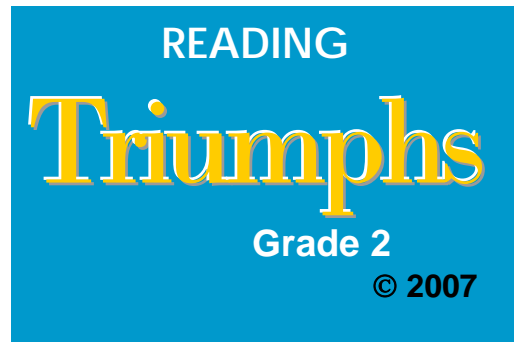
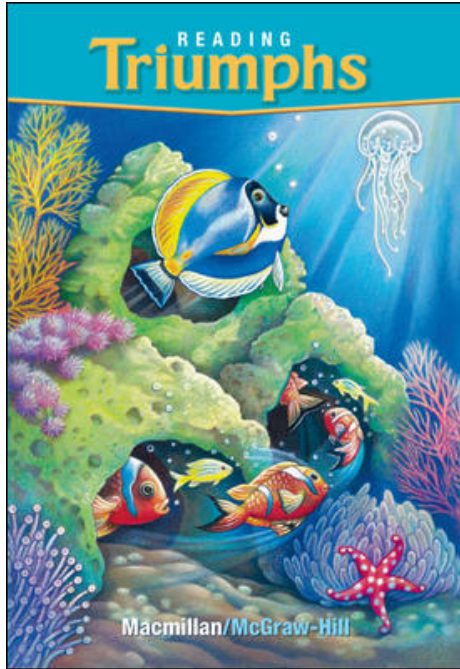


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English Language Arts  
Grade Level Content Expectations  
Grade 2



STANDARDS	PAGE REFERENCES
<p><b>READING</b></p>	
<p><b>Word Recognition and Word Study</b></p>	
<p><b>Phonemic Awareness</b> <i>Students will...</i></p>	
<p><b>R.WS.02.01</b> demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.</p>	<p><b>Student Edition:</b>  <i>A Talking Mule</i> 152-160  <i>Paul's School Trip</i> 284-292  <i>Roy and Joy</i> 308-316  <i>We Need Teeth</i> 176-184  <i>Working with Words</i> 78-79, 354-355</p> <p><b>Teacher Edition:</b>            PA 68, 140, 152, 162, 260, 264, 284, 288, 308, 312, 324</p>

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STANDARDS	PAGE REFERENCES
<p><b>R.WS.02.02</b> recognize that words are composed of sounds blended together and carry meaning.</p>	<p><b>Student Edition:</b>  <i>A Funny Trip to Mars</i> 200-208  <i>Fern’s Team</i> 224-232  <i>From Sheep to Wool</i> 248-256  <i>Fur, Skin, and Scales</i> 236-244  <i>Storms, Storms!</i> 212-220  <i>The Loose Tooth</i> 260-268  <i>Working with Words</i> 108-109, 222-223, 234-235, 246-247, 258-259</p> <p><b>Teacher Edition:</b>            PA 180, 182, 184, 186, 188, 194, 196, 198, 200, 202, 204, 206, 208, 212, 214, 218, 220, 226, 228, 230, 232, 234, 236, 238, 240, 242</p>
<p><b>Phonic</b>  <i>Students will...</i></p>	
<p><b>R.WS.02.03</b> understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</p>	<p><b>Student Edition:</b>  <i>A Funny Trip to Mars</i> 200-208  <i>A Home Made Band</i> 80-88  <i>Flower Garden</i> 296-304  <i>In Space</i> 332-340  <i>Queen Bea and the Pea</i> 140-148  <i>The Gray Duck</i> 104-112  <i>The Hat</i> 8-16  <i>The Old Chest</i> 164-172  <i>Working with Words</i> 198-199, 222-223</p> <p><b>Teacher Edition:</b>            PA 6, 10, 70, 74, 92, 96, 126, 130, 148, 180, 184, 186, 202, 240, 270, 274, 294, 298, 306, 310</p>
<p><b>R.WS.02.04</b> use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs <i>wh, ph</i>, irregular vowels <i>ei, ie, ea, ue</i>.</p>	<p><b>Student Edition:</b>  <i>A Talking Mule</i> 152-160  <i>Frogs, Frogs, Frogs!</i> 32-40  <i>The Old Chest</i> 164-172  <i>Working with Words</i> 42-43, 90-91, 150-151, 162-163, 258-259, 342-343</p> <p><b>Teacher Edition:</b>            P 146, 148, 150, 152, 154; PA 34, 80, 136, 142, 236, 314, 328; V 29</p>

