

Tennessee State Standards
Grade K
Strand: Reading Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
K.1.01 Develop oral language				
A	Show evidence of expanding oral language through vocabulary growth.	✓	Oral Reading: Expert Sheets 4 - 20	✓
B	Speak clearly, properly, and politely.	N/A	N/A	N/A
C	Begin to use rules for conversation (e.g., raise hands, take turns and focus attention on speaker).	N/A	N/A	N/A
D	Give simple, two-step oral directions.	N/A	N/A	N/A
E	Participate in group discussion.	N/A	Oral Reading: Expert Sheets 4 - 20	N/A
F	Participate in creative responses to text (e.g., response, discussion and dramatization).	N/A	N/A	N/A
G	Ask and respond to questions from teacher and other group members.	N/A	N/A	N/A
H	Begin to retell familiar stories.	N/A	Oral Reading: Expert Sheets 4 - 20	N/A
I	Dramatize, retell, and dictate what has been learned.	N/A	N/A	N/A
J	Use familiar texts for recitations.	N/A	N/A	N/A
K.1.02 Develop listening skills				
A	Listen attentively to speaker for specific information.	N/A	N/A	N/A
B	Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).	N/A	N/A	N/A
C	Listen and respond to a variety of media (e.g., books, audio tapes, videos).	N/A	N/A	N/A
D	Recognize the difference between formal and informal languages.	N/A	N/A	N/A
E	Follow simple, two step oral directions.	✓	Oral Reading: Expert Sheets 4 - 20; Over 200 blackline masters	✓
K.1.03 Demonstrate knowledge of concepts of print				
A	Identify labels, logos, and signs in the environment (e.g., job instructions, room labels, poison and danger signs/labels).	N/A	N/A	N/A
B	Understand that print has meaning.	✓	Oral Reading: Expert Sheets 4 - 20; Over 200 blackline masters	✓

Topic	Description	Lessons	Supplemental Material	Activities
C	"Pretend read" from left to right, top to bottom, and front to back as well as hold a book upright and turn pages.	N/A	N/A	N/A
D	Read and explain own writings and drawings.	N/A	N/A	N/A
E	Identify front cover and back cover of a book.	N/A	N/A	N/A
F	Distinguish letters from words.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
K.1.04 Develop and maintain phonemic awareness				
A	Understand that a phoneme is one distinct sound.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
B	Use sound stretching of one syllable words to identify each phoneme (<i>cat</i> , /c/, /a/, /t/).	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
C	Use sound blending of each separately spoken phoneme to make meaningful word (/m/, /o/, /m/ to <i>mom</i>).	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
D	Segment one-syllable words into individual sounds and blend the sounds into whole words.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
E	Recognize and produce rhyming words.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
F	Recognize words that have same beginning and ending sounds.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
G	Understand words are made up of one or more syllables (e.g., students clap syllables in words).	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
K.1.05 Develop and use decoding strategies				
A	Recognize and name all upper and lowercase letters of the alphabet.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
B	Begin to understand that the sequence of letters in a written word represents the sequence of sounds in a spoken word.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
C	Use letter-sound matches to decode simple words.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
D	Understand that as letters of words change, so do the sounds (alphabetic principle).	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
K.1.06 Read to develop fluency, expression, accuracy and confidence				
A	Read simple text containing familiar letter-sound correspondences and high frequency words.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
B	Recognize that intonation and volume of voice assist with meaning.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓

Topic	Description	Lessons	Supplemental Material	Activities
C	Read as "an emergent reader" a favorite story with fluent intonation and phrasing	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
K.1.07 Develop and extend reading vocabulary				
A	Build vocabulary by listening to literature and participating in discussions.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
B	Build vocabulary by experiencing a wide range of text types.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
C	Participate in shared reading.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
D	Begin to use word families and word walls.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
E	Read some words by sight (e.g., the, has, an, can, run and color and number words).	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
F	Use a picture dictionary to determine word meaning.	N/A	N/A	N/A
K.1.08 Develop and use pre-reading strategies				
A	Recognize a purpose for listening.			
B	Relate background knowledge to make meaning from text.	N/A	N/A	N/A
C	Make predictions about text.	N/A	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	N/A
D	Use illustrations to preview the text.	✓	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	✓
E	Participate in the creation of graphic organizers (e.g., KWL, charts).	N/A	N/A	N/A
F	Connect to life experience the information and events in texts.	N/A	Oral Reading: Expert Sheets 4 – 20; Over 200 blackline masters	N/A
K.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading				
A	Derive meaning while reading by 1. asking questions about a text. 2. participating in discussions about text. 3. predicting what will happen next as a story is shared. 4. creating mental images of the story (e.g., characters, setting).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
B	Check for understanding after reading by 1. recalling two to three step sequence of events. 2. retelling story in own words. 3. drawing conclusions based on evidence in the story 4. using pictures to discuss main idea.	✓	Oral Reading: Expert Sheets 4 – 20	✓
K.1.10 Introduce informational skills to facilitate learning				
A	Recognize the family and community as resources for information.	N/A	N/A	N/A
B	Recognize a variety of print sources (e.g., books, newspapers, magazines, and charts).	N/A	N/A	N/A
C	Recognize sources of information (e.g., books, graphs and computers).	N/A	N/A	N/A
K.1.11 Develop skills to facilitate reading to learn in a variety of content areas				
A	Recognize that printed materials provide information.	✓	Oral Reading: Expert Sheets 4 – 20	✓
B	Use common illustrations to gain meaning from text.	✓	N/A	✓
K.1.12 Read independently for a variety of purposes				
A	Read to gain information (e.g., pictures, videos, picture books).	✓	Oral Reading: Expert Sheets 4 – 20	✓
B	Read for enjoyment (e.g., book on tape, posters, pictures, videos, picture books).	✓	Oral Reading: Expert Sheets 4 – 20	✓
C	Read to expand vocabulary (e.g., books on tape, photographs, posters).	✓	Oral Reading: Expert Sheets 4 – 20	✓
K.1.13 Begin to experience various literary and media genres				
A	Explore picture books.	N/A	N/A	N/A
B	Explore alphabet and number books.	N/A	N/A	N/A
C	Explore Mother Goose Rhymes and other rhyming books.	N/A	N/A	N/A
D	Explore storybooks.	N/A	N/A	N/A
E	Explore fairy tales.	N/A	N/A	N/A
F	Explore poetry.	N/A	N/A	N/A
G	Explore lyrics to songs.	N/A	N/A	N/A
H	View various media genres (e.g., posters, pictures, photographs, films, videos).	N/A	N/A	N/A
I	Sequence events in a story (e.g., using books, videos, films).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
K.1.14 Develop and maintain a motivation to read				
A	Visit libraries and regularly check out materials.	N/A	N/A	N/A
B	Share storybooks, poems and environmental print.	N/A	N/A	N/A
C	Identify favorite stories.	N/A	N/A	N/A

Tennessee State Standards
Grade K
Strand: Writing Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
K.2.01 Use a variety of pre-writing strategies				
A	Brainstorm ideas with teacher and peers.	N/A	N/A	N/A
B	Draw pictures to generate ideas.	N/A	N/A	N/A
C	Construct graphic organizers (e.g., webs, charts, diagrams) in a small or large group to organize information.	N/A	N/A	N/A
D	Use a variety of sources to gather information.	N/A	N/A	N/A
K.2.02 Write for a variety of purposes				
A	Write to acquire and exhibit knowledge (e.g., own name-first and last, letters, numbers).	✓	Challenge Sheets: Grammar	✓
B	Write to entertain (e.g., pictures, shared writing).	N/A	N/A	N/A
C	Write to inform (e.g., experience stories).	N/A	N/A	N/A
K.2.03 Show evidence of drafting and revision with written work				
A	Represent spoken language with illustrations and temporary and/or conventional spelling.	N/A	N/A	N/A
B	Write consonant-vowel-consonant words with teacher assistance.	✓	Over 200 blackline masters	✓
C	Participate in teacher-led experience stories.	N/A	Oral Reading: Expert Sheets 4 – 20	N/A
D	Add descriptive words and details.	N/A	Over 200 blackline masters	N/A
K.2.04 Include editing before the completion of finished work				
A	Pause voluntarily in the midst of writing to interpret what has been written (tracking).	✓	Challenge Sheets: Grammar	✓
B	Self correct works in progress (e.g., pictures, shared writing).	✓	Challenge Sheets: Grammar	✓
K.2.05 Evaluate own and others' writing				
A	Use a simple rubric to evaluate own writing/pictures and group work (e.g., happy face, stickers).	N/A	N/A	N/A
B	Discuss and react to writing.	N/A	N/A	N/A
C	Review personal collection to determine progress.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
K.2.06 Experience numerous publishing opportunities				
A	Compose a variety of written works (e.g., published books, classroom books, experience stories).	N/A	N/A	N/A
B	Incorporate illustrations and/or photographs.	N/A	N/A	N/A
C	Make use of technology to publish writing.	N/A	N/A	N/A
D	Share orally completed work.	N/A	N/A	N/A
K.2.07 Write narrative accounts				
A	Participate in the creation of experience stories.	N/A	N/A	N/A
B	Express thoughts, feelings and experiences through illustrations, dictation or writing.	N/A	N/A	N/A
K.2.08 Write frequently across content areas				
A	Participate in shared writing about social studies.	N/A	N/A	N/A
B	Participate in shared writing about science.	N/A	N/A	N/A
C	Participate in shared writing about math.	N/A	N/A	N/A
D	Participate in shared writing about the arts and personal activities.	N/A	N/A	N/A
K.2.09 Write expressively using original ideas, reflections, and observations				
A	Write, when given time, place and materials.	N/A	N/A	N/A
B	Maintain, with teacher assistance, examples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, student-made books).	N/A	N/A	N/A
C	Dictate stories (e.g., to tape recorder, to adult, to older student).	N/A	N/A	N/A
K.2.10 Write in response to literature				
A	Dictate a new ending to a story.	N/A	N/A	N/A
B	Use repetitive text to re-enact or retell stories.	N/A	N/A	N/A
C	Create a drawing, picture, sign or other graphic symbols to respond to literature.	N/A	N/A	N/A
D	Retell stories using illustrations.	N/A	N/A	N/A
K.2.11 Write in a variety of modes and genres				
A	Illustrate and/or write in journals (e.g., temporary/conventional spelling, series of pictures, and recognizable print).	N/A	N/A	N/A
B	Write friendly note using temporary/conventional spelling or with teacher assistance.	N/A	N/A	N/A

