# Classroom Supplement Units Grade 2

| Pre-writing |
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**New Mexico Content Standards**

**Language Arts**

Grade **2** - Adopted: **2012**

| STRAND / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
|---|---|---|
| BENCHMARK / STANDARD | | Key Ideas and Details |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | NM.RL.2.b. | Grade 2 students use literature and media to develop an understanding of people, cultures, and societies to explore self identity. |
| STRAND / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Craft and Structure |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Integration of Knowledge and Ideas |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Range of Reading and Level of Text Complexity |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RI.2. | Reading Standards for Informational Text |
|---|---|---|
| BENCHMARK / STANDARD | | Key Ideas and Details |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RI.2. | Reading Standards for Informational Text |
| BENCHMARK / STANDARD | | Craft and Structure |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.2.4. | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.2.6. | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| STRAND / CONTENT STANDARD | NM.RI.2. | Reading Standards for Informational Text |
| BENCHMARK / STANDARD | | Range of Reading and Level of Text Complexity |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RF.2. | Reading Standards: Foundational Skills |
| BENCHMARK / STANDARD | | Phonics and Word Recognition |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.2.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(c) | Decode regularly spelled two-syllable words with long vowels. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(d) | Decode words with common prefixes and suffixes. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(e) | Identify words with inconsistent but common spelling-sound correspondences. |
| STRAND / CONTENT STANDARD | NM.RF.2. | Reading Standards: Foundational Skills |
| BENCHMARK / STANDARD | | Fluency |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.2.4. | Read with sufficient accuracy and fluency to support comprehension. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(a) | Read on-level text with purpose and understanding. |
| PERFORMANCE | RF.2.4(c) | Use context to confirm or self-correct word recognition and understanding, |

| STANDARD / INDICATOR | | rereading as necessary. |
|---|---|---|
| STRAND / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Comprehension and Collaboration |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others. |
| PERFORMANCE STANDARD / INDICATOR | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| STRAND / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Comprehension and Collaboration |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Presentation of Knowledge and Ideas |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.4. | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.6. | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Conventions of Standard English |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(a) | Use collective nouns (e.g., group). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(b) | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(c) | Use reflexive pronouns (e.g., myself, ourselves). |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| --- | --- | --- |
| BENCHMARK / STANDARD | | Conventions of Standard English |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| PERFORMANCE STANDARD / INDICATOR | L.2.2(d) | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil). |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Knowledge of Language |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| PERFORMANCE STANDARD / INDICATOR | L.2.3(a) | Compare formal and informal uses of English. |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / INDICATOR | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase. |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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). |

Unit 1

New Mexico Content Standards

| STRAND / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
|---|---|---|
| BENCHMARK / STANDARD | | Key Ideas and Details |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | NM.RL.2.b. | Grade 2 students use literature and media to develop an understanding of people, cultures, and societies to explore self identity. |
| STRAND / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Craft and Structure |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.2.5. | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Integration of Knowledge and Ideas |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Range of Reading and Level of Text Complexity |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RI.2. | Reading Standards for Informational Text |
| BENCHMARK / STANDARD | | Key Ideas and Details |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RI.2. | Reading Standards for Informational Text |
| BENCHMARK / STANDARD | | Craft and Structure |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.2.4. | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.2.6. | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| STRAND / CONTENT STANDARD | NM.RI.2. | Reading Standards for Informational Text |
| BENCHMARK / STANDARD | | Integration of Knowledge and Ideas |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.2.8. | Describe how reasons support specific points the author makes in a text. |
| STRAND / CONTENT STANDARD | NM.RI.2. | Reading Standards for Informational Text |
| BENCHMARK / STANDARD | | Range of Reading and Level of Text Complexity |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RF.2. | Reading Standards: Foundational Skills |
| BENCHMARK / STANDARD | | Phonics and Word Recognition |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.2.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(c) | Decode regularly spelled two-syllable words with long vowels. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(d) | Decode words with common prefixes and suffixes. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(e) | Identify words with inconsistent but common spelling-sound correspondences. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(f) | Recognize and read grade-appropriate irregularly spelled words. |
| STRAND / CONTENT STANDARD | NM.RF.2. | Reading Standards: Foundational Skills |
| BENCHMARK / STANDARD | | Fluency |

