

Washington State Standard

Kindergarten Reading Grade-Level Expectations

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1.1.1 Understand and apply concepts of print.				
1.1.1.a	Use directionality when listening to or following text.	N/A	N/A	N/A
1.1.1.b	Identify front cover, back cover, and title of books.	N/A	N/A	N/A
1.1.1.c	Recognize that print represents spoken language (e.g., environmental print and own name).	✓	Oral Reading: Expert Sheets 4 - 20	✓
1.1.1.d	Recognize letters and spaces between words.	✓	Oral Reading: Expert Sheets 4 - 20	✓
1.1.2 Understand and apply phonological awareness and phonemic awareness.				
1.1.2.a	Substitute auditorially one phoneme for another to make a new word (e.g., beginning and ending sounds; oddity tasks).	✓	Oral Reading: Expert Sheets 4 - 20	✓
1.1.2.b	Discriminate auditorially rhyme and identify rhyming words in response to an oral prompt.	✓	Oral Reading: Expert Sheets 4 - 20	✓
1.1.2.c	Manipulate and segment words orally by onset and rime.	✓	Oral Reading: Expert Sheets 4 - 20	✓
1.1.2.d	Segment and blend two and three phoneme words orally.	✓	Oral Reading: Expert Sheets 4 - 20	✓
1.1.3 Apply understanding of oral language skills to develop reading skills.				
1.1.3.a	Participate orally in discussions/interactions (e.g., contribute descriptions, explanations, and details) when listening to stories read aloud and/or during shared reading.	N/A	Oral Reading: Expert Sheets 4 - 20	N/A
1.1.4 Apply understanding of phonics.				
1.1.4.a	Identify letters of the alphabet.	✓	Oral Reading: Expert Sheets 4 - 20	✓
1.1.4.b	Identify common consonant sounds and short vowel sounds.	✓	Oral Reading: Expert Sheets 4 - 20	✓

Topic	Description	Lessons	Supplemental Material	Activities
1.1.4.c	Use common consonant sounds with short vowel sounds to decode three- and four-letter words.	✓	Oral Reading: Expert Sheets 4 - 20	✓
1.1.4.d	Use knowledge of phonics to read unfamiliar words in isolation and in context.	✓	Oral Reading: Expert Sheets 4 - 20	✓

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

Topic	Description	Lessons	Supplemental Material	Activities
1.2.1 Understand how to use resources to learn new word meanings.				
1.2.1.a	Use simple resources with teacher guidance (e.g., picture dictionaries).	✓	Oral Reading: Expert Sheets 4 - 20	✓
1.2.2 Apply vocabulary strategies in grade-level text.				
1.2.2.a	Use oral language structure, letters, and pictures to predict and confirm word meaning with teacher guidance.	✓	Oral Reading: Expert Sheets 4 - 20	✓
1.2.2.b	Use prior knowledge and context in read aloud and/or shared reading to predict meaning of unfamiliar words.	✓	Oral Reading: Expert Sheets 4 - 20	✓

Component 1.3 Understand and apply new vocabulary.

Topic	Description	Lessons	Supplemental Material	Activities
1.3.1 Understand how to use resources to learn new word meanings.				
1.3.1.a	Use oral vocabulary gained through listening to a variety of read alouds from informational/expository text and literary/narrative text, including text from a variety of cultures and communities.	✓	Oral Reading: Expert Sheets 4 - 20	✓
1.3.2 Understand and apply content/academic vocabulary.				
1.3.2.a	Use content/academic vocabulary during class discussions.	✓	Oral Reading: Expert Sheets 4 - 20	✓

Component 1.4 Apply word recognition skills and strategies to read fluently.

Topic	Description	Lessons	Supplemental Material	Activities
1.4.1 Know common sight words appropriate to grade-level.				
1.4.1.a	Read selected sight words in isolation/lists.	✓	Oral Reading: Expert Sheets 4 - 20	✓
1.4.1.b	Recognize common sight words in text.	✓	Oral Reading: Expert Sheets 4 - 20	✓

Washington State Standard
Kindergarten Reading Grade-Level Expectations
EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
2.1.1 Understand how to ask questions about text.				
2.1.1.a	Ask and answer questions before, during, and after read aloud and/or shared reading.	✓	Oral Reading: Expert Sheets 4 - 20	✓
2.1.2 Understand how to create mental imagery.				
2.1.2.a	Compose visual images from what is read aloud and/or during shared reading. (e.g., draw a picture to represent something that was read in a story).	✓	Oral Reading: Expert Sheets 4 - 20	✓
2.1.3 Understand that some parts of the text are more important than others.				
2.1.3.a	Identify important parts of informational/expository text and literary/narrative text in a group discussion.	✓	Oral Reading: Expert Sheets 4 - 20	✓
2.1.4 Understand how to use prior knowledge.				
2.1.4.a	Make connections or identify similarities between self and text from a variety of cultures and communities after read alouds and/or shared reading.	N/A	N/A	N/A
2.1.5 Understand how to infer/ predict meaning.				
2.1.5.a	Use pictures and culturally relevant text read aloud and/or during shared reading to predict what will happen next; support predictions using information from the text.	✓	Oral Reading: Expert Sheets 4 - 20	✓
2.1.5.b	Make inferences orally before, during, and after hearing a story using prior knowledge, story structure, and prediction.	✓	Oral Reading: Expert Sheets 4 - 20	✓

Component 2.2 Understand and apply knowledge of text components to comprehend text.

Topic	Description	Lessons	Supplemental Material	Activities
2.2.1 Understand story sequence.				
2.2.1.a	Retell familiar stories using a beginning, middle, and end. (Note: Story telling order can differ between cultures. For example, in some cultures the end of the story is told first.)	✓	Oral Reading: Expert Sheets 4 - 20	✓
2.2.2 Understand features of printed text and electronic sources.				
2.2.2.a	Identify page numbers and titles in text.	N/A	N/A	N/A
2.2.2.b	Identify and use icons.	N/A	N/A	N/A
2.2.3 Understand story elements.				
2.2.3.a	Identify story elements of character, setting, and important events with teacher guidance.	N/A	N/A	N/A

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

Topic	Description	Lessons	Supplemental Material	Activities
2.3.1 Understand similarities within and between informational/expository text and literary/narrative text.				
2.3.1.a	Identify similarities in characters and settings within and between culturally relevant literary/narrative texts read aloud and/or during shared reading.	N/A	N/A	N/A
2.3.1.b	Identify common information about a topic within and between texts (e.g., all birds in the text build their nests on the ground).	N/A	N/A	N/A
2.3.2 Understand concept of categories.				
2.3.2.a	Sort objects by various attributes such as color, size, and purpose.	N/A	N/A	N/A
2.3.2.b	Orally sort words by various attributes (e.g., food, animals, colors, shapes).	N/A	N/A	N/A

Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.

