

**Main Criteria:** Classroom Supplement Units Grade 2

**Secondary Criteria:** Louisiana Content Standards

**Subject:** Language Arts

**Grade:** 2

## Classroom Supplement Units Grade 2

Pre-writing

### Louisiana Content Standards

#### Language Arts

Grade 2 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>LA.CC.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / GLE</b>		<b>Key Ideas and Details</b>
<b>GLE / PROFICIENCY</b>	<b>RL.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>GLE / PROFICIENCY</b>	<b>RL.2.2.</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>GLE / PROFICIENCY</b>	<b>RL.2.3.</b>	Describe how characters in a story respond to major events and challenges.
<b>CONTENT STANDARD</b>	<b>LA.CC.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / GLE</b>		<b>Craft and Structure</b>
<b>GLE / PROFICIENCY</b>	<b>RL.2.4.</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>GLE / PROFICIENCY</b>	<b>RL.2.5.</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>CONTENT STANDARD</b>	<b>LA.CC.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / GLE</b>		<b>Integration of Knowledge and Ideas</b>
<b>GLE / PROFICIENCY</b>	<b>RL.2.7.</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD</b>	<b>LA.CC.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GLE / PROFICIENCY</b>	<b>RL.2.10.</b>	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.
<b>CONTENT STANDARD</b>	<b>LA.CC.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / GLE</b>		<b>Key Ideas and Details</b>
<b>GLE / PROFICIENCY</b>	<b>RI.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>CONTENT STANDARD</b>	<b>LA.CC.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / GLE</b>		<b>Craft and Structure</b>
<b>GLE / PROFICIENCY</b>	<b>RI.2.4.</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>GLE / PROFICIENCY</b>	<b>RI.2.6.</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>CONTENT STANDARD</b>	<b>LA.CC.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>

GLE / 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.
CONTENT STANDARD	LA.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / GLE		Phonics and Word Recognition
GLE / PROFICIENCY	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
GRADE LEVEL EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
GRADE LEVEL EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
GRADE LEVEL EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
GRADE LEVEL EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
CONTENT STANDARD	LA.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / GLE		Fluency
GLE / PROFICIENCY	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Comprehension and Collaboration
GLE / 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.
GRADE LEVEL EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Comprehension and Collaboration
GLE / PROFICIENCY	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / PROFICIENCY	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Presentation of Knowledge and Ideas
GLE / PROFICIENCY	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / PROFICIENCY	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Conventions of Standard English

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

Unit 1

Louisiana Content Standards  
Language Arts  
Grade 2 - Adopted: 2010

CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
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BENCHMARK / GLE		Key Ideas and Details
GLE / 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.
GLE / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Craft and Structure
GLE / 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.
GLE / 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.
GLE / PROFICIENCY	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Integration of Knowledge and Ideas
GLE / 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.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Range of Reading and Level of Text Complexity
GLE / 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.
CONTENT STANDARD	LA.CC.RI.2.	Reading Standards for Informational Text
BENCHMARK / GLE		Key Ideas and Details
GLE / 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.
GLE / 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.
CONTENT STANDARD	LA.CC.RI.2.	Reading Standards for Informational Text
BENCHMARK / GLE		Craft and Structure
GLE / PROFICIENCY	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GLE / PROFICIENCY	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD	LA.CC.RI.2.	Reading Standards for Informational Text
BENCHMARK / GLE		Integration of Knowledge and Ideas
GLE / PROFICIENCY	RI.2.8.	Describe how reasons support specific points the author makes in a text.
CONTENT STANDARD	LA.CC.RI.2.	Reading Standards for Informational Text
BENCHMARK / GLE		Range of Reading and Level of Text Complexity
GLE / 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.
CONTENT STANDARD	LA.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK /		Phonics and Word Recognition

GLE		
GLE / PROFICIENCY	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
GRADE LEVEL EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
GRADE LEVEL EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
GRADE LEVEL EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
GRADE LEVEL EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
GRADE LEVEL EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD	LA.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / GLE		Fluency
GLE / PROFICIENCY	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	LA.CC.W.2.	Writing Standards
BENCHMARK / GLE		Text Types and Purposes
GLE / 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.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Comprehension and Collaboration
GLE / 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.
GRADE LEVEL EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Comprehension and Collaboration
GLE / PROFICIENCY	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / PROFICIENCY	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Presentation of Knowledge and Ideas
GLE / PROFICIENCY	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / PROFICIENCY	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