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STANDARDS	PAGE REFERENCES
<p><b>Word Recognition</b> <i>Students will...</i></p>	
<p><b>R.WS.02.05</b> automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>All stories can be used to meet this objective, including the examples below.</p> <p><b>Student Edition:</b>  <i>A Home Made Band</i> 80-88  <i>Animal Homes</i> 68-76  <i>Frogs, Frogs, Frogs!</i> 32-40  <i>Kids Can Make It!</i> 44-52  <i>Paul’s School Trip</i> 284-292  <i>Pig on His Bike</i> 56-64  <i>The Hat</i> 8-16  <i>The Loose Tooth</i> 260-268  <i>The Old Chest</i> 164-172  <i>Who is Best?</i> 92-100  <i>Yum! Yum!</i> 20-28</p> <p><b>Teacher Edition:</b>  WtK 13, 23, 32, 35, 42-43, 45, 53, 55, 66, 69, 77, 79, 88-89, 91, 98, 101, 108, 111, 125, 135, 147, 157, 167, 181, 191, 203, 212-213, 223, 237, 247, 259, 269, 279, 293, 303, 325, 335</p>
<p><b>R.WS.02.06</b> make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.</p>	<p><b>Student Edition:</b>  <i>Skills and Strategies</i> 366-367  <i>Time to Read</i> 7, 19, 31, 43, 55, 67, 79, 91, 103, 115, 126, 139, 151, 163, 175, 187, 199, 211, 223, 235, 259, 271, 283, 295, 307, 319, 331, 434, 355  <i>Words to Know</i> 6, 18, 30, 42, 54, 66, 78, 90, 102, 114, 127, 138, 150, 162, 174, 186, 198, 210, 222, 234, 258, 270, 282, 294, 306, 318, 330, 342, 354</p> <p><b>Teacher Edition:</b>  WtK 13, 23, 32, 35, 42-43, 45, 53, 55, 66, 69, 77, 79, 88-89, 91, 98, 101, 108, 111, 125, 135, 147, 157, 167, 181, 191, 203, 212-213, 223, 237, 247, 259, 269, 279, 293, 303, 325, 335</p>

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<p><b>R.WS.02.07</b> make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.</p>	<p>In addition to the following references, many of the words on the Dolch 1000 Words list are located in the stories in the student edition.</p> <p><b>Student Edition:</b>  <i>Skills and Strategies</i> 366-367  <i>Time to Read</i> 7, 19, 31, 43, 55, 67, 79, 91, 103, 115, 126, 139, 151, 163, 175, 187, 199, 211, 223, 235, 247, 259, 271, 283, 295, 307, 319, 331, 434, 355  <i>Words to Know</i> 6, 18, 30, 42, 54, 66, 78, 90, 102, 114, 127, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294, 306, 318, 330, 342, 354</p> <p><b>Teacher Edition:</b>  WtK 13, 23, 32, 35, 42-43, 45, 53, 55, 66, 69, 77, 79, 88-89, 91, 98, 101, 108, 111, 125, 135, 147, 157, 167, 181, 191, 203, 212-213, 223, 237, 247, 259, 269, 279, 293, 303, 325, 335</p>
<p><b>R.WS.02.08</b> use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.</p>	<p><b>Student Edition:</b>  72, 80-81, 134-135, 142</p> <p><b>Teacher Edition:</b>  CC 63, 73, 119, 129, 141, 185, 197, 217, 253, 263, 297, 309, 319, 329</p>
<p><b>R.WS.02.09</b> know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>All stories can be used to meet this objective, including the examples below.</p> <p><b>Student Edition:</b>  <i>A Home Made Band</i> 80-88  <i>Animal Homes</i> 68-76  <i>Frogs, Frogs, Frogs!</i> 32-40  <i>Kids Can Make It!</i> 44-52  <i>Paul's School Trip</i> 284-292  <i>Pig on His Bike</i> 56-64  <i>The Hat</i> 8-16  <i>The Loose Tooth</i> 260-268  <i>The Old Chest</i> 164-172  <i>Who is Best?</i> 92-100  <i>Yum! Yum!</i> 20-28</p> <p><b>Teacher Edition:</b>  WtK 13, 23, 32, 35, 42-43, 45, 53, 55, 66, 69, 77, 79, 88-89, 91, 98, 101, 108, 111, 125, 135, 147, 157, 167, 181, 191, 203, 212-213, 223, 237, 247, 259, 269, 279, 293, 303, 325, 335</p>