Topic	Description	Lessons	Supplemental Material	Activities
2.4.1 Understand how to give personal responses and make connections to text.				
2.4.1.a	Generate a personal response or make connections to text based on a teacher prompt using information from a culturally relevant read aloud and/or shared reading.	N/A	N/A	N/A
2.4.2 Understand purposes of simple text.				
2.4.2.a	Identify the purpose of everyday printed materials (e.g., signs, labels, newspapers, story books, lists, etc.).	N/A	N/A	N/A

Washington State Standard
Kindergarten Reading Grade-Level Expectations
EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
3.1.1 Understand that resources contain information needed to answer questions and solve problems.				
3.1.1.a	Listen to and talk about information from a variety of types of informational/expository text.	✓	Oral Reading: Expert Sheets 4 - 20	✓
3.1.1.b	Participate in whole-group discussions to generate questions and listen to informational/expository text for answers to those questions.	✓	Oral Reading: Expert Sheets 4 - 20	✓

Component 3.2 Read to perform a task.

Topic	Description	Lessons	Supplemental Material	Activities
3.2.1 Understand that signs and labels convey information.				
3.2.1.a	Explain the meaning of labels and environmental print.	N/A	N/A	N/A

Component 3.4 Read for literary/narrative experience in a variety of genres.

Topic	Description	Lessons	Supplemental Material	Activities
3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.				
3.4.1.a	Listen to and discuss a variety of literature representing different perspectives of family, friendship, culture and tradition and generate a personal response.	N/A	Oral Reading: Expert Sheets 4 - 20	N/A
3.4.2 Understand traditional and contemporary literature written in a variety of genres.				
3.4.2.a	Listen to and provide a personal response to literature including culturally relevant texts from a variety of genres by drawing, performing, and explaining.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
3.4.3 Understand that literature represents different cultures and traditions.				
3.4.3.a	Identify and discuss the culture and/or traditions represented in a story (with teacher guidance).	N/A	Oral Reading: Expert Sheets 4 - 20	N/A

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Kindergarten Reading Grade-Level Expectations

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.2 Develop interests and share reading experiences.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
4.2.1 Understand how readers choose books.				
4.2.1.a	Choose books and share with others with teacher guidance.	N/A	N/A	N/A

Washington State Standard

Grade 1 Reading Grade-Level Expectations

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1.1.1 Understand and apply concepts of print.				
1.1.1.a	Use directionality when reading independently.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.1.1.b	Identify title page, table of contents, author, and illustrator of books.	N/A	N/A	N/A
1.1.1.c	Recognize that print represents spoken language.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.1.1.d	Recognize the difference between words and sentences (e.g., know sentences start with capital letters and end with punctuation).	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.1.1.e	Identify a word and its beginning and ending letters.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.1.2 Understand and apply phonological awareness and phonemic awareness.				
1.1.2.a	Identify syllables in a word auditorially.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.1.2.b	Identify and generate rhyme.	N/A	N/A	N/A
1.1.2.c	Segment and blend multi-syllabic words, including compound words.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.1.2.d	Add, delete, and/or substitute one phoneme for another in initial, medial, and final positions to make a new word.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.1.2.e	Segment and blend words orally containing three to five phonemes.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.1.2.f	Generate words that begin or end with the same sound or different sounds.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.1.2.g	Blend and segment onset and rime.	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
1.1.3 Apply understanding of oral language skills to develop reading skills.				
1.1.3.a	Participate orally in discussions about stories listened to and read (e.g., contribute who, what, when, where in retells; contribute explanations; generate and answer questions; and make comparisons).	N/A	Oral Reading: Expert Sheets 4 - 32	N/A
1.1.4 Apply understanding of phonics.				
1.1.4.a	Recognize that sounds are represented by different single letters or combinations of letters (consonant and vowel combinations).	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.1.4.b	Use onset and rime/ word families to decode words in isolation and in context.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.1.4.c	Decode words in isolation and in context following common vowel patterns.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.1.4.d	Use knowledge of phonics to read unfamiliar words in isolation and in context.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.1.4.e	Read compound words, contractions, and words with common inflectional endings in isolation and in context.	✓	Oral Reading: Expert Sheets 4 - 32	✓

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

Topic	Description	Lessons	Supplemental Material	Activities
1.2.1 Understand how to use resources to learn new vocabulary/word meanings.				
1.2.1.a	Use simple resources with teacher guidance (e.g., word banks, alphabet books or charts).	N/A	N/A	N/A
1.2.2 Apply vocabulary strategies in grade-level text.				
1.2.2.a	Use common inflectional endings to understand the meaning of words: -s, -ed, -ing, -er, -est.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.2.2.b	Use strategies including context and re-reading to self-correct.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.2.2.c	Use prior knowledge, context, pictures, illustrations, and diagrams to predict and confirm word meaning with teacher guidance.	✓	Oral Reading: Expert Sheets 4 - 32	✓

Component 1.3 Build vocabulary through wide reading.

Topic	Description	Lessons	Supplemental Material	Activities
1.3.1 Understand and apply new vocabulary.				
1.3.1.a	Use oral and reading vocabulary gained by listening to and reading informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.3.2 Understand and apply content/academic vocabulary.				
1.3.2.a	Use content/academic vocabulary during class discussions and/or writing (e.g., ethnic and native language terminology; terms specific to geographical settings; terms specific to literature, science, math, and writing).	N/A	N/A	N/A

Component 1.4 Apply word recognition skills and strategies to read fluently.

Topic	Description	Lessons	Supplemental Material	Activities
1.4.1 Know common sight words appropriate to grade-level.				
1.4.1.a	Read selected sight words with automaticity.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.4.2 Apply fluency to enhance comprehension.				
1.4.2.a	Read aloud familiar grade-level text with accuracy in a manner that sounds like natural speech.	✓	Oral Reading: Expert Sheets 4 - 32	✓
1.4.2.b	Read aloud unpracticed grade-level text at a fluency rate of 50–65+ words correct per minute.	✓	Oral Reading: Expert Sheets 4 - 32	✓

Washington State Standard
Grade 1 Reading Grade-Level Expectations
EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
2.1.1 Understand how to use questioning when reading.				
2.1.1.a	Ask and answer questions before, during, and after read aloud, instruction/practice time, and independent reading.	✓	Oral Reading: Expert Sheets 4 - 32	✓
2.1.2 Understand how to create mental imagery.				
2.1.2.a	Compose visual images from what is read aloud and/or read by self (e.g., draw a picture to represent something that was read in a story).	✓	Oral Reading: Expert Sheets 4 - 32	✓
2.1.3 Understand and identify important or main ideas and important details in text.				
2.1.3.a	State main idea and list important details in informational/expository text, verbally or by using graphic organizers.	✓	Oral Reading: Expert Sheets 4 - 32	✓
2.1.3.b	State the gist of the story or poem with teacher guidance.	✓	Oral Reading: Expert Sheets 4 - 32	✓
2.1.4 Understand how to use prior knowledge.				
2.1.4.a	Make connections or identify similarities between self and text and text-to-text including text from a variety of cultures and communities, after read aloud and independent reading.	✓	Oral Reading: Expert Sheets 4 - 32	✓
2.1.5 Understand how to infer/predict meaning.				
2.1.5.a	Make and confirm predictions based on information from culturally relevant text (through support of teacher questions).	✓	Oral Reading: Expert Sheets 4 - 32	✓
2.1.5.b	Make inferences before, during, and after hearing or reading a culturally relevant story using prior knowledge, story structure, and prediction.	✓	Oral Reading: Expert Sheets 4 - 32	✓

Component 2.2 Understand and apply knowledge of text components to comprehend text.