<b>CONTENT STANDARD</b>	<b>LA.CC.L. 2.</b>	<b>Language Standards</b>
<b>BENCHMARK / GLE</b>		<b>Conventions of Standard English</b>
<b>GLE / PROFICIENCY</b>	<b>L.2.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.1(a)</b>	<b>Use collective nouns (e.g., group).</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.1(b)</b>	<b>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.1(d)</b>	<b>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.1(e)</b>	<b>Use adjectives and adverbs, and choose between them depending on what is to be modified.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.1(f)</b>	<b>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).</b>
<b>CONTENT STANDARD</b>	<b>LA.CC.L. 2.</b>	<b>Language Standards</b>
<b>BENCHMARK / GLE</b>		<b>Conventions of Standard English</b>
<b>GLE / PROFICIENCY</b>	<b>L.2.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.2(c)</b>	<b>Use an apostrophe to form contractions and frequently occurring possessives.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.2(d)</b>	<b>Generalize learned spelling patterns when writing words (e.g., cage--&gt;badge; boy--&gt;boil).</b>
<b>CONTENT STANDARD</b>	<b>LA.CC.L. 2.</b>	<b>Language Standards</b>
<b>BENCHMARK / GLE</b>		<b>Knowledge of Language</b>
<b>GLE / PROFICIENCY</b>	<b>L.2.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.3(a)</b>	<b>Compare formal and informal uses of English.</b>
<b>CONTENT STANDARD</b>	<b>LA.CC.L. 2.</b>	<b>Language Standards</b>
<b>BENCHMARK / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GLE / PROFICIENCY</b>	<b>L.2.4.</b>	<b>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.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.4(a)</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.4(b)</b>	<b>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.4(c)</b>	<b>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.4(d)</b>	<b>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</b>
<b>CONTENT STANDARD</b>	<b>LA.CC.L. 2.</b>	<b>Language Standards</b>
<b>BENCHMARK / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GLE / PROFICIENCY</b>	<b>L.2.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.5(a)</b>	<b>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.5(b)</b>	<b>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</b>
<b>CONTENT STANDARD</b>	<b>LA.CC.L. 2.</b>	<b>Language Standards</b>
<b>BENCHMARK /</b>		<b>Vocabulary Acquisition and Use</b>

GLE		
GLE / PROFICIENCY	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 2

Louisiana Content Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Key Ideas and Details
GLE / 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.
GLE / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Craft and Structure
GLE / 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.
GLE / 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.
GLE / PROFICIENCY	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Integration of Knowledge and Ideas
GLE / 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.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Range of Reading and Level of Text Complexity
GLE / 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.
CONTENT STANDARD	LA.CC.RI.2.	Reading Standards for Informational Text
BENCHMARK / GLE		Key Ideas and Details
GLE / 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.
GLE / 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.
CONTENT STANDARD	LA.CC.RI.2.	Reading Standards for Informational Text
BENCHMARK / GLE		Craft and Structure
GLE / PROFICIENCY	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GLE / PROFICIENCY	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD	LA.CC.RI.2.	Reading Standards for Informational Text
BENCHMARK /		Range of Reading and Level of Text Complexity

GLE		
GLE / 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.
CONTENT STANDARD	LA.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / GLE		Phonics and Word Recognition
GLE / PROFICIENCY	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
GRADE LEVEL EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
GRADE LEVEL EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
GRADE LEVEL EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
GRADE LEVEL EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
GRADE LEVEL EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD	LA.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / GLE		Fluency
GLE / PROFICIENCY	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	LA.CC.W.2.	Writing Standards
BENCHMARK / GLE		Text Types and Purposes
GLE / 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.
GLE / 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.
CONTENT STANDARD	LA.CC.W.2.	Writing Standards
BENCHMARK / GLE		Production and Distribution of Writing
GLE / 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.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Comprehension and Collaboration
GLE / 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.
GRADE LEVEL EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards



BENCHMARK / GLE		Comprehension and Collaboration
GLE / PROFICIENCY	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / PROFICIENCY	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Presentation of Knowledge and Ideas
GLE / PROFICIENCY	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / PROFICIENCY	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GLE / PROFICIENCY	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Conventions of Standard English
GLE / PROFICIENCY	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
GRADE LEVEL EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
GRADE LEVEL EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
GRADE LEVEL EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
GRADE LEVEL EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
GRADE LEVEL EXPECTATION	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Conventions of Standard English
GLE / PROFICIENCY	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.2.2(a)	Capitalize holidays, product names, and geographic names.
GRADE LEVEL EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
GRADE LEVEL EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Knowledge of Language
GLE / PROFICIENCY	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Vocabulary Acquisition and Use
GLE / 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.

