓	Oral Reading Expert Sheets 1 - 32	✓
d	Listen to and identify the meaning of new vocabulary in multiple contexts	✓	Oral Reading Expert Sheets 1 - 32	✓
e	Connect unfamiliar words from texts, instruction, and conversation to prior knowledge to enhance meaning	✓	Oral Reading Expert Sheets 1 - 32	✓
f	Learn 5-8 new words every week (independent reading)	✓	Oral Reading Expert Sheets 1 - 32	✓
2. Develop a conceptual understanding of new words				
a	Sort grade-appropriate words with or without pictures into categories	N/A	N/A	N/A
b	Identify antonyms and synonyms	✓	Oral Reading Expert Sheets 1 - 32	✓
c	Identify and use correctly new words acquired through study of their relationship to other words	✓	Oral Reading Expert Sheets 1 - 32	✓

3. Understand, acquire, and use new vocabulary				
a	Determine the meanings of words using their context <ul style="list-style-type: none"> • Reread • Use context clues • Examine illustrations 	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Use unfamiliar words introduced in literary and informational texts	✓	Oral Reading Expert Sheets 1 - 32	✓
c	Use word structure to determine meanings of words <ul style="list-style-type: none"> • Contractions • Inflectional endings • Compound words • Root/base words 	✓	Oral Reading Expert Sheets 1 - 40	✓
d	Use resources to determine meanings of unknown words <ul style="list-style-type: none"> • Picture dictionaries • Charts • Diagrams • Posters • Content texts 	N / A	N / A	N / A

E. General Reading Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Topic	Description	Lessons	Supplemental Material	Activities
1. Develop comprehension skills through exposure to a variety of texts				
a	Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Self-select appropriate text for a variety of purposes	N / A	N / A	N / A
c	Read a minimum of 25 books representing various genres	N / A	N / A	N / A
d	Discuss ideas/information gained from reading experiences with adults and peers	✓	Oral Reading Expert Sheets 1 - 32	✓
2. Use strategies to prepare for reading (before reading)				
a	Make connections to the text using their prior knowledge and experiences with the text	✓	Oral Reading Expert Sheets 1 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
b	Make predictions or ask questions about the text by examining the title, cover, illustrations/ photographs/text, and familiar author or topic	✓	Oral Reading Expert Sheets 1 - 32	✓
c	Set a purpose for reading and identify type of text (fiction or nonfiction)	✓	Oral Reading Expert Sheets 1 - 32	✓
3. Use strategies to make meaning from text (during reading)				
a	Recall and discuss what they understand	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Identify and question what did not make sense	✓	Oral Reading Expert Sheets 1 - 32	✓
c	Reread difficult parts slowly and carefully and use own words to restate difficult parts	✓	Oral Reading Expert Sheets 1 - 32	✓
d	Make, confirm, or adjust predictions	✓	Oral Reading Expert Sheets 1 - 32	✓
e	Look back through the text to search for connections between topics, events, characters, and actions in stories to specific life experiences	✓	Oral Reading Expert Sheets 1 - 32	✓
4. Use strategies to demonstrate understanding of the text (after reading)				
a	Describe what the text is about	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Describe what is directly stated in the text (details, literal meaning)	✓	Oral Reading Expert Sheets 1 - 32	✓
c	Engage in conversation to understand what has been read	✓	Oral Reading Expert Sheets 1 - 32	✓
d	Answer simple questions (who, what, when, where, and how) in writing	✓	Oral Reading Expert Sheets 1 - 32	✓
e	Respond to text by drawing, speaking, dramatizing, or writing	✓	Oral Reading Expert Sheets 1 - 32	✓
f	Retell the main idea of texts	✓	Oral Reading Expert Sheets 1 - 32	✓

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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

A. Comprehension of Informational Text

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Develop comprehension skills by reading a variety of informational texts				
a	Listen to nonfiction materials <ul style="list-style-type: none"> • Textbooks • Trade books • Grade-appropriate reference materials • Newspapers • Articles • Magazines • Questionnaires/interviews • Multimedia resources 	N / A	N / A	N / A
b	Read and recognize functional documents <ul style="list-style-type: none"> • Sets of directions • Science investigations • Posters • Flyers • Forms • Invitations • Menus • Maps • Recipes • Rules • Classroom schedules 	N / A	N / A	N / A
c	Select and read personal interest materials, such as brochures, books, magazines, and web sites	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
2. Identify and use text features to facilitate understanding of informational texts				
a	Use print features <ul style="list-style-type: none"> • Large bold print • Font size/type • Colored print • Headings and chapter titles • Labels • Captions • Numbered steps 	✓	Over 200 blackline masters	✓
b	Use graphic aids <ul style="list-style-type: none"> • Illustrations • Pictures • Photographs • Drawings • Maps • Graphs • Charts/tables • Diagrams • Materials lists 	✓	Over 200 blackline masters	✓
c	Use informational aids <ul style="list-style-type: none"> • Materials lists • Captions • Glossed words • Labels • Numbered steps 	N / A	N / A	N / A
d	Use organizational aids when reading <ul style="list-style-type: none"> • Title • Table of contents • Numbered steps • Transition words 	N / A	N / A	N / A
3. Develop knowledge of organizational structure of informational text to understand what is read				
a	Distinguish between fiction and nonfiction text	N / A	N / A	N / A
b	Recognize words that signal the structure of informational text	✓	Oral Reading Expert Sheets 1 - 32	✓
c	Recognize sequential order	✓	Oral Reading Expert Sheets 1 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
d	Recognize cause/effect relationships	✓	Oral Reading Expert Sheets 1 - 32	✓
e	Recognize similarities and differences	✓	Oral Reading Expert Sheets 1 - 32	✓
f	Recognize main idea	✓	Oral Reading Expert Sheets 1 - 32	✓
4. Determine important ideas and messages in informational texts				
a	Identify the text's purpose	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Identify main ideas/messages	✓	Oral Reading Expert Sheets 1 - 32	✓
c	Distinguish between a fact and an opinion	✓	Oral Reading Expert Sheets 1 - 32	✓
d	Retell important facts from a text	✓	Oral Reading Expert Sheets 1 - 32	✓
e	Identify how someone might use the text	✓	Oral Reading Expert Sheets 1 - 32	✓
f	Identify prior knowledge that clarifies the main idea of the text	✓	Oral Reading Expert Sheets 1 - 32	✓
5. Identify and explain the author's use of language				
a	Recognize specific punctuation that create tone	✓	Oral Reading Expert Sheets 1 - 32	✓
6. Read critically to evaluate informational text				
a	State whether the text fulfills the reading purpose	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Tell what the author could have done to make the text easier to understand	N / A	N / A	N / A
c	Explain whether the author's ideas are clear	✓	Oral Reading Expert Sheets 1 - 32	✓
d	Identify words that affect the reader's feelings	✓	Oral Reading Expert Sheets 1 - 32	✓

Maryland State Standard

Grade 1

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

A. Comprehension of Literary Text

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts				
a	Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Listen to, read, and discuss a variety of different types of fictional literary texts, such as plays, poems, stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction)	✓	Oral Reading Expert Sheets 1 - 32	✓
2. Use text features to facilitate understanding of literary texts				
a	Identify and explain how the title contributes to meaning	N / A	N / A	N / A
b	Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning	N / A	N / A	N / A
3. Use elements of narrative texts to facilitate understanding				
a	Identify the elements of a story, including characters, setting, problem, and solution	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Identify and explain character traits and actions	✓	Oral Reading Expert Sheets 1 - 32	✓
c	Sequence the important events	✓	Oral Reading Expert Sheets 1 - 32	✓
4. Use elements of poetry to facilitate understanding				
a	Identify rhyme, rhythm, and repetition in poems read to them	N / A	N / A	N / A
b	Summarize the events or tell the meaning of the poem	N / A	N / A	N / A
5. Use elements of drama to facilitate understanding				
a	Identify the characters, dialogue, and scenery of a play read to them	✓	Oral Reading Expert Sheets 1 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
6. Determine important ideas and messages in literary texts				
a	Recognize the main idea	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Recognize a similar message in more than one text	N / A	N / A	N / A
c	Summarize the text by stating the main idea and sequencing the important events	✓	Oral Reading Expert Sheets 1 - 32	✓
d	Identify personal connections to the text	✓	Oral Reading Expert Sheets 1 - 32	✓
7. Identify and describe the author's use of language				
a	Identify language that appeals to the senses and feelings	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Identify repetition	N / A	N / A	N / A
c	Identify specific words and punctuation that create tone	✓	Oral Reading Expert Sheets 1 - 32	✓

Maryland State Standard

Grade 1

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

A. Writing

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers				
a	Generate ideas and topics and make a plan for writing	N / A	N / A	N / A
b	Write a first draft with a main idea and supporting details	✓	Challenge Sheets: Grammar	✓
2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade				
a	Write to express personal ideas using drawings, symbols, letters, words, sentences, and simple paragraphs	✓	Challenge Sheets: Grammar	✓
b	Contribute to a shared writing experience or topic of interest	N / A	N / A	N / A
c	Use sensory details to expand ideas	✓	Challenge Sheets: Grammar	✓
d	Use details that support a topic with a clear beginning, middle, and end to inform	✓	Challenge Sheets: Grammar	✓
e	Write persuasive text to support a stated opinion	N / A	N / A	N / A
f	Write a variety of responses to text, such as response logs and journals	N / A	N / A	N / A
3. Compose texts using the revising and editing strategies of effective writers and speakers				
a	Improve writing by <ul style="list-style-type: none"> • Maintaining a topic • Adding ideas 			

Topic	Description	Lessons	Supplemental Material	Activities
b	Proofread and edit writing for <ul style="list-style-type: none"> Capitalization at the beginning of sentences Capitalization for names Punctuation at the end of sentences Accurate spelling of previously learned, high-frequency words 	✓	Challenge Sheets: Grammar	✓
c	Prepare writing for publication	N / A	N / A	N / A
4. Identify how language choices in writing and speaking affect thoughts and feelings				
a	Identify and use words to express feelings, such as happiness, anger, sadness, frustration	✓	Challenge Sheets: Grammar	✓
b	Acquire and use new vocabulary	✓	Oral Reading Expert Sheets 1 - 32	✓
5. Use effective details, words, and figurative language in the student's own composing				
a	Use descriptive words and other details to expand and improve student's own writing	✓	Challenge Sheets: Grammar	✓
6. Use information from various sources to accomplish a purpose				
a	Identify sources of information on a topic, such as trade books, classroom dictionaries, glossaries, indexes, maps, news magazines, etc.	N / A	N / A	N / A
b	Use graphic organizers, such as webs and story maps to organize information	N / A	N / A	N / A

Maryland State Standard

Grade 1

5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.

