

Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: New Mexico Content Standards

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

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New Mexico Content Standards

Language Arts

Grade 2 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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.

STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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.

STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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	

Range of Reading and Level of Text Complexity		
BENCHMARK / 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.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	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.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.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
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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**STRAND /
CONTENT
STANDARD** **NM.SL.2. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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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).
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**STRAND /
CONTENT
STANDARD** **NM.SL.2. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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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.
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**STRAND /
CONTENT
STANDARD** **NM.L.2. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PERFORMANCE STANDARD / INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STRAND /
CONTENT
STANDARD** **NM.L.2. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANC E 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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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
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**STRAND /
CONTENT
STANDARD** **NM.RL.2. Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
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PERFORMANC E 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.
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**STRAND /
CONTENT
STANDARD** **NM.RL.2. Reading Standards for Literature**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANC E 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.
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**STRAND /
CONTENT
STANDARD** **NM.RL.2. Reading Standards for Literature**

BENCHMARK / STANDARD	Range of Reading and Level of Text Complexity	
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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.
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**STRAND /
CONTENT
STANDARD** **NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD	Key Ideas and Details	
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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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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.
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**STRAND /
CONTENT
STANDARD** **NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD	Range of Reading and Level of Text Complexity	
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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.
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**STRAND /
CONTENT
STANDARD** **NM.W.2. Writing Standards**

BENCHMARK / STANDARD	Text Types and Purposes	
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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.
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**STRAND /
CONTENT
STANDARD** **NM.W.2. Writing Standards**

BENCHMARK / STANDARD	Production and Distribution of Writing	
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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.
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STRAND / CONTENT STANDARD **NM.W.2. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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STRAND / CONTENT STANDARD **NM.SL.2. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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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).
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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STRAND / CONTENT STANDARD **NM.SL.2. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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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.
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STRAND / CONTENT STANDARD **NM.L.2. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PERFORMANCE STANDARD / INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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STRAND / CONTENT STANDARD	NM.L.2. Language Standards
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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).
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New Mexico Content Standards

Language Arts

Grade 2 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature
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BENCHMARK / STANDARD	Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature
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BENCHMARK / STANDARD	Craft and Structure
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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.
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STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature
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BENCHMARK / STANDARD	Integration of Knowledge and Ideas
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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.
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STRAND / CONTENT STANDARD **NM.RL.2. Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STRAND / CONTENT STANDARD **NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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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.
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STRAND / CONTENT STANDARD **NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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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.
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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.
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STRAND / CONTENT STANDARD **NM.SL.2. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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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.
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.
STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.2.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.

Week 02: Pre-Writing, p. 41-47

New Mexico Content Standards

Language Arts

**STRAND /
CONTENT
STANDARD**

NM.RL.2. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
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.
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**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.

**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.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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**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
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BENCHMARK / STANDARD		Key Ideas and Details
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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.
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STRAND / CONTENT STANDARD	NM.RI.2. Reading Standards for Informational Text
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BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STRAND / CONTENT STANDARD	NM.RF.2. Reading Standards: Foundational Skills
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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.
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PERFORMANCE STANDARD / INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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STRAND / CONTENT STANDARD	NM.SL.2. Speaking and Listening Standards
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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).
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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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.
STRAND / CONTENT STANDARD	NM.SL.2. Speaking and Listening Standards	
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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(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	NM.L.2.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
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.
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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).
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STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
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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).
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Week 03: Introduction to Unit 1 Note Making and Outlines, 49-57

New Mexico Content Standards

Language Arts

Grade 2 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.2.	Reading Standards for Literature
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BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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STRAND / CONTENT STANDARD	NM.RL.2.	Reading Standards for Literature
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BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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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.
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STRAND / CONTENT STANDARD	NM.RI.2.	Reading Standards for Informational Text
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Key Ideas and Details		
BENCHMARK / STANDARD		
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		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(b)	Know spelling-sound correspondences for additional common vowel teams.
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(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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.
STRAND / CONTENT STANDARD	NM.L.2. Language Standards	
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.2.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
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).
Week 04: Unit 1 Note Making and Outlines, p. 59-65		
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.2.3.	Describe how characters in a story respond to major events and challenges.
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.
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.RI.2. Reading Standards for Informational Text	
BENCHMARK / STANDARD		Key Ideas and Details
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		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.
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.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(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.
STRAND / CONTENT STANDARD	NM.L.2. Language Standards	
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.2.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.

