

Tri-District Study Skills Guide

Grades K-12



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STUDY SKILLS CURRICULUM

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KINDERGARTEN

I. Organizing Ideas

A. Categorizing

- Children will be able to physically sort objects into groups with common attributes.
- Teacher will model sorted ideas into visual categories through lists, Venn diagrams, and story maps.
<http://www.edhelper.com> www.edhelper.com
<http://www.busyteacherscafe.com> www.busyteacherscafe.com
<http://www.home.att.net> www.home.att.net

B. Outlining

N/A

C. Research Process Skills

N/A

II. Management Tasks

A. Planner/Homework

- Children, with teacher direction, will begin to develop responsibility for checking mailbox and delivering communication between school and home.

B. Time

- Children will be able to complete a timed activity.
- Children will understand that the day is broken into timed activities.

C. Materials

- Children will know how to access materials of the classroom.
- Children will be able to place materials into their proper place in the room.
<http://www.teachingtips.com>, www.teachingtips.com
<http://www.internet4classrooms.com>
www.internet4classrooms.com

III. Assessment Tasks

A. Test-taking

N/A

B. Studying

- Children will learn that repetition leads to memorization of a skill.
- Children will learn that practice at home can improve a skill learned in school.

IV. Listening/ Following Directions

A. Listening/Oral Directions

- Children will understand that only one person speaks at a time while others listen and focus on the speaker.
- Children will understand that when the teacher gives oral directions, they need to listen and complete a minimum of two step directions.
- Children will be able to sit for mini-lessons.

<http://www.abc123kindergarten.com>

www.abc123kindergarten.com

<http://www.internet4classrooms.com>

www.internet4classrooms.com

<http://www.teachingtips.com> www.teachingtips.com

B. Written Directions

NA

C. Writing notes from Oral Presentation

NA

V. Information Retrieval

A. Book Use

- Children will understand the proper handling of a book.
- Children will recognize that books have titles, authors, and illustrators.
- Children will understand that some books impart information and others tell stories.

B. Charts, Tables, and Graphs

- Children will understand that calendars chart time.
- Children will be aware that graphs provide information.

C. Writing from Reading

- Children will respond in a developmentally appropriate way to text.

D. Dictionary

- Children will learn that the alphabet has a sequence.

E. Newspaper

N/A

F. Thesaurus

N/A

G. Encyclopedia

N/A

FIRST GRADE

I. Organizing Ideas

A. Categorizing

- Teacher will model how to sort ideas into visual categories through lists, Venn diagrams, and story maps.
- Children will begin organizing their ideas using lists, Venn Diagrams, and story maps.

<http://www.homeatt.net> www.homeatt.net

<http://www.busyteacherscafe.com> www.busyteacherscafe.com

<http://www.edhelper.com> www.edhelper.com

B. Outlining

- Children will understand that they can use one or two words to identify the main idea of a short passage.

<http://www.busyteacherscafe.com> www.busyteacherscafe.com

<http://www.havefunteaching.com> www.havefunteaching.com

<http://www.graphicorganizers.com> www.graphicorganizers.com

C. Research Process Skills

- Teacher will model the research process.
- Teacher will communicate the importance of avoiding plagiarism.
- Children will write a simple report with a title and three facts using informational sources.

<http://www.busyteacherscafe.com> www.busyteacherscafe.com

II. Management Tasks

A. Homework/Planner

- Children will be responsible for homework folder. They will take home homework and bring it back every day.

B. Time

- Children will be able to complete a timed activity.
- Children will understand that the day is broken into timed activities.

C. Materials

- Children will know how to access materials of the classroom.
- Children will be able to place materials into their proper place in the room.
- Children will organize their personal learning tools in their given personal space.

III. Assessment Tasks

A. Test-taking

- Children will demonstrate appropriate behavior during individual and whole-class assessments.
- Children will work independently, without looking at the work of others.
- Children will understand that test-taking means they must work without the teacher's assistance.

B. Studying

- Children will learn that repetition leads to mastery with some skills.
- Children will learn that practice at home can improve a skill learned in first grade.
- Children will use flashcards to memorize skills.
- Children will study for spelling tests, using memorization and word study skills.

IV. Listening/ Following Directions

A. Listening/Oral Directions

- Children will understand that eyes watching, ears listening, hands and feet still, and lips quiet are proper listening etiquette.
- Children will learn to repeat the directions before beginning task.

B. Written Directions

- Children will learn that directions appear in written form.
- Children will read and paraphrase simple written directions.

C. Writing Notes from Oral Presentation

N/A

V. Information Retrieval

A. Book Use

- Children will understand that a book has an author, illustrator, and title.
- Children will learn that a table of content lists stories and/or chapters and corresponding page numbers contained in the book.
- Children will understand that there is a relationship between illustrations and text.

B. Charts, Tables, and Graphs

- Children will understand that calendars chart time.
- Children will be aware that graphs provide information.

C. Writing from Reading

- Children will respond in a developmentally appropriate way to text.

D. Dictionary

- Children will learn that words are organized in alphabetical order in dictionaries.
- Children will recognize their dictionaries provide correct spelling and definitions of words.

E. Newspaper

N/A

F. Thesaurus

N/A

G. Encyclopedia

NA

SECOND GRADE

I. Organizing Ideas

A. Categorizing

- Children will model how to sort ideas into visual categories using age appropriate graphic organizers.

<http://www.edhelper.com> www.edhelper.com

<http://www.busyteacherscafe.com> www.busyteacherscafe.com

<http://www.havefunteaching.com> www.havefunteaching.com

B. Outlining

- Children will identify a topic and supporting facts from varied media using age appropriate text.

<http://www.busyteacherscafe.com> www.busyteacherscafe.com

<http://www.havefunteaching.com> www.havefunteaching.com

<http://www.graphicorganizers.com> www.graphicorganizers.com

C. Research process skills

- Teacher will model the research process.
- Teacher will emphasize the importance of avoiding plagiarism.
- Children will write a simple report with a title and facts using informational sources.
- Children will understand the importance of restating information in their own words.

<http://www.busyteacherscafe.com> www.busyteacherscafe.com

II. Management Tasks

A. Homework/Planner

- Children will be responsible for copying daily assignments from board.
- Children will bring appropriate materials home to complete assignments.

B. Time

- Children will be able to complete a timed grade appropriate activity.
- Children will understand that activities not completed during allocated time need to be finished at another time.
- Teacher will model how to plan for completing a long-term assignment.

C. Materials

- Children will know how to access materials of the classroom.
- Children will be able to place materials into their proper place in the room.

- Children will organize their personal learning tools in their given personal space.
- Children will be responsible for class preparedness.

III. Assessment Tasks

A. Test-taking

- Children will demonstrate appropriate test taking behaviors independently.

B. Studying

- Children will understand that there is a variety of methods that can be used for effective studying.

IV. Listening/ Following Directions

A. Listening/Oral Directions

- Children will use good listening etiquette, as taught in Kindergarten and first grade.
- Children will listen to and follow multi-step directions.

B. Written Directions

- Children will understand that there are key words in written directions.
- Children will identify key words (underline, highlight, or circle).

C. Writing notes from Oral Presentation

N/A

V. Information Retrieval

A. Book Use

- Children will use a table of contents appropriately.
- Children will learn that a glossary defines vocabulary words.
- Children will be aware that pictures, captions, headings and font convey important information about the content.

B. Charts, Tables, and Graphs

- Children will read a variety of graphs, tables, and charts.
- Children will use a graph to organize and visually represent random information.