Topic	Description	Lessons	Supplemental Material	Activities
2.2.1 Understand story sequence.				
2.2.1.a	Retell stories with correct sequence of events. (Note: Story telling order can differ between cultures. For example, in some cultures the end of the story is told first.)	✓	Oral Reading: Expert Sheets 4 - 32	✓
2.2.2 Understand and apply features of printed text and electronic sources to locate and understand information.				
2.2.2.a	Identify and use title pages, table of contents, glossary, diagrams, and maps to find information.	N/A	N/A	N/A
2.2.2.b	Identify and use icons, pull-down menus, and toolbars.	N/A	N/A	N/A
2.2.3 Understand story elements.				
2.2.3.a	Identify and explain story elements.	N/A	N/A	N/A
2.2.4 Understand simple organizational structures of text.				
2.2.4.a	Predict text patterns using attribute and/or concept books.	N/A	N/A	N/A

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.

Topic	Description	Lessons	Supplemental Material	Activities
2.3.1 Understand similarities and differences within and between informational/expository and literary/narrative text.				
2.3.1.a	Explain similarities and differences in character, setting, and important events within and between culturally relevant literary/narrative texts which are read or listened to.	N/A	N/A	N/A
2.3.1.b	Identify similar information about a topic contained in more than one informational/expository text.	N/A	N/A	N/A
2.3.2 Understand concept of categories.				
2.3.2.a	Sort words by various attributes (e.g., robins, parrots, and ducks are all birds).	N/A	N/A	N/A

Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.

Topic	Description	Lessons	Supplemental Material	Activities
2.4.1 Understand how to give personal or text-based responses and make connections to text.				
2.4.1.a	Generate a personal or text-based response and/or make connections to text based on teacher prompt using information from a culturally relevant reading or read aloud.	✓	Oral Reading: Expert Sheets 4 - 32	✓
2.4.2 Understand purposes of text.				
2.4.2.a	Identify the purpose of printed materials (e.g., everyday materials, including lists, signs, cereal boxes; fairy tales; fables; and informational/expository trade books).	N/A	N/A	N/A

Washington State Standard

Grade 1 Reading Grade-Level Expectations

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Demonstrate evidence of reading comprehension.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
3.1.1 Understand that resources answer questions and solve problems.				
3.1.1.a	Listen to and/or read a variety of types of informational/expository text to learn new information, answer questions, or solve problems with teacher guidance.	✓	Oral Reading: Expert Sheets 4 - 32	✓

Component 3.2 Read to perform a task.

Topic	Description	Lessons	Supplemental Material	Activities
3.2.1 Understand how to read for information.				
3.2.1.a	Read and explain labels and environmental print.	N/A	N/A	N/A
3.2.1.b	Read and follow simple directions.	✓	Over 200 Blackline Masters	✓
3.2.1.c	Use cover and title page information, page numbers, and simple maps to perform a task.	N/A	N/A	N/A

Component 3.4 Read for literary/narrative experience in a variety of genres.

Topic	Description	Lessons	Supplemental Material	Activities
3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.				
3.4.1.a	Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response.	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
3.4.2 Understand traditional and contemporary literature written in a variety of genres.				
3.4.2.a	Identify the characteristics of a variety of genres.	N/A	N/A	N/A
3.4.2.b	Listen, read, and respond to literature from a variety of genres, including culturally relevant texts, by drawing, writing about, performing, and presenting.	N/A	N/A	N/A
3.4.3 Understand that literature represents different cultures and traditions.				
3.4.3.a	Identify and discuss the culture and/or traditions represented in a story with teacher guidance.	N/A	N/A	N/A

Washington State Standard

Grade 1 Reading Grade-Level Expectations

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
4.1.1 Understand how to monitor reading progress.				
4.1.1.a	Explain own reading behaviors in teacher-led discussions/questioning.	N/A	N/A	N/A
4.1.2 Understand how to set reading goals.				
4.1.2.a	Explain why setting a reading goal is important and set a reading goal with teacher guidance.	N/A	N/A	N/A

Component 4.2 Develop interests and share reading experiences.

Topic	Description	Lessons	Supplemental Material	Activities
4.2.1 Understand how readers choose books.				
4.2.1.a	Identify favorite books and share reasons for the choice with others.	N/A	N/A	N/A
4.2.1.b	Self-select books at an independent level and an instructional level.	N/A	N/A	N/A

Washington State Standard

Grade 2 Reading Grade-Level Expectations

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1.1.4 Apply understanding of phonics.				
1.1.4.a	Use knowledge of phonics to read unfamiliar words in grade-level text.	✓	Oral Reading: Expert Sheets 4 - 46	✓
1.1.4.b	Read words in isolation and in context containing complex letter patterns/word families (e.g., -ought, -aught).	✓	Oral Reading: Expert Sheets 4 - 61	✓
1.1.4.c	Use multi-syllabic decoding when reading two and three syllable words in isolation and in context (e.g., super follows v/cv pattern; supper follows vc/cv).	✓	Oral Reading: Expert Sheets 4 - 61	✓

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

Topic	Description	Lessons	Supplemental Material	Activities
1.2.1 Apply reference skills to determine word meanings.				
1.2.1.a	Use glossaries and dictionaries to find word meanings.	N/A	N/A	N/A
1.2.2 Apply vocabulary strategies in grade-level text.				
1.2.2.a	Use prefixes, suffixes, inflectional endings, and abbreviated words to determine the meaning of unknown words in grade-level text.	✓	Oral Reading: Expert Sheets 4 - 61	✓
1.2.2.b	Re-read to clarify, read on, ask for help, adjust reading rate, use knowledge of print conventions, and/or attempt alternative pronunciation for unknown words to determine meaning of unknown words; substitute familiar words for unknown.	✓	Oral Reading: Expert Sheets 4 - 61	✓
1.2.2.c	Use prior knowledge and context to predict and confirm meanings of unknown words.	✓	Oral Reading: Expert Sheets 4 - 61	✓
1.2.2.d	Use pictures, illustrations, and diagrams to clarify/expand word meaning.	✓	Oral Reading: Expert Sheets 4 - 61	✓

Component 1.3 Build vocabulary through wide reading.