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STANDARDS	PAGE REFERENCES
<p><b>R.WS.02.10</b> use syntactic and semantic cues including reading context; picture clues; prefixes <i>re-</i>, <i>un-</i>; and suffixes <i>-s</i>, <i>-ed</i>, <i>-ing</i> to determine the meaning of words in grade-appropriate texts.</p>	<p><b>Student Edition:</b> 72, 80-81, 134-135, 142</p> <p><b>Teacher Edition:</b> CC 29, 63, 73, 119, 129, 141, 185, 197, 217, 253, 263, 297, 309, 319, 329</p>
<p><b>Vocabulary</b> <i>Students will...</i></p>	
<p><b>R.WS.02.11</b> 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><b>Student Edition:</b> 72, 80-81, 134-135, 142</p> <p><b>Teacher Edition:</b> CC 63, 73, 119, 129, 141, 185, 197, 217, 253, 263, 297, 309, 319, 329; TtR 93, 95, 97, 99, 103, 105, 107, 108</p>
<p><b>Fluency</b> <i>Students will...</i></p>	
<p><b>R.FL.02.01</b> automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.</p>	<p>All stories can be used to meet this objective, including the examples below.</p> <p><b>Student Edition:</b> <i>A Home Made Band</i> 80-88 <i>Animal Homes</i> 68-76 <i>Frogs, Frogs, Frogs!</i> 32-40 <i>Kids Can Make It!</i> 44-52 <i>Paul's School Trip</i> 284-292 <i>Pig on His Bike</i> 56-64 <i>The Hat</i> 8-16 <i>The Loose Tooth</i> 260-268 <i>The Old Chest</i> 164-172 <i>Who is Best?</i> 92-100 <i>Yum! Yum!</i> 20-28</p> <p><b>Teacher Edition:</b> WtK 13, 23, 32, 35, 42-43, 45, 53, 55, 66, 69, 77, 79, 88-89, 91, 98, 101, 108, 111, 125, 135, 147, 157, 167, 181, 191, 203, 212-213, 223, 237, 247, 259, 269, 279, 293, 303, 325, 335</p>

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STANDARDS	PAGE REFERENCES
<p><b>R.FL.02.02</b> use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.</p>	<p><b>Teacher Edition:</b>            BF:CT 11, 33, 43, 53, 67, 77, 89, 99, 109, 133, 155, 163, 179, 193, 201, 211, 221, 233, 245, 257, 277, 291, 301, 321, 331</p>
<p><b>R.FL.02.03</b> read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.</p>	<p><b>Teacher Edition:</b>            BF CT 323</p>
<p><b>Narrative Text</b>  <i>Students will...</i></p>	
<p><b>R.NT.02.01</b> describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.</p>	<p><b>Student Edition:</b>  <i>Dear Pen Pal</i> 320-328  <i>In Space</i> 332-340  <i>The Hat</i> 8-16  <b>Teacher Edition:</b>            TtR 5, 7, 9, 11, 295, 297, 299, 301, 307, 309, 311, 313</p>
<p><b>R.NT.02.02</b> identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama.</p>	<p><b>Student Edition:</b>  <i>Roy and Joy</i> 308-316  <b>Teacher Edition:</b>            TtR 285, 287, 289, 291</p>
<p><b>R.NT.02.03</b> identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.</p>	<p><b>Student Edition:</b>  <i>A Home Made Band</i> 80-88  <i>Paul's School Trip</i> 284-292  <i>The Art Fair</i> 356-364  <i>The Hat</i> 8-16  <i>The Loose Tooth</i> 260-268  <i>Who Is Best?</i> 92-100  <i>Yum! Yum!</i> 20-28  <b>Teacher Edition:</b>            TtR 5, 7, 9, 11, 15, 17, 19, 21, 70, 73, 75, 77, 83, 85, 87, 89, 239, 241, 243, 245, 261, 263, 265, 267, 327, 329, 331, 333</p>