GRADE LEVEL EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
GRADE LEVEL EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
GRADE LEVEL EXPECTATION	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Vocabulary Acquisition and Use
GLE / PROFICIENCY	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
GRADE LEVEL EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Vocabulary Acquisition and Use
GLE / PROFICIENCY	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 3

Louisiana Content Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Key Ideas and Details
GLE / 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.
GLE / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Craft and Structure
GLE / 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.
GLE / 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.
GLE / PROFICIENCY	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Integration of Knowledge and Ideas
GLE / 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.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Range of Reading and Level of Text Complexity

GLE / 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.
CONTENT STANDARD	LA.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / GLE		Phonics and Word Recognition
GLE / PROFICIENCY	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
GRADE LEVEL EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
GRADE LEVEL EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
GRADE LEVEL EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
GRADE LEVEL EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
GRADE LEVEL EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD	LA.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / GLE		Fluency
GLE / PROFICIENCY	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	LA.CC.W.2.	Writing Standards
BENCHMARK / GLE		Text Types and Purposes
GLE / 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.
CONTENT STANDARD	LA.CC.W.2.	Writing Standards
BENCHMARK / GLE		Production and Distribution of Writing
GLE / 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.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Comprehension and Collaboration
GLE / 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.
GRADE LEVEL EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Comprehension and Collaboration
GLE /	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information

PROFICIENCY		presented orally or through other media.
GLE / PROFICIENCY	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Presentation of Knowledge and Ideas
GLE / PROFICIENCY	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / PROFICIENCY	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GLE / PROFICIENCY	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Conventions of Standard English
GLE / PROFICIENCY	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
GRADE LEVEL EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
GRADE LEVEL EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
GRADE LEVEL EXPECTATION	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Conventions of Standard English
GLE / PROFICIENCY	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
GRADE LEVEL EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
GRADE LEVEL EXPECTATION	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Knowledge of Language
GLE / PROFICIENCY	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Vocabulary Acquisition and Use
GLE / 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.
GRADE LEVEL EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
GRADE LEVEL EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
GRADE LEVEL	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of

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

Unit 4

Louisiana Content Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Key Ideas and Details
GLE / 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.
GLE / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Craft and Structure
GLE / 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.
GLE / 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.
GLE / PROFICIENCY	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Integration of Knowledge and Ideas
GLE / 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.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Range of Reading and Level of Text Complexity
GLE / 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.
CONTENT STANDARD	LA.CC.RI.2.	Reading Standards for Informational Text
BENCHMARK / GLE		Key Ideas and Details

GLE / 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.
GLE / PROFICIENCY	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
GLE / 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.
CONTENT STANDARD	LA.CC.RI.2.	Reading Standards for Informational Text
BENCHMARK / GLE		Craft and Structure
GLE / PROFICIENCY	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GLE / PROFICIENCY	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD	LA.CC.RI.2.	Reading Standards for Informational Text
BENCHMARK / GLE		Integration of Knowledge and Ideas
GLE / PROFICIENCY	RI.2.8.	Describe how reasons support specific points the author makes in a text.
CONTENT STANDARD	LA.CC.RI.2.	Reading Standards for Informational Text
BENCHMARK / GLE		Range of Reading and Level of Text Complexity
GLE / 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.
CONTENT STANDARD	LA.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / GLE		Phonics and Word Recognition
GLE / PROFICIENCY	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
GRADE LEVEL EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
GRADE LEVEL EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
GRADE LEVEL EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
GRADE LEVEL EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
GRADE LEVEL EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD	LA.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / GLE		Fluency
GLE / PROFICIENCY	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	LA.CC.W.2.	Writing Standards
BENCHMARK / GLE		Text Types and Purposes
GLE / 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.

