Academic Skills Development 2

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** |
| * Read and understand simplified or adapted multi-paragraph text on a familiar topic, R1.4a
* Support answers with information from reading. (CCR Anchor 1)
* Connect text to one's own experience and to observations about the world
* Interpret/read maps, cartoons, directions and instructions, notices and advertisements
* Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)
* Recognize ¶ structure: main idea, topic sentence, supporting sentences, conclusion R1.4b
* Understand a variety of comprehension testing formats --multiple choice, fill-ins, etc.
* Preview a text. /Predict, R1.4d
* Scan for details, R1.2b, R1.6c
* Identify sequence, R1.3b, R1.4b
* Identify main ideas, R1.3b
* Finding supporting details, R1.4b
* Make inferences, R1.6d
* Draw conclusions, R1.6d
* Skim for purpose R1.6d
* Compare/ contrast, R1.3&4c Identify cause and effect, R1.5b
* Identify transition words, R1.3b, R1.4b
* Summarize, S1.4d, W1.6d
* Identify POV, R1.5e
* Identify format and purpose of text, R1.4e
* Self-evaluate level of understanding

(Continued next page.)* Develop **vocabulary** including common roots and prefixes/suffixes, homonyms, words with multiple meanings, and some common idiomatic expressions, R2.4d, L2.5d
* Develop vocabulary including word families (e.g. invest, investor, investment), R2.5b
* Recognize the parts of speech: noun, verb, proper noun, and pronoun, adjective, preposition
 | * Write simple, compound, and complex sentences using *because, or, when, so,* W2.4a
* Paragraph writing, W2.4c
* Write several related paragraphs, W2.6c
* Use sequence, W1.4c
* Describe problem/solution, W1.5a, Compare, W1.4d
* Express opinion W1.5a
* Use punctuation: capitals, periods, question marks, commas, exclamation points
* Use mostly regular spelling, write from dictation, use phone for spell check
* Use of present, past, and future tenses.
* Recognize a sentence fragment and a run-on
* Transition Words: *later, in addition, for example, in other words, in conclusion*, etc.
* Register: Distinguish between every day and Academic English
* Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)

Follow these steps of the Writing Process:1. **Brainstorm**: Discuss ideas, use a word web,2. **Planning**: Use Graphic Organizer for various paragraph types and to produce one two- three paragraph essay 3. **Draft**: Write in class4. **Revise & Edit** with feedback, including peer conferences and teacher feedback5. **Publish**: Collect work in a portfolio to mark progress. Post best work on Google Classroom Site(Continued next page.)* Develop **vocabulary** including common roots and prefixes/suffixes, homonyms, words with multiple meanings, and some common idiomatic expressions, R2.4d, L2.5d
* Develop vocabulary including word families (e.g. invest, investor, investment), R2.5b
* Recognize the parts of speech: noun, verb, proper noun, and pronoun, adjective, preposition
 | 1. Organize notebook, homework, and materials
2. 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.)
3. In a text, understand table of contents, index, menu, heading, subheadings, etc.
4. Understand individual strengths and weaknesses in learning
5. Find opportunities to use English outside of class; apply techniques for independent practice and review of material covered in class S3.4c
6. Collaborate effectively in pairs and/or small groups; brainstorm ideas to problem solve
7. Use memory strategies
8. Proofread and self-correct written work
9. Take risks in order to learn and practice S3.4d
10. Self-monitor understanding and improvement L3.5d
11. Use index cards to deliver an oral presentation
12. Use study aids, such as retrieval, index cards, notes, and highlighting
13. Use test-taking skills & strategies

(Continued next page.)1. Time management; personal calendar
2. Use a highlighter to underline important material in reading R3.5c
3. Take notes while reading or listening to a presentation R3.6b
4. 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

(Continued next page.)*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. (I agree. I disagree because. . .)
* Summarize a text in original sentences using several key words from text.
* Restate what a text or classmate says
* Research one topic covered in class. Present information on the topic to students as an oral presentation with PowerPoint.
* Write a paragraph with topic sentence, supporting sentences (details, examples), with simple transitions words, simple and compound sentences, and a concluding sentence
* Write two-four well-organized paragraphs on one topic.
 | **Materials*** *Headway Reading: Academic Skills -- Writing, and Study Skills* Level 2 (Oxford)
* *Weaving It Together: Connecting Reading and Writing* Level 2 (Cengage)
* Folse reading and writing series(Cengage)
* Kim Marshall reading and writing series (EPS)
* Academic Reading and Writing Series (Pearson/Longman)
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