Topic	Description	Lessons	Supplemental Material	Activities
1.3.1 Understand and apply new vocabulary.				
1.3.1.a	Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓
1.3.2 Understand and apply content/academic vocabulary.				
1.3.2.a	Identify and define unfamiliar words that would be important to know in order to read a new text with teacher guidance.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.3.2.b	Use new vocabulary in oral and written communication.	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓

Component 1.4 Apply word recognition skills and strategies to read fluently.

Topic	Description	Lessons	Supplemental Material	Activities
1.4.1 Know common sight words appropriate to grade-level.				
1.4.1.a	Read with automaticity an increasing number of common sight words.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.4.2 Apply fluency to enhance comprehension.				
1.4.2.a	Read grade-level text aloud fluently with expression.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.4.2.b	Read aloud unpracticed grade-level text with fluency in a range of 90–100+ words correct per minute.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.4.3 Apply different reading rates to match text.				
1.4.3.a	Adjust reading rate to match purpose (e.g., speed up for pleasure reading, slow down to practice new skills or read unfamiliar text).	N/A	N/A	N/A

Washington State Standard
Grade 2 Reading Grade-Level Expectations
EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
2.1.3 Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main idea, and supporting details in informational/expository text and/or literary/narrative text.				
2.1.3.a	Identify the main idea of an informational/expository passage and support with text-based evidence with teacher guidance.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.3.b	Identify the theme/message in culturally relevant literary/narrative text and support with text-based evidence with teacher guidance.	N/A	N/A	N/A
2.1.3.c	Complete graphic organizers with teacher guidance to organize main ideas and supporting details.	N/A	N/A	N/A
2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.				
2.1.4.a	Explain connections between self and characters and events encountered in culturally relevant text.	N/A	N/A	N/A
2.1.4.b	Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text.	N/A	N/A	N/A
2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer.				
2.1.5.a	Predict text content using prior knowledge and text features.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.5.b	Use text and prior knowledge to make inferences about characters and/or predict events; confirm or reject predictions.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.5.c	Organize information that supports a prediction or inference in a graphic organizer to enhance comprehension of text.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
2.1.6 Apply comprehension monitoring strategies.				
2.1.6.a	Use monitoring strategies to increase comprehension, including work recognition strategies, re-reading, and looking forward in the text.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.7 Apply comprehension monitoring strategies during and after reading: summarize informational/expository text and literary/narrative text.				
2.1.7.a	Summarize the events or information in informational/expository text with teacher guidance (e.g., the important characteristics of certain animals or plants presented in text).	N/A	N/A	N/A
2.1.7.b	Summarize the plot/message in culturally relevant literary/narrative text with teacher guidance.	N/A	N/A	N/A
2.1.7.c	Organize summary information from informational/expository text and/or literary/narrative text into a teacher-provided graphic organizer to enhance text comprehension.	N/A	N/A	N/A

Component 2.2 Understand and apply knowledge of text components to comprehend text.

Topic	Description	Lessons	Supplemental Material	Activities
2.2.1 Understand story sequence.				
2.2.1.a	Retell text focusing on the problem or events in sequence. (Note: Differences in story telling order exist between cultures. For example, some cultures tell the end of the story first.)	N/A	N/A	N/A
2.2.2 Understand and apply features of printed and electronic text to locate and comprehend text.				
2.2.2.a	Identify and use grade-level-appropriate text features with teacher guidance.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.2.2.b	Interpret information from graphs and charts with teacher guidance.	N/A	N/A	N/A
2.2.2.c	Identify and use icons and pull-down menus.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
2.2.3 Understand story elements.				
2.2.3.a	Describe physical traits of characters and tell how they act.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.2.3.b	Retell the important events of a story.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.2.3.c	Describe the setting of a story.	N/A	N/A	N/A
2.2.3.d	Identify the speaker/narrator in a story.	N/A	N/A	N/A
2.2.4 Understand text organizational structures.				
2.2.4.a	Recognize and use sentences, paragraphs, and chapter structure to understand the organization in both informational/expository text and literary/narrative text.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.2.4.b	Identify text written in the text organizational structures of simple listing and sequential order.	N/A	N/A	N/A

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.

Topic	Description	Lessons	Supplemental Material	Activities
2.3.1 Understand and analyze the relationship between and among informational/expository text and literary/narrative text.				
2.3.1.a	Compare and contrast literary/narrative text elements in one story or between two stories.	N/A	N/A	N/A
2.3.1.b	Compare and contrast facts in one text or between two informational/expository texts.	N/A	N/A	N/A
2.3.1.c	Explain simple cause and effect relationships in informational/expository text and literary/narrative text.	N/A	Oral Reading: Expert Sheets 4 – 61	N/A
2.3.2 Understand how to locate specific information.				
2.3.2.a	Use alphabetical and numerical systems to locate information in dictionary or book.	N/A	N/A	N/A
2.3.3 Understand literary/narrative devices.				
2.3.3.a	Recognize similes, alliteration, and onomatopoeia in literary/narrative passages.	N/A	N/A	N/A

Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.

Topic	Description	Lessons	Supplemental Material	Activities
2.4.1 Understand how to draw simple conclusions and give a response to text.				
2.4.1.a	Give a personal or text-based response to a passage using a teacher-generated prompt.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.4.1.b	Draw a simple conclusion from grade-level text with teacher guidance.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.4.2 Understand that there are purposes of writing.				
2.4.2.a	Identify common types of informational/expository text and literary/narrative text and explain why they are read.	N/A	N/A	N/A
2.4.3 Understand there are facts and opinions.				
2.4.3.a	Explain the difference between a fact and an opinion with teacher guidance.	N/A	N/A	N/A

Washington State Standard

Grade 2 Reading Grade-Level Expectations

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
3.1.1 Understand how to select and use appropriate resources.				
3.1.1.a	Identify print and non-print resource materials available to complete a task (with teacher assistance), such as informational text and/or illustrations and graphics.	N/A	N/A	N/A
3.1.1.b	Identify one resource and use it to answer a question with teacher assistance.	N/A	N/A	N/A

Component 3.2 Read to perform a task.

Topic	Description	Lessons	Supplemental Material	Activities
3.2.1 Understand information gained from reading to perform a specific task.				
3.2.1.a	Use signs, labels, and instructions to answer questions or complete a task using grade-level text.	N/A	N/A	N/A
3.2.1.b	Identify and use important words in a text to perform a task (e.g., math problem solving, follow multi-step directions).	✓	Oral Reading: Expert Sheets 4 – 61	✓
3.2.2 Understand a variety of functional documents.				
3.2.2.a	Read and explain the information in functional documents that are used in a home setting to communicate information (e.g., shopping lists, TV schedules, advertisements, telephone messages).	N/A	N/A	N/A

Component 3.4 Read for literary/narrative experience in a variety of genres.

