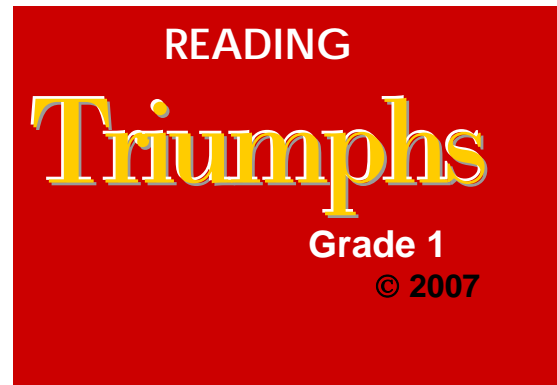


Reading Triumphs is an intervention typically utilized as a Tier 3 intervention under the Response to Intervention (RtI) definition. This program is designed to remediate and intervene providing foundational reading skills leading to grade level success. Therefore, the content of *Reading Triumphs* will 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
Grade 1**



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
Reading	
Word Recognition and Word Study	
Phonemic Awareness <i>Students will...</i>	
<p>R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion..</p>	<p>Student Edition:</p> <ul style="list-style-type: none"> 1.1 <i>At Bat</i> 28-32 1.1 <i>Big Max</i> 42-46 1.1 <i>Cris the Crab</i> 56-60 1.1 <i>My Mom</i> 84-89 1.1 <i>Pam Ran</i> 8-12 1.1. <i>Plip, Plop!</i> 140-144 1.1 <i>Sam Can Nap</i> 14-19 1.1 <i>Working with Words</i> 6, 20, 132 1.2 <i>Five Ducks and a Frog</i> 50-54 1.2 <i>June's Flute</i> 88-94 1.2 <i>Let's Plant Seeds</i> 108-114 1.2 <i>Milly Cleans Up</i> 118-124 1.2 <i>Trains, Trains, Trains!</i> 98-104 1.2 <i>Working with Words</i> 62, 86, 96, 106, 136, 146, 156, 166, 176, 186, 196, 206, 216 <p>Teacher Edition:</p> <p>WW S6, S8, S26, S36, S46, 2, 6, 10, 12, 16, 20, 32, 42, 44, 52, 62, 100, 104, 106, 114, 152, 158, 162, 172, 174, 176, 178, 180, 182, 184, 186, 192, 194, 196, 202, 208, 214, 216, 236, 240, 248, 252, 258, 268, 282, 292, 304, 314, 324</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.01.02 recognize that words are composed of sounds blended together and carry meaning.</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>Student Edition:</p> <p>1.2 <i>At Bat</i> 28-32</p> <p>1.2 <i>Big Max</i> 42-46</p> <p>1.2 <i>Cris the Crab</i> 56-60</p> <p>1.2 <i>My Mom</i> 84-89</p> <p>1.2 <i>Pam Ran</i> 8-12</p> <p>1.1. <i>Plip, Plop!</i> 140-144</p> <p>1.3 <i>Sam Can Nap</i> 14-19</p> <p>1.3 <i>Working with Words</i> 6, 20, 132</p> <p>1.4 <i>Five Ducks and a Frog</i> 50-54</p> <p>1.4 <i>June's Flute</i> 88-94</p> <p>1.2 <i>Let's Plant Seeds</i> 108-114</p> <p>1.2 <i>Milly Cleans Up</i> 118-124</p> <p>1.2 <i>Trains, Trains, Trains!</i> 98-104</p> <p>1.2 <i>Working with Words</i> 62, 86, 96, 106, 136, 146, 156, 166, 176, 186, 196, 206, 216</p> <p>Teacher Edition:</p> <p>WW S6, S8, S26, S36, S46, 2, 6, 10, 12, 16, 20, 32, 42, 44, 52, 62, 100, 104, 106, 114, 152, 158, 162, 172, 174, 176, 178, 180, 182, 184, 186, 192, 194, 196, 202, 208, 214, 216, 236, 240, 248, 252, 258, 268, 282, 292, 304, 314, 324</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>Phonemics <i>Students will...</i></p>	
<p>R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</p>	<p>The following references can be used in classroom discussion to meet the needs of the standard.</p> <p>Teacher Edition: WW 2, 6, 10, 12, 16, 20, 32, 42, 44, 52, 62, 100, 104, 106, 114, 152, 156, 158, 162, 172, 174, 176, 178, 180, 182, 184, 186, 192, 194, 196, 202, 208, 214, 216, 228, 232, 236, 238, 240, 242, 248, 250, 252, 254, 258, 260, 264, 268, 270, 272, 282, 286, 292, 294, 296, 304, 306, 308, 310, 314, 318, 324, 330</p>
<p>R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs <i>th, ch, sh</i>.</p>	<p>Teacher Edition: WW S6, S8, S12, S14, S16, S18, S22, S24, S26, S28, S32, S34, S36, S38, S40, S42, S46, S50, 80, 82, 84, 86, 136, 138, 140, 142, 144</p>
