

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade K – Reading**

| Oregon Standards          |   | My Reading Coach Gold |                                       |            |
|---------------------------|---|-----------------------|---------------------------------------|------------|
| Topic                     | Description   | Lessons               | Supplemental Material                 | Activities |
| <b>Concepts of Print</b>  |   |                       |                                       |            |
| 1                         | Identify the front cover, back cover, and title page of a book.   | N/A                   | N/A                                   | N/A        |
| 2                         | Follow words read aloud from left to right and from top to bottom of the page.  | N/A                   | N/A                                   | N/A        |
| 3                         | Know that print is spoken words written down and has meaning.   | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| 4                         | Recognize that sentences in print are made up of separate words.  | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| 5                         | Distinguish letters from words.   | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| 6                         | Recognize and name all upper and <b>lower case letters</b> .  | ✓                     | Over 200 blackline masters            | ✓          |
| <b>Phonemic Awareness</b> |   |                       |                                       |            |
| 1                         | Listen to spoken sentences and recognize individual words in a sentence.  | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| 2                         | Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle). | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| 3                         | Given a spoken word, produce another word that rhymes with it.  | N/A                   | N/A                                   | N/A        |
| 4                         | Listen to one-syllable words and tell the beginning and ending sounds.  | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| 5                         | Given oral sets like "pan, pan, pen," identify the first two as being the same and the third as different.                                      | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| 6                         | Given oral sets like "sat, cap, run," identify the first two as sharing a same sound.   | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| 7                         | Orally blend two to three spoken sounds into recognizable words (e.g., /a/t/ = at; /c/a/t/ = cat).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| 8                         | Orally segment single syllable spoken words into their components (e.g., cat = /c/a/t/).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |

| Topic  | Description  | Lessons | Supplemental Material                 | Activities |
|--|--|---------|---------------------------------------|------------|
| <b>Decoding and Word Recognition</b>                         |  |         |                                       |            |
| 1  | Understand that as letters of words change, so do the sounds (alphabetic principle).   | ✓       | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| 2  | Learn most one-to-one letter sound correspondences.  | ✓       | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| 3  | Blend sounds to read one-syllable decodable words.   | ✓       | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| 4  | Recognize some words by sight, including a few very common ones ( <i>a, the, I, my, you, is, are</i> ).  | ✓       | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| <b>Listen to and Read Informational and Narrative Text</b>   |  |         |                                       |            |
| 1  | Listen to and experience a wide variety of children's literature including alphabet books, informational stories, classic and contemporary literature, and nursery rhymes. | N/A     | N/A                                   | N/A        |
| 2  | Demonstrate listening comprehension of more complex text through discussions.  | N/A     | Oral Reading: Expert Sheets<br>4 - 20 | N/A        |
| <b>Vocabulary</b>  |  |         |                                       |            |
| 1  | Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text.                                       | N/A     | Oral Reading: Expert Sheets<br>4 - 20 | N/A        |
| 2  | Develop vocabulary by listening and discussing both familiar and conceptually challenging selections read aloud.   | N/A     | Oral Reading: Expert Sheets<br>4 - 20 | N/A        |
| 3  | Identify and sort common pictures/words into basic categories (e.g., colors, shapes, foods).   | N/A     | Oral Reading: Expert Sheets<br>4 - 20 | N/A        |
| 4  | Describe common objects and events in both general ( <i>ball</i> ) and specific language ( <i>large red ball with stripes</i> ).   | ✓       | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| <b>Read to Perform a Task</b>                                |  |         |                                       |            |
| 1  | Locate the title and the name of the author of a book.   | N/A     | N/A                                   | N/A        |
| 2  | Recognize and demonstrate familiarity with everyday print such as signs, notices, labels; newspapers; and informational books.   | N/A     | N/A                                   | N/A        |
| <b>Informational Text: Demonstrate General Understanding</b> |  |         |                                       |            |
| 1  | Correctly answer simple questions about a text read aloud.   | N/A     | Oral Reading: Expert Sheets<br>4 - 20 | N/A        |

| Topic  | Description  | Lessons | Supplemental Material                 | Activities |
|--|--|---------|---------------------------------------|------------|
| <b>Informational Text: Develop an Interpretation</b> |  |         |                                       |            |
| 1  | Use pictures or portions of the text to make predictions about the text. | ✓       | N/A                                   | ✓          |
| 2  | Connect the information in text to life experiences.                     | ✓       | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade K – Literature**

| <b>Oregon Standards</b>                                 |   | <b>My Reading Coach Gold</b> |                                       |                   |
|---|---|------------------------------|---------------------------------------|-------------------|
| <b>Topic</b>  | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b>          | <b>Activities</b> |
| <b>Listen to and Read Literary Text</b>                 |   |                              |                                       |                   |
| 1   | Listen, make connections, and respond to stories based on well-known characters, themes, plots, and settings. | N/A                          | N/A                                   | N/A               |
| 2   | Name some book titles and authors.  | N/A                          | N/A                                   | N/A               |
| 3   | Demonstrate listening comprehension of more complex literary text through discussions.                        | N/A                          | N/A                                   | N/A               |
| <b>Literary Text: Demonstrate General Understanding</b> |   |                              |                                       |                   |
| 1   | Tell the sequence of events in a story.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 20 | ✓                 |
| 2   | Correctly answer simple questions about stories read aloud.   | N/A                          | Oral Reading: Expert Sheets<br>4 - 20 | N/A               |
| 3   | Retell, reenact, dramatize, or draw stories or parts of stories.  | N/A                          | Oral Reading: Expert Sheets<br>4 - 20 | N/A               |
| <b>Literary Text: Develop an Interpretation</b>         |   |                              |                                       |                   |
| 1   | Connect events in text to life experiences.   | N/A                          | Oral Reading: Expert Sheets<br>4 - 20 | N/A               |
| 2   | Make predictions based on illustrations or portions of the story.   | N/A                          | Oral Reading: Expert Sheets<br>4 - 20 | N/A               |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade K – Writing**

| <b>Oregon Standards</b>                   |   | <b>My Reading Coach Gold</b> |                                 |                   |
|---|---|------------------------------|---------------------------------|-------------------|
| <b>Topic</b>                              | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b>    | <b>Activities</b> |
| <b>Planning, Evaluation, and Revision</b> |   |                              |                                 |                   |
| 1   | Discuss ideas to include in a story.  | N/A                          | N/A                             | N/A               |
| <b>Writing</b>                            |   |                              |                                 |                   |
| 1   | Write by moving from left to right and from top to bottom.  | ✓                            | Writing Sheets                  | ✓                 |
| 2   | Independently write many uppercase and <b>lowercase letters</b> .   | ✓                            | Writing Sheets                  | ✓                 |
| 3   | Write first name, first names of friends, and begin learning to write own last name, using capital and lower case letters.                        | ✓                            | Over 200 blackline masters      | ✓                 |
| 4   | Write most letters and some words when they are dictated.   | ✓                            | Writing Sheets; Spelling Sheets | ✓                 |
| 5   | Write some consonant-vowel-consonant words such as <i>man</i> , <i>cat</i> , and <i>run</i> (demonstrating the alphabetic principle).             | ✓                            | Writing Sheets; Spelling Sheets | ✓                 |
| 6   | Write (unconventionally) to express own meaning.  | ✓                            | Grammar Sheets                  | ✓                 |
| 7   | Produce or dictate writing that approximates natural or story language.   | ✓                            | Grammar Sheets                  | ✓                 |
| <b>Spelling</b>                           |   |                              |                                 |                   |
| 1   | Use phonemic awareness and letter knowledge to spell independently.   | ✓                            | Over 200 blackline masters      | ✓                 |
| 2   | Spell some conventionally-spelled consonant-vowel-consonant words.  | ✓                            | Over 200 blackline masters      | ✓                 |
| <b>Handwriting</b>                        |   |                              |                                 |                   |
| 1   | Write uppercase and <b>lowercase letters</b> of the alphabet independently, closely approximating the correct shape and placement of the letters. | ✓                            | Over 200 blackline masters      | ✓                 |