Tennessee State Standards

Grade K

Strand: Elements of Language Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
K.3.01 Demonstrate knowledge of standard English usage				
A	Use correct grammatical constructions in own speech (e.g., "I will" rather than "Me will").	✓	Challenge Sheets: Grammar	✓
B	Use correct verb and verb tense in sentences when speaking (present and past).	✓	Challenge Sheets: Grammar	✓
K.3.02 Demonstrate knowledge of standard English mechanics				
A	Form legible upper and lower case letters.	✓	Challenge Sheets: Grammar	✓
B	Write from left to right and top to bottom.	✓	Challenge Sheets: Grammar	✓
C	Use appropriate capitalization when writing names.	✓	Challenge Sheets: Grammar	✓
D	Recognize ending punctuation marks for statements and questions.	✓	Challenge Sheets: Grammar	✓
E	Recognize capitalization at the beginning of sentences.	✓	Challenge Sheets: Grammar	✓
F	Trace and reproduce letters and words correctly.	✓	Challenge Sheets: Grammar	✓
K.3.03 Demonstrate knowledge of standard English spelling				
A	Attempt to spell simple words using pre- to early-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	✓	Over 200 blackline masters	✓
B	Spell own first and last name.	✓	Over 200 blackline masters	✓
K.3.04 Demonstrate knowledge of correct sentence structure				
A	Use complete and coherent simple sentences when speaking.	✓	N/A	✓
B	Use logical words and appropriate word order to complete sentences or to respond to questions.	✓	N/A	✓

Tennessee State Standards

Grade 1

Strand: Reading Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1.1.01 Develop oral language				
A	Show evidence of expanding oral language through vocabulary growth.	N/A	N/A	N/A
B	Implement rules for conversation (e.g., raise hands, take turns, focus attention on speaker).	N/A	N/A	N/A
C	Understand, follow and give oral directions.	✓	N/A	✓
D	Participate in group discussions.	N/A	Oral Reading: Expert Sheets 4 – 20	N/A
E	Participate in creative responses to text (e.g., choral reading, discussion and drama).	N/A	N/A	N/A
F	Respond to questions from teacher and other group members.	N/A	Oral Reading: Expert Sheets 4 – 20	N/A
G	Begin to narrate a personal story.	N/A	Oral Reading: Expert Sheets 4 – 20	N/A
H	Dramatize or retell what has been learned, heard or experienced.	N/A	N/A	N/A
I	Use familiar texts for recitations.	N/A	N/A	N/A
1.1.02 Develop listening skills				
A	Listen attentively to speaker for specific information.	✓	Oral Reading: Expert Sheets 4 – 20	✓
B	Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).	N/A	Oral Reading: Expert Sheets 4 – 20	N/A
C	Listen and respond to a variety of media (e.g., books, audio tapes, videos).	N/A	N/A	N/A
D	Recognize the difference between formal and informal languages.	N/A	N/A	N/A
E	Understand and follow simple, three step oral directions.	✓	N/A	✓
1.1.03 Demonstrate knowledge of concepts of print				
A	Understand that printed materials provide information.	✓	Oral Reading: Expert Sheets 4 – 20	✓
B	Demonstrate directionality by reading left to right and top to bottom.	✓	Oral Reading: Expert Sheets 4 – 20	✓
C	Track print when being read to aloud.	✓	Oral Reading: Expert Sheets 4 – 20	✓

Topic	Description	Lessons	Supplemental Material	Activities
D	Read and explain own writings and drawings.	N/A	N/A	N/A
E	Identify parts of a book (e.g., title page, table of contents).	N/A	N/A	N/A
F	Recognize that groups of words make sentences.	✓	Oral Reading: Expert Sheets 4 – 20	✓
G	Understand punctuation (e.g., period, question mark).	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.1.04 Develop and maintain phonemic awareness				
A	Recognize words that begin with the same sounds.	✓	Oral Reading: Expert Sheets 4 – 20	✓
B	Recognize words that end with the same sounds.	✓	Oral Reading: Expert Sheets 4 – 20	✓
C	Identify rhyming words.	N/A	N/A	N/A
D	Blend sounds together to form one-syllable words.	✓	Oral Reading: Expert Sheets 4 – 20	✓
E	Segment one-syllable words into sounds.	✓	Oral Reading: Expert Sheets 4 – 20	✓
F	Change targeted sounds to modify or change words.	✓	Oral Reading: Expert Sheets 4 – 20	✓
G	Show awareness of syllables by clapping, counting or moving objects.	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.1.05 Develop and use decoding strategies				
A	Use knowledge of letter-sound correspondence knowledge and structural analysis to decode grade appropriate words.	✓	Oral Reading: Expert Sheets 4 – 20	✓
B	Decode phonetically regular, one-syllable words.	✓	Oral Reading: Expert Sheets 4 – 20	✓
C	Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).	✓	Oral Reading: Expert Sheets 4 – 20	✓
D	Apply long and short vowel rules when decoding.	✓	Oral Reading: Expert Sheets 4 – 20	✓
E	Begin to decode unknown words automatically.	✓	Oral Reading: Expert Sheets 4 – 20	✓
1.1.06 Read to develop fluency, expression, accuracy and confidence				
A	Begin to read orally with accuracy and confidence using appropriate pacing, intonation, and expression.	✓	Oral Reading: Expert Sheets 4 – 46	✓
B	Reflect punctuation of written text while reading orally.	✓	Oral Reading: Expert Sheets 4 – 46	✓
C	Participate in guided, oral readings.	✓	Oral Reading: Expert Sheets 4 – 46	✓

Topic	Description	Lessons	Supplemental Material	Activities
D	Demonstrate the automatic recognition of high frequency words.	✓	Oral Reading: Expert Sheets 4 – 46	✓
E	Read with increasing fluency and confidence from a variety of texts through paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes.	✓	Oral Reading: Expert Sheets 4 – 46	✓
F	Read independently daily.	✓	Oral Reading: Expert Sheets 4 – 46	✓
G	Recite familiar texts to develop fluency, expression, accuracy and confidence.	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.1.07 Develop and extend reading vocabulary				
A	Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.	✓	Oral Reading: Expert Sheets 4 – 46	✓
B	Build vocabulary through frequent read-alouds.	✓	Oral Reading: Expert Sheets 4 – 46	✓
C	Participate in shared reading.	N/A	N/A	N/A
D	Manipulate word families, word walls, and word sorts.	N/A	N/A	N/A
E	Match oral words to written words.	✓	Oral Reading: Expert Sheets 4 – 46	✓
F	Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues and structural analysis.	✓	Oral Reading: Expert Sheets 4 – 46	✓
G	Add endings to base words (e.g., -s, -ed, -es, -ing).	✓	Oral Reading: Expert Sheets 4 – 46	✓
H	Identify simple abbreviations.	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.1.08 Develop and use pre-reading strategies				
A	Develop a purpose for listening/reading.	N/A	N/A	N/A
B	Participate in activities to build background knowledge to derive meaning from text.	N/A	N/A	N/A
C	Make predictions about text.	N/A	N/A	N/A
D	Use illustrations to preview text.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
1.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading				
A	Derive meaning while reading by 1. asking questions about text. 2. recognizing errors in reading as they occur and self-correct. 3. participating in discussions about text and relating to personal experiences. 4. creating graphic organizers (e.g., charts, lists). 5. predicting and adjusting outcomes during read-alouds.	N/A	Oral Reading: Expert Sheets 4 – 46	N/A
B	Check for understanding after reading by 1. recalling three to four step sequence of events. 2. retelling stories in their own words using sequencing words (i.e. first, next, last). 3. drawing conclusions based on what has been read. 4. recognizing main idea in pictures, picture books and texts.	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.1.10 Introduce informational skills to facilitate learning				
A	Recognize the family and community as sources of information	N/A	N/A	N/A
B	Recognize a variety of print items as sources of information (e.g. books, magazines, maps, charts, and graphs).	N/A	N/A	N/A
C	Recognize sources of information (e.g., books, maps, graphs, charts).	N/A	N/A	N/A
D	Use graphic organizers to aid in understanding material from informational text (e.g., charts, graphs, web).	N/A	N/A	N/A
E	Visit libraries to use and view appropriate material.	N/A	N/A	N/A
1.1.11 Develop skills to facilitate reading to learn in a variety of content areas				
A	Begin to develop content specific vocabulary.	N/A	N/A	N/A
B	Use text features to locate information (e.g., maps, charts, illustrations and table of contents).	N/A	N/A	N/A
1.1.12 Read independently for a variety of purposes				
A	Read for literary experience.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
B	Read to gain information.	✓	Oral Reading: Expert Sheets 4 – 46	✓
C	Read to perform a task.	✓	Oral Reading: Expert Sheets 4 – 46	✓
D	Read for enjoyment.	✓	Oral Reading: Expert Sheets 4 – 46	✓
E	Read to expand vocabulary.	✓	Oral Reading: Expert Sheets 4 – 46	✓
F	Read to build fluency.	✓	Oral Reading: Expert Sheets 4 – 46	✓
1.1.13 Experience various literary and media genres				
A	Read and view various literary (e.g., picture books, storybooks, fairy tales, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres.	N/A	N/A	N/A
B	Explore non-fiction.	N/A	N/A	N/A
C	Identify characters, events, and settings in print and non-print text.	N/A	N/A	N/A
D	Recognize main character(s) in print and non-print text.	N/A	N/A	N/A
E	Determine whether a selection is real or fantasy.	N/A	N/A	N/A
F	Recognize rhyme in Mother Goose and other rhyming books.	N/A	N/A	N/A
G	Retell a story in correct sequence (e.g., using books, videos, films).	N/A	Oral Reading: Expert Sheets 4 – 46	N/A
H	Determine the problem in a story and discover its solution through classroom discussion.	N/A	N/A	N/A
1.1.14 Develop and maintain a motivation to read				
A	Visit libraries/media centers and regularly check out materials.	N/A	N/A	N/A
B	Share storybooks, poems, newspapers, and environmental print.	N/A	N/A	N/A
C	Explore a wide variety of literature through read alouds, tapes, and independent reading.	N/A	N/A	N/A
D	Identify favorite stories, informational text, authors, and illustrators.	N/A	N/A	N/A
E	Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).	N/A	N/A	N/A
F	Choose to read as a leisure activity.	N/A	N/A	N/A

