

Montana Standards for Reading

Reading Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.

| Montana Standards | | My Reading Coach Gold | | |
|-------------------------------------|--|-----------------------|---|------------|
| Topic | Description | Lessons | Supplemental Material | Activities |
| End of Grade 4. | | | | |
| When reading, students will: | | | | |
| 1 | make predictions and connections between new material and previous information/experiences. | ✓ | Oral Reading: Expert Sheets 4 - 60 | ✓ |
| 2 | incorporate new print/nonprint information into existing knowledge to draw conclusions and make application. | ✓ | Oral Reading: Expert Sheets 4 - 60 | ✓ |
| 3 | provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material. | ✓ | Oral Reading: Expert Sheets 4 – 60; Grammar Sheets | ✓ |
| 4 | demonstrate basic understanding of main ideas and some supporting details. | ✓ | Oral Reading: Expert Sheets 4 – 60 | ✓ |
| 5 | accurately retell key elements of appropriate reading material. | ✓ | Oral Reading: Expert Sheets 4 – 60 | ✓ |

Montana Standards for Reading

Reading Content Standard 2: Students apply a range of skills and strategies to read.

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|-------------------------------------|---|-----------------------|---------------------------------------|------------|
| Topic | Description | Lessons | Supplemental Material | Activities |
| End of Grade 4. | | | | |
| When reading, students will: | | | | |
| 1 | decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material. | ✓ | Oral Reading: Expert Sheets 4 - 60 | ✓ |
| 2 | demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution). | N/A | N/A | N/A |
| 3 | identify literary devices (e.g., figurative language and exaggeration). | N/A | N/A | N/A |
| 4 | use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals). | N/A | N/A | N/A |
| 5 | adjust fluency, rate, and style of reading to the purpose of the material with guidance. | N/A | N/A | N/A |
| 6 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary). | N/A | N/A | N/A |
| 7 | identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend. | ✓ | Oral Reading: Expert Sheets 4 - 60 | ✓ |
| 8 | ask questions and check predictions prior to, during, and after reading. | ✓ | Oral Reading: Expert Sheets 4 - 60 | ✓ |

Montana Standards for Reading

Reading Content Standard 3: Students set goals, monitor, and evaluate their progress in reading.

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| Topic | Description | Lessons | Supplemental Material | Activities |
| End of Grade 4. | | | | |
| When reading, students will: | | | | |
| 1 | articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher. | ✓ | Oral Reading: Expert Sheets 4 - 60 | ✓ |
| 2 | describe reading successes and set reading goals. | N/A | N/A | N/A |
| 3 | select authors, subjects, and print and nonprint material to share with others. | N/A | N/A | N/A |

Montana Standards for Reading

Reading Content Standard 4: Students select, read, and respond to print and nonprint material for a variety of purposes.

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|-------------------------------------|--|-----------------------|---------------------------------------|------------|
| Topic | Description | Lessons | Supplemental Material | Activities |
| End of Grade 4. | | | | |
| When reading, students will: | | | | |
| 1 | identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits). | N/A | N/A | N/A |
| 2 | solve a problem or answer a question through reading (e.g., signs, labels, instruction). | N/A | N/A | N/A |
| 3 | perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts). | N/A | N/A | N/A |
| 4 | read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature. | ✓ | Oral Reading: Expert Sheets 4 - 60 | ✓ |
| 5 | read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines). | N/A | N/A | N/A |
| 6 | read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material). | N/A | N/A | N/A |

Montana Standards for Reading

Reading Content Standard 5: Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

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|---|--|-----------------------|-----------------------|------------|
| Topic | Description | Lessons | Supplemental Material | Activities |
| End of Grade 4. When reading, students will: | | | | |
| 1 | identify and summarize similarities and differences using a single element such as character within a text and between sources of information. | N/A | N/A | N/A |
| 2 | make connections, integrate, and organize information from multiple sources. | N/A | N/A | N/A |
| 3 | recognize authors' points of view. | N/A | N/A | N/A |
| 4 | distinguish fact from opinion in various print and nonprint material. | N/A | N/A | N/A |