

Integrated Study Skills Program



Kindergarten to Grade 6

August 2003

INTRODUCTION FOR AN INTEGRATED STUDY SKILLS PROGRAM

The elementary counselors, principals, and representatives from the instructional support staff have long recognized the need for an organized, integrated study skills curriculum. The curriculum presented here establishes objectives or benchmarks for each grade level (K-6.) The entire study skills scope and sequence attached focuses on five main areas: 1.) organizing ideas, 2.) management tasks, 3.) assessment tasks, 4.) listening/following directions, and 5.) information retrieval. This curriculum plan specifies what students should know and be able to do in the area of study skills at each grade level.

The committee responsible for this project acknowledges that several objectives associated with study skills are outlined in other curriculum guides (K-6.) Map/globe skills are specifically addressed in the social studies curriculum. Strategies for reading comprehension (pre-reading and post-reading activities) are incorporated into the reading planned course. Chart and table usage is well defined in the mathematics curriculum. Higher level thinking and problem-solving skills are identified in the science and mathematics curriculums.

Therefore, the focus of this integrated curriculum is to identify for teachers the expectations for each grade level in the five broad areas outlined above and throughout this document. Teachers will now have a better idea of what study skills their students have been exposed to at earlier grade levels. In addition, they will be able to identify the expectations in succeeding grade levels. This document should then facilitate the methods and strategies utilized to enhance learning.

Finally, the students will be taught specific study skills such as categorizing, sequencing, outlining, managing time, study preparation, using a planner, listening, following written and oral directions, and the proper use of reference materials.

The first draft of this curriculum was piloted in 2002 – 2003, evaluated by staff, and revised for use beginning 2003 –2204.

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STUDY SKILLS CURRICULUM

PHILOSOPHY

Study skills are an essential tool for learning! Much like reading, numerical concepts and applications, computer literacy and process writing, study skills are modeled, introduced, taught, rehearsed, and applied. The goal is to eventually have students independently incorporate these skills into their individual repertoire of how to seek new knowledge, organize information, and apply previously acquired knowledge to problem-solving tasks.

This document focuses on how each individual study skill is integrated into our existing curriculum across grades kindergarten through sixth. The scope and sequence permits the user of this document to examine each skill as it is extended across various grade levels. As is the case in any well-developed scope and sequence, the skills expand in complexity as the age of the child increases. This means the amount of data being manipulated, the degree of manipulation, and the application of the particular study skill to a final product will become more complex from grade to grade. A first grader may utilize paraphrasing by completing a simple story retell. A sixth grader may be assigned the task of paraphrasing information from an encyclopedia. The task is more difficult. The question becomes whether the objective is the same or does something new need to be taught.

As a teacher viewing this entire scope and sequence, you should be concerned if you have evaluated your students' performance on the skills listed at your particular grade level. This evaluation should insure student mastery at the performance level indicated in this document. Undoubtedly, your students will utilize study skills assessed at an earlier level and you may introduce skills suggested for a higher grade level. The true accountability for you, as the classroom teacher, is to develop proficiency with the performance objectives at your particular grade level.

As with all curriculum which builds toward life-long learning, we hope to accomplish in our students the ability to utilize study skills to achieve their overall success. Computer skills and specific pre-reading and post-reading strategies are outlined in their respective curriculum guides; therefore, they are not addressed in this scope and sequence.

Study Skills Curriculum K-6

August 2003

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Scope and Sequence**Performance Objective
The student will****Performance Assessment
The student will**

I. Organizing ideas

A. Categorizing

Grade K

find a common factor within a group by a specific attribute

sort a group of objects by color/size/shape/misc.

Grade 1

identify similarities/differences in a given set

compare/contrast characteristics by sorting a list of characteristics

identify items that do not fit into a category

eliminate items that are not examples when given a list

be aware that graphic organizers can organize information visually

contribute information to a class model of a graphic organizer generated by the teacher

Grade 2

use graphic organizers to organize information

compare/contrast information by using graphic organizers, with teacher assistance (i.e., Venn Diagrams, comparison charts, story maps, story webs, etc.)