Tennessee State Standards
Grade 1
Strand: Writing Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1.2.01 Use a variety of pre-writing strategies				
A	Brainstorm ideas with teacher and peers.	N/A	N/A	N/A
B	Draw pictures to generate ideas.	N/A	N/A	N/A
C	Construct graphic organizers (e.g., webs, charts, diagrams) as a small or large group to organize information.	N/A	N/A	N/A
D	Use a variety of sources to gather information.	N/A	N/A	N/A
1.2.02 Write for a variety of purposes				
A	Write to acquire and exhibit knowledge (e.g., word families, numbers, shapes, sensory words and sentences).	N/A	Challenge Sheets: Grammar	N/A
B	Write to entertain (e.g., stories and poems).	N/A	N/A	N/A
C	Write to inform (e.g., write simple directions, journals, friendly letters).	N/A	N/A	N/A
1.2.03 Show evidence of drafting and revision with written work				
A	Compose first drafts using appropriate parts of the writing process with an emphasis on planning and self-correction.	N/A	N/A	N/A
B	Write in complete, coherent sentences.	✓	Challenge Sheets: Grammar	✓
C	Use descriptive words when writing.	N/A	Challenge Sheets: Grammar	N/A
D	Use temporary spelling to spell independently as necessary.	✓	Challenge Sheets: Grammar	✓
E	Arrange events in logical/sequential order when writing or dictating.	N/A	N/A	N/A
F	Participate in teacher-led experience stories.	N/A	N/A	N/A
G	Reread draft and delete extraneous information.	N/A	N/A	N/A
H	Vary sentence types.	✓	Challenge Sheets: Grammar	✓
1.2.04 Include editing before the completion of finished work				
A	Apply elements of language (e.g., end marks, capitalization) and use complete sentences when writing and editing.	✓	Challenge Sheets: Grammar	✓

Topic	Description	Lessons	Supplemental Material	Activities
B	Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books) to support the writing process.	N/A	N/A	N/A
C	Use knowledge of letter sounds, word parts, and word segmentation to monitor and correct spelling.	✓	Over 200 blackline masters	✓
D	Create readable documents with legible handwriting.	✓	Challenge Sheets: Grammar	✓
E	Identify words or phrases that could be added to clarify meaning, after writing or dictating a story.	✓	Challenge Sheets: Grammar	✓
1.2.05 Evaluate own and others' writing				
A	Use a simple rubric to evaluate writing/pictures and group work (e.g., happy face, stickers).	N/A	N/A	N/A
B	Discuss and react to writing.	N/A	N/A	N/A
C	Review personal collection to determine progress.	N/A	N/A	N/A
1.2.06 Experience numerous publishing opportunities				
A	Prepare a variety of written work (e.g., published books, classroom books, experience stories).	N/A	N/A	N/A
B	Use technology to publish writing.	N/A	N/A	N/A
C	Share completed work.	N/A	N/A	N/A
D	Create individual and classroom books.	N/A	N/A	N/A
E	Incorporate illustrations and photographs.	N/A	N/A	N/A
1.2.07 Write narrative accounts				
A	Write simple stories.	N/A	Challenge Sheets: Grammar	N/A
B	Write short accounts of personal experiences.	N/A	N/A	N/A
C	Write group stories with a beginning, middle and ending.	N/A	N/A	N/A
1.2.08 Write frequently across content areas				
A	Summarize concepts presented in science (e.g., illustration, dictating sentences or composing simple sentences).	N/A	N/A	N/A
B	Write stories using concepts presented in social studies.	N/A	N/A	N/A
C	Write in math journals, create math stories, and write explanations for problem solving.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
D	Participate in shared writings about the arts and class activities.	N/A	N/A	N/A
1.2.09 Write expressively using original ideas, reflections, and observations				
A	Write, when given time, place, and materials.	N/A	N/A	N/A
B	Maintain, with teacher assistance, samples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, student-made books).	N/A	N/A	N/A
C	Dictate stories (e.g., to tape recorder, to adult, to older student).	N/A	N/A	N/A
1.2.10 Write in response to literature				
A	Write different endings to a story.	N/A	N/A	N/A
B	Summarize a story using simple sentences and illustrations.	N/A	N/A	N/A
C	Create class books based on literature selections.	N/A	N/A	N/A
D	Create and/or use an illustration, sign, or rebus symbols to respond to literature.	N/A	N/A	N/A
1.2.11 Write in a variety of modes and genres				
A	Write friendly notes and messages.	N/A	N/A	N/A
B	Write stories.	N/A	N/A	N/A
C	Write in journals.	N/A	N/A	N/A
D	Write rhymes and poems.	N/A	N/A	N/A

Tennessee State Standards

Grade 1

Strand: Elements of Language Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1.3.01 Demonstrate knowledge of standard English usage				
A	Use nouns appropriately (e.g., singular and plural, possessive).	✓	Challenge Sheets: Grammar	✓
B	Use verbs (action words) appropriately (e.g., tense and agreement with simple subject).	✓	Challenge Sheets: Grammar	✓
C	Use pronouns appropriately (e.g., subject and object agreement).	✓	Challenge Sheets: Grammar	✓
D	Use adjectives appropriately (e.g., vivid description words).	✓	Challenge Sheets: Grammar	✓
1.3.02 Demonstrate knowledge of standard English mechanics				
A	Capitalize the first word of a sentence, first and last names, pronoun "I" and proper nouns.	✓	Challenge Sheets: Grammar	✓
B	Use correct punctuation at the end of simple declarative sentences and questions.	✓	Challenge Sheets: Grammar	✓
C	Identify and use contractions.	✓	Challenge Sheets: Grammar	✓
D	Write legibly in manuscript, using proper spacing between letters of a word and words of a sentence.	✓	Challenge Sheets: Grammar	✓
1.3.03 Demonstrate knowledge of standard English spelling				
A	Spell high frequency words correctly.	✓	Challenge Sheets: Grammar	✓
B	Spell words correctly as appropriate to grade level.	✓	Challenge Sheets: Grammar	✓
C	Spell three- and four-letter short vowel words and phonetically spell sight words correctly.	✓	Challenge Sheets: Grammar	✓
D	Alphabetize words to the first letter.	✓	Challenge Sheets: Grammar	✓
E	Begin to develop dictionary skills through the use of a picture dictionary.	N/A	N/A	N/A
1.3.04 Demonstrate knowledge of correct sentence structure				
A	Use complete and coherent sentences when speaking	✓	Challenge Sheets: Grammar	✓
B	Identify complete sentences.	✓	Challenge Sheets: Grammar	✓
C	Write a simple sentence.	✓	Challenge Sheets: Grammar	✓
D	Identify and correct incomplete sentences.	✓	Challenge Sheets: Grammar	✓

Topic	Description	Lessons	Supplemental Material	Activities
E	Combine two simple sentences into a compound sentence using the word "and."	✓	Challenge Sheets: Grammar	✓
F	Identify statements and questions by noting ending punctuation when writing and intonation when speaking.	✓	Oral Reading Sheets: 4 – 46; over 200 blackline masters	✓

Tennessee State Standards
Grade 2
Strand: Reading Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
2.1.01 Develop oral language				
A	Show evidence of expanding oral language through vocabulary growth.	N/A	N/A	N/A
B	Continue to implement rules for conversation.	N/A	N/A	N/A
C	Understand, follow, and give oral directions.	✓	Oral Reading Sheets: 4 – 46	✓
D	Participate in group discussion.	N/A	Oral Reading Sheets: 4 – 46	N/A
E	Participate in creative responses to text (e.g., choral reading, discussion, and dramatization).	N/A	N/A	N/A
F	Respond to questions from teachers and other group members.	N/A	Oral Reading Sheets: 4 – 46	N/A
G	Narrate a personal story.	N/A	N/A	N/A
H	Summarize lesson content.	N/A	N/A	N/A
2.1.02 Develop listening skills				
A	Listen attentively to speaker for specific information.	✓	Oral Reading Sheets: 4 – 46	✓
B	Use appropriate listening skills (e.g., does not interrupt, faces speaker, asks questions).	N/A	N/A	N/A
C	Listens and responds to a variety of media (e.g., books, audio tapes, videos).	N/A	N/A	N/A
D	Recognize the difference between formal and informal languages.	N/A	N/A	N/A
E	Follow oral directions.	✓	Oral Reading Sheets: 4 – 46	✓
2.1.03 Demonstrate knowledge of concepts of print				
A	Read and explain own writings.	N/A	N/A	N/A
B	Recognize that groups of sentences make a paragraph and paragraphs make a story.	✓	Challenge Sheets: Grammar	✓
C	Recognize and use parts of a book (e.g., title, author, illustrator, table of contents and glossary).	N/A	N/A	N/A
D	Understand punctuation (e.g., period, question mark, exclamation mark).	✓	Challenge Sheets: Grammar	✓

