

Ready To Study? – Teacher Version

Grade level: 9

Suggested Duration: 1 hour or class period

Target Audience: students about to embark on college-level classes who need to sharpen/identify necessary skills that provide success in such classes

Many TEKS SEs are subsumed in this activity, as proficiency in prerequisite courses is required for success in later ones, but here are two examples:

§110.31. English Language Arts and Reading, English I

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

§111.32. Algebra I

(a) Basic understandings.

(1) Foundation concepts for high school mathematics. As presented in Grades K-8, the basic understandings of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability and statistics are essential foundations for all work in high school mathematics. Students will continue to build on this foundation as they expand their understanding through other mathematical experiences.

Heriberto not only took higher-level courses—he was successful in them. Part of it is hard work, but acquiring the necessary skills and habits of mind are also important. This will help you make the adjustment to college, where you will be expected to be a more independent learner.

<p>Teacher will lead a discussion about skills needed for college-level work. Begin by asking if students have any ideas about this. List on board or screen. Following the brainstorm, the teacher will introduce the information below. In pairs or three, have the students discuss each one—what it means and how well they do in each. If needed due to time constraints, have larger groups of student focus on one of the four major bullets and the sub-bullets in each one.</p>	<p>Answers will vary, but could go from the basic “be on time” or “turn in your work” to more metacognitive ideas, such as “learning independently by reading the book and taking notes.” Students present out, display understanding of the needed skills.</p>
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Tennen and Hagar* have identified the following list of skills necessary for success:

- **Basic skills:**
 - the reading, writing, or math skills necessary to learn the information, concepts, and skills taught in the class
 - the communication skills (reading, writing, speaking) to demonstrate learning
- **Background knowledge:**
 - prerequisite courses
 - the body of knowledge assumed by the text or the teacher
 - basic vocabulary
- **Study skills required:**
 - learning from the textbook (e.g. annotating, summarizing, using the glossary, outlining, checking comprehension)
 - learning from the lecture (e.g. taking notes, listening skills, asking questions)
 - studying for and taking tests
 - using academic resources
 - metacognition (e.g. awareness of the quality of their learning, awareness of what they can do to enhance their learning)
- **Time and study commitment**
 - number of classes required
 - recommended commitment of study time
 - types and number of assignments

*Tennen and Hagar, Helping Students to Study Effectively. www.4faculty.org

In your groups, discuss these per your teacher’s directions. Which one do you feel pretty solid in? In which do you need more help/direction? Need more help? Go to: <http://www.texasgearup.com/hub>

Ready To Study? – Student Version

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