C. Writing from reading

- Children will respond in a developmentally appropriate way to text.

D. Dictionary

- Children will understand how to organize words alphabetically to the second letter.
- Children will recognize guide words.
- Children will recognize that words have multiple meanings.

E. Newspaper

N/A

F. Thesaurus

N/A

G. Encyclopedia

N/A

THIRD GRADE

I. Organizing Ideas

A. Categorizing

- Teachers will model the use of age appropriate graphic organizers.
- Children will organize ideas with age appropriate graphic organizers across content areas.
- Children will begin to select the appropriate graphic organizers, based on their preference.

B. Outlining

- Children will identify topics and supporting details in a variety of texts.
- Teacher will model how to record topics and supporting details.

C. Research process skills

- Teacher will model the research process emphasize the importance of avoiding plagiarism.
- Children will record topics and supporting details using note cards for the research process.

II. Management Tasks

A. Homework/Planner

- Children will use a daily planner or assignment pad.
- Children will write short and long term assignments in their planner or assignment pad.

B. Time

- Children will learn that they will be held accountable for completing assigned work.
- Teacher will provide frameworks and guidelines for completing long-term assignments.
- Children will work individually to complete timed tasks.

C. Materials

- Children will learn to use multiple folders and notebooks with increased independence.
- Children will be responsible for class preparedness.

III. Assessment Tasks

A. Test-taking

- Children will recognize a variety of tests such as multiple choice and open-ended questions.
- Children will be introduced to test taking strategies.
<http://www.how-to-study.com> www.how-to-study.com
<http://www.w4.nkcsd.k12.mo.us> www.w4.nkcsd.k12.mo.us
<http://www.wccusd.k12.ca.us> www.wccusd.k12.ca.us
<http://www.nelson.k12.va.us> www.nelson.k12.va.us

B. Studying

- Children will understand that there is a variety of methods that can be used for effective studying.

IV. Listening/ Following Directions

A. Listening/Oral Directions

- Children will use good listening etiquette, as taught in previous grades.
- Children will listen to and follow multi-step directions.

B. Written Directions

- Children will understand that there are key words in written directions.
- Children will identify key words (underline, highlight, or circle).

C. Writing notes from Oral Presentation

N/A

V. Information Retrieval

A. Book Use

- Children will recognize that captions and headings provide useful information in content reading.
- Children will be able to find words in a glossary.
- Children will become aware of bibliography, copyright, and index in curriculum related material.

B. Charts, Tables, and Graphs

- Children will read a variety of graphs, tables, and charts.
- Children will understand and extrapolate information from timelines and diagrams.
- Children will be aware that coordinates are used to locate specific points.

C. Writing from Reading

- Children will respond to fiction and nonfiction text.

D. Dictionary

- Children will identify words in alphabetical order to the third letter.
- Children will identify guide words and entry words and begin to choose appropriate definitions to match the text.

E. Newspaper

- Children will understand the purpose for using a newspaper.

F. Thesaurus

- Children will understand the purpose for using a thesaurus.

G. Encyclopedia

- Children will understand the purpose for using an encyclopedia.

FOURTH GRADE

I. Organizing Ideas

A. Categorizing

- Children will create and use graphic organizers across content areas such as, Venn diagrams, T-charts, cluster maps, and character maps.
- Children will select appropriate graphic organizers, based on their preference.
<http://www.edhelper.com> www.edhelper.com
<http://www.educationoasis.com> www.educationoasis.com
<http://www.teacherfiles.com> www.teacherfiles.com
<http://www.busyteachercafe.com> www.busyteachercafe.com
<http://www.home.att.net> www.home.att.net
<http://www.scottforesman.com> www.scottforesman.com
<http://www.abcteach.com> www.abcteach.com

B. Outlining

- Children will identify topics and supporting details in a variety of texts.
- Children will begin to record topics and supporting details independently.
<http://www.busyteacher.com> www.busyteacher.com
<http://www.graphicorganizers.com> www.graphicorganizers.com
<http://www.havefunteaching.com> www.havefunteaching.com

C. Research Process Skills

- Teacher will model the research process, reminding students to avoid plagiarizing.
- Children will read and highlight from three separate sources to gather information for their product.
- Children will record topics and supporting details using note cards for the research process.
- Children will create a product based on their research.
- Children will list resources used (modified bibliography).

II. Management Tasks

A. Homework/Planner

- Children will use a daily planner or assignment pad.
- Children will be responsible for bringing home proper material for homework.

B. Time

- Children will understand that they will be held accountable for completing assigned work.
- Children will work with cooperative groups on assignments, in a given time frame.
- Children will work individually to complete timed tasks.
- Long-term project planning

C. Materials

- Children will use multiple folders and notebooks independently.
- Children will be responsible for class preparedness.
- Children will organize their workspace with increased independence.

III. Assessment Tasks

A. Test-taking

- Children will learn about a variety of test taking strategies for specific types of tests, including multiple choice, completion, true/false, open ended questions, cloze and matching.
- Children will be able to identify what strategy they chose for each test.
- Children will learn the layout of ASK4.
<http://www.how-to-study.com> www.how-to-study.com
<http://www.w4.nkcsd.k12.mo.us> www.w4.nkcsd.k12.mo.us
<http://www.wccusd.k12.ca.us> www.wccusd.k12.ca.us
<http://www.nelson.k12.va.us> www.nelson.k12.va.us

B. Studying

- Children will understand that there is a variety of methods that can be used for effective studying. IE. Key words, note cards, flashcards, mnemonics, games, color-coding, proofreading, rechecking answers, study buddies, chunking data, highlighting information, rewriting notes, reviewing notes and past assessments.
- Children will learn to fill out a basic study guide to aid them at home.

IV. Listening/ Following Directions

A. Listening/Oral Directions

- Children will use good listening etiquette
- Children will listen and follow multi-step directions.

B. Written Directions

- Children will understand written directions, interpret them, and perform tasks independently.
- Children will retell written directions to check for accurate understanding.

C. Writing Notes from Oral Presentation

- Children will begin taking simple notes from teacher mini-lesson, using template.
- Children will review and analyze notes for understanding.

V. Information Retrieval

A. Book Use

- Children will understand the use of an index to get information.
- Children will understand the use of a bibliography.

B. Charts, Tables, and Graphs

- Children will use various graphs to retrieve and understand information.
- Children will recognize how to use coordinates in math and social studies.

C. Writing from Reading

- Children will respond to fiction and non-fiction text.

D. Dictionary

- Children will know where to find parts of speech within an entry.
- Children will recognize that words can have multiple meanings.
- Children will identify guide words, entry words, and appropriate definitions to match text.
- Children will use dictionary as a guide to pronunciation and syllabication.

E. Newspaper

- Children will understand how to use an encyclopedia.
- Children will understand how to use a newspaper to gather information.

F. Thesaurus

- Children will use a thesaurus.

G. Encyclopedia

- Children will use an encyclopedia.

