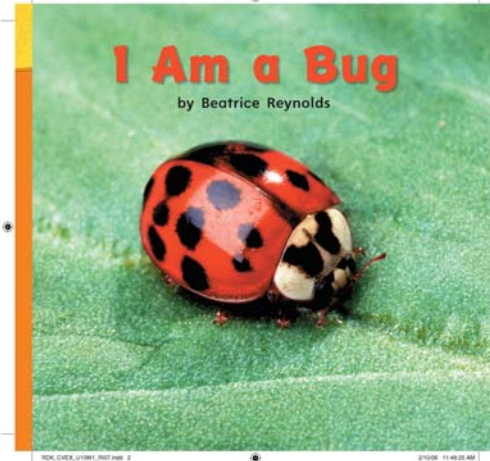
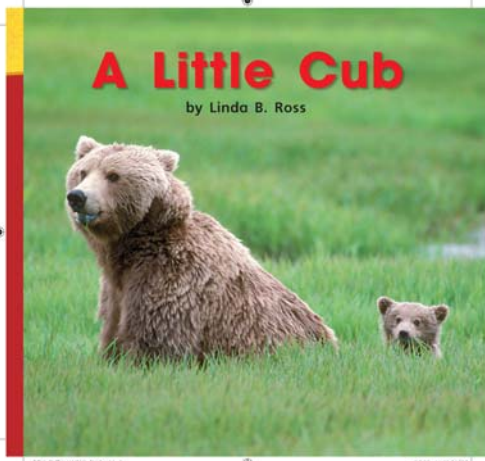


Reading Triumphs is an intervention typically utilized as a Tier 3 intervention under the Response to Intervention (RtI) definition. This program is designed to remediate and intervene providing foundational reading skills leading to grade level success. Therefore, the content of *Reading Triumphs* will not correlate to each and every standard in the respective Michigan Grade Level Content Expectations.



Macmillan/McGraw-Hill

English Language Arts
Grade Level Content Expectations
Kindergarten



READING

Triumphs

Grade K

© 2007

STANDARDS	PAGE REFERENCES
Reading	
Word Recognition and Word Study	
Phonemic Awareness <i>Students will...</i>	
R.WS.00.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	Student Edition: <i>A Little Cub</i> <i>Am I Red?</i> <i>Fox Can Fix It</i> <i>Get Wet!</i> <i>What Is a Cat?</i> <i>Zip Can Win!</i> Teacher Edition: WW 104, 114, 124, 132, 154, 264, 270-271, 278, 282, 284, 290, 292, 298, 302, 324, 326

Codes used for Teacher Edition pages are the initial caps of headings on that page.

Reading Triumphs is an intervention typically utilized as a Tier 3 intervention under the Response to Intervention (RtI) definition. This program is designed to remediate and intervene providing foundational reading skills leading to grade level success. Therefore, the content of *Reading Triumphs* will not correlate to each and every standard in the respective Michigan Grade Level Content Expectations.

STANDARDS	PAGE REFERENCES
<p>R.WS.00.02 recognize that words are composed of sounds blended together and carry meaning.</p>	<p>Student Edition: <i>Am I Red?</i> <i>Can Rob Hop?</i> <i>Go, Pam!</i> <i>Lad</i> <i>Sam!</i> <i>What Is a Cat?</i></p> <p>Teacher Edition: WW 176, 196, 244, 256-257, 264, 276, 278, 310</p>
<p>Phonics <i>Students will...</i></p>	
<p>R.WS.00.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</p>	<p>Teacher Edition: TR 261; WW 220, 222, 248, 258, 260, 294, 296, 318, 320, 322, 324</p>
<p>R.WS.00.04 use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants.</p>	<p>Teacher Edition: BF 223, 233, 247, 257, 281, 291, 301, 325; W 181, 187, 189, 191, 193, 201, 299; WW 202, 270-271</p>
<p>Word Recognition <i>Students will...</i></p>	
<p>R.WS.00.05 automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.</p>	<p>Student Edition: <i>Am I Red?</i> <i>A Little Cub</i> <i>Go, Pam!</i> <i>I Am a Bug</i> <i>It Hid</i> <i>What Is a Cat?</i></p> <p>Teacher Edition: TR 327; W 97, 99, 131, 165, 187, 211, 231, 267; WK 57, 131, 161, 183, 193, 195, 207, 217, 221, 225, 243, 277; WW 298</p>

