Main Criteria: Classroom Supplement Units Grade 2

Secondary Criteria: New Hampshire Curriculum Frameworks

Subject: Language Arts

Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

New Hampshire Curriculum Frameworks Language Arts

STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GRADE LEVEL EXPECTATION	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD	NH.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD / GLE		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
STRAND / STANDARD	NH.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth,

		mice, fish).
EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

New Hampshire Curriculum Frameworks Language Arts

STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

EXPECTATION		
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GRADE LEVEL EXPECTATION	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GRADE LEVEL EXPECTATION	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD	NH.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD / GLE		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION		Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.

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EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION		ldentify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / STANDARD	NH.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 2.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be

		modified.
EXPECTATION	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

New Hampshire Curriculum Frameworks Language Arts

	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Key Ideas and Details

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STANDARD L.2 STANDARD / GLE GRADE LEVEL EXPECTATION STRAND / STANDARD / GLE GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD /	2. 2L.2.10. 1H.CC.RI	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading Standards for Informational Text
GLE GRADE LEVEL EXPECTATION STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD /	IH.CC.RI	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading Standards for Informational Text
STRAND / STANDARD .2. STANDARD / .2. STANDARD / GLE GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / STANDARD .2. STANDARD / .2.	IH.CC.RI	in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading Standards for Informational Text
STANDARD .2. STANDARD / GLE GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / STANDARD .2.		
GLE GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / STANDARD STANDARD .2.		Key Ideas and Details
GRADE LEVEL EXPECTATION STRAND / STANDARD .2.		
STRAND / NI STANDARD .2.	I.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD .2. STANDARD /		Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
		Reading Standards for Informational Text
		Craft and Structure
GRADE LEVEL RI EXPECTATION		Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GRADE LEVEL RI EXPECTATION		ldentify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / NESTANDARD .2.		Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL RI EXPECTATION		By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / NI STANDARD F.2		Reading Standards: Foundational Skills
STANDARD / GLE		Phonics and Word Recognition
GRADE LEVEL RE	F.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION R		Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION RE		Know spelling-sound correspondences for additional common vowel teams.
	F.2.3(b)	the week of the control of the contr
EXPECTATION RE		Decode regularly spelled two-syllable words with long vowels.

EXPECTATION		Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / STANDARD	NH.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 2.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
GRADE LEVEL EXPECTATION	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STRAND / STANDARD	NH.CC.W. 2.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GRADE LEVEL EXPECTATION	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 2.	Language Standards

GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(a)	Capitalize holidays, product names, and geographic names.
EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL	L.2.6.	Use words and phrases acquired through conversations, reading and being read to,

New Hampshire Curriculum Frameworks Language Arts

		Grade 2 - Adopted: 2010
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GRADE LEVEL EXPECTATION	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD	NH.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD / GLE		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / STANDARD	NH.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on

		successive readings.
EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 2.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STRAND / STANDARD	NH.CC.W. 2.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GRADE LEVEL EXPECTATION	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
EXPECTATION	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

New Hampshire Curriculum Frameworks

Language Arts

	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION		Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determin their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GRADE LEVEL EXPECTATION	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetr in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GRADE LEVEL EXPECTATION	RI.2.2.	ldentify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GRADE LEVEL EXPECTATION	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.2.10.	By the end of year, read and comprehend informational texts, including history/soc studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD	NH.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD / GLE		Phonics and Word Recognition

EXPECTATION		
EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / STANDARD	NH.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 2.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
GRADE LEVEL EXPECTATION	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STRAND / STANDARD	NH.CC.W. 2.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / STANDARD	NH.CC.W. 2.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GRADE LEVEL EXPECTATION	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
STRAND / STANDARD	NH.CC.L.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / STANDARD	NH.CC.L.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