FIFTH GRADE

I. Organizing ideas

A. Categorizing

- Children will create and use graphic organizers across content areas and use them independently.
- Choose appropriate graphic organizers using www.eduplace.com for various organizational strategies including:
 - Compare/Contrast (Venn or T Chart)
 - Sequence of events (Timeline or Ladder)
 - Writing/Planning (Story map) (Go to www.eduplace.com and then go to “Classroom Resources for Teachers/Graphic Organizers)

B. Outlining

- Children will understand the model of an outline format.
Example: _____ (Topic)
 _____ (Subtopic)
 _____ (Details)
 _____ (Details)
- Formal outlining or bullets as decided by teacher
http://www.ucalgary.ca/UofC/eduweb/writing/ll_3a.htm

C. Research Process Skills

- Research process will be teacher directed and modeled.
- Research should take place in school.
- Identify main idea, supporting details, and vocabulary.
- Use visual cues (i.e. highlighters) to delineate the difference between above.
- Research product should be curriculum driven.
- Children will record research using strategies (teacher directed) i.e. note cards, paper, color coding.
- Children will demonstrate the ability to differentiate between paraphrasing and plagiarism.
- Teachers and children should consult with librarians for age appropriate resources.
- Children will create a bibliography to cite both print and electronic resources (as instructed by librarian).
- Identify an appropriate number of research projects for the grade.

II. Management Tasks

A. Planner/Homework

- Children will use planner independently to prioritize and complete long term assignments.
- Planner should include a monthly calendar for long term assignments with parental acknowledgement.
- Suggest a grade level calendar for tests and long term assignments.
- Homework buddies

B. Time

- Children will prioritize multiple tasks with teacher guidance.
- Children will work with cooperative groups on assignments, in a given time and having to delegate tasks and prioritize agenda.

C. Materials

- Children will organize their workspace and material independently.
- Children will come prepared for the school day.

III. Assessment Tasks

A. Test-taking

- Children will use strategies taught independently.
 - Preview entire test
 - Underline/highlight directions
 - Reread questions
 - Stop and review questions AND answers
 - Use information from the test to help answer other questions
 - Process of elimination
 - How to use keywords to understand the question (i.e. vocabulary words)
- Student Test-Taking RX sheet (attach sheet)
- Children will learn to take essay test independently.
 - Essay question will be provided prior to test (first half of year)
 - Essay question will be selected from 2 or 3 possibilities (mid-year)
- Teacher will provide rubric for essay assignment

B. Studying

- Children will develop and present a personal routine for studying.
- Children will choose and use study strategies appropriate to their learning style.
 - <http://www.bucks.edu/~specpop/tests.htm> (Home Page for strategies)
 - <http://www.bucks.edu/~specpop/chunks.htm> (chunking)
 - <http://www.bucks.edu/~specpop/flash-card.htm> (flashcards)
 - <http://www.bucks.edu/~specpop/mnemonics.htm> (mnemonics)
 - Interactive Notebook
 - <http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/interactivenotebook.htm>
 - <http://www.journeytoexcellence.org/practice/instruction/theories/miscideas/notebook.phtml>
 - [http://teachers.lps.org/petersl/stories/storyReader\\$23](http://teachers.lps.org/petersl/stories/storyReader$23)

IV. Listening/ Following Directions

A. Listening/Oral Directions

- Children will create and follow the rules and routines of the classroom.
- Children will listen and follow multi-step directions.
- Children will learn to chunk material to study.
- Students will be given 5-7 days notice of upcoming test.
- Study guide optional.
- One to two days of classroom review for test.

B. Written Directions

- Children will understand written directions, follow directions first time given
- Children will retell written directions to check for accurate understanding.
- Teacher will provide opportunities for students to practice skill.

C. Writing Notes from Oral Presentation

N/A

V. Information Retrieval

A. Book Use

- Children will understand how to navigate age appropriate texts.
- Children will learn the skills of skimming and scanning. (Skimming & Scanning Jamestown's Reading Improvement skill book by Edward B. Fry, Ph.D. located in library)
- Children will highlight important information retrieved in their notes on their reading.
- Children will take notes from assigned reading.

B. Charts, Tables, and Graphs

- Children will use charts, timelines, and tables to compare and contrast data.
- Children will compare, contrast, and construct two or more graphs with multiple data and variables.
- Interpret graphs, etc. and learn how to make a generalization from the material.

C. Dictionary

- Children should be able to use independently.

D. Newspaper/ Encyclopedia

- Children will utilize newspaper articles for finding information.

E. Thesaurus

- Children will use a thesaurus independently.

SIXTH GRADE

I. Organizing ideas

A. Categorizing

- Children will create and use graphic organizers across content areas and use them independently. Choose appropriate graphic organizers using www.eduplace.com for various organizational strategies including:
 - Compare/Contrast (Venn or T Chart)
 - Sequence of events (Timeline or Ladder)
 - Writing/Planning (Story map)Go to www.eduplace.com and then go to (Classroom Resources for Teachers/Graphic Organizers)

B. Outlining

- Children will understand the model of an outline format
Example: _____ (Topic)
 _____ (Subtopic)
 _____ (Details)
 _____ (Details)
- Formal outlining or bullets as decided by teacher
http://www.ucalgary.ca/UofC/eduweb/writing/II_3a.htm

C. Research Process Skills

- Research process will be teacher directed and modeled
- Research should take place in school
- Identify main idea, supporting details, and vocabulary
- Use visual cues (i.e. highlighters) to delineate the difference between above
- Research product should be curriculum driven
- Children will record research using strategies (teacher directed) i.e. note cards, paper, color coding
- Children will demonstrate the ability to differentiate between paraphrasing and plagiarism
- Teachers and children should consult with librarians for age appropriate resources
- Children will create a bibliography to cite both print and electronic resources (as instructed by librarian)
- Identify an appropriate number of research projects for the grade

II. Management Tasks

A. Planner/Homework

- Children will use planner independently to prioritize and complete long term assignments.

- Planner should include a monthly calendar for long term assignments with parental acknowledgement.
- Suggest a grade level calendar for tests and long term assignments.
- Homework buddies

B. Time

- Children will prioritize multiple tasks with teacher guidance.
- Children will work with cooperative groups on assignments, in a given time and having to delegate tasks and prioritize agenda.

C. Materials

- Children will organize their workspace and material independently.
- Children will come prepared for the school day.

III. Assessment Tasks

A. Test-taking

- Children will use strategies taught independently.
 - Preview entire test
 - Underline/highlight directions
 - Reread questions
 - Stop and review questions AND answers
 - Use information from the test to help answer other questions
 - Process of elimination
 - How to use keywords to understand the question (i.e. vocabulary words)
- Student Test-Taking RX sheet (attach sheet)
- Children will learn to take essay test independently.
 - Essay question will be provided prior to test (first half of year)
 - Essay question will be selected from 2 or 3 possibilities (mid-year)
 - Possible topics of essay will be discussed but not specified (end of year)
- Teacher will provide rubric for essay assignment

B. Studying

- Children will develop and present a personal routine for studying.
- Children will choose and use study strategies appropriate to their learning style.
 - <http://www.bucks.edu/~specpop/tests.htm> (Home Page for strategies)
 - <http://www.bucks.edu/~specpop/chunks.htm> (chunking)
 - <http://www.bucks.edu/~specpop/flash-card.htm> (flashcards)
 - <http://www.bucks.edu/~specpop/mnemonics.htm> (mnemonics)
 - Interactive Notebook (understanding and interpreting teacher directed notes)
 - <http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/interactivenotebook.htm>
 - <http://www.journeytoexcellence.org/practice/instruction/theories/miscideas/notebook.phtml>
 - [http://teachers.lps.org/petersl/stories/storyReader\\$23](http://teachers.lps.org/petersl/stories/storyReader$23)

IV. Listening/ Following Directions

A. Listening/Oral Directions

- Children will create and follow the rules and routines of the classroom.
- Children will listen and follow multi-step directions.
- Children will learn to chunk material to study.
- Students will be given 5-7 days notice of upcoming test.
- Study guide optional.
- One to two days of classroom review for test.

