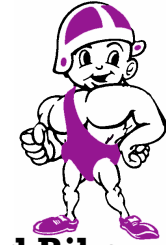


Fremont City Schools



English Language Arts Grade 2

Lessons 1: Arthur's Reading Race – Lesson 7: Us and Grandpa and the Two-Wheeled Bike

On-going Instruction

Full Year

Standard	GLI's
Phonemic Awareness, Word Recognition and Fluency	<ul style="list-style-type: none"> 8. Demonstrate a growing stock of sight words. 9. Read text using fluid and automatic decoding skills. 10. Read passages fluently with appropriate changes in voice, timing and expression.
Acquisition of Vocabulary	<ul style="list-style-type: none"> 1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading. 4. Read accurately high-frequency sight words.
Reading Process: Concepts of Print, Comprehension	<ul style="list-style-type: none"> 1. Establish a purpose for reading (e.g., to be informed, to be entertained). 2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge. 3. Compare and contrast information in texts with prior knowledge and experience. 6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
Reading Applications: Information, Technical and Persuasive Text	<ul style="list-style-type: none"> 5. Identify information in diagrams, charts, graphs and maps.
Reading Applications: Literary Text	None
Writing Convention	<ul style="list-style-type: none"> 1. Print legibly, and space letters, words and sentences appropriately. 2. Spell words with consonant blends and diagraphs. 3. Spell regularly used and high-frequency words correctly. 4. Spell words studied (e.g., Word lists, text words) correctly. 7. Use spelling strategies (e.g., word wall, word lists, thinking about the base word and affixes). 8. Use periods, question marks and exclamation points as endpoints correctly. 11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).

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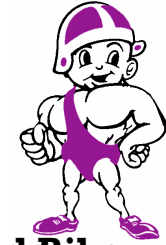
Lessons 1: Arthur's Reading Race – Lesson 7: Us and Grandpa and the Two-Wheeled Bike

On-going Instruction

Full Year

Standard	GLI's
Writing Applications	<ol style="list-style-type: none">1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.2. Write responses to stories by comparing text to other texts, or to people or events in their own lives.
Research	None
Writing Processes	<ol style="list-style-type: none">1. Generate writing ideas through discussions with other.10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).11. Add descriptive words and details and delete extraneous information.
Communication: Oral and Visual	<ol style="list-style-type: none">1. Use active listening strategies, such as making eye contact and asking for clarification and explanation.2. Compare what is heard with prior knowledge and experience.4. Follow two- and three-step oral directions.5. Demonstrate an understanding of the rules of the English language.10. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).

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English Language Arts Grade 2

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Grading Period 1

Standard	GLI's
Phonemic Awareness, Word Recognition and Fluency	None
Acquisition of Vocabulary	None
Reading Process: Concepts of Print, Comprehension	None
Reading Applications: Information, Technical and Persuasive Text	4. Classify ideas from information texts as main ideas or supporting details.
Writing Conventions	None
Writing Applications	None
Research	None
Writing Processes	4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing. 5. Organize writing with a developed beginning, middle and end. 6. Use a range of complete sentences, including declarative, interrogative and exclamatory. 13. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).
Communication: Oral and Visual	None

Bold-typed indicators will be assessed at the end of the quarter only.