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.
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 | 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)
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