

<b>Course Number:</b> 1008350
<b>Course Path: Section:</b> Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Language Arts » SubSubject: English
<b>Course Title:</b> Reading for College Success
<b>Course Section:</b> Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b> READ COLL. SUCCESS
<b>Number of Credits:</b> 0.5
<b>Course Length:</b> Semester
<b>Course Type:</b> Elective
<b>Course Status:</b> Approval Pending
<b>Class Size:</b> No
<b>Course Description:</b> <i>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.</i>
<b>General Notes:</b> <i>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.</i>
<b>Reading Informational Text</b>
<b>Benchmark Notes:</b> <i>These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i>
<b>LACC.1112.RI.1 Key Ideas and Details</b>
LACC.1112.RI.1.2 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.
LACC.1112.RI.1.3 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.
<b>LACC.1112.RI.2 Craft and Structure</b>

LACC.1112.RI.2.4 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).
LACC.1112.RI.2.5 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.
LACC.4.RI.2.5 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.
LACC.1112.RI.2.6 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.
<b>LACC.1112.RI.3 Integration of Knowledge and Ideas</b>
LACC.1112.RI.3.7 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.
LACC.1112.RI.3.8 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., <i>The Federalist</i> , presidential addresses).
LACC.612.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LACC.1112.RI.3.9 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.
<b>LACC.1112.RI.4 Range of Reading and Level of Text Complexity</b>
LACC.1112.RI.4.10 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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
<b>Writing</b>
<b>Benchmark Notes:</b> <i>Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year’s grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.</i>
<b>LACC.1112.W.3 Research to Build and Present Knowledge</b>
LACC.1112.W.3.7 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.
LACC.1112.W.3.9 Draw evidence form literary or informational texts to support analysis, reflection, and research.

<b>Language</b>
<i><b>Benchmark Notes:</b> The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.</i>
<b>LACC.1112.L.2 Knowledge of Language</b>
LACC.1112.L.2.3 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.
LACC.1112.L.2.3a Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>LACC.1112.L.3 Vocabulary Acquisition and Use</b>
LACC.1112.L.3.4a 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.
LACC.1112.L.3.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LACC.1112.L.3.4c 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.
LACC.1112.L.3.4d Vocabulary Acquisition and Use: 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).
LACC.1112.L.3.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LACC.1112.L.3.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LACC.1112.L.3.5b Analyze nuances in the meaning of words with similar denotations.
LACC.1112.L.3.6 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.