GLE / 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.
CONTENT STANDARD	LA.CC.W.2.	Writing Standards
BENCHMARK / GLE		Production and Distribution of Writing
GLE / 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.
CONTENT STANDARD	LA.CC.W.2.	Writing Standards
BENCHMARK / GLE		Research to Build and Present Knowledge
GLE / PROFICIENCY	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Comprehension and Collaboration
GLE / 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.
GRADE LEVEL EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Comprehension and Collaboration
GLE / PROFICIENCY	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / PROFICIENCY	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Presentation of Knowledge and Ideas
GLE / PROFICIENCY	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / PROFICIENCY	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GLE / PROFICIENCY	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Conventions of Standard English
GLE / PROFICIENCY	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
GRADE LEVEL EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
GRADE LEVEL EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
GRADE LEVEL EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
GRADE LEVEL EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.

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

Unit 5

Louisiana Content Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Key Ideas and Details



GLE		
GLE / 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.
GLE / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Craft and Structure
GLE / 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.
GLE / 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.
GLE / PROFICIENCY	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Integration of Knowledge and Ideas
GLE / 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.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Range of Reading and Level of Text Complexity
GLE / 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.
CONTENT STANDARD	LA.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / GLE		Phonics and Word Recognition
GLE / PROFICIENCY	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
GRADE LEVEL EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
GRADE LEVEL EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
GRADE LEVEL EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
GRADE LEVEL EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
GRADE LEVEL EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD	LA.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / GLE		Fluency
GLE / PROFICIENCY	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	LA.CC.W.2.	Writing Standards
BENCHMARK /		Text Types and Purposes

GLE		
GLE / 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.
GLE / 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.
CONTENT STANDARD	LA.CC.W.2.	Writing Standards
BENCHMARK / GLE		Production and Distribution of Writing
GLE / 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.
CONTENT STANDARD	LA.CC.W.2.	Writing Standards
BENCHMARK / GLE		Research to Build and Present Knowledge
GLE / PROFICIENCY	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Comprehension and Collaboration
GLE / 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.
GRADE LEVEL EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Comprehension and Collaboration
GLE / PROFICIENCY	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / PROFICIENCY	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Presentation of Knowledge and Ideas
GLE / PROFICIENCY	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / PROFICIENCY	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GLE / PROFICIENCY	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Conventions of Standard English
GLE / PROFICIENCY	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
GRADE LEVEL EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
GRADE LEVEL EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
GRADE LEVEL	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The

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

Unit 7

Louisiana Content Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Key Ideas and Details

GLE / 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.
GLE / PROFICIENCY	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / PROFICIENCY	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Craft and Structure
GLE / 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.
GLE / 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.
GLE / PROFICIENCY	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Integration of Knowledge and Ideas
GLE / 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.
CONTENT STANDARD	LA.CC.RL.2.	Reading Standards for Literature
BENCHMARK / GLE		Range of Reading and Level of Text Complexity
GLE / 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.
CONTENT STANDARD	LA.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / GLE		Phonics and Word Recognition
GLE / PROFICIENCY	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
GRADE LEVEL EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
GRADE LEVEL EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
GRADE LEVEL EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
GRADE LEVEL EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
GRADE LEVEL EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD	LA.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / GLE		Fluency
GLE / PROFICIENCY	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	LA.CC.W.2.	Writing Standards
BENCHMARK / GLE		Text Types and Purposes

GLE / PROFICIENCY	W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
GLE / 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.
GLE / 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.
CONTENT STANDARD	LA.CC.W.2.	Writing Standards
BENCHMARK / GLE		Production and Distribution of Writing
GLE / 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.
CONTENT STANDARD	LA.CC.W.2.	Writing Standards
BENCHMARK / GLE		Research to Build and Present Knowledge
GLE / PROFICIENCY	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Comprehension and Collaboration
GLE / 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.
GRADE LEVEL EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Comprehension and Collaboration
GLE / PROFICIENCY	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / PROFICIENCY	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD	LA.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / GLE		Presentation of Knowledge and Ideas
GLE / PROFICIENCY	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GLE / PROFICIENCY	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Conventions of Standard English
GLE / PROFICIENCY	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
GRADE LEVEL EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
GRADE LEVEL EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

GRADE LEVEL EXPECTATION	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Conventions of Standard English
GLE / PROFICIENCY	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
GRADE LEVEL EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Knowledge of Language
GLE / PROFICIENCY	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Vocabulary Acquisition and Use
GLE / 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.
GRADE LEVEL EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
GRADE LEVEL EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
GRADE LEVEL EXPECTATION	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Vocabulary Acquisition and Use
GLE / PROFICIENCY	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD	LA.CC.L.2.	Language Standards
BENCHMARK / GLE		Vocabulary Acquisition and Use
GLE / 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).