




TARGETED INDEPENDENT PRACTICE



STUDY SKILLS

Targeted Independent Practice: Study Skills and Executive Function Skills

Table of Contents

Sections	Pages
Introduction: Study Skills and Executive Functioning Skills.....	1
Study Skills and Executive Functioning Skills Self-Assessment and Directions.....	2
Motivation	
1. How to Get Motivated.....	3–5
2. How to Prevent Procrastination.....	6–8
3. How to Set Goals.....	9–11
4. How to Develop a Positive Mental Attitude.....	12–14
Organization and Time Management	
5. How to Create a Home Study Environment.....	15–17
6. How to Get Organized for Homework.....	18–20
7. How to Complete a Daily Review.....	21–23
8. How to Manage Time for Homework.....	24–26
Reading Strategies and Skills	
9. How to Choose Books for Independent Reading.....	27–29
10. How to Develop Good Reading Habits.....	30–32
11. How to Improve Oral Reading Fluency.....	33–35
12. How to Improve Silent Reading Fluency.....	36–38
13. How to Read Interactively.....	39–41
14. How to Improve Reading Comprehension.....	42–44
15. How to Make Inferences.....	45–47
16. How to Use Marginal Annotations.....	48–50
17. How to Read Non-Fiction Textbooks.....	51–53
18. How to Identify the Main Idea.....	54–56
19. How to Complete a Close Reading for Narrative Text.....	57–59
20. How to Complete a Close Reading for Expository Text.....	60–62
21. How to Use Context Clues.....	63–65

Research

- 22. How to Quote and Cite Textual Evidence..... 66–68
- 23. How to Identify Bias and Errors in Reasoning..... 69–71
- 24. How to Research Safely and Evaluate Online Sources.....72–74

Memorization Strategies

- 25. How to Memorize with the Grouping Strategy.....75–77
- 26. How to Memorize with the Association Strategy..... 78–80
- 27. How to Memorize with the Linking Strategy..... 81–83
- 28. How to Memorize with the Catch Words Strategy..... 84–86
- 29. How to Memorize with the Catch Sentence Strategy..... 87–89
- 30. How to Memorize with the Location Strategy..... 90–92

Essay Writing

- 31. How to Dissect a Writing Prompt.....93–95
- 32. How to Write a Thesis Statement 96–98
- 33. How to Avoid Errors in Writing Style..... 99–101
- 34. How to Follow Essay Writing Rules..... 102–104
- 35. How to Write an Essay Introduction 105–107
- 36. How to Write an Essay Body Paragraph..... 108–110
- 37. How to Write an Essay Conclusion..... 111–113
- 38. How to Write Complex Sentences..... 114–116

Listening and Note-taking

- 39. How to Practice Active Listening..... 117–119
- 40. How to Take Notes..... 120–122
- 41. How to Organize Cornell Notes.....123–125
- 42. How to Organize Formal Outline Notes..... 126–128

Grammar, Spelling, and Mechanics

- 43. How to Identify and Use the Parts of Speech..... 129–131
- 44. How to Use Grammatical Sentence Openers for Sentence Variety.....132–134
- 45. How to Use Precise Verb Tenses.....135–137
- 46. How to Eliminate the “to be” Verbs..... 138–140
- 47. How to Spell by the Rules..... 141–143
- 48. How to Apply the Syllable Rules.....144–146
- 49. How to Punctuate Properly..... 147–149
- 50. How to Capitalize Correctly..... 150–152
- 51. How to Revise Non-Standard Usage..... 153–155

Test Preparation and Test-taking

52. How to Prepare for Tests.....	156–158
53. How to Use Objective Test-taking Strategies.....	159–161
54. How to Use Matching Test-taking Strategies.....	162–164
55. How to Use Fill-in-the-Blank Test-taking Strategies.....	165–167
56. How to Use Multiple Choice Test-taking Strategies.....	168–170

Study Skills and Executive Function Skills..... 171–178

Self-Assessment and Mastery Matrix



Student Directions

The 56 lessons in the **Targeted Independent Work: Study Skills and Executive Function Skills** program will help you learn what every student should know. Mastering these skills will help you become a better student, and the benefits are worth the effort.

You will spend less time, but accomplish *more* in your homework and study. Your test study will be more productive. Your reading comprehension and retention (what you remember) will improve. Your mastery of vocabulary, grammar, spelling, and punctuation will positively affect your writing, and essays will be easier to plan and complete. Your research skills will help you choose better textual evidence. You will memorize better and forget less. Your schoolwork will seem easier and will be much more enjoyable. Lastly, you should earn better grades.