| Topic                     | Description   | Lessons | Supplemental Material | Activities |
|---------------------------|---|---------|-----------------------|------------|
| <b>Narrative Writing</b>  |   |         |                       |            |
| 1                         | Write (unconventionally) brief stories that use drawings to support meaning and that label objects and places.            | ✓       | Grammar Sheets        | ✓          |
| <b>Expository Writing</b> |   |         |                       |            |
| 1                         | Write (unconventionally) simple messages or directions for a specific reason—or for a specific person or specific people. | N/A     | N/A                   | N/A        |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade K – Speaking and Listening**

| <b>Oregon Standards</b> |   | <b>My Reading Coach Gold</b> |                                       |                   |
|-------------------------|---|------------------------------|---------------------------------------|-------------------|
| <b>Topic</b>            | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b>          | <b>Activities</b> |
| <b>Speaking</b>         |   |                              |                                       |                   |
| 1                       | Recite short poems, rhymes, and songs.  | N/A                          | N/A                                   | N/A               |
| 2                       | Retell, reenact, or dramatize stories or parts of stories.                              | N/A                          | Oral Reading: Expert Sheets<br>4 - 20 | N/A               |
| 3                       | Show and tell using props.  | N/A                          | N/A                                   | N/A               |
| 4                       | Share information and ideas, speaking in complete, coherent sentences.                  | ✓                            | Oral Reading: Expert Sheets<br>4 - 20 | N/A               |
| 5                       | Describe people, places, things (e.g., size, color, and shape), locations, and actions. | ✓                            | Oral Reading: Expert Sheets<br>4 - 20 | N/A               |
| 6                       | Tell an experience or story in a logical sequence.                                      | N/A                          | Oral Reading: Expert Sheets<br>4 - 20 | N/A               |
| 7                       | Speak audibly.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 20 | N/A               |
| 8                       | Look at listeners most of the time.   | N/A                          | Oral Reading: Expert Sheets<br>4 - 20 | N/A               |
| <b>Listening</b>        |   |                              |                                       |                   |
| 1                       | Listen when others are speaking.  | N/A                          | Oral Reading: Expert Sheets<br>4 - 20 | N/A               |
| 2                       | Understand and follow one-and two-step oral directions.                                 | ✓                            | Oral Reading: Expert Sheets<br>4 - 20 | ✓                 |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade 1 – Reading**

| <b>Oregon Standards</b>              |  | <b>My Reading Coach Gold</b> |                                       |                   |
|--------------------------------------|--|------------------------------|---------------------------------------|-------------------|
| <b>Topic</b>                         | <b>Description</b>   | <b>Lessons</b>               | <b>Supplemental Material</b>          | <b>Activities</b> |
| <b>Concepts of Print</b>             |  |                              |                                       |                   |
| 1                                    | Identify letters, words, and sentences.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 32 | ✓                 |
| 2                                    | Match oral words to printed words.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 32 | ✓                 |
| 3                                    | Recognize that sentences start with capital letters and end with punctuation such as periods, question marks, and exclamation points.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 32 | ✓                 |
| <b>Phonemic Awareness</b>            |  |                              |                                       |                   |
| 1                                    | Create and state a series of rhyming words including consonant blends.   | N/A                          | N/A                                   | N/A               |
| 2                                    | Listen and distinguish initial, medial, and final sounds in single-syllable words.   | ✓                            | Over 200 blackline masters            | ✓                 |
| 3                                    | Listen and distinguish long and short vowel sounds in stated single-syllable words.  | ✓                            | Over 200 blackline masters            | ✓                 |
| 4                                    | Listen and count the number of sounds in a syllable; count the number of syllables in a word.  | ✓                            | Over 200 blackline masters            | ✓                 |
| 5                                    | Orally blend two to four spoken phonemes into recognizable words.  | ✓                            | Over 200 blackline masters            | ✓                 |
| 6                                    | Orally segment single syllable spoken words into their components.   | ✓                            | Over 200 blackline masters            | ✓                 |
| 7                                    | Add, delete, or change target sounds to change words.  | ✓                            | Over 200 blackline masters            | ✓                 |
| <b>Decoding and Word Recognition</b> |  |                              |                                       |                   |
| 1                                    | Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns, and blend those sounds into recognizable words. | ✓                            | Over 200 blackline masters            | ✓                 |
| 2                                    | Use letter-sound correspondence knowledge to sound out unknown words.  | ✓                            | Over 200 blackline masters            | ✓                 |
| 3                                    | Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.  | ✓                            | Over 200 blackline masters            | ✓                 |
| 4                                    | Read compound words and contractions.  | ✓                            | Over 200 blackline masters            | ✓                 |

| Topic  | Description   | Lessons | Supplemental Material                 | Activities |
|--|---|---------|---------------------------------------|------------|
| 5  | Read inflectional forms (e.g., -s, -ed, -ing), and root words (e.g., look, looked, looking).  | ✓       | Over 200 blackline masters            | ✓          |
| 6  | Read common word patterns.  | ✓       | Over 200 blackline masters            | ✓          |
| 7  | Read common irregular sight words accurately and fluently.  | ✓       | Over 200 blackline masters            | ✓          |
| 8  | Read aloud grade-level text with accuracy and comprehension in a manner that sounds like natural speech, using cues of punctuation to assist.   | ✓       | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| 9  | By the end of the first grade, read aloud unpracticed grade-level text at a target rate of 40-60 wcpm (words correct per minute).   | ✓       | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| 10   | Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.   | ✓       | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| <b>Listen to and Read Informational and Narrative Text</b> |   |         |                                       |            |
| 1  | Listen to, read, and understand a wide variety of grade-level informational and narrative text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry. | N/A     | N/A                                   | N/A        |
| 2  | Demonstrate listening comprehension of more complex text through discussions.   | ✓       | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| 3  | Monitor own reading and self-correct when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.  | ✓       | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| 4  | Notice when difficulties are encountered in understanding text.   | ✓       | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| <b>Vocabulary</b>  |   |         |                                       |            |
| 1  | Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.   | ✓       | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| 2  | Develop vocabulary by listening and discussing both familiar and conceptually challenging selections read aloud.  | N/A     | Oral Reading: Expert Sheets<br>4 - 32 | N/A        |

| Topic  | Description   | Lessons | Supplemental Material                 | Activities |
|--|---|---------|---------------------------------------|------------|
| 3  | Classify categories of words.   | N/A     | N/A                                   | N/A        |
| 4  | Use context to understand word and sentence meanings.   | ✓       | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| <b>Read to Perform a Task</b>                                |   |         |                                       |            |
| 1  | Read written directions, signs, captions, warning labels, and informational books.                            | ✓       | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| 2  | Locate the title, name of author, name of illustrator, and table of contents.                                 | N/A     | N/A                                   | N/A        |
| 3  | Alphabetize a list of words by the first letter.  | N/A     | N/A                                   | N/A        |
| 4  | Read and understand simple one-step written instructions.   | ✓       | Over 200 blackline masters            | ✓          |
| 5  | Obtain information from print illustrations.  | ✓       | Over 200 blackline masters            | ✓          |
| 6  | Identify text that uses sequence or other logical order.  | ✓       | Over 200 blackline masters            | ✓          |
| <b>Informational Text: Demonstrate General Understanding</b> |   |         |                                       |            |
| 1  | Describe new information gained from text in own words.   | N/A     | Oral Reading: Expert Sheets<br>4 - 32 | N/A        |
| 2  | Answer simple written comprehension questions based on material read.   | ✓       | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| <b>Informational Text: Develop an Interpretation</b>         |   |         |                                       |            |
| 1  | Make connections and discuss prior knowledge of topics in informational texts.                                | N/A     | Oral Reading: Expert Sheets<br>4 - 32 | N/A        |
| 2  | Discuss how, why, and what-if questions in sharing informational texts.                                       | N/A     | Oral Reading: Expert Sheets<br>4 - 32 | N/A        |
| <b>Informational Text: Examine Content and Structure</b>     |   |         |                                       |            |
| 1  | There are currently no grade 1 grade-level foundations for Informational Text: Examine Content and Structure. | N/A     | Oral Reading: Expert Sheets<br>4 - 32 | N/A        |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade 1 – Literature**