<p>Word Recognition <i>Students will...</i></p>	
<p>R.WS.01.05 automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>Student Edition: 1.1 <i>Skills and Strategies</i> 146-147 1.1 <i>Time to Read</i> 7, 21, 35, 49, 63, 77, 91, 105, 119, 133 1.1 <i>Working with Words</i> 6, 20, 34, 48, 62, 76, 90, 104, 118, 132 1.2 <i>Skills and Strategies</i> 226-227 1.2 <i>Time to Read</i> 7, 21, 35, 49, 63, 77, 87, 97, 107, 117, 127, 137, 147, 157, 167, 177, 187, 197, 207, 217 1.2 <i>Working with Words</i> 6, 20, 34, 48, 62, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 196, 206, 216</p> <p>Teacher Edition: BF 3, 5, 7, 9, 13, 15, 17, 19, 21, 25, 27, 29, 31, 35, 37, 39, 41, 45, 47, 49, 51, 59, 61, 63, 69, 71, 73, 75, 81, 83, 85, 87, 91, 95, 97, 101, 107, 115, 117, 121, 127, 129, 137, 141, 143, 147, 149, 151, 153, 157, 159, 161, 163, 171, 173, 175, 177, 181, 183, 193, 195, 197, 199, 203, 205, 207, 209, 213, 215, 217, 219, 227, 229, 231, 233, 237, 239, 241, 243, 251, 253, 255, 259, 261, 265, 269, 271, 273, 275, 283, 285, 287, 289, 291, 295, 297, 299, 305, 307, 309, 311, 315, 317, 319, 321, 325, 327, 329, 331</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.01.06 make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.</p>	<p>Student Edition:</p> <p>1.1 <i>Skills and Strategies</i> 146-147</p> <p>1.1 <i>Time to Read</i> 7, 21, 35, 49, 63, 77, 91, 105, 119, 133</p> <p>1.1 <i>Working with Words</i> 6, 20, 34, 48, 62, 76, 90, 104, 118, 132</p> <p>1.2 <i>Skills and Strategies</i> 226-227</p> <p>1.2 <i>Time to Read</i> 7, 21, 35, 49, 63, 77, 87, 97, 107, 117, 127, 137, 147, 157, 167, 177, 187, 197, 207, 217</p> <p>1.2 <i>Working with Words</i> 6, 20, 34, 48, 62, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 196, 206, 216</p> <p>* Sight words are also highlighted in each story.</p> <p>Teacher Edition:</p> <p>WtK 3, 5, 7, 9, 13, 15, 17, 19, 21, 25, 27, 29, 31, 35, 37, 39, 41, 45, 47, 49, 51, 59, 61, 63, 69, 71, 73, 75, 81, 83, 85, 87, 91, 95, 97, 101, 107, 115, 117, 121, 127, 129, 137, 141, 143, 147, 149, 151, 153, 157, 159, 161, 163, 171, 173, 175, 177, 181, 183, 193, 195, 197, 199, 203, 205, 207, 209, 213, 215, 217, 219, 227, 229, 231, 233, 237, 239, 241, 243, 251, 253, 255, 259, 261, 265, 269, 271, 273, 275, 283, 285, 287, 289, 291, 295, 297, 299, 305, 307, 309, 311, 315, 317, 319, 321, 325, 327, 329, 331</p>
<p>R.WS.01.07 use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.</p>	<p>The following references can be used in classroom discussions and activities to meet this objective.</p> <p>Teacher Edition:</p> <p>WW S6, S8, S26, S36, S46, 2, 6, 10, 12, 16, 20, 32, 42, 44, 52, 62, 100, 104, 106, 114, 152, 156, 158, 162, 172, 174, 176, 178, 180, 182, 184, 186, 192, 194, 196, 202, 208, 214, 216, 228, 232, 236, 238, 240, 242, 248, 250, 252, 254, 258, 260, 264, 268, 270, 272, 282, 286, 292, 294, 296, 304, 306, 308, 310, 314, 318, 324, 330</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.01.08 use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts.</p>	<p><i>Time to Read</i> activities can be used to meet this objective.</p>
