

## Course Description – Grades 9 – 12, ADULT

Subject Area: Reading  
Course Number: 1008350  
Course Title: Reading for College Success  
Credit: 0.5 elective

### Basic Assumptions for Reading Instruction:

- All students have access to computers.
- Classroom activities are student-centered, emphasizing concrete experiences and active/experiential learning.
- No single program or strategy can be successful in remediating the needs of all students.
- It is necessary to implement a combination of research-based and evidenced-based programs and strategies that have been proven successful in accelerating the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review and independent practice to insure mastery.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Instruction and materials should accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension should be provided, as necessary, based on reliable and valid assessment data.
- Evaluation includes alternative methods of assessment.
- All strands addressed in the Sunshine State Standards are developed across the PreK – 12 curriculum.

**A. Major Concepts/Content:** This course prepares students for entry level College Reading. Major topics include argument, bias, supporting details, fact and opinion, inferences, main ideas, organizational patterns and relationships, purpose and tone, and vocabulary in context.

The content should include, but not be limited to, the following:

- Locating or inferring the main idea
- Critical thinking
- Problem-solving
- Test-taking skills
- Integration of reading with student written responses to text

- Instruction in high frequency vocabulary
- Determining the meanings of words through vocabulary context clues
- Finding specific details
- Making or concluding appropriate inferences based on information given
- Differentiating an author's tone and purpose based upon author word choice
- Recognizing relationships and organizational patterns of ideas within sentences, and between sentences in single paragraphs and entire passages
- Identifying statements of opinion or fact by author word choice
- Discovering author bias from word choice or one-sided viewpoints
- Tracing the validity of arguments with relevant and adequate statements of support

**B. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to the course. The benchmarks printed in regular type are required for this course.

**1. Locate or infer the main idea.**

LA.912.1.7.3 Determine the main ideas or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

LA.912.2.2.2 Use information from the text to answer questions or to state the main idea or provide relevant details.

**2. Determine the meanings of words through vocabulary context clues.**

LA. 912.1.6.1 Use new vocabulary that is introduced and taught directly.

LA.912.1.6.3 Use context clues to determine meanings of unfamiliar words.

LA.912.1.6.4 Categorize key vocabulary and identify salient features.

LA.912.1.6.5 Relate new vocabulary to familiar words.

LA.912.1.6.9 Determine the correct meaning of words with multiple meanings in context.

LA.912.1.7.8 Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

LA.912.2.2.2 Use information from the text to answer questions or to state the main idea or provide relevant details.

LA.912.2.2.5 Select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

### **3. Find specific details**

LA.912.1.7.3 Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

LA.912.2.2.1 Analyze and evaluate information from text features (e.g. transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).

LA.912.2.2.2 Use information from the text to answer questions or to state the main idea or provide relevant details.

LA.912.2.2.3 Organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining).

### **4. Make or conclude appropriate inferences based on information given**

LA.912.1.7.3 Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

LA.912.2.2.1 Analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).

### **5. Differentiate an author's tone and purpose based upon author word choice**

LA.912.1.6.1 Use new vocabulary that is introduced and taught directly.

LA.912.1.6.4 Categorize key vocabulary and identify salient features.

LA.912.1.7.1 Use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions) text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

LA.912.1.7.2 Analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.

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LA.912.2.2.4 Identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text).

**6. Recognize relationships and organizational patterns of ideas within sentences, between sentences in single paragraphs, and entire passages**

LA.912.1.7.1 Use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

LA.912.1.7.4 Identify cause-and-effect relationships in text.

LA.912.1.7.5 Analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

LA.912.2.2.3 Organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points, within text through charting, mapping, paraphrasing, summarizing, comparing contrasting, or outlining).

**7. Identify statements of opinion or statements of fact by author word choice or objective means of evidence**

LA.912.2.2.2 Use information from the text to answer questions or to state the main idea or provide relevant details.

LA.912.2.2.3 Organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting,

or outlining.

**8. Spot author bias from word choice or one-sided viewpoints**

LA.912.2.2.4 Identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text).

**9. Trace the validity of arguments with relevant and adequate statements of support**

LA.912.2.2.1 Analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).

LA.912.2.2.2 Use information from the text to answer questions or to state the main idea or provide relevant details.