Grade 2 Study Skills

Content Area: **Study Skills**
Course(s): **Study Skills**
Time Period: **Generic Time Period**
Length: **School Year**
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. Daily planners are provided to the students and their use is modeled by the teachers. A significant amount of time is spent organizing folders and notebooks so the information is accessible.Students will use a variety of tools, such as highlighters and notecards to organize and support learning. They will learn to use these tools to help them annotate text in books and content areas. They will utilize number order and effective strategies for finding a page in a book with teacher assistance. They will use graphic organizers such as KWL charts, webs, and Venn diagrams to organize, sort and communicate information. Organizational skills such as ABC order and color-coding will be examined and used as well as memorization techniques for studying. 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

CCSS.ELA-Literacy.RL.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.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.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CCSS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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.RF.2.4.a	Read grade-level text with purpose and understanding.
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.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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.
CCSS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCSS.ELA-Literacy.L.2.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
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 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.
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.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.2.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.2.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.2.CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
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.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.2.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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.
LA.2.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.2.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or

	trying a new approach.
LA.2.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LA.2.CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.2.CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.2.CCSS.ELA-Literacy.CCRA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.2.CCSS.ELA-Literacy.CCRA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Essential Questions

- How can tools help 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...

- ABC order and color coding are useful organizational techniques
- annotating, highlighting and underlining can aid in the location of information in a text
- assignments can be kept track of in a daily planner
- charts, maps, webs, and timelines can be used to gather and organize information
- highlighters and notecards can be used to identify and locate important information in text
- identifying key words can help with understanding texts
- memorization techniques can aid studying
- number order can be used to locate pages in books
- work can be organized with the help of appropriate organizational tools

Students will be skilled at...

- locating key words in texts
- selecting organizational materials appropriate for a given assignment
- using a planner to record daily assignments
- using a Venn diagram to compare and contrast information.

- using appropriate tools for annotating text and identifying key words
- using color coding and ABC order to organize information
- using graphic organizers to organize, categorize and communicate information
- using highlighters to identify specific parts of their work.
- using memorizing techniques
- using note cards to locate, gather, and edit information

Assessments

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

- compare and contrast information using a Venn diagram.
- identify prior knowledge using a KWL chart.
- identify what they have learned using a KWL chart.
- identify what they want to know using a KWL chart.
- locate information using highlighters and note cards.
- organize thoughts using a web or story map.
- organize work using color coding and/or folders.
- prepare for tests using memorization.
- use annotation, highlighters and underlining while reading texts
- utilize a timeline to sequence information.
- utilize ABC order to sequence information.
- write assignments in their daily planners

Activities

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

- create and use KWL charts.
- create and use story maps and webs.
- create and use timelines.
- create and use Venn diagrams.
- highlight parts of student writing to assist in the revision process.
- highlight student writing to assist in the revision process.
- use a KWL chart at the beginning and end of a unit of study to show what was learned
- use a story map to sequence events in a story
- use a timeline to document events in time order
- use a web to draft a writing
- use color coding and/or folders to organize classwork.
- use flash cards to aid memorization.

- use note cards/post-its during the revision process.
- use note cards/post-its to identify key words.
- use note cards/post-its while reading for information.
- use notecards/post-its to analyze text.
- use student dictionaries, glossaries and/or encyclopedias.
- use the Table of Contents to locate information.
- use Venn Diagrams to compare/contrast characters in stories
- write homework in daily planner

Activities to Differentiate Instruction

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

- Check lists of directions for tasks.
- Partner with a capable learner.
- Provide a target number of items to be listed on graphs and charts.
- Provide graphs and charts with lines.
- Provide picture prompts for support.
- Simplify graphic organizers.
- Teacher can check and/or initial daily planner.

Integrated/Cross-Disciplinary Instruction

Study Skills are embedded in the second grade 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