

New Mexico Curriculum Framework

Strand: Reading and Listening for Comprehension

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

K-4 Benchmark I-A: Listen to, read, react to, and retell information

| New Mexico Standards | | My Reading Coach Gold | | |
|----------------------|--|-----------------------|---|------------------------|
| Item | Description | Lessons | Supplemental Material | Activities |
| Grade K | | | | |
| 1 | Retell, reenact, or dramatize stories or parts of stories, including personal events. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 2 | Demonstrate sense of story (e.g., beginning, middle, end, characters, details). | N/A | N/A | N/A |
| 3 | Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactments of familiar stories). | N/A | N/A | N/A |
| 4 | Role-play and act out stories (e.g., fairy tales, songs, rhymes). | N/A | N/A | N/A |
| 5 | Follow simple oral instructions. | ✓ | Over 200 blackline masters | ✓ |
| Grade 1 | | | | |
| 1 | Listen to and retell short stories. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 2 | Recognize repetition and predict repeated phrases. | N/A | N/A | N/A |
| 3 | Respond and elaborate in answering Who, What, When, Where, and How questions. | ✓ | 15 Expert Oral Reading Comprehension Sheets | Comprehension Activity |
| 4 | Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 5 | Self-monitor comprehension by using questions, retelling, and summarizing. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 6 | Follow simple written and oral instructions. | ✓ | Over 200 blackline masters | ✓ |
| 7 | Increase vocabulary through reading, listening, and interacting. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |

| Grade 2 | | | | |
|----------------|--|----------------|---|-------------------|
| Item | Description | Lessons | Supplemental Material | Activities |
| 1 | Independently recall facts and details in text. | | | |
| 2 | Increase vocabulary through reading, listening, and interacting. <ul style="list-style-type: none"> • setting a purpose • previewing the text • making predictions • asking questions • locating information for a specific purpose • making connections • using story structure and text organization to comprehend | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 3 | Summarize main idea(s) from written or spoken text succinctly. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 4 | Employ active listening skills. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 5 | Increase vocabulary through reading, listening, and interacting. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| Grade 3 | | | | |
| 1 | Interact with text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none"> • setting a purpose • previewing the text • making predictions • asking questions • locating information for a specific purpose • making connections • using story structure and text organization to comprehend | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 2 | Summarize main idea(s) from written or spoken text succinctly. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 3 | Employ active listening skills. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 4 | Increase vocabulary through reading, listening, and interacting. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |

| Grade 4 | | | | |
|----------------|---|----------------|---|-------------------|
| Item | Description | Lessons | Supplemental Material | Activities |
| 1 | Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources; ask for help, paraphrase, question). | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 2 | Visualize and recall story details, including characterization and sequence. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 3 | Read a variety of texts, including: <ul style="list-style-type: none"> • fiction (e.g., legends, novels, folklore, science fiction) • non-fiction (e.g., auto-biographies, informational books, diaries, journals) • poetry • drama | N/A | N/A | N/A |
| 4 | Increase vocabulary through reading, listening, and interacting. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |

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K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum

| New Mexico Standards | | My Reading Coach Gold | | |
|----------------------|--|-----------------------|-----------------------|------------|
| Item | Description | Lessons | Supplemental Material | Activities |
| Grade K | | | | |
| 1 | Demonstrate familiarity with a variety of types of resources (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactment of familiar stories, electronic resources). | N/A | N/A | N/A |
| 2 | Generate questions of interest about a topic. | N/A | N/A | N/A |
| Grade 1 | | | | |
| 1 | Demonstrate familiarity with a variety of resources (e.g., story books, short chapter books, poems, newspapers, compact discs, software, telephone books, everyday print, skits, short plays). | N/A | N/A | N/A |
| Grade 2 | | | | |
| 1 | Identify and use appropriate sources of information to accomplish a specific learning task. | N/A | N/A | N/A |
| 2 | Use print and electronic resources to access information (e.g., images, sound, text, video). | N/A | N/A | N/A |
| 3 | Select an appropriate format to locate, gather, access, record, organize, and present information. | N/A | N/A | N/A |
| Grade 3 | | | | |
| 1 | Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, discover and extend meaning of words. | N/A | N/A | N/A |
| 2 | Use encyclopedias, dictionaries, and electronic resources to gather information. | N/A | N/A | N/A |

