



Scope and Sequence

The number of days shown for each unit is based upon a standard 45-minute class period. A class period may include teacher instruction, written student responses, and discussion of student responses. You can easily extend the number of days of instruction by having students do additional practice of the skills and strategies using their classroom materials.

Unit 1 Study Time, Place, Habits, and Goals (16 days)

- Day 1** Use Activity 1-1 to teach students a strategy for managing study time.
- Day 2** Use Activity 1-2 to teach students how to use a monthly planner.
- Day 3** Use Activity 1-3 to have students practice preparing a monthly planner.
- Day 4** Review with students the monthly planners they prepared.
- Day 5** Use Activity 1-4 to teach students how to use a weekly planner.
- Day 6** Use Activity 1-5 to have students practice preparing a weekly planner.
- Day 7** Review with students the weekly planners they prepared.
- Day 8** Use Activity 1-6 to teach students how to use a daily planner.
- Day 7** Use Activity 1-7 to have students practice preparing a daily planner.
- Day 8** Review with students the daily planners they prepared.
- Day 9** Use Activities 1-8 and 1-9 to have students evaluate and improve their study habits.
- Day 10** Review with students the suggestions they had for improving their study habits.
- Day 11** Use Activities 1-10 and 1-11 to have students evaluate and improve their study places.
- Day 12** Review with students the suggestions they had for improving their study places.
- Day 13** Use Activity 1-12 to teach students how to set SMARTY study goals.
- Day 14** Use Activity 1-13 to have students write SMARTY goals for five subject areas.
- Day 15** Use Activity 1-14 to have students use the SMARTY criteria to evaluate study goals.
- Day 16** Use Activity 1-15 to have students assess what they have learned in this unit.

Unit 2 Interpreting and Creating Visual Aids (19 days)

- Day 1** Use Activity 2-1 to teach students about pictographs.
- Day 2** Use Activity 2-2 to have students create pictographs.
- Day 3** Use Activity 2-3 to teach students about pie graphs.



- Day 4** Use Activity 2-4 to have students create pie graphs.
- Day 5** Use Activity 2-5 to teach students about vertical bar graphs.
- Day 6** Use Activity 2-6 to have students create vertical bar graphs.
- Day 7** Use Activity 2-7 to teach students about horizontal bar graphs.
- Day 8** Use Activity 2-8 to have students create horizontal bar graphs.
- Day 9** Use Activity 2-9 to teach students about line graphs.
- Day 10** Use Activity 2-10 to have students create line graphs.
- Day 11** Have students locate and examine graphs in their textbooks and other classroom materials.
- Day 12** Use Activity 2-11 to teach students about tables.
- Day 13** Use Activity 2-12 to have students create tables.
- Day 14** Use Activity 2-13 to teach students about timelines.
- Day 15** Use Activity 2-14 to have students create timelines.
- Day 16** Use Activity 2-15 to teach students about diagrams.
- Day 17** Use Activity 2-16 to teach students about political maps.
- Day 18** Have students locate and examine graphs, tables, timelines, and maps in their textbooks and other class materials.
- Day 19** Use Activity 2-17 to have students assess what they have learned in this unit.

Unit 3 Graphic Organizers and Charts (13 days)

- Day 1** Use Activity 3-1 to have students learn about and create topic-list graphic organizers.
- Day 2** Use Activity 3-2 to have students learn about and create series of events graphic organizers.
- Day 3** Use Activity 3-3 to have students learn about and create compare-contrast graphic organizers.
- Day 4** Use Activity 3-4 to have students learn about and create Venn diagrams.
- Day 5** Use Activity 3-5 to have students learn about and create problem-solution graphic organizers.



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- Day 6** Use Activity 3-6 to have students learn about and create question-answer graphic organizers.
- Day 7** Use Activity 3-7 to have students learn about and create cause-effect graphic organizers.
- Day 8** Have students create a graphic organizer for information from one of their textbooks.
- Day 9** Use Activity 3-8 to have students learn about and create series of steps charts.
- Day 10** Use Activity 3-9 to have students learn about and create Five W's charts.
- Day 11** Have students create a Five W's chart for an article they find in a newspaper.
- Day 12** Use Activity 3-10 to have students learn about and create KWL charts.
- Day 13** Use Activity 3-11 to have students assess what they have learned in this unit.