**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).
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Week 05: Unit 1 Note Making and Outlines, p. 67-73

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
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**STRAND /
CONTENT
STANDARD** **NM.RL.2. Reading Standards for Literature**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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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.
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**STRAND /
CONTENT
STANDARD** **NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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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.
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**STRAND /
CONTENT
STANDARD****NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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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.
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**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.
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PERFORMANCE STANDARD / INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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**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).
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**STRAND /
CONTENT
STANDARD****NM.SL.2. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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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.
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STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
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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(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
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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.
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STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
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BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.2.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
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STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
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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(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 /
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).
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Week 06: Introduction to Unit 2 Writing from Notes, p. 75-83

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
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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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.
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**STRAND /
CONTENT
STANDARD** **NM.RL.2. Reading Standards for Literature**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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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.
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**STRAND /
CONTENT
STANDARD** **NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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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.
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STRAND / CONTENT STANDARD **NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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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.
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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.
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PERFORMANCE STANDARD / INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
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STRAND / CONTENT STANDARD **NM.W.2. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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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.
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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).
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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.
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(c)	Use reflexive pronouns (e.g., myself, ourselves).
PERFORMANCE STANDARD / INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / CONTENT STANDARD	NM.L.2. Language Standards	
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.2.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
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(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.2.6. 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).

Week 07: Unit 2 Summarizing from Notes, p. 85-91

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.2.2.	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.
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.
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.
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STRAND / CONTENT STANDARD **NM.RL.2. Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STRAND / CONTENT STANDARD **NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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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.
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STRAND / CONTENT STANDARD **NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STRAND / CONTENT STANDARD **NM.RF.2. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Phonics and Word Recognition
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PERFORMANCE STANDARD / INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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PERFORMANCE STANDARD / INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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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.
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(c)	Use reflexive pronouns (e.g., myself, ourselves).
PERFORMANCE STANDARD / INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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.
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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).
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STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
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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).
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Week 08: Unit 2 Summarizing from Notes, p.93-99

New Mexico Content Standards

Language Arts

Grade 2 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.2.	Reading Standards for Literature
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BENCHMARK / STANDARD		Key Ideas and Details
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.

STRAND / CONTENT STANDARD	NM.RL.2.	Reading Standards for Literature
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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.

STRAND / CONTENT STANDARD	NM.RL.2.	Reading Standards for Literature
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Integration of Knowledge and Ideas		
BENCHMARK / STANDARD		
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.2.3.	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	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.

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.
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(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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.2.2.	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.

**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.
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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.
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**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.
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STRAND / CONTENT STANDARD	NM.RI.2. Reading Standards for Informational Text
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BENCHMARK / STANDARD	Key Ideas and Details
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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.
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STRAND / CONTENT STANDARD	NM.RI.2. Reading Standards for Informational Text
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BENCHMARK / STANDARD	Range of Reading and Level of Text Complexity
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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.
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STRAND / CONTENT STANDARD	NM.RF.2. Reading Standards: Foundational Skills
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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(b)	Know spelling-sound correspondences for additional common vowel teams.
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STRAND / CONTENT STANDARD	NM.SL.2. Speaking and Listening Standards
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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).
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**STRAND /
CONTENT
STANDARD** **NM.SL.2. Speaking and Listening Standards**

BENCHMARK / STANDARD	Comprehension and Collaboration	
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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.
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**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(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**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(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 /
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).

Week 10: Unit 2 Summarizing from Notes, p.109-115

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.2.2.	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.
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**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.

**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
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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.
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STRAND / CONTENT STANDARD **NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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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.
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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(b)	Know spelling-sound correspondences for additional common vowel teams.
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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 / 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).
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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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.
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(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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(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.2.6.	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).

Week 11: Unit 2 Summarizing from Notes, p.117-123

Language Arts

Grade 2 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RL.2. Reading Standards for Literature

BENCHMARK / STANDARD	Key Ideas and Details	
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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STRAND / CONTENT STANDARD

NM.RL.2. Reading Standards for Literature

BENCHMARK / STANDARD	Craft and Structure	
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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.
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STRAND / CONTENT STANDARD

NM.RL.2. Reading Standards for Literature

BENCHMARK / STANDARD	Integration of Knowledge and Ideas	
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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.
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STRAND / CONTENT STANDARD

NM.RL.2. Reading Standards for Literature

BENCHMARK / STANDARD	Range of Reading and Level of Text Complexity	
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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.
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STRAND / CONTENT STANDARD

NM.RI.2. Reading Standards for Informational Text

BENCHMARK / STANDARD	Key Ideas and Details	
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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		
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		
BENCHMARK / STANDARD		
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(b)	Know spelling-sound correspondences for additional common vowel teams.
PERFORMANCE STANDARD / INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
STRAND / CONTENT STANDARD	NM.W.2.	Writing Standards
BENCHMARK / STANDARD		
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		
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.
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(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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.
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(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.2.6.	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).