| Grade 4 | | | | |
|----------------|---|----------------|------------------------------|-------------------|
| Item | Description | Lessons | Supplemental Material | Activities |
| 1 | Use key words, indices, cross-references, and letters on volumes to find information. | N/A | N/A | N/A |
| 2 | Use multiple representations of information (e.g., maps, charts, photos) to find information. | N/A | N/A | N/A |

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Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information

| New Mexico Standards | | My Reading Coach Gold | | |
|----------------------|---|-----------------------|---|------------|
| Item | Description | Lessons | Supplemental Material | Activities |
| Grade K | | | | |
| 1 | Understand oral and graphic instructions. | ✓ | Over 200 blackline masters | ✓ |
| 2 | Create mental pictures to predict possible events in text before and during reading. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 3 | Compare different versions of the same story. | N/A | N/A | N/A |
| 4 | Relate experiences and observations. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 5 | Formulate questions before beginning to read or listen (e.g., What will happen in this story? Where do you think this happens? Who might this be?). | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 6 | Sequence a story to describe the beginning, middle, and end. | N/A | N/A | N/A |
| 7 | Differentiate between non-fiction and fiction stories. | N/A | N/A | N/A |
| Grade 1 | | | | |
| 1 | Associate target words with prior knowledge and explore an author's choice of words. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 2 | Predict and explain what will happen next in a story. | N/A | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 3 | Demonstrate familiarity with a variety of texts (e.g., storybooks, short chapter books, poems, newspapers, telephone books, everyday print, skits and short plays). | N/A | N/A | N/A |
| 4 | Describe differences and similarities between different stories (i.e., characters, plot, setting). | N/A | N/A | N/A |
| Grade 2 | | | | |
| 1 | Pose possible How, Why, and What If questions to understand and/or interpret texts. | N/A | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 2 | Recognize own difficulty in comprehending text. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 3 | Discuss similarities and differences in events and characters across stories. | N/A | N/A | N/A |

| Item | Description | Lessons | Supplemental Material | Activities |
|----------------|--|---------|---|------------|
| 4 | Interpret information from diagrams, charts, and graphs. | N/A | N/A | N/A |
| Grade 3 | | | | |
| 1 | Draw conclusions, make generalizations, gather support by referencing the text. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 2 | Explain choice of reading materials congruent with purpose (e.g., solving problems, making decisions). | N/A | N/A | N/A |
| Grade 4 | | | | |
| 1 | Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> analyzing author's word choice and context examining reasons for characters' actions identifying and examining characters' motives considering a situation or problems from different characters' perspectives | N/A | N/A | N/A |
| 2 | Respond to non-fiction using interpretive, critical, and evaluative processes. | N/A | N/A | N/A |
| 3 | Analyze characters, events, and plots from different texts and cite supporting evidence. | N/A | N/A | N/A |
| 4 | Analyze how language and visuals bring characters to life, enhance plot development, and produce a response. | N/A | N/A | N/A |
| 5 | Demonstrate deductive and inductive reasoning by drawing logical conclusions. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |

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Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

