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.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td></td>
</tr>
<tr>
<td>Word Recognition and Word Study</td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td></td>
</tr>
<tr>
<td>Students will…</td>
<td></td>
</tr>
</tbody>
</table>

R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

Student Edition:
- A Talking Mule 152-160
- Paul’s School Trip 284-292
- Roy and Joy 308-316
- We Need Teeth 176-184
- Working with Words 78-79, 354-355

Teacher Edition:
- PA 68, 140, 152, 162, 260, 264, 284, 288, 308, 312, 324

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

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
</table>
| R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning. | **Student Edition:**  
A Funny Trip to Mars 200-208  
Fern's Team 224-232  
From Sheep to Wool 248-256  
Fur, Skin, and Scales 236-244  
Storms, Storms! 212-220  
The Loose Tooth 260-268  
**Teacher Edition:**  
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 |
| Phonic  
*Students will...* | |
| R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet. | **Student Edition:**  
A Funny Trip to Mars 200-208  
A Home Made Band 80-88  
Flower Garden 296-304  
In Space 332-340  
Queen Bea and the Pea 140-148  
The Gray Duck 104-112  
The Hat 8-16  
The Old Chest 164-172  
Working with Words 198-199, 222-223  
**Teacher Edition:**  
PA 6, 10, 70, 74, 92, 96, 126, 130, 148, 180, 184, 186, 202, 240, 270, 274, 294, 298, 306, 310 |
| R.WS.02.04 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 *wh*, *ph*, irregular vowels *ei*, *ie*, *ea*, *ue*. | **Student Edition:**  
A Talking Mule 152-160  
Frogs, Frogs, Frogs! 32-40  
The Old Chest 164-172  
*Working with Words* 42-43, 90-91, 150-151, 162-163, 258-259, 342-343  
**Teacher Edition:**  
P 146, 148, 150, 152, 154; PA 34, 80, 136, 142, 236, 314, 328; V 29 |
*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.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Recognition</strong></td>
<td></td>
</tr>
<tr>
<td>Students will…</td>
<td></td>
</tr>
<tr>
<td><strong>R.WS.02.05</strong> 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.</td>
<td>All stories can be used to meet this objective, including the examples below.</td>
</tr>
<tr>
<td><strong>Student Edition:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>A Home Made Band</em> 80-88</td>
</tr>
<tr>
<td></td>
<td><em>Animal Homes</em> 68-76</td>
</tr>
<tr>
<td></td>
<td><em>Frogs, Frogs, Frogs!</em> 32-40</td>
</tr>
<tr>
<td></td>
<td><em>Kids Can Make It!</em> 44-52</td>
</tr>
<tr>
<td></td>
<td><em>Paul’s School Trip</em> 284-292</td>
</tr>
<tr>
<td></td>
<td><em>Pig on His Bike</em> 56-64</td>
</tr>
<tr>
<td></td>
<td><em>The Hat</em> 8-16</td>
</tr>
<tr>
<td></td>
<td><em>The Loose Tooth</em> 260-268</td>
</tr>
<tr>
<td></td>
<td><em>The Old Chest</em> 164-172</td>
</tr>
<tr>
<td></td>
<td><em>Who is Best?</em> 92-100</td>
</tr>
<tr>
<td></td>
<td><em>Yum! Yum!</em> 20-28</td>
</tr>
<tr>
<td><strong>Teacher Edition:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>R.WS.02.06</strong> make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.</td>
<td><strong>Student Edition:</strong></td>
</tr>
<tr>
<td></td>
<td><em>Skills and Strategies</em> 366-367</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher Edition:</strong></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>R.WS.02.07</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
</table>
| **make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.** | 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.  
**Student Edition:**  
*Skills and Strategies* 366-367  
**Student Edition:**  
| R.WS.02.08 | All stories can be used to meet this objective, including the examples below.  
**Student Edition:**  
*A Home Made Band* 80-88  
*Animal Homes* 68-76  
*Frogs, Frogs, Frogs!* 32-40  
*Kids Can Make It!* 44-52  
*Paul’s School Trip* 284-292  
*Pig on His Bike* 56-64  
*The Hat* 8-16  
*The Loose Tooth* 260-268  
*The Old Chest* 164-172  
*Who is Best?* 92-100  
*Yum! Yum!* 20-28  
**Teacher Edition:**  
| R.WS.02.09 | All stories can be used to meet this objective, including the examples below.  