<p>R.WS.01.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>The following references can be used to meet this objective.</p> <p>Teacher Edition:</p> <p>WtK 3, 5, 7, 9, 13, 15, 17, 19, 21, 25, 27, 29, 31, 35, 37, 39, 41, 45, 47, 49, 51, 59, 61, 63, 69, 71, 73, 75, 81, 83, 85, 87, 91, 95, 97, 101, 107, 115, 117, 121, 127, 129, 137, 141, 143, 147, 149, 151, 153, 157, 159, 161, 163, 171, 173, 175, 177, 181, 183, 193, 195, 197, 199, 203, 205, 207, 209, 213, 215, 217, 219, 227, 229, 231, 233, 237, 239, 241, 243, 251, 253, 255, 259, 261, 265, 269, 271, 273, 275, 283, 285, 287, 289, 291, 295, 297, 299, 305, 307, 309, 311, 315, 317, 319, 321, 325, 327, 329, 331</p>
<p>Vocabulary <i>Students will...</i></p>	
<p>R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.</p>	<p>The following references can be used to meet this objective.</p> <p>Teacher Edition:</p> <p>WtK 3, 5, 7, 9, 13, 15, 17, 19, 21, 25, 27, 29, 31, 35, 37, 39, 41, 45, 47, 49, 51, 59, 61, 63, 69, 71, 73, 75, 81, 83, 85, 87, 91, 95, 97, 101, 107, 115, 117, 121, 127, 129, 137, 141, 143, 147, 149, 151, 153, 157, 159, 161, 163, 171, 173, 175, 177, 181, 183, 193, 195, 197, 199, 203, 205, 207, 209, 213, 215, 217, 219, 227, 229, 231, 233, 237, 239, 241, 243, 251, 253, 255, 259, 261, 265, 269, 271, 273, 275, 283, 285, 287, 289, 291, 295, 297, 299, 305, 307, 309, 311, 315, 317, 319, 321, 325, 327, 329, 331</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>Fluency <i>Students will...</i></p>	
<p>R.FL.01.01 automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.</p>	<p>Student Edition: 1.1 <i>Skills and Strategies</i> 146-147 1.1 <i>Time to Read</i> 7, 21, 35, 49, 63, 77, 91, 105, 119, 133 1.1 <i>Working with Words</i> 6, 20, 34, 48, 62, 76, 90, 104, 118, 132 1.2 <i>Skills and Strategies</i> 226-227 1.2 <i>Time to Read</i> 7, 21, 35, 49, 63, 77, 87, 97, 107, 117, 127, 137, 147, 157, 167, 177, 187, 197, 207, 217 1.2 <i>Working with Words</i> 6, 20, 34, 48, 62, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 196, 206, 216 * Sight words are also highlighted in each story.</p> <p>Teacher Edition: WtK 3, 5, 7, 9, 13, 15, 17, 19, 21, 25, 27, 29, 31, 35, 37, 39, 41, 45, 47, 49, 51, 59, 61, 63, 69, 71, 73, 75, 81, 83, 85, 87, 91, 95, 97, 101, 107, 115, 117, 121, 127, 129, 137, 141, 143, 147, 149, 151, 153, 157, 159, 161, 163, 171, 173, 175, 177, 181, 183, 193, 195, 197, 199, 203, 205, 207, 209, 213, 215, 217, 219, 227, 229, 231, 233, 237, 239, 241, 243, 251, 253, 255, 259, 261, 265, 269, 271, 273, 275, 283, 285, 287, 289, 291, 295, 297, 299, 305, 307, 309, 311, 315, 317, 319, 321, 325, 327, 329, 331</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.FL.01.02 use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.</p>	<p>Student Edition: 1.1 <i>A Trip!</i> 50-54 1.1 <i>Ants, Ants, Ants!</i> 70-74 1.1 <i>At Bat</i> 28-32 1.1 <i>Big Max</i> 42-46 1.1 <i>Can Jim Fit?</i> 36-40 1.1 <i>Pam Ran</i> 8-12 1.1 <i>Sam Can Nap</i> 14-18 1.2 <i>June's Flute</i> 88-94 1.2 <i>Miss White's Dime</i> 56-60 1.2 <i>Three Billy Goats</i> 128-134 1.2 <i>Trains, Trains, Trains!</i> 98-104 1.2 <i>Wake Up, Chicks!</i> 36-40</p> <p>Teacher Edition: BF 11, 21, 33, 43, 53, 67, 77, 87, 89, 97, 107, 109, 145, 155, 165, 179, 189, 201, 211, 227, 257, 267, 277, 291, 313, 333</p>
