Grade 4 Study Skills Unit

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. Daily planners are provided to the students and their use is modeled by the teacher. They will plan long range assignments using the monthly calendar feature of the planner to assist with time management with teacher guidance. 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 as well as digital text. They will use graphic organizers such as KWL charts, outline models, webs, t- charts, timelines and Venn diagrams to organize, sort and communicate information. They will use vocabulary cards and tree with teacher guidance. They will utilize the SQ4R technique to develop questions to generate ideas during reading. 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.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.2.5	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.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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.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.2.7	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.
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.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.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.2.CCSS.ELA-Literacy.CCRA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.2.CCSS.ELA-Literacy.CCRA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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...

- annotating, highlighting and underlining can aid in the location of information in a text or digital text
- highlighters/ note cards can be used to locate and emphasize important information in texts.
- ABC order/color coding are useful organizational techniques.
- charts, maps, webs and timelines can be used to gather and organize information.
- daily assignments can be kept track of in student planner
- identifying key words can help understanding texts.
- long range assignments can be recorded and tracked in monthly charts in student planner
- memorization techniques can aid studying.
- SQ4R provides a framework for reading
- t-charts and Venn diagrams can be used for comparing/contrasting texts.
- vocabulary cards aid in studying

Students will be skilled at...

- annotating, highlighting and underlining can aid in the location of information in a text or digital text
- demonstrating the usage of mnemonic devices for studying with teacher assistance
- identifying main idea/supporting details in note taking.
- planning long range assignments using the monthly calendar feature of the planner to assist with time management with teacher guidance
- selecting organizational materials that are most appropriate for organizational tasks depending on student's preferences and needs with teacher assistance (example, folders, binders, notebooks)
- using a Venn diagram to compare/contrast information.
- using bold print words to outline text and information
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- using graphic organizers to organize, categorize and communicate information

- using highlighters to identify specific parts of their work.
- using note cards to locate, gather and edit information.
- using t-charts to gather/compare information
- utilizing SQ3R techniques to aid in understanding reading

Assessments

- building a framework for reading utilizing the SQ4R technique
- compare/contrast information using a t-chart
- locate information using highlighters/note cards
- prepare for tests using memorization.
- use mnemonic devices for studying
- use organizational materials to keep track of assignments
- use outlining techniques to aid note taking
- use Venn diagram, story map, web, timeline and KWL chart independently
- write assignments in daily/monthly 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.
- Use mnemonic devices to aid memorization of lists; such as the order of the colors of the rainbow
- Use the Table of Contents to locate information in text and digital text.
- Utilize ABC order and number order when using dictionaries, glossaries and/or encyclopedias.
- Create and use KWL charts at the beginning of a unit in the content areas.
- create and use KWL charts.
- create and use story maps/webs
- create and use t-chart for comparing/contrasting information
- create and use timelines
- create and use Venn diagrams
- 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 in their work independently.
- use monthly calendar to track long range projects
- use note cards/post its while reading independently to gather, organize and communicate information.
- Use note cards/post-its to annotate text and digital text while reading for information.

- use outline techniques while note taking
- Use t-charts to list cause and effect relationships found in stories.
- use vocabulary cards to learn key words in content areas
- utilize SQ4R technique to provide a framework for reading
- write daily assignments in student 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/charts with lines for writing
- provide individualized check lists for understanding content
- provide list of key words necessary for understanding content
- provide outline for note taking
- provide SQ4R check list for reading assignment
- simplify graphic organizers
- teacher check/initial student planner

Integrated/Cross-Disciplinary Instruction

Study Skills are embedded in the fourth 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
- Fourth Grade Curriculum; all subject areas
- Student school supplies
- Teacher Resource Kits