| <b>Oregon Standards</b>                                 |   | <b>My Reading Coach Gold</b> |                              |                   |
|---|---|------------------------------|------------------------------|-------------------|
| <b>Topic</b>  | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b> | <b>Activities</b> |
| <b>Listen to and Read Literary Text</b>                 |   |                              |                              |                   |
| 1   | Listen to text and read text to make connections and respond to a wide variety of significant works of children’s literature—including poetry, fiction, non-fiction, and drama—from a variety of cultures and time periods. | N/A                          | N/A                          | N/A               |
| 2   | Demonstrate listening comprehension of more complex literary text through discussions.  | N/A                          | N/A                          | N/A               |
| <b>Literary Text: Demonstrate General Understanding</b> |   |                              |                              |                   |
| 1   | Describe the roles of authors and illustrators.   | N/A                          | N/A                          | N/A               |
| 2   | Recollect, talk, and write about books read during the school year.   | N/A                          | N/A                          | N/A               |
| 3   | Retell the main events of the story describing the beginning, the middle, and the end.  | N/A                          | N/A                          | N/A               |
| 4   | Sequence the events in the story.   | N/A                          | N/A                          | N/A               |
| <b>Literary Text: Develop an Interpretation</b>         |   |                              |                              |                   |
| 1   | Relate prior knowledge to the story.  | N/A                          | N/A                          | N/A               |
| 2   | Predict and justify what will happen next in stories.   | N/A                          | N/A                          | N/A               |
| <b>Literary Text: Examine Content and Structure</b>     |   |                              |                              |                   |
| 1   | Distinguish fantasy from realistic text.  | N/A                          | N/A                          | N/A               |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade 1 – Writing**

| <b>Oregon Standards</b>                   |  | <b>My Reading Coach Gold</b> |                              |                   |
|---|--|------------------------------|------------------------------|-------------------|
| <b>Topic</b>                              | <b>Description</b>   | <b>Lessons</b>               | <b>Supplemental Material</b> | <b>Activities</b> |
| <b>Planning, Evaluation, and Revision</b> |  |                              |                              |                   |
| 1   | With guidance, discuss ideas and select a focus when writing.  | N/A                          | N/A                          | N/A               |
| 2   | With assistance, compose fairly readable first drafts using some parts of the writing process such as planning, drafting, rereading for meaning, and some self-correction. | N/A                          | N/A                          | N/A               |
| <b>Writing</b>                            |  |                              |                              |                   |
| 1   | With assistance, write for different purposes and to a specific audience or person.  | N/A                          | N/A                          | N/A               |
| 2   | Develop an idea with an identifiable beginning, middle and end.  | N/A                          | N/A                          | N/A               |
| 3   | Sequence two or more events.   | N/A                          | N/A                          | N/A               |
| 4   | Use descriptive words when writing.  | ✓                            | Grammar Sheets               | ✓                 |
| 5   | Write in complete sentences and distinguish whether simple sentences are incomplete or fail to make sense.   | ✓                            | Grammar Sheets               | ✓                 |
| <b>Spelling</b>                           |  |                              |                              |                   |
| 1   | Spell correctly three- and four-letter short vowel words.  | ✓                            | Over 200 blackline masters   | ✓                 |
| 2   | Use spelling/phonics-based knowledge to spell independently when necessary.  | ✓                            | Over 200 blackline masters   | ✓                 |
| 3   | Show spelling consciousness or sensitivity to conventional spelling.   | ✓                            | Over 200 blackline masters   | ✓                 |
| <b>Grammar</b>                            |  |                              |                              |                   |
| 1   | Identify and correctly write singular and plural nouns.  | ✓                            | Grammar Sheets               | ✓                 |
| 2   | Identify and correctly write simple possessive pronouns.   | ✓                            | Grammar Sheets               | ✓                 |

| Topic                          | Description   | Lessons | Supplemental Material | Activities |
|--------------------------------|---|---------|-----------------------|------------|
| <b>Punctuation</b>             |   |         |                       |            |
| 1                              | Correctly use periods, exclamation points, and question marks at the end of sentences.  | ✓       | Grammar Sheets        | ✓          |
| <b>Capitalization</b>          |   |         |                       |            |
| 1                              | Capitalize the first word of a sentence, names of people, and the pronoun I.  | ✓       | Grammar Sheets        | ✓          |
| <b>Handwriting</b>             |   |         |                       |            |
| 1                              | Print legibly and space letters, words, and sentences appropriately.  | ✓       | Grammar Sheets        | ✓          |
| <b>Narrative Writing</b>       |   |         |                       |            |
| 1                              | Write brief stories that describe an experience.  | ✓       | Grammar Sheets        | ✓          |
| <b>Expository Writing</b>      |   |         |                       |            |
| 1                              | Write simple expository descriptions of a real object, person, place, or event using words that help the reader to see, feel, smell, taste, and hear what is being described. | ✓       | Grammar Sheets        | ✓          |
| 2                              | Write simple directions.  | N/A     | N/A                   | N/A        |
| <b>Research Report Writing</b> |   |         |                       |            |
| 1                              | With guidance, gather information about a topic and sort it into major categories.  | N/A     | N/A                   | N/A        |

**Oregon State Standard**  
**English/Language Arts Grade-level Foundations**  
**Grade 1 – Speaking and Listening**

| <b>Oregon Standards</b> |   | <b>My Reading Coach Gold</b> |                                       |                   |
|-------------------------|---|------------------------------|---------------------------------------|-------------------|
| <b>Topic</b>            | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b>          | <b>Activities</b> |
| <b>Speaking</b>         |   |                              |                                       |                   |
| 1                       | Recite poems, rhymes, songs, and stories.   | N/A                          | N/A                                   | N/A               |
| 2                       | Stay on topic when speaking.  | N/A                          | N/A                                   | N/A               |
| 3                       | Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions. | N/A                          | Oral Reading: Expert Sheets<br>4 - 32 | N/A               |
| 4                       | Relate an important life event or personal experience in a simple sequence.   | N/A                          | N/A                                   | N/A               |
| 5                       | With guidance, use descriptive words when speaking about people, places, things, and events.  | N/A                          | Oral Reading: Expert Sheets<br>4 - 32 | N/A               |
| 6                       | Speak clearly.  | N/A                          | Oral Reading: Expert Sheets<br>4 - 32 | N/A               |
| 7                       | Look at listeners.  | N/A                          | N/A                                   | N/A               |
| <b>Listening</b>        |   |                              |                                       |                   |
| 1                       | Listen attentively.   | N/A                          | Oral Reading: Expert Sheets<br>4 - 32 | N/A               |
| 2                       | Ask questions for clarification and understanding.  | N/A                          | Oral Reading: Expert Sheets<br>4 - 32 | N/A               |
| 3                       | Give, restate, and follow simple two-step directions  | N/A                          | N/A                                   | N/A               |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade 2 – Reading**