Week 12: Unit 2 Summarizing from Notes, p.125-131

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.2.2.	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.
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.
STRAND / CONTENT STANDARD	NM.RL.2.	Reading Standards for Literature

Integration of Knowledge and Ideas		
BENCHMARK / STANDARD		
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(b)	Know spelling-sound correspondences for additional common vowel teams.
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	

Comprehension and Collaboration		
BENCHMARK / STANDARD		
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.
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(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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.
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(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.2.6.	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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Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

New Mexico Content Standards

Language Arts

Grade 2 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature
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BENCHMARK / STANDARD		Key Ideas and Details
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.

STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature
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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.

STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature
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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
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BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STRAND / CONTENT STANDARD	NM.RI.2.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Key Ideas and Details
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
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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
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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.
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PERFORMANCE STANDARD / INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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PERFORMANCE STANDARD / INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
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STRAND / CONTENT STANDARD	NM.W.2.	Writing Standards
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BENCHMARK / STANDARD		Production and Distribution of Writing
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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 / 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.
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(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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.
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PERFORMANCE STANDARD / INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
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STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
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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(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 / CONTENT STANDARD	NM.L.2.	Language Standards
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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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New Mexico Content Standards

Language Arts

Grade 2 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.2.	Reading Standards for Literature
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BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature
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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.

STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature
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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
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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
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BENCHMARK / STANDARD	Key Ideas and Details
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
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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
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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(b)	Know spelling-sound correspondences for additional common vowel teams.
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PERFORMANCE STANDARD / INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
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STRAND / CONTENT STANDARD	NM.W.2. Writing Standards	
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BENCHMARK / STANDARD		Production and Distribution of Writing
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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.
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STRAND / CONTENT STANDARD	NM.SL.2. Speaking and Listening Standards	
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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).
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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STRAND / CONTENT STANDARD	NM.SL.2. Speaking and Listening Standards	
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BENCHMARK / STANDARD		Comprehension and Collaboration
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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.
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**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(e) Use adjectives and adverbs, and choose between them depending on what is to be modified.

**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(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
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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).

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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
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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.
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.
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.2.3.	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	

Range of Reading and Level of Text Complexity		
BENCHMARK / STANDARD		
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(d)	Decode words with common prefixes and suffixes.
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.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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.
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(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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(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	
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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).
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New Mexico Content Standards

Language Arts

Grade 2 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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BENCHMARK / STANDARD	Key Ideas and Details	
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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BENCHMARK / STANDARD	Craft and Structure	
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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.
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STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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BENCHMARK / STANDARD	Integration of Knowledge and Ideas	
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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.
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STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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Range of Reading and Level of Text Complexity		
BENCHMARK / 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.RI.2. Reading Standards for Informational Text	
BENCHMARK / STANDARD		Key Ideas and Details
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		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(b)	Know spelling-sound correspondences for additional common vowel teams.
PERFORMANCE STANDARD / INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
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 / 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.
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(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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.
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STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
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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(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
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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).
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STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
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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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New Mexico Content Standards

Language Arts

Grade 2 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.2.	Reading Standards for Literature
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BENCHMARK / STANDARD		Key Ideas and Details
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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.
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.
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.2.3.	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	

Range of Reading and Level of Text Complexity		
BENCHMARK / STANDARD		
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.
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 / 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	
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BENCHMARK / STANDARD		Comprehension and Collaboration
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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.
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STRAND / CONTENT STANDARD	NM.SL.2. Speaking and Listening Standards	
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BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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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.
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STRAND / CONTENT STANDARD	NM.L.2. Language Standards	
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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(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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STRAND / CONTENT STANDARD	NM.L.2. Language Standards	
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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.
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STRAND / CONTENT STANDARD	NM.L.2. Language Standards	
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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(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.2.6. 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).

Week 18: Unit 3 Retelling Narrative Stories, p. 177-183

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.2.2.	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.
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.
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.
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STRAND / CONTENT STANDARD **NM.RL.2. Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STRAND / CONTENT STANDARD **NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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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.
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STRAND / CONTENT STANDARD **NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STRAND / CONTENT STANDARD **NM.RF.2. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Phonics and Word Recognition
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PERFORMANCE STANDARD / INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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PERFORMANCE STANDARD / INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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PERFORMANCE STANDARD / INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
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.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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.

