



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 Managing Your Studying (15 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 SMART study goals.
- Day 14** Use Activity 1-13 to have students use the SMART criteria to evaluate study goals.
- Day 15** Use Activity 1-14 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 Reading and Taking Notes from Textbooks (7 days)

- Day 1** Use Activity 3-1 to teach students about how textbooks are organized and the features textbooks provide.



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

Unit 4 Taking Notes in Class (12 days)

- Day 1** Use Activity 4-1 to teach students to recognize signal words and statements used by teachers in their lectures.
- Day 2** Use Activity 4-2 to teach students common abbreviations they can use to increase their speed when taking notes in class.
- Day 3** Use Activity 4-3 to teach students three ways of abbreviating words that are not commonly abbreviated.
- Day 4** Use Activity 4-4 to teach students symbols they can use to increase their speed when taking notes in class.
- Day 5** Use Activity 4-5 to teach students how to use short sentences and phrases to increase their speed when taking notes in class.
- Day 6** Use Activity 4-6 to teach students how to use a two-column format when taking notes in class.
- Day 7** Use Activity 4-7 to teach students about rewriting notes they have taken in class.
- Day 8** Use Activity 4-8 to teach students how to rewrite notes they take in class.
- Day 9** Have students rewrite a set of notes they have taken in one of their classes.
- Day 10** Use Activity 4-9 to teach students how to create a graphic organizer for notes they rewrite.



Day 11 Have students create a graphic organizer for the notes they rewrote on Day 9.

Day 12 Use Activity 4-10 to have students assess what they have learned in this unit.

Unit 5 Using Reference Sources (11 days)

Day 1 Use Activity 5-1 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 5-2 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.

Day 3 Use Activity 5-3 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 5-4 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 5-5 to have students practice using context to select the most appropriate synonyms for words provided in this activity.

Day 6 Use Activity 5-6 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 5-7 to have students use *Encyclopedia.com* to find answers to questions.

Day 8 Use Activity 5-8 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 5-9 to have students use *infoplease.com* to find answers to questions.

Day 10 Use Activity 5-10 to teach students about various print and online atlases and the different types of maps found in atlases.

Day 11 Use Activity 5-11 to have students assess what they have learned in this unit.

Unit 6 Graphic Organizers and Charts (13 days)

Day 1 Use Activity 6-1 to have students learn about and create topic-list graphic organizers.

Day 2 Use Activity 6-2 to have students learn about and create series of events graphic organizers.



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- Day 3** Use Activity 6-3 to have students learn about and create compare-contrast graphic organizers.
- Day 4** Use Activity 6-4 to have students learn about and create Venn diagrams.
- Day 5** Use Activity 6-5 to have students learn about and create problem-solution graphic organizers.
- Day 6** Use Activity 6-6 to have students learn about and create question-answer graphic organizers.
- Day 7** Use Activity 6-7 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 6-8 to have students learn about and create sequence charts.
- Day 10** Use Activity 6-9 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 6-10 to have students learn about and create KWL charts.
- Day 13** Use Activity 6-11 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 rhyme strategy to remember information.
- Day 4** Use Activity 7-4 to have students learn about and use the categorization 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 abbreviation strategy to remember information.
- Day 7** Use Activity 7-7 to have students learn about and use the acronymic sentence strategy to remember information.



- Day 8** Use Activity 7-8 to have students learn about and use the pegwords strategy to remember information.
- 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 5-11 to have students assess what they have learned in this unit.

Unit 8 Taking Tests (14 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 construct true/false tests about the information provided in this activity.
- Day 6** Use Activity 8-5 to have students assess their mastery of the guidelines for taking true/false tests by taking a true/false test based on the guidelines.
- 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.
- 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 8-11 to have students assess what they have learned in this unit.

Unit 9 Learning Word Meaning (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 have students practice the use of context to identify the meanings of words as used by writers.
- Day 9** Use Activity 9-8 to teach students how to use the My Vocabulary Words form.
- Day 10** Use Activity 9-9 to teach students the four steps of a word meaning strategy.
- Day 11** Have students practice using the word meaning strategy with words from their textbooks and other class materials whose meanings they do not know.
- Day 12** Use Activity 9-10 to have students assess what they have learned in this unit.

Unit 10 Solving Math Word Problems (18 days)

- Day 1** Use Activity 10-1 to teach students about a five-step strategy for solving math word problems. Teach students that the first step in the strategy is to read a math word problem to learn what the problem is about.



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- Day 2** Use Activity 10-2 to teach students how to identify the question to be answered in a math word problem (Step 2).
- Day 3** Use Activity 10-3 to have students practice writing the information needed to answer the question in a math word problem (Step 3).
- Day 4** Use Activity 10-4 to have students practice determining what additional information, if any, is needed to answer the question in a math word problem.
- Day 5** Use Activity 10-5 to have students practice deciding what computations must be done, and in what order, to answer the question in a math word problem (Step 4).
- Day 6** Use Activity 10-6 to have students practice doing the computations needed to answer the question (Step 5).
- Day 7** Use Activity 10-7 to have students practice using the five-step strategy for solving math word problems.
- Day 8** Use Activity 10-8 to have students use the strategy to solve a math word problem involving percents.
- Day 9** Use Activity 10-9 to have students use the strategy to solve a math word problem involving fractions.
- Day 10** Use Activity 10-10 to have students use the strategy to solve a math word problem involving decimals.
- Day 11** Use Activity 10-11 to have students use the strategy to solve a math word problem involving money.
- Day 12** Use Activity 10-12 to have students use the strategy to solve a math word problem involving proportions.
- Day 13** Use Activity 10-13 to have students use the strategy to solve a math word problem involving measurement.
- Day 14** Use Activity 10-14 to have students use the strategy to solve a math word problem involving average.
- Day 15** Use Activity 10-15 to have students use the strategy to solve a math word problem involving ratios.
- Day 16** Use Activity 10-16 to have students use the strategy to solve a math word problem involving rate.
- Day 17** Use Activity 10-17 to have students use the strategy to solve a math word problem involving speed and distance.
- Day 18** Use Activity 10-18 to have students assess what they have learned in this unit.