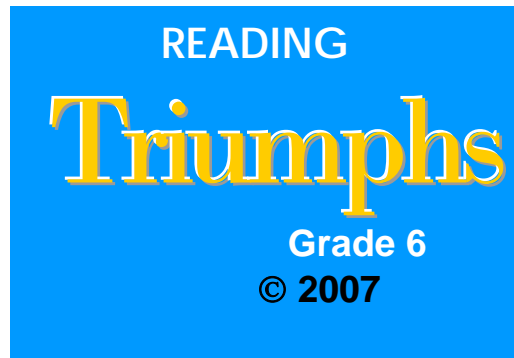


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English Language Arts
Grade Level Content Expectations
Grade 6



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STANDARDS	PAGE REFERENCES
READING	
Word Recognition and Word Study	
Word Recognition <i>Students will...</i>	
<p>R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p>	<p>Student Edition: <i>Decoding</i> 6, 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294, 306, 318, 330, 342, 354</p> <p>Teacher Edition: DEC 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 268, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334</p>
<p>R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.</p>	<p>Student Edition: <i>Decoding</i> 6, 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294, 306, 318, 330, 342, 354</p> <p>Teacher Edition: DEC 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 268, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334</p>

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STANDARDS	PAGE REFERENCES
<p>R.WS.06.03 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, 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294, 306, 318, 330, 342, 354</p> <p><i>*words are presented on above page numbers, then highlighted as they occur in the stories</i></p> <p>Teacher Edition: FLU 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 54, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 78, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 110, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 134, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 166, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 190, 193, 195, 197, 199, 201, 203, 305, 207, 209, 211, 213, 215, 217, 219, 221, 222, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 246, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 278, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 302, 305, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333, 334</p>
<p>R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>Student Edition: <i>Vocabulary</i> 6, 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294, 306, 318, 330, 342, 354</p> <p>Teacher Edition: VOC 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 23, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 55, 58, 60, 62, 64, 66, 68, 70, 72, 74, 75, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 111, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 135, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 167, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 191, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 223, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 247, 248, 250, 252, 254, 256, 258, 260, 262, 264, 268, 270, 272, 274, 276, 279, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 303, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 335</p>

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STANDARDS	PAGE REFERENCES
<p>R.WS.06.05 acquire and apply strategies to identify unknown words and construct meaning.</p>	<p>Student Edition: <i>Vocabulary</i> 6, 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294, 306, 318, 330, 342, 354</p> <p>Teacher Edition: VOC 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 23, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 55, 58, 60, 62, 64, 66, 68, 70, 72, 74, 75, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 111, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 135, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 167, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 191, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 223, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 247, 248, 250, 252, 254, 256, 258, 260, 262, 264, 268, 270, 272, 274, 276, 279, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 303, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 335</p>

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STANDARDS	PAGE REFERENCES
<p>Fluency <i>Students will...</i></p>	
<p>R.WS.06.06 fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>	<p>All stories in the student edition can be used to meet this objective, including the examples below.</p> <p>Student Edition:</p> <p><i>A Gift for Moon Shadow</i> 128-136 <i>A Signal of Smoke</i> 356-364 <i>Antarctica: A Trip to the South Pole</i> 32-40 <i>China’s Northern Border</i> 308-316 <i>Extreme Sports</i> 224-232 <i>Missing on Mud Hill</i> 8-16 <i>Gandhi’s Causes</i> 212-220 <i>Hope Remains</i> 56-64 <i>The Kingfisher’s Dream</i> 44-52 <i>When Seattle Became a City</i> 20-28</p> <p>Teacher Edition:</p> <p>FLU 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 54, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 78, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 110, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 134, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 166, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 190, 193, 195, 197, 199, 201, 203, 305, 207, 209, 211, 213, 215, 217, 219, 221, 222, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 246, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 278, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 302, 305, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333, 334</p>

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STANDARDS	PAGE REFERENCES
<p>Vocabulary <i>Students will...</i></p>	
<p>R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.</p>	<p>Student Edition: <i>Vocabulary</i> 6, 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294, 306, 318, 330, 342, 354</p> <p>Teacher Edition: VOC 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 23, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 55, 58, 60, 62, 64, 66, 68, 70, 72, 74, 75, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 111, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 135, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 167, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 191, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 223, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 247, 248, 250, 252, 254, 256, 258, 260, 262, 264, 268, 270, 272, 274, 276, 279, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 303, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 335</p>
<p>Narrative Text <i>Students will...</i></p>	
<p>R.NT.06.01 describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p>Student Edition: <i>Think About It</i> 53, 77, 101, 113, 137, 185, 197, 221, 245, 257, 269, 281, 293, 329, 353 <i>Summarize</i> 77, 221, 293, 353</p> <p>Teacher Edition: COMP 43, 67, 89, 95, 99, 123, 165, 201, 221, 235, 245, 257, 267, 301, 323</p>