**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(e)** Use adjectives and adverbs, and choose between them depending on what is to be modified.

**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(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.2.6.	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).

Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

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.2.2.	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.
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.
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.2.3.	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		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.
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.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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.
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(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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		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****PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY**

RL.2.2.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY**

RL.2.3.

Describe how characters in a story respond to major events and challenges.

**STRAND /
CONTENT
STANDARD****NM.RL.2. Reading Standards for Literature****BENCHMARK /
STANDARD****Craft and Structure****PERFORMANC
E 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.

**STRAND /
CONTENT
STANDARD****NM.RL.2. Reading Standards for Literature****BENCHMARK /
STANDARD****Integration of Knowledge and Ideas****PERFORMANC
E 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****PERFORMANC
E 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	
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BENCHMARK / STANDARD		Key Ideas and Details
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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.
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STRAND / CONTENT STANDARD	NM.RI.2. Reading Standards for Informational Text	
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BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STRAND / CONTENT STANDARD	NM.RF.2. Reading Standards: Foundational Skills	
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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(b)	Know spelling-sound correspondences for additional common vowel teams.
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STRAND / CONTENT STANDARD	NM.W.2. Writing Standards	
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BENCHMARK / STANDARD		Text Types and Purposes
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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.
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STRAND / CONTENT STANDARD	NM.W.2. Writing Standards	
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BENCHMARK / STANDARD		Production and Distribution of Writing
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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.
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**STRAND /
CONTENT
STANDARD** **NM.W.2. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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**STRAND /
CONTENT
STANDARD** **NM.SL.2. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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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).
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**STRAND /
CONTENT
STANDARD** **NM.SL.2. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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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.
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**STRAND /
CONTENT
STANDARD** **NM.L.2. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PERFORMANCE STANDARD / INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STRAND /
CONTENT
STANDARD** **NM.L.2. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANC E 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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Week 21: Unit 4 Summarizing a Reference, p. 203-209

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
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**STRAND /
CONTENT
STANDARD** **NM.RL.2. Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
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PERFORMANC E 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.
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**STRAND /
CONTENT
STANDARD** **NM.RL.2. Reading Standards for Literature**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANC E 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.
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**STRAND /
CONTENT
STANDARD** **NM.RL.2. Reading Standards for Literature**

BENCHMARK / STANDARD	Range of Reading and Level of Text Complexity	
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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.
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**STRAND /
CONTENT
STANDARD** **NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD	Key Ideas and Details	
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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.
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**STRAND /
CONTENT
STANDARD** **NM.RI.2. Reading Standards for Informational Text**

BENCHMARK / STANDARD	Range of Reading and Level of Text Complexity	
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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.
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**STRAND /
CONTENT
STANDARD** **NM.RF.2. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD	Phonics and Word Recognition	
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PERFORMANCE STANDARD / INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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PERFORMANCE STANDARD / INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
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**STRAND /
CONTENT
STANDARD** **NM.W.2. Writing Standards**

BENCHMARK / STANDARD	Text Types and Purposes	
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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.
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STRAND / CONTENT STANDARD	NM.W.2. Writing Standards
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BENCHMARK / STANDARD		Production and Distribution of Writing
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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.
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STRAND / CONTENT STANDARD	NM.W.2. Writing Standards
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BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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STRAND / CONTENT STANDARD	NM.SL.2. Speaking and Listening Standards
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BENCHMARK / STANDARD		Comprehension and Collaboration
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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).
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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STRAND / CONTENT STANDARD	NM.SL.2. Speaking and Listening Standards
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BENCHMARK / STANDARD		Comprehension and Collaboration
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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.
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STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
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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(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
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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).

Week 22: Unit 4 Summarizing a Reference, p. 211-217

New Mexico Content Standards

Language Arts

Grade 2 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.2.	Reading Standards for Literature
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BENCHMARK / STANDARD		Key Ideas and Details
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.

STRAND / CONTENT STANDARD	NM.RL.2.	Reading Standards for Literature
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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.
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.2.3.	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	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(d)	Decode words with common prefixes and suffixes.
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.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.

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(e) Use adjectives and adverbs, and choose between them depending on what is to be modified.

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.

