

**NORTHERN VALLEY SCHOOLS CONSORTIUM
OFFICE OF CURRICULUM AND INSTRUCTION**

**GRADE SIX
STUDY SKILLS CURRICULUM
(A Sub-Section of the Language Arts Curriculum Guide)**

2005



**NORTHERN VALLEY SCHOOLS CONSORTIUM
Member Districts**

CLOSTER

HARRINGTON PARK

DEMAREST

HAWORTH

NORTHVALE

NORWOOD

OLD TAPPAN

Bergen County, New Jersey

Implementation Suggestions

Ideally this Study Skills Curriculum should be embedded consistently across the entire sixth grade program. Library/Media Specialists are best suited to instruct sections VI and VII, “Accessing Information” and “Documenting Sources for Research.” Study skills are most meaningful when infused within real academic tasks. There are two ways to accomplish this goal: (a) providing direct instruction in one setting with reinforcements in a variety of content areas; or (b) by the systematic distribution of the skills among grade level teachers.

A criteria referenced test has been developed to assess the implementation of this curriculum

Recommended Student Text:

Learn to Study – book F
Charles Mangrum II, Ed. D
Perfection Learning Corporation
Catalog #78773
ISBN 0-7891-5198-7
Telephone: 1-800-831-4190

Study Skills Curriculum Committee

Sid Schwartz	Library/Media Specialist	Tenakill School, Closter
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Barbara Lieberman	Library/Media Specialist	Harrington Park School
Jane Cabourg	Grade Six, Language Arts	Haworth School, Haworth
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Dr. Patricia M. Raupers	Director of Curriculum and Instruction	Northern Valley Schools Consortium

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Grade Six Cross-Content Study Skills Curriculum

- I. Managing Time**
 - A. Use of an assignment pad, recording short and long-term assignments
 - B. Planning for short and long-term assignments
 - C. Prioritizing

- II. Creating an Effective Study Environment**
 - A. Learning differences
 - B. Study vs. written assignments

- III. Organizing Materials**
 - A. Strategies (Suggested strategies: color coding; use of folders; notebook types)
 - B. Locker organization (Suggested strategies: time of day; partitions)

- IV. Identifying and Utilizing the Parts of a Nonfiction Book or Textbook**
 - A. Components
 - 1. Title page
 - 2. Copyright Page
 - 3. Table of Contents
 - 4. Glossary
 - 5. Appendix
 - 6. Bibliography/References
 - 7. Index
 - B. Structure of a Textbook
 - 1. Chapter headings
 - 2. Subtitles
 - 3. Bold faced vocabulary (Suggested strategies: preview a text chapter)

- V. Organizing Information/Note Taking Strategies**
 - A. Locating main ideas, sub-topics, and supporting details.
 - B. Extracting key words and phrases.
 - 1. Skimming
 - 2. Scanning
 - C. Graphic Organizers for Organization (Suggested strategies: use “Inspiration” software; Webs; Sequence Chain; Main Idea Tables, Fishbone; Charts [see samples])
 - D. Outlining Skills
 - 1. Formal Outline: Main idea, subtopic, and details. (Suggested Strategies: Use standard outline format [see template])
 - 2. Informal Outline (Bulleting)

- VI. Accessing Information**
 - A. Organization/Sections of the Library (Suggested Strategies: Library orientation by Library/Media Specialist)
 - 1. Sections
 - a. Nonfiction
 - b. Biography
 - c. Reference
 - d. Fiction
 - e. Audio Visual

2. Arrangement Within Sections
 - a. Dewey Decimal System
 - b. Alternate Forms (i.e., Library of Congress)
- B. Location Methods
 1. Card Catalog and Searching Strategies
 2. Electronic Card Catalog and Searching Strategies
- C. Reference Sources
 1. Encyclopedias (print and electronic)
 2. Almanacs
 3. Atlas
 4. Dictionaries
 5. Periodicals (Magazines), Index
 6. Quotation Sources
 7. Web Sites
 - a. Format
 - b. Credibility
- D. Evaluation of Sources
 1. Relevance
 2. Time Appropriate
 3. Multiple Sources
 4. Authority