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.2.4. | Read with sufficient accuracy and fluency to support comprehension. |
|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(a) | Read on-level text with purpose and understanding. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / CONTENT STANDARD | NM.W.2. | Writing Standards |
| BENCHMARK / STANDARD | | Text Types and Purposes |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Comprehension and Collaboration |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others. |
| PERFORMANCE STANDARD / INDICATOR | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| STRAND / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Comprehension and Collaboration |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Presentation of Knowledge and Ideas |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.4. | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.6. | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| STRAND / CONTENT | NM.L.2. | Language Standards |

| STANDARD | | |
|---|---|---|
| BENCHMARK / STANDARD | | **Conventions of Standard English** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(a) | Use collective nouns (e.g., group). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(b) | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(d) | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | **Conventions of Standard English** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| PERFORMANCE STANDARD / INDICATOR | L.2.2(c) | Use an apostrophe to form contractions and frequently occurring possessives. |
| PERFORMANCE STANDARD / INDICATOR | L.2.2(d) | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil). |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | **Knowledge of Language** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| PERFORMANCE STANDARD / INDICATOR | L.2.3(a) | Compare formal and informal uses of English. |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | **Vocabulary Acquisition and Use** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / INDICATOR | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase. |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | 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). |

| PERFORMANCE<br>STANDARD /<br>INDICATOR | 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). |
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| STRAND /<br>CONTENT<br>STANDARD | NM.L.2. | Language Standards |
| BENCHMARK /<br>STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | L.2.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| PERFORMANCE<br>STANDARD /<br>INDICATOR | L.2.5(a) | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| PERFORMANCE<br>STANDARD /<br>INDICATOR | 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 /<br>CONTENT<br>STANDARD | NM.L.2. | Language Standards |
| BENCHMARK /<br>STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | 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). |

Unit 2

**New Mexico Content Standards**

**Language Arts**

Grade **2** - Adopted: **2012**

| STRAND /<br>CONTENT<br>STANDARD | NM.RL.2. | Reading Standards for Literature |
|---|---|---|
| BENCHMARK /<br>STANDARD | | Key Ideas and Details |
| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | 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. |
| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | NM.RL.2.b. | Grade 2 students use literature and media to develop an understanding of people, cultures, and societies to explore self identity. |
| STRAND /<br>CONTENT<br>STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK /<br>STANDARD | | Craft and Structure |
| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | 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. |
| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | RL.2.5. | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
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| STRAND / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Integration of Knowledge and Ideas |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Range of Reading and Level of Text Complexity |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RI.2. | Reading Standards for Informational Text |
| BENCHMARK / STANDARD | | Key Ideas and Details |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
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| STRAND / CONTENT STANDARD | NM.RI.2. | Reading Standards for Informational Text |
| BENCHMARK / STANDARD | | Craft and Structure |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.2.4. | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.2.6. | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| STRAND / CONTENT STANDARD | NM.RI.2. | Reading Standards for Informational Text |
| BENCHMARK / STANDARD | | Range of Reading and Level of Text Complexity |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RF.2. | Reading Standards: Foundational Skills |
| BENCHMARK / STANDARD | | Phonics and Word Recognition |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.2.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| PERFORMANCE STANDARD / | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words. |

| INDICATOR | | |
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| PERFORMANCE STANDARD / INDICATOR | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(c) | Decode regularly spelled two-syllable words with long vowels. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(d) | Decode words with common prefixes and suffixes. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(e) | Identify words with inconsistent but common spelling-sound correspondences. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(f) | Recognize and read grade-appropriate irregularly spelled words. |
| STRAND / CONTENT STANDARD | NM.RF.2. | Reading Standards: Foundational Skills |
| BENCHMARK / STANDARD | | Fluency |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.2.4. | Read with sufficient accuracy and fluency to support comprehension. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(a) | Read on-level text with purpose and understanding. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / CONTENT STANDARD | NM.W.2. | Writing Standards |
| BENCHMARK / STANDARD | | Text Types and Purposes |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.W.2. | Writing Standards |
| BENCHMARK / STANDARD | | Production and Distribution of Writing |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Comprehension and Collaboration |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / | 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 |