Directions

First, find out *what you know* and *do not yet know* by taking the **Study Skills and Executive Function Skills Self-Assessment**. Each test item requires a “Yes,” “Somewhat,” or “No” answer. After completing the test, mark a slash (/) for each “Somewhat” or “No” answer on the mastery matrix. Leave “Yes” answers blank. Use the matrix to monitor your progress by changing the slash to an **X** when you have completed the self-guided **Personal Assessment, Study Skills Lesson, and Reflection** lesson.

1. Take the five-question **Personal Assessment** and total the points. Read the results and think about whether the results accurately reflect your knowledge and practice of the content or skill you are about to learn. Each assessment is an important preview of the lesson which follows.
2. Read the **lesson** carefully and follow directions. Take the time and make the effort to learn. Take marginal annotations (notes), such as the following, to respond to the lesson. Your teacher will be able to evaluate your effort by reading these annotations.

8 Great Marginal Annotations to Improve Reading Comprehension

1. Write **definitions** provided in the text or those which you research.
 2. **Star** main ideas and **bullet point** key details. **List and number** examples.
 3. Write a **question mark** for confusing sections to re-read or ask your teacher about.
 4. **[Bracket]** sections and comment with criticisms, praises, insights, interpretations, ways to re-think the author’s idea, and questions.
 5. **Summarize** reading sections.
 6. Connect related ideas within the text with **arrows**, and **comment** on connections to other texts or sources, including relevant personal experiences.
 7. **Write specific predictions** and check as you continue reading.
 8. **Highlight** textual evidence which you may use in a related assignment or in class discussion of the reading.
3. Complete the **Reflection**. The format is the same for each lesson, but each lesson requires different responses. Ask your parent or teacher review to discuss the lesson with you.

How to Get Motivated Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. To get motivated to do something I don't want to do, I just get started and don't stop until it's done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I set goals for myself to get motivated to accomplish tasks that I don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When I reach my goals, I celebrate my achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I try my best, even on tasks that I don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I get expert help to show me how to accomplish tasks which I feel unmotivated to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You know all the key strategies that allow you to motivate yourself to do things that you do not want to do.
- 20-22 You know most of the key strategies that allow you to motivate yourself to do things that you do not want to do.
- 17-19 You know some of the key strategies that allow you to motivate yourself to do things that you do not want to do.
- 13-16 You know few of the key strategies that allow you to motivate yourself to do things that you do not want to do. Knowing these strategies will get you motivated.
- <13 You do not know the key strategies that allow you to motivate yourself to do things that you do not want to do. Knowing these strategies will get you motivated.

Already Know: What I already know about getting motivated is _____

Want to Know: What I want to know about getting motivated is _____

How to Get Motivated Lesson

It's easy to get motivated to do something you enjoy. If your parents announce plans to go out to your favorite restaurant, it isn't hard to get excited about that doing that task. However, it's harder to get motivated to do something that you do *not* enjoy. If your parents announce plans to go to visit your least favorite relative, it is hard to get excited about doing that task. The trick is to learn how to self-motivate to accomplish the things that you do not enjoy. Learning and applying the steps of **The Motivation Cycle** will help you achieve your goals and feel good about your accomplishments. Fill in the blanks in the graphic as you read this lesson.



Step 1 Practice

The only way to get motivated to complete a task is by starting on that task through effective practice. Effective practice means to do things repeatedly *the right way*. To find out *what* the best practice is and *how* to do it, you need to consult an expert. Teachers, parents, or friends who are successful at the task can be excellent coaches. Famous basketball star, Michael Jordan, said that he started listening to his coaches in high school after failing to make the varsity team in his freshman year. *How* you practice is just as important as *how much* you practice.

Step 2 Achievement

As you continue practice, you will begin to see results. It may take a while to reach your goal. If you haven't done any homework all year in Math, it will take some time to improve your grade and catch up on missing skills. If you do not experience achievement after a reasonable amount of time, ask for help and adjust your practice. Michael Jordan made the varsity the next year.

Step 3 Satisfaction

Once you start experiencing achievement, you start feeling good about yourself and your accomplishments. In fact, this sense of personal satisfaction, that is connected to the goal, will increase your motivation to continue practicing. When people sense that there is a "pay-out," they will continue to work well. I'd say Michael Jordan must have felt plenty of satisfaction with his personal achievements, and I'd say that he probably did not mind the continued practice.

Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because...
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will need to...
7. I plan to begin working toward my goal when...
8. This is how and when I will evaluate progress toward my goal:
9. I will know that I have accomplished my goal when...
10. After reading the study skill tips, I would still like to know...

Teacher/Parent Comments:

How to Prevent Procrastination Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I avoid procrastination (postponing work).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I know why I procrastinate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I start projects immediately when they are assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If I skip a day working on a long-term project, I double-up work the very next day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Before beginning work on long-term projects, I divide up tasks and write them down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You know all the strategies to help you prevent procrastination.
- 20-22 You know many of the strategies to help you prevent procrastination.
- 17-19 You know some of the strategies to help you prevent procrastination.
- 13-16 You know few of the strategies to help you prevent procrastination. Learn the procrastination prevention strategies to help you get started and complete projects.
- <13 You don't know the strategies to help you prevent procrastination. Learn the procrastination prevention strategies to help you get started and complete projects.

Already Know: What I already know about how to avoid procrastination is _____

Want to Know: What I want to know about how to avoid procrastination is _____

How to Prevent Procrastination Lesson

To avoid procrastination, learn how to develop a **Procrastination Prevention Plan**. Remember what adults always say? “Procrastination means to put off until tomorrow what you could be doing today.” Of course, they are right, but do you know the strategies to develop a plan that will help replace your bad habits with good ones? Here is a workable plan with the strategies to help you learn how to avoid procrastination.

But first, take a moment to figure out *why* you are procrastinating. People usually procrastinate for one of these reasons:

1. “I don’t want to do it.” The goal may be difficult and take significant effort or time. Or you might be just plain rebellious or lazy.
2. “It’s not worth it.” The pay-off for achieving the goal may not be considered worth the effort.
3. “It just doesn’t feel right.” You might think that it isn’t the right time or set of circumstances to begin. You might be waiting for the magic fairy to make you want to get started.
4. “I might fail or succeed.” You might be reminded of a past failure or even a past success which creates future expectations.
5. “It’s someone else’s responsibility or fault.” Playing the blame game can certainly prevent you from taking personal responsibility and action.

Which reasons listed above are the ones that influence you to avoid getting started on long-term school projects, extra-curricular (outside of school) commitments, or family responsibilities? List a few of your recent procrastinations and identify which of the reasons above were most responsible for your delays in getting started on the projects.

Procrastination _____ Reasons _____

Procrastination _____ Reasons _____

Procrastination _____ Reasons _____

To avoid procrastinating on long-term school projects, follow these proven steps:

The Procrastination Prevention Plan

1. Get started on your project as soon as it is assigned-that very day.
2. Start small. The longest journey begins with a single step, but you must take that step.
3. Keep at it! Do something on the project every day until it is finished. An object at rest, tends to stay at rest. However, an object in motion, tends to stay in motion.
4. If you miss a planned workday, double-up your work on the project on the very next day.
5. Divide up the project sub-tasks so that you have a day off, say once per week. Plan your timeline to finish the project early. Celebrate with rewards if the project is completed early. Get your parents on board with the rewards.

Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because...
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will need to...
7. I plan to begin working toward my goal when...
8. This is how and when I will evaluate progress toward my goal:
9. I will know that I have accomplished my goal when...
10. After reading the study skill tips, I would still like to know...

Teacher/Parent Comments:

How to Set Goals Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I write down short and long-term goals that I wish to accomplish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When I set goals, I share them with people who will ask me about my progress toward these goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When I set goals, I seek out experts to help guide me toward the successful completion of these goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. When I set goals, I set rewards to motivate my efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. After I achieve, or fail to achieve my goals, I evaluate what worked and what did not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You brainstorm and write down both long-term and short-term goals, monitor your progress, and evaluate your successes or failures.
- 20-22 You brainstorm and write down goals often.
- 17-19 You sometimes brainstorm and write down goals.
- 13-16 Sometimes you brainstorm goals. Goal-setting will increase motivation and success. Learn the strategies to set, monitor, and evaluate goals and you will improve achievement.
- <13 You don't set goals for yourself. Goal-setting will increase motivation and success. Learn the strategies to set, monitor, and evaluate goals and you will improve achievement.