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STANDARDS	PAGE REFERENCES
<p>R.NT.06.02 analyze the structure, elements, style, and purpose of narrative genre including folktales, fantasy, adventure, and action stories.</p>	<p>Student Edition: <i>Comprehension</i> 6, 42, 66, 78, 102, 114, 126, 162, 174, 222, 234, 258, 270, 306, 318, 354 <i>Summarize</i> 17, 53, 77, 89, 113, 125, 137, 173, 185, 233, 245, 269, 281, 317, 329, 365</p> <p>Teacher Edition: <i>COMP</i> 3, 5, 7, 9, 11, 35, 37, 39, 41, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 115, 117, 119, 121, 123, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 237, 239, 241, 243, 245, 249, 251, 253, 255, 257, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 325, 327, 329, 331, 333</p>
<p>R.NT.06.03 analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax.</p>	<p>Student Edition: <i>Think About It</i> 53, 77, 185, 281, 293</p> <p>Teacher Edition: <i>COMP</i> 43, 67, 165, 267</p>
<p>R.NT.06.04 analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.</p>	<p>The following references can be expanded in classroom discussion to meet this objective.</p> <p>Teacher Edition: <i>COMP</i> 3, 7, 11, 13, 17, 19, 115, 119, 171, 175</p>
<p>Informational Text <i>Students will...</i></p>	
<p>R.IT.06.01 analyze the structure, elements, features, style, and purpose of informational genre, including research reports, “how-to” articles, and essays.</p>	<p>Student Edition: <i>Comprehension</i> 18, 30, 54, 90, 114, 150, 162, 186, 198, 210, 222, 246, 294, 306, 330, 342, 354 <i>Summarize</i> 29, 41, 65, 101, 125, 161, 173, 197, 209, 221, 233, 257, 305, 317, 341, 353, 365</p> <p>Teacher Edition: <i>COMP</i> 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 45, 47, 49, 51, 53, 81, 83, 85, 87, 89, 101, 103, 105, 107, 109, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 227, 229, 231, 233, 235, 271, 273, 275, 277, 283, 285, 287, 289, 291, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333</p>

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STANDARDS	PAGE REFERENCES
<p>R.IT.06.02 analyze organizational text patterns including descriptive, chronological sequence, and problem/solution.</p>	<p>Student Edition: <i>Comprehension</i> 114, 330, 342 <i>Summarize</i> 125, 341, 353</p> <p>Teacher Edition: COMP 101, 103, 105, 107, 109, 111, 305, 307, 309, 311, 313, 315, 317, 319, 321, 323, 335</p>
<p>R.IT.06.03 explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 6</i> © 2007.</p>
<p>Comprehension <i>Students will...</i></p>	
<p>R.CM.06.01 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, 53, 77, 89, 101, 113, 125, 137, 149, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293, 329, 341, 353, 365 <i>Write About It</i> 17, 29, 53, 65, 77, 89, 101, 113, 125, 149, 161, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293, 305, 317, 329, 341, 353, 365</p> <p>Teacher Edition: COMP 11, 21, 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>R.CM.06.02 retell through concise summarization grade-level narrative and informational text.</p>	<p>Student Edition: <i>Summarize</i> 17, 29, 41, 53, 65, 77, 89, 101, 113, 125, 137, 149, 161, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293, 305, 317, 329, 341, 353, 365</p> <p>Teacher Edition: COMP 91, 93, 95, 97, 99, 101, 103, 105, 107, 111, 147, 149, 151, 153, 155, 167, 269, 271, 273, 275, 277, 279, 305, 307, 309, 311, 313, 325, 327, 329, 331, 333, 335</p>