A. Grammar

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Use grammar concepts and skills that strengthen oral and written language				
a	Use various parts of speech, such as nouns, pronouns, and verbs	✓	Challenge Sheets: Grammar	✓
b	Distinguish between complete and incomplete sentences	✓	Challenge Sheets: Grammar	✓
c	Compose simple sentences using correct word order	✓	Challenge Sheets: Grammar	✓

B. Usage

Topic	Description	Lessons	Supplemental Material	Activities
1. Recognize examples of conventional usage in personal and academic reading				
No items for Grade 1				
2. Comprehend and apply standard English usage in oral and written language				
a	Recognize when subjects and verbs agree	✓	Challenge Sheets: Grammar	✓
b	Recognize when personal nouns and pronouns agree	✓	Challenge Sheets: Grammar	✓

C. Mechanics

Topic	Description	Lessons	Supplemental Material	Activities
1. Explain the purpose of mechanics to make and clarify meaning				
No items for Grade 1				
2. Comprehend and use basic punctuation and capitalization in written language				
a	Consistently use end punctuation, such as period, question mark, exclamation mark	✓	Challenge Sheets: Grammar	✓

Topic	Description	Lessons	Supplemental Material	Activities
b	Use periods in numbered lists	N / A	N / A	N / A
c	Use commas in dates and salutations and closings	N / A	N / A	N / A
d	Use capital letters to begin sentences and identify proper nouns, such as names	✓	Challenge Sheets: Grammar	✓

D. Spelling

Topic	Description	Lessons	Supplemental Material	Activities
1. Apply conventional spelling in written language				
a	Correctly spell several non-phonetic high frequency words	✓	Challenge Sheets: Spelling	✓
b	Spell phonetically regular high frequency words	✓	Challenge Sheets: Spelling	✓
c	Correctly spell grade level appropriate pattern words	✓	Challenge Sheets: Spelling	✓
d	Spell two syllable words that follow regular spelling patterns, including compound words	✓	Challenge Sheets: Spelling	✓
e	Encode words with simple blends	✓	Challenge Sheets: Spelling	✓
f	Spell words with simple prefixes and inflectional endings	✓	Challenge Sheets: Spelling	✓
g	Use temporary spelling to attempt unknown words	✓	Challenge Sheets: Spelling	✓
h	Access resources to spell unknown words, such as labeled objects, word walls, charts, dictionaries	✓	Challenge Sheets: Spelling	✓

E. Handwriting

Topic	Description	Lessons	Supplemental Material	Activities
1. Produce writing that is legible to the audience				
a	Form upper and lower case manuscript letters	✓	Challenge Sheets: Writing	✓
b	Control size and spacing of manuscript letters on appropriately lined paper	✓	Challenge Sheets: Writing	✓
c	Use manuscript in daily assignments to build accuracy and automaticity	N / A	N / A	N / A

Maryland State Standard

Grade 1

6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.

A. Listening

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Demonstrate active listening strategies				
a	Attend to the speaker	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Respond appropriately to clarify and understand	✓	Oral Reading Expert Sheets 1 - 32	✓
2. Comprehend and analyze what is heard				
a	Determine a speaker's general purpose	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Identify rhythms and patterns of language, including rhyme and repetition	N / A	N / A	N / A
c	Demonstrate an understanding of what is heard by retelling, asking questions, and relating prior knowledge	✓	Oral Reading Expert Sheets 1 - 32	✓
d	Follow a set of multi-step directions	✓	Oral Reading Expert Sheets 1 - 32	✓
e	Listen carefully to expand and enrich vocabulary	✓	Oral Reading Expert Sheets 1 - 32	✓
f	Make judgments based on information from the speaker	✓	Oral Reading Expert Sheets 1 - 32	✓

Maryland State Standard

Grade 1

7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

A. Speaking

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Use organization and delivery strategies				
a	Speak clearly enough to be heard and understood in a variety of settings	✓	Oral Reading Expert Sheets 1 - 32	✓
b	Use verbal and non-verbal techniques useful in communication, such as volume and/or gestures	✓	Oral Reading Expert Sheets 1 - 32	✓
2. Make oral presentations				
a	Speak in a variety of situations to inform and/or relate experiences, including retelling stories	✓	Oral Reading Expert Sheets 1 - 32	✓
b	State a position and support it with reasons	✓	Oral Reading Expert Sheets 1 - 32	✓
c	Use props when appropriate	N / A	N / A	N / A

Maryland State Standard
Grade 2
1.0 General Reading Processes

A. Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
No items for Grade 2				

B. Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.

Topic	Description	Lessons	Supplemental Material	Activities
1. Identify letters and their corresponding sounds				
a	Identify digraphs, such as ch, ph, sh, th, and wh	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Identify diphthongs, such as oy, ow, ay	✓	Oral Reading Expert Sheets 1 - 46	✓
2. Decode words in grade-level texts				
a	Use phonics to decode words			
b	Break compound words, contractions, and inflectional endings into known parts	✓	Oral Reading Expert Sheets 1 – 46; Challenge Sheets: Grammar	✓
c	Identify and apply vowel patterns to read words, such as CVC, CVCE, CVVC	✓	Oral Reading Expert Sheets 1 - 46	✓
d	Read blends fluently, such as spl, str	✓	Oral Reading Expert Sheets 1 - 46	✓

C. Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.

Topic	Description	Lessons	Supplemental Material	Activities
1. Read orally from familiar text at an appropriate rate				
a	Listen to models of fluent reading	✓	Oral Reading Expert Sheets 1 - 46	✓

Topic	Description	Lessons	Supplemental Material	Activities
b	Read familiar text at a rate that is conversational and consistent	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Reread text multiple times to increase familiarity with words	✓	Oral Reading Expert Sheets 1 - 46	✓
2. Read grade-level text accurately				
a	Reread and self-correct while reading	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Decode words automatically	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction	✓	Oral Reading Expert Sheets 1 - 46	✓
d	Read sight words automatically	✓	Oral Reading Expert Sheets 1 - 46	✓
3. Read grade-level text with expression				
a	Demonstrate appropriate use of phrasing when reading both familiar and unfamiliar text <ul style="list-style-type: none"> • Use punctuation marks to guide expression • Use intonation (emphasis on certain words) to convey meaning 	✓	Oral Reading Expert Sheets 1 - 46	✓

D. Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Topic	Description	Lessons	Supplemental Material	Activities
1. Develop and apply vocabulary through exposure to a variety of texts				
a	Acquire new vocabulary through listening to and independently reading a variety of literary and informational texts	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts	✓	Oral Reading Expert Sheets 1 - 46	✓
d	Make inferences about the meaning of a word based on its use in a sentence	✓	Oral Reading Expert Sheets 1 - 46	✓
e	Identify simple multiple meaning words	✓	Oral Reading Expert Sheets 1 - 46	✓
f	Learn 8-12 new words every week (independent reading)	✓	Oral Reading Expert Sheets 1 - 46	✓

Topic	Description	Lessons	Supplemental Material	Activities
2. Develop a conceptual understanding of new words				
a	Classify and categorize words into sets and groups, such as animals, adult/baby	N / A	N / A	N / A
b	Identify and explain common antonyms, synonyms, and homophones to increase vocabulary skills	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Identify and use correctly new words acquired through study of their relationship to other words	✓	Oral Reading Expert Sheets 1 - 46	✓
3. Understand, acquire, and use new vocabulary				
a	Determine the meanings of unknown words <ul style="list-style-type: none"> • Reread • Use context clues • Read on • Use text features 	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Use unfamiliar words introduced in literary and informational texts	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Use word structure to determine meanings of words <ul style="list-style-type: none"> • Prefixes • Suffixes • Root/base words 	✓	Oral Reading Expert Sheets 1 - 46	✓
d	Use resources to determine meaning of unknown words <ul style="list-style-type: none"> • Dictionaries • Textbook glossaries • Thesauruses 	N / A	N / A	N / A

E. General Reading Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Topic	Description	Lessons	Supplemental Material	Activities
1. Develop comprehension skills through exposure to a variety of texts				
a	Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Self-select appropriate text for a variety of purposes	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
c	Read a minimum of 25-30 self-selected and/or assigned books representing various genres	N / A	N / A	N / A
d	Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	✓	Oral Reading Expert Sheets 1 - 46	✓
2. Use strategies to prepare for reading (before reading)				
a	Make and explain the connections made from prior knowledge and experiences with the text	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Make predictions or ask questions about the text by examining the title, cover, illustrations/ photographs/text, and familiar author or topic	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Set a purpose for reading and identify type of text (fiction or nonfiction)	N / A	N / A	N / A
3. Use strategies to make meaning from text (during reading)				
a	Recall and discuss what they understand	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Identify and question what did not make sense	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Reread difficult parts slowly and carefully and use own words to restate difficult parts	✓	Oral Reading Expert Sheets 1 - 46	✓
d	Read on, revisit, and restate the difficult parts in your own words	✓	Oral Reading Expert Sheets 1 - 46	✓
e	Make, confirm, or adjust predictions	✓	Oral Reading Expert Sheets 1 - 46	✓
f	Ask and answer questions about the text	✓	Oral Reading Expert Sheets 1 - 46	✓
g	Periodically summarize while reading	✓	Oral Reading Expert Sheets 1 - 46	✓
h	Visualize what was read	✓	Oral Reading Expert Sheets 1 - 46	✓
i	Look back through the text to search for connections between and among ideas	✓	Oral Reading Expert Sheets 1 - 46	✓
j	Explain personal connections to the topics, events, characters, and actions in texts	✓	Oral Reading Expert Sheets 1 - 46	✓
4. Use strategies to demonstrate understanding of the text (after reading)				
a	Review/restate and explain what the text is mainly about	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Identify and explain what is directly stated in the text (details, literal meaning)	✓	Oral Reading Expert Sheets 1 - 46	✓

Topic	Description	Lessons	Supplemental Material	Activities
c	Identify and explain what is not stated in the text (implied or inferential meaning)	✓	Oral Reading Expert Sheets 1 - 46	✓
d	Summarize the text orally	✓	Oral Reading Expert Sheets 1 - 46	✓
e	Confirm, refute, or make predictions to form new ideas	✓	Oral Reading Expert Sheets 1 - 46	✓
f	Connect the text to prior knowledge or personal experience	✓	Oral Reading Expert Sheets 1 - 46	✓
g	Engage in conversation to understand what has been read	✓	Oral Reading Expert Sheets 1 - 46	✓
h	Retell explicit and implicit main ideas of texts	✓	Oral Reading Expert Sheets 1 - 46	✓
i	Answer questions (what if, why, and how) in writing	✓	Oral Reading Expert Sheets 1 - 46	✓