Already Know: What I already know about how to set goals is _____

Want to Know: What I want to know about how to set goals is _____

How to Set Goals Lesson

Learning how to set goals is important for schoolwork and for life. It's not just a matter of saying "I'm going to do it." It's also a matter of realistic expectations and effective planning. Following is a helpful list of how to set goals that you will be able to achieve.

1. First, set a **well-defined goal** that is realistic. your goal to one task that is achievable. Rome wasn't built in a day. It takes time to implement any plan and achieve success. For example, if you were earning a D grade after nine weeks in a math class, it would probably not be realistic to expect that grade to rise to an A within the next two weeks, no matter the extent of your efforts. A much more realistic goal would be to raise that grade to a C within that time period. It takes a while to dig yourself out of a ditch that you've taken nine weeks to dig.
2. Next, make your goal **specific and measurable**. Write down your goal. General goals rarely effect change. Instead of "My goal is to do better in math," try "My goal is to get a B or better on my math test in two weeks."
3. **Share your goal** with people that will pester you about your progress toward achieving that goal. Ask for their support. For example, tell your math teacher, your best friend, and your parents about the B you plan to achieve.
4. The next step is to **find the expert help** to develop a strategy for achieving your realistic and specific goal. The expert help might be your math teacher in the above example, or a tutor, or a parent, or a friend. Show your written goal to the expert and ask for specific help about what to do first, next, and thereafter. Arrange a time to check-in with the expert soon after you start your plan to evaluate your progress and to ensure that your plan makes sense.
5. After getting expert advice as to how to achieve your goal, **set rewards** before you begin to practice. Everyone works better toward a goal when rewards have been clearly defined. For example, set aside money to purchase a new video game once you have earned that B. Also establish mini-rewards to motivate practice in achieving that goal. For example, set aside a favorite snack to munch on after you have completed the daily practice toward your goal
6. **Be flexible** and willing to adjust your goal or how you practice achieving that goal. Talk to your expert again if you do not see the progress that you had planned. Sometimes a small tweak in a plan can make all the difference. Thomas Edison failed a thousand times before he was successful the one time that he invented the incandescent light bulb.
7. **Evaluate** once your goal has been reached or not. Celebrate and take your reward if you achieved your goal. If you did not achieve your goal, go back to your expert and brainstorm what went wrong. Set a new goal and begin immediately.

Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because...
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will need to...
7. I plan to begin working toward my goal when...
8. This is how and when I will evaluate progress toward my goal:
9. I will know that I have accomplished my goal when...
10. After reading the study skill tips, I would still like to know...

Teacher/Parent Comments:

How to Develop a Positive Mental Attitude Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I practice keeping a positive mental attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I delay gratification (something that pleases me) to receive my reward at the most appropriate time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I tend to spend time with happy people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I remind myself to practice a positive mental attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am a thankful person, who expresses appreciation to and compliments others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You constantly work at and achieve a positive mental attitude.
- 20-22 You often work at and achieve a positive mental attitude.
- 17-19 You sometimes work at and achieve a positive mental attitude.
- 13-16 You rarely work at and achieve a positive mental attitude. A positive mental attitude is not a feeling; there are strategies to learn how to achieve this attitude.
- <13 You don't work at achieving a positive mental attitude. A positive mental attitude is not a feeling; there are strategies to learn how to achieve this attitude.

Already Know: What I already know about developing a positive mental attitude is...

Want to Know: What I want to know about developing a positive mental attitude is...

How to Develop a Positive Mental Attitude Lesson

Scientific research provides us some interesting generalizations about people who demonstrate positive mental attitudes. People with positive mental attitudes live healthier and longer lives. They have more friends and longer-lasting marriages. They are wealthier and have better paying and more prestigious jobs.

So, why wouldn't people do everything in their powers to develop positive mental attitudes? One reason may be that the rewards described in the above generalizations are more long-term and less immediate than the short-term and more immediate gratification gained by people with negative mental attitudes.

It is certainly true that whiners and drama queens or kings tend to get immediate attention. This instant gratification releases temporary pleasure-producing endorphins in the brain. Also, it is true to some degree that "misery loves company." Of course, those attracted to negative people tend to be negative people who feed on other's negativity.

So, what strategies can those who want to break out of negative mental attitudes use to develop positive mental attitudes?