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| INDICATOR | | discussion). |
| PERFORMANCE STANDARD / INDICATOR | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others. |
| PERFORMANCE STANDARD / INDICATOR | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| STRAND / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Comprehension and Collaboration |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Presentation of Knowledge and Ideas |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.4. | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.6. | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Conventions of Standard English |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(a) | Use collective nouns (e.g., group). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(b) | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(c) | Use reflexive pronouns (e.g., myself, ourselves). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(d) | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / | | Conventions of Standard English |

| STANDARD | | |
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| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| PERFORMANCE STANDARD / INDICATOR | L.2.2(a) | Capitalize holidays, product names, and geographic names. |
| PERFORMANCE STANDARD / INDICATOR | L.2.2(c) | Use an apostrophe to form contractions and frequently occurring possessives. |
| PERFORMANCE STANDARD / INDICATOR | L.2.2(d) | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil). |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Knowledge of Language |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| PERFORMANCE STANDARD / INDICATOR | L.2.3(a) | Compare formal and informal uses of English. |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / INDICATOR | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase. |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| PERFORMANCE STANDARD / INDICATOR | L.2.5(a) | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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). |
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| Unit 3 |
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**New Mexico Content Standards**

**Language Arts**

Grade **2** - Adopted: **2012**

| STRAND / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
|---|---|---|
| BENCHMARK / STANDARD | | Key Ideas and Details |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | NM.RL.2. b. | Grade 2 students use literature and media to develop an understanding of people, cultures, and societies to explore self identity. |
| STRAND / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Craft and Structure |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.2.5. | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Integration of Knowledge and Ideas |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Range of Reading and Level of Text Complexity |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / | NM.RF.2. | Reading Standards: Foundational Skills |

| CONTENT STANDARD | | |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Phonics and Word Recognition** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **RF.2.3.** | **Know and apply grade-level phonics and word analysis skills in decoding words.** |
| **PERFORMANCE STANDARD / INDICATOR** | **RF.2.3(a)** | **Distinguish long and short vowels when reading regularly spelled one-syllable words.** |
| **PERFORMANCE STANDARD / INDICATOR** | **RF.2.3(b)** | **Know spelling-sound correspondences for additional common vowel teams.** |
| **PERFORMANCE STANDARD / INDICATOR** | **RF.2.3(c)** | **Decode regularly spelled two-syllable words with long vowels.** |
| **PERFORMANCE STANDARD / INDICATOR** | **RF.2.3(d)** | **Decode words with common prefixes and suffixes.** |
| **PERFORMANCE STANDARD / INDICATOR** | **RF.2.3(e)** | **Identify words with inconsistent but common spelling-sound correspondences.** |
| **PERFORMANCE STANDARD / INDICATOR** | **RF.2.3(f)** | **Recognize and read grade-appropriate irregularly spelled words.** |
| **STRAND / CONTENT STANDARD** | **NM.RF.2.** | **Reading Standards: Foundational Skills** |
| **BENCHMARK / STANDARD** | | **Fluency** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **RF.2.4.** | **Read with sufficient accuracy and fluency to support comprehension.** |
| **PERFORMANCE STANDARD / INDICATOR** | **RF.2.4(a)** | **Read on-level text with purpose and understanding.** |
| **PERFORMANCE STANDARD / INDICATOR** | **RF.2.4(b)** | **Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.** |
| **PERFORMANCE STANDARD / INDICATOR** | **RF.2.4(c)** | **Use context to confirm or self-correct word recognition and understanding, rereading as necessary.** |
| **STRAND / CONTENT STANDARD** | **NM.W.2.** | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Text Types and Purposes** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **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 / CONTENT STANDARD** | **NM.W.2.** | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Production and Distribution of Writing** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **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 / CONTENT STANDARD** | **NM.SL.2.** | **Speaking and Listening Standards** |
| **BENCHMARK / STANDARD** | | **Comprehension and Collaboration** |