B. Written Directions

- Children will understand written directions, follow directions first time given
- Children will retell written directions to check for accurate understanding.
- Teacher will provide opportunities for students to practice skill.

V. Information Retrieval

A. Book Use

- Children will understand how to navigate age appropriate texts.
- Children will learn the skills of skimming and scanning. (Skimming & Scanning Jamestown's Reading Improvement skill book by Edward B. Fry, Ph.D. located in library)
- Children will highlight important information retrieved in their notes on their reading.
- Children will take notes from assigned reading.

B. Charts, Tables, and Graphs

- Children will use charts, timelines, and tables to compare and contrast data.
- Children will compare, contrast, and construct two or more graphs with multiple data and variables.
- Interpret graphs, etc. and learn how to make a generalization from the material.

C. Dictionary

- Children should be able to use independently.

D. Newspaper/ Encyclopedia

- Children will utilize newspaper articles for finding information.

E. Thesaurus

- Children will use a thesaurus independently.

SEVENTH GRADE

I. Organizing Ideas

A. Categorizing

- Students will create and use graphic organizers across content areas and use them independently. (Students should be able to use Venn diagram, T-Chart, Word Web and Timeline graphic organizers.) Introduce: Story map, Persuasion map.
- This will happen in stages, with teachers initially selecting, filling in main and subordinate ideas, and directing use of graphic organizers. Over the course of the year students assume more independence.
- Students will be able to use graphic organizers as pre-writing tools.
www.eduplace.org

B. Outlining

- Students will practice and then ultimately use outline format independently.
- Students will use outlining as a note taking and pre-writing strategy.
www.inspiration.com
www.textmapping.org/lessonguides.html (then use headings, subheadings, etc. to create outline.
www.svsd.net/curriculum/studyskills_k6.pdf (see Appendix B)
Microsoft Word: View as outline

C. Research Process Skills

- Students will read and highlight from three separate sources to gather information for their product.
- Students will record research using previously taught strategies (note cards, outlining, etc.)
- Students will create a product based on their research,
- Students will create a bibliography to cite resources.

II. Management Tasks

A. Planner/Homework

- Students will use planner independently to prioritize and complete long term assignments.
- Students will use e-boards daily to monitor assignments

B. Time

- Students will prioritize multiple tasks.
- Students will work with cooperative groups on assignments, in a given time and having to delegate tasks and prioritize agenda.

- Students will turn in assignments on time and abide by grade level homework policy.
- Students will understand that when they miss class for any activity (band, chorus, field trip) that it is their responsibility to make up any missed work immediately.

C. Materials

- Students will come to class prepared with any materials needed and/or required.
- Students will organize their workspace and material independently

III. Assessment Tasks

A. Test-taking

- Students will use strategies taught independently.
- Students will use pre-test strategies independently
- Students will be able to prepare for and answer essay questions on tests independently.

B. Studying

- Students will select an appropriate study environment.
- Students will develop a personal routine for studying.
- Students will choose and use study strategies appropriate to their learning style.
- Students will be able to create and follow a study schedule

IV. Listening/Following Directions

A. Listening/Oral Directions

- Students will follow the rules and routines of the classroom.
- Students will listen to and follow multi-step directions.

B. Written Directions

- Students will understand written directions, interpret them, and perform tasks independently.
- Students will retell written directions to check for accurate understanding.
- Students will underline key words in written directions, or box-out the directions.

C. Writing Notes From Oral Presentation

- Students will have opportunities to practice taking notes during direct teacher instruction.
- Students will review and analyze notes for tests.

V. Information Retrieval

A. Book Use

- Students will understand how to navigate age appropriate texts.
- Students will understand how to use a textbook (where information is located).
- Students will understand text structures (headings and Subheadings) and supports. (tables, diagrams, pictures, captions)

B. Charts, Tables, and Graphs

- Students will use charts, timelines, and tables to compare and contrast data.
- Students will compare, contrast, and construct two or more graphs with multiple data and variables.
- Students will interpret information from charts, timelines, and graphs.

C. Writing From Reading

- Students will take notes from a variety of texts.
- Students will be able to identify the important information from a text. (Main idea and details)

D. Dictionary

- Students will be able to use print and electronic dictionaries as needed.

E. Newspaper/Encyclopedia

- Students will understand the layout and organization of a newspaper.
- Students will utilize newspaper articles for finding information.
- Students will be able to retrieve information from print and electronic encyclopedias.

F. Thesaurus

- Students will use a thesaurus independently.

G. Note Taking

- Students will learn and demonstrate various note taking strategies.
- Students will be able to identify not taking strategies appropriate to their learning style.
- Students will be able to take notes into a teacher-provided subject-appropriate graphic organizer.
- Students will be able to take Syracuse University/Cornell style notes.

EIGHTH GRADE

I. Organizing Ideas

A. Categorizing

- Students will create and use graphic organizers across content areas and use them independently. (Students should be able to use Venn diagram, T-Chart, Word Web and Timeline graphic organizers.) Introduce: Story map, Persuasion map.
- Students will determine the appropriate graphic organizer for various situations.
- Students will be able to use graphic organizers as pre-writing tools.

C. Outlining

- Students will practice and then ultimately use outline format independently.
- Students will use outlining as a note taking and pre-writing strategy.

C. Research Process Skills

- Students will read and highlight from three separate sources to gather information for their product.
- Students will record research using previously taught strategies (note cards, outlining, etc.)
- Students will create a product based on their research,
- Students will create a bibliography to cite resources.

II. Management Tasks

A. Planner/Homework

- Students will use planner independently to prioritize and complete long term assignments.
- Students will use e-boards daily to monitor assignments

B. Time

- Students will prioritize multiple tasks.
- Students will work with cooperative groups on assignments, in a given time and having to delegate tasks and prioritize agenda.
- Students will turn in assignments on time and abide by grade level homework policy.
- Students will understand that when they miss class for any activity (band, chorus, field trip) that it is their responsibility to make up any missed work immediately.

C. Materials

- Students will come to class prepared with any materials needed and/or required.
- Students will organize their workspace and material independently

III. Assessment Tasks

A. Test Taking

- Students will use strategies taught independently.
- Students will use pre-test strategies independently
- Students will be able to prepare for and answer essay questions on tests independently.

B. Studying

- Students will develop a personal routine for studying.
- Students will choose and use study strategies appropriate to their learning style.
- Students will be able to create and follow a study schedule

IV. Listening/Following Directions

A. Listening/Oral Directions

- Students will follow the rules and routines of the classroom.
- Students will listen to and follow multi-step directions.

B. Written Directions

- Students will understand written directions, interpret them, and perform tasks independently.
- Students will retell written directions to check for accurate understanding.
- Students will underline key words in written directions, or box-out the directions.

C. Writing Notes From Oral Presentation

- Students will have opportunities to practice taking notes during direct teacher instruction.
- Students will review and analyze notes for tests.

V. Information Retrieval

A. Book Use

- Students will understand how to navigate age appropriate texts.
- Students will understand how to use a textbook (where information is located).
- Students will understand text structures (headings and Subheadings) and supports. (tables, diagrams, pictures, captions)

B. Charts, Tables, and Graphs

- Students will use charts, timelines, and tables to compare and contrast data.
- Students will compare, contrast, and construct two or more graphs with multiple data and variables.

- Students will interpret information from charts, timelines, and graphs.