**Student Edition:**  
*A Home Made Band* 80-88  
*Animal Homes* 68-76  
*Frogs, Frogs, Frogs!* 32-40  
*Kids Can Make It!* 44-52  
*Paul’s School Trip* 284-292  
*Pig on His Bike* 56-64  
*The Hat* 8-16  
*The Loose Tooth* 260-268  
*The Old Chest* 164-172  
*Who is Best?* 92-100  
*Yum! Yum!* 20-28  
**Teacher Edition:**  
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.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
</table>
| **R.WS.02.10** use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts. | **Student Edition:**  
72, 80-81, 134-135, 142  
**Teacher Edition:**  
CC 29, 63, 73, 119, 129, 141, 185, 197, 217, 253, 263, 297, 309, 319, 329 |
| **Vocabulary**     | **Students will...**                 |
| **R.WS.02.11** 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. | **Student Edition:**  
72, 80-81, 134-135, 142  
**Teacher Edition:**  
CC 63, 73, 119, 129, 141, 185, 197, 217, 253, 263, 297, 309, 319, 329; TiR 93, 95, 97, 99, 103, 105, 107, 108 |
| **Fluency**        | **Students will...**                 |
| **R.FL.02.01** automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context. | All stories can be used to meet this objective, including the examples below.  
**Student Edition:**  
*A Home Made Band* 80-88  
*Animal Homes* 68-76  
*Frogs, Frogs, Frogs!* 32-40  
*Kids Can Make It!* 44-52  
*Paul's School Trip* 284-292  
*Pig on His Bike* 56-64  
*The Hat* 8-16  
*The Loose Tooth* 260-268  
*The Old Chest* 164-172  
*Who is Best?* 92-100  
*Yum! Yum!* 20-28  
**Teacher Edition:**  
*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.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.FL.02.02 use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.</td>
<td>Teacher Edition: 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</td>
</tr>
<tr>
<td>R.FL.02.03 read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.</td>
<td>Teacher Edition: BF CT 323</td>
</tr>
</tbody>
</table>
| **Narrative Text**  
**Students will…** | |
| R.NT.02.01 describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit. | Student Edition:  
*Dear Pen Pal* 320-328  
*In Space* 332-340  
*The Hat* 8-16  
Teacher Edition:  
TtR 5, 7, 9, 11, 295, 297, 299, 301, 307, 309, 311, 313 |
| R.NT.02.02 identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama. | Student Edition:  
*Roy and Joy* 308-316  
Teacher Edition:  
TtR 285, 287, 289, 291 |
| R.NT.02.03 identify and describe characters’ actions and motivations, setting (time and place), problem/solution, and sequence of events. | Student Edition:  
*A Home Made Band* 80-88  
*Paul’s School Trip* 284-292  
*The Art Fair* 356-364  
*The Hat* 8-16  
*The Loose Tooth* 260-268  
*Who Is Best?* 92-100  
*Yum! Yum!* 20-28  
Teacher Edition:  
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 |
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.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
</table>
| **R.NT.02.04** 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. | **Student Edition:**  
Animal Homes 68-76  
From Sheep to Wool 248-256  
Queen Bea and the Pea 140-148  
What Grows 128-135  
**Teacher Edition:**  
TtR 61, 119, 127, 129, 131, 133, 229, 233; V 119 |
| **R.NT.02.05** 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. | **Student Edition:**  
A Home Made Band 80-88  
A Talking Mule 152-160  
All About Kittens 272-280  
Flower Garden 296-304  
From Sheep to Wool 248-256  
Night Animals 116-124  
Paul’s School Trip 284-292  
Queen Bea and the Pea 140-148  
Roy and Joy 308-316  
Storms! Storms! 212-219  
The Gray Duck 104-112  
The Loose Tooth 260-268  
The Old Chest 164-172  
The Stray Dog 188-196  
We Need Teeth 176-184  
What Grows 128-135  
Who Is Best 92-99  
**Teacher Edition:**  
TtR 127; W 73, 85, 95, 105, 115, 121, 127, 139, 149, 151, 153, 159, 173, 197, 233, 241, 253, 263, 273, 287 |

Informational Text

**Students will...**

| **R.IT.02.01** 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. | This standard falls outside the scope of Reading Triumphs Grade 2 © 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.