Grade 3

use graphic organizers to organize information independently

create a graphic organizer in one or more subject areas independently (i.e., Venn Diagram, story mapping, etc.)

Grade 4

understand the use of graphic organizers

create graphic organizers in content areas with increased complexity, with teacher assistance

Grade 5

use graphic organizers with increased complexity

create various graphic organizers in various content areas independently

Grade 6

use various graphic organizers independently, with increased complexity as selected by student

select and create graphic organizers independently with increased complexity in various content areas

I. Organizing ideas

B. Outlining

Grade 1

learn that a topic of a passage can be stated in one or two words

choose the correct topic from a word bank when given a short passage

Grade 2

understand topic supported by facts

from a given text, select facts to support a topic

Grade 3

identify main idea in a variety of passages

locate the main idea, given a piece of writing

Grade 4

understand the main idea and supporting details

organize main ideas with supporting details using techniques such as note cards or note-taking

Scope and Sequence	Performance Objective The student will	Performance Assessment The student will
Grade 5	learn to outline using a template	outline a template using numerical system (format: I, A, 1, a)
Grade 6	learn to use the outline format independently	create outlines independently in various content areas (format: I, A, 1, a)
II. Management Tasks		
A. Planner/Homework		
Grade K	learn responsibility for assisting with home/school written communications	perform routine delivery of parent communications to the teacher and demonstrate the ability to ensure home delivery of school notices
Grade 1	learn that a “take home folder” is a way to communicate with home	use the “take home folder” to return parent correspondence and school forms
	learn that a “take home folder” is the appropriate place to keep homework	use the “take home folder” to return homework
Grade 2	develop an awareness of the importance of recording homework assignments	record homework assignments on a daily or weekly basis, with teacher assistance
Grade 3	be introduced to a formal daily planner	write daily assignments in planner and perform a routine of delivering daily planner to the teacher, with parent signature weekly, with teacher assistance
Grade 4	use a daily planner	write assignments in planner daily, with teacher reminder
Grade 5	be introduced to long-term planning	use their planner to prioritize and complete long-term assignments
Grade 6	use the school-provided planner independently for daily and long-term assignments	complete the school-provided planner independently for daily and long-term assignments
II. Management Tasks		
B. Time		
Grade K	learn to complete a task within a time limit	complete a teacher-directed task within time established by the teacher parameters during a single activity
Grade 1	learn that tasks must be completed within an allotted time	complete a task through teacher-directed time parameters during the school day

Scope and Sequence	Performance Objective The student will	Performance Assessment The student will
Grade 2	learn that a task not completed within an allotted time will be completed at another time	complete tasks by the end of the school day
Grade 3	learn that tasks not completed in school will become homework	assigned tasks are completed by the next day
Grade 4	learn that tasks can begin in school and transition into homework	assigned tasks are completed by the next day
Grade 5	learn that larger tasks must be completed over a longer duration of time	assigned larger tasks are completed on time
Grade 6	learn to prioritize multiple tasks	meet short-term and long-term deadlines/due dates
II. Management Tasks		
C. Materials		
Grade K	learn the correct location of various classroom materials	place materials in their designated location (pencils, crayons, books, puzzles, etc.)
Grade 1	learn that a desk is a personal space that organizes school tools	organize and maintain their desks so that they can quickly locate and retrieve materials from their desks
Grade 2	learn to organize materials to and from school	be prepared for class
Grade 3	learn to use multiple folders	maintain organization of materials within various folders
III. Assessment Tasks		
A. Test-taking		
Grade K	be aware that there are appropriate test-taking behaviors in a group situation	show appropriate test-taking behaviors during a group administered test, by demonstrating no noise, no talking, eyes on own paper, remain in seat, no copying, etc., with teacher assistance
Grade 1	learn that being quiet during a test limits distractions and enables concentration	demonstrate the ability to work quietly during an assessment by not making distracting noises or movements
	learn that working independently shows their individual knowledge	demonstrate the ability to work independently on an assessment by not looking at other students' papers or asking teacher for an answer, with teacher assistance