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STANDARDS	PAGE REFERENCES
<p><b>R.NT.02.04</b> identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.</p>	<p><b>Student Edition:</b>  <i>Animal Homes</i> 68-76  <i>From Sheep to Wool</i> 248-256  <i>Queen Bea and the Pea</i> 140-148  <i>What Grows</i> 128-135  <b>Teacher Edition:</b>            TiR 61, 119, 127, 129, 131, 133, 229, 233; V 119</p>
<p><b>R.NT.02.05</b> 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><b>Student Edition:</b>  <i>A Home Made Band</i> 80-88  <i>A Talking Mule</i> 152-160  <i>All About Kittens</i> 272-280  <i>Flower Garden</i> 296-304  <i>From Sheep to Wool</i> 248-256  <i>Night Animals</i> 116-124  <i>Paul's School Trip</i> 284-292  <i>Queen Bea and the Pea</i> 140-148  <i>Roy and Joy</i> 308-316  <i>Storms! Storms!</i> 212-219  <i>The Gray Duck</i> 104-112  <i>The Loose Tooth</i> 260-268  <i>The Old Chest</i> 164-172  <i>The Stray Dog</i> 188-196  <i>We Need Teeth</i> 176-184  <i>What Grows</i> 128-135  <i>Who Is Best</i> 92-99  <b>Teacher Edition:</b>            TiR 127; W 73, 85, 95, 105, 115, 121, 127, 139, 149, 151, 153, 159, 173, 197, 233, 241, 253, 263, 273, 287</p>
<p><b>Informational Text</b>  <i>Students will...</i></p>	
<p><b>R.IT.02.01</b> identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how-to" books, personal correspondence, science and social studies magazines.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 2</i> © 2007.</p>

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<p><b>R.IT.02.02</b> discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.</p>	<p><b>Student Edition:</b>  <i>A Home Made Band</i> 80-88  <i>Bridges and Tunnels</i> 344-352  <i>Paul's School Trip</i> 284-292  <i>The Stray Dog</i> 188-196  <i>Yum! Yum!</i> 20-28</p> <p><b>Teacher Edition:</b>            TiR 15, 17, 19, 71, 73, 75, 173, 175, 177, 261, 263, 265, 267, 317, 319, 321, 323</p>
<p><b>R.IT.02.03</b> explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.</p>	<p><b>Student Edition:</b>  <i>Bridges and Tunnels</i> 344-352  <i>What Grows?</i> 128-136</p> <p><b>Teacher Edition:</b>            BB 121, 321</p>
<p><b>R.IT.02.04</b> 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><b>Student Edition:</b>  <i>A Home Made Band</i> 80-88  <i>A Talking Mule</i> 152-160  <i>All About Kittens</i> 272-280  <i>Flower Garden</i> 296-304  <i>From Sheep to Wool</i> 248-256  <i>Night Animals</i> 116-124  <i>Paul's School Trip</i> 284-292  <i>Queen Bea and the Pea</i> 140-148  <i>Roy and Joy</i> 308-316  <i>Storms! Storms!</i> 212-219  <i>The Gray Duck</i> 104-112  <i>The Loose Tooth</i> 260-268  <i>The Old Chest</i> 164-172  <i>The Stray Dog</i> 188-196  <i>We Need Teeth</i> 176-184  <i>What Grows</i> 128-135  <i>Who Is Best</i> 92-99</p> <p><b>Teacher Edition:</b>            TiR 127; W 73, 85, 95, 105, 115, 121, 127, 139, 149, 151, 153, 159, 173, 197, 233, 241, 253, 263, 273, 287</p>

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STANDARDS	PAGE REFERENCES
<p><b>Comprehension</b> <i>Students will...</i></p>	
<p><b>R.CM.02.01</b> make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.</p>	<p>This objective can be incorporated into each story in the text, including the examples below.</p> <p><b>Student Edition:</b>  <i>A Talking Mule</i> 152-160  <i>All About Kittens</i> 272-280  <i>In Space</i> 332-340  <i>Kids Can Make It!</i> 44-52  <i>Pig on His Bike</i> 56-64  <i>Roy and Joy</i> 308-316  <i>The Art Fair</i> 356-364  <i>The Hat</i> 8-16  <i>The Old Chest</i> 164-172  <i>Yum! Yum</i> 20-28</p> <p><b>Teacher Edition:</b>            CC 5, 15, 37, 47, 71, 93, 103, 117, 127, 139, 149, 173, 183, 195, 205, 229, 239, 251, 261, 271, 285, 295, 307, 317, 327; R 11, 21, 33, 43, 53, 67, 77, 89, 99, 109, 123, 133, 145, 155, 165, 179, 189, 201, 211, 221, 235, 357, 267, 277, 291, 301, 313, 323, 333</p>
<p><b>R.CM.02.02</b> retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.</p>	<p><b>Student Edition:</b>  <i>A Home Made Band</i> 80-88  <i>Paul's School Trip</i> 284-292  <i>Who Is Best?</i> 92-100  <i>Yum! Yum!</i> 20-28</p> <p><b>Teacher Edition:</b>            TtR 15, 17, 19, 21, 71, 73, 75, 77, 79, 83, 85, 87, 89, 261, 263, 267</p>
<p><b>R.CM.02.03</b> 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><b>Student Edition:</b>  <i>The Stray Dog</i> 188-196  <i>Bridges and Tunnels</i> 344-352</p> <p><b>Teacher Edition:</b>            R 21, 53, 67, 123, 155, 179, 277, 323, 333;            RT-HB 179, 323; TtR 173, 175, 177, 317, 319, 321;            W 179, 323</p>
<p><b>R.CM.02.04</b> apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 2</i> © 2007.</p>