Unit 4 Reading and Taking Notes from Textbooks (7 days)

- Day 1** Use Activity 4-1 to teach students about how textbooks are organized and the features textbooks provide.
- Day 2** Use Activity 4-2 to teach students about a five-step textbook reading and notetaking strategy.
- Day 3** Use Activity 4-3 to have students apply the strategy to the part of the textbook chapter that is provided in the activity.
- Day 4** Use Activity 4-4 to have students apply the strategy to the part of the textbook chapter that is provided in the activity.
- Day 5** Use Activity 4-5 to have students apply the strategy to the part of the textbook chapter that is provided in the activity.
- Day 6** Use Activity 4-6 to have students apply the strategy to the part of the textbook chapter that is provided in the activity.
- Day 7** Use Activity 4-7 to have students assess what they have learned in this unit by applying the strategy to a textbook they are using.

Unit 5 Taking Notes in Class (17 days)

- Day 1** Use Activity 5-1 to teach students to recognize signal words and statements used by teachers in their lectures.
- Day 2** Use Activity 5-2 to teach students how to use short sentences and phrases to increase their speed when taking notes in class.
- Day 3** Use Activity 5-3 to teach students common abbreviations they can use to increase their speed when taking notes in class.



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- Day 4** Use Activity 5-4 to teach students three ways of abbreviating words that are not commonly abbreviated.
- Day 5** Use Activity 5-5 to teach students three ways of abbreviating terms.
- Day 6** Use Activity 5-6 to teach students symbols for words and terms they can use to increase their speed when taking notes in class.
- Day 7** Use Activity 5-7 to teach students how to use a two-column format when taking notes in class when a teacher uses the main ideas-supporting details lecture style.
- Day 8** Use Activity 5-8 to teach students how to take notes in class (first notes) by using short sentences and phrases, abbreviations, and symbols.
- Day 9** Use Activity 5-9 to teach students how to rewrite notes they have taken in class.
- Day 10** Use Activity 5-10 to teach students how to create a graphic organizer for notes they rewrite.
- Day 11** Have students rewrite and create a graphic organizer for a set of notes they have taken in one of their classes.
- Day 12** Use Activity 5-11 to teach students how to take notes in class when a teacher uses a question-answer lecture style.
- Day 13** Use Activity 5-12 to teach students how to take notes in class when a teacher uses a compare-contrast lecture style.
- Day 14** Use Activity 5-13 to teach students how to take notes in class when a teacher uses a series of events lecture style.
- Day 15** Use Activity 5-14 to teach students how to take notes in class when a teacher uses a cause-effect lecture style.
- Day 16** Use Activity 5-15 to teach students how to take notes in class when a teacher uses a problem-solution lecture style.
- Day 17** Use Activity 5-16 to have students assess what they have learned in this unit.

Unit 6 Using Reference Sources (12 days)

- Day 1** Use Activity 6-1 to teach students five questions they should use to evaluate information they find at a website. Then have students locate a website about a topic they choose and use the five questions to evaluate the information they find at that website.
- Day 2** Use Activity 6-2 to teach students about the information provided by print and online dictionaries. Then have students describe the information they find in a dictionary about the word provided in this activity.



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- Day 3** Use Activity 6-3 to teach students how to use context to decide which meaning of a word provided in a dictionary is most appropriate for their use.
- Day 4** Use Activity 6-4 to teach students about the information provided by print and online thesauruses. Then have students use context to select the most appropriate synonyms for words provided in this activity.
- Day 5** Use Activity 6-5 to have students practice using context to select the most appropriate synonyms for words provided in this activity.
- Day 6** Use Activity 6-6 to teach students about the information provided by print and online encyclopedias and to familiarize them with a number of encyclopedias.
- Day 7** Use Activity 6-7 to have students use *Encyclopedia.com* to find answers to questions.
- Day 8** Use Activity 6-8 to teach students about the information provided by print and online almanacs and to familiarize them with a number of almanacs.
- Day 9** Use Activity 6-9 to have students use *infoplease.com* to find answers to questions.
- Day 10** Use Activity 6-10 to teach students about various print and online atlases and the different types of maps found in atlases.
- Day 11** Use Activity 6-11 to teach students how to use the *Occupational Outlook Handbook*.
- Day 12** Use Activity 6-12 to have students assess what they have learned in this unit.