Scope and Sequence	Performance Objective The student will	Performance Assessment The student will
	learn that a word bank contains answers	select answers from a word bank to complete a reading comprehension activity accurately, with teacher assistance
	learn that some answers are more appropriate than others	judge which answer is more appropriate, given two possible answers, with teacher assistance
	learn that TRUE and FALSE are opposites	judge the accuracy of a statement about a story, using the terms “true/false,” “yes/no,” “thumbs up/thumbs down,” “agree/ disagree”
Grade 2	develop an awareness of healthy personal habits for test-taking	explain ways to prepare themselves, for example, rest, food, and relaxation
	use appropriate test-taking behaviors	demonstrate appropriate test behavior independently
Grade 3	learn about a variety of test-taking strategies for specific types of tests	apply two specific test-taking strategies for specific types of tests* (multiple choice, completion, true/false, matching, except essay)
	learn about a variety of test-taking strategies for specific types of tests * See Appendix A: Test-taking Strategies	list two specific strategies that were used while taking a specific type of test
III. Assessment Tasks		
A. Test-taking (Continued)		
Grade 4	recognize various types of tests * See Appendix A: Test-taking Strategies	apply three or more test-taking strategies to appropriate tests
Grade 5	understand essay test strategies * See Appendix A: Test-taking Strategies	compose a simple essay by demonstrating use of appropriate strategies
Grade 6	understand the components of an essay	organize and produce an answer for an essay test, using components ranging from topic statement, detail statements, and closing, to a five-paragraph formal essay
III. Assessment Tasks		
B. Studying		
Grade K	learn that repetition leads to memorization of a skill	actively participate in a group review of basic sight words (or similar task)
	learn to practice Kindergarten skills at home, to improve/master knowledge of skills	master basic sight words (or similar task) that have been practiced at home

Scope and Sequence**Performance Objective****Performance Assessment****The student will****The student will**

Grade 1

learn that the repetition leads to mastery

develop sight word recognition in order to read a grade level passage (with 90% accuracy) or similar task

learn that practice at home will increase their performance of basic first grade skills

compare their results from an assessment of Kindergarten words prior to studying vs. an assessment after practicing the same words at home (pre-test/post-test in spelling or similar task)

learn that the Look-Say-Write-Check method will help them study for a spelling test

use the Look-Say-Write-Check strategy to spell first grade list words with 80% accuracy

learn that reviewing a unit is a way to study for a test

prepare for an assessment by actively participating in a whole group review of unit

Grade 2

identify effective ways to review information in preparation for a test

recite/list different ways of preparing for a test, i.e. use of projects, study guides, and other related materials

III. Assessment Tasks

B. Studying (Continued)

Grade 3

learn the purpose of a study guide

organize information in preparation for a test

learn to create a basic study guide

compose a basic study guide in preparation for test-taking

learn that a mnemonic device is a strategy for retaining information

list three mnemonic devices used to aid in successful test-taking

understand that there is a variety of methods that can be used for effective studying

cite examples of study strategies used to prepare for testing such as key words, note cards, flashcards, mnemonics, games, color-coding, proofreading, rechecking answers, study buddies, chunking data, reviewing past quizzes and tests

Grade 4

learn the responsibility and manner of recording information on a study guide

write and list accurate information on a teacher-created study guide during a guided lesson

review various study strategies

record those study strategies used to prepare for a test: such as key words, note cards, flashcards, mnemonics, games, color-coding, proofreading, rechecking answers, study buddies, chunking data, reviewing past quizzes and test

