



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

Kindergarten

Course Goals:

Kindergarten Literacy Instruction creates the foundation for future language literacy learning and focuses on alphabetic principles, concepts of print, story telling, early writing, conversation and book knowledge. Reading, writing, listening, speaking and language instruction will be integrated within other subject areas throughout the day in order to help students acquire a wide range of literacy skills across contexts. In addition, 21st Century skills of creativity, communication, collaboration and critical thinking will be infused in the Kindergarten curriculum to give students the foundational skills, knowledge, and expertise to succeed in future work and life.

Strand	Key Feature	Student Competencies
Reading Literature	Craft and Structure	RL.K.5. Recognize common types of texts (e.g., storybooks, poems) RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	Integration of Knowledge and Ideas	RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
	Range of Reading and Level of Text Complexity	RL.K.10. Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
Reading Informational	Craft and Structure	RI.K.5. Identify the front cover, back cover, and title page of a book. RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
	Integration of Knowledge and Ideas	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Strand	Key Feature	Student Competencies
	Range of Reading and Level of Text Complexity	RI.K.10. Actively engage in group reading activities with purpose and understanding.
Reading Foundational Skills	Print Concepts	RF.K.1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
	Phonological Awareness	RF.K.2. (WS) Demonstrate understanding of spoken words, syllables, and phonemes (sounds). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words.
Speaking and Listening	Comprehension and Collaboration	SL.K.1 Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. SL.K.2. Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Strand	Key Feature	Student Competencies
	Presentation of Knowledge and Ideas	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
Language	Conventions of Standard English	L.K.1. (WS) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
	Vocabulary Acquisition and Use	L.K.4. (WS) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck) b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word L.K.5. (WS) With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.6. (WS) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Strand	Key Features	Student Competencies
Reading Literature	Key Ideas and Details	<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p>
Reading Informational	Key Ideas and Details	<p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>
	Integration of Knowledge and Ideas	<p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p>
Reading Foundational Skills	Fluency	<p>RF.K.4. Read emergent-reader texts with purpose and understanding.</p>
	Phonological Awareness	<p>RF.K.2. (WS) Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <p>d. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>
	Phonics and Word Recognition	<p>RF.K.3. (WS) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings for the five major vowels.</p>

Strand	Key Features	Student Competencies
		c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
Writing	Text Types and Purposes	<p>W.K.2. Use a combination of drawing and dictating to compose informative/explanatory texts.</p> <p>W.K.3. Use a combination of drawing and dictating to narrate a single event or several loosely linked events.</p>
	Research To Build and Present Knowledge	W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Speaking and Listening	Presentation of Knowledge and Ideas	<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
Language	Conventions of Standard English	<p>L.K.1. (WS) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</p> <p>d. Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).</p> <p>L.K.2. (WS) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p>

Strand	Key Features	Student Competencies
	Vocabulary Acquisition and Use	L.K.5. (WS) With guidance and support from adults, explore word relationships and nuances in word meanings. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Strand	Key Feature	Student Competencies
Reading Literature	Craft and Structure	RL.K.4. Ask and answer questions about unknown words in a text.
	Integration of Knowledge and Ideas	RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Reading Foundational Skills	Phonological Awareness	RF.K.2. (WS) Demonstrate understanding of spoken words, syllables, and phonemes (sounds). e. Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.
	Phonics and Word Recognition	RF.K.3. (WS) d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Writing	Text Types and Purposes	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or a preference about the topic or book (e.g., My favorite book...).

Strand	Key Feature	Student Competencies
		<p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred.</p>
	Production and Distribution of Writing	W.K.5. With guidance and support from adults, respond to questions and suggestions from peers.
Language	Conventions of Standard English	<p>L.K.2. (WS) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonants and short vowel phonemes (sounds).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>

Strand	Key Feature	Student Competencies
Reading Informational	Key Ideas and Details	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	Craft and Structure	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

Strand	Key Feature	Student Competencies
	Integration Of Knowledge And Ideas	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Reading Foundational Skills	Phonological Awareness	RF.K.2.(WS) c. Blend and segment onsets and rimes of single-syllable spoken words.
Writing	Text Types And Purposes	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or a preference about the topic or book (e.g., My favorite book...).</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
	Production And Distribution Of Writing	W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Research To Build And Present Knowledge	W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.