Reading Triumphs is an intervention typically utilized as a Tier 3 intervention under the Response to Intervention (RtI) definition. This program is designed to remediate and intervene providing foundational reading skills leading to grade level success. Therefore, the content of *Reading Triumphs* will not correlate to each and every standard in the respective Michigan Grade Level Content Expectations.

STANDARDS	PAGE REFERENCES
<p>R.WS.00.06 make progress in automatically recognizing a few of the 220 Dolch basic sight words.</p>	<p>Student Edition: <i>Am I Red?</i> <i>Dan Can</i> <i>Get Wet!</i> <i>Go, Pam!</i> <i>I Am a Bug</i> <i>It Hid</i> <i>What Is a Cat?</i></p> <p>Teacher Edition: WK 37, 47, 71, 81, 93, 105, 115, 139, 149, 159, 173, 183, 207, 217, 227, 241, 251, 275, 285, 295, 309, 319</p>
<p>R.WS.00.07 follow familiar written text while pointing to matching words.</p>	<p>Student Edition: <i>Dan Can</i></p> <p>Teacher Edition: TR 39, 49, 59, 73, 83, 107, 117, 127, 189, 193, 195, 229, 243, 249, 253, 263, 287, 297, 321</p>
<p>R.WS.00.08 narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).</p>	<p>Student Edition: <i>Dan Can</i> <i>Nan and Tim</i></p> <p>Teacher Edition: TR 217, 223, 235, 249; WK 187, 191, 201, 269; WW 188, 200, 202-203, 214, 236-237</p>
<p>R.WS.00.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>Teacher Edition: WK 13, 47, 51, 57, 73, 81, 111, 163, 183, 195, 207, 235, 241, 277, 315</p>
<p>Vocabulary <i>Students will...</i></p>	
<p>R.WS.00.10 in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people.</p>	<p>Student Edition: <i>Am I Red?</i> <i>Can Pip Bat?</i> <i>Can Rob Hop?</i> <i>Dan Can</i> <i>Get Wet!</i> <i>Go, Pam!</i> <i>Nan and Tim</i></p> <p>Teacher Edition: TR 187, 199, 203, 217, 221, 233, 247, 249, 281, 289</p>

Reading Triumphs is an intervention typically utilized as a Tier 3 intervention under the Response to Intervention (RtI) definition. This program is designed to remediate and intervene providing foundational reading skills leading to grade level success. Therefore, the content of *Reading Triumphs* will not correlate to each and every standard in the respective Michigan Grade Level Content Expectations.

STANDARDS	PAGE REFERENCES
Fluency	
<i>Students will...</i>	
<p>R.FL.00.01 automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.</p>	<p>Student Edition: <i>Am I Red?</i> <i>Go, Pam!</i> <i>Lad</i> <i>What Is a Cat?</i></p> <p>Teacher Edition: AR 141; BF 199, 215, 235, 257, 267, 281; WK 177, 181, 191, 199</p>
Narrative Text	
<i>Students will...</i>	
<p>R.NT.00.01 become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.</p>	<p>The following references can be expanded in classroom discussion to meet this objective.</p> <p>Teacher Edition: TR 75, 143, 163</p>
<p>R.NT.00.02 identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs.</p>	<p>The following references can be expanded in classroom discussion to meet this objective.</p> <p>Teacher Edition: TR 75, 143, 163</p>
<p>R.NT.00.03 discuss setting, characters, and events in narrative text.</p>	<p>Student Edition: <i>Nan and Tim</i> <i>Sam</i></p> <p>Teacher Edition: TR 19, 21, 61, 67, 77, 101, 119, 135, 163, 169, 173, 177, 179, 187, 197, 199, 203, 221, 223, 227, 245</p>
<p>R.NT.00.04 identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters.</p>	<p>Teacher Edition: TR 53, 61, 67, 75, 85, 95, 109, 119, 153, 163, 177, 187, 203, 211, 223, 313</p>