<p>R.FL.01.03 read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.</p>	<p>Student Edition: 1.1 <i>Time to Read</i> 7, 21, 35, 49, 63, 77, 91, 105, 119, 133 1.2 <i>Time to Read</i> 7, 21, 35, 49, 63, 77, 87, 97, 107, 117, 127, 137, 147, 157, 167, 177, 187, 197, 207, 217</p> <p>Teacher Edition: BF 3, 5, 7, 9, 13, 15, 17, 19, 21, 25, 27, 29, 31, 35, 37, 39, 41, 45, 47, 49, 51, 59, 61, 63, 69, 71, 73, 75, 81, 83, 85, 87, 91, 95, 97, 101, 107, 115, 117, 121, 127, 129, 137, 141, 143, 147, 149, 151, 153, 157, 159, 161, 163, 171, 173, 175, 177, 181, 183, 193, 195, 197, 199, 203, 205, 207, 209, 213, 215, 217, 219, 227, 229, 231, 233, 237, 239, 241, 243, 251, 253, 255, 259, 261, 265, 269, 271, 273, 275, 283, 285, 287, 289, 291, 295, 297, 299, 305, 307, 309, 311, 315, 317, 319, 321, 325, 327, 329, 331</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>Narrative Text <i>Students will...</i></p>	
<p>R.NT.01.01 recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 1</i> © 2007.</p>
<p>R.NT.01.02 identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>Student Edition:</p> <p>1.1 <i>Big Max</i> 42-46 1.1 <i>Comprehension Check</i> 13, 47, 125 1.1 <i>Fun with Drums</i> 120-124 1.1 <i>Pam Ran</i> 8-12 1.2 <i>At the Big Park</i> 148-154 1.2 <i>Comprehension Check</i> 41, 95, 125, 135, 155, 185, 225 1.2 <i>Jack and the Beans</i> 178-184 1.2 <i>June’s Flute</i> 88-94 1.2 <i>Milly Cleans Up</i> 118-124 1.2 <i>Three Billy Goats</i> 128-134 1.2 <i>Toys at Night</i> 128 1.2 <i>Wake Up, Chicks!</i> 36-40</p> <p>Teacher Edition:</p> <p>TTR 5, 7, 9, 29, 31, 97, 139, 183, 185, 187, 189, 215, 217, 219, 229, 231, 233, 251, 253, 255, 285, 287, 289, 327, 329, 331</p>
<p>R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).</p>	<p>Student Edition:</p> <p>1.1 <i>At Bat</i> 28-32 1.1 <i>Big Max</i> 42-46 1.1 <i>Can Jim Fit?</i> 36-40 1.1 <i>Can You Clap?</i> 134-138 1.1 <i>Fun with Drums</i> 120-124 1.1 <i>Plip, Plop!</i> 140-144 1.1 <i>Tag</i> 22-26 1.2 <i>The Light</i> 138-144</p> <p>Teacher Edition:</p> <p>TTR 15, 17, 19, 27, 29, 31, 93, 95, 97, 99, 103, 105, 107, 109, 239, 241, 243, 245, 247</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.01.04 identify how authors/illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.</p>	<p>Student Edition: 1.1 <i>Ants, Ants, Ants!</i> 70-74 1.1 <i>At Bat</i> 28-32 1.1 <i>Big Max</i> 42-46 1.1 <i>Jen Helps Rex</i> 92-96 Teacher Edition: TTR 17, 29, 47, 49, 51, 53, 71</p>
<p>R.NT.01.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p>	<p>Teacher Edition: R 77, 89, 109, 133, 179, 257, 267, 277, 291, 301, 313; W 77, 89, 105, 107, 109, 117, 121, 129, 131, 133, 171, 175, 177, 179, 229, 233, 235, 241, 243, 245, 249, 251, 253, 255, 257, 267, 285, 291, 313</p>
<p>Informational Text <i>Students will...</i></p>	
<p>R.IT.01.01 identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science and social studies magazines.</p>	<p>The following references can be used in classroom discussion to meet this objective. Student Edition: 1.1 <i>Ants, Ants, Ants!</i> 70-74 1.1 <i>Big Cat</i> 64-68 1.1 <i>Fish</i> 106-110 1.1 <i>Hop, Frog, Hop!</i> 78-82 1.2 <i>Fun with Sports</i> 158-164 1.2 <i>Let’s Plant Seeds</i> 108-114 1.2 <i>Paws and Claws</i> 208-214 1.2 <i>Snakes, Snakes, Snakes!</i> 22-26 1.2 <i>Stripes, Stripes, Stripes!</i> 64-68 1.2 <i>Trains, Trains, Trains!</i> 98-104 Teacher Edition: TTR 45, 47, 49, 55, 61, 63, 65, 67, 107, 127, 131, 133, 159, 163, 195, 197, 199, 205, 207, 209, 261, 163, 265, 317, 319, 321</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.01.02 discuss informational text patterns including descriptive, sequential, and enumerative.</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>Teacher Edition: TTR 15, 17, 19, 27, 29, 31, 45, 47, 49, 55, 61, 63, 65, 67, 107, 127, 131, 133, 159, 163, 195, 197, 199, 205, 207, 209, 261, 163, 265, 317, 319, 321</p>