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
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| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others. |
| PERFORMANCE STANDARD / INDICATOR | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| STRAND / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Comprehension and Collaboration |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Presentation of Knowledge and Ideas |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.4. | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.6. | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Conventions of Standard English |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(a) | Use collective nouns (e.g., group). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(d) | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / | | Conventions of Standard English |

| STANDARD | | |
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| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| PERFORMANCE STANDARD / INDICATOR | L.2.2(c) | Use an apostrophe to form contractions and frequently occurring possessives. |
| PERFORMANCE STANDARD / INDICATOR | L.2.2(d) | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil). |
| PERFORMANCE STANDARD / INDICATOR | L.2.2(e) | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Knowledge of Language |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| PERFORMANCE STANDARD / INDICATOR | L.2.3(a) | Compare formal and informal uses of English. |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / INDICATOR | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase. |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| PERFORMANCE STANDARD / INDICATOR | L.2.5(a) | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |

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|---|---|---|
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **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). |

| Unit 4 |
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**New Mexico Content Standards**

**Language Arts**

Grade **2** - Adopted: **2012**

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|---|---|---|
| **STRAND / CONTENT STANDARD** | **NM.RL.2.** | **Reading Standards for Literature** |
| **BENCHMARK / STANDARD** | | **Key Ideas and Details** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **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. |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **RL.2.2.** | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **RL.2.3.** | Describe how characters in a story respond to major events and challenges. |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **NM.RL.2. b.** | Grade 2 students use literature and media to develop an understanding of people, cultures, and societies to explore self identity. |
| **STRAND / CONTENT STANDARD** | **NM.RL.2.** | **Reading Standards for Literature** |
| **BENCHMARK / STANDARD** | | **Craft and Structure** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **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. |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **RL.2.5.** | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **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 / CONTENT STANDARD** | **NM.RL.2.** | **Reading Standards for Literature** |
| **BENCHMARK / STANDARD** | | **Integration of Knowledge and Ideas** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **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 / CONTENT STANDARD** | **NM.RL.2.** | **Reading Standards for Literature** |
| **BENCHMARK / STANDARD** | | **Range of Reading and Level of Text Complexity** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **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 /** | **NM.RI.2.** | **Reading Standards for Informational Text** |

| CONTENT STANDARD | | |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Key Ideas and Details** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.2.2. | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD** | **NM.RI.2.** | **Reading Standards for Informational Text** |
| **BENCHMARK / STANDARD** | | **Craft and Structure** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.2.4. | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.2.6. | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| **STRAND / CONTENT STANDARD** | **NM.RI.2.** | **Reading Standards for Informational Text** |
| **BENCHMARK / STANDARD** | | **Integration of Knowledge and Ideas** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.2.8. | Describe how reasons support specific points the author makes in a text. |
| **STRAND / CONTENT STANDARD** | **NM.RI.2.** | **Reading Standards for Informational Text** |
| **BENCHMARK / STANDARD** | | **Range of Reading and Level of Text Complexity** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD** | **NM.RF.2.** | **Reading Standards: Foundational Skills** |
| **BENCHMARK / STANDARD** | | **Phonics and Word Recognition** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.2.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(c) | Decode regularly spelled two-syllable words with long vowels. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(d) | Decode words with common prefixes and suffixes. |