| <b>Oregon Standards</b>                                    |   | <b>My Reading Coach Gold</b> |                                       |                   |
|--|---|------------------------------|---------------------------------------|-------------------|
| <b>Topic</b>   | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b>          | <b>Activities</b> |
| <b>Decoding and Word Recognition</b>                       |   |                              |                                       |                   |
| 1  | Read regular multi-syllabic words.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| 2  | Use letter-sound correspondence knowledge to sound out unknown words.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| 3  | Recognize and use knowledge of spelling patterns when reading.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| 4  | Apply knowledge of basic syllabication rules when reading.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| 5  | Recognize and correctly read and use regular plurals and irregular plurals.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| 6  | Recognize common abbreviations.   | ✓                            | Grammar Sheets                        | ✓                 |
| 7  | Read aloud grade-level text fluently and accurately with appropriate intonation and expression using cues of punctuation to assist.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| 8  | By the end of the second grade, read aloud unpracticed grade-level text at a target rate of 90-100 wcpm (words correct per minute).   | ✓                            | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| 9  | Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| <b>Listen to and Read Informational and Narrative Text</b> |   |                              |                                       |                   |
| 1  | Listen to, read, and understand a wide variety of grade-level informational and narrative text including children’s magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry. | N/A                          | Oral Reading: Expert Sheets<br>4 - 46 | N/A               |
| 2  | Demonstrate listening comprehension of more complex text through discussions.   | N/A                          | Oral Reading: Expert Sheets<br>4 - 46 | N/A               |

| Topic                         | Description  | Lessons | Supplemental Material                 | Activities |
|-------------------------------|--|---------|---------------------------------------|------------|
| 3                             | Draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. | ✓       | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| 4                             | Reread sentences when meaning is not clear.  | ✓       | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| 5                             | Read voluntarily for interest and own purposes.  | N/A     | N/A                                   | N/A        |
| <b>Vocabulary</b>             |  |         |                                       |            |
| 1                             | Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.  | ✓       | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| 2                             | Develop vocabulary by listening and discussing both familiar and conceptually challenging selections read aloud.   | ✓       | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| 3                             | Know and explain common antonyms and synonyms.   | ✓       | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| 4                             | Use knowledge of individual words in unknown compound words to predict their meaning.  | ✓       | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| 5                             | Know the meaning of simple prefixes and suffixes.  | ✓       | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| 6                             | Use context to identify simple multiple-meaning words.   | ✓       | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| 7                             | Determine meanings of words by using a dictionary or glossary.   | N/A     | N/A                                   | N/A        |
| <b>Read to Perform a Task</b> |  |         |                                       |            |
| 1                             | Read written directions, signs, captions, warning labels, and informational books.   | ✓       | Over 200 blackline masters            | ✓          |
| 2                             | Use titles, tables of contents, and chapter headings to locate information in text.  | N/A     | N/A                                   | N/A        |
| 3                             | Interpret information from diagrams, charts, and graphs.   | N/A     | N/A                                   | N/A        |
| 4                             | Alphabetize a list of words to the second letter.  | N/A     | N/A                                   | N/A        |
| 5                             | Follow two-step written instructions.  | ✓       | Over 200 blackline masters            | ✓          |

| Topic  | Description  | Lessons | Supplemental Material                 | Activities |
|--|--|---------|---------------------------------------|------------|
| <b>Informational Text: Demonstrate General Understanding</b> |  |         |                                       |            |
| 1  | Read informational texts for answers to specific questions or for specific purposes. | ✓       | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| 2  | Recall facts and details in the text to clarify and organize ideas.                  | ✓       | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| <b>Informational Text: Develop an Interpretation</b>         |  |         |                                       |            |
| 1  | Pose possible answers to how, why, and what-if questions.                            | N/A     | Oral Reading: Expert Sheets<br>4 - 46 | N/A        |
| 2  | Connect the information in text to life experiences, text, and world.                | N/A     | Oral Reading: Expert Sheets<br>4 - 46 | N/A        |
| <b>Informational Text: Examine Content and Structure</b>     |  |         |                                       |            |
| 1  | Connect and compare information across selections.                                   | N/A     | N/A                                   | N/A        |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade 2 – Literature**

| <b>Oregon Standards</b>                                 |   | <b>My Reading Coach Gold</b> |                                       |                   |
|---|---|------------------------------|---------------------------------------|-------------------|
| <b>Topic</b>  | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b>          | <b>Activities</b> |
| <b>Listen to and Read Literary Text</b>                 |   |                              |                                       |                   |
| 1   | Listen to text and read text to make connections and respond to a wide variety of significant works of children’s literature—including poetry, fiction, non-fiction, and drama—from a variety of cultures and time periods. | N/A                          | N/A                                   | N/A               |
| 2   | Demonstrate listening comprehension of more complex literary text through discussions.  | N/A                          | N/A                                   | N/A               |
| <b>Literary Text: Demonstrate General Understanding</b> |   |                              |                                       |                   |
| 1   | Retell the sequence of the story.   | N/A                          | Oral Reading: Expert Sheets<br>4 - 46 | N/A               |
| 2   | Identify and describe the plot, setting, and character(s) in the story.   | N/A                          | Oral Reading: Expert Sheets<br>4 - 46 | N/A               |
| <b>Literary Text: Develop an Interpretation</b>         |   |                              |                                       |                   |
| 1   | Make and confirm predictions about what will happen next.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| 2   | Describe cause-and-effect of specific events.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| <b>Literary Text: Examine Content and Structure</b>     |   |                              |                                       |                   |
| 1   | Connect and compare similarities in characters and events across stories.   | N/A                          | N/A                                   | N/A               |
| 2   | Recognize the use of rhyme, rhythm, and alliteration by a poet, and discuss its use.  | N/A                          | N/A                                   | N/A               |
| 3   | Take part in creative responses to texts such as dramatizations and oral presentations.   | N/A                          | N/A                                   | N/A               |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade 2 – Writing**

| <b>Oregon Standards</b>                   |  | <b>My Reading Coach Gold</b> |                              |                   |
|---|--|------------------------------|------------------------------|-------------------|
| <b>Topic</b>                              | <b>Description</b>   | <b>Lessons</b>               | <b>Supplemental Material</b> | <b>Activities</b> |
| <b>Planning, Evaluation, and Revision</b> |  |                              |                              |                   |
| 1   | Create a list of ideas for writing.  | N/A                          | N/A                          | N/A               |
| 2   | In addition to drafting and revising, begin to use additional parts of the writing process such as conferencing.                                   | N/A                          | N/A                          | N/A               |
| 3   | With assistance, revise original drafts to improve sequence and provide more descriptive detail.   | N/A                          | Grammar Sheets               | N/A               |
| 4   | With guidance, proofread one’s own writing, as well as that of others, using, for example, an editing checklist or list of rules.                  | N/A                          | Grammar Sheets               | N/A               |
| <b>Writing</b>                            |  |                              |                              |                   |
| 1   | With guidance, make reasonable judgments about what to include in written compositions.  | N/A                          | N/A                          | N/A               |
| 2   | Group related ideas to maintain a consistent focus.  | N/A                          | N/A                          | N/A               |
| 3   | Develop an idea with an introductory sentence, supporting sentence, and a concluding sentence.   | N/A                          | N/A                          | N/A               |
| 4   | Sequence three or more events.   | N/A                          | N/A                          | N/A               |
| 5   | Select and use descriptive words when writing.   | ✓                            | Grammar Sheets               | ✓                 |
| 6   | Distinguish between complete and incomplete sentences.   | ✓                            | Grammar Sheets               | ✓                 |
| 7   | Use correct word order in written sentences.   | ✓                            | Grammar Sheets               | ✓                 |
| <b>Spelling</b>                           |  |                              |                              |                   |
| 1   | Spell correctly words which are used frequently but do not fit common spelling patterns such as <i>was, were, says, said, who, what, and why</i> . | ✓                            | Over 200 blackline masters   | ✓                 |
| 2   | Spell correctly words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.   | ✓                            | Over 200 blackline masters   | ✓                 |
| 3   | Spell correctly previously studied words and spelling patterns in own writing.   | ✓                            | Over 200 blackline masters   | ✓                 |
| 4   | Represent all sounds in a word when spelling independently.  | ✓                            | Over 200 blackline masters   | ✓                 |

