# Grade K Study Skills

Content Area: **Study Skills**
Course(s): **Study Skills**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

## Unit Overview

Study skills are an important avenue for developing success in the classroom. Throughout the school year, study skill methods will be introduced, practiced and utilized by all students. These skills will be explicitely taught and/or embedded across the curriculum. Students, under teacher guidance, will use a variety of tools, such as highlighters and notecards to organize and support learning. They will use graphic organizers such as story maps and Venn diagrams to organize, sort and communicate information. By effectively building these skills, the students will be able to capitalize on learning opportunities across the curriculum and build the groundwork for lifelong study and work habits.

## Standards

LIST

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| CCSS.ELA-Literacy.RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| CCSS.ELA-Literacy.RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| CCSS.ELA-Literacy.RL.2.9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| CCSS.ELA-Literacy.RI.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| CCSS.ELA-Literacy.RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| CCSS.ELA-Literacy.RI.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| CCSS.ELA-Literacy.RI.2.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| CCSS.ELA-Literacy.W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |
| CCSS.ELA-Literacy.W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| CCSS.ELA-Literacy.W.2.3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| CCSS.ELA-Literacy.W.2.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| LA.2.CCSS.ELA-Literacy.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn |

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| | from the text. |
| LA.2.CCSS.ELA-Literacy.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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| LA.2.CCSS.ELA-Literacy.CCRA.R.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| LA.2.CCSS.ELA-Literacy.CCRA.R.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| LA.2.CCSS.ELA-Literacy.CCRA.R.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| LA.2.CCSS.ELA-Literacy.CCRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| LA.2.CCSS.ELA-Literacy.CCRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

## Essential Questions

- How can tools help to aid in organizing and communicating information?
- How can we begin to develop skills to support our future learning and success in the workplace?
- How can we build independence as learners?

## Application of Knowledge and Skills...

## Students will know that...

- charts can be used to gather and organize information
- highlighters and note cards can be used to identify and locate information in text

## Students will be skilled at...

- using graphic organizers to organize, categorize and communicate information.
- using highlighters to identify specific parts of their work.
- using note cards to locate and gather information.

## Assessments

Formal assessments are not administered. Successful mastery of the Study Skills curriculum will be measured by each student's ability to accomplish the following during their daily work:

- Compare/contrast information using a Venn diagram.
- Identify and emphasize important information with highlighters
- Locate information with note cards.

## Activities

Study skills activities are embedded in lessons across the curriculum. The following list are some suggested examples.

- use highlighters while listening to texts.
- use note cards/post its while listening to texts in science/social studies/health big books.
- use note cards/post its while listening to texts.
- Use of annotation while reading through texts using developmentally appropriate tools with teacher guidance
- use story maps in reading to refer to during week's lessons
- use story maps to sequence events while reading text
- use story maps under teacher direction.
- use Venn diagram to compare/contrast different seasons in science
- use Venn diagram to compare/contrast story characters
- use Venn diagrams in science/social studies lessons.
- use Venn diagrams under teacher guidance.

## Activities to Differentiate Instruction

Study Skills are embedded in the Kindergarten curriculum and are introduced and implemented during instruction of English Language Arts, Math, Character Education, Social Studies, Health and Science.

- partner with a capable learner.
- provide lined paper.
- provide picture prompts.
- simplify graphic organizers.

## Integrated/Cross-Disciplinary Instruction

Study Skills are embedded in the Kindergarten curriculum and are introduced and implemented during instruction of English Language Arts, Math, Character Education, Social Studies, Health and Science.

## Resources

All Board approved teaching programs provide excellent resources that can be utilized in this Study Skills curriculum.

- Classroom charts
- Classroom materials and equipment
- Student school supplies
- Teacher Resource Kits