Study Skills

CCSS: Literacy Standards for Science & Technical Subjects Grades 9-10

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	Why does how I learn matter?	How can I improve my self-management skills?	How do my memory skills affect my learning?	How does the way in which I spent my time affect my learning?	Why are strong reading skills essential to my learning?	How can I become an effective listener?	How can I take effective notes?	How can I improve my test-taking skills?
KEY IDEAS AND DETAILS:								
CCSS.ELA-LITERACY.RST.9-10.1								
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.		2.3		4.1	5.1, 5.2, 5.4		7.1, 7.2, 7.3	
CCSS.ELA-LITERACY.RST.9-10.2								
Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	1.1, 1.2, 1.3, 1.4	2.1, 2.2	3.1, 3.2, 3.3, 3.4	4.1, 4.2, 4.3	5.1, 5.2, 5.3, 5.4		7.1, 7.2, 7.3	8.1, 8.2, 8.3
CCSS.ELA-LITERACY.RST.9-10.3								
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.		Unit 2- Project		Unit 4-End of Unit Discussion	5.2		7.1, 7.2, 7.3	
CRAFT AND STRUCTURE								
CCSS.ELA-LITERACY.RST.9-10.4								
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4, 2.5	3.1, 3.2, 3.3, 3.4	4.1, 4.2, 4.3	5.1, 5.2, 5.3, 5.4		7.1, 7.2, 7.3	8.1, 8.2, 8.3
CCSS.ELA-LITERACY.RST.9-10.5								
Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	1.1, 1.2, 1.3, 1.4		3.1, 3.2, 3.3, 3.4	4.1, 4.2, 4.3	5.1, 5.2, 5.3, 5.4		7.3	8.1, 8.2, 8.3
CCSS.ELA-LITERACY.RST.9-10.6								

	Unit 1	Unit 2	Unit3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.			3.1, 3.2, 3.3, 3.4	4.1, 4.2, 4.3	5.1, 5.2, 5.3, 5.4		7.1, 7.2, 7.3	
INTEGRATION OF KNOWLEDGE AND IDEAS								
CCSS.ELA-LITERACY.RST.9-10.7								
Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.				4.1			7.1, 7.2, 7.3	
CCSS.ELA-LITERACY.RST.9-10.8								
Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.					5.1, 5.2, 5.3, 5.4			8.1, 8.2, 8.3
CCSS.ELA-LITERACY.RST.9-10.9								
Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	1.2							
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY								
CCSS.ELA-LITERACY.RST.9-10.10								
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	Unit 1	Unit 2	Unit3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
WRITING, GRADE 9-10								
TEXT TYPE AND PURPOSES								
CCSS.ELA-LITERACY.WHST.9-10.2								
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	1.1, 1.2, 1.3, 1.4	2.1, 2.2	3.2, 3.3, 3.4, Unit 3-Project	4.1	5.1, 5.2, 5.4		7.1, 7.2, 7.3	8.1, 8.3, Unit 8 Discussion
CCSS.ELA-LITERACY.WHST.9-10.2.A								

Standard	Unit 1	Unit 2	Unit 3	Unit 4	4.1	Unit 5	5.2	Unit 6	Unit 7	7.3	Unit 8
Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1.1, 1.2, 1.3, 1.4	2.1, 2.2	3.2, 3.3, 3.4, Unit 3-Project		4.1	5.1, 5.2, 5.4				7.3	8.1, 8.3, Unit 8 Discussion
CCSS.ELA-LITERACY.WHST.9-10.2.B											
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1.1, 1.2, 1.3, 1.4	2.1, 2.2	3.2, 3.3, 3.4, Unit 3-Project		4.1	5.1, 5.2, 5.4			7.1, 7.2, 7.3		8.1, 8.3, Unit 8 Discussion
CCSS.ELA-LITERACY.WHST.9-10.2.D											
Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	1.1, 1.2, 1.3, 1.4	2.1, 2.2	3.2, 3.3, 3.4, Unit 3-Project	Unit 4-End of Unit Discussion			5.2	6.2, Unit 6 Sharing Presentation	7.1, 7.2, 7.3		8.1, 8.3, Unit 8 Discussion
CCSS.ELA-LITERACY.WHST.9-10.2.E											
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1.1, 1.2, 1.3, 1.4	2.1, 2.2	3.2, 3.3, 3.4, Unit 3-Project	Unit 4-End of Unit Discussion			5.2	6.2, Unit 6 Sharing Presentation			8.1, 8.3, Unit 8 Discussion
CCSS.ELA-LITERACY.WHST.9-10.2.F											
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1.1, 1.2, 1.3, 1.4	2.1, 2.2	3.2, 3.3, 3.4, Unit 3-Project	Unit 4-End of Unit Discussion			5.2	6.2, Unit 6 Sharing Presentation			8.1, 8.3, Unit 8 Discussion
PRODUCTION AND DISTRIBUTION OF WRITING											
CCSS.ELA-LITERACY.WHST.9-10.4											
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.1, 1.2, 1.3, 1.4	2.1, 2.2	3.2, 3.3, 3.4, Unit 3-Project	Unit 4-End of Unit Discussion			5.2	6.2, Unit 6 Sharing Presentation	7.1, 7.2, 7.3		8.1, 8.3, Unit 8 Discussion
CCSS.ELA-LITERACY.WHST.9-10.5											
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Unit 1- Reflective Essay		Unit 3- Project							7.3	

CCSS.ELA-LITERACY.WHST.9-10.6								
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	1.1, 1.2, 1.3, 1.4	2.1, 2.2	3.2, 3.3, 3.4, Unit 3- Project			Unit 6 Sharing Presentation	7.1, 7.2, 7.3, Unit 7	8.1, 8.3, Unit 8 Discussion
RESEARCH TO BUILD AND PRESENT KNOWLEDGE								
CCSS.ELA-LITERACY.WHST.9-10.9								
Draw evidence from informational texts to support analysis, reflection, and research.	Unit 1- Reflective Essay		Unit 3- Project	Unit 4-End of Unit Discussion	5.1, 5.2, 5.4	Unit 6 Sharing Presentation	Unit 7 Discussion	Unit 8 Discussion
RANGE OF WRITING								
CCSS.ELA-LITERACY.WHST.9-10.10								
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8