K-4 Benchmark I-D: Acquire reading strategies

| New Mexico Standards | | My Reading Coach Gold | | |
|----------------------|--|-----------------------|----------------------------|------------|
| Item | Description | Lessons | Supplemental Material | Activities |
| Grade K | | | | |
| 1 | Demonstrate phonemic awareness and knowledge of alphabetic principles by: <ul style="list-style-type: none"> • Demonstrating understanding that spoken language is a sequence of identifiable speech sounds • Demonstrating understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word • Demonstrating understanding the sounds of letters and the understanding that words contain similar sounds | ✓ | Over 200 blackline masters | ✓ |
| 2 | Demonstrate decoding and word recognition strategies and skills by: <ul style="list-style-type: none"> • Recognizing and naming upper and lower case letters of the alphabet • Recognizing common words and signs by sight • Recognizing beginning consonant letter-sound associations in one-syllable words | ✓ | Over 200 blackline masters | ✓ |
| 3 | Read or attempt to read own dictated story. | N/A | Reading / Writing Sample | N/A |
| 4 | Attempt to read simple patterned text, and predict texts using letter-sound knowledge and pictures to construct meaning. | ✓ | Over 200 blackline masters | ✓ |
| 5 | Use appropriate nouns to name objects. | ✓ | Over 200 blackline masters | ✓ |
| Grade 1 | | | | |
| 1 | Develop phonemic awareness and knowledge of alphabetic principles by: <ul style="list-style-type: none"> • Blending the phonemes of one-syllables words • Segmenting the phonemes of one-syllable words • Changing the beginning, middle, and ending sounds to produce new words | ✓ | Over 200 blackline masters | ✓ |

| Item | Description | Lessons | Supplemental Material | Activities |
|----------------|--|---------|----------------------------|------------|
| 2 | Demonstrate decoding and word recognition strategies and skills by: <ul style="list-style-type: none"> Using phonics knowledge and sound-letter relationships to decode regular one-syllable words Recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two, where, said, have) | ✓ | Over 200 blackline masters | ✓ |
| 3 | Read aloud with fluency and comprehension grade-level text. | ✓ | Over 200 blackline masters | ✓ |
| 4 | Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors. | ✓ | Over 200 blackline masters | ✓ |
| 5 | Increase vocabulary through reading, listening, and interacting. | ✓ | Over 200 blackline masters | ✓ |
| Grade 2 | | | | |
| 1 | Decode unknown words using basic elements of phonetic analysis (e.g., common letter-sound relationships) and structural analysis (e.g., syllables, suffixes, prefixes, root words). | ✓ | Over 200 blackline masters | ✓ |
| 2 | Read most high-frequency and irregularly spelled words. | ✓ | Over 200 blackline masters | ✓ |
| 3 | Self-monitor decoding by using letter-sound knowledge of all consonants and vowels. | ✓ | Over 200 blackline masters | ✓ |
| 4 | Apply knowledge of all sources of information (e.g., meaning, language, graphophonics) to read new text independently. | ✓ | Over 200 blackline masters | ✓ |
| 5 | Read aloud with fluency and comprehension grade-level text. | ✓ | Over 200 blackline masters | ✓ |
| 6 | Increase vocabulary through reading, listening, and interacting. | ✓ | Over 200 blackline masters | ✓ |
| 7 | Recognize and express difficulty in comprehending text. | ✓ | Over 200 blackline masters | ✓ |
| Grade 3 | | | | |
| 1 | Apply phonics and structural analysis to decode words (e.g., less common vowel patterns, syllable breaks). | ✓ | Over 200 blackline masters | ✓ |

| Item | Description | Lessons | Supplemental Material | Activities |
|----------------|--|---------|---|------------|
| 2 | Apply context clues to decode unknown words. | ✓ | Over 200 blackline masters | ✓ |
| 3 | Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, and discover and extend meaning of words. | ✓ | Over 200 blackline masters | ✓ |
| 4 | Use a variety of strategies to comprehend text (e.g., re-read, read ahead, ask for help, adjust reading speed, question, paraphrase, retell). | ✓ | Over 200 blackline masters | ✓ |
| 5 | Read aloud with fluency and comprehension grade-level text. | ✓ | Over 200 blackline masters | ✓ |
| 6 | Increase vocabulary through reading, listening, and interacting. | ✓ | Over 200 blackline masters | ✓ |
| Grade 4 | | | | |
| 1 | Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic). | ✓ | Over 200 blackline masters | ✓ |
| 2 | Identify key words and discover their relationships. | ✓ | Over 200 blackline masters | ✓ |
| 3 | Adjust speed of reading to suit purpose and difficulty of material. | N/A | N/A | N/A |
| 4 | Read aloud with fluency and comprehension grade-level text. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 5 | Increase vocabulary through reading, listening, and interacting. | ✓ | Over 200 blackline masters | ✓ |

New Mexico Curriculum Framework

Strand: Writing and Speaking for Expression

Content Standard II: Students will communicate effectively through speaking and writing.