| PERFORMANCE STANDARD / INDICATOR | RF.2.3(e) | Identify words with inconsistent but common spelling-sound correspondences. |
|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(f) | Recognize and read grade-appropriate irregularly spelled words. |
| STRAND / CONTENT STANDARD | NM.RF.2. | Reading Standards: Foundational Skills |
| BENCHMARK / STANDARD | | Fluency |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.2.4. | Read with sufficient accuracy and fluency to support comprehension. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(a) | Read on-level text with purpose and understanding. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / CONTENT STANDARD | NM.W.2. | Writing Standards |
| BENCHMARK / STANDARD | | Text Types and Purposes |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.W.2. | Writing Standards |
| BENCHMARK / STANDARD | | Production and Distribution of Writing |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.W.2. | Writing Standards |
| BENCHMARK / STANDARD | | Research to Build and Present Knowledge |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.2.8. | Recall information from experiences or gather information from provided sources to answer a question. |
| STRAND / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Comprehension and Collaboration |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / INDICATOR | 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). |

| PERFORMANCE STANDARD / INDICATOR | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others. |
|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| STRAND / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Comprehension and Collaboration |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Presentation of Knowledge and Ideas |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.4. | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.6. | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Conventions of Standard English |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(a) | Use collective nouns (e.g., group). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(b) | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(c) | Use reflexive pronouns (e.g., myself, ourselves). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(d) | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Conventions of Standard English |

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | L.2.2(c) | Use an apostrophe to form contractions and frequently occurring possessives. |
| PERFORMANCE STANDARD / INDICATOR | L.2.2(d) | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil). |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Knowledge of Language |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| PERFORMANCE STANDARD / INDICATOR | L.2.3(a) | Compare formal and informal uses of English. |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / INDICATOR | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase. |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| PERFORMANCE STANDARD / INDICATOR | L.2.5(a) | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 Mexico Content Standards**

**Language Arts**

Grade **2** - Adopted: **2012**

| STRAND / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
|---|---|---|
| BENCHMARK / STANDARD | | Key Ideas and Details |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | NM.RL.2. b. | Grade 2 students use literature and media to develop an understanding of people, cultures, and societies to explore self identity. |
| STRAND / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Craft and Structure |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.2.5. | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Integration of Knowledge and Ideas |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Range of Reading and Level of Text Complexity |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RF.2. | Reading Standards: Foundational Skills |
| BENCHMARK / STANDARD | | Phonics and Word Recognition |

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.2.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(c) | Decode regularly spelled two-syllable words with long vowels. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(d) | Decode words with common prefixes and suffixes. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(e) | Identify words with inconsistent but common spelling-sound correspondences. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(f) | Recognize and read grade-appropriate irregularly spelled words. |
| STRAND / CONTENT STANDARD | NM.RF.2. | Reading Standards: Foundational Skills |
| BENCHMARK / STANDARD | | Fluency |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.2.4. | Read with sufficient accuracy and fluency to support comprehension. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(a) | Read on-level text with purpose and understanding. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / CONTENT STANDARD | NM.W.2. | Writing Standards |
| BENCHMARK / STANDARD | | Text Types and Purposes |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.W.2. | Writing Standards |
| BENCHMARK / STANDARD | | Production and Distribution of Writing |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.W.2. | Writing Standards |
| BENCHMARK / STANDARD | | Research to Build and Present Knowledge |

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.2.8. | Recall information from experiences or gather information from provided sources to answer a question. |
|---|---|---|
| STRAND / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Comprehension and Collaboration |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others. |
| PERFORMANCE STANDARD / INDICATOR | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| STRAND / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Comprehension and Collaboration |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.SL.2. | Speaking and Listening Standards |
| BENCHMARK / STANDARD | | Presentation of Knowledge and Ideas |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.4. | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.2.6. | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Conventions of Standard English |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(a) | Use collective nouns (e.g., group). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(c) | Use reflexive pronouns (e.g., myself, ourselves). |
| PERFORMANCE | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be |

| STANDARD / INDICATOR | | modified. |
|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Conventions of Standard English |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| PERFORMANCE STANDARD / INDICATOR | L.2.2(c) | Use an apostrophe to form contractions and frequently occurring possessives. |
| PERFORMANCE STANDARD / INDICATOR | L.2.2(d) | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil). |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Knowledge of Language |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| PERFORMANCE STANDARD / INDICATOR | L.2.3(a) | Compare formal and informal uses of English. |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / INDICATOR | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase. |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| PERFORMANCE STANDARD / INDICATOR | L.2.5(a) | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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). |