| Topic                          | Description  | Lessons | Supplemental Material      | Activities |
|--------------------------------|--|---------|----------------------------|------------|
| <b>Grammar</b>                 |  |         |                            |            |
| 1                              | Identify and correctly write various parts of speech, including nouns and verbs.   | ✓       | Grammar Sheets             | ✓          |
| 2                              | Identify and begin to correctly write a few contractions.  | ✓       | Grammar Sheets             | ✓          |
| <b>Punctuation</b>             |  |         |                            |            |
| 1                              | Use commas in the greeting and closure of a letter and with dates and items in a series.   | ✓       | Grammar Sheets             | ✓          |
| <b>Capitalization</b>          |  |         |                            |            |
| 1                              | Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.  | ✓       | Grammar Sheets             | ✓          |
| <b>Handwriting</b>             |  |         |                            |            |
| 1                              | Form letters correctly and space words and sentences properly so that printing can be read easily by another person.   | ✓       | Over 200 blackline masters | ✓          |
| <b>Narrative Writing</b>       |  |         |                            |            |
| 1                              | Write brief narratives based on personal experiences: <ul style="list-style-type: none"> <li>• Move through a logical sequence of events.</li> <li>• Describe the setting, characters, objects, and events.</li> </ul> | N/A     | N/A                        | N/A        |
| <b>Expository Writing</b>      |  |         |                            |            |
| 1                              | Write a brief description of a familiar object, person, place, or event: <ul style="list-style-type: none"> <li>• Develop a main idea.</li> <li>• Use details to support the main idea.</li> </ul>                     | N/A     | N/A                        | N/A        |
| 2                              | Write a friendly letter complete with the date, salutation, body, closing, and signature.  | N/A     | N/A                        | N/A        |
| 3                              | Write instructions that illustrate multiple steps.   | N/A     | N/A                        | N/A        |
| 4                              | With organizational help, begin writing brief informative reports.   | N/A     | N/A                        | N/A        |
| <b>Research Report Writing</b> |  |         |                            |            |
| 1                              | Understand the purposes of various reference materials.  | N/A     | N/A                        | N/A        |
| 2                              | Find ideas for writing in pictures and/or books.   | N/A     | N/A                        | N/A        |

**Oregon State Standard**  
**English/Language Arts Grade-level Foundations**  
**Grade 2 – Speaking and Listening**

| <b>Oregon Standards</b> |   | <b>My Reading Coach Gold</b> |                                       |                   |
|-------------------------|---|------------------------------|---------------------------------------|-------------------|
| <b>Topic</b>            | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b>          | <b>Activities</b> |
| <b>Speaking</b>         |   |                              |                                       |                   |
| 1                       | Retell stories in own words including characters, setting, and plot.    | ✓                            | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| 2                       | Tell experiences in logical order.                                      | ✓                            | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| 3                       | With guidance, report on a topic with supportive facts and details.     | N/A                          | N/A                                   | N/A               |
| 4                       | With guidance, organize presentations to maintain a clear focus.        | N/A                          | N/A                                   | N/A               |
| 5                       | Speak clearly and at an appropriate pace for the type of communication. | N/A                          | N/A                                   | N/A               |
| <b>Listening</b>        |   |                              |                                       |                   |
| 1                       | Determine the purposes of listening.                                    | ✓                            | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| 2                       | Ask for clarification and explanation of stories and ideas.             | N/A                          | Oral Reading: Expert Sheets<br>4 - 46 | N/A               |
| 3                       | Retell in own words information that has been shared orally by others.  | N/A                          | Oral Reading: Expert Sheets<br>4 - 46 | N/A               |
| 4                       | Give and follow three- and four-step oral directions.                   | N/A                          | Oral Reading: Expert Sheets<br>4 - 46 | N/A               |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade 3 – Reading**

| <b>Oregon Standards</b>                                    |   | <b>My Reading Coach Gold</b> |                                       |                   |
|--|---|------------------------------|---------------------------------------|-------------------|
| <b>Topic</b>   | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b>          | <b>Activities</b> |
| <b>Decoding and Word Recognition</b>                       |   |                              |                                       |                   |
| 1  | Read regular words with several syllables.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 2  | Use letter-sound correspondence knowledge and structural analysis to decode words.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 3  | Know and use more complex word patterns when reading to decode unfamiliar words.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 4  | Read aloud grade-level narrative text and expository text fluently and accurately with appropriate pacing, change in voice, and expression.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 5  | Read aloud unpracticed grade-level text at a target rate of 110-120 wcpm (words correct per minute).  | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 6  | Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| <b>Listen to and Read Informational and Narrative Text</b> |   |                              |                                       |                   |
| 1  | Listen to, read, and understand a wide variety of grade-level informational and narrative text including children’s magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry. | N/A                          | Oral Reading: Expert Sheets<br>4 - 61 | N/A               |
| 2  | Demonstrate listening comprehension of more complex text through discussions.   | N/A                          | Oral Reading: Expert Sheets<br>4 - 61 | N/A               |
| 3  | Draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.      | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 4  | Point to or clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 5  | Read longer selections and books independently.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |

| Topic  | Description   | Lessons | Supplemental Material                 | Activities |
|--|---|---------|---------------------------------------|------------|
| <b>Vocabulary</b>  |   |         |                                       |            |
| 1  | Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text. | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 2  | Develop vocabulary by listening and discussing both familiar and conceptually challenging selections read aloud.  | N/A     | Oral Reading: Expert Sheets<br>4 - 61 | N/A        |
| 3  | Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.  | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 4  | Use sentence and word context to find the meaning of unknown words.   | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 5  | Categorize words by their relationships.  | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 6  | Infer word meanings from taught roots, prefixes, and suffixes.  | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 7  | Use a dictionary or glossary to learn the meaning and other features of unknown words.  | N/A     | N/A                                   | N/A        |
| <b>Read to Perform a Task</b>                                |   |         |                                       |            |
| 1  | Read written directions, signs, captions, warning labels, and informational books.  | N/A     | N/A                                   | N/A        |
| 2  | Use titles, tables of contents, chapter headings, illustrations, captions, glossaries, and indexes to locate information in text.   | N/A     | N/A                                   | N/A        |
| 3  | Interpret information from diagrams, charts, and graphs.  | N/A     | N/A                                   | N/A        |
| 4  | Follow simple multiple-step written instructions.   | ✓       | Over 200 blackline masters            | ✓          |
| 5  | Alphabetize a list of words to the third letter.  | N/A     | N/A                                   | N/A        |
| 6  | Use dictionaries, encyclopedias, CD ROMs, and Internet to locate information.   | N/A     | N/A                                   | N/A        |
| <b>Informational Text: Demonstrate General Understanding</b> |   |         |                                       |            |
| 1  | Demonstrate comprehension by identifying answers to questions about the text.   | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 2  | Distinguish the main idea and supporting details in informational text.   | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |

| Topic  | Description   | Lessons | Supplemental Material                 | Activities |
|--|---|---------|---------------------------------------|------------|
| 3  | Determine significant information from the text, including problems and solutions.  | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 4  | Summarize major points from informational text.   | N/A     | Oral Reading: Expert Sheets<br>4 - 61 | N/A        |
| <b>Informational Text: Develop an Interpretation</b>     |   |         |                                       |            |
| 1  | Recall major points in the text and make predictions about forthcoming information.   | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 2  | Distinguish cause-and-effect and fact and opinion.  | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 3  | Ask how, why, and what-if questions when interpreting informational texts.  | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 4  | Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. | N/A     | Oral Reading: Expert Sheets<br>4 - 61 | N/A        |
| <b>Informational Text: Examine Content and Structure</b> |   |         |                                       |            |
| 1  | Use knowledge of the author's purpose to comprehend informational text.   | N/A     | N/A                                   | N/A        |
| 2  | Take part in creative response to text, such as dramatizations and oral presentations.  | N/A     | N/A                                   | N/A        |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade 3 – Literature**