Unit 7 Remembering Information (11 days)

- Day 1** Use Activity 7-1 to have students learn about and use the repetition strategy to remember information.
- Day 2** Use Activity 7-2 to have students learn about and use the visualization strategy to remember information.
- Day 3** Use Activity 7-3 to have students learn about and use the categorization strategy to remember information.
- Day 4** Use Activity 7-4 to have students learn about and use the rhyme strategy to remember information.
- Day 5** Use Activity 7-5 to have students learn about and use the acronym strategy to remember information.
- Day 6** Use Activity 7-6 to have students learn about and use the acronymic sentence strategy to remember information.
- Day 7** Use Activity 7-7 to have students learn about and use the pegwords strategy to remember information.



- Day 8** Use Activity 7-8 to have students learn about and use the keyword strategy to remember the meanings of words.
- Day 9** Use Activity 7-9 to have students learn about and use the loci strategy to remember information.
- Day 10** Have students use one of the remembering strategies to remember information from one of their textbooks.
- Day 11** Use Activity 7-10 to have students assess what they have learned in this unit.

Unit 8 Taking Tests (15 days)

- Day 1** Use Activity 8-1 to teach students about the five steps of the DETER strategy for taking tests.
- Day 2** Use Activity 8-2 to teach students about the various types of multiple-choice test items.
- Day 3** Use Activity 8-3 to teach students guidelines that will help them do their best when taking multiple-choice tests.
- Day 4** Use Activity 8-3 to have students assess their mastery of the guidelines for taking multiple-choice tests by taking a multiple-choice test based on the guidelines.
- Day 5** Use Activity 8-4 to teach students guidelines that will help them do their best when taking true/false tests. Then have students assess their mastery of the guidelines for taking true/false tests by taking a true/false test based on the guidelines.
- Day 6** Use Activity 8-5 to have students construct true/false tests about the information provided in this activity.
- Day 7** Use Activity 8-6 to teach students about matching tests. Then have students construct matching tests about the information provided in this activity.
- Day 8** Use Activity 8-7 to teach students guidelines that will help them do their best when taking matching tests. Then have students assess their mastery of the guidelines for taking matching tests by taking a matching test based on the guidelines.
- Day 9** Use Activity 8-8 to teach students about completion tests. Then have students construct completion tests about the information provided in this activity.
- Day 10** Use Activity 8-9 to teach students guidelines that will help them do their best when taking completion tests. Then have students assess their mastery of the guidelines for taking completion tests by taking a completion test based on the guidelines.



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- Day 11** Use Activity 8-10 to teach students a six-step strategy for responding to essay tests items.
- Day 12** Use Activity 8-11 to teach students about direction words used in essay test items.
- Day 13** Use Activity 8-12 to have students apply the six-step strategy to respond to the essay test item provided in this activity.
- Day 14** Use Activity 8-13 to teach students the questions they should ask themselves when reviewing their responses to essay test items.
- Day 15** Use Activity 8-14 to have students assess what they have learned in this unit.

Unit 9 Building Vocabulary through Word Meaning Clues (12 days)

- Day 1** Use Activity 9-1 to teach students to identify definition clues writers provide for words whose meanings they think their readers might not know.
- Day 2** Use Activity 9-2 to teach students to identify synonym clues writers provide for words whose meanings they think their readers might not know.
- Day 3** Use Activity 9-3 to teach students to identify antonym clues writers provide for words whose meanings they think their readers might not know.
- Day 4** Use Activity 9-4 to teach students to identify adage clues writers provide for words whose meanings they think their readers might not know.
- Day 5** Use Activity 9-5 to have students practice identifying definition clues, synonym clues, antonym clues, and adage clues.
- Day 6** Use Activity 9-6 to teach students about visual clues writers provide for words whose meanings they think their readers might not know.
- Day 7** Have students identify the various types of clues in their own textbooks.
- Day 8** Use Activity 9-7 to teach students the six steps of a vocabulary building strategy.
- Day 9** Use Activity 9-8 to teach students how to use the My Vocabulary Words form.
- Day 10** Use Activity 9-9 to have students use the vocabulary building strategy with social studies words.
- Day 11** Use Activity 9-10 to have students use the vocabulary building strategy with science words.
- Day 12** Use Activity 9-11 to have students assess what they have learned in this unit.