C. Writing From Reading

- Students will take notes from a variety of texts.
- Students will be able to identify the important information from a text. (Main idea and details)

D. Dictionary

- Students will be able to use print and electronic dictionaries as needed.

E. Newspaper/Encyclopedia

- Students will understand the layout and organization of a newspaper.
- Students will utilize newspaper articles for finding information.
- Students will be able to retrieve information from print and electronic encyclopedias.

F. Thesaurus

- Students will use a thesaurus independently.

G. Note Taking

- Students will learn and demonstrate various note taking strategies.
- Students will be able to identify not taking strategies appropriate to their learning style.
- Students will be able to take notes into a teacher-provided subject-appropriate graphic organizer.
- Students will be able to take Syracuse University/Cornell style notes

NINTH GRADE

I. Organizing Ideas

A. Categorizing

- Students will create and use graphic organizers across content areas and use them **with assistance**. (Students should be able to use Venn diagram, T-Chart, Word Web and Timeline graphic organizers)
- Students will determine the appropriate graphic organizer for various situations **with assistance**.
- Students will be able to use graphic organizers as pre-writing tools.

B. Outlining

- Students will use formal outline format **with assistance** (Roman numerals, letters, etc.)
- Students will use text mapping as an independent note taking strategy.
- Students will use outlining as a note taking and pre-writing strategy with assistance.
- Students will be able to formulate a thesis statement **with assistance**.

C. Research Process Skills

- Students will select material from a variety of sources such as web sites, magazines, newspapers, and books.
- Students will evaluate all types of sources (i.e., books, articles, web sites, databases, textbooks, etc.) as a part of the selection process.
- Students will understand that **all** material has some bias (written, visual, audio, etc)
- Students will read and highlight from four or more separate sources to gather information for their product.
- Students will record research using previously taught strategies (note cards, outlining, etc.)
- Students will recognize that they can use an online research management tool such as NoodleTools to which River Dell subscribes to take notes.
- Students will create a product based on their research **with assistance**.
- Students will create a bibliography to cite resources.
- Students will develop and write a thesis statement for the research product **with assistance**.

II. Management Tasks

A. Planner/Homework

- Students will organize the HP Tablet, OneNote notebooks for each subject, email, etc. in a uniform way according to teacher instruction **OR**

- Teachers will introduce how to organize the tablet, OneNote notebooks, email, etc. in a uniform way.
- Students will use planner **independently** to prioritize and complete long term assignments.
- Students will use e-boards **independently** on a daily basis to monitor assignments.

B. Time

- Students will prioritize multiple tasks.
- Students will work with cooperative groups on assignments, in the allotted time, delegating tasks and prioritizing the agenda.
- Students will turn in assignments on time.
- Students will understand that when they miss class for any reason (illness or an activity such as band, field trip, etc.) that it is their responsibility to make up any missed work immediately.
- Students will learn the rotating schedule in the high school and when their classes drop out of the schedule.

C. Materials

- Students will come to class prepared with any materials needed and/or required.
- Students will organize their workspace and material independently.
- Students will keep their Tablets in proper working order by following the District AUP and avoid downloading nonacademic software (e.g., games).

III. Assessment Tasks

A. Studying

- Students will develop a personal routine for studying **independently (without the assistance of the instructor)**.
- Students will choose and use study strategies appropriate to their learning style **independently**.
- Students will create and follow a study schedule **independently**.
- Students will manage their study schedule to avoid subject conflicts effectively.

B. Test Taking

- Students will use test-taking strategies learned K-8 **independently** by 9th grade.
- Students will read, interpret, and follow written test instructions **independently**.
- Students will be able to prepare for and answer essay questions on tests independently. *Students should be able to anticipate appropriate essay questions (to help guide their studies and) in the event that the teacher does not provide the prompt ahead of time.*

IV. Listening/ Following Directions

A. Listening/Oral Directions

- Students will follow the rules and routines of the classroom.
- Students will listen to and follow multi-step directions.

B. Written Directions

- Students will read written directions, interpret them, and perform tasks **independently**.
- Students will restate written directions to check for accurate understanding.
- Students will make any notations, such as underlining, on written directions they need to **independently**.

C. Writing Notes from Oral Presentation

- Students will take notes during direct teacher instruction or peer presentations **with assistance** in the Cornell Method (<http://www.ucc.vt.edu/stdysk/cornell.html>) of note taking found on the HP Tablet.
- Students will review and analyze notes daily in order to better prepare for tests.

V. Information Retrieval

A. Accessing Information

- Students will obtain and access information **with assistance** from a variety of sources and a variety of formats including books, magazines, newspapers, and journals, all of which are often print and electronic.
- Students will understand the organization of the Internet including the differences among the free web, the invisible web, and subscription databases.
- Students will access and navigate subscription databases **with assistance**.
- Students will navigate age appropriate texts including print and online newspapers, magazines, books, web sites, and databases **with assistance**.

B. Book Use

- Students will navigate age appropriate texts **independently**.
- Students will navigate textbooks **independently** using the table of contents, glossary, and index appropriately.
- Students will understand the purpose of text structures such as headings and subheadings and supporting text in tables, diagrams, pictures, captions.
- Students will identify bias in textual or visual material **with assistance**.

C. Charts, Tables, Graphs, and Visual Texts

- Students will interpret information from charts, tables, timelines, graphs, and other visual texts such as cartoons **with assistance**.

- Students will use charts, timelines, and tables to compare and contrast data **with assistance**.
- Students will construct and compare and contrast two or more graphs with multiple data and variables **with some assistance**.

D. Writing from Reading

- Students will take notes from a variety of texts with assistance.
- Students will be able to identify the important information from a text. (Main idea and supporting details).
- Students will take notes in a variety of ways such as summarizing, paraphrasing, or quoting **with some assistance**.
- Students will understand that they can take notes using an online research management tool such as NoodleTools to which the district subscribes.

E. Dictionary

- Students will be able to use print and electronic dictionaries as needed.

F. Newspaper/ Encyclopedia

- Students will understand the layout and organization of a newspaper.
- Students will understand that different newspapers have some bias (i.e., *New York Times* tends to be more liberal, *Wall Street Journal* tends to be more conservative)
- Students will utilize newspaper articles for finding information.
- Students will be able to retrieve information from print and electronic encyclopedias **with some assistance**.
- Students will understand that at the high school level general encyclopedias should be used for **background information only**.
- Students will understand and use subject specific encyclopedias.

G. Thesaurus

- Students will understand the purpose and structure of a thesaurus.
- Students will use a thesaurus independently.

H. Note Taking

- Students will learn and demonstrate various note taking strategies including summarizing, paraphrasing, and quoting **with assistance**.
- Students will be able to identify note taking strategies appropriate to their learning style **with assistance**.
- Students will be able to take notes into a teacher-provided subject-appropriate graphic organizer **with assistance**.
- Students will be able to take SU/Cornell style notes **with assistance**.

I. Note Taking from Reading

- Students will learn and utilize the SQ3R reading and study skill system. (See appendix)

J. Ethical Use of Information

- Students will understand that there are copyright laws that protect the intellectual property of writers and developers of music, books, articles, web sites, software, etc.
- Students will understand that **plagiarism** is the “unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work” (*Random House Unabridged Dictionary*, 2nd ed.).
- Students will avoid plagiarism by using in text citations and/or works cited **whenever research is done.**
- Students will use the MLA style for works cited or bibliographies.
- Students will understand that NoodleTools, an online research management tool, may be used to take notes and create works cited.

