Study Skills

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

Unit Overview

This unit of study skills for 7th grade is focused on the students moving from teacher's assistance to independence. Many of the study skills learned from K to 6th grade have increased the student's proficiency to apply what they have learned . Emphasis has been placed on developing the skill of close analytic reading and increasing competency in the comparison and synthesis of ideas. Grade 7 students will continue to need a high degree of concentration for taking notes and will focus on accessing, 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.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CCSS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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.
CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

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.
CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
6-12	6-12 To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
CCSS.ELA-Literacy.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CCSS.ELA-Literacy.L.7.4.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.7.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
CCSS.ELA-Literacy.L.7.4.c	Consult general and specialized 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.7.4.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.7.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
CCSS.ELA-Literacy.L.7.6	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.

Essential Questions

- How does the Cornell Note Taking strategy incorporate all necessary vocabulary from content material?
- How should students address specialized vocabulary and other identified words?

- What is the best way for the student to manage time, papers, class notes, and handouts efficiently based on what they have learned in previous grades?
- What is the most effective way the student should utilize their notes to study?
- What skills do the students need to become better learners?

Application of Knowledge and Skills...

Students will know that...

- certain study skills and note taking terminology will enable the students to recognize and make an association
- budgeting time is necessary for collaborative projects
- content area subjects have specialized vocabulary and other terms that need to become part of the note taking task
- identifying the central (main) idea is necessary to comprehend the meaning of the reading material
- keeping track of assignments will involve short term and long range planning
- notes and handouts need to be organized conducive to learning and reviewed at the end of a marking period
- outlines can be written as a part of note taking
- rereading material before writing notes is a necessary tool for comprehension
- study techniques can be used to help further memorization for tests
- summarizing at the end of a lesson, section, or reading passage aids in comprehension and is part of note taking
- underlining, highlighting, and tabbing key information is a necessary tool to further understanding of the material
- using annotations while reading through texts and digital texts will clarify comprehension and aid in note taking
- when reading fiction or non-fiction a decision has to be made as to how to apply note taking strategies

Students will be skilled at...

- developing an outline (considered notes) based on teacher's presentation or reading material with some guidance
- identifying specialized vocabulary and other important vocabulary 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 using a variety of graphs independently such as Venn diagram, story map, timeline, KWL chart, a web, and vocabulary strategies
- knowing the following terms, strategies, and application in the study skills curriculum: summarizing, central (main) idea, supporting details, literary terms as required by the Common Core, SQ4R, KWL chart, mnemonics, T-charts, tree diagram, Venn diagram, plot line, Google drive, dropbox, and ebackpack

- 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
- underlining, highlighting, or using tabs to indicate important information to aid in the studying of notes
- using the SQ4R note taking strategy and knowing the Cornell Style of note taking for all content area subjects
- using varied studying techniques for memorization and test taking strategies(see resource folder)
- writing annotations while reading texts and digital material independently

Assessments

- notebooks using the SQ4R technique of note taking by using a rubric (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

- 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 students to follow when they read and take notes
- modify note taking rubric

- modify graphic organizers with pre-printed information
- allow student to work with a buddy

Integrated/Cross-Disciplinary Instruction

All study skills requirements for 7th grade will be embedded into content area subjects.

Resources

(See resource folder)