Topic	Description	Lessons	Supplemental Material	Activities
3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.				
3.4.1.a	Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response.	✓	Oral Reading: Expert Sheets 4 – 61	✓
3.4.2 Understand traditional and contemporary literature written in a variety of genres.				
3.4.2.a	Identify and explain the characteristics of a variety of genres.	✓	Oral Reading: Expert Sheets 4 – 61	✓
3.4.2.b	Read and respond to literature from multiple genres using teacher prompts appropriate to the text and content.	✓	Oral Reading: Expert Sheets 4 – 61	✓
3.4.3 Understand a variety of literature representing different cultures and traditions.				
3.4.3.a	Identify and discuss the culture and/or traditions represented in a story with teacher guidance.	N/A	N/A	N/A

Washington State Standard

Grade 2 Reading Grade-Level Expectations

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
4.1.1 Understand how to monitor own reading progress.				
4.1.1.a	Explain what good readers do and identify own good reader behaviors.	✓	Oral Reading: Expert Sheets 4 – 61	✓
4.1.1.b	Graph progress (e.g., keep a fluency chart of rate and accuracy).	N/A	N/A	N/A
4.1.2 Understand how to set a grade-level appropriate reading goals.				
4.1.2.a	Set a reading goal and create a plan to meet that goal with teacher assistance.	✓	Detailed Progress Reports	✓

Component 4.2 Develop interests and share reading experiences.

Topic	Description	Lessons	Supplemental Material	Activities
4.2.1 Understand that readers have favorite books.				
4.2.1.a	Select favorite subjects, authors, and/or books to share with others.	N/A	N/A	N/A
4.2.1.b	Self-select books at an instructional level and an independent level.	N/A	N/A	N/A

Washington State Standard

Grade 3 Reading Grade-Level Expectations

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1.1.4 Apply understanding of phonics.				
1.1.4.a	Read words containing complex letter patterns and/or word families (e.g., -ieve, -eive, -ield) in isolation and in context.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.1.4.b	Apply multi-syllabic decoding when reading words in all text.	✓	Oral Reading: Expert Sheets 4 – 61	✓

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

Topic	Description	Lessons	Supplemental Material	Activities
1.2.1 Apply reference skills to determine word meanings.				
1.2.1.a	Use glossaries and dictionaries to find and confirm word meanings.	N/A	N/A	N/A
1.2.2 Apply vocabulary strategies in grade-level text.				
1.2.2.a	Use the meanings of prefixes, suffixes, and abbreviated words to determine the meaning of unknown words in grade-level text.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.2.2.b	Describe how word meanings change as affixes are added to base words (e.g., rest/unrest/restful).	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.2.2.c	Re-read to clarify, read on, ask for help, adjust reading rate, and use knowledge of print conventions to determine meaning of unknown words in informational/expository text and literary/narrative text.	N/A	Oral Reading: Expert Sheets 4 – 61	N/A
1.2.2.d	Use prior knowledge, context, pictures, illustrations, and diagrams to predict, clarify, and/or expand word meaning, including multiple-meaning words.	✓	Oral Reading: Expert Sheets 4 – 61	✓

Component 1.3 Build vocabulary through wide reading.

Topic	Description	Lessons	Supplemental Material	Activities
1.3.1 Understand and apply new vocabulary.				
1.3.1.a	Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.	N/A	Oral Reading: Expert Sheets 4 – 61	N/A
1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text.				
1.3.2.a	Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text.	N/A	N/A	N/A
1.3.2.b	Select, from multiple choices, the meaning of words necessary to understand content/academic text.	N/A	N/A	N/A
1.3.2.c	Explain that some words have a different meaning in different content/academic texts (e.g., area in math and geography).	N/A	N/A	N/A
1.3.2.d	Use new vocabulary in oral and written communication.	✓	Oral Reading: Expert Sheets 4 – 61; Grammar Sheets	✓

Component 1.4 Apply word recognition skills and strategies to read fluently.

Topic	Description	Lessons	Supplemental Material	Activities
1.4.2 Apply fluency to enhance comprehension.				
1.4.2.a	Read aloud familiar grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.4.2.b	Read aloud unpracticed grade-level text with fluency in a range of 110–120+ words correct per minute.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.4.3 Apply different reading rates to match text.				
1.4.3.a	Adjust reading rate to match difficulty of texts (e.g., content/academic text) and for different purposes (e.g., pleasure reading vs. reading for information).	N/A	N/A	N/A

Washington State Standard
Grade 3 Reading Grade-Level Expectations
EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
2.1.3 Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text.				
2.1.3.a	State main idea of an informational/expository text passage and give two reasons from the text supporting the choice.	N/A	N/A	N/A
2.1.3.b	State the main idea of a literary/narrative text passage and support with two details from the story.	N/A	N/A	N/A
2.1.3.c	Select, from multiple choices, the main idea of a passage, poem, or selection.	✓	N/A	✓
2.1.3.d	Select, from multiple choices, a title that best fits the selection and support the choice with text evidence/details.	✓	N/A	✓
2.1.3.e	State the theme/message in culturally relevant literary/narrative text and support with text-based evidence with teacher guidance.	✓	N/A	✓
2.1.3.f	Organize main ideas and supporting details in a teacher-selected graphic organizer to enhance comprehension of text.	N/A	N/A	N/A
2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.				
2.1.4.a	Explain connections between self and characters, events, and information occurring within culturally relevant text or among multiple texts.	N/A	N/A	N/A
2.1.4.b	Call on prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
2.1.5 Apply comprehension strategies before, during, and after reading: predict and infer from grade-level informational/expository text and/or literary/narrative text.				
2.1.5.a	Predict or infer about text content using prior knowledge, text, and text features in both informational/expository and literary/narrative text. Support with evidence from text (e.g., how a character will act, why a character acts a certain way, why an author includes certain information, and what might happen next).	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.5.b	Use text to make, confirm, or revise inferences and predictions in both literary/narrative and informational/expository text.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.5.c	Select, from multiple choices, a prediction or inference from literary/narrative text (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem).	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.5.d	Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next).	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.5.e	Organize information that supports a prediction or inference in a teacher-selected graphic organizer to enhance comprehension.	N/A	N/A	N/A
2.1.6 Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions.				
2.1.6.a	Monitor for meaning by identifying where and why comprehension was lost and use comprehension-repair strategies to regain meaning.	N/A	N/A	N/A
2.1.6.b	Generate and answer questions before, during, and after reading.	N/A	N/A	N/A
2.1.6.c	Draw, write about, or verbally describe the mental imagery that occurs while reading.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.6.d	Organize images and information into a graphic organizer with teacher guidance, to enhance comprehension of text (e.g., add information to a partially completed organizer).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
2.1.7 Apply comprehension strategies during and after reading: summarize grade-level literary/narrative text and informational/expository text.				
2.1.7.a	Summarize the events or ideas in literary/narrative text, citing text-based evidence.	N/A	Oral Reading: Expert Sheets 4 – 61	N/A
2.1.7.b	Summarize the events, information, or ideas in informational/expository text (e.g., the life cycle of a frog, characteristics of a desert, life events in a biography), citing text-based evidence.	N/A	Oral Reading: Expert Sheets 4 – 61	N/A
2.1.7.c	Summarize the plot/message in culturally relevant literary/narrative text.	N/A	N/A	N/A
2.1.7.d	Select, from multiple choices, a sentence that best summarizes the story or informational/expository selection and support the choice with text evidence/details.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.7.e	Organize summary information in a teacher-selected graphic organizer to enhance comprehension.	N/A	N/A	N/A

Component 2.2 Understand and apply knowledge of text components to comprehend text.