TENTH GRADE

I. Organizing Ideas

A. Categorizing

- Students will create and use graphic organizers across content areas and use them independently. (Students should be able to use Venn diagram, T-Chart, Word Web and Timeline graphic organizers)
- Students will determine the appropriate graphic organizer for various situations independently.
- Students will be able to use graphic organizers as pre-writing tools.

B. Outlining

- Students will use formal outline format **independently (without instructor assistance)** (Roman numerals, letters, etc.)
- Students will use text mapping as an independent note taking strategy.
- Students will use outlining as a note taking and pre-writing strategy.
- Students will be able to formulate a thesis statement **with assistance**.

C. Research Process Skills

- Students will select material from a variety of sources such as web sites, magazines, newspapers, and books.
- Students will evaluate all types of sources (i.e., books, articles, web sites, databases, textbooks, etc.) as a part of the above selection process.
- Students will understand that all written material has some bias.
- Students will read and highlight from four or more separate sources to gather information for their product.
- Students will record research using previously taught strategies (note cards, outlining, etc.)
- Students will recognize that they can use an online research management tool such as NoodleTools to which River Dell subscribes to take notes.
- Students will create a product based on their research **with assistance**.
- Students will create a bibliography to cite resources.
- Students will develop and write a thesis statement for the research product with teacher assistance and input.
- Students will understand the difference between magazines and scholarly journals **with assistance**.

II. Management Tasks

A. Planner/Homework

- Students will organize the HP Tablet, OneNote notebooks for each subject, email, etc. in a uniform way for their 10th grade subjects **independently**.
- Students will use planner **independently** to prioritize and complete long term assignments.
- Students will use e-boards **independently** on a daily basis to monitor assignments.

B. Time

- Students will prioritize multiple tasks.
- Students will work with cooperative groups on assignments, in the allotted time, delegating tasks and prioritizing the agenda.
- Students will turn in assignments on time.
- Students will understand that when they miss class for any reason (illness or an activity such as band, field trip, etc.) that it is their responsibility to make up any missed work immediately.

C. Materials

- Students will come to class prepared with any materials needed and/or required.
- Students will organize their workspace and material independently.
- Students will keep their Tablets in proper working order by following the District AUP and avoid downloading nonacademic software (e.g., games).

III. Assessment Tasks

A. Studying

- Students will develop a personal routine for studying **independently**.
- Students will choose and use study strategies appropriate to their learning style **independently**.
- Students will create and follow a study schedule **independently**.
- Students will manage their study schedule to avoid subject conflicts effectively.

B. Test-taking

- Students will use test-taking strategies learned K-8 **independently**.
- Students will read, interpret, and follow written test instructions independently.
- Students will be able to prepare for and answer essay questions on tests independently. *Students should be able to anticipate appropriate essay questions in the event that the teacher does not provide the prompt ahead of time.*

IV. Listening/ Following Directions

A. Listening/Oral Directions

- Students will follow the rules and routines of the classroom.

- Students will listen to and follow multi-step directions.

B. Written Directions

- Students will read written directions, interpret them, and perform tasks **independently**.
- Students will make any notations, such as underlining, on written directions they need to **independently**.

C. Writing Notes from Oral Presentation

- Students will take notes during direct teacher instruction using a preferred method of note taking such as the Cornell method found on the HP Tablet.
- Students will review and analyze notes daily in order to better prepare for tests.

V. Information Retrieval

A. Accessing Information

- Students will obtain and access information from a variety of sources and a variety of formats including books, magazines, newspapers, and journals, all of which are often print and electronic.
- Students will understand the organization of the Internet including the differences among the free web, the invisible web, and subscription databases.
- Students will access and navigate the subscription databases **with assistance**.
- Students will navigate age appropriate texts including print and online newspapers, magazines, books, web sites, and databases **independently**.

B. Book Use

- Students will navigate age appropriate texts **independently**.
- Students will navigate textbooks **independently** using the table of contents, glossary, and index appropriately.
- Students will understand the purpose of text structures such as headings and subheadings and supporting text in tables, diagrams, pictures, captions.
- Students will identify bias in textual or visual material **with assistance**.

C. Charts, Tables, Graphs, and Visual Texts

- Students will interpret information from charts, tables, timelines, graphs, and other visual texts such as cartoons **with assistance**.
- Students will use charts, timelines, and tables to compare and contrast data **with assistance**.
- Students will construct and compare and contrast two or more graphs with multiple data and variables **with some assistance**.

D. Writing from Reading

- Students will take notes from a variety of texts using skills learned in 9th grade.

- Students will be able to identify the important information from a text. (Main idea and supporting details).
- Students will take notes in a variety of ways such as summarizing, paraphrasing, or quoting **independently**.
- Students will understand that they can take notes using an online research management tool such as NoodleTools to which the district subscribes.

E. Dictionary

- Students will be able to use print and electronic dictionaries as needed.

F. Newspaper/ Encyclopedia

- Students will understand the layout and organization of a newspaper.
- Students will understand that different newspapers have some bias (i.e., *New York Times* tends to be more liberal, *Wall Street Journal* tends to be more conservative)
- Students will utilize newspaper articles for finding information.
- Students will be able to retrieve information from print and electronic encyclopedias **independently**.
- Students will understand that at the high school level general encyclopedias should be used for **background information only**.
- Students will understand and use subject specific encyclopedias
- Students will understand that any information found on Wikipedia should be confirmed by three additional sources.

G. Thesaurus

- Students will use a thesaurus independently.

H. Note Taking

- Students will learn and demonstrate various note taking strategies including summarizing, paraphrasing, and quoting **with assistance**.
- Students will be able to identify note taking strategies appropriate to their learning style **with assistance**.
- Students will be able to take notes into a teacher-provided subject-appropriate graphic organizer **with assistance**.
- Students will be able to take SU/Cornell style notes **with assistance**.

I. Note Taking from Reading

- Students will learn and utilize the SQ3R reading and study skill system. (See appendix)

J. Ethical Use of Information

- Students will understand that there are copyright laws that protect the intellectual property of writers and developers of music, books, articles, web sites, software, etc.

- Students will understand that **plagiarism** is the “unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work” (*Random House Unabridged Dictionary*, 2nd ed.).
- Students will avoid plagiarism by using in text citations and/or works cited **whenever research is done**.
- Students will use the MLA style for works cited or bibliographies.
- Students will understand that NoodleTools, an online research management tool, may be used to take notes and create works cited.

ELEVENTH GRADE

I. Organizing Ideas

A. Categorizing

- Students will create and use graphic organizers across content areas and use them **independently**. (Students should be able to use Venn diagram, T-Chart, Word Web and Timeline graphic organizers)
- Students will determine the appropriate graphic organizer for various situations **independently**.
- Students will be able to use graphic organizers as pre-writing tools **independently**.

B. Outlining

- Students will use formal outline format **independently** (Roman numerals, letters, etc.)
- Students will use text mapping as an independent note taking strategy.
- Students will use outlining as a note taking and pre-writing strategy.
- Students will be able to formulate a thesis statement **independently**.

C. Research Process Skills

- Students will select material from a variety of sources such as web sites, magazines, newspapers, and books.
- Students will evaluate all types of sources (i.e., books, articles, web sites, databases, textbooks, etc.) as a part of the above selection process.
- Students will recognize bias in written material.
- Students will read and highlight from **five** or more separate sources to gather information for their product.
- Students will record research using previously taught strategies (note cards, outlining, etc.)
- Students will recognize that they can use an online research management tool such as NoodleTools to which River Dell subscribes to take notes.
- Students will create a product based on their research **independently**.
- Students will create a bibliography to cite resources.
- Students will develop and write a thesis statement for the research product **independently**.
- Students will understand the difference between magazines and scholarly journals and know when to use each.