STRAND / CONTENT STANDARD **NM.L.2. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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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.
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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).
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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).
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STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
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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).
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Week 23: Unit 4 Summarizing a Reference, p. 219-225

New Mexico Content Standards

Language Arts

Grade 2 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.2.	Reading Standards for Literature
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BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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STRAND / CONTENT STANDARD	NM.RL.2.	Reading Standards for Literature
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BENCHMARK / STANDARD		Craft and Structure
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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.
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STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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BENCHMARK / STANDARD	Integration of Knowledge and Ideas	
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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.
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STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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BENCHMARK / STANDARD	Range of Reading and Level of Text Complexity	
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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.
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STRAND / CONTENT STANDARD	NM.RI.2. Reading Standards for Informational Text	
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BENCHMARK / STANDARD	Key Ideas and Details	
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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.
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STRAND / CONTENT STANDARD	NM.RI.2. Reading Standards for Informational Text	
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BENCHMARK / STANDARD	Range of Reading and Level of Text Complexity	
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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.
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STRAND / CONTENT STANDARD	NM.W.2. Writing Standards	
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BENCHMARK / STANDARD	Text Types and Purposes	
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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.
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STRAND / CONTENT STANDARD	NM.W.2. Writing Standards	
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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.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		
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.		

**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(e) Use adjectives and adverbs, and choose between them depending on what is to be modified.

**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).

Week 24: Unit 4 Summarizing a Reference, p. 227-233

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
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**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.

**STRAND /
CONTENT
STANDARD** **NM.RL.2. Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
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**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.

STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature
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BENCHMARK / STANDARD	Integration of Knowledge and Ideas
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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.
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STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature
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BENCHMARK / STANDARD	Range of Reading and Level of Text Complexity
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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.
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STRAND / CONTENT STANDARD	NM.RI.2. Reading Standards for Informational Text
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BENCHMARK / STANDARD	Key Ideas and Details
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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.
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STRAND / CONTENT STANDARD	NM.RI.2. Reading Standards for Informational Text
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BENCHMARK / STANDARD	Range of Reading and Level of Text Complexity
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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.
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STRAND / CONTENT STANDARD	NM.W.2. Writing Standards
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BENCHMARK / STANDARD	Text Types and Purposes
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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.
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STRAND / CONTENT STANDARD	NM.W.2. Writing Standards
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Production and Distribution of Writing		
BENCHMARK / STANDARD		
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.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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.
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.
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PERFORMANCE STANDARD / INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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STRAND / CONTENT STANDARD	NM.L.2.	Language Standards
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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).
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Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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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.2.3.	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		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.W.2. Writing Standards	

Text Types and Purposes		
BENCHMARK / STANDARD		
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.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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.
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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(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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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).

Week 26: Unit 5 Writing from Pictures, p. 247-253

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.

**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.2.3.	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		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.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.

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.
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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.

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).
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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STRAND / CONTENT STANDARD **NM.SL.2. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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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.
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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(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
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PERFORMANCE STANDARD / INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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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).

Week 27: Unit 5 Writing from Pictures, p. 255-261

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.
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.2.3.	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	

Range of Reading and Level of Text Complexity		
BENCHMARK / STANDARD		
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		
BENCHMARK / STANDARD	NM.W.2.	Writing Standards
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		
BENCHMARK / STANDARD	NM.W.2.	Writing Standards
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		
BENCHMARK / STANDARD	NM.W.2.	Writing Standards
Research to Build and Present Knowledge		
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
STRAND / CONTENT STANDARD		
BENCHMARK / STANDARD	NM.SL.2.	Speaking and Listening Standards
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.
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(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.
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).
Week 28: Unit 5 Writing from Pictures, p. 263-269		
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.

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.2.3.	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		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.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.W.2.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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
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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.
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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(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
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PERFORMANCE STANDARD / INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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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).
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Week 29: Introduction to Unit 7 Inventive Writing, p. 271-279

New Mexico Content Standards

Language Arts

**STRAND /
CONTENT
STANDARD** **NM.RL.2. Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
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.
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**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.

**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
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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		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.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.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.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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
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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.
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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(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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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).
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New Mexico Content Standards

Language Arts

Grade 2 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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BENCHMARK / STANDARD		Key Ideas and Details
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.

STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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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.

STRAND / CONTENT STANDARD	NM.RL.2. Reading Standards for Literature	
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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	
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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	
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BENCHMARK / STANDARD		Key Ideas and Details
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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		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.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.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.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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.
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(e) Use adjectives and adverbs, and choose between them depending on what is to be modified.

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).