Academic Skills Development 1

An overarching goal of the ASD classes is to explicitly teach academic reading and writing skills through exposure to a broad range of content in social sciences -- (history, geography, politics, economics, current events, government, and civics.), and science -- (health sciences, environment, current science and technology research/breakthroughs, life science, biology, body systems, etc.).

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| **Reading** | **Writing** | **Study/Learning Skills** | **Digital/Media Literacy** |
| Silently read and understand 1-2 paragraphs relevant to lessons; demonstrate understanding by answering simple comprehension questions, R1.2a, R1.3a  Connect text to one's own experience and to observations about the world  Interpret/read maps, cartoons, directions and instructions, notices and advertisements  Understand a variety of comprehension testing formats --multiple choice, fill-ins, etc.  Support answers with information from reading. (CCR Anchor 1)  Determine theme or main idea of a text and identify supporting details R1.4b  Use the following reading skills and strategies:   * Preview a text. /Predict, R1.4d * Scan for details, R1.2b, * Identify sequence, R1.3b, R1.4b * Identify main ideas, R1.3b * Finding supporting details, R1.4b * Make inferences, R1.6d * Draw conclusions, R1.6d * Compare/ contrast, R1.3&4c   (Continued next page.)  Vocabulary: Develop an expanded lexicon of vocabulary to begin expressing shades of meaning (e.g. antonyms, synonyms, and word families) S2.4b  Recognize the parts of speech: noun, verb, proper noun, and pronoun | Original sentence writing, W1.3a  Simple and compound sentences with and, but, so, W2.4a  Several sentences, W1.3a, W1.4a  Paragraph writing, W2.4c  Mechanics: capitals, periods, question mark  Spelling: mostly regular, can write from dictation, can use phone for spell check  Subject and verb agreement  Transition Words: Also, then, first, next, finally  Register: Distinguish between everyday English and Academic English  Find information in a text to answer questions about that text.  Students can follow these steps of the Writing Process   * 1. Brainstorm: Discuss ideas * 2. Planning: Use basic Graphic Organizer for sentence or paragraph, * 3. Draft: Write in class * 4. Revise & Edit with feedback, including peer conferences and teacher feedback. * 5. Publish: Collect work in a portfolio to mark progress + Post best work on Google Classroom Site   Vocabulary: Develop an expanded lexicon of vocabulary to begin expressing shades of meaning (e.g. antonyms, synonyms, and word families) S2.4b  (Continued next page.)  Recognize the parts of speech: noun, verb, proper noun, and pronoun | 1. Alphabetize a list 2. Use a dictionary 3. Listen effectively to teacher and classmates 4. Organize notebook, homework, and materials 5. Understand class rules and expectations 6. Develop and use successful strategies for studying (i.e., retrieval of material covered in class, making own flashcards, keeping a list of own frequently misspelled words, etc.) 7. In a text, understand table of contents, index, menu, heading, subheadings, etc. 8. Understand and follow multi-step directions to complete a worksheet or classroom activity 9. Understand individual strengths and weaknesses in learning, monitor progress/ improvement, L3.5d 10. Find opportunities to use English outside of class; apply techniques for independent practice and review of material covered in class, S3.4c 11. Work cooperatively in pairs and/or small groups; brainstorm ideas to problem solve 12. Use memory strategies   (Continued next page.)   1. Proofread and self-correct written work 2. Take risks in order to learn and practice, S3.4d 3. Develop and follow a routine for studying and completing hmwk. | *How do we use Google Classrooms?*   * Navigate to class page and find assignments * Upload assignments * Access readings, articles, and videos through page links * Post blog responses to teacher prompts and in reply to classmates’ blog posts   Set up a gmail account if students don’t already have one.  Use Google docs for sharing.  Use Google slides for presentations.  *What are positives and negatives of Social Media?*   * Privacy settings; who can see your posts/photos * Managing your online presence/footprint * Cyberbullying, trolls   *How do I find reputable information online?*   * Searches, refining searches * Checking/tracing online sources * Cross checking information   When/why to use native language vs. English sites |
| **Demonstration of Learning**   * Read a text about \_\_\_\_\_\_\_\_\_\_, respond to questions about the text on class post. * Respond to a classmate’s post in a reply post. * Read a text and summarize it using a summary frame. * Research one topic covered in class. Present information on the topic to students as an oral presentation with images. * Write a paragraph with topic sentence and supporting sentences | | **Materials**   * *Headway Reading: Academic Skills -- Writing, and Study Skills* Level 1 (Oxford) * *Weaving It Together: Connecting Reading and Writing* Level 1 (Cengage) * Academic Reading and Writing Series (Pearson/Longman) | |