K-4 Benchmark II-A: Demonstrate competence in speaking to convey information

| New Mexico Standards | | My Reading Coach Gold | | |
|----------------------|--|-----------------------|---|------------|
| Item | Description | Lessons | Supplemental Material | Activities |
| Grade K | | | | |
| 1 | Retell, reenact, or dramatize stories or parts of stories, including personal events. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 2 | Use correct words to name objects or tell actions. | ✓ | Over 200 blackline masters | ✓ |
| 3 | Use speaking skills to connect experiences by: <ul style="list-style-type: none"> • listening to and retelling stories • discussing and dramatizing stories • discovering relationships • taking turns, expressing ideas, and asking questions | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 4 | Use a variety of sentence patterns. | ✓ | Over 200 blackline masters | ✓ |
| 5 | Ask questions to resolve confusion about a topic. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 6 | Clarify and sort words by general categories. | N/A | N/A | N/A |
| Grade 1 | | | | |
| 1 | Read aloud with fluency and comprehension grade-level text. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 2 | Engage in discussions resulting in written products. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 3 | Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas). | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| Grade 2 | | | | |
| 1 | Increase vocabulary by listening and discussing responses to literature that is read and heard. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 2 | Explain and describe new concepts and information in own words. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 3 | Use oral communication to identify, organize, and analyze information. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |

| Item | Description | Lessons | Supplemental Material | Activities |
|----------------|---|---------|---|------------|
| 4 | Respond appropriately when participating in discussions by adapting language and non-verbal behaviors to the situation. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 5 | Identify and select an appropriate method to communicate, relevant to the audience and purpose. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 6 | Read aloud with fluency and comprehension grade-level text. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| Grade 3 | | | | |
| 1 | Present information in a logical manner with a clear main point. | N/A | N/A | N/A |
| 2 | Sustain conversation on a topic. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 3 | Answer open-ended questions. | N/A | N/A | N/A |
| 4 | Explain own learning. | N/A | N/A | N/A |
| 5 | Read aloud with fluency and comprehension grade-level text. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| Grade 4 | | | | |
| 1 | Actively contribute to a discussion. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| 2 | Use language to: <ul style="list-style-type: none"> • present information and ideas clearly and concisely • interview • solve problems • make decisions | N/A | N/A | N/A |
| 3 | Make oral presentations, using technologies when appropriate, with an awareness of audience and purpose. | N/A | N/A | N/A |
| 4 | Use appropriate non-verbal communication while giving presentations. | N/A | N/A | N/A |
| 5 | Read aloud with fluency and comprehension grade-level text. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |

New Mexico Curriculum Framework

Strand: Writing and Speaking for Expression

Content Standard II: Students will communicate effectively through speaking and writing.

K-4 Benchmark II-B: Apply grammatical and language conventions to communicate

| New Mexico Standards | | My Reading Coach Gold | | |
|----------------------|---|-----------------------|---|------------|
| Item | Description | Lessons | Supplemental Material | Activities |
| Grade K | | | | |
| 1 | Locate the title, table of contents, name of author, and illustrator of a text. | N/A | N/A | N/A |
| 2 | Use pictures and context to make predictions about story content. | ✓ | blackline masters: Grammar | ✓ |
| 3 | Connect information and events in a text to make predictions. | ✓ | N/A | ✓ |
| 4 | Ask and answer questions about essential elements in a text. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 5 | Recognize and make complete, coherent sentences when speaking. | ✓ | blackline masters: Grammar | ✓ |
| 6 | Share information and ideas using complete sentences. | ✓ | blackline masters: Grammar | ✓ |
| 7 | Develop spelling strategies and skills by: <ul style="list-style-type: none"> • representing spoken language with emergent and/or conventional spelling • writing most letters of the alphabet • analyzing sounds in a word and writing dominant consonant letters | ✓ | Over 200 blackline masters | ✓ |
| 8 | Identify and use capital letters to write the word “I” and the first letter in own name. | N/A | N/A | N/A |
| Grade 1 | | | | |
| 1 | Confirm predictions about what will happen next in a text by identifying key words. | N/A | N/A | N/A |
| 2 | Use context to resolve ambiguities about word and sentence meaning. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 3 | Relate prior knowledge to textual information. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 4 | Use phonetic knowledge and basic patterns to spell correctly three- and four-letter words. | ✓ | Over 200 blackline masters | ✓ |