Reading Triumphs is an intervention typically utilized as a Tier 3 intervention under the Response to Intervention (RtI) definition. This program is designed to remediate and intervene providing foundational reading skills leading to grade level success. Therefore, the content of *Reading Triumphs* will not correlate to each and every standard in the respective Michigan Grade Level Content Expectations.

STANDARDS	PAGE REFERENCES
<p>R.NT.00.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.</p>	<p>Student Edition: <i>Dan Can</i> <i>Fox Can Fix It</i> <i>Go, Pam!</i> <i>It Hid</i> <i>Nan and Tim</i> <i>What Is a Cat?</i></p> <p>Teacher Edition: CC 65, 75, 85, 153, 163; TR 51, 61, 85, 111, 119, 121, 129, 195, 265; R 57; W 53, 61, 85, 145, 153, 165, 187, 197, 211, 221, 301</p>
<p>Informational Text</p>	
<p><i>Students will...</i></p>	
<p>R.IT.00.01 identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.</p>	<p>The following references can be expanded in classroom discussion to meet this objective.</p> <p>Student Edition: <i>A Little Cub</i> <i>Am I Red?</i> <i>I Am a Bug</i></p> <p>Teacher Edition: TR 9, 279, 281, 313, 333</p>
<p>R.IT.00.02 with teacher guidance, discuss informational text patterns including descriptive and sequential.</p>	<p>Student Edition: <i>Can Rob Hop?</i> <i>I Am a Bug</i> <i>It Hid</i></p> <p>Teacher Edition: TR 109, 211, 213, 245, 247, 251, 253, 271, 313</p>
<p>R.IT.00.03 explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns.</p>	<p>Teacher Edition: TR 19, 21, 23, 29, 51, 177, 187, 203, 211, 223</p>

Reading Triumphs is an intervention typically utilized as a Tier 3 intervention under the Response to Intervention (RtI) definition. This program is designed to remediate and intervene providing foundational reading skills leading to grade level success. Therefore, the content of *Reading Triumphs* will not correlate to each and every standard in the respective Michigan Grade Level Content Expectations.

STANDARDS	PAGE REFERENCES
<p>R.IT.00.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.</p>	<p>Student Edition: <i>Dan Can</i> <i>Fox Can Fix It</i> <i>Go, Pam!</i> <i>It Hid</i> <i>Nan and Tim</i> <i>What Is a Cat?</i></p> <p>Teacher Edition: CC 65, 75, 85, 153, 163; TR 51, 61, 85, 111, 119, 121, 129, 195, 265; R 57; W 53, 61, 85, 145, 153, 165, 187, 197, 211, 221, 301</p>
<p>Comprehension</p>	
<p>Students will...</p>	
<p>R.CM.00.01 begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.</p>	<p>Student Edition: <i>Am I Red?</i> <i>Can Pip Bat?</i> <i>Can Rob Hop?</i> <i>Dan Can</i> <i>Fox Can Fix It</i> <i>Get Wet!</i> <i>Go, Pam!</i> <i>It Hid</i> <i>Lad</i> <i>Nan and Tim</i> <i>Sam</i> <i>What Is a Cat?</i> <i>Zip Can Win!</i></p> <p>Teacher Edition: OV 27, 95, 97, 121, 133, 147, 199, 231, 247, 281; TR 177, 187, 199, 211, 221, 231, 237, 255, 271, 291, 323</p>

Reading Triumphs is an intervention typically utilized as a Tier 3 intervention under the Response to Intervention (RtI) definition. This program is designed to remediate and intervene providing foundational reading skills leading to grade level success. Therefore, the content of *Reading Triumphs* will not correlate to each and every standard in the respective Michigan Grade Level Content Expectations.