Topic	Description	Lessons	Supplemental Material	Activities
2.2.1 Understand sequence in informational/expository text and literary/narrative text.				
2.2.1.a	Explain story ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.)	N/A	Oral Reading: Expert Sheets 4 – 61	N/A
2.2.1.b	Explain steps in a process (e.g., problem solving in mathematics, life cycle of a butterfly).	N/A	N/A	N/A
2.2.1.c	Select, from multiple choices, the order of ideas, facts, events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.2.2 Apply knowledge of printed and electronic text features to locate and comprehend text.				
2.2.2.a	Identify and use grade-level appropriate text features.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.2.2.b	Explain how certain text features help you understand the selection.	✓	Oral Reading: Expert Sheets 4 – 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
2.2.2.c	Interpret information from graphs, charts, diagrams, and tables.	N/A	N/A	N/A
2.2.2.d	Identify, from multiple choices, where certain information/ideas might be found in the text.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.2.2.e	Use icons, pull-down menus, key word searches.	N/A	N/A	N/A
2.2.3 Understand story elements.				
2.2.3.a	Describe characters' physical traits and infer personality traits by what they say and do.	N/A	N/A	N/A
2.2.3.b	Describe the problem faced by a character and how he/she/it solves the problem.	N/A	N/A	N/A
2.2.3.c	Explain how the setting is important to the story.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.2.3.d	Identify the speaker (narrator) in a selection and explain first person point of view.	N/A	N/A	N/A
2.2.3.e	Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character's problem, or importance of character).	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.2.4 Apply understanding of simple text organizational structures.				
2.2.4.a	Recognize and use previously learned text organizational structures of simple listing and sequential order to aid comprehension.	N/A	N/A	N/A
2.2.4.b	Identify and use text written in the text organizational structures of description and compare and contrast to find and organize information and comprehend text.	N/A	N/A	N/A

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

Topic	Description	Lessons	Supplemental Material	Activities
2.3.1 Understand and analyze the relationship between and among informational/expository text and literary/narrative text.				
2.3.1.a	Compare and contrast information (e.g., facts and details, literary/narrative elements, different versions of the same story, time period, cultures) within text and between texts.	N/A	N/A	N/A
2.3.1.b	Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two settings).	N/A	N/A	N/A
2.3.1.c	Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections).	N/A	N/A	N/A
2.3.1.d	Recognize and explain cause and effect relationships in informational/expository and literary/narrative text, using evidence from the text.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.3.1.e	Select, from multiple choices, a sentence that explains the cause of events or the effects of actions.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.3.2 Apply understanding of systems for organizing information.				
2.3.2.a	Use alphabetical, numerical, and key word/topic systems to locate information on a specific topic or for a specific purpose in an encyclopedia or dictionary.	N/A	N/A	N/A
2.3.3 Understand literary/narrative devices.				
2.3.3.a	Explain similes, metaphors, alliterative sentences, and onomatopoeia and identify each in literary/narrative passages.	N/A	N/A	N/A

Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text.

Topic	Description	Lessons	Supplemental Material	Activities
2.4.1 Understand how to draw conclusions and give a response to informational/expository text and literary/narrative text.				
2.4.1.a	Generate a personal or text-based response to text using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation).	N/A	N/A	N/A
2.4.1.b	Draw a conclusion from grade-level text (e.g., how the story or information might be useful, to whom the story or information might be useful) and support with evidence from the text.	N/A	N/A	N/A
2.4.2 Understand the author’s purpose for and style of writing in both informational/expository text and literary/narrative text.				
2.4.2.a	Decide on the author’s purpose for writing a selection and support the decision with evidence/details from the text.	N/A	N/A	N/A
2.4.2.b	Identify simple elements of style (word choice, sentence structure and length, literary devices) (with teacher guidance).	N/A	Oral Reading: Expert Sheets 4 – 61	N/A
2.4.3 Understand the difference between fact and opinion.				
2.4.3.a	Identify facts and opinions and explain the difference between them.	N/A	N/A	N/A
2.4.3.b	Select, from multiple choices, a statement that is a fact or an opinion.	N/A	N/A	N/A
2.4.4 Evaluate author’s effectiveness for a chosen audience.				
2.4.4.a	Read an article and explain whether the author convinced the reader to think or act differently.	N/A	N/A	N/A
2.4.5 Understand how to generalize from text.				
2.4.5.a	Generalize about common characteristics of literary/narrative sub-genres.	N/A	Oral Reading: Expert Sheets 4 – 61	N/A
2.4.5.b	Generalize by comparing characters in similar stories from different cultures (e.g., Cinderella/The Rough-Faced Girl or Little Red Riding Hood/Lon Po Po).	N/A	N/A	N/A

Washington State Standard
Grade 3 Reading Grade-Level Expectations
EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
3.1.1 Understand how to select and use appropriate resources.				
3.1.1.a	Identify two resources and use them to answer a question or solve a problem.	N/A	N/A	N/A

Component 3.2 Read to perform a task.

Topic	Description	Lessons	Supplemental Material	Activities
3.2.1 Understand information gained from reading to perform a specific task.				
3.2.1.a	Use signs, labels, and instructions to answer questions or complete a task, using grade-level text.	N/A	N/A	N/A
3.2.1.b	Interpret information from common environmental print to solve a problem or perform a task (e.g., set up and run a science experiment using steps outlined in text).	N/A	N/A	N/A
3.2.2 Understand a variety of functional documents.				
3.2.2.a	Explain the information in functional documents that are used in a school setting to communicate information (e.g., notes home to family members, rules, newsletters, schedules).	N/A	N/A	N/A

Component 3.4 Read for literary experience in a variety of genres.