Topic	Description	Lessons	Supplemental Material	Activities
2.1.04 Develop and maintain phonemic awareness				
A	Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).	N/A	N/A	N/A
B	Add, delete, and change targeted sounds to modify or change words.	✓	Over 200 blackline masters	✓
C	Identify and produce rhyming words.	N/A	N/A	N/A
2.1.05 Develop and use decoding strategies				
A	Use knowledge of letter-sound correspondence and structural analysis to decode words.	✓	Over 200 blackline masters	✓
B	Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).	✓	Over 200 blackline masters	✓
C	Use known words to decode unknown words.	✓	Over 200 blackline masters	✓
D	Apply knowledge of basic syllabication rules.	✓	Over 200 blackline masters	✓
2.1.06 Read to develop fluency, expression, accuracy and confidence				
A	Read orally to develop fluency, expression, accuracy, and confidence.	✓	Oral Reading Sheets: 4 – 46	✓
B	Reflect punctuation within written text while reading orally.	✓	Oral Reading Sheets: 4 – 46	✓
C	Participate in guided, oral readings.	N/A	Oral Reading Sheets: 4 – 46	N/A
D	Demonstrate the automatic recognition of high frequency words.	✓	Oral Reading Sheets: 4 – 46	✓
E	Read a variety of texts with fluency, expression, accuracy and confidence.	✓	Oral Reading Sheets: 4 – 46	✓
F	Read independently daily.	✓	Oral Reading Sheets: 4 – 46	✓
2.1.07 Develop and extend reading vocabulary				
A	Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.	✓	Oral Reading Sheets: 4 – 46	✓
B	Recognize common abbreviations and contractions.	✓	Oral Reading Sheets: 4 – 46	✓
C	Participate in shared reading.	N/A	Oral Reading Sheets: 4 – 46	N/A
D	Manipulate word families, word wall and word sorts.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
E	Match oral words to print words.	✓	Oral Reading Sheets: 4 – 46; over 200 blackline masters	✓
F	Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues and structural analysis).	✓	Oral Reading Sheets: 4 – 46; over 200 blackline masters	✓
G	Add endings to base words to make new words (e.g., -ed, -ing, and -es).	✓	Oral Reading Sheets: 4 – 46; over 200 blackline masters	✓
H	Identify simple multiple-meaning words based on the appropriate meaning for the context.	✓	Oral Reading Sheets: 4 – 46; over 200 blackline masters	✓
I	Build vocabulary through frequent read-alouds.	N/A	Oral Reading Sheets: 4 – 46	N/A
2.1.08 Develop and use pre-reading strategies				
A	Identify a purpose for reading.	✓	Oral Reading Sheets: 4 – 46	✓
B	Participate in activities to build background knowledge to make meaning from text.	N/A	N/A	N/A
C	Make predictions about text.	✓	Oral Reading Sheets: 4 – 46	✓
D	Use illustrations to preview text.	N/A	N/A	N/A
E	Create graphic organizers (e.g., KWL, webs, lists, story maps, charts).	N/A	N/A	N/A
F	Connect life experience to information and events in texts.	N/A	N/A	N/A
2.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading				
A	Derive meaning while reading 1. employing self-correction strategies (e.g., rereading, asking for help). 2. participating in discussion about text and relating selection to personal experience. 3. predicting and adjusting outcomes during reading.	N/A	Oral Reading Sheets: 4 – 46	N/A
B	Check for understanding after reading by 1. recalling the sequence of events in a story. 2. drawing conclusions based on evidence gained while reading. 3. restating story events in order to clarify and organize ideas. 4. recognizing cause and effect. 5. recognizing the main idea in picture books and texts.	✓	Oral Reading Sheets: 4 – 46	✓

Topic	Description	Lessons	Supplemental Material	Activities
2.1.10 Introduce informational skills to facilitate learning				
A	Recognize outside resources (e.g., family and community).	N/A	N/A	N/A
B	Recognize a variety of print sources (e.g., books, magazines, maps, charts, and graphs).	N/A	N/A	N/A
C	Understand the purpose of various reference materials (e.g., dictionary, encyclopedia).	N/A	N/A	N/A
D	Use graphic organizers to aid in understanding material from informational texts.	N/A	N/A	N/A
E	Visit libraries and check out appropriate materials.	N/A	N/A	N/A
2.1.11 Develop skills to facilitate reading to learn in a variety of content areas				
A	Develop content specific vocabulary.	N/A	N/A	N/A
B	Use text features to locate information (e.g., charts, maps and illustrations).	N/A	N/A	N/A
2.1.12 Read independently for a variety of purposes				
A	Read for literary experience.	✓	Oral Reading Sheets: 4 – 46	✓
B	Read to gain information.	✓	Oral Reading Sheets: 4 – 46	✓
C	Read to perform a task.	✓	Oral Reading Sheets: 4 – 46	✓
D	Read for enjoyment.	✓	Oral Reading Sheets: 4 – 46	✓
E	Read to expand vocabulary.	✓	Oral Reading Sheets: 4 – 46	✓
F	Read to build fluency.	✓	Oral Reading Sheets: 4 – 46	✓
2.1.13 Experience various literary and media genres				
A	Read and view various literary (e.g., picture books, storybooks, fairy tales, nonfiction texts, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres.	N/A	N/A	N/A
B	Understand the main idea in a visual message (e.g., pictures, cartoons, posters).	N/A	N/A	N/A
C	Explore folktales and fables.	✓	N/A	✓
D	Identify characters, plot, and setting in print and non-print text.	N/A	N/A	N/A
E	Recognize how the main character and other characters interact with each other.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
F	Identify types of stories (e.g., folktales, fables, fairy tales).	✓	N/A	✓
G	Determine whether the events in the reading selection are real or fantasy.	N/A	N/A	N/A
H	Compare and contrast different stories.	N/A	N/A	N/A
I	Determine the problem in a story and discover its solution.	N/A	N/A	N/A
2.1.14 Develop and maintain a motivation to read				
A	Visit libraries/media centers and regularly check out materials.	N/A	N/A	N/A
B	Share storybooks, poems, environmental print, and own writing.	N/A	N/A	N/A
C	Explore a wide variety of literature through read alouds, tapes, and independent reading.	N/A	N/A	N/A
D	Identify favorite stories, informational text, authors and illustrators.	N/A	N/A	N/A
E	Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).	N/A	N/A	N/A
F	Relate literary experiences to others (e.g., book reports, sharing favorite stories).	N/A	N/A	N/A
G	Experience daily opportunities to read.	N/A	N/A	N/A
H	Choose to read as a leisure activity.	N/A	N/A	N/A

Tennessee State Standards
Grade 2
Strand: Writing Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
2.2.01 Use a variety of pre-writing strategies				
A	Brainstorm ideas with teachers and peers.	N/A	N/A	N/A
B	Write key thoughts and questions, record reactions and observations.	N/A	N/A	N/A
C	Construct graphic organizers to establish understanding.	N/A	N/A	N/A
D	Select a focus for writing.	N/A	N/A	N/A
E	Use a variety of sources to gather information.	N/A	N/A	N/A
2.2.02 Write for a variety of purposes				
A	Write to acquire and exhibit knowledge (e.g., sentences, answers to questions).	N/A	Challenge Sheets: Grammar	N/A
B	Write to entertain (e.g., stories, poems, riddles).	N/A	N/A	N/A
C	Write to inform (e.g., friendly letters, two or three step directions, journals).	N/A	N/A	N/A
2.2.03 Show evidence of drafting and revision with written work				
A	Compose first drafts using appropriate parts of the writing process.	N/A	Challenge Sheets: Grammar	N/A
B	Write in complete coherent sentences.	N/A	Challenge Sheets: Grammar	N/A
C	Uses temporary spelling to spell independently as necessary.	N/A	Challenge Sheets: Grammar	N/A
D	Arrange events in logical and sequential order.	N/A	N/A	N/A
E	Reread draft.	N/A	N/A	N/A
F	Sharpen the selected focus for writing.	N/A	N/A	N/A
G	Revise to clarify and refine writing (e.g., rearrange words, sentences, paragraphs) and provide more descriptive detail.	N/A	N/A	N/A
H	Incorporate suggestions from peers and teachers.	N/A	N/A	N/A
2.2.04 Include editing before the completion of finished work				
A	Apply elements of language (e.g., end marks, capitalization, and commas in a series).	✓	Challenge Sheets: Grammar	✓
B	Edit for complete sentences.	✓	Challenge Sheets: Grammar	✓

Topic	Description	Lessons	Supplemental Material	Activities
C	Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.	✓	Over 200 blackline masters	✓
D	Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books) to aid in proofreading.	N/A	N/A	N/A
E	Identify words or phrases that could be added to clarify meaning of written stories.	N/A	N/A	N/A
2.2.05 Evaluate own and others' writing				
A	Use a simple rubric to evaluate own writing and group work.	N/A	N/A	N/A
B	Evaluate own and others' writing through small group discussion and shared work.	N/A	N/A	N/A
C	Review personal collection to determine progress.	N/A	N/A	N/A
2.2.06 Experience numerous publishing opportunities				
A	Prepare a variety of written work (e.g., published books, stories and book reports).	N/A	N/A	N/A
B	Incorporate photographs or illustrations in written works.	N/A	N/A	N/A
C	Use technology to publish writing.	N/A	N/A	N/A
D	Share completed work.	N/A	N/A	N/A
E	Create individual and classroom books.	N/A	N/A	N/A
2.2.07 Write narrative accounts				
A	Write a narrative having a beginning, middle and ending.	N/A	N/A	N/A
B	Write accounts of personal experiences.	N/A	N/A	N/A
C	Write group stories with a beginning, middle, and end.	N/A	N/A	N/A
D	Create readable documents with legible handwriting.	N/A	N/A	N/A
2.2.08 Write frequently across content areas				
A	Summarize concepts presented in science (e.g., illustrations, sentences, paragraphs).	N/A	N/A	N/A
B	Write stories about concepts presented in social studies.	N/A	N/A	N/A
C	Write in math journals, create math stories, and write explanations for problem solving.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
D	Participate in shared writings about the arts and personal activities.	N/A	N/A	N/A
2.2.09 Write expressively using original ideas, reflections, and observations				
A	Write stories and poems.	N/A	N/A	N/A
B	Write, when given time, place, and materials.	N/A	N/A	N/A
C	Write to express opinions and judgments.	N/A	N/A	N/A
D	Continue to maintain, with teacher assistance, samples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, student-made books).	N/A	N/A	N/A
E	Dictate or write stories (e.g., tape recorder, adult, older student).	N/A	N/A	N/A
2.2.10 Write in response to literature				
A	Describe setting, characters, and events in detail.	N/A	N/A	N/A
B	Write a different ending to a story.	N/A	N/A	N/A
C	Write about a favorite character or favorite part of a story.	N/A	N/A	N/A
D	Compose a note or questions for a favorite author.	N/A	N/A	N/A
E	Summarize a story.	N/A	N/A	N/A
2.2.11 Write in a variety of modes and genres				
A	Write friendly notes, invitations, and messages.	N/A	N/A	N/A
B	Write stories with a logical sequence.	N/A	N/A	N/A
C	Write poems.	N/A	N/A	N/A
D	Write descriptive sentences.	N/A	N/A	N/A
E	Write a report.	N/A	N/A	N/A
F	Write in journals.	N/A	N/A	N/A