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STANDARDS	PAGE REFERENCES
<p><b>Metacognition</b> <i>Students will...</i></p>	
<p><b>R.MT.02.01</b> self-monitor comprehension by recognizing when meaning is breaking down and use strategies including making credible predictions to increase comprehension when reading or listening to text.</p>	<p><b>Student Edition:</b>  <i>A Talking Mule</i> 152-160  <i>Comprehension Check</i> 65, 137, 161, 233, 245  <i>Fern’s Team</i> 224-232  <i>Fur, Skin, and Scales</i> 236-244  <i>Pig on His Bike</i> 56-64  <i>What Grows?</i> 128-136  <b>Teacher Edition:</b>            TiR 47, 49, 51, 53, 117, 119, 121, 123, 139, 141, 143, 145, 205, 207, 209, 211, 215, 217, 219, 221</p>
<p><b>R.MT.02.02</b> self-monitor comprehension by using strategies including constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading.</p>	<p><b>Student Edition:</b>  <i>A Funny Trip to Mars</i> 200-208  <i>Comprehension Check</i> 113, 173, 185, 197, 209, 269  <i>The Gray Duck</i> 104-112  <i>The Loose Tooth</i> 260-268  <i>The Old Chest</i> 164-172  <i>The Stray Dog</i> 188-196  <i>We Need Teeth</i> 176-184  <b>Teacher Edition:</b>            TiR 93, 95, 97, 99, 149, 151, 153, 155, 159, 161, 163, 165, 173, 175, 177, 179, 183, 185, 187, 189, 239, 241, 243, 245</p>
<p><b>R.MT.02.03</b> self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text.</p>	<p><b>Student Edition:</b>  <i>A Talking Mule</i> 152-160  <i>All About Kittens</i> 272-280  <i>Comprehension Check</i> 41, 53, 113, 125, 137, 161, 281  <i>Frogs, Frogs, Frogs!</i> 32-40  <i>Kids Can Make It!</i> 44-52  <i>Night Animals</i> 116-124  <i>The Gray Duck</i> 104-112  <i>What Grows?</i> 128-136  <b>Teacher Edition:</b>            TiR 27, 29, 31, 33, 37, 39, 41, 43, 93, 95, 97, 99, 103, 105, 107, 109, 117, 119, 121, 123, 139, 141, 143, 145, 251, 253, 255, 257</p>

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<p><b>R.MT.02.04</b> plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work.</p>	<p><b>Student Edition:</b>  <i>Bridges and Tunnels</i> 344-352  <i>Fern’s Team</i> 224-232  <i>What Grows?</i> 128-136  <b>Teacher Edition:</b>            TtR 117, 119, 121, 123, 205, 207, 209, 211, 317, 319, 321, 323</p>
<p><b>R.MT.02.05</b> self-monitor comprehension by using graphic organizers such as a Venn diagram and paragraphs to compare and contrast or indicate a sequence of ideas.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 2</i> © 2007.</p>
<p><b>R.MT.02.06</b> determine which resources contain appropriate information for the intended task using teacher/student generated criteria.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 2</i> © 2007.</p>
<p><b>Reading Attitude</b>  <i>Students will...</i></p>	
<p><b>R.AT.02.01</b> 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><b>R.AT.02.02</b> do substantial reading and writing on their own during free time in school and at home.</p>	<p><b>Teacher Edition:</b>            BF:CT 11, 21, 33, 43, 53, 67, 89, 99, 109, 123, 133, 145, 155, 165, 179, 189, 201, 211, 221, 235, 245, 257, 267, 277, 291, 301, 313, 323, 333; IR 79, 191; W 11, 21, 33, 43, 53, 67, 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><b>WRITING</b></p>	
<p><b>Spelling</b>  <i>Students will...</i></p>	
<p><b>W.SP.02.01</b> in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).</p>	<p><b>Teacher Edition:</b>            WtK 7, 11, 15, 25, 29, 39, 63, 81, 119, 181, 227, 279, 329; Wr 3, 5, 7, 9, 13, 19, 39, 63, 81, 95, 115, 119, 125, 131, 143, 153, 163, 227, 263, 305, 325, 329</p>