| Item | Description | Lessons | Supplemental Material | Activities |
|----------------|---|---------|---|------------|
| 5 | Apply phonics to write independently, using emergent and/or conventional spelling. | ✓ | Over 200 blackline masters | ✓ |
| 6 | Write all upper and lower case letters of the alphabet using correct letter formation. | ✓ | Over 200 blackline masters | ✓ |
| 7 | Use complete sentences to write simple text. | ✓ | blackline masters: Grammar | ✓ |
| 8 | Use basic capitalization and punctuation for: <ul style="list-style-type: none"> • first word in a sentence • proper names • period to end declarative sentence • question mark to end interrogative sentence | ✓ | blackline masters: Grammar | ✓ |
| 9 | Self-monitor composition by using re-reading and peer conferences. | ✓ | blackline masters: Grammar | ✓ |
| Grade 2 | | | | |
| 1 | Write compositions that show proper use of pronouns, adjectives, adverbial forms, and coordinating conjunctions. | ✓ | blackline masters: Grammar | ✓ |
| 2 | Spell correctly using: <ul style="list-style-type: none"> • previously studied words • spelling patterns • analysis of sounds | ✓ | Over 200 blackline masters | ✓ |
| 3 | Identify format and mechanics in own writing. | ✓ | blackline masters: Grammar | ✓ |
| 4 | Use capitalization, punctuation, and paragraphs in own writing. | ✓ | blackline masters: Grammar | ✓ |
| 5 | Use subject, predicate, and modifiers in sentences. | ✓ | blackline masters: Grammar | ✓ |
| 6 | Use editing to check and confirm correct use of conventions for complete sentences, correct word order in sentences and punctuation. | ✓ | blackline masters: Grammar | ✓ |
| 7 | Use letter formation, lines, and spaces to create readable documents. | ✓ | blackline masters: Grammar | ✓ |
| 8 | Use plural forms of commonly used nouns and common age-appropriate contractions. | ✓ | blackline masters: Grammar | ✓ |
| 9 | Use titles, tables, index, and chapter headings to locate information in expository text. | N/A | N/A | N/A |
| 10 | Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |

| Grade 3 | | | | |
|----------------|---|----------------|---|-------------------|
| Item | Description | Lessons | Supplemental Material | Activities |
| 1 | Use correct subject/verb agreement. | ✓ | blackline masters: Grammar | ✓ |
| 2 | Use correct capitalization and punctuation. | ✓ | blackline masters: Grammar | ✓ |
| 3 | Use a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking. | ✓ | blackline masters: Grammar | ✓ |
| 4 | Compose two or more paragraphs with: <ul style="list-style-type: none"> • topic sentences • supporting details • appropriate, logical sequence • sufficient elaboration | ✓ | blackline masters: Grammar | ✓ |
| 5 | Use strategies for spelling (e.g., sound patterns, visual patterns, silent letters). | ✓ | Over 200 blackline masters | ✓ |
| 6 | Proofread own writing for spelling and edit (with assistance) for language conventions and format. | ✓ | blackline masters: Grammar | ✓ |
| 7 | Create readable documents with legible handwriting. | ✓ | blackline masters: Grammar | ✓ |
| 8 | Write compositions that have few significant errors in: <ul style="list-style-type: none"> • use of pronouns • adjectives • adverbial forms • coordinating conjunctions | ✓ | blackline masters: Grammar | ✓ |
| 9 | Create and deliver recitations and presentations about familiar experiences or interests that are organized around a coherent statement. | N/A | N/A | N/A |
| 10 | Demonstrate a command of standard English when speaking. | N/A | 15 Expert Oral Reading Comprehension Sheets | N/A |
| Grade 4 | | | | |
| 1 | Use simple and compound sentences in writing and speaking. | ✓ | blackline masters: Grammar | ✓ |
| 2 | Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. | ✓ | blackline masters: Grammar | ✓ |
| 3 | Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. | ✓ | blackline masters: Grammar | ✓ |