II. Management Tasks

A. Planner/Homework

- Students will organize the HP Tablet, OneNote notebooks for each subject, email, etc. in a uniform way for their 11th grade subjects **independently**.

- Students will use planner independently to prioritize and complete long term assignments.
- Students will use e-boards independently on a daily basis to monitor assignments.

B. Time

- Students will prioritize multiple tasks.
- Students will work with cooperative groups on assignments, in the allotted time, delegating tasks and prioritizing the agenda.
- Students will turn in assignments on time
- Students will understand that when they miss class for any reason (illness or an activity such as band, field trip, etc.) that it is their responsibility to make up any missed work immediately.

C. Materials

- Students will come to class prepared with any materials needed and/or required.
- Students will organize their workspace and material independently.
- Students will keep their Tablets in proper working order by following the District AUP and avoid downloading nonacademic software (e.g., games).

III. Assessment Tasks

A. Studying

- Students will develop a personal routine for studying independently.
- Students will choose and use study strategies appropriate to their learning style independently.
- Students will create and follow a study schedule independently.
- Students will manage their study schedule to avoid subject conflicts effectively.

B. Test Taking

- Students will use test-taking strategies learned K-8 independently.
- Students will read, interpret, and follow written test instructions independently.
- Students will be able to prepare for and answer essay questions on tests independently. *Students should be able to anticipate appropriate essay questions in the event that the teacher does not provide the prompt ahead of time.*

IV. Listening/ Following Directions

A. Listening/Oral Directions

- Students will follow the rules and routines of the classroom.
- Students will listen to and follow multi-step directions.

B. Written Directions

- Students will read written directions, interpret them, and perform tasks independently.
- Students will make any notations, such as underlining, on written directions they need to independently.

C. Writing Notes from Oral Presentation

- Students will take notes during direct teacher instruction using a preferred method of note taking such as the Cornell method found on the HP Tablet **independently**.
- Students will review and analyze notes daily in order to better prepare for tests.

V. Information Retrieval

A. Accessing Information

- Students will obtain and access information from a variety of sources and a variety of formats including books, magazines, newspapers, and journals, all of which are often print and electronic
- Students will understand the organization of the Internet including the differences among the free web, the invisible web, and subscription databases.
- Students will access and navigate the subscription databases **independently**.
- Students will navigate age appropriate texts including print and online newspapers, magazines, books, web sites, and databases **independently**.

B. Book Use

- Students will navigate age appropriate texts **independently**.
- Students will navigate textbooks independently using the table of contents, glossary, and index appropriately.
- Students will understand the purpose of text structures such as headings and subheadings and supporting text in tables, diagrams, pictures, captions.
- Students will identify bias in textual or visual material **independently**.

C. Charts, Tables, Graphs, and Visual Texts

- Students will interpret information from charts, tables, timelines, graphs, and other visual texts such as cartoons **independently**.
- Students will use charts, timelines, and tables to compare and contrast data **independently**.
- Students will construct and compare and contrast two or more graphs with multiple data and variables **independently**.

D. Writing from Reading

- Students will take notes from a variety of texts using skills learned in 9th grade.
- Students will be able to identify the important information from a text. (Main idea and supporting details).

- Students will take notes in a variety of ways such as summarizing, paraphrasing, or quoting **independently**.
- Students will understand that they can take notes using an online research management tool such as NoodleTools to which the district subscribes.

E. Dictionary

- Students will be able to use print and electronic dictionaries as needed.

F. Newspaper/ Encyclopedia

- Students will understand the layout and organization of a newspaper.
- Students will understand that different newspapers have some bias (i.e., *New York Times* tends to be more liberal, *Wall Street Journal* tends to be more conservative)
- Students will utilize newspaper articles for finding information.
- Students will be able to retrieve information from print and electronic encyclopedias **independently**.
- Students will understand that at the high school level general encyclopedias should be used for **background information only**.
- Students will use more sophisticated sources other than general encyclopedias such as scholarly journals and nonfiction, subject-specific books or monographs **beginning in 11th grade**.
- Students will understand and use subject specific encyclopedias.
- Students will understand that any information found on Wikipedia should be confirmed by three additional sources. **Beginning in 11th grade, students should avoid using Wikipedia at all.**

G. Thesaurus

- Students will use a thesaurus **independently**.

H. Note Taking

- Students will learn and demonstrate various note taking strategies including summarizing, paraphrasing, and quoting **independently**.
- Students will be able to identify note taking strategies appropriate to their learning style.
- Students will be able to take notes into a teacher-provided subject-appropriate graphic organizer **independently**.
- Students will be able to take SU/Cornell style notes **independently**.

I. Note Taking from Reading

- Students will learn and utilize the SQ3R reading and study skill system. (See appendix)

J. Ethical Use of Information

- Students will understand that there are copyright laws that protect the intellectual property of writers and developers of music, books, articles, web sites, software, etc.
- Students will understand that **plagiarism** is the “unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work” (*Random House Unabridged Dictionary*, 2nd ed.).
- Students will avoid plagiarism by using in text citations and/or works cited **whenever research is done**.
- Students will use the MLA style for works cited or bibliographies.
- Students will understand that NoodleTools, an online research management tool, may be used to take notes and create works cited.

TWELFTH GRADE

I. Organizing Ideas

A. Categorizing

- Students will create and use graphic organizers across content areas and use them **independently**. (Students should be able to use Venn diagram, T-Chart, Word Web and Timeline graphic organizers)
- Students will determine the appropriate graphic organizer for various situations **independently**.
- Students will be able to use graphic organizers as pre-writing tools **independently**.

B. Outlining

- Students will use formal outline format **independently** (Roman numerals, letters, etc.)
- Students will use text mapping as an independent note taking strategy.
- Students will use outlining as a note taking and pre-writing strategy.
- Students will be able to formulate a thesis statement **independently**.

C. Research Process Skills

- Students will select material from a variety of sources such as web sites, magazines, newspapers, and books.
- Students will evaluate all types of sources (i.e., books, articles, web sites, databases, textbooks, etc.) as a part of the above selection process.
- Students will recognize bias in written material.
- Students will read and highlight from **six** or more separate sources to gather information for their product.
- Students will record research using previously taught strategies (note cards, outlining, etc.)
- Students will recognize that they can use an online research management tool such as NoodleTools to which River Dell subscribes to take notes.
- Students will create a product based on their research **independently**.
- Students will create a bibliography to cite resources.
- Students will develop and write a thesis statement for the research product **independently**.
- Students will understand the difference between magazines and scholarly journals and know when to use each.

II. Management Tasks

A. Planner/Homework

- Students will organize the HP Tablet, OneNote notebooks for each subject, email, etc. in a uniform way for their 12th grade subjects **independently**.

- Students will use planner independently to prioritize and complete long term assignments.
- Students will use e-boards independently on a daily basis to monitor assignments.

B. Time

- Students will prioritize multiple tasks.
- Students will work with cooperative groups on assignments, in the allotted time, delegating tasks and prioritizing the agenda.
- Students will turn in assignments on time
- Students will understand that when they miss class for any reason (illness or an activity such as band, field trip, etc.) that it is their responsibility to make up any missed work immediately.

C. Materials

- Students will come to class prepared with any materials needed and/or required.
- Students will organize their workspace and material independently.
- Students will keep their Tablets in proper working order by following the District AUP and avoid downloading nonacademic software (e.g., games).