Maryland State Standard

Grade 2

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

A. Comprehension of Informational Text

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts				
a	Read and recognize nonfiction materials to gain information and content knowledge <ul style="list-style-type: none"> • Textbooks • Trade books • Grade-appropriate reference materials • Newspapers • Articles • Magazines • Questionnaires/interviews • Multimedia resources 	N / A	N / A	N / A
b	Read and identify functional documents <ul style="list-style-type: none"> • Sets of directions • Science investigations • Posters • Flyers • Forms • Invitations • Menus • Maps • Recipes • Rules • Classroom schedules • Surveys 	N / A	N / A	N / A
c	Select and read personal interest materials, such as brochures, books, magazines, and web sites	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
2. Identify and use text features to facilitate understanding of informational texts				
a	Use print features <ul style="list-style-type: none"> • Large bold print • Font size/type • Italics • Colored print • Headings/subheadings and chapter titles • Labels • Captions • Numbered steps 	✓	Over 200 blackline masters	✓
b	Use graphic aids <ul style="list-style-type: none"> • Illustrations • Pictures • Photographs • Drawings • Maps • Graphs • Charts/tables • Diagrams • Materials lists 	✓	Over 200 blackline masters	✓
c	Use informational aids <ul style="list-style-type: none"> • Materials lists • Timelines • Captions • Glossed words • Labels • Numbered steps 	N / A	N / A	N / A
d	Use organizational aids when reading <ul style="list-style-type: none"> • Title • Table of contents • Numbered steps • Glossary • Headings • Transition words 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
3. Develop knowledge of organizational structure of informational text to understand what is read				
a	Distinguish between fiction and nonfiction text	N / A	N / A	N / A
b	Recognize words that signal the structure of informational text	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Recognize sequential and chronological order	✓	Oral Reading Expert Sheets 1 - 46	✓
d	Recognize cause/effect relationships	✓	Oral Reading Expert Sheets 1 - 46	✓
e	Recognize similarities and differences	✓	Oral Reading Expert Sheets 1 - 46	✓
f	Recognize description	✓	Oral Reading Expert Sheets 1 - 46	✓
g	Recognize and use main idea and supporting details	✓	Oral Reading Expert Sheets 1 - 46	✓
4. Determine important ideas and messages in informational texts				
a	Identify the author's/text's purpose	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Identify main ideas/messages	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Identify information not related to the main idea	✓	Oral Reading Expert Sheets 1 - 46	✓
d	Draw conclusions and generalizations from text to form new understanding	✓	Oral Reading Expert Sheets 1 - 46	✓
e	Distinguish between a fact and an opinion	✓	Oral Reading Expert Sheets 1 - 46	✓
f	Identify how someone might use the text	N / A	N / A	N / A
g	Summarize the text or a portion of the text	✓	Oral Reading Expert Sheets 1 - 46	✓
h	Identify prior knowledge that clarifies the main idea of the text	✓	Oral Reading Expert Sheets 1 - 46	✓
5. Identify and explain the author's use of language				
a	Identify words and phrases with a specific effect on meaning (similes, metaphors)	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Recognize specific words and punctuation that create tone	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Recognize repetition of words	✓	Oral Reading Expert Sheets 1 - 46	✓

Topic	Description	Lessons	Supplemental Material	Activities
6. Read critically to evaluate informational text				
a	State whether the text fulfills the reading purpose	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Explain what the author could have done to make the text easier to understand	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Explain whether the author's ideas are clear	✓	Oral Reading Expert Sheets 1 - 46	✓
d	Identify words that affect the reader's feelings	✓	Oral Reading Expert Sheets 1 - 46	✓

Maryland State Standard

Grade 2

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

A. Comprehension of Literary Text

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts				
a	Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Listen to, read, and discuss a variety of different types of fiction and nonfiction texts	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Identify characteristics of different types of fictional literary texts, such as plays, poems, stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction)	N / A	N / A	N / A
2. Use text features to facilitate understanding of literary texts				
a	Identify and explain how the title contributes to meaning	N / A	N / A	N / A
b	Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning	✓	Oral Reading Expert Sheets 1 - 46	✓
3. Use elements of narrative texts to facilitate understanding				
a	Identify and explain the elements of a story, including the problem, the sequence of events, and the solution to the problem	N / A	N / A	N / A
b	Identify the setting and explain its importance to the story	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Identify the main character(s) and explain their importance in the story	✓	Oral Reading Expert Sheets 1 - 46	✓
d	Identify characters' actions, motives, emotions, traits, and feelings	✓	Oral Reading Expert Sheets 1 - 46	✓

Topic	Description	Lessons	Supplemental Material	Activities
e	Identify and explain relationships between and among characters, setting, and events	✓	Oral Reading Expert Sheets 1 - 46	✓
4. Use elements of poetry to facilitate understanding				
a	Identify the structure, shape, and form of a variety of poetic texts, including their lines and stanzas	N / A	N / A	N / A
b	Analyze the meaning of words, lines, and stanzas	N / A	N / A	N / A
c	Identify and use sound elements of poetry, such as rhyme, no rhyme, and rhythm	N / A	N / A	N / A
5. Use elements of drama to facilitate understanding				
a	Identify the structure of a play, including characters, costumes, dialogue, and scenery	N / A	N / A	N / A
6. Determine important ideas and messages in literary texts				
a	Recognize the main idea or message of the text	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Recognize a similar message in more than one text	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Retell the text or part of the text	✓	Oral Reading Expert Sheets 1 - 46	✓
d	Summarize the text	✓	Oral Reading Expert Sheets 1 - 46	✓
e	Identify personal connections to the text	✓	Oral Reading Expert Sheets 1 - 46	✓
7. Identify and describe the author's use of language				
a	Explain how the use of dialogue contributes to a story	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Identify specific words and phrases that contribute to the meaning of a text	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Identify specific words and punctuation that create tone	✓	Oral Reading Expert Sheets 1 - 46	✓
d	Identify language that appeals to the senses and feelings	✓	Oral Reading Expert Sheets 1 - 46	✓
e	Identify repetition and exaggeration	✓	Oral Reading Expert Sheets 1 - 46	✓

Maryland State Standard

Grade 2

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

A. Writing

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers				
a	Generate ideas and topics and make a plan before writing	N / A	N / A	N / A
b	Write a first draft with a main idea and supporting details	✓	Challenge Sheets: Grammar	✓
c	Organize related ideas into a simple paragraph	✓	Challenge Sheets: Grammar	✓
2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade				
a	Write to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports	N / A	N / A	N / A
b	Contribute to a shared writing experience or topic of interest	N / A	N / A	N / A
c	Use sensory details to expand ideas	✓	Challenge Sheets: Grammar	✓
d	Compose to inform using major points and examples to support a main idea	✓	Challenge Sheets: Grammar	✓
e	Write persuasive text to support a stated opinion	N / A	N / A	N / A
f	Write a variety of responses to text, such as response logs, journals, and constructed responses	N / A	N / A	N / A
3. Compose texts using the revising and editing strategies of effective writers and speakers				
a	Improve writing by <ul style="list-style-type: none"> • Maintaining a topic • Adding ideas • Deleting unrelated ideas 	✓	Challenge Sheets: Grammar	✓

Topic	Description	Lessons	Supplemental Material	Activities
b	Proofread and edit writing for <ul style="list-style-type: none"> • Complete sentences • Capitalization at the beginning of sentences • Capitalization of proper nouns • Punctuation at the end of sentences • Commas with dates, salutations and closings, and items in a series • Apostrophes in contractions • Quotation marks in simple dialogue 	✓	Challenge Sheets: Grammar	✓
c	Prepare writing for publication	N / A	N / A	N / A
4. Identify how language choices in writing and speaking affect thoughts and feelings				
a	Use colorful language to convey thoughts and feelings in formal and informal writing	N / A	N / A	N / A
b	Acquire and use new vocabulary	✓	Oral Reading Expert Sheets 1 - 46	✓
5. Use effective details, words, and figurative language in the student's own composing				
a	Use sensory words and other details to expand and improve student's own writing	✓	Challenge Sheets: Grammar	✓
b	Examine and use basic transitions, such as "and," "but," "or," "first," "second," and "last"	✓	Challenge Sheets: Grammar	✓
6. Explain how textual changes in a work clarify meaning or fulfill a purpose				
a	Revise own text for word choice			
7. Locate, retrieve, and use information from various sources to accomplish a purpose				
a	Identify and use sources of information on a topic	N / A	N / A	N / A
b	Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic	N / A	N / A	N / A
c	Use note taking and organizational strategies to record and organize information <ul style="list-style-type: none"> • Participate in teacher-directed note taking and organization of information 	N / A	N / A	N / A
d	Use information to fulfill a given purpose	N / A	N / A	N / A

Maryland State Standard

Grade 2

5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.

A. Grammar

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Identify and use grammar concepts and skills that strengthen oral and written language				
a	Identify and use various parts of speech, such as nouns, pronouns, verbs, and adjectives	✓	Challenge Sheets: Grammar	✓
b	Compose declarative, interrogative, imperative, and exclamatory sentences	✓	Challenge Sheets: Grammar	✓
c	Identify and use verb forms, such as helping verbs	✓	Challenge Sheets: Grammar	✓
d	Identify and use verb tenses, such as present, past, and future	✓	Challenge Sheets: Grammar	✓

B. Usage

Topic	Description	Lessons	Supplemental Material	Activities
1. Recognize examples of conventional usage in personal and academic reading				
No items for Grade 2				
2. Comprehend and apply standard English usage in oral and written language				
a	Recognize and use correct subject/verb agreement and noun/pronoun agreement	✓	Challenge Sheets: Grammar	✓
b	Recognize and use consistent and appropriate verb tenses, such as past, present, and future	✓	Challenge Sheets: Grammar	✓

C. Mechanics

Topic	Description	Lessons	Supplemental Material	Activities
1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing				
No items for Grade 2				

Topic	Description	Lessons	Supplemental Material	Activities
2. Comprehend and apply standard English punctuation and capitalization in written language				
a	Use periods and other end punctuation	✓	Challenge Sheets: Grammar	✓
b	Use commas correctly in dates, addresses, salutations and closings, and items in a series	N / A	N / A	N / A
c	Use apostrophes in contractions	✓	Challenge Sheets: Grammar	✓
d	Use capital letters to identify proper nouns and to begin sentences	✓	Challenge Sheets: Grammar	✓

D. Spelling

Topic	Description	Lessons	Supplemental Material	Activities
1. Apply conventional spelling in written language				
a	Spell non-phonetic high frequency words	✓	Challenge Sheets: Spelling	✓
b	Spell phonetically regular high frequency words	✓	Challenge Sheets: Spelling	✓
c	Spell grade level appropriate pattern words	✓	Challenge Sheets: Spelling	✓
d	Spell two syllable words that follow regular spelling patterns, including compound words	✓	Challenge Sheets: Spelling	✓
e	Spell words with simple prefixes and suffixes	✓	Challenge Sheets: Spelling	✓
f	Represent all sounds in a word when attempting unknown words	✓	Challenge Sheets: Spelling	✓
g	Access resources to spell unknown words, such as word wall, content word chart, dictionary, technology	N / A	N / A	N / A

E. Handwriting

Topic	Description	Lessons	Supplemental Material	Activities
1. Produce writing that is legible to the audience				
a	Form upper and lower case cursive letters	N / A	N / A	N / A
b	Use manuscript in daily assignments to build accuracy and automaticity	✓	Challenge Sheets: Grammar	✓
c	Use connecting strokes to write continuous text	✓	Challenge Sheets: Grammar	✓

Maryland State Standard

Grade 2

6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.

