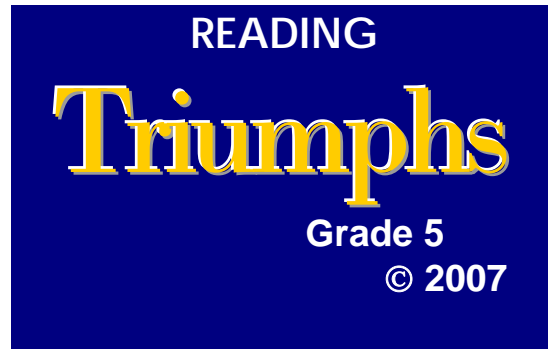


Reading Triumphs is an intervention typically utilized as a Tier 3 intervention under the Response to Intervention (RtI) definition. This program is designed to remediate and intervene providing foundational reading skills leading to grade level success. Therefore, the content of *Reading Triumphs* will 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 5



STANDARDS		PAGE REFERENCES
READING		
Word Recognition and Word Study		
Word Recognition <i>Students will...</i>		
R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.	Teacher's Edition: D 6, 8, 16, 18, 20, 54, 118, 120, 122, 184, 186, 188, 252, 254, 256, 262 264, 266, 296, 298, 300; V 38, 262, 264-265, 266	
R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.	Student Edition: <i>Decoding</i> 18, 30, 66, 150, 174, 210, 246, 282, 330 Teacher's Edition: D 38, 140, 174, 194, 218, 230, 330; V 142-143, 206, 209, 210, 232-233, 264, 296, 298-299, 300, 308	

Codes used for Teacher's 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.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>Student Edition: <i>Vocabulary</i> 6, 42, 102, 138, 270, 306, 342</p> <p>Teacher’s Edition: F 3, 11, 13, 25, 33, 35, 59, 61, 67, 69, 81, 89, 91, 101, 123, 125, 137, 145, 157, 193, 227, 235, 257, 267, 269, 291, 293, 313</p>
<p>R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>Student Edition: <i>Vocabulary</i> 18, 66, 78, 102, 150, 198, 234, 270, 306, 330</p> <p>Teacher’s Edition: V 2, 4, 12-13, 14, 20, 24-25, 26, 60, 82-83, 90-91, 102-103, 116, 158-159, 180-181, 194, 258-259, 312, 314-315, 316-317</p>
<p>R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.</p>	<p>Teacher’s Edition: V 84-85, 86-87, 88, 94-95, 96-97, 98, 140-141, 142-143, 144, 196-197, 198-199, 200-201, 223, 230, 232-233, 234, 240-241, 242-243, 244, 247, 318-319, 320-321, 322</p>
<p>Fluency <i>Students will...</i></p>	
<p>R.WS.05.06 fluently read beginning grade-level text and increasingly demanding text as the year proceeds.</p>	<p>Student Edition: <i>Read</i> 7-16, 67-76, 139-148, 199-208, 235-244, 271-280, 307-316</p> <p>Teacher’s Edition: F 7, 11, 15, 17, 21, 29, 37, 49, 67, 83, 93, 105, 131, 149, 177, 189, 201, 211, 233, 265, 267, 311, 317, 323, 331</p>
<p>Vocabulary <i>Students will...</i></p>	
<p>R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.</p>	<p>Teacher’s Edition: V 38-39, 40-41, 42-43, 62-63, 64-65, 66, 76, 79, 104-105, 106-107, 108, 152-153, 160-161, 162-163, 164-165, 186-187, 216-217, 218-219, 220, 308-309, 310-311, 312</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.05.01 analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p>Student Edition: <i>Comprehension</i> 6, 186 <i>Think About It</i> 17 #1, 197 #4, 245 #3, 293 #3 <i>Write About It</i> 173</p> <p>Teacher’s Edition: C 3, 5, 7, 9, 11, 171, 173, 175, 177, 179, 237, 239, 241, 243, 293</p>
<p>R.NT.05.02 analyze the structure, elements, style, and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery.</p>	<p>Student Edition: <i>Comprehension</i> 234 <i>Think About It</i> 245 #1</p> <p>Teacher’s Edition: C 3, 5, 7, 9, 13, 15, 17, 19, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 203, 205, 207, 213, 215, 217, 219</p>
<p>R.NT.05.03 analyze how characters’ traits and setting define plot, climax, the role of dialogue, and how problems are resolved.</p>	<p>Student Edition: <i>Comprehension</i> 6, 18, 102 <i>Think About It</i> 17 #2, 29 #1, 113 #4, 197 #1</p> <p>Teacher’s Edition: C 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 91, 93, 95, 171, 173, 175, 177, 179</p>
<p>R.NT.05.04 explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 5</i> © 2007.</p>
<p>Informational Text <i>Students will...</i></p>	