${\bf New\, Ham\, pshire\, Curriculum\, Frameworks}$

Language Arts

STANDARD L.2. Key Ideas and Details GLE GRADE LEVEL RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. GRADE LEVEL RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. GRADE LEVEL RL.2.3. Describe how characters in a story respond to major events and challenges. EXPECTATION RH.C.R. Reading Standards for Literature STANDARD L.2. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. GRADE LEVEL RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. GRADE LEVEL RL.2.6. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. GRADE LEVEL RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. STRAND / STRAND / STANDARD L.2. Integration of Knowledge and Ideas GLE Integration of Knowledge and Ideas GLE GRADE LEVEL RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. STRAND / STRAND			Grade Z - Adopted. 2010
GRADE LEVEL EXPECTATION RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. GRADE LEVEL EXPECTATION RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. GRADE LEVEL EXPECTATION RL.2.3. Describe how characters in a story respond to major events and challenges. STRAND I STRAND I STRAND I Carft and Structure Carft and Structure Card and ELEVEL EXPECTATION RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. GRADE LEVEL EXPECTATION RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. GRADE LEVEL EXPECTATION RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. STRAND I STRAN	STRAND / STANDARD		Reading Standards for Literature
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GLE GRADE LEVEL EXPECTATION RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RRADE LEVEL EXPECTATION RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. STRAND / STANDARD NH.CC.R STANDARD Integration of Knowledge and Ideas GLE GRADE LEVEL EXPECTATION RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. STRAND / STANDARD NH.CC.R STANDARD Range of Reading Standards for Literature STANDARD Range of Reading and Level of Text Complexity GLE GRADE LEVEL EXPECTATION RL.2.10. Bythe end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. STANDARD NH.CC.R STANDARD Reading Standards: Foundational Skills STANDARD NH.CC.R STANDARD Reading Standards: Foundational Skills STANDARD Reading Standards: Foundational Skills STANDARD STANDARD CLE GRADE LEVEL EXPECTATION RF.2.3 (a) Distinguish long and short vowels when reading regularly spelled one-syllable words. EXPECTATION RF.2.3(b) Know spelling-sound correspondences for additional common vowel teams.			Reading Standards for Literature
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GLE GRADE LEVEL EXPECTATION RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. STRAND / STANDARD STANDARD Range of Reading Standards for Literature L.2. Range of Reading and Level of Text Complexity GLE GRADE LEVEL EXPECTATION RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. STRAND / STANDARD STANDARD Reading Standards: Foundational Skills F.2. Reading Standards: Foundational Skills GRADE LEVEL EXPECTATION RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. EXPECTATION RF.2.3(a) Distinguish long and short vowels when reading regularly spelled one-syllable words. EXPECTATION RF.2.3(b) Know spelling-sound correspondences for additional common vowel teams.			Reading Standards for Literature
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GRADE LEVEL EXPECTATION RF.2.3(a) Distinguish long and short vowels when reading regularly spelled one-syllable words. EXPECTATION RF.2.3(b) Know spelling-sound correspondences for additional common vowel teams.			Reading Standards: Foundational Skills
EXPECTATION RF.2.3(a) Distinguish long and short vowels when reading regularly spelled one-syllable words. EXPECTATION RF.2.3(b) Know spelling-sound correspondences for additional common vowel teams.			Phonics and Word Recognition
words. EXPECTATION RF.2.3(b) Know spelling-sound correspondences for additional common vowel teams.		RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
	EXPECTATION	RF.2.3(a)	
EXPECTATION RF.2.3(c) Decode regularly spelled two-syllable words with long vowels.	EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
	EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.

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	Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences.
	Recognize and read grade-appropriate irregularly spelled words.
NH.CC.R F.2.	Reading Standards: Foundational Skills
	Fluency
RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4(a)	Read on-level text with purpose and understanding.
RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
NH.CC.W. 2.	Writing Standards
	Text Types and Purposes
W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
NH.CC.W. 2.	Writing Standards
	Production and Distribution of Writing
W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
NH.CC.W. 2.	Writing Standards
	Research to Build and Present Knowledge
W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
NH.CC.S L.2.	Speaking and Listening Standards
	Comprehension and Collaboration
SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
NH.CC.S L.2.	Speaking and Listening Standards
	Comprehension and Collaboration
SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
NH.CC.S L.2.	Speaking and Listening Standards
	Presentation of Knowledge and Ideas
SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	RF.2.3(e) RF.2.3(f) NH.CC.R F.2. RF.2.4(a) RF.2.4(b) RF.2.4(c) NH.CC.W. 2. W.2.2. W.2.3. NH.CC.W. 2. NH.CC.W. 2. SL.2.1(a) SL.2.1(b) SL.2.1(c) NH.CC.S L.2. SL.2.1. SL.2.1.

GRADE LEVEL EXPECTATION	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g.,
LAFECTATION	When other kids are happy that makes me happy).

New Hampshire Curriculum Frameworks Language Arts

		Grade 2 - Adopted: 2010
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GRADE LEVEL EXPECTATION	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / STANDARD	NH.CC.R L.2.	Reading Standards for Literature
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD	NH.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD / GLE		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / STANDARD	NH.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
GRADE LEVEL EXPECTATION	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
GRADE LEVEL EXPECTATION	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STRAND / STANDARD	NH.CC.W. 2.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STRAND / STANDARD	NH.CC.S L.2.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD /		Conventions of Standard English

GLE		
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND / STANDARD	NH.CC.L. 2.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).