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STANDARDS	PAGE REFERENCES
<b>SPEAKING</b>	
<b>Conventions</b> <i>Students will...</i>	
<b>S.CN.02.01</b> use common grammatical structures correctly when speaking including subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead of, so that).	<i>Comprehension Check</i> questions and activities can be used to meet this objective.
<b>S.CN.02.02</b> explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.	<i>Comprehension Check</i> questions and activities can be expanded to meet this objective.
<b>S.CN.02.03</b> speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations.	This standard falls outside the scope of <i>Reading Triumphs Grade 2</i> © 2007.
<b>S.CN.02.04</b> 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 2</i> © 2007.
<b>S.CN.02.05</b> understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership.	This standard falls outside the scope of <i>Reading Triumphs Grade 2</i> © 2007.
<b>Discourse</b> <i>Students will...</i>	
<b>S.DS.02.01</b> engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.	<b>Teacher Edition:</b> R 11, 21, 33, 43, 53, 67, 89, 99, 109, 123, 133, 145, 155, 165, 179, 189, 201, 211, 221, 235, 245, 257, 267, 277, 291, 301, 313, 323, 333

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STANDARDS	PAGE REFERENCES
<p><b>S.DS.02.02</b> tell or retell stories (e.g., fantasy, legends, drama), using story grammar (e.g., elaborated information about characters, characters' actions and motivations, plot, and setting as related to plot), while maintaining appropriate intonation and tone of voice.</p>	<p><b>Student Edition:</b>  <i>A Talking Mule</i> 152-160  <i>All About Kittens</i> 272-280  <i>Frogs, Frogs, Frogs!</i> 32-40  <i>Kids Can Make It!</i> 44-52</p> <p><b>Teacher Edition:</b>            TiR 27, 29, 31, 33, 37, 39, 41, 43, 139, 141, 143, 145, 251, 253, 255, 257</p>
<p><b>S.DS.02.03</b> respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.</p>	<p><b>Teacher Edition:</b>            R 11, 21, 33, 43, 53, 67, 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><b>S.DS.02.04</b> plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 2</i> © 2007.</p>
<p><b>LISTENING &amp; VIEWING</b></p>	
<p><b>Conventions</b>  <i>Students will...</i></p>	
<p><b>L.CN.02.01</b> understand, restate and follow three- and four-step directions.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 2</i> © 2007.</p>
<p><b>L.CN.02.02</b> ask appropriate questions for clarification and understanding during a presentation or report.</p>	<p>The following references can be modified to meet this objective.</p> <p><b>Teacher Edition:</b>            R 11, 21, 33, 43, 53, 89, 123, 155, 189, 201, 211, 235, 257, 301</p>
<p><b>L.CN.02.03</b> 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 peers and respond on topic adding a connected idea.</p>	<p>The following references can be modified to meet this objective.</p> <p><b>Teacher Edition:</b>            R 11, 21, 33, 43, 53, 89, 123, 155, 189, 201, 211, 235, 257, 301</p>

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STANDARDS	PAGE REFERENCES
<p><b>L.CN.02.04</b> 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 2</i> © 2007.</p>
<p><b>L.CN.02.05</b> begin to evaluate the messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda.</p>	<p>The following reference can be expanded in classroom discussion to meet this objective.  <b>Teacher Edition:</b>  R 179</p>
<p><b>Response</b>  <b>Students will...</b></p>	
<p><b>L.RP.02.01</b> listen to or view knowledgeably and discuss a variety of genre.</p>	<p><b>Teacher Edition:</b>  R 11, 21, 33, 43, 53, 67, 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><b>L.RP.02.02</b> select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 2</i> © 2007.</p>
<p><b>L.RP.02.03</b> respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.</p>	<p><b>Teacher Edition:</b>  R 11, 21, 33, 43, 53, 67, 89, 99, 109, 123, 133, 145, 155, 165, 179, 189, 201, 211, 221, 235, 245, 257, 267, 277, 291, 301, 313, 323, 333</p>