Dublin City Schools Reading Study Skills
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 academic demands increase, reading challenges increase, requiring increased support for students.

As twenty-first century readers and writers, students will need to manage, analyze, and synthesize multiple streams of simultaneous information. Students will 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.

The focus of adolescent literacy improvement efforts, repeated throughout research, include the following principles that relate to teachers as reading instructors.

- Students require combinations of individual, small group, and whole group instruction that is systematic, sequenced, explicit, and relevant.
- Instruction should be individualized, differentiated, scaffolded and supportive.
- Reading instruction should be integrated with content learning goals, coordinated with content-area teachers who are experts in learning from text in their own disciplines.
- Students must continue to build fluency, expand vocabulary, and improve written and oral expression throughout the school years.
- Students must be encouraged to use and transfer strategies as academic challenges increase, building academic rigor.
- 21st century literacy strategies must be infused into daily lesson activities.
- Individual learners must be valued.
- Teachers recognize the challenges students face as well as the contributions they make to shared academic work.

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

Program or Course Goals

Reading and Study Skills emphasizes reading as a means to learning and offers students of all abilities study strategies for mastery of its subject matter.

Reading and Study Skills encompasses strategies for student success across the curriculum. These strategies include:

- Goal setting and self-motivation
- Concentration and memory development
- Fluent reading
- Listening and note taking
- Organizing information from texts (e.g., graphic organizers)
- Content area reading strategies
- Time management and organization
- Strategies for test preparation, test taking, and overcoming test anxiety
- 21st Century Life and Career skills, including critical thinking, problem solving, oral and written communication strategies, and technological literacy

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

Major Standards/Categories of Study

Reading Categories of Study	
Acquisition of Vocabulary: Vocabulary is acquired and enriched through listening, speaking, reading, and writing. (Big Idea II)	▪ 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)
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 II)	▪ 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)
Informational Text: Being a discerning member of society requires successful accessing and processing of informational, technical, and persuasive texts. (Big Idea IV)	▪ 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 Reading Study Skills
Graded Course of Study
High School Elective

Writing Categories of Study	
Writing Process: Effective writing is generated through an intentional process used to communicate to a target audience. (Big Idea V)	▪ 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)
Writing Applications: Effective writing is generated through an intentional process used to communicate to a target audience. (Big Idea V)	▪ Students can incorporate information from text and integrate it into their own writing. (Target 5)
Oral and Visual Communications: The human experience requires the ability to effectively communicate through a variety of formats. (Big Idea VI)	▪ 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)