

Course: 1008350 Reading for College Success

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BASIC INFORMATION

Course Title:	Reading for College Success
Course Number:	1008350
Course Abbreviated Title:	RCS
Course Path:	Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Language Arts » SubSubject: Reading »
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Type:	Core
Status:	State Board Approved
Class Size?	Yes
Version Description:	This course is targeted for grade 12 students whose test scores on the Postsecondary Educational Readiness Test are below the established cut scores, indicating that they are not "college-ready" in reading. This course incorporates reading and analysis of informational selections to develop critical reading skills necessary for success in college courses. This course prepares students for successful completion of Florida college English language arts courses requiring extensive grade-level reading. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core standards.
General Notes:	The content should include, but not be limited to, the following: demonstrating successful reading of argument, including recognizing bias and supporting details; demonstrating successful reading of fact

	and opinion, including recognizing inferences and main ideas; demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading; and demonstrating successful understanding of vocabulary in context.
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STANDARDS (23)

<u>LACC.1112.L.2.3a:</u>	Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<u>LACC.1112.L.2.4a:</u>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
<u>LACC.1112.L.2.4b:</u>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
<u>LACC.1112.L.2.4c:</u>	Consult general and specialized 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, its part of speech, its etymology, or its standard usage.
<u>LACC.1112.L.2.4d:</u>	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).
<u>LACC.1112.L.2.5a:</u>	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
<u>LACC.1112.L.2.5b:</u>	Analyze nuances in the meaning of words with similar denotations.
<u>LACC.1112.L.2.3:</u>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when</p>

	reading.
<u>LACC.1112.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
<u>LACC.1112.L.3.6:</u>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LACC.1112.RI.1.2:</u>	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<u>LACC.1112.RI.1.3:</u>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<u>LACC.1112.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<u>LACC.1112.RI.2.5:</u>	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
<u>LACC.1112.RI.2.6:</u>	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
<u>LACC.1112.RI.3.7:</u>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

<p><u>LACC.1112.RI.3.8:</u></p>	<p>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>
<p><u>LACC.1112.RI.3.9:</u></p>	<p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>
<p><u>LACC.1112.RI.4.10:</u></p>	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p><u>LACC.1112.W.3.7:</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><u>LACC.1112.W.3.9:</u></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
<p><u>LACC.4.RI.2.5:</u></p>	<p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
<p><u>LACC.K12.R.3.8:</u></p>	<p>Delineate and evaluate the argument and specific claims in a text,</p>

including the validity of the reasoning as well as the relevance and sufficiency of the evidence.



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