



Dublin City Schools
Writer's Studio
Graded Course of Study
2026

Dublin City Schools
High School English Language Arts Graded Course of Study

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

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WRITER'S STUDIO

Course Goals

Students will develop as writers through consistent practice, goal-setting, workshops, and reflection. Through free writing, journaling, and revision, students will develop original poetry, prose, and creative nonfiction with an eye toward publication. Students will have a choice in what they write and how they express their voices, with opportunities to pursue personal interests and creative goals. Students will explore all phases of publishing and may create content for school publications, websites, and contests. Students will be introduced to professional tools such as blogging, podcasting, and social media to support modern storytelling and student-led publishing.

Writing Cycle		
Students will grow as writers through consistent practice, goal-setting, workshops, and reflection.		
Strand	Topic	Content Statements
Writing	Free Writing, Idea Generation, Journaling	<p>W.9-10.10 & W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.9-10.1 & W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2 & W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.3 & W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
	Writer's Workshop	<p>W.9-10.5 & W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.4 & W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>W.9-10.1 & W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

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		<p>W.9-10.2 & W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.3 & W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
	Publication, Content Creation, Showcasing Visible Learning	<p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
Speaking and Listening		SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Writing	Conferencing	Students will participate in student-led writing conferences for teacher support with revision, and editing and developing author's craft and voice.