<p>R.IT.05.01 analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.</p>	<p>Student Edition: <i>Comprehension</i> 198 <i>Think About It</i> 209 #1</p> <p>Teacher’s Edition: C 27, 29, 31, 37, 83, 103, 127, 181, 183, 185, 187, 189, 191, 195, 205, 207, 209, 229, 251, 307</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.05.02 identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.</p>	<p>Student Edition: <i>Think About It</i> 41 #1, 257 #1, 281 #1, 365 #1 <i>Comprehension</i> 246, 270, 354</p> <p>Teacher’s Edition: C 227, 229, 231, 233, 235, 249, 251, 253, 255, 325, 327, 329, 331, 333</p>
<p>R.IT.05.03 explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.</p>	<p>Students can explain text features in the following examples.</p> <p>Student Edition: 83, 99, 229, 252, 347</p> <p>Teacher’s Edition: C 27, 37, 71, 83, 103, 127, 183, 195, 205, 207, 229, 251, 307</p>
<p>Comprehension <i>Students will...</i></p>	
<p>R.CM.05.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>Student Edition: <i>Think About It</i> 17 #3, 65 #3, 89 #3, 113 #3, 137 #3, 149 #3, 197 #3, 209 #3, 233 #3, 293 #3, 305 #3, 329 #3 <i>Write About It</i> 17, 77, 137, 149, 197, 233, 245, 269, 293, 305, 341, 353</p> <p>Teacher’s Edition: C 193, 195, 197, 199, 211</p>
<p>R.CM.05.02 retell through concise summarization grade-level narrative and informational text.</p>	<p>Student Edition: <i>Summarize</i> 17, 41, 65, 77, 89, 113, 125, 149, 185, 221, 245, 269, 305, 341</p> <p>Teacher’s Edition: C 35, 39, 41, 269, 273, 275, 277, 283, 285, 287, 289, 303</p>
<p>R.CM.05.03 analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>	<p>Student Edition: <i>Think About It</i> 41 #4, 77 #1, 125 #4, 137 #1, 161 #4, 185 #1, 221 #4, 281 #4, 305 #4, 341 #4</p> <p>Teacher’s Edition: C 117, 119, 153, 195, 237, 239, 241, 243, 293, 295, 297, 299</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.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>Student Edition: <i>Think About It</i> 89 #3, 209 #3 <i>Write About It</i> 89, 137, 221, 269, 305, 353</p> <p>Teacher’s Edition: C 69, 81, 115, 117, 193, 195, 197</p>
<p>Metacognition <i>Students will...</i></p>	
<p>R.MT.05.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>	<p>Student Edition: <i>Comprehension</i> 42, 66, 114, 294</p> <p>Teacher’s Edition: C 59, 61, 63, 65, 101, 103, 105, 107, 293, 295, 297, 299, 303, 305, 307, 309, 311, 315, 317, 321</p>
<p>R.MT.05.02 plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.</p>	<p>Student Edition: <i>Comprehension</i> 54, 270, 330 <i>Think About It</i> 65 #1, 281 #1, 341 #1</p> <p>Teacher’s Edition: C 45, 47, 49, 51, 249, 251, 253, 255, 305, 307, 309, 311; V 16, 74, 140, 188, 234, 264-265, 312</p>
<p>Reading Attitude <i>Students will...</i></p>	
<p>R.AT.05.01 be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>Teacher’s Edition: C 11, 21, 33, 53, 55, 67, 77, 79, 109, 111, 123, 133, 135, 155, 167, 179, 189, 211, 223, 235, 247, 257, 279, 303, 323, 333, 335</p>
<p>WRITING</p>	
<p>Spelling <i>Students will...</i></p>	
<p>W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p>	<p>Students should spell accurately in the following writing assignments.</p> <p>Student Edition: <i>Write About It</i> 17, 29, 41, 65, 89, 113, 125, 137, 149, 161, 173, 185, 197, 209, 221, 233, 245, 269, 281, 293, 305, 317, 329, 341, 353, 365</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
SPEAKING	
Conventions <i>Students will...</i>	
S.CN.05.01 use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.	Teacher's Edition: F 53, 109, 165, 221, 277
S.CN.05.02 adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.	This standard falls outside the scope of <i>Reading Triumphs Grade 5</i> © 2007.