VII. Documenting Sources for Research

- A. Plagiarism
- B. Appropriate Citations (Suggested strategy: Use the OWL Purdue University Online MLA Guide)

VIII. Processing Information

- A. Graphic Organizers (Charts, Venn Diagrams, etc.)
- B. Mnemonic Devices
- C. Discussion
- D. Study Groups
- E. SQ3R (Survey, Question, Read, Recite, Review)
- F. Steps for Memorizing (understand, associate, visualize, recite, over-learn, review)
- G. Study Devices (flash cards; recording information, etc.)

IX. Interpreting Information

- A. Fact vs. Opinion
- B. Graphs
- C. Charts
- D. Tables
- E. Diagrams
- F. Schedules

X. Learning Test Taking Strategies

- A. Planning
- B. Skim, Review and Study Notes; Self Assessment
- C. Strategies for Different Test Forms

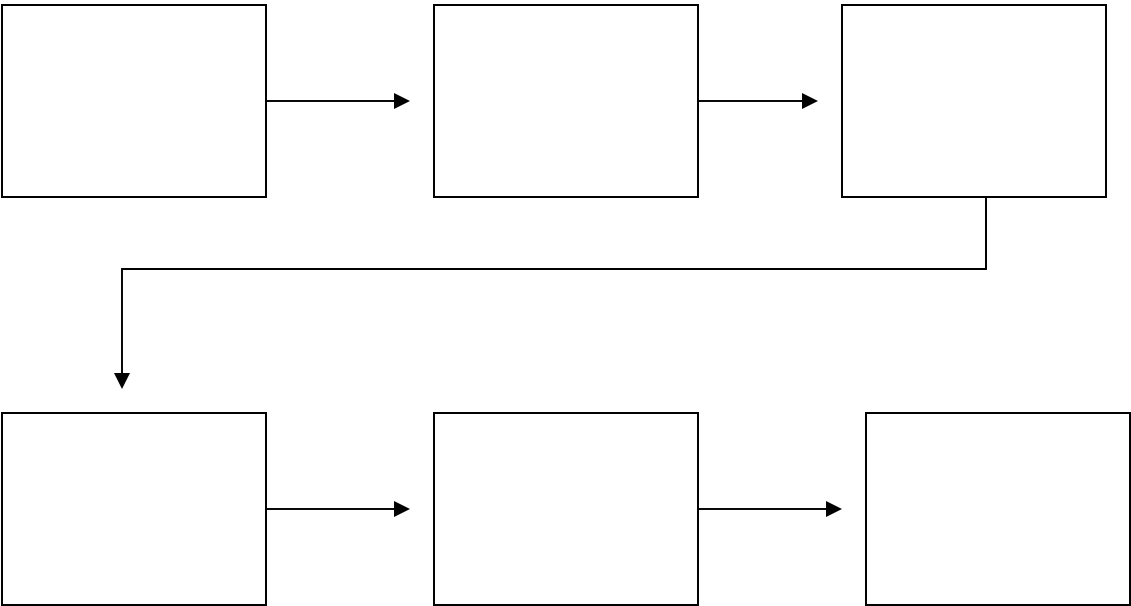
GRAPHIC ORGANIZERS

Main Idea Table

- ~ presents main ideas as a table top supported by facts or details as legs of the table
- ~ use as an effective organizer for expository or persuasive writing

GRAPHIC ORGANIZERS
Sequence Chain

- ~ illustrates ordered steps in a process or sequential flow of information
- ~ use to provide right hemispheric input to sequence