Tennessee State Standards

Grade 2

Strand: Elements of Language Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
2.3.01 Demonstrate knowledge of standard English usage				
A	Use nouns appropriately (e.g., singular and plural, common and proper, possessives).	✓	Challenge Sheets: Grammar	✓
B	Use verbs appropriately (e.g., past and present tense, agreement, action and linking, irregular).	✓	Challenge Sheets: Grammar	✓
C	Use pronouns appropriately (e.g., pronoun case, subject and object agreement).	✓	Challenge Sheets: Grammar	✓
D	Use adjectives appropriately (e.g., descriptive, comparative, superlative).	✓	Challenge Sheets: Grammar	✓
2.3.02 Demonstrate knowledge of standard English mechanics				
A	Capitalize the first word of a sentence, names, pronoun "I," and proper nouns.	✓	Challenge Sheets: Grammar	✓
B	Use correct punctuation at the end of declarative sentences, exclamatory sentences and questions.	✓	Challenge Sheets: Grammar	✓
C	Use commas correctly in a series of one- word items (e.g., apples, oranges, and pears).	✓	Challenge Sheets: Grammar	✓
D	Form contractions using apostrophes.	✓	Challenge Sheets: Grammar	✓
E	Write legibly in manuscript.	✓	Challenge Sheets: Grammar	✓
2.3.03 Demonstrate knowledge of standard English spelling				
A	Spell high-frequency words correctly.	✓	Over 200 blackline masters	✓
B	Spell words correctly as appropriate to grade level.	✓	Over 200 blackline masters	✓
C	Spell basic short-vowel, long-vowel words and consonant blend patterns.	✓	Over 200 blackline masters	✓
D	Spell regular and irregular plurals correctly (e.g., boy/boys, child/children).	✓	Over 200 blackline masters	✓
E	Use a dictionary to spell words correctly and to verify spelling.	N/A	N/A	N/A
F	Arrange words in alphabetical order to the second letter.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
2.3.04 Demonstrate knowledge of correct sentence structure				
A	Use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct pronoun choice, and logical/appropriate correct word order).	✓	Oral Reading Sheets: 4 – 46	✓
B	Distinguish between complete and incomplete sentences.	✓	Oral Reading Sheets: 4 – 46	✓
C	Identify and use statements, questions, and exclamatory sentences in writing and speaking.	✓	Oral Reading Sheets: 4 – 46	✓
D	Combine simple sentences into compound sentences.	✓	Oral Reading Sheets: 4 – 46	✓

Tennessee State Standards
Grade 3
Strand: Reading Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
3.1.01 Develop oral language				
A	Show evidence of expanding oral language through vocabulary growth.	✓	Oral Reading Sheets: 4 – 61	✓
B	Consistently use established rules for conversation (e.g., taking turns, raising hand, and asking questions).	N/A	N/A	N/A
C	Understand, follow, and give oral directions.	✓	Oral Reading Sheets: 4 – 61	✓
D	Respond to questions from teachers and other group members and pose follow-up questions for clarity.	N/A	Oral Reading Sheets: 4 – 61	N/A
E	Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).	N/A	N/A	N/A
F	Summarize orally what has been learned or accomplished after completing an activity or assignment.	N/A	N/A	N/A
G	Give oral presentations about experiences or interests, using eye contact, proper pacing, adequate volume, and clear enunciation.	N/A	N/A	N/A
3.1.02 Develop listening skills				
A	Listen attentively to speaker for specific information.	✓	Oral Reading Sheets: 4 – 61	✓
B	Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).	N/A	N/A	N/A
C	Listen and respond to a variety of media (e.g., books, audio tapes, videos).	N/A	N/A	N/A
D	Recognize the difference between formal and informal languages.	N/A	N/A	N/A
E	Follow oral directions.	✓	Oral Reading Sheets: 4 – 61	✓
3.1.03 Demonstrate knowledge of concepts of print				
A	Recognize that groups of sentences make a paragraph and paragraphs make a story or article.	N/A	N/A	N/A
B	Recognize and use parts of text (e.g., title, table of contents, glossary and index).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
C	Recognize and use common text features (e.g., headings, key words, graphics).	N/A	N/A	N/A
D	Recognize different forms of text (e.g., poems, plays and stories).	N/A	N/A	N/A
3.1.04 Develop and maintain phonemic awareness				
A	Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).	✓	Oral Reading Sheets: 4 – 61	✓
B	Add, delete, and change targeted sounds to modify or change words.	✓	Oral Reading Sheets: 4 – 61	✓
C	Identify and produce rhyming words and original poems.	N/A	N/A	N/A
3.1.05 Develop and use decoding strategies				
A	Use knowledge of letter-sound correspondence knowledge and structural analysis to decode.	✓	Over 200 blackline masters	✓
B	Decode multi-syllabic words not yet known as sight words.	✓	Over 200 blackline masters	✓
C	Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., root words, prefixes, and suffixes).	✓	Over 200 blackline masters	✓
D	Use previously learned strategies to decode and verify word meaning utilizing the context of the selection.	✓	Over 200 blackline masters	✓
3.1.06 Read to develop fluency, expression, accuracy and confidence				
A	Read with increasing fluency and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes).	✓	Oral Reading Sheets: 4 – 61	✓
B	Read aloud grade-appropriate narrative and expository text fluently and accurately, using appropriate timing, intonation, and expression.	✓	Oral Reading Sheets: 4 – 61	✓
C	Participate in guided oral reading.	✓	Oral Reading Sheets: 4 – 61	✓
D	Reflect punctuation within written text while reading orally.	✓	Oral Reading Sheets: 4 – 61	✓
E	Demonstrate the automatic recognition of high frequency words.	✓	Oral Reading Sheets: 4 – 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
F	Read daily and independently from a variety of texts.	✓	Oral Reading Sheets: 4 – 61	✓
3.1.07 Develop and extend reading vocabulary				
A	Build vocabulary by listening to literature and participating in discussion.	N/A	Oral Reading Sheets: 4 – 61	N/A
B	Build vocabulary through frequent read-alouds.	N/A	Oral Reading Sheets: 4 – 61	N/A
C	Determine word meaning using root words, prefixes, and suffixes.	✓	Oral Reading Sheets: 4 – 61	✓
D	Recognize and use compound words, contractions, and abbreviations.	✓	Oral Reading Sheets: 4 – 61	✓
E	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources.	✓	Oral Reading Sheets: 4 – 61	✓
F	Use antonyms and synonyms to facilitate understanding of words.	✓	Oral Reading Sheets: 4 – 61	✓
G	Use context clues to determine meaning of multi-meaning words.	✓	Oral Reading Sheets: 4 – 61	✓
H	Manipulate word walls and word sorts.	N/A	N/A	N/A
I	Build vocabulary by reading a wide range of text types inside and outside the classroom.	N/A	N/A	N/A
3.1.08 Develop and use pre-reading strategies				
A	Identify a purpose for reading (e.g., for information, for enjoyment, for understanding a writer's position).	N/A	N/A	N/A
B	Participate in activities to build background knowledge to make meaning from text.	N/A	N/A	N/A
C	Make predictions using text features (e.g., illustrations and graphics).	N/A	N/A	N/A
D	Preview text using illustrations, graphics, text format, text structures and skimming.	N/A	N/A	N/A
E	Connect life experience to information and events in texts.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
3.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading				
A	Derive meaning while reading by 1. formulating clarifying questions. 2. predicting outcomes based upon prior knowledge and adjust as knowledge is gained while reading. 3. using metacognitive reading strategies to monitor comprehension (e. g., reread, read ahead, adjust reading speed). 4. creating a mental image. 5. expressing reactions and personal opinions in response to a selection.	N/A	Oral Reading Sheets: 4 – 46	N/A
B	Check for understanding after reading 1. drawing conclusions based on evidence gained while reading. 2. sequencing story events and/or text information. 3. recognizing cause and effect relationships in text. 4. discussing similarities and differences in text events, characters, and character actions. 5. distinguishing between fact and opinion. 6. recognizing the stated/ implied main idea of the text 7. discussing author’s purpose for writing.	✓	Oral Reading Sheets: 4 – 46	✓
3.1.10 Introduce informational skills to facilitate learning				
A	Use outside resources to access information (e.g., family and community).	N/A	N/A	N/A
B	Use media sources to access information (e.g., online catalog, non-fiction books, encyclopedias, CD-ROM references, Internet).	N/A	N/A	N/A
C	Use text referenced material (e.g., dictionary, thesaurus, encyclopedia, magazines, and newspapers).	N/A	N/A	N/A
D	Gather and record information on a topic.	N/A	N/A	N/A
3.1.11 Develop skills to facilitate reading to learn in a variety of content areas				
A	Develop and maintain content specific vocabulary.	N/A	N/A	N/A
B	Use text features to locate information (e.g., charts, tables of contents, maps, illustrations).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
C	Apply skills and strategies to comprehend informational text (e.g., pre-reading strategies, comprehension strategies).	✓	Oral Reading Sheets: 4 – 46	✓
D	Use self-correction strategies while reading (e.g., pausing, rereading, asking for help).	✓	Oral Reading Sheets: 4 – 46	✓
3.1.12 Read independently for a variety of purposes				
A	Read for literary experience.	✓	Oral Reading Sheets: 4 – 46	✓
B	Read to gain information.	✓	Oral Reading Sheets: 4 – 46	✓
C	Read to perform a task.	✓	Oral Reading Sheets: 4 – 46	✓
D	Read for enjoyment.	✓	Oral Reading Sheets: 4 – 46	✓
E	Read to expand vocabulary.	✓	Oral Reading Sheets: 4 – 46	✓
F	Read to build fluency.	✓	Oral Reading Sheets: 4 – 46	✓
3.1.13 Experience various literary and media genres				
A	Read and view various literary (e.g., short stories, fairy tales, non-fiction texts, biographies, folktales, and poetry) and media (e.g., photographs, the arts, films, video) genres.	N/A	N/A	N/A
B	Understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper, photographs).	N/A	N/A	N/A
C	Define and identify setting.	✓	N/A	✓
D	Define and identify the characters.	N/A	N/A	N/A
E	Differentiate between main and minor characters.	N/A	N/A	N/A
F	Determine the problem in a story, discover its solution, and consider alternate solutions.	✓	N/A	✓
G	Identify types of stories (e.g., folktales, fables, fairy tales).	N/A	N/A	N/A
H	Compare and contrast different versions/representations of similar stories, legends, lessons or events reflecting different cultures.	N/A	N/A	N/A
I	Explore the ways in which language is used in literary texts (e.g., rhythm, beat, imagery, simile, and metaphor).	N/A	N/A	N/A
J	Explore the concept of first person point of view.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
3.1.14 Develop and maintain a motivation to read				
A	Visit libraries/media centers and regularly check out materials.	N/A	N/A	N/A
B	Engage in a variety of literacy activities voluntarily (self-select books and stories).	N/A	N/A	N/A
C	Read longer narrative and expository text independently including chapter books.	N/A	N/A	N/A
D	Select literature based on personal needs and interests from a variety of genres and by different authors.	N/A	N/A	N/A
E	Choose works from favorite authors/illustrators and genres.	N/A	N/A	N/A
F	Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic representations).	N/A	N/A	N/A
G	Experience daily opportunities to read.	N/A	N/A	N/A
H	Choose to read as a leisure activity.	N/A	N/A	N/A