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STANDARDS	PAGE REFERENCES
<p>R.CM.06.03 analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>	<p>Student Edition: <i>Comprehension</i> 66, 78, 138, 174 <i>Read</i> 67, 79, 139, 175 <i>Summarize</i> 77, 89, 149, 185</p> <p>Teacher Edition: COMP 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 125, 127, 129, 131, 133, 135, 137, 157, 159, 161, 163, 165, 167</p>
<p>R.CM.06.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>Student Edition: <i>Think About It</i> 41 #2, #4, 101 #1, 167 #1, #2, 197 #4, 209 #2, #4, 221 #3, 317 #1, #3, #4</p>
<p>Metacognition <i>Students will...</i></p>	
<p>R.MT.06.01 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>Summarize</i> 17, 29, 41, 53, 65, 77, 89, 101, 113, 125, 137, 149, 161, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293, 305, 317, 329, 341, 353, 365</p> <p>Teacher Edition: 125, 127, 129, 131, 133, 135, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 237, 239, 241, 243, 245, 247, 269, 271, 273, 275, 277, 279</p>
<p>R.MT.06.02 plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 6</i> © 2007.</p>
<p>Reading Attitude <i>Students will...</i></p>	
<p>R.AT.06.01 be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>Teacher Edition: COMP 23, 79, 111, 135, 167, 191, 223, 247, 279, 303, 335</p>

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STANDARDS	PAGE REFERENCES
WRITING	
Spelling <i>Students will...</i>	
W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.	Student Edition: <i>Write About It</i> 17, 29, 41, 53, 65, 77, 89, 101, 113, 125, 137, 149, 161, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293, 305, 317, 329, 341, 353, 365 Teacher Edition: COMP 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
SPEAKING	
Conventions <i>Students will...</i>	
S.CN.06.01 adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.	<i>Write About It</i> activities can be expanded and presented orally to meet this objective.
S.CN.06.02 speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations.	<i>Write About It</i> activities can be expanded and presented orally to meet this objective.
S.CN.06.03 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.)	<i>Write About It</i> activities can be expanded and presented orally to meet this objective.
Discourse <i>Students will...</i>	
S.DS.06.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	Students can use questions from <i>Think About It</i> activities to facilitate conversations and discussion groups.

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STANDARDS	PAGE REFERENCES
<p>S.DS.06.02 respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.</p>	<p>Student Edition: <i>Comprehension</i> 210, 258 <i>Read</i> 211, 259 <i>Think About It</i> 221, 269</p> <p>Teacher Edition: COMP 193, 195, 197, 199, 201, 223, 237, 239, 241, 243, 245, 279</p>
<p>S.DS.06.03 discuss written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense).</p>	<p>Student Edition: <i>Think About It</i> 17, 29, 41, 53, 65, 77, 89, 101, 113, 125, 137, 149, 161, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293, 305, 317, 329, 341, 353, 365</p> <p>Teacher Edition: COMP 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.06.04 plan a focused and coherent informational presentation using an informational organizational pattern (e.g., problem/solution, sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered.</p>	<p><i>Write About It</i> activities can be presented orally to meet this objective.</p>
<p>LISTENING & VIEWING</p>	
<p>Conventions <i>Students will...</i></p>	
<p>L.CN.06.01 respond to, evaluate, and analyze the speaker’s effectiveness and content when listening to or viewing a variety of speeches and presentations.</p>	<p>This objective can be assessed when classmates present <i>Write About It</i> activities.</p>
<p>L.CN.06.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>	<p>This objective can be assessed when classmates present <i>Write About It</i> activities.</p>

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STANDARDS	PAGE REFERENCES
<p>Response <i>Students will...</i></p>	
<p>L.RP.06.01 listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions.</p>	<p>Student Edition: <i>Summarize</i> 17, 29, 41, 53, 65, 77, 89, 101, 113, 125, 137, 149, 161, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293, 305, 317, 329, 341, 353, 365</p> <p>Teacher Edition: 125, 127, 129, 131, 133, 135, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 237, 239, 241, 243, 245, 247, 269, 271, 273, 275, 277, 279</p>
<p>L.RP.06.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>Teacher Edition: COMP 23, 79, 111, 135, 167, 191, 223, 247, 279, 303, 335</p>
<p>L.RP.06.03 identify a speaker's affective communication expressed through tone, mood, and emotional cues.</p>	<p><i>Write About It</i> activities can be presented orally to meet this objective.</p>
<p>L.RP.06.04 relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, and gestures).</p>	<p><i>Write About It</i> activities can be presented orally to meet this objective.</p>
<p>L.RP.06.05 respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 6</i> © 2007.</p>
<p>L.RP.06.06 respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.</p>	<p><i>Write About It</i> activities can be presented orally to meet this objective.</p>
<p>L.RP.06.07 identify persuasive and propaganda techniques used in television, and identify false and misleading information.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 6</i> © 2007.</p>