Scope and Sequence	Performance Objective The student will	Performance Assessment The student will
Grade 5	learn to extend study strategies	integrate the proper strategy when studying, with teacher assistance, choosing from prior study strategies, with the additional strategies of creating sample questions with buddy, and "read, visualize, and repeat"
	be aware of different learning style preferences of visual, auditory, and tactile modalities	identify and describe personal learning style to study appropriately
	learn to maintain multiple study guides	complete study guides in various content areas independently and assess their work as a class
Grade 6	use study strategies	independently select, implement, and site appropriate study strategies for test taking, choosing from prior strategies, with the additional strategy of study guides
III. Assessment Tasks		
B. Studying		
Grade 6 (Continued)	learn that a consistent study routine is necessary	develop and present a personal routine for studying
	apply their knowledge of learning styles to study across the curriculum	choose and record study strategies appropriate to their learning styles
IV. Listening/ Following Directions		
A. Listening/Oral Directions		
Grade K	understand that only one speaks at a time while others listen and focus on the speaker	sit and attentively listen for the duration of a story (or similar tasks)
	learn that the teacher gives oral directions to which they need to listen	will accurately perform two-step oral directions with routine classroom procedures
Grade 1	understand that eyes watching, ears listening, hands and feet still, and lips quiet are proper listening etiquette (Take Five)	demonstrate the Take Five strategy to successfully complete a teacher-directed listening activity
	learn to visualize as they listen to all steps of directions before beginning a task	perform daily routine procedures given orally by the teacher in their sequential order within allotted time (or similar task)
Grade 2	use good listening etiquette as established by the classroom teacher	in response to a given cue, demonstrate appropriate listening behaviors that include proper body posture, eye contact, and silence

Scope and Sequence**Performance Objective****Performance Assessment****The student will****The student will**

Scope and Sequence	Performance Objective	Performance Assessment
	The student will	The student will
	learn to perform a routine three-step oral direction	follow appropriately a three-step direction
Grade 3	learn to follow established procedures	perform general classroom procedures independently
	learn to follow four-step routine oral directions	perform a four-step routine oral direction to complete given tasks
IV. Listening/ Following Directions		
B. Written Directions		
Grade 1	learn that directions appear in written form as an assignment	locate, repeat, and paraphrase written directions on an assignment
Grade 2	learn that there are key words in written directions	highlight to indicate directions and key words, for example, circle, underline, etc.
Grade 3	use key words in simple multi-step written directions	demonstrate the ability to read and follow multi-step written directions independently
Grade 4	interpret written directions	perform tasks given multiple-step written directions with increased complexity
Grade 5	understand a rubric with multiple criteria	follow multi-step task criteria (i.e. rubric) to develop self-evaluation skills
Grade 6	utilize multi-step task criteria	read and interpret multi-step criteria to develop self-evaluation skills with increased complexity
V. Information Retrieval		
A. Book Use		
Grade K	learn appropriate handling of a book	demonstrate holding a book right-side up, proceeding from front to back
	learn that the words on a page go from top to bottom and left to right	track the words on a page by accurately pointing to them, with teacher assistance
	learn that the title page includes the book title, author, and illustrator	locate the book title, author, and illustrator with teacher assistance
	learn that the book cover and page illustrations can be used to predict story content/events	share a prediction of story content/events by noting details of illustrations

Scope and Sequence**Performance Objective****Performance Assessment****The student will****The student will**

Scope and Sequence	Performance Objective The student will	Performance Assessment The student will
Grade 1	recognize that a book has a title, author, and illustrator	locate the title, author, and illustrator of a story or text independently
V. Information Retrieval A. Book Use		
Grade 1 (Continued)	learn that page numbers help to locate stories	using the page numbers to locate a story, as directed by teacher
	learn that a Table of Contents lists stories and corresponding page numbers contained in the book	use the Table of Contents to tell on which page a given story begins
	learn that there is a relationship between illustrations and text	use picture clues to make multiple predictions about text
Grade 2	learn that the Table of Contents enables one to find the first page of a story	locate stories using the Table of Contents
	learn that the glossary is the place to find the meaning of a vocabulary word	locate and read the definition of a given vocabulary word in a glossary
	be aware that pictures, picture captions, and headings convey important information about the content	recall information (verbal and written) from these sources
Grade 3	recognize that captions and headings provide useful information in content areas	utilize captions and headings to obtain information from a book
	find words in a glossary	locate definition of an unknown word independently
	become aware of a bibliography, copyright, and index in curriculum-related materials	locate bibliography, copyright, and index in curriculum-related materials
Grade 4	understand the use of an index to get information	locate information by specific page numbers when doing research
	understand the use of a bibliography	compile a list of 2-3 sources used during research at least once per year
Grade 5	use a bibliography	develop a bibliography when researching
Grade 6	use correct bibliographic form	create a bibliography using the MLA format
V. Information Retrieval B. Charts, Tables, and Graphs		