Strategies to Develop Positive Mental Attitude

1. Make your positive mental attitude a daily *choice*. A positive mental attitude is not a feeling that you enjoy or come by naturally. Choose to see the glass as being "half-full," rather than "half-empty."
2. Develop an attitude of thankfulness. Others are much less fortunate than are you. Keep focused on everything for which you should be thankful.
3. Express appreciation and compliment often. Focus on giving credit and praise to those who are meaningful in your life. A note of appreciation to a teacher, a friend, or a parent will cheer up both the giver and receiver.
4. Don't let past failures prevent you from taking risks or trying something new. Develop the attitude that "What is past, is past. What is now, is possible with my best effort."
5. Focus on your strengths. You may not be "good" at a certain school subject, but you may be willing to work harder or ask for help.
6. Practice a positive mental attitude and it will soon become a habit, replacing the habit of a negative mental attitude. Keep at it, and the results will come in time.

Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because...
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will need to...
7. I plan to begin working toward my goal when...
8. This is how and when I will evaluate progress toward my goal:
9. I will know that I have accomplished my goal when...
10. After reading the study skill tips, I would still like to know...

Teacher/Parent Comments:

How to Create a Home Study Environment Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I study in the same place at home each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I study where there are no noise distractions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I study on an organized and uncluttered desk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I concentrate only on my homework during study time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel comfortable, but not too comfortable, in my study environment workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You already have all the components of an effective study environment.
- 20-22 You already have most of the components of an effective study environment.
- 17-19 You have some of the components of an effective study environment.
- 13-16 You have only a few of the components of an effective study environment. By putting into practice the suggestions in this Study Skill Tip, you will improve the quality of your study environment and enhance your chances of study success.
- <13 You do not have the components of an effective study environment. By putting into practice the suggestions in this Study Skill Tip, you will improve the quality of your study environment and enhance your chances of study success.

Already Know: What I already know about a home study environment is _____

Want to Know: What I want to know about a home study environment is _____

How to Create a Home Study Environment Lesson

We are affected by our surroundings. Where we complete homework and study contributes to or detracts from the quality of our work at home. Follow these tips to learn how to create a productive home study environment.

1. Develop a study environment that works for you. Select a **quiet area** to dedicate to serious study. Learn to associate this place with uninterrupted study and success. Don't float around from place to place during study time.

Where and when is the best place for you to complete work at home? _____

2. **Avoid distractions** in your study environment. Keep your cell phone off and keep anyone or anything that will compete for your concentration out of that environment. Get help from others, such as parent, to support uninterrupted study time.

What and whom are your greatest distractions during study time at home? _____

What can you do about these distractions? _____

3. Unlearn poor study skills. For example, studying with the television or music as background may be something that you have always done; however, **sound competes with concentration**. Turn off these competing inputs during homework time.

What poor study skills do you have, if any? _____

4. Study on an uncluttered desk or table with good lighting and a straight-back chair. The study environment should be **business-like**, not overly comfortable.

What, if anything, could be improved? _____

5. Have study materials on or **next to your study area** so that you don't have to interrupt study time to locate these items. Keep sharpened pencils, pens, paper, and books convenient to your study area.

Which study materials and supplies do you need to add to your study area?

Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because...
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will need to...
7. I plan to begin working toward my goal when...
8. This is how and when I will evaluate progress toward my goal:
9. I will know that I have accomplished my goal when...
10. After reading the study skill tips, I would still like to know...

Teacher/Parent Comments:

How to Get Organized for Homework Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I write down everything I need to do for homework in my student planner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My backpack is perfectly organized, and I check what I need to bring home before school is over each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My binder is perfectly organized and I put everything in its proper place throughout the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I study each day, whether I have written work due the next day or not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The first thing I do when I get home is to open up my student planner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You already have all the components of effective homework organization.
- 20-22 You already have most of the components of effective homework organization.
- 17-19 You have some of the components of effective homework organization.
- 13-16 You have only a few of the components of effective homework organization. By putting into practice the suggestions in this Study Skill Tip, you will improve the quality of your homework and enhance your chances of study success.
- <13 You do not have the components of effective homework organization. By putting into practice the suggestions in this Study Skill Tip, you will improve the quality of your study environment and enhance your chances of study success.

Already Know: What I already know about effective homework organization is...

Want to Know: What I want to know about effective homework organization is...

How to Get Organized for Homework Lesson

Getting organized for homework doesn't start at home. It starts at school and if you think about it: **YOU HAVE HOMEWORK EVERY DAY**. Homework usually consists of the following:

- Finish up work begun in class
- Independent practice
- A long-term project
- Test study
- Independent reading
- Extra credit (Ask for it!)

