

**Michigan State Standard
English Language Arts
Meaning and Communication**

Content Standard 1: All students will read and comprehend general and technical material.

Michigan Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Early Elementary				
1	Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.	✓	Oral Reading: Expert Sheets 4 - 20	✓
2	Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.	N/A	N/A	N/A
3	Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.	✓	Oral Reading: Expert Sheets 4 - 20	✓
4	Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.	✓	Oral Reading: Expert Sheets 4 - 20	✓
5	Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.	✓	Oral Reading: Expert Sheets 4 - 20	✓
Late Elementary				
1	Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.	✓	Oral Reading: Expert Sheets 4 - 20	✓
2	Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.	N/A	N/A	N/A
3	Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.	✓	Oral Reading: Expert Sheets 4 - 20	✓
4	Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.	✓	Oral Reading: Expert Sheets 4 - 20	✓
5	Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.	✓	Oral Reading: Expert Sheets 4 - 20	✓

**Michigan State Standard
English Language Arts
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Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

Michigan Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Early Elementary				
1	Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.	✓	Oral Reading: Expert Sheets 4 - 20	✓
2	Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre.	✓	Oral Reading: Expert Sheets 4 - 20	✓
3	Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others.	N/A	Grammar Sheets	N/A
4	Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.	N/A	N/A	N/A
Late Elementary				
1	Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.	N/A	N/A	N/A
2	Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.	N/A	N/A	N/A
3	Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.	N/A	Grammar Sheets	N/A
4	Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.	✓	Grammar Sheets	✓

Michigan State Standard
English Language Arts
Meaning and Communication

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Michigan Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Early Elementary				
1	Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.	N/A	N/A	N/A
2	Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response.	N/A	N/A	N/A
3	Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.	✓	Oral Reading: Expert Sheets 4 – 20; Grammar Sheets	✓
4	Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.	✓	Oral Reading: Expert Sheets 4 – 20	✓
5	Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.	✓	Oral Reading: Expert Sheets 4 – 20	✓

Topic	Description	Lessons	Supplemental Material	Activities
6	Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.	✓	Oral Reading: Expert Sheets 4 – 20	✓
7	Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations.	✓	Oral Reading: Expert Sheets 4 – 20; Grammar Sheets	✓
8	Respond to the ideas or feelings generated by texts and listen to the responses of others.	✓	Oral Reading: Expert Sheets 4 – 20; Grammar Sheets	✓
Late Elementary				
1	Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.	N/A	N/A	N/A
2	Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.	N/A	N/A	N/A
3	Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.	✓	Oral Reading: Expert Sheets 4 – 60	✓
4	Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
5	Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.	✓	Oral Reading: Expert Sheets 4 – 60	✓
6	Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.	✓	Oral Reading: Expert Sheets 4 – 60	✓
7	Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.	N/A	Oral Reading: Expert Sheets 4 – 60	N/A
8	Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.	N/A	Oral Reading: Expert Sheets 4 – 60	N/A

**Michigan State Standard
English Language Arts
Language**

Content Standard 4: All students will use the English language effectively.

Michigan Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Early Elementary				
1	Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks.	N/A	N/A	N/A
2	Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad.	N/A	N/A	N/A
3	Demonstrate awareness of words that have entered the English language from many cultures.	✓	Oral Reading: Expert Sheets 4 – 20	✓
4	Become aware of and begin to experiment with different ways to express the same idea.	✓	Oral Reading: Expert Sheets 4 – 20	✓
5	Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.	N/A	N/A	N/A
Late Elementary				
1	Describe language patterns used in their spoken, written, and visual communication contexts, such as school, neighborhood, sports, children’s periodicals, and hobbies.	N/A	N/A	N/A
2	Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States.	✓	Oral Reading: Expert Sheets 4 – 60	✓

Topic	Description	Lessons	Supplemental Material	Activities
3	Begin to recognize how words and phrases relate to their origin. Examples include surnames and names of bodies of water or landmarks.	N/A	N/A	N/A
4	Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.	✓	Oral Reading: Expert Sheets 4 – 60	✓
5	Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.	N/A	N/A	N/A

Michigan State Standard
English Language Arts
Literature

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

Michigan Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Early Elementary				
1	Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	N/A	N/A	N/A
2	Describe and discuss the similarities of plot and character in literature and other texts from around the world.	N/A	Oral Reading: Expert Sheets 4 – 20	N/A
3	Describe how characters in literature and other texts can represent members of several different communities.	N/A	N/A	N/A
4	Recognize the representation of various cultures as well as our common heritage in literature and other texts.	N/A	N/A	N/A
5	Explain how characters in literature and other texts express attitudes about one another.	N/A	N/A	N/A
Early Elementary				
1	Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	N/A	N/A	N/A
2	Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.	N/A	N/A	N/A
3	Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
4	Describe how various cultures and our common heritage are represented in literature and other texts.	N/A	N/A	N/A
5	Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.	N/A	N/A	N/A

Michigan State Standard
English Language Arts
Voice

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Michigan Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Early Elementary				
1	Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation.	✓	Oral Reading: Expert Sheets 4 – 20	✓
2	Experiment with the various voices they use when they speak and write for different purposes and audiences.	✓	Oral Reading: Expert Sheets 4 – 20	✓
3	Explore works of different authors, speakers, and illustrators to determine how they present ideas and feelings to evoke different responses.	✓	Oral Reading: Expert Sheets 4 – 20	✓
4	Develop a sense of personal voice by explaining their selection of materials for different purposes and audiences. Examples include portfolios, displays, and literacy interviews.	N/A	N/A	N/A
Late Elementary				
1	Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.	✓	Oral Reading: Expert Sheets 4 – 60	✓
2	Explain the importance of developing confidence and a unique presence or voice in their own oral and written communication.	✓	Oral Reading: Expert Sheets 4 – 60; grammar sheets	✓
3	Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.	✓	Oral Reading: Expert Sheets 4 – 60	✓
4	Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications.	N/A	N/A	N/A