Scope and Sequence	Performance Objective The student will	Performance Assessment The student will
Grade K	learn that a calendar charts time	identify the day/date on a calendar with teacher assistance
	be aware that graphs provide information	complete a pictograph or bar graph using a template and identify more/less/equal quantities
Grade 1	learn that a graph, chart, and table can provide information	combine information derived from two or more columns on a chart, table, or graph
Grade 2	use a graph to organize and visually represent random information	create a bar or pictograph, using a template, to organize data
	be aware of the KWL strategy (what do we already know, what do we want to learn)	contribute facts and questions to a class-generated KWL chart to set purpose for learning
Grade 3	use a pictograph and bar graph to locate information	construct a pictograph and bar graph to attain information
	understand that a pie graph is used to obtain information from an area of study	interpret a pie graph to obtain information from an area of study
	will be able to read a timeline and use a diagram for an area of study	create and interpret timelines and diagrams
	practice the KWL strategy to become a better learner	demonstrate the use of the KWL strategy for assisting learning
	be aware that coordinates are used to locate specific points	identify and use coordinates in solving math problems and locating places in social studies
Grade 4	utilize various graphs to retrieve and understand information	analyze and interpret data from pie graphs, line graphs, bar graphs, timelines, tables, and charts to compare data
	recognize how to use coordinates in math and social studies	locate points on a grid to find map locations and interpret math data

V. Information Retrieval
 B. Charts, Tables, and
 Graphs

Scope and Sequence**Performance Objective****Performance Assessment****The student will****The student will**

Grade 5	utilize multiple sources of visual information to examine data	differentiate between two or more types of graphs independently read and evaluate data using various graphs in various content areas construct and interpret various graphs and develop questions to draw when compiling their own data
	understand mean/median/mode/range	calculate mean/median/mode/range for a given set of data
Grade 6	use charts, timelines, and tables for research	use charts, timelines, and tables to compare and contrast data
	understand graphs with multiple data and variables	compare, contrast, and construct two or more graphs with multiple data and variables
V. Information Retrieval		
C. Dictionary		
Grade K	learn that the ABCs have a sequence	write alphabet in sequential order
Grade 1	learn that words are organized in ABC order in the dictionary	locate words in their personal word books using ABC order to the first letter
Grade 2	identify words in ABC order to second letter to locate words in the dictionary	alphabetize a group of 10 words to the second letter using selected words from the dictionary
	recognize guide words	identify guide words on that page when given an entry word
	recognize that an entry word may have multiple meanings	identify the number of definitions and read them, upon finding entry words
Grade 3	identify words in ABC order to the third letter	list words in ABC order to the third letter
V. Information Retrieval		
C. Dictionary		
Grade 3 (Continued)	identify guide words, entry words, and appropriate definitions to match text	locate guide words, entry words, and appropriate definitions through glossary usage
Grade 4	know where to find parts of speech	list the part of speech of a given word

Scope and Sequence**Performance Objective****Performance Assessment****The student will****The student will**

recognize that words can have multiple meanings

select and write the correct meaning of a given word

identify guidewords, entry words, and appropriate definitions to match text

locate guidewords, entry words, and appropriate definitions through dictionary usage

V. Information Retrieval

D.