Tennessee State Standards
Grade 3
Strand: Writing Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
3.2.01 Use a variety of pre-writing strategies				
A	Brainstorm ideas with teacher and peers.	N/A	N/A	N/A
B	Write key thoughts and questions, record reactions and observations and group related ideas.	N/A	N/A	N/A
C	Construct graphic organizers to group ideas for writing (e.g., webs, charts, graphs, diagrams, illustrations).	N/A	N/A	N/A
D	Select a focus when writing.	N/A	N/A	N/A
E	Use a variety of sources to gather information.	N/A	N/A	N/A
F	Write with awareness of a specified audience (e.g., self, peers, teachers, and adults).	N/A	N/A	N/A
3.2.02 Write for a variety of purposes				
A	Continue to write to acquire and exhibit knowledge (e.g., paragraphs, reports and answer questions).	N/A	N/A	N/A
B	Continue to write to entertain (e.g., stories, poems, riddles, cartoons).	N/A	N/A	N/A
C	Continue to write to inform (e.g., friendly letters, reports, invitations, journals, notes, lists).	N/A	N/A	N/A
D	Write in response to a prompt (e.g., to respond to a picture, story, art).	N/A	N/A	N/A
3.2.03 Show evidence of drafting and revision with written work				
A	Compose first drafts using appropriate parts of the writing process.	N/A	Challenge Sheets: Grammar	N/A
B	Write in complete sentences using descriptive language.	N/A	Challenge Sheets: Grammar	N/A
C	Develop a paragraph with a topic sentence, supporting details, and a concluding sentence.	N/A	Challenge Sheets: Grammar	N/A
D	Arrange events in a logical, sequential order.	N/A	N/A	N/A
E	Write stories that have a beginning, middle, and end.	N/A	N/A	N/A
F	Use correct page format (e.g., paragraphs, margins, indentations and titles).	N/A	N/A	N/A
G	Use resources (e.g., dictionaries, thesaurus, computer) to aid in the writing process.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
H	Revise writing to improve detail after determining what could be added or deleted (e.g., reread; rearrange words, sentences, paragraphs; add descriptive words; remove unneeded information; incorporate suggestions and vary sentence structures).	N/A	N/A	N/A
3.2.04 Include editing before the completion of finished work				
A	Apply elements of language (e.g., end marks, commas in a series, capitalization); usage (e.g., subject and verb agreement in a simple sentence); and sentence structure (e.g., elimination of fragments) when writing and editing.	✓	Challenge Sheets: Grammar	✓
B	Use classroom resources (e.g., word walls, dictionaries, teacher, peers, appropriate technology, student generated word books) to aid in proofreading.	N/A	N/A	N/A
C	Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.	✓	Challenge Sheets: Grammar	✓
D	Create readable documents with legible handwriting.	N/A	N/A	N/A
E	Write legibly in manuscript and in cursive.	N/A	N/A	N/A
3.2.05 Evaluate own and others' writing				
A	Use a rubric to evaluate own and others' writing.	N/A	N/A	N/A
B	Evaluate own and others' writing through small group discussion and shared work.	N/A	N/A	N/A
C	Record and evaluate suggestions and reactions with peers.	N/A	N/A	N/A
D	Recognize positive features and give feedback to peers.	N/A	N/A	N/A
E	Review personal collection to determine progress.	N/A	N/A	N/A
3.2.06 Experience numerous publishing opportunities				
A	Produce a variety of written works (e.g., literature response, reports, "published" books, book reports) in various formats.	N/A	N/A	N/A
B	Use technology to publish writing.	N/A	N/A	N/A
C	Incorporate photographs or illustrations.	N/A	N/A	N/A
D	Share completed work.	N/A	N/A	N/A
E	Create individual and classroom books.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
F	Identify opportunities for publication (e.g., national and/or local contests, websites, newspapers, periodicals).	N/A	N/A	N/A
3.2.07 Write narrative accounts				
A	Write in response to a narrative prompt.	N/A	N/A	N/A
B	Write an account based on personal experience that has a clear focus and supporting details (e.g., use illustrations and lists).	N/A	N/A	N/A
C	Use classroom rubric as a guide for writing a narrative.	N/A	N/A	N/A
3.2.08 Write frequently across content areas				
A	Summarize concepts presented in science (e.g., illustrations, sentences, paragraphs, reports).	N/A	N/A	N/A
B	Summarize concepts presented in social studies (e.g., illustrations, sentences, paragraphs, reports).	N/A	N/A	N/A
C	Write in math journals, create math stories, and write explanations for problem solving.	N/A	N/A	N/A
D	Participate in shared writings about the arts and personal activities.	N/A	N/A	N/A
3.2.09 Write expressively using original ideas, reflections, and observations				
A	Create stories and poems.	N/A	N/A	N/A
B	Write brief descriptions of a real object, person, place, or event using sensory details.	N/A	N/A	N/A
C	Write to express opinions and judgments.	N/A	N/A	N/A
D	Write for personal enjoyment using individual expression and creative imagination.	N/A	N/A	N/A
3.2.10 Write in response to literature				
A	Summarize a story.	N/A	N/A	N/A
B	Write a different ending to a story.	N/A	N/A	N/A
C	Write to describe story elements (e.g., setting, characters, plot, problem, solution/conclusion).	N/A	N/A	N/A
D	Compare characters, settings, and events within and between stories.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
3.2.11 Write in a variety of modes and genres				
A	Write stories.	N/A	Challenge Sheets: Grammar	N/A
B	Write a descriptive paragraph.	N/A	Challenge Sheets: Grammar	N/A
C	Write a narrative paragraph.	N/A	N/A	N/A
D	Write a how-to paragraph.	N/A	N/A	N/A
E	Write a compare-contrast paragraph.	N/A	N/A	N/A
F	Write a variety of poems.	N/A	N/A	N/A
G	Write a report.	N/A	N/A	N/A
H	Write a friendly letter.	N/A	N/A	N/A
I	Write in journal.	N/A	N/A	N/A

Tennessee State Standards

Grade 3

Strand: Elements of Language Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
3.3.01 Demonstrate knowledge of standard English usage				
A	Use nouns appropriately (e.g., nouns as subjects, singular, plurals and possessive).	✓	Challenge Sheets: Grammar	✓
B	Use verbs appropriately (e.g., past, present and future tenses, irregular verbs, agreement with simple and compound subjects).	✓	Challenge Sheets: Grammar	✓
C	Use pronouns appropriately (e.g., subject and object, pronouns, substitution for nouns, agreement with antecedents).	✓	Challenge Sheets: Grammar	✓
D	Use adjectives appropriately (e.g., vivid descriptive words, comparative/ superlative, and articles).	✓	Challenge Sheets: Grammar	✓
E	Use adverbs appropriately (e.g., common formation and placement in a sentence).	✓	Challenge Sheets: Grammar	✓
F	Recognize usage errors (e.g., double negatives, troublesome words [to, two; their, there, they're]).	✓	Challenge Sheets: Grammar	✓
3.3.02 Demonstrate knowledge of standard English mechanics				
A	Use capitalization when writing names, dates, cities and states, addresses, holidays, and titles of books.	✓	Challenge Sheets: Grammar	✓
B	Capitalize the first word in a sentence, proper nouns, titles, abbreviations, parts of a friendly letter, and the first word in a direct quotation.	✓	Challenge Sheets: Grammar	✓
C	Use commas in dates, locations, addresses and items in a series.	✓	Challenge Sheets: Grammar	✓
D	Use correct punctuation (e.g., end punctuation, periods in initials, abbreviations and titles before names; colon between hour and minutes, parts of a letter).	✓	Challenge Sheets: Grammar	✓
E	Recognize and use contractions and possessives using apostrophes.	✓	Challenge Sheets: Grammar	✓
F	Write legibly in manuscript and in cursive.	✓	Over 200 blackline masters	✓
3.3.03 Demonstrate knowledge of standard English spelling				
A	Spell high-frequency words correctly.	✓	Over 200 blackline masters	✓

