

TRANSITION TO COLLEGE INTEGRATED READING AND WRITING

[A Literacy Model for Instruction]

College Preparatory for Transition ELAR Course

Target Students: Students who have not demonstrated college readiness as defined by HB5.

Recommended: Students who have successfully completed English I, II, and III and met the state requirement for “Level II/Satisfactory Academic Performance” on both STAAR English I and II.

Course Description as defined by (HIGHER ED PARTNERSHIP):

In this college-preparatory course students will improve integrated critical reading and writing skills through engagement with a variety of texts across content areas and genres. As a result, students will be able to develop and express ideas clearly and effectively to communicate with various audiences for various purposes and occasions..

Course Student Learning Outcomes: The learning outcomes were designed to incorporate all of English IV TEKS/SEs, CCRS, and local college standards and can be identified per district initiatives and policies.

STUDENT LEARNING OUTCOMES
1. Locate explicit textual information, draw complex inferences (e.g. inductive and deductive), monitor comprehension through practice with summary and paraphrase, make connections, analyze, and evaluate the information within and across multiple texts/ genres of varying lengths.
2. Comprehend and use the five components of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension) effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose.
6. Determine and use effective communication approaches and rhetorical strategies for given reading, writing, and presentation tasks for various audiences and purposes.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8 Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose multi-paragraph, college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.
11. Engage in extensive library research for ethical decision-making to include the following: analyze and reflect on the topic and process, evaluate resources, paraphrase, summarize, quote, and accurately cite sources; and determine the reliability; validity; and accuracy of sources among primary, secondary, and other sources.
12. Demonstrate listening and speaking skills within the learning process with lectures, team-projects, goal-setting, decision-making, and evaluating the work of the group based on set criteria.

Course Goal by [HIGHER ED PARTNER]:

- This course is recommended for students who require state-mandated remediation.
- In particular, this course is intended to build the foundation for the study of Freshman Composition.

Additional Public Ed Goals:

- Students are prepared to enter post-secondary coursework or careers with no additional remediation in reading and writing.
- Students experience a performance-based portfolio assessment.
- Students manage their own learning through effective self-scheduling, self-monitoring, and effective peer study groups.

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**College Preparatory for Transition ELAR Course (Cont.)
Professional Development and Resources**

Suggested Course Resources (recommended by [PARTNERSHIP]):

- Bedford/St. Martins: Reflections First Edition by Kathleen T. McWhorter
- Everyday Use by Hephzibah Roskelly and David A Jolliffe
- 50 Essays by Samuel Cohen
- Patterns by Laurie Kirszner
- Models for Writers by Alfred Rosa and Paul Eschholz
- Current Issues and Enduring Questions by Sylvan Barnet and Hugo Bedau
- College Writing Skills with Readings by John Langan
- Reading Critically, Writing Well by Rise Axelrod Charles Cooper and Allison Warriner
- Language of Composition by Shea, Scanlon, and Aufses
- Everything's an Argument by Andrea Lunsford, John Ruszkiewicz, and Keith Walters
- Fusion Book II by Kemper, et al

Suggested Course Online Resources:

- GenTX.org
- curriculum21.com
- successnetplus.com
- owl.english.purdue.edu
- iTunes University
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Grading Policy:

An average grade of 75 or better on the three minimum essays and the comprehensive portfolio assessment

- Utilize the suggested rubric for suggested checkpoints for the general essays and final reflective essay.

**College Preparatory for Transition ELAR Course (Cont.)
Professional Development and Resources**

Suggested Professional Resources:

Anderson, Jeff:

- *Everyday Editing*
- *Mechanically Inclined*
- *Ten Things Every Writer Should Know*

Beers, Kylene and {Probst, Robert}:

- *Notice & Note*
- *Notice & Note Nonfiction*
- *When Kids Can't Read*

Bernabei, Gretchen:

- *Why We Must Run with Scissors*
- *Reviving the Essay*
- *Crunchtime*
- *The Story of My Thinking*
- *Fun-size Academic Writing for Serious Learning*

Daniels, Harvey and Steinecke, Nancy:

- *Text and Lessons For Content Area Reading*
- *Text and Lessons for Literature*

Fisher, Douglas and Frey, Nancy:

- *Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention*
- *Rigorous Reading: Five Access Points for Comprehending Complex Text*

Gallagher, Kelly:

- *Deeper Reading*
- *Teaching Adolescent Writers*
- *Write Like This*
- *Readicide*

Tovani, Cris:

- *I Read it, but I Don't Get It: Comprehension Strategies for Adolescent Readers*
- *Do I Really Have to Teach Reading*
- *So What do They Really Know*

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**College Preparatory for Transition ELAR Course (Cont.)
Professional Development and Resources**

Suggested Professional Development:

- A timeline of PD will be offered [TBD] as checkpoints throughout course implementation
- Collaboration of PD by various ISDs [TBD]

Online support: course1.winona.edu; gallaudet.edu