



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

6th Grade

Course Goals:

In the 6th Grade Language Arts students will embark on a journey of self-discovery through reading, writing and language (i.e., grammar, vocabulary and word study). The course is aligned to Ohio’s Academic Content Standards and prepares students for the Grade 6 Ohio’s State Tests in English Language Arts. The course stresses the independent use of reading strategies to comprehend and respond to a variety of literary and informational texts. In addition, this course emphasizes to students that writing is a process. Students will also acquire vocabulary through both reading practice and explicit instruction. Students are given time for modeled, shared, assisted and independent reading and writing practice.

Strand	Key Features	Student Competencies
Reading Literature	Key Ideas and Details	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	Craft and Structure	RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.

Strand	Key Features	Student Competencies
		RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Writing	Text Types and Purposes	<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
	Production and Distribution of Writing	W.6.4. 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.)
	Research to Build and Present Knowledge	W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Speaking and Listening	Comprehension and Collaboration	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Strand	Key Features	Student Competencies
		<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
Language	Conventions of Standard English	<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>
	Knowledge of Language	<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone</p>
	Vocabulary Acquisition and Use	<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

Strand	Key Features	Student Competencies
		d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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Reading Literature	Craft and Structure	<p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6 Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.</p>
Reading Informational	Key Ideas and Details	<p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Analyze informational text development.</p> <p>a. Determine a central idea of a text and how it is conveyed through particular details.</p> <p>b. Provide an objective summary of the text that includes the central idea and relevant details.</p>
	Craft and Structure	<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>

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Writing	Text Types and Purposes	<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Establish a thesis statement to present an argument.</p> <p>b. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the argument presented.</p>
	Production and Distribution of Writing	<p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</p>
Speaking and Listening	Comprehension and Collaboration	<p>SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
	Presentations of Knowledge and Ideas	<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>

Strand	Key Features	Student Competencies
Language	Conventions of Standard English	<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>
	Vocabulary Acquisition and Use	<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).</p>

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Reading Literature	Introduction of Knowledge and Ideas	<p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>
	Craft and Structure	<p>RI.6.6 Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.</p>
Reading Informational	Introduction of Knowledge and Ideas	<p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue</p> <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not</p> <p>RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
	Text Types and Purposes	<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Establish a thesis statement to present information.</p> <p>b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p>
Writing	Text Types and Purposes	<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Establish a thesis statement to present information.</p> <p>b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p>

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		<p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from the information or explanation presented.</p>
	Production and Distribution of Writing	W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
	Research to Build and Present Knowledge	W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
Speaking and Listening	Comprehension and Collaboration	<p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
	Presentation of Knowledge and Ideas	SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Strand	Key Features	Student Competencies
Language	Conventions of Standard English	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language

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Reading Literature	Key Ideas and Details	RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	Range of Reading and Level of Text Complexity	RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
Reading Informational	Key Ideas and Details	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
	Range of Reading and Level of Text Complexity	RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Strand	Key Features	Student Competencies
Writing	Research to Build and Present Knowledge	W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
	Range of Writing	W.6.10. 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 discipline-specific tasks, purposes, and audiences.
Speaking and Listening	Presentation of Knowledge and Ideas	SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Language	Vocabulary Acquisition and Use	L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.