Topic	Description	Lessons	Supplemental Material	Activities
B	Spell correctly commonly misspelled words as appropriate to grade level.	✓	Over 200 blackline masters	✓
C	Spell correctly words that have blends, contractions, and orthographic patterns (e.g., consonant doubling, changing "y" to "i," dropping the final silent "e" before adding the suffix).	✓	Over 200 blackline masters	✓
D	Form and spell contractions, plurals and possessives correctly.	✓	Over 200 blackline masters	✓
E	Arrange and identify words in alphabetical order for practical purposes occurring in everyday life (e.g., lists, card catalog, phone directory).	N/A	N/A	N/A
F	Use a dictionary and other resources to verify spelling.	N/A	N/A	N/A
3.3.04 Demonstrate knowledge of correct sentence structure				
A	Use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct word order, and correct placement of words and phrases).	✓	Challenge Sheets: Grammar	✓
B	Identify and use statements, questions, commands and exclamatory sentences in writing and speaking.	✓	Challenge Sheets: Grammar	✓
C	Recognize statements, questions and exclamations by noting end punctuation when writing and intonation when speaking.	✓	Challenge Sheets: Grammar	✓
D	Identify the subject and predicate of a sentence (simple and compound).	✓	Challenge Sheets: Grammar	✓
E	Recognize complete sentences; edit incomplete sentences and run-on sentences.	✓	Challenge Sheets: Grammar	✓
F	Combine simple sentences into compound sentences to increase syntactic variety.	✓	Challenge Sheets: Grammar	✓
G	Combine sentences using compound subjects and /or predicates.	✓	Challenge Sheets: Grammar	✓

Tennessee State Standards

Grade 4

Strand: Reading Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
4.1.01 Continue to develop oral language and listening skills				
A	Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.	N/A	Oral Reading Sheets: 4 – 61	N/A
B	Use established rules for conversation (e.g., do not interrupt, ask questions, provide appropriate feedback).	N/A	N/A	N/A
C	Understand, follow, and give oral multi-step directions which may include illustrations.	✓	Oral Reading Sheets: 4 – 61	✓
D	Formulate and respond to questions from teachers and other group members.	N/A	Oral Reading Sheets: 4 – 61	N/A
E	Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).	N/A	N/A	N/A
F	Summarize orally what has been learned or accomplished after completing an activity or assignment.	N/A	N/A	N/A
G	Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science projects).	N/A	N/A	N/A
H	Present and/or perform original or published literary work with a group and/or individually.	N/A	N/A	N/A
I	Use different voice levels and speech patterns for small groups, informal discussions, and reports.	N/A	N/A	N/A
J	Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).	N/A	N/A	N/A
K	Participate in recitations of assigned/self-selected passages.	N/A	N/A	N/A
4.1.02 Demonstrate knowledge of concepts of print				
A	Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index).	N/A	N/A	N/A
B	Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
C	Recognize different forms of text (e.g., poems, plays, drama, letters, ads, biographies).	N/A	N/A	N/A
4.1.03 Expand reading skills through phonemic awareness				
A	Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, books on tape, sound effects, read alouds).	N/A	N/A	N/A
B	Understand rhyming patterns in printed materials.	N/A	N/A	N/A
C	Respond and analyze the effects of the sounds of language (e.g., alliteration, onomatopoeia, rhythm, beat).	N/A	N/A	N/A
4.1.04 Use decoding strategies to read unfamiliar words				
A	Continue to use knowledge of letter-sound correspondence and structural analysis to decode words.	✓	Over 200 blackline masters	✓
B	Expand understanding and use of root words, prefixes, and suffixes to decode words.	✓	Over 200 blackline masters	✓
C	Use syllabication to decode words.	✓	Over 200 blackline masters	✓
D	Understand, recognize, and use spelling patterns and word families to decode words.	✓	Over 200 blackline masters	✓
E	Decode unknown grade level words by utilizing learned strategies (e.g., reading ahead, drawing upon prior knowledge) to verify word meanings within the context.	✓	Over 200 blackline masters	✓
4.1.05 Read to develop fluency, expression, accuracy, and confidence				
A	Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, recorded reading, echo reading).	✓	Oral Reading Sheets: 4 – 61	✓
B	Read with fluency and confidence from a variety of texts (e.g., poetry, drama, current events, novels).	✓	Oral Reading Sheets: 4 – 61	✓
C	Participate in guided oral reading.	✓	Oral Reading Sheets: 4 – 61	✓
D	Read orally using appropriate pronunciation, expression, and rate.	✓	Oral Reading Sheets: 4 – 61	✓
E	Adjust speed based on the purpose for reading and reading level.	N/A	N/A	N/A
F	Read independently daily.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
4.1.06 Expand reading vocabulary				
A	Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.	✓	Oral Reading Sheets: 4 – 61	✓
B	Build vocabulary through frequent read alouds.	N/A	Oral Reading Sheets: 4 – 61	N/A
C	Infer word meanings using roots, prefixes, and suffixes.	✓	Over 200 blackline masters	✓
D	Determine the meaning of unfamiliar words using context clues, dictionaries , glossaries, and other resources.	✓	Over 200 blackline masters	✓
E	Use appropriate synonyms, antonyms, and homonyms.	✓	Over 200 blackline masters	✓
F	Foster word consciousness (e.g., word play, word walls and word sorts).	N/A	N/A	N/A
G	Continue to use context clues to determine the correct meaning/usage of multiple meaning words.	✓	Oral Reading Sheets: 4 – 61	✓
H	Select the correct word to complete an analogy.	N/A	N/A	N/A
I	Build vocabulary by reading from a wide variety of text and literary genres.	✓	Oral Reading Sheets: 4 – 61	✓
4.1.07 Employ pre-reading strategies to facilitate comprehension				
A	Set a purpose for reading (e.g., to understand, to enjoy, to solve problems, to locate specific information/facts).	N/A	N/A	N/A
B	Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing).	N/A	N/A	N/A
C	Explore significant words to be encountered in selected/assigned text.	N/A	Oral Reading Sheets: 4 – 61	N/A
D	Preview text using text features (e.g., illustrations/pictures, graphs, diagrams, and headings).	N/A	N/A	N/A
E	Make predictions about text using text features (e.g., title, author, illustrations, and text format).	N/A	N/A	N/A
F	Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
4.1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading				
A	Derive meaning while reading by <ol style="list-style-type: none"> 1. formulating clarifying questions. 2. predicting outcomes based upon prior knowledge and adjusting appropriately. 3. using metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading). 4. creating mental images. 5. expressing reactions and personal opinions to a selection. 6. making inferences. 7. verifying or modifying the pre-reading purpose. 8. drawing conclusions based on evidence gained. 	✓	Oral Reading Sheets: 4 – 46	✓

Topic	Description	Lessons	Supplemental Material	Activities
B	Check for understanding after reading by <ol style="list-style-type: none"> 1. indicating sequence of events in fiction and nonfiction selections. 2. selecting main idea and supporting details from text. 3. identifying the author’s purpose (e.g., to entertain, to inform, to explain). 4. discussing similarities and differences in events and characters using evidence cited in two or three text(s). 5. selecting information to meet a specific purpose. 6. stating reasonable generalizations in reference to two pieces of text on a similar topic. 7. locating information to support opinions, predictions, and conclusions. 8. identifying cause and effect relationships. 9. distinguishing between fact/opinion and reality/fantasy. 10. identifying and interpreting figurative language (e.g., idioms, similes, metaphors, personification). 11. recognizing the theme of a single passage. 12. reflecting upon comprehension strategies utilized to make meaning from text. 	N/A	Oral Reading Sheets: 4 – 46	N/A
4.1.09 Develop appropriate information skills and study skills to facilitate learning				
A	Use and discern appropriate reference sources in various format (e.g., interviews with family and community; encyclopedias, card/electronic catalogs, almanacs, magazines, and newspapers).	N/A	N/A	N/A
B	Use media (e.g., photographs, films, videos, the arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROM references, internet) to view, read, and represent information.	N/A	N/A	N/A
C	Use current technology as a research and communication tool for personal interest, research, and clarification.	N/A	N/A	N/A
D	Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, and diaries; and internet sites).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
E	Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.	N/A	N/A	N/A
F	Skim materials to develop a general overview of content or to locate specific information.	N/A	N/A	N/A
G	Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, tables, timelines).	N/A	N/A	N/A
H	Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, magazines) on daily life.	N/A	N/A	N/A
I	Gather and record information on a research topic using two different sources.	N/A	N/A	N/A
4.1.10 Develop skills to facilitate reading to learn in a variety of content areas				
A	Develop and maintain vocabulary specific to content and to current events.	N/A	N/A	N/A
B	Locate information using available text features (e.g., maps, charts, graphics, appendices, and tables of contents).	N/A	N/A	N/A
C	Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).	✓	Oral Reading Sheets: 4 – 46	✓
D	Use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources, asking for help).	✓	Oral Reading Sheets: 4 – 46	✓
E	Determine the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies).	N/A	N/A	N/A
4.1.11 Read independently for a variety of purposes				
A	Read for literary experience.	✓	N/A	✓
B	Read to gain information.	✓	N/A	✓
C	Read to perform a task.	✓	N/A	✓
D	Read for enjoyment.	✓	N/A	✓
E	Read to expand vocabulary.	✓	N/A	✓
F	Read to build fluency.	✓	N/A	✓

Topic	Description	Lessons	Supplemental Material	Activities
4.1.12 Experience various literary and media genres				
A	Read, view, and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g. photographs, the arts, films, video) genres.	N/A	N/A	N/A
B	Determine the problem of a story, discover its solution, and consider alternate solutions.	N/A	N/A	N/A
C	Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.	N/A	N/A	N/A
D	Identify and describe the main and minor characters, considering the importance of their actions, motives, and appearances.	N/A	N/A	N/A
E	Make inferences about print and non-print text.	✓	N/A	✓
F	Compare and contrast events and characters using evidence cited from print and non-print text(s).	N/A	N/A	N/A
G	Compare and contrast different versions/representations of the same stories/events that reflect different cultures.	N/A	N/A	N/A
H	Summarize selected passages.	N/A	N/A	N/A
I	Distinguish between first and third person points of view.	N/A	N/A	N/A
J	Explore the concept of theme.	N/A	N/A	N/A
K	Recognize and understand basic literary devices (e.g., imagery, simile, metaphor, personification).	N/A	N/A	N/A
4.1.13 Develop and sustain a motivation for reading				
A	Visit libraries/media centers and book fairs to explore books.	N/A	N/A	N/A
B	Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, recommendation of others).	N/A	N/A	N/A
C	Read daily from self-selected materials.	N/A	N/A	N/A
D	Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).	N/A	N/A	N/A
E	Begin a personal reading list or reading log/journal to reflect reading progress and accomplishments.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
F	Experience and develop an awareness of literature that reflects a diverse society.	N/A	N/A	N/A
G	Choose to read as a leisure activity.	N/A	N/A	N/A