| <b>Oregon Standards</b>                                 |   | <b>My Reading Coach Gold</b> |                                       |                   |
|---|---|------------------------------|---------------------------------------|-------------------|
| <b>Topic</b>  | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b>          | <b>Activities</b> |
| <b>Listen to and Read Literary Text</b>                 |   |                              |                                       |                   |
| 1   | Listen to text and read text to make connections and respond to a wide variety of significant works of children’s literature—including poetry, fiction, non-fiction, and drama—from a variety of cultures and time periods. | N/A                          | Oral Reading: Expert Sheets<br>4 - 61 | N/A               |
| 2   | Demonstrate listening comprehension of more complex literary text through discussions.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| <b>Literary Text: Demonstrate General Understanding</b> |   |                              |                                       |                   |
| 1   | Identify the speaker or narrator in a selection.  | N/A                          | N/A                                   | N/A               |
| 2   | Distinguish the order of events or a specific event from a sequence of events.  | N/A                          | N/A                                   | N/A               |
| 3   | Determine significant events from the story.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 4   | Summarize major points from literary text.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| <b>Literary Text: Develop an Interpretation</b>         |   |                              |                                       |                   |
| 1   | Determine what characters are like by what they say or do and by how the author or illustrator portrays them.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 2   | Predict probable future outcomes or actions.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 3   | Determine and discuss the underlying theme or author’s message in literary text.  | N/A                          | Oral Reading: Expert Sheets<br>4 - 61 | N/A               |
| 4   | Recognize cause-and-effect relationships in literary text.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| <b>Literary Text: Examine Content and Structure</b>     |   |                              |                                       |                   |
| 1   | Compare and contrast versions of the same stories from different cultures.  | N/A                          | N/A                                   | N/A               |
| 2   | Create different endings to stories and identify the reason and the impact of the endings.  | N/A                          | N/A                                   | N/A               |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade 3 – Writing**

| <b>Oregon Standards</b>                   |   | <b>My Reading Coach Gold</b> |                              |                   |
|---|---|------------------------------|------------------------------|-------------------|
| <b>Topic</b>                              | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b> | <b>Activities</b> |
| <b>Planning, Evaluation, and Revision</b> |   |                              |                              |                   |
| 1   | Find ideas for writing stories and descriptions through various sources, including conversations with others, and in books, magazines, textbooks, or on the Internet. | N/A                          | N/A                          | N/A               |
| 2   | Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.  | N/A                          | N/A                          | N/A               |
| 3   | With some guidance, use all aspects of the writing process in producing compositions and reports.   | N/A                          | N/A                          | N/A               |
| 4   | Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.  | N/A                          | N/A                          | N/A               |
| 5   | With assistance, revise writing for others to read improving the focus and progression of ideas.  | N/A                          | N/A                          | N/A               |
| 6   | With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.                                     | N/A                          | N/A                          | N/A               |
| 7   | Present and discuss own writing with other students, and respond helpfully to other students' compositions.   | N/A                          | N/A                          | N/A               |
| <b>Writing</b>                            |   |                              |                              |                   |
| 1   | Write appropriately for purpose and audience.   | N/A                          | N/A                          | N/A               |
| 2   | Create a single paragraph with a topic sentence, simple supporting facts and details, and a concluding sentence.  | N/A                          | Grammar Sheets               | N/A               |
| 3   | Use vivid adjectives and action verbs.  | ✓                            | Grammar Sheets               | ✓                 |
| 4   | Begin to elaborate descriptions and incorporate figurative wording in own writing.  | N/A                          | N/A                          | N/A               |
| 5   | Write correctly complete sentences of statement, command, question, or exclamation.   | ✓                            | Grammar Sheets               | ✓                 |

| Topic                 | Description  | Lessons | Supplemental Material      | Activities |
|-----------------------|--|---------|----------------------------|------------|
| <b>Spelling</b>       |  |         |                            |            |
| 1                     | Spell correctly: <ul style="list-style-type: none"> <li>• one-syllable words that have blends or a silent letter;</li> <li>• contractions;</li> <li>• compounds;</li> <li>• common spelling patterns; and</li> <li>• common homophones.</li> </ul> | ✓       | Over 200 blackline masters | ✓          |
| 2                     | Spell correctly previously studied words and spelling patterns in own writing.   | ✓       | Over 200 blackline masters | ✓          |
| 3                     | Notice when words are not correct, and use a variety of strategies to correct.   | ✓       | Over 200 blackline masters | ✓          |
| <b>Grammar</b>        |  |         |                            |            |
| 1                     | Use subjects and verbs that are in agreement.  | ✓       | Grammar Sheets             | ✓          |
| 2                     | Correctly use past, present, and future verb tenses.   | ✓       | Grammar Sheets             | ✓          |
| 3                     | Correctly use pronouns, adjectives, compound nouns, and articles.  | ✓       | Grammar Sheets             | ✓          |
| 4                     | Identify and correctly write singular possessive nouns.  | ✓       | Grammar Sheets             | ✓          |
| <b>Punctuation</b>    |  |         |                            |            |
| 1                     | Use commas in dates, locations and addresses, and for items in a series.   | ✓       | Grammar Sheets             | ✓          |
| 2                     | Approximate correct use of quotation marks to show that someone is speaking.   | ✓       | Grammar Sheets             | ✓          |
| <b>Capitalization</b> |  |         |                            |            |
| 1                     | Capitalize correctly geographical names, holidays, and special events.   | ✓       | Grammar Sheets             | ✓          |
| <b>Handwriting</b>    |  |         |                            |            |
| 1                     | Write legibly in cursive and manuscript, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.   | ✓       | Over 200 blackline masters | ✓          |

| Topic                          | Description   | Lessons | Supplemental Material | Activities |
|--------------------------------|---|---------|-----------------------|------------|
| <b>Narrative Writing</b>       |   |         |                       |            |
| 1                              | Write narratives: <ul style="list-style-type: none"> <li>• Provide a context within which an action takes place.</li> <li>• Include well-chosen details to develop the plot.</li> <li>• With some guidance, provide insight into why the selected incident is memorable.</li> </ul>           | N/A     | N/A                   | N/A        |
| <b>Expository Writing</b>      |   |         |                       |            |
| 1                              | Write descriptive pieces about people, places, things, or experiences: <ul style="list-style-type: none"> <li>• Develop a unified main idea.</li> <li>• Use details to support the main idea.</li> </ul>  | N/A     | N/A                   | N/A        |
| 2                              | Write letters, thank-you notes, and invitations: <ul style="list-style-type: none"> <li>• With assistance, determine the knowledge and interests of the audience and establish a purpose and context.</li> <li>• Include the date, proper salutation, body, closing, and signature</li> </ul> | N/A     | N/A                   | N/A        |
| 3                              | Write brief reports: <ul style="list-style-type: none"> <li>• Include observations and information from two or more sources.</li> <li>• Use diagrams, charts, or illustrations that are appropriate to the text.</li> </ul>   | N/A     | N/A                   | N/A        |
| 4                              | Write brief responses to literary text: <ul style="list-style-type: none"> <li>• Include what the text is about.</li> <li>• Include personal response to text supported by reasons.</li> </ul>  | N/A     | N/A                   | N/A        |
| <b>Research Report Writing</b> |   |         |                       |            |
| 1                              | Understand the structure and organization of various reference materials.   | N/A     | N/A                   | N/A        |