Topic	Description	Lessons	Supplemental Material	Activities
3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.				
3.4.1.a	Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response.	N/A	N/A	N/A
3.4.2 Understand contemporary and traditional literature written in a variety of genres.				
3.4.2.a	Explain the characteristics of a variety of genres.	N/A	N/A	N/A
3.4.2.b	Respond to literature from multiple genres using teacher prompts appropriate to the text and content.	✓	Oral Reading: Expert Sheets 4 – 61	✓
3.4.3 Understand a variety of literature representing different cultures and traditions.				
3.4.3.a	Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.	N/A	N/A	N/A

Washington State Standard

Grade 3 Reading Grade-Level Expectations

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
4.1.1 Apply strategies to monitor reading progress.				
4.1.1.a	Identify reading strengths and weaknesses with teacher assistance and select targets on which to work.	N/A	N/A	N/A
4.1.1.b	Track progress in reading achievement with graphs, charts, and checklists.	✓	Assorted class and student reports	✓
4.1.2 Understand how to set grade-level appropriate reading goals.				
4.1.2.a	Set two reading goals and create a plan to meet those goals with teacher assistance.	✓	Assorted class and student reports	✓

Component 4.2 Evaluate authors and books to select favorites.

Topic	Description	Lessons	Supplemental Material	Activities
4.2.1 Evaluate authors and books to select favorites.				
4.2.1.a	Develop a list of favorite authors and books, including the reason each was selected for the list, and share with others.	N/A	N/A	N/A
4.2.1.b	Self-select books to read at an instructional level and an independent level.	N/A	N/A	N/A

Washington State Standard

Grade 4 Reading Grade-Level Expectations

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1.1.4 Apply understanding of phonics.				
1.1.4.a	Use multi-syllabic decoding when reading words in all texts.	✓	Oral Reading: Expert Sheets 4 – 61	✓

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

Topic	Description	Lessons	Supplemental Material	Activities
1.2.1 Apply reference skills to define, clarify, and refine word meanings.				
1.2.1.a	Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words.	N/A	N/A	N/A
1.2.2 Apply vocabulary strategies in grade-level text.				
1.2.2.a	Use word origins to determine the meaning of unknown words.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.2.2.b	Use the meanings of prefixes, suffixes, and abbreviated words to determine the meaning of unknown words in grade-level text.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.2.2.c	Explain how to derive word meaning from knowledge of affixes and roots (e.g., port: transportation, porter, import, report).	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.2.2.d	Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.	✓	Oral Reading: Expert Sheets 4 – 61	✓

Component 1.3 Build vocabulary through wide reading.

Topic	Description	Lessons	Supplemental Material	Activities
1.3.1 Understand and apply new vocabulary.				
1.3.1.a	Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in oral and written communication.	N/A	N/A	N/A
1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text.				
1.3.2.a	Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text.	N/A	N/A	N/A
1.3.2.b	Explain that some words have a different meaning in different content areas (e.g., concept of shade in science and art).	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.3.2.c	Select, from multiple choices, the meaning of words necessary to understand.	N/A	N/A	N/A
1.3.2.d	Use new vocabulary in oral and written communication and content/academic text.	N/A	N/A	N/A

Component 1.4 Build vocabulary through wide reading.

Topic	Description	Lessons	Supplemental Material	Activities
1.4.2 Apply fluency to enhance comprehension.				
1.4.2.a	Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.4.2.b	Read aloud unpracticed grade-level text at a fluency rate of 115–125 words correct per minute.	✓	Oral Reading: Expert Sheets 4 – 61	✓
1.4.3 Apply different reading rates to match text.				
1.4.3.a	Adjust reading rate to match difficulty and type of text and the purposes for reading (e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas).	N/A	N/A	N/A

Washington State Standard
Grade 4 Reading Grade-Level Expectations
EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text.				
2.1.3.a	State the main idea of an informational/expository text passage and provide three or more text-based details that support it.	N/A	N/A	N/A
2.1.3.b	State the main idea of a literary/narrative text passage and support with three details from the story.	N/A	N/A	N/A
2.1.3.c	Select, from multiple choices, the main/major idea of a passage, poem, or selection.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.3.d	State the theme/message in culturally relevant literary/narrative text and support with text-based evidence.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.3.e	Organize main ideas and supporting details in a teacher-selected graphic organizer to enhance comprehension of text.	N/A	N/A	N/A
2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.				
2.1.4.a	Explain connections between self and characters, events, and information occurring within a text or among multiple texts.	N/A	N/A	N/A
2.1.4.b	Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text.	N/A	N/A	N/A
2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade-level informational/expository text and/or literary/narrative text.				
2.1.5.a	Predict text content using prior knowledge and text features.	✓	Oral Reading: Expert Sheets 4 – 61	✓

Topic	Description	Lessons	Supplemental Material	Activities
2.1.5.b	Use text and prior knowledge to make, confirm, or revise inferences and predictions.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.5.c	Select, from multiple choices, a prediction, or inference from literary/narrative text (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem).	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.5.d	Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next).	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.5.e	Organize information that supports a prediction or inference in a graphic organizer to enhance comprehension of text.	N/A	N/A	N/A
2.1.6 Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions in grade-level informational/expository text and/or literary/narrative text.				
2.1.6.a	Monitor for meaning by identifying where and why comprehension was lost and use comprehension-repair strategies to regain meaning.	N/A	N/A	N/A
2.1.6.b	Generate and answer questions before, during, and after reading.	N/A	N/A	N/A
2.1.6.c	Draw, write about, or verbally describe the mental imagery that occurs while reading.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.1.6.d	Organize information to monitor for meaning; generate and answer questions in a teacher-selected graphic organizer to enhance comprehension.	N/A	N/A	N/A
2.1.7 Apply comprehension strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text.				
2.1.7.a	Summarize the events, information, or ideas in an informational/expository text (e.g., causes of an event like a war or a tornado, steps in building a snow cave).	N/A	Oral Reading: Expert Sheets 4 – 61	N/A
2.1.7.b	Summarize culturally relevant literary/narrative text.	N/A	N/A	N/A
2.1.7.c	Select, from multiple choices, a sentence that best summarizes the story or informational selection.	✓	N/A	✓
2.1.7.d	Organize summary information in a teacher-selected graphic organizer to enhance comprehension.	N/A	N/A	N/A

Component 2.2 Understand and apply knowledge of text components to comprehend text.