Tennessee State Standards
Grade 4
Strand: Writing Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
4.2.01 Engage in prewriting using a variety of strategies				
A	Generate and focus ideas through brainstorming and peer discussions.	N/A	N/A	N/A
B	Use print and non-print materials along with prior knowledge to provide background for writing.	N/A	N/A	N/A
C	Arrange ideas by using graphic organizers (e.g., listing, clustering, story maps, and webs).	N/A	N/A	N/A
D	Select and refine a topic.	N/A	N/A	N/A
E	Determine appropriate audience.	N/A	N/A	N/A
F	Begin to establish a purpose for writing.	N/A	N/A	N/A
4.2.02 Write for a variety of audiences and purposes				
A	Write a descriptive paragraph to create a visual image.	N/A	Challenge Sheets: Grammar	N/A
B	Write in response to a standard prompt and/or select a prompt from two choices.	N/A	Challenge Sheets: Grammar	N/A
C	Write to inform a particular audience about a specific issue.	N/A	N/A	N/A
D	Compose a narrative (e.g., to entertain, to inform, to share experiences).	N/A	Challenge Sheets: Grammar	N/A
E	Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, enhance communication).	N/A	N/A	N/A
F	Introduce writing in the expository mode (e.g., explanatory paragraph, "how to" paragraph).	N/A	N/A	N/A
4.2.03 Show evidence of drafting and revision with written work				
A	Write and think freely while drafting.	N/A	Challenge Sheets: Grammar	N/A
B	Select format based on purpose.	N/A	N/A	N/A
C	Write with a sense of audience.	N/A	N/A	N/A
D	Develop topic sentence with supporting details and concluding sentence to form a paragraph.	N/A	N/A	N/A
E	Maintain focus of topic with specific relevant supporting details.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
F	Construct varied sentences (i.e., syntactic variety) to add interest.	N/A	N/A	N/A
G	Arrange multi-paragraph work in a logical and coherent order.	N/A	N/A	N/A
H	Write using appropriate time-order or transitional words.	N/A	N/A	N/A
I	Use correct page format (e.g., paragraphs, margins, indentations, and titles).	N/A	N/A	N/A
J	Revise to clarify and refine ideas, to distinguish between important and unimportant information, and to enhance word selection.	N/A	N/A	N/A
K	Produce multiple drafts	N/A	N/A	N/A
4.2.04 Include editing before the completion of finished work				
A	Edit for elements of language.	N/A	N/A	N/A
B	Proofread using reference materials.	N/A	N/A	N/A
C	Use a computer or other technological tools as editing tools.	N/A	N/A	N/A
D	Create readable documents with legible handwriting.	N/A	N/A	N/A
4.2.05 Evaluate own and others' writing				
A	Develop and use classroom rubrics for written work.	N/A	N/A	N/A
B	Introduce and use the state assessment rubric.	N/A	N/A	N/A
C	Participate in peer review and editing.	N/A	N/A	N/A
D	Review personal collection to determine progress and evaluate work.	N/A	N/A	N/A
E	Acknowledge and discuss diversity of individual writing styles.	N/A	N/A	N/A
4.2.06 Experience numerous publishing opportunities				
A	Produce a variety of written works (e.g. literature response, reports, "published" books, group or paired writing).	N/A	N/A	N/A
B	Incorporate photos, illustrations, charts, tables, or graphs.	N/A	N/A	N/A
C	Use technology for publishing individual and group work.	N/A	N/A	N/A
D	Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, newspapers/periodicals, school displays).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
4.2.07 Write narrative accounts				
A	Write in response to narrative prompts, both self-selected and assigned.	N/A	Challenge Sheets: Grammar	N/A
B	Practice response to assigned prompts in timed situations.	N/A	N/A	N/A
C	Write with developed characters, setting, and plot.	N/A	N/A	N/A
D	Incorporate sensory details using vivid words and figurative language to establish a context that enables readers to visualize an event or experience.	N/A	N/A	N/A
E	Write with well-developed organizational structure, sequence of events, and details.	N/A	N/A	N/A
F	Begin to develop a voice.	N/A	N/A	N/A
G	Use classroom and state rubrics as guides for writing.	N/A	N/A	N/A
4.2.08 Write frequently across all content areas				
A	Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor).	N/A	N/A	N/A
B	Compose and respond to original questions and/or problems from all content areas.	N/A	N/A	N/A
C	Explain procedures used to solve problems encountered in content areas (e.g., science lab experiments, math problems).	N/A	N/A	N/A
D	Investigate content specific topics to gather information and write.	N/A	N/A	N/A
E	Use experiences from the arts to write creatively and expressively.	N/A	N/A	N/A
4.2.09 Write expressively using original ideas, reflections, and observations				
A	Express thoughts and feelings using colorful, fully elaborated descriptions.	N/A	N/A	N/A
B	Incorporate vivid language.	N/A	N/A	N/A
C	Write poems, stories, and essays based upon personal reflections, observations, and experiences.	N/A	N/A	N/A
D	View, read, or listen to examples of various writing styles.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
4.2.10 Write in response to literature				
A	Write a letter to/as a character in a written work.	N/A	N/A	N/A
B	Create an optional ending for a story.	N/A	N/A	N/A
C	Retell a story from a different point of view.	N/A	N/A	N/A
D	Compare and contrast literary works.	N/A	N/A	N/A
E	Write a reader's response to a literary work.	N/A	N/A	N/A
F	Write creative, imaginative, and original responses to literature (e.g. poems, raps, songs, stories).	N/A	N/A	N/A
4.2.11 Write in a variety of modes and genres				
A	Write a narrative including sensory details.	N/A	N/A	N/A
B	Write a descriptive paragraph that includes vivid language.	N/A	N/A	N/A
C	Write an expository/"how to" paragraph with multiple steps.	N/A	N/A	N/A
D	Write a paper to compare/contrast two people, places, things or ideas.	N/A	N/A	N/A
E	Create a variety of poems.	N/A	N/A	N/A
F	Write a research report using a single source and notes taken using the source.	N/A	N/A	N/A
G	Write friendly and business letters.	N/A	N/A	N/A
H	Write journal entries.	N/A	N/A	N/A
I	Write an autobiographical account.	N/A	N/A	N/A

Tennessee State Standards

Grade 4

Strand: Elements of Language Accomplishments

Tennessee Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
4.3.01 Demonstrate knowledge of standard English usage				
A	Use nouns appropriately (e.g., singular and plural, common and proper, singular and plural possessives).	✓	Challenge Sheets: Grammar	✓
B	Use pronouns appropriately (e.g., subject, object, and possessive; singular and plural; agreement with antecedents).	✓	Challenge Sheets: Grammar	✓
C	Use verbs appropriately (e.g., action and linking, regular and irregular forms, correct tenses, agreement in person and number with both simple and compound subjects).	✓	Challenge Sheets: Grammar	✓
D	Use adjectives appropriately (e.g., proper comparison forms, articles).	✓	Challenge Sheets: Grammar	✓
E	Use adverbs appropriately (e.g., proper comparison forms, negatives).	✓	Challenge Sheets: Grammar	✓
F	Recognize usage errors (e.g., double negatives, troublesome word groups, [to, too, two, there, their, they're, sit, set, lie, lay]).	✓	Challenge Sheets: Grammar	✓
4.3.02 Demonstrate knowledge of standard English mechanics				
A	Use correct capitalization (e.g., sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, and parts of a friendly letter).	✓	Challenge Sheets: Grammar	✓
B	Use correct punctuation at the end of sentences.	✓	Challenge Sheets: Grammar	✓
C	Demonstrate the correct usage of commas (e.g., series, direct address, following introductory words, dates, addresses, quotations, letters, and compound sentences).	✓	Challenge Sheets: Grammar	✓
D	Demonstrate the correct usage of quotation marks (e.g., in direct quotations and in titles).	✓	Challenge Sheets: Grammar	✓
E	Form contractions and possessives using apostrophes.	✓	Challenge Sheets: Grammar	✓
F	Abbreviate words correctly.	✓	Challenge Sheets: Grammar	✓
G	Continue to write legibly.	✓	Challenge Sheets: Grammar	✓

Topic	Description	Lessons	Supplemental Material	Activities
4.3.03 Demonstrate knowledge of standard English spelling				
A	Spell high frequency words correctly.	✓	Over 200 blackline masters	✓
B	Spell correctly commonly misspelled words as appropriate to grade level.	✓	Over 200 blackline masters	✓
C	Spell correctly words commonly used in content specific vocabulary.	✓	Over 200 blackline masters	✓
D	Recognize misspelled words in the context of sentences.	✓	Over 200 blackline masters	✓
E	Spell plurals and possessives correctly.	✓	Over 200 blackline masters	✓
F	Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.	✓	Over 200 blackline masters	✓
G	Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, charts).	✓	Over 200 blackline masters	✓
H	Identify and correctly spell homonyms within the context of sentences or phrases.	✓	Over 200 blackline masters	✓
I	Proofread and edit for accuracy of spelling using appropriate strategies.	✓	Over 200 blackline masters	✓
J	Develop a consciousness toward correct spelling across all subject areas.	✓	Over 200 blackline masters	✓
4.3.04 Demonstrate knowledge of correct sentence structure				
A	Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order within a sentence, correct placement of more detailed words and phrases).	✓	Challenge Sheets: Grammar	✓
B	Use complete sentences in writing.	✓	Challenge Sheets: Grammar	✓
C	Recognize and edit incomplete sentences and run-on sentences.	✓	Challenge Sheets: Grammar	✓
D	Combine simple sentences into compound sentences.	✓	Challenge Sheets: Grammar	✓
E	Combine sentences using compound subjects and/or predicates.	✓	Challenge Sheets: Grammar	✓