Academic Skills Development 3

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 a multi-paragraph, authentic text on a familiar topic with support, R1.5a, R1.6a. * Read and understand a course syllabus. * Connect text to one's own experience, to observations about the world, and to other texts. * Interpret/read maps, cartoons, directions and instructions, timelines, notices and advertisements. * Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text, RI/RL.5.1. * Recognize ¶ structure: main idea, topic sentence, supporting sentences, conclusion, R1.4b. * Recognize purpose of text in its format. * Recognize common elements of fiction: characters, setting, conflict, etc. * Understand a variety of comprehension testing formats --multiple choice, fill-ins, etc. * Preview a text/Predict subject or action, R1.4d. * Scan for key details, R1.2b, R1.6c. * Identify sequence of events, R1.3b, R1.4b. * Identify main ideas and paragraph topics, R1.3b. * Finding supporting details, R1.4b. * Make inferences, R1.6d. * Draw conclusions, R1.6d. * Identify purpose R1.6d. * Compare/ contrast, R1.3&4c. * Identify cause and effect, R1.5b. * Identify transition words, R1.3b, R1.4b. * Identify references to previous nouns and/or information. * Categorize evidence: fact, opinion, personal story, statistic + source. * Summarize, S1.4d, W1.6d. * Identify POV and/or tone R1.5e. * Identify format and purpose of text, R1.4e.   (Continued next page.)   * Distinguish between relevant and irrelevant information, R1.5d. * Determine explicit vs implicit meaning/message, CCR Anchor 1. * Distinguish between literal and figurative language, R2.6c. * Understand the meaning of common and more complex verb tenses in context, R2.6e. * Determine sources of reading and online material, CCR Anchor 1, RH.9-10.1. * Self-evaluate level of understanding. * Develop **vocabulary** including common roots and prefixes/suffixes, homonyms, words with multiple meanings, and some common idiomatic expressions, R2.4d. * Use context clues and knowledge of morphemes to determine word meaning. * Use quantifiers, sequencing words, and transition words in writing. * Use expanded vocabulary that includes abstract nouns, W2.5b. * Recognize the parts of speech: noun, verb, proper noun, and pronoun, adjective, adverb, preposition. * Recognize words with the same root and identify their parts of speech, especially with common prefixes and suffixes. | * Sentence Writing simple, compound, and complex sentences using because or when and other subordinating conjunctions, W2.4a. * Paragraph writing and 5 paragraph essay * Use sequence, W1.4c. * Describe problem/solution, W1.5a, compare/contrast, W1.4d. * Express opinion, W1.5a. * Use punctuation: capitals, periods, question mark, commas, exclamation points, quotation marks. * Use regular spelling: write from dictation, use phone for spell check. * Use appropriately mixed tenses including passive forms, W2.6d. * Recognize and correct a sentence fragment and a run on sentence. * Use transition words: *furthermore, yet, however, instead, likewise, as a result, as X says, “quote”, although.* * Distinguish between every day and academic English, familiar audience, W1.5c, and not familiar audience, W1.6c. * Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text, RI/RL.5.   Follow these steps of the Writing Process:   * **Brainstorm**: Discuss ideas, Word web * **Planning**: Use Graphic Organizer for various paragraph types and one, two, or three paragraph essay.   (Continued next page.)   * **Draft**: Write in class or independently. * **Revise** with feedback from peers and T. * **Edit** with feedback, including peer conferences and teacher feedback. * **Publish**: Collect work in a portfolio to mark progress. Post best work on Google Classroom Site. Respond to one peer’s posted work. * Develop **vocabulary** including common roots and prefixes/suffixes, homonyms, words with multiple meanings, and some common idiomatic expressions, R2.4d. * Use context clues and knowledge of morphemes to determine word meaning. * Use quantifiers, sequencing words, and transition words in writing. * Use expanded vocabulary that includes abstract nouns, W2.5b. * Recognize the parts of speech: noun, verb, proper noun, and pronoun, adjective, adverb, preposition. * Recognize words with the same root and identify their parts of speech, especially with common prefixes and suffixes. | 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   (Continued next page.)   1. Take risks in order to learn and practice S3.4d 2. Self-monitor understanding and improvement L3.5d 3. Use index cards to deliver an oral presentation 4. Use study aids, such as retrieval, index cards, notes, and highlighting 5. Use test-taking skills & strategies 6. Time management; personal calendar 7. Use a highlighter to underline important material in reading R3.5c 8. Take notes while reading or listening to a presentation R3.6b 9. 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 response on post. (I agree. I disagree because. . . I would like to add to what x said.) * Summarize a text in a paragraph citing author, text title, key concepts. * 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, quotation), with varied transition words -- (*however, on the other hand*, etc.), varied sentences -- (simple, compound, and complex), and a concluding sentence. * Write a five paragraph essay with introduction, body, and conclusion | | **Materials**   * *GED Connections (Minnesota Literacy Council)* * *Headway Reading: Academic Skills -- Writing, and Study Skills* Level 3 (Oxford) * *Weaving It Together: Connecting Reading and Writing* Level 3 (Cengage) * Pathways Levels 3 & 3 (Cengage National Geographic) * Pre-High School Equivalency: Writing 2 (New Readers Press) * Folse reading and writing series (Cengage) * Kim Marshall reading and writing series (EPS) * Academic Reading and Writing Series (Pearson/Longman) | |