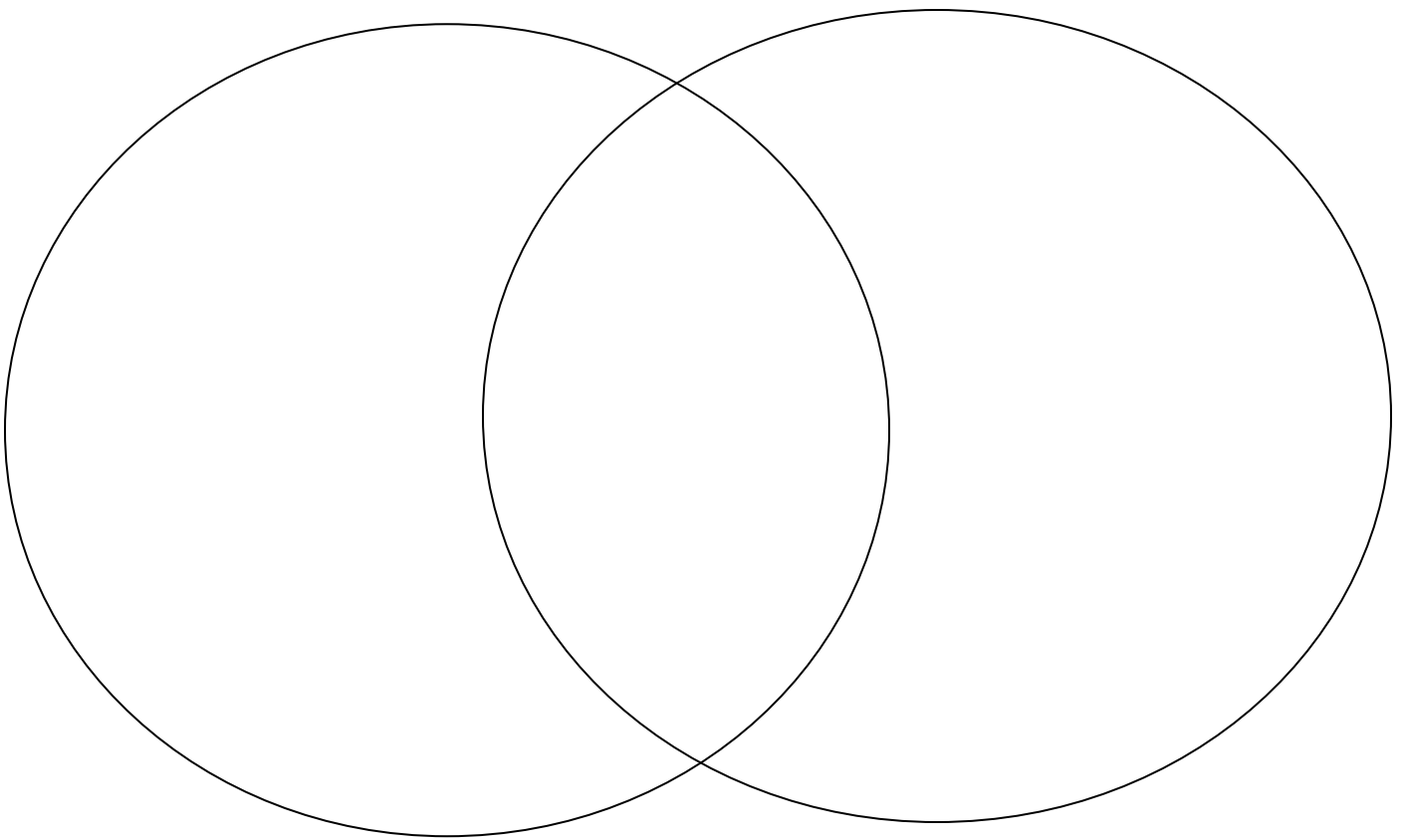
GRAPHIC ORGANIZERS

The Venn Diagram

- ~ two intersecting circles or ovals are created to illustrate like and unlike characteristics of objects, ideas, or concepts
- ~ use for analysis; compare and contrast