<p>R.IT.01.03 explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.</p>	<p>Student Edition: 1.2 <i>Toys at Night</i> 218-225</p> <p>Teacher Edition: TTR 327, 329, 331, 333</p>
<p>R.IT.01.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p>	<p>Teacher Edition: R 77, 89, 109, 133, 179, 257, 267, 277, 291, 301, 313; W 77, 89, 105, 107, 109, 117, 121, 129, 131, 133, 171, 175, 177, 179, 229, 233, 235, 241, 243, 245, 249, 251, 253, 255, 257, 267, 285, 291, 313</p>
<p>Comprehension <i>Students will...</i></p>	
<p>R.CM.01.01 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>Teacher Edition: R 11, 21, 33, 43, 53, 67, 123, 155, 179, 189, 201, 211, 235, 245, 257, 267, 277, 291, 313</p>
<p>R.CM.01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text.</p>	<p>Teacher Edition: TTR 71, 73, 75, 77, 83, 85, 87, 89, 139, 141, 143, 145</p>
<p>R.CM.01.03 compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.</p>	<p>Teacher Edition: TTR 159, 161, 163, 195, 197, 199, 201, 307, 309, 311, 313</p>
<p>R.CM.01.04 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: OV S43, S47, S49, 305, 307, 309, 311, 315, 317, 321</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>Metacognition <i>Students will...</i></p>	
<p>R.MT.01.01 self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text.</p>	<p>Student Edition: 1.2 <i>Comprehension Check</i> 85, 95, 105, 115, 125, 135, 155, 165, 175, 195, 205, 215, 225</p> <p>Teacher Edition: TTR 173, 183, 191, 195, 205, 215, 223, 229, 239, 247, 251, 262, 271, 285, 295, 303, 307, 317, 327</p>
<p>R.MT.01.02 self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text.</p>	<p>Student Edition: 1.2 <i>Comprehension Check</i> 85, 95, 105, 115, 125, 135, 155, 165, 175, 195, 205, 215, 225</p> <p>Teacher Edition: TTR 173, 183, 191, 195, 205, 215, 223, 229, 239, 247, 251, 262, 271, 285, 295, 303, 307, 317, 327</p>
<p>R.MT.01.03 plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.</p>	<p>Student Edition: 1.2 <i>Comprehension Check</i> 85, 95, 105, 115, 125, 135, 155, 165, 175, 195, 205, 215, 225</p> <p>Teacher Edition: TTR 173, 183, 191, 195, 205, 215, 223, 229, 239, 247, 251, 262, 271, 285, 295, 303, 307, 317, 327</p>
<p>R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author’s perspective.</p>	<p>Teacher Edition: TTR 5, 15, 27, 39, 47, 61, 63, 71, 85, 93, 95, 103, 105, 117, 119, 127, 149, 159, 161, 173, 183, 205, 215</p>
<p>Reading Attitude <i>Students will...</i></p>	
<p>R.AT.01.01 be 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.01.02 do substantial reading and writing on their own during free time in school and at home.</p>	<p><i>Independent Reading</i> activities can be used to meet this objective.</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
WRITING	
Spelling <i>Students will...</i>	
W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.	<i>Words to Know</i> activities can be used to meet this objective.
W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).	<i>Write</i> activities can be used to meet this objective.
SPEAKING	
Conventions <i>Students will...</i>	
S.CN.01.01 use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after, and inflected endings).	<i>Comprehension Check</i> questions and activities can be used to meet this objective.
