Study Skills

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

Unit Overview

Students are now required, based on the Comon Core Standards, to interact with complex texts. Emphasis has also been placed on developing the skill of close analytic reading and increasing competency in the comparison and synthesis of ideas. Notetaking crosses over all disciplines and has two characteristics: it helps students learn, and it help students learn to write. Grade 5 students will take notes to fulfill two major functions: to record information and/or to aid reflection. Students will need to reread information, have a high degree of concentration for taking notes and will focus on the access, sorting, and coding of the information instead of simply listening to a speaker or reading a document. The students will become active learners by engaging in appropriate note-taking skills,studyskills, and time management.

Standards

CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CCSS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
LA.5.CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.5.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.5.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.5.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.5.CCSS.ELA-Literacy.CCRA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Questions

- How are notes taken effectively?
- How should notes be used to prepare for a test?
- How should the student prepare to read and take notes?
- What are some techniques to aid in studying for a test?
- What is a good way for a student to manage time efficiently?
- What is the best way to organize papers, class notes, and classroom handouts?

Application of Knowledge and Skills...

- rereading material before writing notes is a necessary tool for comprehension
- • content area subjects also have required terms and unknown words which need to become part of the note-taking task
- certain graphs are used to develop notes which accommodate fiction or non-fiction material
- certain study skills and note taking terminology will enable the students to recognize and make an association
- content area subjects have specialized vocabulary that need to become part of the note-taking task
- keeping track of assignments will involve short term and long range planning
- knowing the format of the text helps in the reading process
- notes and materials need to be sorted at the end of each marking period
- outlines can be used in the development of notes
- reading to take notes is different than reading for entertainment and focusing on the central (main) idea is essential
- students will understand how a text book is organized
- study techniques can be used to help further memorization for tests
- summarization at the end of a lesson, section, or reading passage enables students to recall information
- underlining and highlighting is a necessary tool to further their understanding of the content
- using annotations while reading through texts and digital texts is helpful in note taking

Students will be skilled at...

- underlining or highlight directions for key words, important details, or in studying notes with minimal assistance if needed
- developing mnemonic devices and other memorization techniques to aid in studying
- identifying and apply the use of the table of contents, the index, the glossary
- identifying specialized vocabulary and using vocabulary cards, tree diagrams, word webs
- managing the collection of notes and materials to be sorted at the end of each marking period with teacher assistance

- organizing notes for each content area and handouts with a specific system which works for the student
- previewing content matter and vocabulary before reading
- summarizing at the end of a section, lesson, or reading passage with teacher guidance
- understanding the following terms, strategies, and applications in the study skills curriculum: summarizing, central(main)idea, supporting details, literary terms as required by common cores, SQ3R, KWL chart, mnemonics, T-charts, tree diagram, Venn diagram, story map or plot line
- using a KWL chart, Anticipation chart, and the note taking strategy of SQ3R
- using a monthly calendar for use in time management skills with some teacher assistance in all subject areas
- using of annotations while reading texts and digital material with teacher assistance
- using vocabulary strategies such as vocabulary cards, tree diagram, word webs and vocabograms for other unknown words and terms

Assessments

- long range calendar planner
- management of materials during the marking period
- notebooks using a note taking rubric
- vocabulary cards

Activities

- use pre-reading activities including vocabulary to develop strong comprehension skills before reading using the KWL, Anticipation Chart, SQR3, vocabulary cards, tree diagrams, and word webs.
- develop a note-taking rubric with students so they have an understanding of the requirements
- use white boards to review completed notes by having students fill in the graph
- work with a peer to develop notes on their own
- test prep kit which will help students plan independently for an upcoming test
- Ticket to the Test where students will bring some examples of their "active" studying to call on the day of a test.

Activities to Differentiate Instruction

- All charts and graphs can be modified by filling in some areas before completing, limiting the writing in charts and vocabulary, or providing a copy of another student's work.
- Note taking rubric could be modified based on student's needs
- Student work with a buddy to develop or compare notes

Integrated/Cross-Disciplinary Instruction

Consistency with pre-reading activities, specialized vocabulary, study skills, and note-taking requirements in all content areas.