| Item | Description | Lessons | Supplemental Material | Activities |
|------|---|---------|---|------------|
| 4 | Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. | ✓ | blackline masters: Grammar | ✓ |
| 5 | Use underlining, quotation marks, or italics to identify titles of documents. | N/A | N/A | N/A |
| 6 | Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, proper nouns, and the first word in quotations when appropriate. | ✓ | blackline masters: Grammar | ✓ |
| 7 | Spell correctly roots, inflections, affixes, and syllable constructions. | ✓ | Over 200 blackline masters | ✓ |
| 8 | Compose multiple paragraphs with: <ul style="list-style-type: none"> • topic sentences • specific, relevant details • logical progression and movement of ideas • coherence • elaboration • concluding statement related to topic | ✓ | blackline masters: Grammar | ✓ |
| 9 | Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |

New Mexico Curriculum Framework

Strand: Writing and Speaking for Expression

Content Standard II: Students will communicate effectively through speaking and writing.

K-4 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process

| New Mexico Standards | | My Reading Coach Gold | | |
|----------------------|--|-----------------------|----------------------------|------------|
| Grade K | | | | |
| Item | Description | Lessons | Supplemental Material | Activities |
| 1 | Develop writing strategies and skills by: <ul style="list-style-type: none"> representing spoken language with temporary or conventional spelling writing most letters of the alphabet when they are dictated analyzing sounds in a word and writing dominant consonant letters using phonemic awareness and letter recognition to spell independently (standard or emergent spelling) | ✓ | Over 200 blackline masters | ✓ |
| 2 | Dictate a story based on one's own experience with a beginning, middle, and an end. | N/A | N/A | N/A |
| 3 | Write to express own meaning. | ✓ | blackline masters: Grammar | ✓ |
| 4 | Write own name and names of others. | ✓ | Over 200 blackline masters | ✓ |
| Grade 1 | | | | |
| 1 | Write by using an author's model of language and extending the model (e.g., writing different endings for the story, composing an innovation of a poem). | N/A | N/A | N/A |
| 2 | Compose a variety of products (e.g., short stories, letters, simple poems, descriptions, journal entries). | N/A | N/A | N/A |
| 3 | Write descriptions of familiar persons, places, or objects. | ✓ | blackline masters: Grammar | ✓ |
| 4 | Compose fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, re-reading for meaning, and some self-correction). | ✓ | blackline masters: Grammar | ✓ |
| 5 | Begin to utilize conventional spelling. | | | |

| Grade 2 | | | | |
|----------------|---|----------------|------------------------------|-------------------|
| Item | Description | Lessons | Supplemental Material | Activities |
| 1 | Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories/experiences). | N/A | N/A | N/A |
| 2 | Compose first drafts using the writing process and revise to clarify and refine (improve sequence, provide more descriptive detail, add variety of sentence types). | ✓ | blackline masters: Grammar | ✓ |
| 3 | Write structured, informative presentations and narratives when given help with organization. | N/A | N/A | N/A |
| 4 | Begin to assist others to edit writing. | ✓ | blackline masters: Grammar | ✓ |
| 5 | Produce a variety of types of composition (e.g., stories, reports, correspondence) using media and technology to enhance the presentation/narrative for an audience for a specific purpose. | N/A | N/A | N/A |
| Grade 3 | | | | |
| 1 | Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans. | N/A | N/A | N/A |
| 2 | Compose a variety of fiction, non-fiction, poetry, and drama selections using self-selected topics and multimedia forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions). | N/A | N/A | N/A |
| 3 | Suggest and implement reflection and revision (with assistance) on target elements by: <ul style="list-style-type: none"> • clarifying ideas • adding descriptive words and phrases • sequencing events and ideas • combining short, related sentences • strengthening word choice | N/A | N/A | N/A |
| 4 | Begin to incorporate literary words and language patterns in writing (e.g., elaborate descriptions, use figurative wording). | N/A | N/A | N/A |
| 5 | Combine information from multiple sources, using technology as a tool, in writing reports and stories. | N/A | N/A | N/A |

