Study Skills /Notetaking Unit for Grade 6

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

Unit Overview

Students are now required, based on the Comon Core Standards, to interact with complex test. 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 6 students will take notes to fulfill two major functions: to record information and/or to aid reflection. The 6th grade students will continue to take into account that rereading is part of note taking and will move from the SQ3R strategy of note taking to the SQ4R strategy . Students will need 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 continue to become active learners by engaging in appropriate note taking skills,studyskills, and time management.

Standards

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.
CCSS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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.
CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CCSS.ELA-Literacy.L.6.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
CCSS.ELA-Literacy.L.6.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CCSS.ELA-Literacy.L.6.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.6.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.6.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.6.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.

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 are ways 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...

- • study techniques can be used to help further memorization for tests
- • underlining and highlighting is a necessary tool to further their understanding of the content
- certain graphs are used to access prior knowledge of a content area and initiate note-taking for non-fiction
- certain graphs to develop notes are needed to 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 also have required terms and unknown words which need to become part of the note taking task
- 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
- rereading material before writing notes is a necessary tool for comprehension
- summarization at the end of a lesson, section, or reading passage enables students to recall information
- using annotations while reading through texts and digital texts is helpful in note taking

Students will be skilled at...

- • using the SQ4R to develop notes with teacher's guidance
- automatically pre-view all content material which includes but not limited to titles, heading, captions, graphs, and bolded words
- developing an outline (considered notes) based on teacher's presentation or reading material with teacher's guidance
- identifying specialized vocabulary and independently using vocabulary strategies such as note cards, tree diagrams, and word webs
- identifying the central idea and supporting details of a section, chapter, or story
- knowing parts of the text including, but not limited to, the table of contents, the index, the glossary, and how the chapters and sections are organized
- managing the collection of notes and materials to be sorted at the end of each marking period with minimal help from teacher
- organizing notes for each content area and handouts with a specific system which works for the student.
- planning and budgeting time for collaborative projects with teacher's guidance
- summarizing at the end of a section, lesson, or reading passage which will include the main idea of the content material
- synthesizing information and generate an appropriate graph representation of content material with teacher's guidance
- understanding the following terms, strategies, and application in the study skills curriculum: summarizing, central(main)idea, supporting details, literary terms as required by common cores, SQ4R, KWL chart, mnemonics, T-charts, tree diagram, Venn diagram, plot line, Google drive, Dropbox, and Ebackpack
- using a variety of graphs independently such as Venn diagram, story map, timeline, KWL chart, anticipation chart, and a web
- using annotations with appropriate tools while reading texts and digital material independently
- using the online digital systems with teacher's guidance such as google drive, ebackpack, or dropbox to help with organization
- using the planner for long range and homework assignments to aid in time management

Assessments

- notebooks using the SQ4R technique of notetaking (look in resource folder for Text Book Notes using SQ4R
- organization of notes and materials using a digital application
- outline and other graphs used correctly
- vocabulary cards or any other graph or strategy used for vocabulary

Activities

- start off September with a study skills checklist so students can self evaluate their weaknesses and strengths
- use pre-reading activities including vocabulary to develop strong comprehension skills before reading using the KWL, Anticipation Chart, SQR4, vocabulary cards, tree diagrams, and word webs.
- develop a note-taking rubric with students or use a pre-printed rubric 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
- have students read a section or chunk of the material on their own, assess the information, and make a decision as to which type of note taking technique will fit the information
- Test prep kit which will help students plan independently for an upcoming test
- Ticket to the Test is where students will bring some example of their "active" studying to call on the day of a test.
- Coooperative Note Taking activities where students learn from one another. Prepare a short lecture, have students listen and take notes on the right side of a T chart, have students spend a few minutes to clarify their notes and adding questions, key words and concepts on the left side of the T chart. Then have pairs of students discuss what they have noted and how each partner has organized the information. Finally, meet as a class, discuss the process of the notes, and have teacher display hers on the white board.

Activities to Differentiate Instruction

- use a check off list for pre-reading activies
- modify notetaking rubric
- modify graphic organizers with pre-printed information
- allow student to work with a buddy

Integrated/Cross-Disciplinary Instruction

All studyskills requirements for 6th grade will be embedded into content area subjects.

Resources

see attached folder