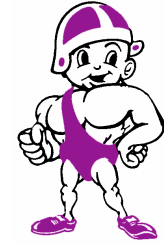


Fremont City Schools

English Language Arts Grade 2

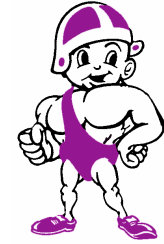


GAPS

Standard	GLI's
Phonemic Awareness, Word Recognition and Fluency	<ol style="list-style-type: none"> 2. Read regularly spelled multi-syllable words by sight. 3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables. 5. Segment letter, letter blends and a syllable sounds in words. 6. Distinguish and identify the beginning, middle and ending sounds in words. 7. Identify words as having either short- or long-vowel sounds.
Acquisition of Vocabulary	<ol style="list-style-type: none"> 3. Classify words in categories (e.g., colors, fruits, vegetables). 5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context. 6. Determine the meaning of common compound words(e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound. 7. Identify contractions and common abbreviations and connect them to whole words. 8. Determine the meaning of prefixes, including un-, re-, pre, and suffixes, including -er, est, -ful, -less. 9. Use root words (e.g., smile) and their various inflections (e.g., smiles smiling, smiled) to determine the meaning of words.
Reading Process: Concepts of Print, Comprehension	<ol style="list-style-type: none"> 8. Monitor reading comprehension by identifying word errors and self-correcting. 9. Use criteria to choose independent reading materials (e.g., for enjoyment, for literary experience, to gain information or to perform a task). 10.Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).
Reading Applications: Information, Technical and Persuasive Text	<ol style="list-style-type: none"> 2. Arrange events from informational text in sequential order.
Reading Applications: Literary Text	None

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Writing Conventions	9. Use quotation marks.
Writing Applications	None
Research	<ol style="list-style-type: none"> 1. Create questions for investigations, assigned topic or personal area of interest. 2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources). 3. Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic. 4. Identify important information and write brief notes about the information. 5. Sort relevant information about the topic categories with teacher assistance. 6. Report important findings to others.
Writing Processes	None
Communication: Oral and Visual	<ol style="list-style-type: none"> 3. Identify the main idea of oral presentations and visual media. 8. Deliver informational presentations that: <ol style="list-style-type: none"> a. present events or ideas in logical sequence and maintain a clear focus; b. demonstrate an understanding of the topic; c. include relevant facts and details to develop a topic; d. organize information with a clear beginning and ending; e. include diagrams, charts or illustrations as appropriate; and f. identify sources. 9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.