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

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
</table>
| **Comprehension**  
*Students will...* | This objective can be incorporated into each story in the text, including the examples below. |
| **R.CM.02.01** 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. | **Student Edition:**  
*A Talking Mule* 152-160  
*All About Kittens* 272-280  
*In Space* 332-340  
*Kids Can Make It!* 44-52  
*Pig on His Bike* 56-64  
*Roy and Joy* 308-316  
*The Art Fair* 356-364  
*The Hat* 8-16  
*The Old Chest* 164-172  
*Yum! Yum* 20-28  
**Teacher Edition:**  
| **R.CM.02.02** retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text. | **Student Edition:**  
*A Home Made Band* 80-88  
*Paul’s School Trip* 284-292  
*Who Is Best?* 92-100  
*Yum! Yum* 20-28  
**Teacher Edition:**  
TtR 15, 17, 19, 21, 71, 73, 75, 77, 79, 83, 85, 87, 89, 261, 263, 267 |
| **R.CM.02.03** 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. | **Student Edition:**  
*The Stray Dog* 188-196  
*Bridges and Tunnels* 344-352  
**Teacher Edition:**  
R 21, 53, 67, 123, 155, 179, 277, 323, 333; RT-HB 179, 323; TtR 173, 175, 177, 317, 319, 321; W 179, 323 |
| **R.CM.02.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. | This standard falls outside the scope of Reading Triumphs Grade 2 © 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.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metacognition</strong> <strong>Students will…</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **R.MT.02.01** 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. | **Student Edition:**  
* A Talking Mule 152-160  
* Comprehension Check 65, 137, 161, 233, 245  
* Fern’s Team 224-232  
* Fur, Skin, and Scales 236-244  
* Pig on His Bike 56-64  
* What Grows? 128-136  
**Teacher Edition:**  
| **R.MT.02.02** self-monitor comprehension by using strategies including constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading. | **Student Edition:**  
* A Funny Trip to Mars 200-208  
* Comprehension Check 113, 173, 185, 197, 209, 269  
* The Gray Duck 104-112  
* The Loose Tooth 260-268  
* The Old Chest 164-172  
* The Stray Dog 188-196  
* We Need Teeth 176-184  
**Teacher Edition:**  
* TtR 93, 95, 97, 99, 149, 151, 153, 155, 159, 161, 163, 165, 173, 175, 177, 179, 183, 185, 187, 189, 239, 241, 243, 245 |
| **R.MT.02.03** 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. | **Student Edition:**  
* A Talking Mule 152-160  
* All About Kittens 272-280  
* Comprehension Check 41, 53, 113, 125, 137, 161, 281  
* Frogs, Frogs, Frogs! 32-40  
* Kids Can Make It! 44-52  
* Night Animals 116-124  
* The Gray Duck 104-112  
* What Grows? 128-136  
**Teacher Edition:**  
* TtR 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 |
*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.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R.MT.02.04</strong> 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.</td>
<td><strong>Student Edition:</strong>&lt;br&gt;<em>Bridges and Tunnels</em> 344-352&lt;br&gt;<em>Fern’s Team</em> 224-232&lt;br&gt;<em>What Grows?</em> 128-136&lt;br&gt;<strong>Teacher Edition:</strong>&lt;br&gt;TtR 117, 119, 121, 123, 205, 207, 209, 211, 317, 319, 321, 323</td>
</tr>
<tr>
<td><strong>R.MT.02.05</strong> self-monitor comprehension by using graphic organizers such as a Venn diagram and paragraphs to compare and contrast or indicate a sequence of ideas.</td>
<td>This standard falls outside the scope of <em>Reading Triumphs Grade 2 © 2007.</em></td>
</tr>
<tr>
<td><strong>R.MT.02.06</strong> determine which resources contain appropriate information for the intended task using teacher/student generated criteria.</td>
<td>This standard falls outside the scope of <em>Reading Triumphs Grade 2 © 2007.</em></td>
</tr>
</tbody>
</table>

