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 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  (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) | |