A. Listening

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Demonstrate active listening strategies				
a	Attend to the speaker	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Ask appropriate questions	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Respond appropriately to clarify and understand	✓	Oral Reading Expert Sheets 1 - 46	✓
2. Comprehend and analyze what is heard				
a	Determine whether a speaker's general purpose is to inform, to persuade, or to entertain	N / A	N / A	N / A
b	Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition	N / A	N / A	N / A
c	Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing	✓	Oral Reading Expert Sheets 1 - 46	✓
d	Follow a set of multi-step directions	✓	Oral Reading Expert Sheets 1 - 46	✓
e	Listen carefully to expand and enrich vocabulary	✓	Oral Reading Expert Sheets 1 - 46	✓
f	Make judgments based on information from the speaker	✓	Oral Reading Expert Sheets 1 - 46	✓

Maryland State Standard

Grade 2

7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

A. Speaking

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Use organization and delivery strategies				
a	Speak clearly enough to be heard and understood in a variety of settings	✓	Oral Reading Expert Sheets 1 - 46	✓
b	Use verbal and non-verbal techniques useful in communication, such as volume and/or gestures	✓	Oral Reading Expert Sheets 1 - 46	✓
2. Make oral presentations				
a	Speak in a variety of situations to inform and/or relate experiences, including retelling stories	✓	Oral Reading Expert Sheets 1 - 46	✓
b	State a position and support it with reasons	✓	Oral Reading Expert Sheets 1 - 46	✓
c	Participate in dramatic presentations	N / A	N / A	N / A
d	Plan and deliver effective oral presentations	N / A	N / A	N / A
e	Use props when appropriate	N / A	N / A	N / A

Maryland State Standard
Grade 3
1.0 General Reading Processes

A. Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
No items for Grade 2				

B. Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.

Topic	Description	Lessons	Supplemental Material	Activities
1. Use a variety of phonetic skills to read unfamiliar words				
a	Apply phonics skills <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Hard and soft consonants • Initial consonant blends (2 letters) • Vowel patterns • Short vowels • R-controlled vowels • Digraphs • Final consonants • Diphthongs 	✓	Oral Reading Expert Sheets 1 - 61	✓
2. Decode words in grade-level texts				
a	Sound out common word parts	✓	Oral Reading Expert Sheets 1 - 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
b	Break words into familiar parts <i>Assessment Limits:</i> <ul style="list-style-type: none"> • Compound or other multi-syllabic words • Contractions • Possessives • Inflectional endings • Word roots/base words • Prefixes • Suffixes 	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Use word meanings and order in sentences to confirm decoding efforts	✓	Oral Reading Expert Sheets 1 - 61	✓

C. Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.

Topic	Description	Lessons	Supplemental Material	Activities
1. Read orally from familiar text at an appropriate rate				
a	Listen to models of fluent reading	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Read familiar text at a rate that is conversational and consistent	✓	Oral Reading Expert Sheets 1 - 61	✓
2. Read grade-level text accurately				
a	Reread and self-correct while reading	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Decode words automatically	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Increase sight words read fluently	✓	Oral Reading Expert Sheets 1 - 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
3. Read grade-level text with expression				
a	Demonstrate appropriate use of phrasing <ul style="list-style-type: none"> Attend to sentence patterns and structures that signal meaning in text Use punctuation cues to guide meaning and expression Use pacing and intonation (emphasis on certain words) to convey meaning and expression Adjust intonation and pitch (rise and fall of spoken voice) appropriately to convey meaning and expression 	✓	Oral Reading Expert Sheets 1 - 61	✓

D. Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Topic	Description	Lessons	Supplemental Material	Activities
1. Develop and apply vocabulary through exposure to a variety of texts				
a	Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Collect 12-20 new words for deeper study each week	✓	Oral Reading Expert Sheets 1 - 61	✓
2. Develop a conceptual understanding of new words				
a	Identify and sort common words into conceptual categories, such as general to specific, lesser to greater	N / A	N / A	N / A
b	Identify and explain word relationships to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> Antonyms, synonyms, homophones, and homographs 	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Identify and use correctly new words acquired through study of their relationship to other words	✓	Oral Reading Expert Sheets 1 - 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
3. Understand, acquire, and use new vocabulary				
a	Use context to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Above grade-level words used in context • Words with multiple meanings • Connotations versus denotations • Grade-appropriate idioms and figurative expressions 	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Use word structure to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Prefixes and suffixes • Grade-appropriate roots and base words • Grade-appropriate compound words • Grade-appropriate inflectional endings 	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Use resources to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Dictionaries • Glossaries • Thesauruses 	N / A	N / A	N / A
d	Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	✓	Oral Reading Expert Sheets 1 - 61	✓

E. General Reading Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Topic	Description	Lessons	Supplemental Material	Activities
1. Develop comprehension skills through exposure to a variety of texts				
a	Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
c	Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	N / A	N / A	N / A
2. Use strategies to prepare for reading (before reading)				
a	Survey and preview the text by examining features, such as the title, pictures, illustrations, photographs, charts, and graphs	N / A	N / A	N / A
b	Set a purpose for reading the text	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Make predictions and ask questions about the text	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Make connections to the text from prior knowledge and experiences	✓	Oral Reading Expert Sheets 1 - 61	✓
3. Use strategies to make meaning from text (during reading)				
a	Reread the difficult parts slowly and carefully	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Use own words to restate the difficult part	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Read on and revisit the difficult part	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Look back through the text to search for connections between and among ideas	✓	Oral Reading Expert Sheets 1 - 61	✓
e	Make, confirm, or adjust predictions	✓	Oral Reading Expert Sheets 1 - 61	✓
f	Periodically summarize while reading	✓	Oral Reading Expert Sheets 1 - 61	✓
g	Periodically paraphrase important ideas or information	✓	Oral Reading Expert Sheets 1 - 61	✓
h	Visualize what was read for deeper understanding	✓	Oral Reading Expert Sheets 1 - 61	✓
i	Explain personal connections to the ideas or information in the text	✓	Oral Reading Expert Sheets 1 - 61	✓
4. Use strategies to demonstrate understanding of the text (after reading)				
a	Identify and explain the main idea <i>Assessment Limits:</i> • <i>In the text or a portion of the text</i>	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Identify and explain what is directly stated in the text <i>Assessment Limits:</i> • <i>Main ideas, supporting details, and other information stated in the text or a portion of the text</i>	✓	Oral Reading Expert Sheets 1 - 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
c	Identify and explain what is not directly stated in the text by drawing inferences <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Implied information from the text or a portion of the text</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Draw conclusions based on the text and prior knowledge <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Stated or implied information from the text</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
e	Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Stated and/or implied information from the text</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
f	Paraphrase the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Complete text or a portion of the text</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
g	Summarize <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>The text or a portion of the text</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
h	Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓

Maryland State Standard

Grade 3

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

A. Comprehension of Informational Text

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts				
a	Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Textbooks • Appropriate reference materials • Personal narratives • Diaries and journals • Biographies • Newspapers • Letters • Articles • Web sites and other online materials • Other appropriate content-specific texts 	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
b	Read, use, and identify the characteristics of functional documents <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Sets of directions</i> • <i>Science investigations</i> • <i>Atlases</i> • <i>Posters</i> • <i>Flyers</i> • <i>Forms</i> • <i>Instructional manuals</i> • <i>Menus</i> • <i>Pamphlets</i> • <i>Rules</i> • <i>Invitations</i> • <i>Recipes</i> • <i>Advertisements</i> • <i>Other functional documents</i> 	N / A	N / A	N / A
c	Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, and web sites	N / A	N / A	N / A
2. Identify and use text features to facilitate understanding of informational texts				
a	Use print features <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Large bold print</i> • <i>Font size/type</i> • <i>Italics</i> • <i>Colored print</i> • <i>Quotation marks</i> • <i>Underlining</i> 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
b	Use graphic aids <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Illustrations and pictures • Photographs • Drawings • Sketches • Cartoons • Maps (key, scale, legend) • Graphs • Charts/tables • Diagrams 	N / A	N / A	N / A
c	Use informational aids <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Introductions and overviews • Materials lists • Timelines • Captions • Glossed words • Labels • Numbered steps • Pronunciation key • Transition words • Boxed text 	N / A	N / A	N / A
d	Use organizational aids <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Titles, chapter titles, and subtitles • Headings, subheadings • Tables of content • Numbered steps • Glossaries • Indices • Transition words 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
e	Use online features <u>Assessment Limits:</u> <ul style="list-style-type: none"> • URLs • Hypertext links • Sidebars • Drop down menus • Home pages 	N / A	N / A	N / A
f	Identify and explain the contributions of text features to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Connections between text features and the main idea and/or the reader's understanding 	N / A	N / A	N / A
3. Develop knowledge of organizational structure of informational text to understand what is read				
a	Identify and analyze the organization of texts <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Sequential and chronological order • Cause/effect • Problem/solution • Similarities/differences • Description • Main idea and supporting details 	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Identify and use words and phrases associated with common organizational patterns <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Words that show chronology (first, second, third) • Words that show description (above, beneath, next to, beside) • Words that show cause and effect (because, as a result) • Words that show sequence (next, then, finally) 	✓	Oral Reading Expert Sheets 1 - 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
4. Determine important ideas and messages in informational texts				
a	Identify and explain the author's/text's purpose and intended audience <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Purpose of the author or the text or a portion of the text • Connections between the text and the intended audience 	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Identify and explain the author's opinion <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Texts or portions of texts in which the author's opinion is evident 	✓	Oral Reading Expert Sheets 1 - 61	✓
c	State and support main ideas and messages <u>Assessment Limits:</u> <ul style="list-style-type: none"> • The whole text or a portion of the text 	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Summarize or paraphrase <u>Assessment Limits:</u> <ul style="list-style-type: none"> • The text or a portion of the text 	✓	Oral Reading Expert Sheets 1 - 61	✓
e	Identify and explain information not related to the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Information in the text that is peripheral to the main idea 	✓	Oral Reading Expert Sheets 1 - 61	✓
f	Identify and explain relationships between and among ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Comparison/contrast • Cause/effect • Sequence/chronology • Relationships between and among ideas in one or more texts • Relationships between and among ideas and prior knowledge in one or more texts 	✓	Oral Reading Expert Sheets 1 - 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
g	Draw conclusions and inferences and make generalizations and predictions from text <u>Assessment Limits:</u> <ul style="list-style-type: none"> From one text or across multiple texts Connections between and among ideas that lead to a new understanding 	✓	Oral Reading Expert Sheets 1 - 61	✓
h	Distinguish between a fact and an opinion <u>Assessment Limits:</u> <ul style="list-style-type: none"> In one or more texts 	✓	Oral Reading Expert Sheets 1 - 61	✓
i	Identify and explain how someone might use the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> Application of the text for personal use or content-specific use 	N / A	N / A	N / A
j	Connect the text to prior knowledge or experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text 	✓	Oral Reading Expert Sheets 1 - 61	✓
5. Identify and explain the author's use of language				
a	Identify and explain specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u> <ul style="list-style-type: none"> Significant words and phrases with a specific effect on meaning Similes, metaphors, personification Content vocabulary Denotations of above-grade-level words in context 	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Identify and explain specific words and punctuation that create tone <u>Assessment Limits:</u> <ul style="list-style-type: none"> Grade-appropriate words that describe tone Tone in the text or a portion of the text Specific punctuation that contributes to the tone of a text or a portion of the text 	✓	Oral Reading Expert Sheets 1 - 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
c	Identify and explain the effect of repetition of words or phrases <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Repetition for emphasis of ideas or information</i> 	N / A	N / A	N / A
6. Read critically to evaluate informational text				
a	Explain whether the text fulfills the reading purpose <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Connections between the content of the text and the purpose for reading</i> 	N / A	N / A	N / A
b	Identify and explain additions or changes to format or features that would make the text easier to understand <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Connections between effectiveness of format and text features in clarifying the main idea of the text</i> 	N / A	N / A	N / A
c	Identify and explain what makes the text a reliable source of information <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Fiction versus nonfiction text (real versus fantasy)</i> 	N / A	N / A	N / A
d	Explain whether or not the author's opinion is presented fairly <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Evidence that the author has presented all sides of the issue or topic</i> 	N / A	N / A	N / A
e	Identify and explain information not included in the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text</i> • <i>Connections between the main idea and information not included in the text</i> 	N / A	N / A	N / A
f	Identify and explain words and other techniques that affect the reader's feelings <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Significant words and phrases that have an emotional appeal</i> 	N / A	N / A	N / A