Topic	Description	Lessons	Supplemental Material	Activities
2.2.1 Understand sequence in informational/expository text and literary/narrative text.				
2.2.1.a	Explain ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.)	N/A	N/A	N/A
2.2.1.b	Recognize and explain literary/narrative text written out of sequence (e.g., flashbacks, tales from other cultures).	N/A	N/A	N/A
2.2.1.c	Explain steps in a process (e.g., problem solving in mathematics, life cycle of a salmon).	N/A	N/A	N/A
2.2.1.d	Select, from multiple choices, the order of ideas, facts or events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).	N/A	N/A	N/A
2.2.2 Apply features of printed and electronic text to locate and comprehend text.				
2.2.2.a	Identify and use grade-level appropriate text features.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.2.2.b	Explain how certain text features help you understand the selection.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.2.2.c	Interpret information from graphic features.	N/A	N/A	N/A
2.2.2.d	Identify, from multiple choices, where certain information/ideas might be found in the text.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.2.2.e	Use icons, pull-down menus, key word searches on an electronic device.	N/A	N/A	N/A
2.2.3 Understand and analyze story elements.				
2.2.3.a	Use knowledge of situation and characters' actions, motivations, feelings, and physical attributes to determine characters' traits.	N/A	N/A	N/A
2.2.3.b	Identify the main events in a plot, including the cause and effect relationship in problem solving.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.2.3.c	Describe the components of setting and explain how and why setting is important to the story.	N/A	N/A	N/A
2.2.3.d	Differentiate between first and third person point of view in a selection and explain the difference.	N/A	N/A	N/A
2.2.3.e	Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character's problem, or importance of character).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
2.2.4 Apply understanding of text organizational structures.				
2.2.4.a	Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast) to aid comprehension.	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.2.4.b	Identify and use text written in the text organizational structure of chronological order to find and organize information and comprehend text.	N/A	N/A	N/A

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

Topic	Description	Lessons	Supplemental Material	Activities
2.3.1 Understand and analyze the relationship between and among informational/expository text and literary/narrative text.				
2.3.1.a	Compare and contrast plots, characters, and settings in multiple texts.	N/A	N/A	N/A
2.3.1.b	Compare and contrast information (e.g., similar topics written in different genres such as a short story and a poem or magazine article and encyclopedia).	N/A	N/A	N/A
2.3.1.c	Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two selections).	N/A	N/A	N/A
2.3.1.d	Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections).	N/A	N/A	N/A
2.3.1.e	Recognize and explain cause and effect relationships in informational/expository text and literary/narrative text, using evidence from the text.	N/A	N/A	N/A
2.3.1.f	Select, from multiple choices, a sentence that explains the cause of events or the effects of actions.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
2.3.2 Apply understanding of systems for organizing information and analyze appropriate sources.				
2.3.2.a	Use multiple organizational systems to locate information from reference and content area materials.	N/A	N/A	N/A
2.3.2.b	Select appropriate resources for locating information (e.g., thesaurus, website, directory) on a specific topic or for a specific purpose.	N/A	N/A	N/A
2.3.3 Understand literary/narrative devices.				
2.3.3.a	Explain the meaning of simile, personification, metaphor, idiom, and humor in literary/narrative passages.	N/A	N/A	N/A

Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text.

Topic	Description	Lessons	Supplemental Material	Activities
2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing insights to informational/expository text and literary/narrative text.				
2.4.1.a	Give a personal response that demonstrates insight about text, using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation).	N/A	N/A	N/A
2.4.1.b	Draw conclusions from text, citing text-based information to support the conclusion (e.g., how the story or information might be useful; to whom a story or information might be useful).	✓	Oral Reading: Expert Sheets 4 – 61	✓
2.4.2 Analyze the author’s purpose for and style of writing in both informational/expository text and literary/narrative text.				
2.4.2.a	Determine the author’s purpose and support decision with evidence/details from text.	N/A	N/A	N/A
2.4.2.b	Identify and explain how the author’s use of word choice, sentence structure and length, and/or literary/narrative devices affects the reader, using a variety of texts.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
2.4.3 Understand the difference between fact and opinion.				
2.4.3.a	Identify facts and opinions; provide evidence from the text to support your answer.	N/A	N/A	N/A
2.4.3.b	Select, from multiple choices, a statement that is a fact or an opinion.	N/A	N/A	N/A
2.4.4 Evaluate author's effectiveness for a chosen audience.				
2.4.4.a	Read an article and decide if a chosen audience (e.g., teachers, parents, classmates) would agree or disagree with what the author says.	N/A	N/A	N/A
2.4.5 Understand how to generalize from text.				
2.4.5.a	Generalize about a topic after reading more than one text (e.g., make generalizations about life on the prairie after reading several informational/expository and literary/narrative accounts of the migration west).	N/A	N/A	N/A
2.4.5.b	Generalize about characters and characteristics in similar stories from different cultures (e.g., the "trickster" type tales such as Coyote in Native American literature; animals in African folk tales like Ananzi (the spider); and Br'er Rabbit stories of the Deep South).	N/A	N/A	N/A

Washington State Standard

Grade 4 Reading Grade-Level Expectations

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
3.1.1 Understand how to select and use appropriate resources.				
3.1.1.a	Collect and use information from a variety of resources to solve a problem or answer a question.	N/A	N/A	N/A

Component 3.2 Read to perform a task.

Topic	Description	Lessons	Supplemental Material	Activities
3.2.1 Understand information gained from reading to perform a specific task.				
3.2.1.a	Interpret information from common environmental print to solve a problem or perform a task (e.g., use a catalog to choose items within a budget).	N/A	N/A	N/A
3.2.2 Understand a variety of functional documents.				
3.2.2.a	Explain the information in functional documents related to hobbies or interests (e.g., skate boarding magazines, books about animals, e-mail, and letters from friends).	N/A	N/A	N/A

Component 3.4 Read for literary experience in a variety of genres.

Topic	Description	Lessons	Supplemental Material	Activities
3.4.2 Understand contemporary and traditional literature written in a variety of genres.				
3.4.2.a	Explain the characteristics of a variety of genres.	N/A	N/A	N/A
3.4.2.b	Respond to literature from a variety of genres using teacher or self-generated prompts appropriate to the text and content.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
3.4.3 Analyze a variety of literature representing different cultures and traditions.				
3.4.3.a	Compare and contrast cultures and traditions from a variety of literature.	N/A	N/A	N/A
3.4.3.b	Generalize about traditions after reading literature from various cultures (e.g., customs, ceremonies, celebrations).	N/A	N/A	N/A

Washington State Standard

Grade 4 Reading Grade-Level Expectations

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

Washington Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
4.1.1 Apply strategies to monitor reading progress.				
4.1.1.a	Identify reading strengths and weaknesses and select targets on which to work.	✓	Individual and class reports	✓
4.1.1.b	Track progress in reading achievement with graphs, charts, and checklists.	✓	Individual and class reports	✓
4.1.2 Apply strategies for setting grade-level appropriate reading goals.				
4.1.2.a	Set reading goals, create a plan to meet those goals, and monitor progress toward implementing the plan with teacher assistance.	✓	Individual and class reports	✓

Component 4.2 Develop interests and share reading experiences.

Topic	Description	Lessons	Supplemental Material	Activities
4.2.1 Evaluate authors, books, and genres to select favorites.				
4.2.1.a	Discuss and share favorite authors, books, and genres with others. Explain reason for choices.	N/A	N/A	N/A