



Dublin City Schools
K-12 English Language Arts
Graded Course of Study
2022

June 2022

K-12 English Language Arts Vision

Dublin City Schools is committed to the K-12 English Language Arts (ELA) education of every student. We believe all students can become proficient and passionate readers, writers, communicators, listeners, and thinkers. Through interdisciplinary connections, our English Language Arts instruction will develop students to be lifelong learners that can access information as global citizens.

We support students' curiosity and critical thinking skills by providing diverse and authentic literacy learning opportunities. We nurture creativity, compassion, and empathy through thoughtful collaborative learning and a rigorous curriculum to ensure that students have the literacy skills necessary for the future.

Instructional Agreements

- Teachers will cultivate a safe learning environment, where students are represented in their learning and have agency to design their learning experiences
- Learning occurs within a differentiated workshop with focused lessons, guided/shared/independent practice, and purposeful reflection.
- Students will have equitable access to high quality texts that meet student learning needs and represent a wide range of experiences and perspectives.
- Students will have opportunities to develop critical thinking and flexible thinking skills to become effective communicators and literate members of a diverse society
- Teachers will provide time for shared and independent reading practice that encourages student choice
- Students will engage with literacy in a way that honors the demands of a highly technological society

2nd Grade

Course Goals:

Grade Two Language Arts instruction builds on the foundational literacy skills that were introduced at the Kindergarten and Grade One levels. Standards include reading literature and informational text, phonics, word study, vocabulary, grammar, fluent reading, producing narrative, informational and argumentative writings, speaking and listening. The Language Arts standards are explicitly taught and integrated within all subject areas throughout the day. Grade Two students in Dublin City Schools will be introduced to a wide variety of critical thinking, creativity and communication skills that will enhance literacy learning. Literature used in the classroom will include a variety of genres including an emphasis on fables and folktales from diverse cultures as well as book series. Students will begin to focus on dialogue and points of view through this literature. Versions of the same stories will be shared in order to allow students to compare and contrast the elements of each including a focus on different authors and cultures. Multi-paragraph nonfiction text will also be introduced to students. A variety of presentations of knowledge are supported within writing, including digital formats, along with a focus on sharing information through formal and informal speaking opportunities.

Strand	Key Feature	Student Competencies
Reading Literature	Craft and Structure	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. RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	Range of Reading and Level of Text Complexity	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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Strand	Key Feature	Student Competencies
Reading Informational	Key Ideas and Details	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. (Story Elements)
Reading Foundational Skills	Fluency	RF. 2.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Phonics and Word Recognition	RF.2.3. (WS) Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. c. Decode regularly spelled two-syllable words with long vowels.
Writing	Production and Distribution of Writing	W. 2.5. (WS) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
Speaking and Listening	Comprehension and Collaboration	SL.2.2. Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally). 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. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others.

Strand	Key Feature	Student Competencies
		<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>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.</p>
	Presentation of Knowledge and Ideas	<p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>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.</p>
Language	Knowledge of Language	<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Recognize formal and informal uses of English.</p>
	Vocabulary Acquisition and Use	<p>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.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L. 2.5. (WS) Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
	Conventions of Standard English	<p>L.2.2. (WS) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p>

Strand	Key Feature	Student Competencies
Reading Literature	Key Ideas and Details	<p>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.</p> <p>RL.2.2. Analyze literary text development. a. Determine the lesson or moral.</p>
	Integration of Knowledge and Ideas	<p>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.</p>
Reading Informational	Craft and Structure	<p>RI.2.4. Determine the meaning of words and phrasing in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI. 2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>
	Integration of Knowledge and Ideas	<p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>
Reading Foundational Skills	Phonics and Word Recognition	<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.</p>

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Writing	Text Types and Purposes	<p>W.2.1. Write opinion pieces that introduce the topic or book being written about, express 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.</p> <p>W.2.3. Write narratives to 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.</p>
	Production and Distribution of Writing	W. 2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Research to Build and Present Knowledge	W. 2.8. Recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	Presentation of Knowledge and Ideas	SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Language	Conventions of Standard English	<p>L.2.1 (WS) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>

Strand	Key Feature	Student Competencies
		<p>L.2.2. (WS) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closings of letters. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>
	Knowledge of Language	<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare formal and informal uses of English.</p>
	Vocabulary Acquisition and Use	<p>L.2.4. (WS) 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. a. Use sentence-level context as a clue to the meaning of a word or phrase. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L.2.5. (WS) Demonstrate understanding of word relationships and nuances in word meanings. b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>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).</p>

Strand	Key Feature	Student Competencies
Reading Literature	Key Ideas and Details	RL.2.2 Analyze literary text development. a. Determine the lesson or moral. b. Retell stories, including fables and folktales from diverse cultures. RL.2.3. Describe how characters in a story respond to major events and challenges.
	Craft and Structure	RL.2.6. Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.
	Integration of Knowledge and Ideas	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.
Reading Informational	Integration of Knowledge and Ideas	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
Reading Foundational	Phonics and Word Recognition	RF.2.3. (WS) Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels.
Writing	Text Types and Purposes	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. W.2.3. Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, and provide a sense of closure.

Strand	Key Feature	Student Competencies
	Research to Build and Present Knowledge	W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	Comprehension and Collaboration	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.
Language	Conventions of Standard English	L.2.2. (WS) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). DUBLIN ADOPTED: Know the spelling-sound correspondences for common 3 letter consonant blends and trigraphs.

Strand	Key Feature	Student Competencies
Reading Informational	Key Ideas and Details	RI.2.2. Analyze informational text development. a. Identify the main topic of a multiparagraph text. b. Identify the focus of specific paragraphs within the text. 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	Key Feature	Student Competencies
	Integration of Knowledge and Ideas	RI.2.8. Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.
	Range of Reading and Level of Text Complexity	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.
Reading Foundational Skills	Phonics and Word Recognition	RF.2.3. (WS) Know and apply grade-level phonics and word analysis skills in decoding words. d. Decode words with common prefixes and suffixes.
Writing	Text Types and Purposes	W.2.1. Write opinion pieces that introduce the topic or book being written about, express 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. W.2.2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.3. Write narratives to 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.
	Research to Build and Present Knowledge	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).
Language	Conventions of Standard English	L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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		<p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>L.2.2. (WS) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p>
	Vocabulary Acquisition and Use	<p>L.2.4. (WS) 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.</p> <p>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).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>