**Reading Attitude**

**Students will…**

| **R.AT.02.01** be enthusiastic about reading and learning how to read. | This objective can be incorporated into the *Time to Read* activities. |

**WRITING**

**Spelling**

**Students will…**

| **W.SP.02.01** 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). | **Teacher Edition:**<br>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 |
**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.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPEAKING</strong></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td></td>
</tr>
<tr>
<td><em>Students will…</em></td>
<td></td>
</tr>
<tr>
<td><strong>S.CN.02.01</strong> 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).</td>
<td><em>Comprehension Check</em> questions and activities can be used to meet this objective.</td>
</tr>
<tr>
<td><strong>S.CN.02.02</strong> explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.</td>
<td><em>Comprehension Check</em> questions and activities can be expanded to meet this objective.</td>
</tr>
<tr>
<td><strong>S.CN.02.03</strong> speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations.</td>
<td>This standard falls outside the scope of <strong>Reading Triumphs</strong> Grade 2 © 2007.</td>
</tr>
<tr>
<td><strong>S.CN.02.04</strong> 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.)</td>
<td>This standard falls outside the scope of <strong>Reading Triumphs</strong> Grade 2 © 2007.</td>
</tr>
<tr>
<td><strong>S.CN.02.05</strong> understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership.</td>
<td>This standard falls outside the scope of <strong>Reading Triumphs</strong> Grade 2 © 2007.</td>
</tr>
<tr>
<td><strong>Discourse</strong></td>
<td></td>
</tr>
<tr>
<td><em>Students will…</em></td>
<td></td>
</tr>
</tbody>
</table>
| **S.DS.02.01** engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions. | *Teacher Edition:*  
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.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
</table>
| S.DS.02.02 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. | Student Edition:  
* A Talking Mule 152-160  
* All About Kittens 272-280  
* Frogs, Frogs, Frogs! 32-40  
* Kids Can Make It! 44-52  
Teacher Edition:  
* TtR 27, 29, 31, 33, 37, 39, 41, 43, 139, 141, 143, 145, 251, 253, 255, 257 |
| S.DS.02.03 respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding. | Teacher Edition:  
| S.DS.02.04 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. | This standard falls outside the scope of Reading Triumphs Grade 2 © 2007. |

**LISTENING & VIEWING**

**Conventions**

Students will...

<table>
<thead>
<tr>
<th>L.CN.02.01 understand, restate and follow three- and four-step directions.</th>
<th>This standard falls outside the scope of Reading Triumphs Grade 2 © 2007.</th>
</tr>
</thead>
</table>
| L.CN.02.02 ask appropriate questions for clarification and understanding during a presentation or report. | The following references can be modified to meet this objective.  
Teacher Edition:  
* R 11, 21, 33, 43, 53, 89, 123, 155, 189, 201, 211, 235, 257, 301 |
| L.CN.02.03 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 peers and respond on topic adding a connected idea. | The following references can be modified to meet this objective.  
Teacher Edition:  
* R 11, 21, 33, 43, 53, 89, 123, 155, 189, 201, 211, 235, 257, 301 |
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.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.CN.02.04 understand how the source of the message affects the receiver’s response (student/student, student/teacher, student/parent).</td>
<td>This standard falls outside the scope of Reading Triumphs Grade 2 © 2007.</td>
</tr>
<tr>
<td>L.CN.02.05 begin to evaluate the messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda.</td>
<td>The following reference can be expanded in classroom discussion to meet this objective. Teacher Edition: R 179</td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Students will...</strong></td>
<td></td>
</tr>
<tr>
<td>L.RP.02.01 listen to or view knowledgeably and discuss a variety of genre.</td>
<td>Teacher Edition: 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</td>
</tr>
<tr>
<td>L.RP.02.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</td>
<td>This standard falls outside the scope of Reading Triumphs Grade 2 © 2007.</td>
</tr>
<tr>
<td>L.RP.02.03 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.</td>
<td>Teacher Edition: 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</td>
</tr>
</tbody>
</table>