BIOGRAPHY

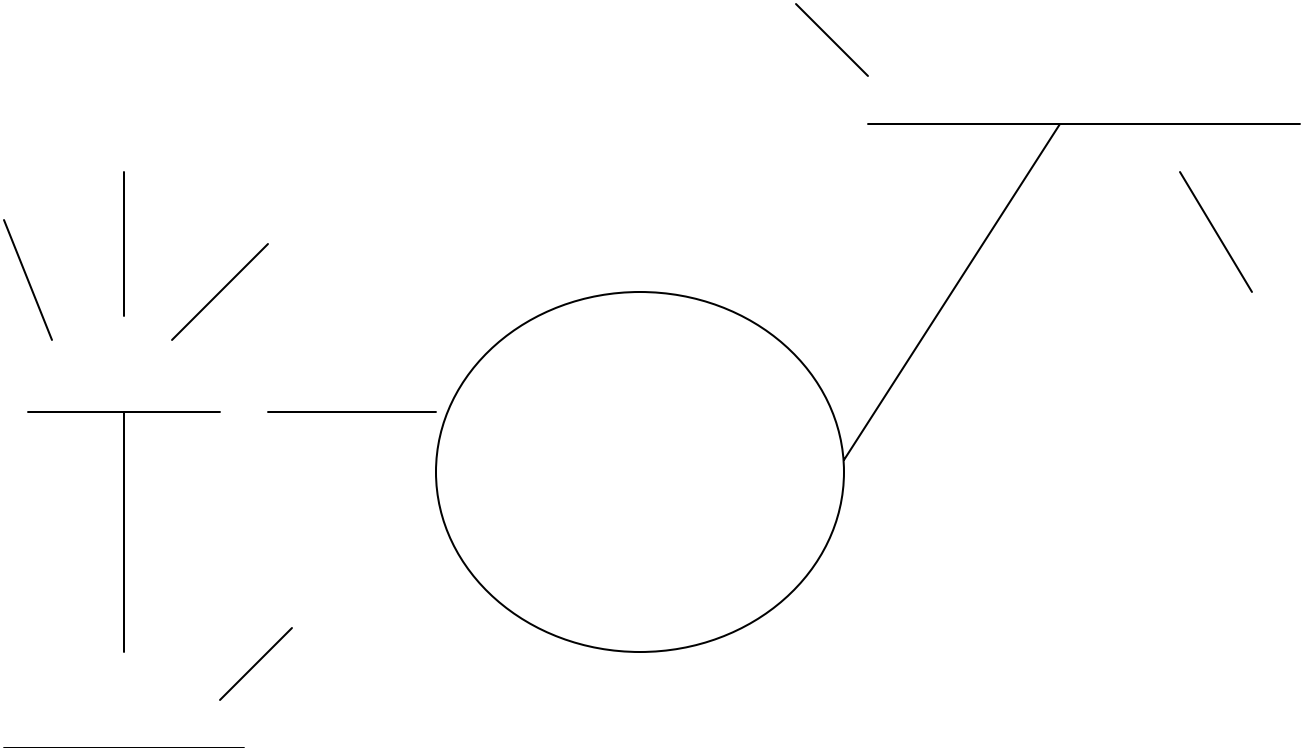
AUTOBIOGRAPHY



GRAPHIC ORGANIZERS

The Web

- ~ central idea or topic located in center
- ~ related categories or supporting ideas branch from center
- ~ use for group brainstorming and for summarizing newly learned material



GRAPHIC ORGANIZERS

English Ladder

Add details on the writing lines.

TOPIC: _____

The graphic organizer is a vertical ladder shape with two rounded vertical bars on the left and right sides. The central area is divided into ten horizontal rows. Each row consists of three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for handwriting practice.

OUTLINE

I. Main Idea

A. Subtopic

1. Detail

2. Detail

B. Subtopic

1. Detail

2. Detail

II. Main Idea

A. Subtopic

1. Detail

2. Detail

B. Subtopic

1. Detail

2. Detail