Encyclopedia/Newspaper

er

Grade 3

understand the purpose for using the encyclopedia or newspaper

locate specific information through the use of the encyclopedia or newspaper as appropriate

Grade 4

understand how to use an encyclopedia

gather information and incorporate into a writing assignment

use a newspaper to gather information

use information from a newspaper to discuss current events

Grade 5

identify various parts of a newspaper

analyze newspaper articles to interpret important facts (i.e., 5 Ws – Who, What, Where, When, Why)

Grade 6

utilize newspaper articles for finding information

identify /locate various sections of the newspaper as directed by the teacher

V. Information Retrieval

E. Thesaurus

Grade 3

be aware of the purpose for using the thesaurus

locate alternate word choices through the use of the thesaurus, with teacher direction

Grade 4

learn the use of a thesaurus

choose an alternative word in personal written work

Grade 5

use the thesaurus when writing

apply the use of a thesaurus independently to enhance their writing

V. Information Retrieval

F. Mapping/Atlas

*Utilization of map skills and atlases are covered in the Social Studies curriculum

V. Information Retrieval

G. Periodicals

*Utilization of periodicals is covered in the Library Science curriculum

Appendix A: Test-taking Strategies

I. Reading Directions Carefully

1. Read all directions first.
2. Identify key words, with highlighter if helpful.
3. Identify different tasks.
4. Prioritize tasks.

II. Taking Objective Tests

When taking any objective test, follow these general rules:

1. Determine how many questions there are and how much time is allowed.
2. Estimate how much time to spend on each question.
3. When beginning the test, **always read all directions.**
4. Answer the easiest questions first.
5. Flag the questions that you cannot immediately answer. Later, go back to complete these more difficult ones.
6. Use information included in statements and questions to help you answer other questions.
7. Unless you are penalized for wrong answers, make an educated guess. Don't leave any questions blank.
8. Double-check your answers if time permits.

• Taking Matching Tests

1. Read all directions.
2. Count all choices in each column. If one column has more choices than the other does, work the column with the fewer choices first. You won't waste your time trying to match an answer that doesn't have a match. This is a trick on a matching test called a "ringer." Don't fall for it.
3. If both columns have the same number, first work the column with the explanations because they may contain clues. If you have to reread, it is easier to reread the shorter matches.
4. When you choose an answer, cross it out so you will not have to read the choice again.
5. Match the easiest things first, the ones you know most about.
6. If you're not sure about any of the items, make a good guess!

• Taking True-False Tests

1. Read all directions.
2. True/False questions often contain clues to help determine whether they are true or false. Watch for "key words" like the ones listed below. Think about what these words mean in the statement. Some key words make the statement always true, sometimes true, or never true.
3. Since there are few absolutes in this world, words that mean "all" or "never" will *usually* signal that the statement is false. Become familiar with the following words:

ALL ONLY ALWAYS NONE EVERY NEVER

4. Some words are more often found in true statements:

SOME MAINLY USUALLY OFTEN SELDOM EXCEPT
RARELY PROBABLY SOMETIMES

1. Look carefully at the sequence of the statements. The facts may be accurate, but the order may cause the statement to actually be false.

Example: The president *following* Richard Nixon was John F. Kennedy.

2. Sometimes a true statement will be reworded so that positive words replace negative ones or vice versa.

Example: If the textbook read, "The soldier *did not wish* to return to the war," but the test statement reads, "The soldier wanted to get back to the battle front," the statement is false.

- Contrast Ex. Compare the characteristics of monkeys and apes.
Write about the differences ONLY between the subjects.
Ex. Contrast the features of life in the city and life in the country.
 - Compare/Contrast Write about the likenesses and differences of the subjects.
Ex. Compare and contrast the benefits of being an only child and living in a large family.
 - Define Write the meaning of the word or subject given.
 - Illustrate Give examples that would explain, almost draw a picture, about the topic.
 - Diagram You do not need to write, but only to draw and carefully label charts, tables, etc.
3. Questions that include these words require you to write *your opinion* backed up by *facts*:
CRITICIZE EVALUATE INTERPRET JUSTIFY
 4. Before beginning to write, thoroughly read all directions and questions.
 5. Decide how much time you will spend on each essay.
 6. Begin with the essay easiest for you. It will allow you to relax, gain confidence, and recall facts.
 7. Jot pertinent ideas in the margins that you want to use in your essay. Number ideas in the order you plan to use them.
 8. Write a brief outline of the main points you want to include.
 9. Reread the essay question and restate it. This will be your opening or lead sentence. This sentence should lead the reader to the details.
 10. Use the information you write in the margins to write main ideas first. Then fill in supporting details: facts, names, dates, etc.
 11. Leave space between answers to go back and add information.
 12. Conclude the essay with a restatement of your lead sentence.
 13. Reread. Did you answer the question?
 14. Answer all questions. Write all you are sure of for partial credit.
 15. Proofread for grammar, punctuation, spelling, and neatness.

