Study Skills for 8th Grade

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 8th grade is focused on the students moving toward independence. Many of the study skills learned throughout the elementary grades and middle school grades have developed the students' proficiency to apply what they have learned to a strategy called Cornell Notes. This strategy teaches students how to take notes and organize information. It is useful for complicated texts, videos, instructional manuals in any subject. Students will read informational texts more carefully and practice the important skill of summarization. This strategy also provides students with reference notes to review and study from. After the reading, students review what they have written and write a summary of the notes at the bottom of the page. This strategy, along with the culmination of notetaking and study skills, will prepare the students for high school.

Standards

LIST

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.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.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; 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.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.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
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.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word

	choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
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.
K-5	K-5 To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.
CCSS.ELA-Literacy.W.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.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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.
K-5	K-5 To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. 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.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.8.4.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.8.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
CCSS.ELA-Literacy.L.8.4.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.8.4.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.8.5.b	Use the relationship between particular words to better understand each of the words.
CCSS.ELA-Literacy.L.8.6	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.8.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.6-8.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.

Essential Questions

- How does the Cornell Note Taking strategy incorporate all necessary vocabulary from content material?
- 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 study skills and note taking skills does the student need to prepare for highschool?

Application of Knowledge and Skills...

Students will know that...

- organization of notes and handouts using a system is one of the ways to be a successful student
- content area subjects have specialized and other vocabulary words 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
- managing time effectively for tests and projects requires the use of organizational skills for short term and long range planning
- outlines can be varied and written as a part of note taking
- summarizing at the end of a lesson, section, or reading passage aids in comprehension and is part of note taking
- taking notes for different content areas may require different types of graphs and strategies to improve memory
- underlining, highlighting, and using colorful tags to mark specific areas in the book is a tool to further understanding of notes and the content
- using annotations while reading through content and digital texts will clarify comprehension and aid in note taking
- using appropriate memorization techniques will help in preparing for tests

Students will be skilled at...

- using the SQ4R note taking strategy and knowing the Cornell Style of note taking for all content area subjects
- underlining, highlighting, or using color coded tabs to indicate key information in notes or books to aid in studying
- automatically pre-view all content material and vocabulary 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
- identifying specialized vocabulary and independently using vocabulary strategies such as note cards, tree diagrams, and word webs (see resource folder
- identifying the central idea and supporting details of a section, chapter, or story using a variety of graphs independently
- independently using the online digital systems such as google drive, ebackpack, or dropbox to help with organization.
- independently using the planner or digital applications for long range projects and homework assignments to aid in time management.
- independently utilize various apps for note taking
- knowing 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, Cornell Style of note taking, mnemonics, T-charts, tree diagram, Venn diagram, plot line, Google drive, dropbox, and ebackpack.
- organizing notes for each content area and handouts with a specific system which works for the them.
- summarizing at the end of a section, lesson, or reading passage which will include the central (main) idea of the content material
- synthesizing information and generating an appropriate graphic representation of content material
- using annotations or marking up text while reading texts and digital material independently
- using varied studying techniques for memorization and test taking strategies(see resource folder)

Assessments

- rubric grading the student's Cornell notes
- student's organization of notebooks and all other material

Activities

- students can discuss a concept before writing it down with another student
- students can review notes together and compare notes
- students can share study techniques with class

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 studyskills requirements for 8th grade will be embedded into content area subjects.

Resources

See Folder