STANDARDS	PAGE REFERENCES
<p>R.CM.00.02 retell up to three events from familiar text using their own words or phrasing.</p>	<p>Student Edition: <i>Can Rob Hop?</i> <i>Fox Can Fix It</i> <i>Get Wet!</i> <i>Go, Pam!</i> <i>I Am a Bug</i> <i>Lad</i> <i>Zip Can Win!</i></p> <p>Teacher Edition: CC 61, 75, 85, 129, 245, 247, 289, 291, 299, 313, 325; TR 27, 197, 199, 203, 255, 257</p>
<p>R.CM.00.03 begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts.</p>	<p>Teacher Edition: TR 9, 19, 27, 29, 33, 37, 75, 143, 169</p>
<p>R.CM.00.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>The following references can be expanded in classroom discussion to meet this objective.</p> <p>Teacher Edition: CW 47, 49, 107, 209, 285, 295, 329; OV 51, 53, 265, 267; TR 85, 211, 213, 265, 267, 313, 315, 329, 333</p>
<p>Metacognition</p>	
<p>Students will...</p>	
<p>R.MT.00.01 self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations.</p>	<p>Student Edition: <i>A Little Cub</i> <i>I Am a Bug</i> <i>It Hid</i> <i>Nan and Tim</i> <i>What Is a Cat?</i> <i>Zip Can Win!</i></p> <p>Teacher Edition: TR 9, 19, 27, 29, 37, 75, 143, 169, 209, 211, 221, 265, 271, 313, 323, 333, 335</p>

Reading Triumphs is an intervention typically utilized as a Tier 3 intervention under the Response to Intervention (RtI) definition. This program is designed to remediate and intervene providing foundational reading skills leading to grade level success. Therefore, the content of *Reading Triumphs* will not correlate to each and every standard in the respective Michigan Grade Level Content Expectations.

STANDARDS	PAGE REFERENCES
<p>R.MT.00.02 construct and convey meaning using strategies including story grammar to identify the author’s perspective (e.g., first, second, and third person) and sorting and ordering information.</p>	<p>The following references can be expanded in classroom discussion to meet this objective.</p> <p>Student Edition: <i>Am I Red?</i> <i>Can Rob Hop?</i> <i>Go, Pam!</i></p> <p>Teacher Edition: TR 33, 199, 245, 247, 253, 271, 279, 281</p>
<p>Reading Attitude</p>	
<p><i>Students will...</i></p>	
<p>R.AT.00.01 become enthusiastic about reading and learning how to read.</p>	<p>This objective can be incorporated into the <i>Time to Read</i> activities.</p>
<p>R.AT.00.02 choose books, book activities, word play, and writing on their own during free time in school and at home.</p>	<p>Teacher Edition: TR 67, 101, 135, 169, 237, 271, 305, 339</p>
<p>Writing</p>	
<p>Spelling</p>	
<p><i>Students will...</i></p>	
<p>W.SP.00.01 in the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.</p>	<p>Teacher Edition: HFW 213, 227, 237; W 213, 215, 221, 223, 233, 247, 249, 267</p>
<p>W.SP.00.02 in the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists).</p>	<p>Teacher Edition: HFW 217, 221, 227, 237, 247, 249, 269; W 249, 213, 215, 223, 247, 283</p>
<p>SPEAKING</p>	
<p>Conventions</p>	
<p><i>Student will...</i></p>	
<p>S.CN.00.01 explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies.</p>	<p>The following references can be expanded in classroom discussion to meet this objective.</p> <p>Teacher Edition: CW 115; OV 77, 133, 259, 301; R 47, 227; TR 5, 9, 169, 197, 213; WK 21, 65</p>

Reading Triumphs is an intervention typically utilized as a Tier 3 intervention under the Response to Intervention (RtI) definition. This program is designed to remediate and intervene providing foundational reading skills leading to grade level success. Therefore, the content of *Reading Triumphs* will not correlate to each and every standard in the respective Michigan Grade Level Content Expectations.