Check out these tips to organize and plan your homework time:

1. Organize your homework throughout the day. When your teacher announces homework for any subject, write as many details regarding the work in your student planner. Write an estimate of how much time each task will take and what books, worksheets, or supplies from school you will need to bring home. Your student planner is your lifeline. Use it to write down everything, including papers which need to be read and/or signed by parents. Don't rely on your memory.
2. Make sure that you understand any oral or written directions. Ask the teacher if you are not perfectly clear about the directions and if you need more help understanding what you need to do on your own. Don't hope that you will figure it out later or rely upon your parents for help.
3. Use a three-ring binder and keep a three-hole-punch in your backpack to secure any worksheets and resources that your teacher provides. Ask your teacher or teachers how to best organize everything you will need to keep for each subject. Use labeled subject dividers for your classes and always place papers in their proper places, no matter how much time it takes. A worksheet stuffed in the binder folder or in a pocket of your backpack will often get lost. If possible, place every paper worksheet or resource that you will need for homework in one place in your binder. Include any notices, flyers, or letters sent home for your parents in this section.
4. Never throw anything away. If the teacher says to do so, take the work home and keep it in a drawer, storage box, or the closet. You may find you will need it after all.
5. Neatly organized your backpack. Good backpacks (I recommend rolling backpacks to take the weight off your back) will have multiple compartments. Use these compartments to organize what you need for school. A separate pen and pencil box with erasers, extra lead, a ruler, small three-hole punch, small stapler, and glue stick should go in a separate compartment. Keep books in the large compartment, inside plastic bags during the rainy season. Keep your student planner and binder or binders in another compartment. Invite your parents to inspect your backpack and do a Sunday night binder and backpack dump, just in case papers are not in their proper places.
6. Homework is also study. A little study every night for upcoming tests is smarter than a lot of cramming the night before a test. The same is true for long-term projects.
7. As soon as you get home, open your student planner to begin organizing your homework plan.

Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because...
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will need to...
7. I plan to begin working toward my goal when...
8. This is how and when I will evaluate progress toward my goal:
9. I will know that I have accomplished my goal when...
10. After reading the study skill tips, I would still like to know...

Teacher/Parent Comments:

How to Complete a Daily Review Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I review notes and worksheets daily at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I take notes on assigned reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I study daily, even when there is no required written work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Each day I organize things that I have learned in class in memorable forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Each day I write possible test questions from things that I have learned that day in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You already have the key practices of the Daily Review mastered.
- 20-22 You already have many of the key practices of the Daily Review mastered.
- 17-19 You have some of the key practices of the Daily Review mastered.
- 13-16 You have a few of the key practices of the Daily Review mastered. Learning and practicing the components of the Daily Review will improve your learning and grades.
- <13 You do not practice the key components of the Daily Review. Learning and practicing these components will improve your learning and grades.

Already Know: What I already know about practicing a daily review of class work is...

Want to Know: What I want to know about practicing a daily review of class work is...

How to Complete a Daily Review Lesson

Review and Respond to Notes and Class Work

Every day after school at the beginning of your homework time, complete a ten-minute review of any notes, worksheets, and assignments that you worked on in class that day. This review interrupts the “forgetting cycle” and will help you prepare in advance for tests. Students remember up to 70% of new information if that information is practiced and placed into the long-term memory within the first 24 hours after first learning that information. The level of retention drops to only 10% after one week. So, plan your study schedule to have a study review time soon after school every day. A little bit of test preparation and study with a **Daily Review** will actually save you time studying the night before the test.

Purchase a spiral-bound notebook for each of your school subjects or classes. Label each notebook, according to the subject. Write the date of your **Daily Review** at the top of page and list the key areas of focus for that subject or class on that day. Write possible test questions and memory tricks to remember key ideas and details for the most important content learned that day on small sticky notes and arrange them on the **Daily Review** page. A few nights before an upcoming test, you can transfer the sticky notes to a study sheet and use them to create a practice test. Also, don't forget sticky notes that you used to take marginal annotations on worksheets, articles, and from your textbook.

A Few Tips for Writing Memorable Sticky Notes

1. People remember information best when that information is organized in a structured manner.

Tip: Organize your sticky notes into distinctly memorable patterns. Try general to specific, alphabetical, and chronological patterns. Color code categories with different color stickies. For example, if you are studying the explorers you could use blue for people, yellow for their countries, green for their areas of exploration, and pink for their accomplishments.