Michigan State Standard
English Language Arts
Skills and Processes

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Michigan Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Early Elementary				
1	Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.	✓	Oral Reading: Expert Sheets 4 – 20	✓
2	Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning.	✓	Oral Reading: Expert Sheets 4 – 20	✓
3	Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning.	✓	Oral Reading: Expert Sheets 4 – 20	✓
4	Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading.	N/A	N/A	N/A
Late Elementary				
1	Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.	✓	Oral Reading: Expert Sheets 4 – 60	✓
2	Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.	✓	Oral Reading: Expert Sheets 4 – 60	✓
3	Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
4	Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring.	N/A	N/A	N/A

Michigan State Standard
English Language Arts
Genre and Craft of Language

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

Michigan Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Early Elementary				
1	Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	✓	Oral Reading: Expert Sheets 4 – 20; Grammar Sheets	✓
2	Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folktales.	N/A	N/A	N/A
3	Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas.	N/A	N/A	N/A
4	Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue , characterization, conflict, organization, diction, color , and shape .	✓	Oral Reading: Expert Sheets 4 – 20; Grammar Sheets	✓
5	Explore how the characteristics of various oral, visual, and written texts (e.g., videos, CD-ROM stories, books on tape, and trade books) and the textual aids they employ (e.g., illustrations, tables of contents, and headings/titles) are used to convey meaning.	N/A	N/A	N/A

Late Elementary				
1	Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.	✓	Oral Reading: Expert Sheets 4 – 60; Grammar Sheets	✓
2	Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.	N/A	N/A	N/A
3	Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.	N/A	N/A	N/A
4	Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.	✓	Oral Reading: Expert Sheets 4 – 60; Grammar Sheets	✓
5	Describe and use the characteristics of various oral, visual, and written texts (e.g., films, library databases, atlases, and speeches) and the textual aids they employ (e.g., footnotes, menus, addresses, graphs, and figures) to convey meaning.	N/A	N/A	N/A

Michigan State Standard

English Language Arts

Depth of Understanding

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Michigan Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Early Elementary				
1	Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.	✓	Oral Reading: Expert Sheets 4 – 32	✓
2	Identify and categorize key ideas, concepts, and perspectives found in texts.	✓	Oral Reading: Expert Sheets 4 – 32; Grammar Sheets	✓
3	Draw conclusions based on their understanding of differing views presented in text.	✓	Oral Reading: Expert Sheets 4 – 32	✓
Late Elementary				
1	Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.	N/A	N/A	N/A
2	Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.	N/A	N/A	N/A
3	Use conclusions based on their understanding of differing views presented in text to support a position.	✓	Oral Reading: Expert Sheets 4 – 60	✓

Michigan State Standard
English Language Arts
Ideas in Action

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Michigan Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Early Elementary				
1	Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.	✓	Oral Reading: Expert Sheets 4 – 32	✓
2	Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience, and creating a visual representation of an important idea.	N/A	N/A	N/A
3	Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. Examples include responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced.	✓	Oral Reading: Expert Sheets 4 – 32; Grammar Sheets	✓
Late Elementary				
1	Identify how their own experiences influence their understanding of key ideas in literature and other texts.	✓	Oral Reading: Expert Sheets 4 – 60	✓
2	Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.	✓	Oral Reading: Expert Sheets 4 – 60; Grammar Sheets	✓
3	Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.	N/A	N/A	N/A

Michigan State Standard
English Language Arts
Inquiry and Research

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Michigan Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Early Elementary				
1	Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.	N/A	N/A	N/A
2	Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classification systems, encyclopedias, atlases, word processing programs, and electronic media.	N/A	N/A	N/A
3	Organize and interpret information to draw conclusions based on the investigation of an issue or problem.	N/A	N/A	N/A
4	Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs, and personal or creative stories.	N/A	N/A	N/A
Late Elementary				
1	Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research.	N/A	N/A	N/A
2	Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/ headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
3	Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.	N/A	N/A	N/A
4	Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.	N/A	N/A	N/A

Michigan State Standard
English Language Arts
Critical Standards

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Michigan Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
Early Elementary				
1	Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of a story.	✓	Oral Reading: Expert Sheets 4 – 32	✓
2	Discuss individual and shared standards used for different purposes.	N/A	N/A	N/A
3	Discuss choices in reading, writing, speaking, listening, viewing, and representing that reflect aesthetic qualities, such as rhyme, rhythm of the language, or repetition.	N/A	N/A	N/A
4	Create a collection of personal work selected according to both individual and shared criteria, reflecting on the merit of each selection.	N/A	N/A	N/A
5	Recognize that the style and substance of a message reflect the values of a communicator.	N/A	N/A	N/A
Late Elementary				
1	Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.	N/A	N/A	N/A
2	Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
3	Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.	N/A	N/A	N/A
4	Create a collection of personal work selected according to both individual and shared criteria, judging the merit of each selection.	N/A	N/A	N/A
5	Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.	N/A	N/A	N/A