STANDARDS	PAGE REFERENCES
<p>S.CN.00.02 speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations.</p>	<p>The following references can be expanded in classroom discussion and activities to meet this objective.</p> <p>Teacher Edition: BF 213, CC 41, 109, 163, 197; CW 117; OV 317; R 47, 207, 227, 261; TR 3</p>
<p>S.CN.00.03 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>	<p>The following references can be expanded in classroom discussion and activities to meet this objective.</p> <p>Teacher Edition: CC 109, 221; CW 117; OV 317; R 47, 207, 227, 261; TR 3, 17; W 19, 113, 213</p>
<p>S.CN.00.04 understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade K</i> © 2007.</p>
<p>Discourse</p>	
<p>Student will...</p>	
<p>S.DS.00.01 engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions.</p>	<p>The following references can be expanded in classroom discussion to meet this objective.</p> <p>Teacher Edition: CW 115; OV 41, 45, 113, 133, 199, 213, 231, 301; R 47, 227, 261; TR 169, 197, 221, 299; WK 7, 19</p>

Reading Triumphs is an intervention typically utilized as a Tier 3 intervention under the Response to Intervention (RtI) definition. This program is designed to remediate and intervene providing foundational reading skills leading to grade level success. Therefore, the content of *Reading Triumphs* will not correlate to each and every standard in the respective Michigan Grade Level Content Expectations.

STANDARDS	PAGE REFERENCES
S.DS.00.02 briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.	Teacher Edition: CW 117, 217, 329; OV 43, 197, 233; R 47, 115, 149; TR 187, 237
S.DS.00.03 respond to multiple text types by reflecting, making meaning, and making connections.	Student Edition: <i>Dan Can</i> <i>Fox Can Fix It</i> <i>Go, Pam!</i> <i>It Hid</i> <i>Nan and Tim</i> <i>What Is a Cat?</i> Teacher Edition: CC 65, 75, 85, 153, 163; TR 51, 61, 85, 111, 119, 121, 129, 195, 265; R 57; W 53, 61, 85, 145, 153, 165, 187, 197, 211, 221, 301
S.DS.00.04 plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly.	This standard falls outside the scope of <i>Reading Triumphs Grade K</i> © 2007.
LISTENING & VIEWING	
Conventions	
Student will...	
L.CN.00.01 understand and follow one- and two-step directions.	Teacher Edition: TR 135, 271
L.CN.00.02 ask appropriate questions during a presentation or report.	This standard falls outside the scope of <i>Reading Triumphs Grade K</i> © 2007.
L.CN.00.03 listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately.	This objective can be incorporated into the <i>Time to Read</i> activities.
L.CN.00.04 begin to evaluate messages they experience, learning to differentiate between sender and receiver.	This standard falls outside the scope of <i>Reading Triumphs Grade K</i> © 2007.

Reading Triumphs is an intervention typically utilized as a Tier 3 intervention under the Response to Intervention (RtI) definition. This program is designed to remediate and intervene providing foundational reading skills leading to grade level success. Therefore, the content of *Reading Triumphs* will not correlate to each and every standard in the respective Michigan Grade Level Content Expectations.

STANDARDS	PAGE REFERENCES
Response	
Student will...	
L.RP.00.01 listen to or view knowledgeably and discuss a variety of genre.	Teacher Edition: TR 5, 27, 61, 95, 143, 155, 163, 165, 233, 265, 299, 333
L.RP.00.02 listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	The following references can be expanded in classroom discussion to meet this objective. Teacher Edition: TR 75, 143, 163
L.RP.00.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.	Student Edition: <i>Dan Can</i> <i>Fox Can Fix It</i> <i>Go, Pam!</i> <i>It Hid</i> <i>Nan and Tim</i> <i>What Is a Cat?</i> Teacher Edition: CC 65, 75, 85, 153, 163; TR 51, 61, 85, 111, 119, 121, 129, 195, 265; R 57; W 53, 61, 85, 145, 153, 165, 187, 197, 211, 221, 301