S.CN.05.03 speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.	Teacher's Edition: F 5, 7, 10, 15, 17, 19, 39, 73, 83, 105, 107, 127, 149, 175, 187, 209, 229, 231, 233, 243, 261, 263, 265
S.CN.05.04 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.)	Teacher's Edition: F 53, 109, 165, 221, 277
S.CN.05.05 understand, providing examples of how language differs from early American history to current day America as a function of linguistic and cultural group membership.	This standard falls outside the scope of <i>Reading Triumphs Grade 5</i> © 2007.
Discourse <i>Students will...</i>	
S.DS.05.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	Students can use questions from the following examples in a variety of discussion groups. Student Edition: <i>Think About It</i> 17, 29, 41, 65, 89, 113, 125, 137, 149, 161, 173, 185, 197, 209, 221, 233, 245, 269, 281, 293, 305, 317, 329, 341, 353, 365 Teacher's Edition: C 5, 29, 65, 117, 119, 207, 293, 295, 297, 299
S.DS.05.02 discuss narratives (e.g., mystery, historical fiction, tall tales, science fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax/anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.	Student Edition: <i>Think About It</i> 17 #4, 29 #1, 113 #4, 185 #1, 197 #1, 245 #2, 269 #2, 293 #2, 305 #1, 317 #2, 329 #1 Teacher's Edition: C 91, 95, 97, 115, 171, 173, 175, 177, 293, 295, 297, 299

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.DS.05.03 respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.</p>	<p>Student Edition: <i>Think About It</i> 53 #3, 101 #4, 269 #4 <i>Write About It</i> 41, 77, 89, 209, 113, 149, 197, 329</p> <p>Teacher’s Edition: C 65, 115, 117, 119, 121, 181, 183, 185, 187, 189, 193, 201, 213, 215, 217, 219, 221, 237, 239, 241, 243, 293, 295, 297, 299, 305, 307, 309, 311</p>
<p>S.DS.05.04 plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.</p>	<p>The following persuasive writing assignments could be presented orally.</p> <p>Student Edition: <i>Write About It</i> 41, 101, 149, 197, 221, 257, 269, 281, 317, 341, 365</p>
<p>LISTENING & VIEWING</p>	
<p>Conventions <i>Students will...</i></p>	
<p>L.CN.05.01 ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 5</i> © 2007.</p>
<p>L.CN.05.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 5</i> © 2007.</p>
<p>L.CN.05.03 listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 5</i> © 2007.</p>
<p>L.CN.05.04 recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.</p>	<p>Student Edition: <i>Comprehension</i> 331 <i>Read</i> 331 <i>Think About It</i> 341 #1</p> <p>Teacher’s Edition: C 181, 183, 185, 187, 213, 215, 217, 219, 221, 223, 305, 307, 309, 311, 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>Response Students will...</p>	
<p>L.RP.05.01 listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.</p>	<p>Teacher’s Edition: C 31, 35, 51, 61, 65, 75, 87, 97, 117, 121, 163, 177, 187, 199, 209, 219, 233, 243, 255, 265, 275, 289, 299, 311, 321</p>
<p>L.RP.05.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>Student Edition: <i>Think About It</i> 29, 53, 65, 101, 125, 149, 269, 305, 329 <i>Write About It</i> 89, 113, 137, 161, 197, 209, 221, 245, 281, 365 Teacher’s Edition: C 115, 117, 119, 121, 293, 295, 297, 299</p>
<p>L.RP.05.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.</p>	<p>Teacher’s Edition: C 31, 65, 115, 117, 119, 121, 195, 197, 199, 201, 293, 295, 297, 299, 305, 307, 309, 311, 313, 315, 317, 319, 321</p>
<p>L.RP.05.04 combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).</p>	<p>Teacher’s Edition: C 9, 19, 21, 31, 33, 35, 67, 75, 77, 87, 89, 99, 109, 121, 123, 145, 155, 179, 189, 201, 211, 221, 235, 245, 257, 267, 277, 313, 333</p>
<p>L.RP.05.05 respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.</p>	<p>Making inferences and drawing conclusions are discussed in the following examples and can be applied to speakers. Teacher’s Edition: C 59, 61, 63, 65, 101, 103, 105, 107, 115, 117, 119, 121, 147, 157, 159, 161, 163, 237, 239, 241, 243, 249, 251, 253, 255</p>