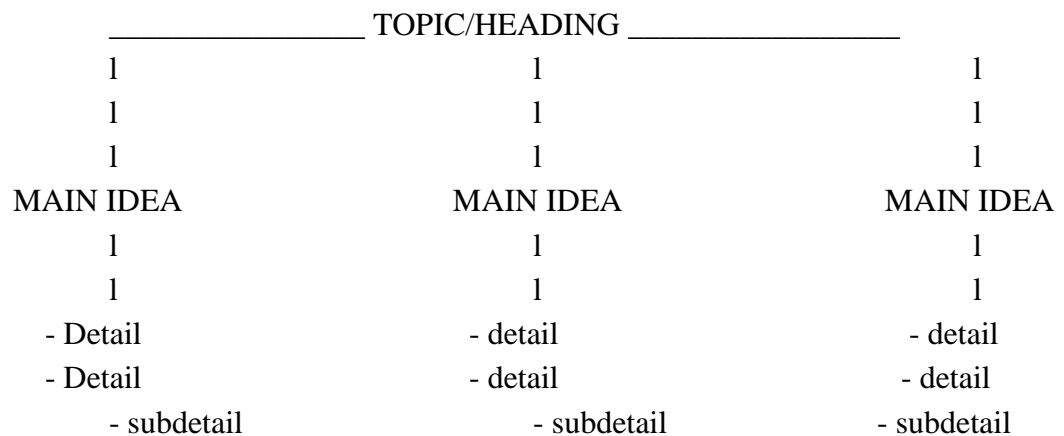
Appendix B: Note-taking Strategies

I. Mind Mapping

Mind Mapping is a simple way to take notes and is often used with beginners. It is a visual "map" of how supporting details relate to main ideas. Many different patterns will work.

1. First, identify the main ideas and supporting details of what you are reading.
2. Write the subjects or topic in the middle of the page. Then draw a circle or a box around it.
3. Find the main ideas that relate to the topic.
4. Draw one line from the topic to each main idea and write the main ideas.
5. Write all relevant detail in lines that connect to the main ideas they support.

Sample Mind Mapping pattern:



II. Simple Outlining

1. Refer to the sample outline below.
2. The section or chapter title will be the title of your outline.
3. The headings/topics of a chapter are the headings of your outline and are designated by Roman numerals.
4. The subheadings/subtopics of chapter are the main ideas and are designated by capital letters.
5. The supporting details within main ideas are designated by Arabic numerals.
6. The subdetails within the supporting details are designated by lower case letters.

SAMPLE OUTLINE:

- Title
- I. Heading/Topic
- Main idea
 - Supporting detail
 - Supporting detail
 - Subdetail
 - Subdetail
 - Main idea
 - Supporting detail
 - Supporting detail

III. Listening Skills

Speakers use clues that tell you when something is especially important. There are three types of cues that you listen for:

1. VERBAL CUES

a. Supporting signals

The ideas that follow these signals support and extend the ideas that came before the signals:

MORE ADDITIONALLY AND ALSO LIKEWISE FURTHERMORE MOREOVER 1, 2, 3....

b. Opposing signals

HOWEVER BUT YET NEVERTHELESS OTHERWISE ALTHOUGH CONTRARY NOT
DESPITE

c. Superlatives

Listen for “most” words. Ex. The most important event....

Listen for “-est” words. Ex. Largest, greatest, coldest, etc.

d. Illustrations

With these words, the speaker signals examples that clarify or further explain information.

For example, For instance An illustration of this is A case in point

e. Main Ideas/ Conclusions

These words signal that the idea is an overall concept or result.

