Grade 3 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, post-its, and notecards to organize and support learning. They will learn to use these tools to help them annotate text in books and content areas as well as digital text. Graphic organizers such as KWL charts, webs, and Venn diagrams will be created and used to organize, sort, and communicate information. Organizational skills such as ABC order, number order, and color-coding will be examined and used and memorization techniques and mnemonic devices will be taught. 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.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS.Math.Content.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
CCSS.ELA-Literacy.RF.3.4.a	Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
CCSS.ELA-Literacy.W.3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
CCSS.ELA-Literacy.W.3.1.b	Provide reasons that support the opinion.
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CCSS.ELA-Literacy.W.3.2.b	Develop the topic with facts, definitions, and details.
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CCSS.ELA-Literacy.SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCSS.ELA-Literacy.L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.3.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.3.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.3.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.3.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.3.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.3.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.3.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.3.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.3.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.3.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.3.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.3.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.3.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.3.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.3.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.3.CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.3.CCSS.ELA-Literacy.CCRA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.3.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 or digital text
- charts, maps, webs, and timelines can be used to gather and organize information.
- daily assignments can be kept track of in a student planner
- highlighters and notecards can be used to locate information in text.
- identifying key words can help with understanding text.
- memorization techniques can aid studying.
- number order can be used for locating information in a book
- t-charts and Venn diagrams can be used for comparing or contrasting text.
- tasks can be organized with the help of appropriate organizational materials

Students will be skilled at...

- locating the key words in text.
- selecting organizational materials appropriate for a given task
- use graphic organizers to organize, categorize and communicate information.
- 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 highlighters to identify specific parts of their work.
- using memorizing techniques.
- using note cards to locate, gather, and edit information.
- using t-charts to gather and compare 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.
- compare/contrast information using a t-chart.
- 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 and digital texts

- use mnemonic devices for studying
- use organizational materials to organize tasks
- utilize a timeline to sequence information.
- utilize ABC order to sequence information.
- write assignments in their daily planner

Activities

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

- Annotate text and digital text using note cards/post-its to analyze text.
- Create a timeline of events as a plan for a story that is being written.
- Create and use KWL charts at the beginning of a unit in the content areas.
- During the writing process, use a web to develop the personality traits of characters.
- Identify areas needing revision during writing process using note cards and post-its.
- In the content areas, use timelines to remember the order of events.
- Locate, annotate and identify key words using highlighters, underlining and note cards/post-its.
- Use a story map to begin the draft of a new story.
- Use a story map to describe a story's sequence of events.
- Use color coding, folders and notebooks to organize information used during the school day.
- Use flash cards to aid memorization of number facts.
- Use highlighters and underlining during the revision process.
- Use mnemonic devices to aid memorization of lists; such as the order of the planets
- Use note cards/post-its to annotate text and digital text while reading for information.
- Use t-charts to annotate and sort information while reading texts and digital texts.
- Use t-charts to list cause and effect relationships found in stories.
- Use the Table of Contents to locate information in text and digital text.
- Use Venn diagram to compare and contrast characters in stories.
- Use Venn diagrams to sort attributes of plane shapes in math.
- Utilize ABC order and number order when using dictionaries, glossaries and/or encyclopedias.
- While reading, create and use a timeline to sort out the sequence of events in a story.
- Write homework in daily planner.

Activities to Differentiate Instruction

The introduction and implementation of study skills is, by nature of the curriculum, differentiated. The following activities are examples of ways to further differentiate instruction of these skills:

- Partner with a capable learner.
- Provide a target number of items to be listed on graphs and charts.
- Provide graphs and charts with lines for writing on.

- Provide individualized check lists of the directions for a task.
- Provide lists of the key words necessary for understanding of content.
- Provide organizational checklists to support use of color coding, folders and notebooks.
- Provide picture prompts to support the execution of directions.
- Provide support using tools for annotating text in small group.
- Simplify graphic organizers.
- Teacher can check and/or initial daily planner.

Integrated/Cross-Disciplinary Instruction

Study Skills are embedded in the third 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
- Third Grade Curriculum; all subject areas