Maryland State Standard

Grade 3

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

A. Comprehension of Literary Text

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts				
a	Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	N / A	N / A	N / A
b	Listen to critically, read, and discuss a variety of different types of fiction and nonfiction texts	N / A	N / A	N / A
2. Use text features to facilitate understanding of literary texts				
a	Identify and explain how organizational aids contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Title of the book, story, poem, or play</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Identify and explain how graphic aids contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Pictures and illustrations</i> • <i>Punctuation</i> • <i>Print features</i> 	✓	Challenge Sheets: Grammar	✓
c	Identify and explain how informational aids contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Footnoted words and phrases</i> • <i>Captions</i> 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
3. Use elements of narrative texts to facilitate understanding				
a	Identify and distinguish among types of narrative texts <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Characteristics of the general categories of fiction versus nonfiction</i> • <i>Realistic fiction</i> • <i>Tall tales</i> • <i>Legends</i> • <i>Fables</i> • <i>Fairy tales</i> • <i>Biographies</i> 	N / A	N / A	N / A
b	Identify and explain the elements of a story <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Narrative text with a main problem, sequence of chronology of events, and solution to the problem</i> 	N / A	N / A	N / A
c	Identify and describe the setting and the mood <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Stories that have settings with a distinct time and place</i> 	N / A	N / A	N / A
d	Identify and analyze the characters <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Main versus minor characters</i> • <i>Conclusions about the characters' traits based on what the character says and does</i> • <i>Conclusions about the characters' motivations based on the characters' actions and interactions with other characters</i> 	N / A	N / A	N / A
e	Identify and explain relationships between and among characters, setting, and events <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Connections between and among characters</i> • <i>Connections between and among situations</i> • <i>Cause/effect relationships between characters' actions and the results of those actions</i> • <i>Cause/effect relationships between and among situations and events</i> 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
f	Identify and describe the narrator <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Narrator of the story; speaker of the poem</i> • <i>First versus third person point of view</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
4. Use elements of poetry to facilitate understanding				
a	Use structural features to identify poetry as a literary form <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Structure, including lines and stanzas</i> • <i>Shape</i> • <i>Form, including lines and stanzas</i> • <i>Refrain, chorus</i> • <i>Rhyme scheme</i> 	N / A	N / A	N / A
b	Identify and explain the meaning of words, lines, and stanzas <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Specific meaning of words, lines, and/or stanzas</i> 	N / A	N / A	N / A
c	Identify and explain sound elements of poetry <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Rhyme, rhyme scheme</i> • <i>Rhythm</i> • <i>Alliteration and other repetition</i> 	N / A	N / A	N / A
d	Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	N / A	N / A	N / A
5. Use elements of drama to facilitate understanding				
a	Use structural features to identify a play as a literary form <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>List of characters (cast), including narrator</i> • <i>Introductory information about the setting</i> • <i>Stage directions</i> • <i>Dialogue</i> • <i>Acts</i> 	N / A	N / A	N / A
b	Identify and explain the action of a scene <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Specific actions and events that occur in a scene</i> 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
c	Identify and explain stage directions that help to create character and movement <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Connections between the stage directions and the physical movement of the characters</i> 	N / A	N / A	N / A
d	Identify and explain stage directions and dialogue that help to create character <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Connections among the stage directions, the character's lines, and how the character delivers those lines</i> 	N / A	N / A	N / A
6. Determine important ideas and messages in literary texts				
a	Identify and explain main ideas and universal themes <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>In the text or a portion of the text</i> • <i>Literal versus interpretive meanings of a text or a portion of text</i> • <i>Message, moral, or lesson learned from the text</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Identify and explain a similar idea or theme in more than one text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Main ideas across texts</i> • <i>Messages, morals, or lessons learned across texts</i> • <i>Different versions of the same story across eras or cultures</i> 	N / A	N / A	N / A
c	Retell the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Restatement of the text or a portion of the text in student's own words</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Summarize <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>The text or a portion of the text</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
e	Identify and explain personal connections to the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Connections between personal experiences and the theme or main ideas</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
7. Identify and describe the author's use of language				
a	Identify and explain how the use of dialogue contributes to a story <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Character and plot development advanced through dialogue</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Identify and explain specific words and phrases that contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Significant words and phrases with a specific effect on meaning</i> • <i>Denotations of above-grade-level words used in context</i> • <i>Connotations of grade-appropriate words and phrases in context</i> • <i>Multiple meaning words</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Identify and explain words and punctuation that create tone <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Grade-appropriate words that describe the tone of a text or a portion of text</i> • <i>Tone in the text or portion of the text</i> • <i>Specific punctuation that contributes to the tone of a text or a portion of the text</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Identify and explain figurative language <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Simile</i> • <i>Personification</i> • <i>Onomatopoeia</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
e	Identify and explain language that appeals to the senses and feelings <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Specific words and phrases that appeal to the senses</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
f	Identify and explain repetition and exaggeration <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Specific examples of repetition that affect meaning</i> • <i>Specific examples of exaggeration</i> • <i>Alliteration</i> 	N / A	N / A	N / A
8. Read critically to evaluate literary texts				
a	Identify and explain the believability of the characters' actions and the story's events <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Realism versus fantasy</i> • <i>Characters and events that parallel everyday life</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Identify and explain questions left unanswered by the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Questions and predictions about events, situations, and conflicts that might occur if the text were continued</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓

Maryland State Standard

Grade 3

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

A. Writing

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers				
a	Generate topics based on discussion of common experiences using techniques, such as graphic organizers, journal writing, listing, webbing, and discussion of prior experiences	N / A	N / A	N / A
b	Plan and organize ideas for writing by using an appropriate organizational structure, such as chronological or sequential order, comparison and contrast <ul style="list-style-type: none"> Complete an idea by providing topic, support, and concluding sentences 	N / A	N / A	N / A
2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade				
a	Compose to express personal ideas to develop fluency using a variety of forms, such as journals, narratives, letters, reports, and paragraphs	N / A	N / A	N / A
b	Describe in prose and poetry by using sensory details and vivid language with active verbs and colorful adjectives	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Compose to inform using summary and selection of major points and examples to support a main idea	✓	Challenge sheets: Grammar	✓
d	Compose to persuade using significant reasons and relevant support <ul style="list-style-type: none"> Agree or disagree with an idea and generate convincing reasons with relevant support Consider effective forms 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
e	Use writing-to-learn strategies, such as journals, admit/exit slips, diagrams, drawings, graphic organizers, and “think-aloud’s on paper” to connect ideas and thinking about lesson content	N / A	N / A	N / A
f	Manage time and process when writing for a given purpose	N / A	N / A	N / A
3. Compose texts using the revising and editing strategies of effective writers and speakers				
a	Revise texts for clarity, completeness, and effectiveness <ul style="list-style-type: none"> • Eliminate words and ideas that do not support the main idea • Clarify meaning by rearranging words within a sentence • Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end 	N / A	N / A	N / A
b	Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions, such as capitalization, punctuation, and spelling <ul style="list-style-type: none"> • Self edit • Peer edit • Dictionary 	N / A	N / A	N / A
c	Prepare the final product for presentation to an audience	N / A	N / A	N / A
4. Identify how language choices in writing and speaking affect thoughts and feelings				
a	Select words appropriate for audience, situation, or purpose	✓	Challenge sheets: Grammar	✓
b	Acquire and use new vocabulary	✓	Challenge sheets: Grammar	✓
c	Consider the effect of word choices on the audience	✓	Challenge sheets: Grammar	✓
5. Assess the effectiveness of choice of details, word choice, and use of figurative language in the student’s own composing				
a	Assess the effectiveness of choice of details and words/phrases that extend meaning in student’s own composing	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
b	Explain how specific words/phrases used by the writer affects reader response	N / A	N / A	N / A
c	Examine and use basic transitions, such as "and," "but," "or," "first," "second," and "last"	✓	Oral Reading Expert Sheets 1 - 61	✓
6. Explain how textual changes in a work clarify meaning or fulfill a purpose				
a	Revise own text for word choice	N / A	N / A	N / A
7. Locate, retrieve, and use information from various sources to accomplish a purpose				
a	Identify and use sources of information on a topic	N / A	N / A	N / A
b	Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic	N / A	N / A	N / A
c	Use note taking and organizational strategies to record and organize information <ul style="list-style-type: none"> • Participate in teacher-directed note taking and organization of information 	N / A	N / A	N / A
d	Use information to fulfill a given purpose	N / A	N / A	N / A

Maryland State Standard

Grade 3

5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.