IN CONCLUSION IN SUMMARY THE MAJOR POINT AS A RESULT THUS
BECAUSE CONSEQUENTLY THEREFORE

f. Absolutes

When you are signaled by these words, you know that the information is so rare that it must be learned. These terms often show up on true/false tests.

ALL ALWAYS EVERYONE NEVER NONE NO ONE

2. PRESENTATION CUES

a. Textbook – watch for bold type, italics, capital letters

b. Listen for verbal cues:

- Saying certain words or phrases slower, faster, louder, or softer

- Repeating key phrases
- Spelling important words
- Key concepts written on the board
 - c. Keep up when writing:
 - Listen and write at the same time.
 - Listen until you understand the point, then write a few of your own words to remind you of the idea.
 - Don't worry about writing every word that the teacher says, try to paraphrase.
 - Use abbreviations to speed up your writing.
 - Skip lines between each concept and write one idea per line.
 - If you get lost, skip a few lines and start again. Later, ask another student or the teacher what you missed.
 - If you don't understand something, write a question mark in the margin to remind yourself to ask about it later.

Appendix C: Memorization Techniques

- I. **Acrostics** – It is easier to memorize a long list if it makes sense the way a sentence does. To make a list meaningful, use the first letter of each word to be memorized to make a sentence (the sillier the better).
- II. **Acronyms** – The acronym is a shorter version of the acrostic. Use the first letter of each concept to be learned to form one word. The word or words do not have to be real words as long as they are easy to remember.
- III. **Charting** - This technique is helpful when one needs to compare and contrast the ideas, characteristics, or theories in literature, history, science, math, etc. Charting allows one to easily see the information and then recall the chart and its contents during a test.
- IV. **Visual Emphasis** – Highlight, circle, box, or color portions of information to emphasize the key part or parts that are difficult for you to learn.
- V. **Visualization** – To visualize **information in textbooks** or notes, close your eyes and form a picture of the page. Visualize the heading, boldface print, italics, and general format of information to remind you of the sequence of ideas.

To visualize **vocabulary words and their definitions**, look at the word you are to memorize. Ask yourself if there is a part of the word that looks or sounds familiar to you, that you can “see.” Use that association to draw (or imagine) as silly a picture as you can. Then make your picture do something that directly relates to the meaning of the word.
- VI. **Association** – When memorizing separate facts, find a way to associate them and use that association in a phrase, a sentence, a rhyme, or a story.
- VII. **Word Linking** – Word linking forms associations that link one idea to the next. This strategy helps you to memorize information in sequence for tests, essays, or even oral presentations.
- VIII. **Story Linking** – If the information needed to learn is just too long, don't try to learn it all at once. Break up the information to be learned into smaller chunks and then link them together in a story.
- IX. **Rehearsal** – Just as an actor rehearses his lines for a play until he knows it well enough to perform, a student rehearses information for a test until he knows it well enough to perform. Rehearse information to be remembered using one's strongest learning style.

If one is an **auditory learner**, you remember better what you hear.

Rehearse by

- repeating the information to be memorized out loud
- using a tape recorder to listen to later for reinforcement

If one is a **visual learner**, you remember better what you see.

Rehearse by

- reading the information
- visualizing associations
- drawing pictures

If one is a **kinesthetic learner**, you remember better when you can do something.

Rehearse by

- jotting down brief notes
- outlining, mind mapping, or taking combo notes
- drawing pictures
- using objects that symbolize the information

If one is a **combination learner**, you remember better by combining two or more of the above strategies.

Whatever the learning style, there are memory techniques that will make learning easier.

The following chart will help to choose techniques that will work best for each student:

<u>Technique</u>	<u>Learning Style</u>		
	Auditory	Visual	Kinesthetic
1. Acrostics	X	X	X
2. Acronyms	X	X	X
3. Charting		X	X
4. Visual emphasis		X	X
5. Visualization		X	
6. Association	X	X	
7. Word linking	X	X	X
8. Story linking	X	X	X
9. Rehearsal	X	X	X