**Oregon State Standard**  
**English/Language Arts Grade-level Foundations**  
**Grade 3 – Speaking and Listening**

| <b>Oregon Standards</b> |   | <b>My Reading Coach Gold</b> |                                       |                   |
|-------------------------|---|------------------------------|---------------------------------------|-------------------|
| <b>Topic</b>            | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b>          | <b>Activities</b> |
| <b>Speaking</b>         |   |                              |                                       |                   |
| 1                       | With guidance, organize ideas sequentially or around major points of information.   | N/A                          | N/A                                   | N/A               |
| 2                       | Provide a beginning, middle, and end, including concrete details that develop a central idea.   | N/A                          | N/A                                   | N/A               |
| 3                       | With assistance, clarify and enhance oral presentations through the use of appropriate props.   | N/A                          | N/A                                   | N/A               |
| 4                       | Use clear and specific vocabulary to communicate and, with assistance, establish the tone.  | N/A                          | N/A                                   | N/A               |
| 5                       | Use appropriate intonation and vocal patterns to emphasize important points.  | ✓                            | Grammar Sheets                        | ✓                 |
| 6                       | Maintain good eye contact while speaking.   | N/A                          | N/A                                   | N/A               |
| <b>Listening</b>        |   |                              |                                       |                   |
| 1                       | Retell in own words and explain what has been said by a speaker.  | N/A                          | Oral Reading: Expert Sheets<br>4 - 61 | N/A               |
| 2                       | Connect and relate prior experiences, insights, and ideas to those of a speaker.  | N/A                          | Oral Reading: Expert Sheets<br>4 - 61 | N/A               |
| 3                       | Answer questions completely and with appropriate elaboration.   | N/A                          | Oral Reading: Expert Sheets<br>4 - 61 | N/A               |
| 4                       | Identify the sound elements of literary language, including rhymes, repeated sounds, and instances of naming something by using a sound associated with it. | N/A                          | N/A                                   | N/A               |
| <b>Analysis</b>         |   |                              |                                       |                   |
| 1                       | Distinguish between the speaker's opinions and verifiable facts.  | N/A                          | N/A                                   | N/A               |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade 4 – Reading**

| <b>Oregon Standards</b>                                    |   | <b>My Reading Coach Gold</b> |                                       |                   |
|--|---|------------------------------|---------------------------------------|-------------------|
| <b>Topic</b>   | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b>          | <b>Activities</b> |
| <b>Decoding and Word Recognition</b>                       |   |                              |                                       |                   |
| 1  | Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression; by the end of fourth grade, read aloud unpracticed grade-level text at a rate of 115-140 wcpm (words correct per minute).     | N/A                          | Oral Reading: Expert Sheets<br>4 - 61 | N/A               |
| 2  | Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| <b>Listen to and Read Informational and Narrative Text</b> |   |                              |                                       |                   |
| 1  | Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.  | N/A                          | N/A                                   | N/A               |
| 2  | Make connections to text, within text, and among texts across the subject areas.  | N/A                          | N/A                                   | N/A               |
| 3  | Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.  | N/A                          | Oral Reading: Expert Sheets<br>4 - 61 | N/A               |
| 4  | Match reading to purpose—location of information, full comprehension, and personal enjoyment.   | N/A                          | N/A                                   | N/A               |
| 5  | Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 6  | Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |

| Topic  | Description  | Lessons | Supplemental Material                 | Activities |
|--|--|---------|---------------------------------------|------------|
| <b>Vocabulary</b>  |  |         |                                       |            |
| 1  | Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.                            | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 2  | Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.   | N/A     | Oral Reading: Expert Sheets<br>4 - 61 | N/A        |
| 3  | Determine meanings of words using contextual and structural clues.   | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 4  | Distinguish and interpret words with multiple meanings by using context clues.   | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 5  | Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.   | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 6  | Use knowledge of root words to determine the meaning of unknown words within a passage.  | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 7  | Use common roots and word parts derived from Greek and Latin, and use this knowledge to analyze the meaning of complex words.  | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| <b>Read to Perform a Task</b>                                |  |         |                                       |            |
| 1  | Read textbooks, biographical sketches, letters, diaries, directions, procedures, catalogs, magazines, and informational books.   | N/A     | N/A                                   | N/A        |
| 2  | Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text. | N/A     | N/A                                   | N/A        |
| 3  | Find information in specialized materials.   | N/A     | N/A                                   | N/A        |
| 4  | Use structural features found in informational text to strengthen comprehension.   | N/A     | N/A                                   | N/A        |
| <b>Informational Text: Demonstrate General Understanding</b> |  |         |                                       |            |
| 1  | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.   | N/A     | Oral Reading: Expert Sheets<br>4 - 61 | N/A        |

| Topic  | Description   | Lessons | Supplemental Material                 | Activities |
|--|---|---------|---------------------------------------|------------|
| 2  | Identify key facts and information after reading two passages or articles on the same topic.  | N/A     | N/A                                   | N/A        |
| <b>Informational Text: Develop an Interpretation</b>     |   |         |                                       |            |
| 1  | Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, and important words. | N/A     | N/A                                   | N/A        |
| 2  | Draw inferences or conclusions about an author's meaning supported by facts and events from the text.   | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 3  | Identify the main idea of a passage when it is not explicitly stated.   | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| <b>Informational Text: Examine Content and Structure</b> |   |         |                                       |            |
| 1  | Determine the author's purpose, and relate it to details in the text.   | N/A     | N/A                                   | N/A        |
| 2  | Distinguish between cause-and-effect and between fact and opinion in expository text.   | N/A     | N/A                                   | N/A        |
| 3  | Recognize text that is written primarily to persuade, and distinguish between informational and persuasive text.  | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| 4  | Identify and analyze text that uses sequential or chronological order.  | N/A     | N/A                                   | N/A        |
| 5  | Distinguish text that is biographical and autobiographical.   | N/A     | N/A                                   | N/A        |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade 4 – Literature**

| <b>Oregon Standards</b>                                 |   | <b>My Reading Coach Gold</b> |                                       |                   |
|---|---|------------------------------|---------------------------------------|-------------------|
| <b>Topic</b>  | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b>          | <b>Activities</b> |
| <b>Listen to and Read Literary Text</b>                 |   |                              |                                       |                   |
| 1   | Listen to text and read text to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods that enhance the study of other subjects. | N/A                          | N/A                                   | N/A               |
| 2   | Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.  | N/A                          | Oral Reading: Expert Sheets<br>4 - 61 | N/A               |
| <b>Literary Text: Demonstrate General Understanding</b> |   |                              |                                       |                   |
| 1   | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.  | N/A                          | N/A                                   | N/A               |
| 2   | Identify the main problem or conflict of the plot, and explain how it is resolved.  | N/A                          | N/A                                   | N/A               |
| <b>Literary Text: Develop an Interpretation</b>         |   |                              |                                       |                   |
| 1   | Make and confirm predictions about text using ideas presented in the text itself.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 2   | Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.  | N/A                          | Oral Reading: Expert Sheets<br>4 - 61 | N/A               |
| 3   | Identify the main idea of a passage when it is not explicitly stated.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 4   | Draw inferences or conclusions about a text based on explicitly stated information.   | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| <b>Literary Text: Examine Content and Structure</b>     |   |                              |                                       |                   |
| 1   | Recognize that certain words and rhyming patterns can be used in a selection to imitate sound.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 2   | Compare and contrast tales from different cultures, and tell why there are similar tales in diverse cultures.   | N/A                          | N/A                                   | N/A               |
| 3   | Differentiate among various imaginative forms of literature.  | N/A                          | N/A                                   | N/A               |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade 4 – Writing**