A. Grammar

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Recognize elements of grammar in personal and academic reading				
No items for Grade 3				
2. Recognize, recall, and use basic elements of grammar to express ideas clearly				
a	Identify and use parts of speech, such as nouns, pronouns, verbs, adverbs, adjectives (including articles)	✓	Challenge sheets: Grammar	✓
b	Identify and incorporate subjects and verbs when composing simple sentences	✓	Challenge sheets: Grammar	✓
c	Compose complete and correct declarative, interrogative, imperative, and exclamatory sentences	✓	Challenge sheets: Grammar	✓
d	Identify and use verb forms, such as singular/plural, regular/irregular	✓	Challenge sheets: Grammar	✓
e	Identify and use verb tenses, such as present, past, and future	✓	Challenge sheets: Grammar	✓

B. Usage

Topic	Description	Lessons	Supplemental Material	Activities
1. Recognize examples of conventional usage in personal and academic reading				
No items for Grade 3				
2. Comprehend and apply standard English usage in oral and written language				
a	Use singular subjects with singular verbs and plural subjects with plural verbs	✓	Challenge sheets: Grammar	✓
b	Apply consistent and appropriate use of verb tenses, such as past, present, and future; pronouns, such as personal and possessive; and modifiers	✓	Challenge sheets: Grammar	✓

Topic	Description	Lessons	Supplemental Material	Activities
c	Recognize and correct common usage errors, such as homophones, contractions, and commonly confused words	✓	Challenge sheets: Grammar	✓
d	Use available resources to correct or confirm editorial choices	N / A	N / A	N / A
e	Explain editorial choices	N / A	N / A	N / A

C. Mechanics

Topic	Description	Lessons	Supplemental Material	Activities
1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing				
No items for Grade 3				
2. Apply standard English punctuation and capitalization in written language				
a	Use correct end punctuation	✓	Challenge sheets: Grammar	✓
b	Use commas correctly in dates, addresses, cities and states, salutations and closings, and items in a series	✓	Challenge sheets: Grammar	✓
c	Use underlining for titles of books	N / A	N / A	N / A
d	Use apostrophes in contractions and singular possessives	✓	Challenge sheets: Grammar	✓
e	Use quotation marks in simple dialogue	✓	Challenge sheets: Grammar	✓
f	Use capital letters to begin a sentence and identify a proper noun	✓	Challenge sheets: Grammar	✓
g	Indent for paragraphs	N / A	N / A	N / A
3. Explain editorial choices involving mechanics				
No items for Grade 3				

D. Spelling

Topic	Description	Lessons	Supplemental Material	Activities
1. Recognize conventional spelling in and through personal and academic reading				
No items for Grade 3				

Topic	Description	Lessons	Supplemental Material	Activities
2. Apply conventional spelling in written language				
a	Spell non-phonetic high frequency words	✓	Challenge sheets: Spelling	✓
b	Spell words with common prefixes and suffixes	✓	Challenge sheets: Spelling	✓
c	Modify spellings when adding inflectional endings and suffixes	✓	Challenge sheets: Spelling	✓
d	Spell words that follow regular spelling patterns in multi-syllabic words	✓	Challenge sheets: Spelling	✓
e	Spell previously studied contractions and possessives	✓	Challenge sheets: Spelling	✓
f	Access resources as a spelling aid, such as word wall, dictionary, technology	✓	Challenge sheets: Spelling	✓
3. Maintain a personal list of words to use in editing original writing				
No items for Grade 3				

E. Handwriting

Topic	Description	Lessons	Supplemental Material	Activities
1. Produce writing that is legible to the audience				
a	Use manuscript fluently when appropriate to the task	N / A	N / A	N / A
b	Form upper and lower case letters using cursive writing	N / A	N / A	N / A
c	Use connecting strokes to write continuous text for daily assignments	N / A	N / A	N / A
d	Use cursive writing for independent assignments to build accuracy and automaticity	N / A	N / A	N / A
e	Use word processing technology when appropriate	N / A	N / A	N / A

Maryland State Standard

Grade 3

6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.

A. Listening

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Demonstrate active listening strategies				
a	Attend to the speaker	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Ask appropriate questions	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Respond appropriately to clarify and understand	✓	Oral Reading Expert Sheets 1 - 61	✓
2. Comprehend and analyze what is heard				
a	Determine whether a speaker's general purpose is to inform, to persuade, or to entertain	N / A	N / A	N / A
b	Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition	N / A	N / A	N / A
c	Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Follow a set of multi-step directions	✓	Oral Reading Expert Sheets 1 - 61	✓
e	Listen carefully to expand and enrich vocabulary	✓	Oral Reading Expert Sheets 1 - 61	✓
f	Make judgments based on information from the speaker	✓	Oral Reading Expert Sheets 1 - 61	✓

Maryland State Standard

Grade 3

7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

A. Speaking

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Use organization and delivery strategies at an appropriate level				
a	Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Use appropriate non-verbal techniques to enhance communications <ul style="list-style-type: none"> • Posture • Eye contact • Facial expressions • Gestures 	N / A	N / A	N / A
2. Make oral presentations				
a	Speak in a variety of situations to inform and/or relate experiences, including retelling stories	N / A	N / A	N / A
b	State a position and support it with reasons	N / A	N / A	N / A
c	Participate in dramatic presentations	N / A	N / A	N / A
d	Plan and deliver effective oral presentations	N / A	N / A	N / A
e	Use props when appropriate	N / A	N / A	N / A

Maryland State Standard
Grade 4
1.0 General Reading Processes

A. Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
No items for Grade 4				

B. Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.

Topic	Description	Lessons	Supplemental Material	Activities
1. Use a variety of phonetic skills to read unfamiliar words				
a	Apply phonics skills <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Initial and final consonant blends (3 letters) • Vowel patterns • Long and short vowels • Irregular/silent consonant sounds • R-controlled vowels • Digraphs • Diphthongs 	✓	Oral Reading Expert Sheets 1 - 61	✓

C. Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.

Topic	Description	Lessons	Supplemental Material	Activities
1. Read orally at an appropriate rate				
a	Read familiar text at a rate that is conversational and consistent	✓	Oral Reading Expert Sheets 1 - 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression				
a	Apply knowledge of word structures and patterns to read with automaticity	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Demonstrate appropriate use of phrasing <ul style="list-style-type: none"> Attend to sentence patterns and structures that signal meaning in text Use punctuation cues to guide meaning and expression Use pacing and intonation (emphasis on certain words) to convey meaning and expression Adjust intonation and pitch (rise and fall of spoken voice) appropriately 	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Increase sight words read fluently	✓	Oral Reading Expert Sheets 1 - 61	✓

D. Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Topic	Description	Lessons	Supplemental Material	Activities
1. Develop and apply vocabulary through exposure to a variety of texts				
a	Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Collect 12-20 new words for deeper study each week	✓	Oral Reading Expert Sheets 1 - 61	✓
2. Develop a conceptual understanding of new words				
a	Classify and categorize increasingly complex words into sets and groups			
b	Identify and explain word relationships to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> Antonyms, synonyms, homophones, and homographs 	✓	Oral Reading Expert Sheets 1 - 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
c	Identify and use correctly new words acquired through study of their relationship to other words	N / A	N / A	N / A
3. Understand, acquire, and use new vocabulary				
a	Use context to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Above grade-level words used in context • Words with multiple meanings • Connotations versus denotations • Grade-appropriate idioms and figurative expressions 	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Use word structure to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Prefixes and suffixes • Grade-appropriate roots and base words • Grade-appropriate compound words • Grade-appropriate inflectional endings 	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Use resources to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Dictionaries • Glossaries • Thesauruses • Other grade-appropriate resources 	N / A	N / A	N / A
d	Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	✓	Oral Reading Expert Sheets 1 - 61	✓

E. General Reading Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Topic	Description	Lessons	Supplemental Material	Activities
1. Develop comprehension skills through exposure to a variety of texts				
a	Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
c	Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	✓	Oral Reading Expert Sheets 1 - 61	✓
2. Use strategies to prepare for reading (before reading)				
a	Survey and preview the text by examining features, such as the title, illustrations, photographs, charts, and graphs	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Set a purpose for reading the text	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Make predictions and ask questions about the text	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Make connections to the text from prior knowledge and experiences	✓	Oral Reading Expert Sheets 1 - 61	✓
3. Use strategies to make meaning from text (during reading)				
a	Reread the difficult parts slowly and carefully	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Use own words to restate the difficult part	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Read on and revisit the difficult part	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Skim the text to search for connections between and among ideas	✓	Oral Reading Expert Sheets 1 - 61	✓
e	Make, confirm, or adjust predictions	✓	Oral Reading Expert Sheets 1 - 61	✓
f	Periodically summarize while reading	✓	Oral Reading Expert Sheets 1 - 61	✓
g	Periodically paraphrase important ideas or information	✓	Oral Reading Expert Sheets 1 - 61	✓
h	Visualize what was read for deeper understanding	✓	Oral Reading Expert Sheets 1 - 61	✓
i	Use a graphic organizer or another note taking technique to record important ideas or information	N / A	N / A	N / A
j	Explain personal connections to the ideas or information in the text	✓	Oral Reading Expert Sheets 1 - 61	✓
4. Use strategies to demonstrate understanding of the text (after reading)				
a	Identify and explain the main idea <i>Assessment Limits:</i> • <i>In the text or a portion of the text</i>	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Identify and explain what is directly stated in the text <i>Assessment Limits:</i> • <i>Main ideas, supporting details, and other information stated in the text or a portion of the text</i>	✓	Oral Reading Expert Sheets 1 - 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
c	Identify and explain what is not directly stated in the text by drawing inferences <u>Assessment Limits:</u> <ul style="list-style-type: none"> Implied information from the text or a portion of the text 	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Draw conclusions or make generalizations about the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> Stated or implied information from the text 	✓	Oral Reading Expert Sheets 1 - 61	✓
e	Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> Stated and/or implied information from the text 	✓	Oral Reading Expert Sheets 1 - 61	✓
f	Paraphrase the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> Complete text or a portion of the text 	✓	Oral Reading Expert Sheets 1 - 61	✓
g	Summarize <u>Assessment Limits:</u> <ul style="list-style-type: none"> The text or a portion of the text 	✓	Oral Reading Expert Sheets 1 - 61	✓
h	Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text 	✓	Oral Reading Expert Sheets 1 - 61	✓