2. People remember information that is connected to visual imagery.

Tip: Draw out quick graphic or picture representations of key ideas on your stickies.

3. People remember events and information that are made exciting, interesting, or even embarrassing.

Tip: Personalize what you are trying to remember to keep things more memorable on your stickies. Relate the information that you want to remember to events and people in your own life.

Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because...
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will need to...
7. I plan to begin working toward my goal when...
8. This is how and when I will evaluate progress toward my goal:
9. I will know that I have accomplished my goal when...
10. After reading the study skill tips, I would still like to know...

Teacher/Parent Comments:

How to Manage Time for Homework Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I coordinate (plan) my homework and study schedule with my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I start homework as soon as I get home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I use my student planner to plan an order of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Before I begin, I plan study breaks, rewards, and study task estimates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I begin each session with a daily review of all my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You already have the key practices of the homework time management mastered.
- 20-22 You already have many of the key practices of homework time management mastered.
- 17-19 You have some of the key practices of homework time management mastered.
- 13-16 You have a few of the key practices of homework time management mastered. Learning and practicing the components of homework time management will improve your learning and grades.
- <13 You do not practice the key components of homework time management. Learning and practicing these components will improve your learning and grades.

Already Know: What I already know about homework time management is _____

Want to Know: What I want to know about homework time management is _____

How to Manage Time for Homework Lesson

1. Your personal schedule is not the only schedule in your family. Your parents and siblings have their own schedules, too. Their schedules affect your homework schedule. To set aside the amount of time you need to complete homework and study, you all need to communicate those schedules with each other. **A few tips for family schedules work well:** Some families post an erasable white board in a common meeting area, such as the kitchen or a family room with upcoming appointments, chores, meetings, project due-dates, etc. Others post this information on a family calendar. If you have a cell phone, tablet, or desktop, you can sync family calendar events. Develop a plan with your parents that works for your homework and family's schedule.
2. **Be flexible.** Despite your best efforts with family communication, things do change. You may have to babysit or visit grandma unexpectedly. Have a workable back-up plan to handle life's interruptions.
3. If possible, start your homework **as soon as you get home.** Open your student planner as soon as you get in the door. Grab a quick snack and do your chores, but get started before you go out with friends, check your social media, play, listen to music, work on a hobby, watch television, play video games, get on the phone, etc. Postpone these fun activities until the work is done. You will enjoy them more, knowing that you have completed your homework.
4. Use a **monthly calendar** to plan out long-term study projects and to write down upcoming tests. Coordinate this calendar with a weekly student agenda or planner and make sure to share these dates and estimates of study time with your family. Remember to plan in study time, and not just reading and written homework time.
5. Develop a **study order** before you begin a study session. Study your hardest subject first when you are fresh. Concentrate your best time on this subject. Do simple or easy study or work at the end of your study time when less concentration is needed.
6. Plan **time estimates** and write these down before you begin to study. Build in a realistic cushion, allotting a bit more time than is expected for each study task. Things do not always go as planned.
7. Plan when to **take study breaks** before you begin. Study breaks should be short (5 minutes), regular (every 30 minutes), and away from your study area. Do something different than your study activity. Make sure to stretch during study breaks. Get up and move around.
8. Establish simple **rewards** in advance to enjoy during a study break. For example, if a snack is calling your name, delay gratification until a planned study break.
9. Begin your homework session with your ten-minute **Daily Review.**

Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because...
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will need to...
7. I plan to begin working toward my goal when...
8. This is how and when I will evaluate progress toward my goal:
9. I will know that I have accomplished my goal when...
10. After reading the study skill tips, I would still like to know...

Teacher/Parent Comments:

Study Skills and Executive Function Skills Self-Assessment

Motivation

1. Do you know how to motivate yourself to do what you need to do? Yes Somewhat No
2. Do you know how to organize work and get started on a long project? Yes Somewhat No
3. Do you know how to set goals and check on your progress toward those goals? Yes Somewhat No
4. Do you know how to change a negative attitude about schoolwork to a positive attitude? Yes Somewhat No

Organization and Time Management

5. Do you have a place at home that is set up for homework and study? Yes Somewhat No
6. Do you know how to organize daily and long term homework and study? Yes Somewhat No
7. Do you begin homework with a review of what you learned in school that day? Yes Somewhat No
8. Do you know how to manage time for homework, study, and activities after school? Yes Somewhat No