III. Assessment Tasks

A. Studying

- Students will develop a personal routine for studying **independently**.
- Students will choose and use study strategies appropriate to their learning style **independently**.
- Students will create and follow a study schedule **independently**.
- Students will manage their study schedule effectively to avoid subject conflicts.

B. Test Taking

- Students will use test-taking strategies learned K-8 **independently**.
- Students will read, interpret, and follow written test instructions independently. Students will be able to prepare for and answer essay questions on tests independently. *Students should be able to anticipate appropriate essay questions in the event that the teacher does not provide the prompt ahead of time.*

IV. Listening/ Following Directions

A. Listening/Oral Directions

- Students will follow the rules and routines of the classroom.
- Students will listen to and follow multi-step directions.

B. Written Directions

- Students will read written directions, interpret them, and perform tasks **independently**.
- Students will make any notations, such as underlining, on written directions they need to **independently**.

C. Writing Notes from Oral Presentation

- Students will take notes during direct teacher instruction using a preferred method of note taking such as the Cornell method found on the HP Tablet **independently**.
- Students will review and analyze notes daily in order to better prepare for tests.

V. Information Retrieval

A. Accessing Information

- Students will obtain and access information from a variety of sources and a variety of formats including books, magazines, newspapers, and journals, all of which are often print and electronic.
- Students will understand the organization of the Internet including the differences among the free web, the invisible web, and subscription databases.
- Students will access and navigate the subscription databases **independently**.
- Students will navigate age appropriate texts including print and online newspapers, magazines, books, web sites, and databases **independently**.

B. Book Use

- Students will navigate age appropriate texts **independently**.
- Students will navigate textbooks **independently** using the table of contents, glossary, and index appropriately.
- Students will understand the purpose of text structures such as headings and subheadings and supporting text in tables, diagrams, pictures, captions.
- Students will identify bias in textual or visual material **independently**.

C. Charts, Tables, Graphs, and Visual Texts

- Students will interpret information from charts, tables, timelines, graphs, and other visual texts such as cartoons **independently**.
- Students will use charts, timelines, and tables to compare and contrast data **independently**.
- Students will construct and compare and contrast two or more graphs with multiple data and variables **independently**.

D. Writing from Reading

- Students will take notes from a variety of texts using skills learned in 9th grade.
- Students will be able to identify the important information from a text. (Main idea and supporting details).
- Students will take notes in a variety of ways such as summarizing, paraphrasing, or quoting **independently**.

- Students will understand that they can take notes using an online research management tool such as NoodleTools to which the district subscribes.

E. Dictionary

- Students will be able to use print and electronic dictionaries as needed.

F. Newspaper/ Encyclopedia

- Students will understand the layout and organization of a newspaper.
- Students will understand that different newspapers have some bias (i.e., *New York Times* tends to be more liberal, *Wall Street Journal* tends to be more conservative).
- Students will utilize newspaper articles for finding information.
- Students will be able to retrieve information from print and electronic encyclopedias.
- Students will understand that at the high school level general encyclopedias should be used for background information only.
- Students will use more sophisticated sources other than general encyclopedias such as scholarly journals and nonfiction, subject-specific books, or monographs **beginning in 11th grade.**
- Students will understand and use subject specific encyclopedias.
- Students will understand that any information found on Wikipedia should be confirmed by three additional sources. **Beginning in 11th grade, students should avoid using Wikipedia at all.**

G. Thesaurus

- Students will use a thesaurus **independently.**

H. Note Taking

- Students will learn and demonstrate various note taking strategies including summarizing, paraphrasing, and quoting **independently.**
- Students will be able to identify note taking strategies appropriate to their learning style.
- Students will be able to take notes into a teacher-provided subject-appropriate graphic organizer **independently.**
- Students will be able to take SU/Cornell style notes **independently.**

I. Note Taking from Reading

- Students will learn and utilize the SQ3R reading and study skill system. (See appendix)

J. Ethical Use of Information

- Students will understand that there are copyright laws that protect the intellectual property of writers and developers of music, books, articles, web sites, software, etc.

- Students will understand that **plagiarism** is the “unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work” (*Random House Unabridged Dictionary*, 2nd ed.).
- Students will avoid plagiarism by using in text citations and/or works cited **whenever research is done**.
- Students will use the MLA style for works cited or bibliographies.
- Students will understand that NoodleTools, an online research management tool, may be used to take notes and create works cited.

APPENDIX

A. SQ3R – SURVEY! QUESTION! READ! RECITE! REVIEW!

<p>Before you read, <u>S</u>urvey the chapter:</p>	<ul style="list-style-type: none"> • the title, headings, and subheadings • captions under pictures, charts, graphs or maps • review questions or teacher-made study guides • introductory and concluding paragraphs • summary
<p><u>Q</u>uestion while you are surveying:</p>	<ul style="list-style-type: none"> • Turn the title, headings, and/or subheadings into questions; • Read questions at the end of the chapters or after each subheading; • Ask yourself, "What did my instructor say about this chapter or subject when it was assigned?" • Ask yourself, "What do I already know about this subject?" <p>Note: If it is helpful to you, write out these questions for consideration. This variation is called SQW3R</p>
<p><u>W</u>hen you begin to <u>R</u>ead:</p>	<ul style="list-style-type: none"> • Look for answers to the questions you first raised; • Answer questions at the beginning or end of chapters or study guides • Reread captions under pictures, graphs, etc. • Note all the underlined, italicized, bold printed words or phrases • Study graphic aids • Reduce your speed for difficult passages • Stop and reread parts which are not clear • Read only a section at a time and recite after each section
<p><u>R</u>ecite after you've read a section:</p>	<ul style="list-style-type: none"> • Orally ask yourself questions about what you have just read or summarize, in your own words, what you read • Take notes from the text but write the information in your own words • Underline or highlight important points you've just read • Use the method of recitation which best suits your particular learning style but remember, the more senses you use the more likely you are to remember what you read - i.e., <p>TRIPLE STRENGTH LEARNING: Seeing, saying, hearing- QUADRUPLE STRENGTH LEARNING: Seeing , saying , hearing, writing!!!</p>

**Review:
an ongoing
process.**

Day One

- After you have read and recited the entire chapter, write questions in the margins for those points you have highlighted or underlined.
- If you took notes while reciting, write questions for the notes you have taken in the left hand margins of your notebook.

Day Two

- Page through the text and/or your notebook to re-acquaint yourself with the important points.
- Cover the right hand column of your text/note-book and orally ask yourself the questions in the left hand margins.
- Orally recite or write the answers from memory.
- Make "flash cards" for those questions which give you difficulty.
- Develop mnemonic devices for material which need to be memorized.

Days Three, Four and Five

- Alternate between your flash cards and notes and test yourself (orally or in writing) on the questions you formulated.
- Make additional flash cards if necessary.

Weekend

Using the text and notebook, make a Table of Contents - list all the topics and sub-topics you need to know from the chapter.

From the Table of Contents, make a Study Sheet/ Spatial Map.

Recite the information orally and in your own words as you put the Study Sheet/Map together.

Now that you have consolidated all the information you need for that chapter, periodically review the Sheet/Map so that at test time you will not have to cram.

Survey! Question! Read! Recite! Review!

Adapted from: Robinson, Francis Pleasant, (1961, 1970) *Effective study* (4th ed.), Harper & Row, New York, NY
<http://www.studygs.net/texred2.htm>.