Maryland State Standard

Grade 4

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

A. Comprehension of Informational Text

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Develop comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts				
a	Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Textbooks • Appropriate reference materials • Personal narratives • Diaries and journals • Biographies • Newspapers • Letters • Articles • Web sites and other online materials • Other appropriate content-specific texts 	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
b	Read, use, and identify the characteristics of functional documents <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Sets of directions</i> • <i>Science investigations</i> • <i>Atlases</i> • <i>Posters</i> • <i>Flyers</i> • <i>Forms</i> • <i>Instructional manuals</i> • <i>Menus</i> • <i>Pamphlets</i> • <i>Rules</i> • <i>Invitations</i> • <i>Recipes</i> • <i>Advertisements</i> • <i>Other functional documents</i> 	N / A	N / A	N / A
c	Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, catalogs, and web sites	N / A	N / A	N / A
2. Identify and use text features to facilitate understanding of informational texts				
a	Use print features <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Large bold print</i> • <i>Font size/type</i> • <i>Italics</i> • <i>Colored print</i> • <i>Quotation marks</i> • <i>Underlining</i> • <i>Other print features encountered in informational texts</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
b	Use graphic aids <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Illustrations • Photographs • Drawings • Sketches • Cartoons • Maps (key, scale, legend) • Graphs • Charts/tables • Diagrams • Other graphic aids encountered in informational texts 	N / A	N / A	N / A
c	Use informational aids <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Introductions and overviews • Materials lists • Timelines • Captions • Glossed words • Labels • Bulleted lists • Footnoted words • Pronunciation key • Transition words • Boxed text 	N / A	N / A	N / A
d	Use organizational aids <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Titles, chapter titles, and subtitles • Headings, subheadings • Tables of content • Numbered steps • Glossaries • Indices • Transition words 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
e	Use online features <u>Assessment Limits:</u> <ul style="list-style-type: none"> • URLs • Hypertext links • Sidebars • Drop down menus • Home pages • Site maps 	N / A	N / A	N / A
f	Identify and explain the contributions of text features to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Connections between text features and the main idea and/or the reader's understanding 	N / A	N / A	N / A
3. Develop knowledge of organizational structure of informational text to understand what is read				
a	Identify and analyze the organizational patterns of texts <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Sequential and chronological order • Cause/effect • Problem/solution • Similarities/differences • Description • Main idea and supporting details 	N / A	N / A	N / A
b	Identify and use words and phrases associated with common organizational patterns <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Words that show chronology (first, second, third) • Words that show description (above, beneath, next to, beside) • Words that show cause and effect (because, as a result) • Words that show sequence (next, then, finally) 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
4. Determine important ideas and messages in informational texts				
a	Identify and explain the author's/text's purpose and intended audience <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Purpose of the author or the text or a portion of the text • Connections between the text and the intended audience 	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Identify and explain the author's opinion <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Texts or portions of texts in which the author's opinion is evident 	✓	Oral Reading Expert Sheets 1 - 61	✓
c	State and support main ideas and messages <u>Assessment Limits:</u> <ul style="list-style-type: none"> • The whole text or a portion of the text 	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Summarize or paraphrase <u>Assessment Limits:</u> <ul style="list-style-type: none"> • The text or a portion of the text 	✓	Oral Reading Expert Sheets 1 - 61	✓
e	Identify and explain information not related to the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Information in the text that is peripheral to the main idea 	✓	Oral Reading Expert Sheets 1 - 61	✓
f	Identify and explain relationships between and among ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Comparison/contrast • Cause/effect • Sequence/chronology • Relationships between and among ideas in one or more texts • Relationships between and among ideas and prior knowledge in one or more texts 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
g	Draw conclusions and inferences and make generalizations and predictions from text <u>Assessment Limits:</u> <ul style="list-style-type: none"> From one text or across multiple texts Connections between and among ideas that lead to a new understanding 	N / A	N / A	N / A
h	Distinguish between a fact and an opinion <u>Assessment Limits:</u> <ul style="list-style-type: none"> In one or more texts 	N / A	N / A	N / A
i	Identify and explain how someone might use the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> Application of the text for personal use or content-specific use 	N / A	N / A	N / A
j	Connect the text to prior knowledge or experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text 	N / A	N / A	N / A
5. Identify and explain the author's use of language				
a	Identify and explain specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u> <ul style="list-style-type: none"> Significant words and phrases with a specific effect on meaning Similes, metaphors, personification Connotations of grade-appropriate words Content vocabulary Denotations of above-grade-level words in context 	N / A	N / A	N / A
b	Identify and explain specific words and punctuation that create tone <u>Assessment Limits:</u> <ul style="list-style-type: none"> Grade-appropriate words that describe tone Tone in the text or a portion of the text Specific punctuation that contributes to the tone of a text or a portion of the text 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
c	Identify and explain the effect of repetition of words or phrases <u>Assessment Limits:</u> • <i>Repetition for emphasis of ideas or information</i>	N / A	N / A	N / A
6. Read critically to evaluate informational text				
a	Explain whether the text fulfills the reading purpose <u>Assessment Limits:</u> • <i>Connections between the content of the text and the purpose for reading</i>	N / A	N / A	N / A
b	Identify and explain additions or changes to format or features that would make the text easier to understand <u>Assessment Limits:</u> • <i>Connections between effectiveness of format and text features in clarifying the main idea of the text</i>	N / A	N / A	N / A
c	Identify and explain what makes the text a reliable source of information <u>Assessment Limits:</u> • <i>Fiction versus nonfiction text</i>	N / A	N / A	N / A
d	Explain whether or not the author's opinion is presented fairly <u>Assessment Limits:</u> • <i>Evidence that the author has presented all sides of the issue or topic</i>	N / A	N / A	N / A
e	Identify and explain information not included in the text <u>Assessment Limits:</u> • <i>Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text</i> • <i>Connections between the main idea and information not included in the text</i>	N / A	N / A	N / A
f	Identify and explain words and other techniques that affect the reader's feelings <u>Assessment Limits:</u> • <i>Significant words that have an emotional appeal</i>	N / A	N / A	N / A

Maryland State Standard

Grade 4

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

A. Comprehension of Literary Text

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts				
a	Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	N/A	N/A	N/A
b	Listen to critically, read, and discuss a variety of literary forms and genres	N/A	N/A	N/A
2. Use text features to facilitate understanding of literary texts				
a	Identify and explain how organizational aids contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Title of the book, story, poem, or play</i> 	N/A	N/A	N/A
b	Identify and explain how graphic aids contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Illustrations</i> • <i>Punctuation</i> • <i>Print features</i> 	N/A	N/A	N/A
c	Identify and explain how informational aids contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Footnoted words and phrases</i> • <i>Captions</i> 	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
3. Use elements of narrative texts to facilitate understanding				
a	Identify and distinguish among types of narrative texts <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Stories</i> • <i>Folk tales</i> • <i>Realistic fiction</i> • <i>Historical fiction</i> • <i>Fables</i> • <i>Fairy tales</i> • <i>Fantasy</i> • <i>Biographies</i> 	N / A	N / A	N / A
b	Identify and explain the elements of a story <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Narrative text with a main problem, sequence of chronology of events, and solution to the problem</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Identify and describe the setting and the mood <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Stories that have settings with a distinct time and place</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Identify and analyze the characters <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>What characters say</i> • <i>What characters do</i> • <i>Conclusions about the characters' traits based on what the character says and does</i> • <i>Conclusions about the characters' motivations based on the characters' actions and interactions with other characters</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
e	Identify and explain relationships between and among characters, setting, and events <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Connections between and among characters</i> • <i>Connections between and among situations</i> • <i>Cause/effect relationships between characters' actions and the results of those actions</i> • <i>Cause/effect relationships between and among situations and events</i> 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
f	Identify and explain how the actions of the character(s) affect the plot <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Connections between the actions of the characters and the outcome of the story</i> 	N / A	N / A	N / A
g	Identify and describe the narrator <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Narrator of the story; speaker of the poem</i> • <i>First versus third person point of view</i> 	N / A	N / A	N / A
4. Use elements of poetry to facilitate understanding				
a	Use structural features to identify poetry as a literary form and distinguish among types of poems <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Structure, including lines and stanzas</i> • <i>Shape</i> • <i>Form, including lines and stanzas</i> • <i>Refrain, chorus</i> • <i>Types of poems, such as haiku, diamonte, etc.</i> • <i>Rhyme scheme</i> 	N / A	N / A	N / A
b	Identify and explain the meaning of words, lines, and stanzas <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Specific meaning of words, lines, and/or stanzas</i> 	N / A	N / A	N / A
c	Identify and explain sound elements of poetry <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Rhyme, rhyme scheme</i> • <i>Rhythm</i> • <i>Alliteration and other repetition</i> 	N / A	N / A	N / A
d	Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
5. Use elements of drama to facilitate understanding				
a	Use structural features to identify a play as a literary form <u>Assessment Limits:</u> <ul style="list-style-type: none"> • List of characters (cast), including narrator • Introductory information about the setting • Stage directions • Dialogue • Props, scenery, sound effects, staging, lighting • Acts and scenes 	N / A	N / A	N / A
b	Identify and explain the action of a scene <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Specific actions and events that occur in a scene 	N / A	N / A	N / A
c	Identify and explain stage directions that help to create character and movement <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Connections between the stage directions and the physical movement of the characters 	N / A	N / A	N / A
d	Identify and explain stage directions and dialogue that help to create character <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Connections among the stage directions, the character's lines, and how the character delivers those lines 	N / A	N / A	N / A
6. Determine important ideas and messages in literary texts				
a	Identify and explain main ideas and universal themes <u>Assessment Limits:</u> <ul style="list-style-type: none"> • In the text or a portion of the text • Literal versus interpretive meanings of a text or a portion of text • Message, moral, or lesson learned from the text 	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Identify and explain a similar idea or theme in more than one text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Main ideas across texts • Messages, morals, or lessons learned across texts • Different versions of the same story across eras or cultures 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
c	Paraphrase the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Restatement of the text or a portion of the text in student's own words</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Summarize <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>The text or a portion of the text</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
e	Identify and explain personal connections to the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Connections between personal experiences and the theme or main ideas</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
7. Identify and describe the author's use of language				
a	Identify and explain how the use of dialogue contributes to a story <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Character and plot development advanced through dialogue</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Identify and explain specific words and phrases that contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Significant words and phrases with a specific effect on meaning</i> • <i>Denotations of above-grade-level words used in context</i> • <i>Connotations of grade-appropriate words and phrases in context</i> • <i>Multiple meaning words</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Identify and explain words and punctuation that create tone <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Grade-appropriate words that describe the tone of a text or a portion of text</i> • <i>Tone in the text or portion of the text</i> • <i>Specific punctuation that contributes to the tone of a text or a portion of the text</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
d	Identify and explain figurative language <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Simile</i> • <i>Metaphors</i> • <i>Personification</i> • <i>Onomatopoeia</i> 	N / A	N / A	N / A
e	Identify and explain language that appeals to the senses and feelings <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Specific words and phrases that appeal to the senses</i> 	N / A	N / A	N / A
f	Identify and explain repetition and exaggeration <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Specific examples of repetition that affect meaning</i> • <i>Specific examples of exaggeration</i> • <i>Alliteration</i> 	N / A	N / A	N / A
8. Read critically to evaluate literary texts				
a	Identify and explain the believability of the characters' actions and the story's events <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Realism versus fantasy</i> • <i>Characters and events that parallel everyday life</i> 	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Identify and explain questions left unanswered by the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Questions and predictions about events, situations, and conflicts that might occur if the text were continued</i> 	N / A	N / A	N / A
c	Identify and explain the relationship between a literary text and its historical context <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Connections between the text and its historical setting</i> 	N / A	N / A	N / A