Unit 7

**New Mexico Content Standards**

**Language Arts**

Grade **2** - Adopted: **2012**

| STRAND / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
|---|---|---|
| BENCHMARK / STANDARD | | Key Ideas and Details |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | NM.RL.2.b. | Grade 2 students use literature and media to develop an understanding of people, cultures, and societies to explore self identity. |
| STRAND / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Craft and Structure |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.2.5. | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / STANDARD | | Integration of Knowledge and Ideas |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RL.2. | Reading Standards for Literature |
| BENCHMARK / | | Range of Reading and Level of Text Complexity |

| STANDARD | | |
|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / CONTENT STANDARD | NM.RF.2. | Reading Standards: Foundational Skills |
| BENCHMARK / STANDARD | | Phonics and Word Recognition |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.2.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(c) | Decode regularly spelled two-syllable words with long vowels. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(d) | Decode words with common prefixes and suffixes. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(e) | Identify words with inconsistent but common spelling-sound correspondences. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.3(f) | Recognize and read grade-appropriate irregularly spelled words. |
| STRAND / CONTENT STANDARD | NM.RF.2. | Reading Standards: Foundational Skills |
| BENCHMARK / STANDARD | | Fluency |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.2.4. | Read with sufficient accuracy and fluency to support comprehension. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(a) | Read on-level text with purpose and understanding. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| PERFORMANCE STANDARD / INDICATOR | RF.2.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / CONTENT STANDARD | NM.W.2. | Writing Standards |
| BENCHMARK / STANDARD | | Text Types and Purposes |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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 / | NM.W.2. | Writing Standards |

| CONTENT STANDARD | | |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Production and Distribution of Writing** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | 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 / CONTENT STANDARD** | NM.W.2. | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Research to Build and Present Knowledge** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | W.2.8. | Recall information from experiences or gather information from provided sources to answer a question. |
| **STRAND / CONTENT STANDARD** | NM.SL.2. | **Speaking and Listening Standards** |
| **BENCHMARK / STANDARD** | | **Comprehension and Collaboration** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | 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. |
| **PERFORMANCE STANDARD / INDICATOR** | 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). |
| **PERFORMANCE STANDARD / INDICATOR** | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others. |
| **PERFORMANCE STANDARD / INDICATOR** | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| **STRAND / CONTENT STANDARD** | NM.SL.2. | **Speaking and Listening Standards** |
| **BENCHMARK / STANDARD** | | **Comprehension and Collaboration** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | 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 / CONTENT STANDARD** | NM.SL.2. | **Speaking and Listening Standards** |
| **BENCHMARK / STANDARD** | | **Presentation of Knowledge and Ideas** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | 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. |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | SL.2.6. | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| **STRAND / CONTENT STANDARD** | NM.L.2. | **Language Standards** |
| **BENCHMARK / STANDARD** | | **Conventions of Standard English** |
| **PERFORMANCE** | L.2.1. | Demonstrate command of the conventions of standard English grammar and usage |

| STANDARD / BENCHMARK / PROFICIENCY | | when writing or speaking. |
|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | L.2.1(a) | Use collective nouns (e.g., group). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(c) | Use reflexive pronouns (e.g., myself, ourselves). |
| PERFORMANCE STANDARD / INDICATOR | L.2.1(d) | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Conventions of Standard English |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| PERFORMANCE STANDARD / INDICATOR | L.2.2(c) | Use an apostrophe to form contractions and frequently occurring possessives. |
| PERFORMANCE STANDARD / INDICATOR | L.2.2(d) | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil). |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Knowledge of Language |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| PERFORMANCE STANDARD / INDICATOR | L.2.3(a) | Compare formal and informal uses of English. |
| STRAND / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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. |
| PERFORMANCE STANDARD / INDICATOR | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase. |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | 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). |
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.2.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | 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 / CONTENT STANDARD | NM.L.2. | Language Standards |
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | 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). |