

Dublin City Schools Individualized Reading Workshop

Graded Course of Study

High School Elective

Philosophy

Students come to high school with diverse reading levels and a wide range of background knowledge. With these variations in mind, many students require individualized opportunities to develop and learn to apply customized 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 must 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.



Dublin City Schools Individualized Reading Workshop

Graded Course of Study

High School Elective

Program or Course Goals

Individualized Reading Workshop provides an opportunity for students to receive extra instructional support as they study and develop reading strategies that lead to academic success. Students learn and apply these strategies to accomplish academic and literacy tasks across the curriculum. In addition they work with their instructor to evaluate current reading strengths and needs, then establish personalized goals for reading growth.

Students are guided by the instructor to use reading selections at an individually appropriate reading level in the following ways:

- Apply appropriate pre-reading strategies (e.g., activate schema, predict).
- Develop decoding skills.
- Develop and use and increasingly challenging vocabulary gained through context.
- Determine a purpose and select a strategy for reading.
- Select and read material for personal enjoyment and information.
- Develop flexible reading strategies including skimming, scanning, SQ3R, and power / rapid / speed reading.
- Develop reading stamina and fluency.
- Employ individually appropriate strategies for comprehension including:
 - visualizing
 - making connections
 - summarizing
 - predicting
 - inferring
 - self-questioning
 - comparing and contrasting
 - determining importance
 - synthesizing

Individualized Reading Workshop also offers students the opportunity to select from customized study strategies for success across the curriculum based on individualized need.

Strategies include:

- Goal setting and motivation.
- Concentration and memory development.
- Learning style, brain dominance and multiple intelligences.
- Listening and note taking.
- Organizing information from texts (graphic organizers).
- Time management and organization.
- Strategies for test preparation, test taking, and overcoming test anxiety.
- Practice opportunities for the Ohio Graduation Test (OGT), college entrance exams (SAT, ACT), the TOEFL, or the ASVAB examination.
- 21st Century life and career skills, including critical thinking, problem solving, oral and written communication strategies, and technological literacy.



Dublin City Schools Individualized Reading Workshop

Graded Course of Study

High School Elective

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)



Dublin City Schools Individualized Reading Workshop

Graded Course of Study

High School Elective

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) • Students can incorporate information from text and integrate it into their own writing. (Target 5)
<p>Writing Applications: 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)

