

Dublin City Schools College Reading Graded Course of Study High School Elective

Philosophy

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem-solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors, and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts, which they read in and out of the classroom.

As twenty-first century readers and writers, students need to manage, analyze, and synthesize multiple streams of simultaneous information. Students need to learn strategies to create, critique, analyze, and evaluate multimedia texts. In addition, they must also attend to the ethical responsibilities required by complex technological environments.



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Program or Course Goals

College Reading is the study and development of **reading strategies** that lead to success with collegiate academics. Students learn and apply these strategies to accomplish academic and literacy tasks at the post-secondary level.

Students work individually and collaboratively using both self-selected text and content-area reading selections in the following ways:

- Develop reading stamina
- Engage in self-selected reading activities for personal enjoyment and information
- Apply appropriate pre-reading strategies (e.g., activate schema, predict)
- Determine a purpose and select a strategy for reading
- Develop flexible reading strategies including skimming, scanning, and power / rapid / speed reading
- Use text highlighting and annotating
- Employ appropriate strategies for comprehension
 - summarizing
 - predicting
 - inferring
 - self-questioning
 - comparing and contrasting
 - determining importance
 - synthesizing
- Develop and use increasingly sophisticated vocabulary gained through context with attention to higher-level challenge words.

College Reading also encompasses strategies for student success at the college / post-secondary level. These include:

- Goal setting related to college choice and selection of major, course selection
- Concentration and memory development
- Meta-cognition, learning style, personalized learning techniques
- Listening and note taking from college lectures
- Organizing information from college texts (e.g., graphic organizers)
- Time management and organization for campus success
- Strategies for exam preparation, taking exams, and overcoming exam anxiety
- Navigating challenges of campus life
 - Course syllabi
 - Relationships with professors and advisors
 - Life style changes (dorm, finances, social pressures, stress, community service, networking, study abroad, etc.)
- 21st Century Life and Career skills, including critical thinking, problem solving, oral and written communication strategies, and technological literacy
- Collaboration with peers to master multi-dimensional abilities required of them in the 21st century learning and workplace environment.



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Major Standards/ Categories of Study

Reading Categories of Study	
<p>Acquisition of Vocabulary: Vocabulary is acquired and enriched through listening, speaking, reading, and writing. (Big Idea II)</p>	<ul style="list-style-type: none"> • Students will apply and use knowledge of strategies to determine the meaning and application of unknown words within text. (Target 1) • Students will enhance their vocabulary and define unknown words by using resources and context clues. (Target 2) • Students will frequently engage in wide reading and language-rich conversation to acquire new vocabulary. (Target 3)
<p>Literary Text: The human story is understood through literary text. The understanding of literary text is acquired through the development of strategies to explain, analyze and critique a variety of texts. (Big Idea III)</p>	<ul style="list-style-type: none"> • Students will use a variety of strategies to comprehend literary text and demonstrate understanding. (Target 2) • Students will apply knowledge of literary genres and literary periods to enhance understanding. (Target 4) • Students will choose to immerse themselves in literary text for a variety of purposes (Target 5)
<p>Informational Text: Being a discerning member of society requires successful accessing and processing of informational, technical, and persuasive texts. (Big Idea IV)</p>	<ul style="list-style-type: none"> • Students will recognize, analyze and evaluate the use of text features and a variety of text structures in order to build text knowledge and access information. (Target 1) • Students will use a variety of strategies to comprehend and respond to information, technical, and persuasive texts. (Target 2) • Students will discern and evaluate the author's purpose, viewpoint, argument, bias, and/or persuasive techniques in informational texts. (Target 3) • Students will locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (Target 4)



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Writing Categories of Study	
<p>Writing Process: Effective writing is generated through an intentional process used to communicate to a target audience. (Big Idea V)</p>	<ul style="list-style-type: none"> ▪ Students will generate writing topics and/or questions, establish a purpose appropriate for the audience and effectively plan their writing. (Target 1) ▪ Students will use appropriate organizational strategies to plan and then draft writing. (Target 2) ▪ Students will use revision strategies to improve language, voice, individual style, organization and clarity of the message. (Target 3) ▪ Students will edit to improve sentence fluency, word usage (correct diction) mechanics (e.g., capitalization and punctuation), spelling, grammar and usage. (Target 4)
<p>Writing Applications: Effective writing is generated through an intentional process used to communicate to a target audience. (Big Idea V)</p>	<ul style="list-style-type: none"> ▪ Students can incorporate information from text and integrate it into their own writing. (Target 5)
<p>Oral and Visual Communications: The human experience requires the ability to effectively communicate through a variety of formats. (Big Idea VI)</p>	<ul style="list-style-type: none"> ▪ Students will create and/or publish various forms of written text appropriate to the audience and purpose. (Target 1) ▪ Students will orally communicate as appropriate to the audience and purpose. (Target 2) ▪ Students will design and construct visual media as appropriate to the audience and purpose. (Target 3) ▪ Students will develop active listening skills that enhance communication. (Target 4)