| <b>Oregon Standards</b>                   |   | <b>My Reading Coach Gold</b> |                              |                   |
|---|---|------------------------------|------------------------------|-------------------|
| <b>Topic</b>                              | <b>Description</b>  | <b>Lessons</b>               | <b>Supplemental Material</b> | <b>Activities</b> |
| <b>Planning, Evaluation, and Revision</b> |   |                              |                              |                   |
| 1   | Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.                                  | N/A                          | N/A                          | N/A               |
| 2   | Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.   | N/A                          | N/A                          | N/A               |
| 3   | Identify audience and purpose.  | N/A                          | N/A                          | N/A               |
| 4   | Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.  | N/A                          | N/A                          | N/A               |
| 5   | Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.  | N/A                          | N/A                          | N/A               |
| 6   | Focus on a central idea, excluding loosely related, extraneous, and repetitious information.  | N/A                          | N/A                          | N/A               |
| 7   | Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.  | N/A                          | N/A                          | N/A               |
| 8   | Revise drafts by combining and moving sentences and paragraphs to improve the focus and progression of ideas.   | N/A                          | N/A                          | N/A               |
| 9   | Edit and proofread one’s own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors. | N/A                          | N/A                          | N/A               |
| <b>Planning, Evaluation, and Revision</b> |   |                              |                              |                   |
| 1   | Select a focus and a point of view based upon purpose and audience.   | N/A                          | N/A                          | N/A               |

| Topic           | Description   | Lessons | Supplemental Material      | Activities |
|-----------------|---|---------|----------------------------|------------|
| 2               | Write multi-paragraph compositions that: <ul style="list-style-type: none"> <li>• Provide an inviting introductory paragraph.</li> <li>• Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</li> <li>• Include supporting paragraphs with simple facts, details, and explanations.</li> <li>• Present important ideas or events in sequence or chronological order.</li> <li>• Provide details and transitions to link paragraphs.</li> <li>• Conclude with a paragraph that summarizes the points.</li> <li>• Use correct indentation.</li> </ul> | N/A     | N/A                        | N/A        |
| 3               | Use words that describe, explain, or provide additional details and connections.  | ✓       | Grammar Sheets             | ✓          |
| 4               | Use simple sentences and compound sentences in writing.   | ✓       | Grammar Sheets             | ✓          |
| 5               | Create interesting sentences using a variety of sentence patterns by selecting words that describe, explain, or provide additional detail and connections.  | ✓       | Grammar Sheets             | ✓          |
| <b>Spelling</b> |   |         |                            |            |
| 1               | Spell correctly: <ul style="list-style-type: none"> <li>• roots,</li> <li>• inflections,</li> <li>• suffixes and prefixes,</li> <li>• syllables, and</li> <li>• homophones.</li> </ul>  | ✓       | Over 200 blackline masters | ✓          |
| <b>Grammar</b>  |   |         |                            |            |
| 1               | Correctly use: <ul style="list-style-type: none"> <li>• regular verbs,</li> <li>• irregular verbs,</li> <li>• adverbs,</li> <li>• prepositions, and</li> <li>• coordinating conjunctions in writing.</li> </ul>   | ✓       | Grammar Sheets             | ✓          |

| Topic  | Description  | Lessons | Supplemental Material      | Activities |
|--|--|---------|----------------------------|------------|
| <b>Punctuation</b>                                   |  |         |                            |            |
| 1  | Correctly use: <ul style="list-style-type: none"> <li>• apostrophes to show possession,</li> <li>• apostrophes in contractions, and</li> <li>• quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books.</li> </ul>  | ✓       | Grammar Sheets             | ✓          |
| 2  | Use underlining, quotation marks, or italics to identify titles of documents.  | ✓       | Grammar Sheets             | ✓          |
| 3  | Correctly write plural possessive nouns.   | ✓       | Grammar Sheets             | ✓          |
| <b>Capitalization</b>                                |  |         |                            |            |
| 1  | Capitalize names of books, magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.   | ✓       | Grammar Sheets             | ✓          |
| <b>Handwriting</b>                                   |  |         |                            |            |
| 1  | Write smoothly and legibly in cursive or manuscript, forming letters and words that can be read by others.   | ✓       | Over 200 blackline masters | ✓          |
| 2  | Read cursive.  | N/A     | N/A                        | N/A        |
| <b>Narrative Writing</b>                             |  |         |                            |            |
| 1  | Write personal narratives: <ul style="list-style-type: none"> <li>• Include ideas, observations, or memories of an event or experience.</li> <li>• Provide a context to allow the reader to imagine the world of the event or experience.</li> <li>• Use concrete sensory details.</li> <li>• Provide insight into why the selected event or experience is memorable.</li> </ul> | N/A     | N/A                        | N/A        |
| <b>Expository Writing: Response to Literary Text</b> |  |         |                            |            |
| 1  | Write responses to literature: <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the literary work.</li> <li>• Support interpretations through references to both the text and prior knowledge.</li> </ul>  | N/A     | N/A                        | N/A        |

| Topic   | Description  | Lessons | Supplemental Material | Activities |
|---|--|---------|-----------------------|------------|
| <b>Expository Writing: Research Reports/ Multi-media Presentations</b>              |  |         |                       |            |
| 1   | Write informational reports: <ul style="list-style-type: none"> <li>• Ask and then address a central question about an issue or event.</li> <li>• Include facts and details for focus.</li> <li>• Develop the topic with simple facts, details, examples, and explanations.</li> <li>• Use more than one source of information, including speakers, books, newspapers, other media sources, and online information.</li> </ul> | N/A     | N/A                   | N/A        |
| <b>Persuasive Writing</b>   |  |         |                       |            |
| 1   | Begin writing persuasive compositions to convince the reader to take a certain action or to avoid a certain action.  | N/A     | N/A                   | N/A        |
| <b>Summaries, Business Letters, Job Applications and Resumes, Technical Writing</b> |  |         |                       |            |
| 1   | Write summaries that contain the main idea of the reading selection.   | N/A     | N/A                   | N/A        |
| <b>Research Report Writing</b>  |  |         |                       |            |
| 1   | Use multiple reference materials as aids to writing.   | N/A     | N/A                   | N/A        |
| 2   | Use note-taking skills.  | N/A     | N/A                   | N/A        |
| 3   | Locate information in reference texts by using organizational features.  | N/A     | N/A                   | N/A        |
| 4   | Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.   | N/A     | N/A                   | N/A        |
| 5   | Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills.  | N/A     | N/A                   | N/A        |

**Oregon State Standard  
English/Language Arts Grade-level Foundations  
Grade 4 – Speaking and Listening**

| <b>Oregon Standards</b> |  | <b>My Reading Coach Gold</b> |                                       |                   |
|-------------------------|--|------------------------------|---------------------------------------|-------------------|
| <b>Topic</b>            | <b>Description</b>   | <b>Lessons</b>               | <b>Supplemental Material</b>          | <b>Activities</b> |
| <b>Speaking</b>         |  |                              |                                       |                   |
| 1                       | Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and evidence.    | N/A                          | Oral Reading: Expert Sheets<br>4 - 61 | N/A               |
| 2                       | Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.                                      | N/A                          | N/A                                   | N/A               |
| 3                       | Use details, examples, anecdotes, or experiences to clarify information.   | N/A                          | N/A                                   | N/A               |
| 4                       | Use a variety of descriptive words that help to convey a clear message.  | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| 5                       | Use correct grammar most of the time.  | ✓                            | Grammar Sheets                        | ✓                 |
| 6                       | Use volume, pitch, phrasing, pace, modulation, gestures, and eye contact appropriately, to enhance meaning and to engage the audience. | ✓                            | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| <b>Listening</b>        |  |                              |                                       |                   |
| 1                       | Ask thoughtful questions and respond orally to questions with appropriate discussion.  | N/A                          | Oral Reading: Expert Sheets<br>4 - 61 | N/A               |
| 2                       | Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.                                   | N/A                          | N/A                                   | N/A               |
| 3                       | Follow detailed directions and instructions.   | ✓                            | Over 200 blackline masters            | ✓                 |
| <b>Analysis</b>         |  |                              |                                       |                   |
| 1                       | Identify and discuss the use of cadence, repetitive patterns, and onomatopoeia for intent and effect.                                  | N/A                          | N/A                                   | N/A               |