Maryland State Standard

Grade 4

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

A. Writing

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers				
a	Generate and select topics using techniques, such as graphic organizers, journal writing, free writing, listing, webbing, and discussion of prior experiences	N / A	N / A	N / A
b	Plan and organize ideas for writing by using an appropriate organizational structure, such as chronological or sequential order, comparison and contrast, cause and effect <ul style="list-style-type: none"> • Complete an idea by providing topic, support, and concluding sentences 	N / A	N / A	N / A
2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade				
a	Compose to express personal ideas to develop fluency using a variety of forms suited to topic, audience, and purpose	N / A	N / A	N / A
b	Describe in prose and poetry by using purposeful imagery and sensory details with active verbs and colorful adjectives	N / A	N / A	N / A
c	Compose to inform using a structure with a clear beginning, middle, and end and a selection of major points, examples, and facts to support a main idea	N / A	N / A	N / A
d	Compose to persuade using significant reasons and relevant support <ul style="list-style-type: none"> • Agree or disagree with an idea and generate convincing reasons with relevant support • Consider effective forms and word choice 	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
e	Use writing-to-learn strategies, such as diagrams, flow charts, freewriting, learning logs, and “think-aloud’s on paper” to connect ideas and thinking about lesson content	N / A	N / A	N / A
f	Manage time and process when writing for a given purpose	N / A	N / A	N / A
3. Compose texts using the revising and editing strategies of effective writers and speakers				
a	Revise texts for clarity, completeness, and effectiveness <ul style="list-style-type: none"> • Eliminate words and ideas that do not support the main idea • Clarify meaning by adding modifiers and sensory words within a sentence • Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end • Provide sentence variety and length by combining sentences and correcting rambling sentences 	N / A	N / A	N / A
b	Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions, such as capitalization, punctuation, and spelling <ul style="list-style-type: none"> • Self edit • Peer edit • Dictionary • Thesaurus • Spell checker • Language handbook 	N / A	N / A	N / A
c	Prepare the final product for presentation to an audience	N / A	N / A	N / A
4. Identify how language choices in writing and speaking affect thoughts and feelings				
a	Select words appropriate for audience, situation, or purpose	N / A	N / A	N / A
b	Describe how listeners might respond differently to similar words, such as nightmare/dream, loud/deafening, cute/gorgeous	N / A	N / A	N / A
c	Consider the effect of word choices on the audience	N / A	N / A	N / A

Topic	Description	Lessons	Supplemental Material	Activities
5. Assess the effectiveness of choice of details, organizational pattern, word choice, and use of figurative language in the student's own composing				
a	Assess the effectiveness of word choice in student's own composing <ul style="list-style-type: none"> • Language suitable for a given purpose • Words/phrases that extend meaning 	N / A	N / A	N / A
b	Explain how specific words/phrases used by the writer affects reader response	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Examine and use spatial transitions, such as "near," "far," "on the left," and "in the distance"	✓	Oral Reading Expert Sheets 1 - 61	✓
6. Explain how textual changes in a work clarify meaning, address a particular audience, or fulfill a purpose				
a	Revise own text for word choice	✓	Challenge Sheets: Grammar	✓
b	Explain how revisions in word choice affect meaning	N / A	N / A	N / A
7. Locate, retrieve, and use information from various sources to accomplish a purpose				
a	Identify and use sources of information on a topic			
b	Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic	N / A	N / A	N / A
c	Use note taking, organizational strategies, and simple documentation of information to record and organize information <ul style="list-style-type: none"> • Participate in teacher-directed note taking and organization of information 	N / A	N / A	N / A
d	Use information to fulfill a given purpose	N / A	N / A	N / A
e	Credit sources when paraphrasing and quoting to avoid plagiarism	N / A	N / A	N / A

Maryland State Standard

Grade 4

5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.

A. Grammar

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Recognize elements of grammar in personal and academic reading				
No items for Grade 4				
2. Recognize, recall, and use basic elements of grammar to express ideas clearly				
a	Identify and use parts of speech, such as prepositions, conjunctions, and interjections	✓	Challenge Sheets: Grammar	✓
b	Combine short, related sentences using a series, compound subjects, and key words	✓	Challenge Sheets: Grammar	✓
c	Compose simple and compound sentences using coordinating conjunctions	✓	Challenge Sheets: Grammar	✓
d	Identify and use verb forms, such as singular/plural, regular/irregular	✓	Challenge Sheets: Grammar	✓
e	Identify and use verb tenses, such as present, past, and future	✓	Challenge Sheets: Grammar	✓

B. Usage

Topic	Description	Lessons	Supplemental Material	Activities
1. Recognize examples of conventional usage in personal and academic reading				
No items for Grade 4				
2. Comprehend and apply standard English usage in oral and written language				
a	Use singular subjects with singular verbs and plural subjects with plural verbs	✓	Challenge Sheets: Grammar	✓
b	Apply consistent and appropriate use of verb tenses, such as past, present, and future; pronouns, such as personal, possessive, and pronoun/antecedent agreement; and modifiers	✓	Challenge Sheets: Grammar	✓

Topic	Description	Lessons	Supplemental Material	Activities
c	Recognize and correct common usage errors, such as homophones, contractions, and commonly confused words	✓	Challenge Sheets: Grammar	✓
d	Use available resources to correct or confirm editorial choices	N / A	N / A	N / A
e	Explain editorial choices	N / A	N / A	N / A

C. Mechanics

Topic	Description	Lessons	Supplemental Material	Activities
1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing				
No items for Grade 4				
2. Apply standard English punctuation and capitalization in written language				
a	Use correct and varied end punctuation			
b	Use commas correctly in appositives, items in a series, and before a coordinating conjunction in a compound sentence	✓	Challenge Sheets: Grammar	✓
c	Use underlining, quotation marks, or italics to identify titles of documents	✓	Challenge Sheets: Grammar	✓
d	Use apostrophes in contractions and possessives	✓	Challenge Sheets: Grammar	✓
e	Use quotation marks and commas in simple dialogue and for direct quotations	✓	Challenge Sheets: Grammar	✓
f	Use capital letters correctly in titles and the first word in a direct quotation	✓	Challenge Sheets: Grammar	✓
g	Indent for paragraphs	N / A	N / A	N / A
3. Explain editorial choices involving mechanics				
No items for Grade 4				

D. Spelling

Topic	Description	Lessons	Supplemental Material	Activities
1. Recognize conventional spelling in and through personal and academic reading				
No items for Grade 4				

Topic	Description	Lessons	Supplemental Material	Activities
2. Apply conventional spelling in written language				
a	Spell grade-appropriate high frequency and content words	✓	Challenge Sheets: Spelling	✓
b	Modify spellings when adding inflectional endings and suffixes	✓	Challenge Sheets: Spelling	✓
c	Spell one-syllable and multi-syllabic words with complex spelling patterns, such as <i>-tion, -ous, ph-, kn-, etc.</i>	✓	Challenge Sheets: Spelling	✓
d	Access resources as a spelling aid, such as word wall, dictionary, technology	✓	Challenge Sheets: Spelling	✓
e	Use mnemonic devices to recall frequently misspelled words	✓	Challenge Sheets: Spelling	✓
3. Maintain a personal list of words to use in editing original writing				
No items for Grade 4				

E. Handwriting

Topic	Description	Lessons	Supplemental Material	Activities
1. Produce writing that is legible to the audience				
a	Maintain accuracy and automaticity in manuscript and cursive writing	N / A	N / A	N / A
b	Use word processing technology when appropriate	N / A	N / A	N / A

Maryland State Standard

Grade 4

6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.

A. Listening

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Demonstrate active listening strategies				
a	Attend to the speaker	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Ask appropriate questions	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Contribute relevant comments	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Relate prior knowledge	✓	Oral Reading Expert Sheets 1 - 61	✓
2. Comprehend and analyze what is heard				
a	Determine speaker's purpose			
b	Identify how the language of the presentation contributes to effect and meaning	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing	✓	Oral Reading Expert Sheets 1 - 61	✓
d	Follow a set of multi-step directions	✓	Oral Reading Expert Sheets 1 - 61	✓
e	Listen carefully to expand and enrich vocabulary	✓	Oral Reading Expert Sheets 1 - 61	✓
f	Make judgments based on information from the speaker	✓	Oral Reading Expert Sheets 1 - 61	✓

Maryland State Standard

Grade 3

7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

A. Speaking

Maryland Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1. Use organization and delivery strategies at an appropriate level				
a	Demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress	✓	Oral Reading Expert Sheets 1 - 61	✓
b	Demonstrate appropriate timing <ul style="list-style-type: none"> • Fluency • Pacing • Rate 	✓	Oral Reading Expert Sheets 1 - 61	✓
c	Use appropriate non-verbal techniques to enhance communication <ul style="list-style-type: none"> • Posture • Eye contact • Facial expressions • Gestures 	N / A	N / A	N / A
2. Make oral presentations				
a	Speak in a variety of situations to inform and/or relate experiences, including retelling stories	N / A	N / A	N / A
b	State a position and support it with reasons	N / A	N / A	N / A
c	Participate in dramatic presentations	N / A	N / A	N / A
d	Plan and deliver effective oral presentations	N / A	N / A	N / A
e	Use props when appropriate	N / A	N / A	N / A