| Item | Description | Lessons | Supplemental Material | Activities |
|----------------|--|---------|-----------------------|------------|
| 6 | Write stories and essays that show an awareness of an intended audience and purpose. | N/A | N/A | N/A |
| Grade 4 | | | | |
| 1 | Produce a variety of written compositions using: <ul style="list-style-type: none"> • descriptive writing (e.g., using relevant details and ideas that figuratively recreate an event or experience) • narrative writing (e.g., using sequence, point of view, and character to tell a story) • expository writing (e.g., identifies and stays on the topic; develops the topic with simple facts, details, examples, explanations) | N/A | N/A | N/A |
| 2 | Use planning strategies that generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion). | N/A | N/A | N/A |
| 3 | Focus revision on: <ul style="list-style-type: none"> • sequence of events and ideas • transitional words • sentence patterns | N/A | N/A | N/A |

New Mexico Curriculum Framework

Strand: Literature and Media

Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.

K-4 Benchmark III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world

| New Mexico Standards | | My Reading Coach Gold | | |
|----------------------|--|-----------------------|---|------------|
| Item | Description | Lessons | Supplemental Material | Activities |
| Grade K | | | | |
| 1 | Listen and respond to stories based on familiar themes and plots. | N/A | N/A | N/A |
| 2 | Relate characters and events to their own life experiences. | N/A | N/A | N/A |
| 3 | Demonstrate familiarity with stories and activities related to various ethnic groups and countries. | N/A | N/A | N/A |
| Grade 1 | | | | |
| 1 | Increase vocabulary and understand expressions found in appropriate literary works. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 2 | Identify the characters and simple story lines from selected myths and stories from around the world. | N/A | N/A | N/A |
| 3 | Describe events related to other nations and/or cultures (e.g., writing, drama, constructions, drawing). | N/A | N/A | N/A |
| Grade 2 | | | | |
| 1 | Identify characteristics common to members of various world cultures (e.g., language, dress, food, traditions, homes) as found in literary works. | N/A | N/A | N/A |
| 2 | Increase vocabulary by listening to, reading, and responding to literary works. | ✓ | 15 Expert Oral Reading Comprehension Sheets | ✓ |
| 3 | Identify cultural characteristics in literature and media. | N/A | N/A | N/A |
| 4 | Demonstrate how similar themes are represented by different versions of stories from many cultures. | N/A | N/A | N/A |
| Grade 3 | | | | |
| 1 | Use language and media to make connections between own experiences and the experiences of others (e.g., local stories, stories about local culture and history). | N/A | N/A | N/A |

| Item | Description | Lessons | Supplemental Material | Activities |
|----------------|--|----------------|------------------------------|-------------------|
| 2 | Create and participate in responses to a variety of literature and media (e.g., dramatizations, presentations, fantasy plays). | N/A | N/A | N/A |
| 3 | Identify and discuss similarities and differences in events and characters across examples of literature and media. | N/A | N/A | N/A |
| 4 | Make informed judgments about the purpose of media productions. | N/A | N/A | N/A |
| Grade 4 | | | | |
| 1 | Examine the reasons for characters' actions. | N/A | N/A | N/A |
| 2 | Identify and examine characters' motives. | N/A | N/A | N/A |
| 3 | Consider a situation or problem from different characters' point of view. | N/A | N/A | N/A |
| 4 | Trace the exploits of character types across literature and media depicting various cultures. | N/A | N/A | N/A |