S.CN.01.02 explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies.	<i>Comprehension Check</i> questions and activities can be expanded to meet this objective.
S.CN.01.03 speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations.	This standard falls outside the scope of <i>Reading Triumphs Grade 1</i> © 2007.
S.CN.01.04 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.)	This standard falls outside the scope of <i>Reading Triumphs Grade 1</i> © 2007.
S.CN.01.05 understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership.	This standard falls outside the scope of <i>Reading Triumphs Grade 1</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
<p>Discourse <i>Students will...</i></p>	
<p>S.DS.01.01 engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>Teacher Edition: TTR 11, 21, 33, 43, 53, 67, 77, 89, 99, 109, 123, 133, 145, 155, 165, 179, 189, 201, 211, 221, 235, 245, 257, 267, 277, 291, 301, 313, 323, 333</p>
<p>S.DS.01.02 tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.</p>	<p>The following examples can be used in classroom discussion to meet the needs of the standard.</p> <p>Teacher Edition: TTR 71, 73, 75, 77, 83, 85, 87, 89, 139, 141, 143, 145</p>
<p>S.DS.01.03 respond to multiple text types by reflecting, making meaning, and making connections.</p>	<p>The following examples can be used in classroom discussion to meet the needs of the standard.</p> <p>Teacher Edition: TTR 77, 89, 105, 107, 109, 117, 121, 129, 131, 133, 171, 175, 177, 179, 229, 231, 233, 235, 241, 243, 245, 249, 251, 253, 255, 257, 261, 263, 267, 273, 275, TTR 283, 285, 287, 289, 291, 295, 297, 307, 309</p>
<p>S.DS.01.04 plan and deliver presentations using an informational organizational pattern (e.g., descriptive, enumerative, or sequential) providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 1</i> © 2007.</p>
<p>LISTENING & VIEWING</p>	
<p>Conventions <i>Students will...</i></p>	
<p>L.CN.01.01 understand, restate and follow two-step directions.</p>	<p><i>Response</i> activities can be expanded to meet this objective.</p>
<p>L.CN.01.02 ask appropriate questions for clarification and understanding during a presentation or report.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 1</i> © 2007.</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>L.CN.01.03 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 the comments of a peer and respond on topic adding a connected idea.</p>	<p>This objective can be incorporated into the <i>Time to Read</i> activities.</p>
<p>L.CN.01.04 understand how the source of the message affects the receiver’s response (student/student, student/teacher, student/parent).</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 1</i> © 2007.</p>
<p>L.CN.01.05 begin to evaluate messages they experience from a variety of media and differentiate between sender, receiver, and message.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 1</i> © 2007.</p>
<p>Response <i>Students will...</i></p>	
<p>L.RP.01.01 listen to or view knowledgeably and discuss a variety of genre.</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>Student Edition:</p> <ul style="list-style-type: none"> 1.1 <i>Big Max</i> 42-46 1.1 <i>Comprehension Check</i> 13, 47, 125 1.1 <i>Fun with Drums</i> 42-46 1.1 <i>Pam Ran</i> 8-12 1.1 <i>At the Big Park</i> 148-154 1.2 <i>Comprehension Check</i> 41, 95, 125, 135, 155, 185, 225 1.2 <i>Jack and the Beans</i> 178-184 1.2 <i>June’s Flute</i> 88-94 1.2 <i>Milly Cleans Up</i> 118-124 1.2 <i>Three Billy Goats</i> 128-134 1.2 <i>Toys at Night</i> 218-224 1.2 <i>Wake Up, Chicks!</i> 36-40 <p>Teacher Edition:</p> <p>TTR 5, 7, 9, 29, 31, 97, 139, 183, 185, 187, 189, 215, 217, 219, 229, 231, 233, 251, 253, 255, 285, 287, 289, 327, 329, 331</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>L.RP.01.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>The following references can be used to meet this objective. Teacher Edition: TTR S11, S17, S27</p>
<p>L.RP.01.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.</p>	<p>The following examples can be used in classroom discussion to meet the needs of the standard. Teacher Edition: TTR 77, 89, 105, 107, 109, 117, 121, 129, 131, 133, 171, 175, 177, 179, 229, 231, 233, 235, 241, 243, 245, 249, 251, 253, 255, 257, 261, 263, 267, 273, 275, TTR 283, 285, 287, 289, 291, 295, 297, 307, 309</p>