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Introduction to the Program

What is *Advanced Skills for School Success*?

Advanced Skills for School Success is a study-skills program consisting of six separate modules:

- Module 1** School Behaviors and Organization Skills
- Module 2** Completing Daily Assignments
- Module 3** Effective Reading of Textbooks
- Module 4** Learning from Verbal Presentations and Participating in Discussions
- Module 5** Writing Reports
- Module 6** Preparing for and Taking Tests

For whom is *Advanced Skills for School Success* designed?

Advanced Skills for School Success is designed primarily for students in junior and middle secondary school who have not completed *Skills for School Success* at primary school. The program can also be used with students of any age who have already participated in the program but have not yet mastered organization and study skills. Although *Advanced Skills for School Success* has generally been taught as part of the regular instructional program, it has also been successfully used in remedial, special education, and tutorial settings with secondary students who are experiencing difficulty in academic areas.

What is the content of *Completing Daily Assignments*?

This module introduces independent learning strategies that students can use to complete daily assignments. These strategies are designed to provide students with systematic procedures for doing common school tasks, to increase their active involvement and concentration as they study, and to increase their success with daily assignments. The strategies introduced in Module 2 are

- **The HOW Strategy** Students are taught how to complete neat, well-organized assignments by using the HOW strategy (H = Heading, O = Organized, W = Written neatly). Students learn that their assignments will be easier to read and assess if they meet these standards. In addition, students who meet these standards communicate an important message (“I tried.” “I care.” “I want to do well.”).
- **Strategy for Completing Assignments** Students use this strategy when completing an assignment with a set of directions. This type of assignment is found in textbooks and workbooks or is designed by teachers. The strategy steps include 1) Plan it, 2) Complete it, 3) Check it, and 4) Hand it in. Particular emphasis is placed on planning the

work by carefully reading the directions, underlining important action words in the directions, and retelling the directions. Although this strategy could be applied to any assignment, it is particularly helpful when students complete assignments with complex directions (e.g. science experiments).

- **Strategy for Answering Written Questions** This strategy teaches students to read the question carefully, to change the question’s wording into part of the answer, to use the headings and subheadings to locate the section of the chapter that focuses on the topic, and to complete the questions. When students use this strategy, they are more likely to write relevant answers that are in complete sentences and that can be used for subsequent study.
- **Proofreading Strategy** This strategy can be applied to daily assignments, letters, notes, reports and essays. Students are taught to proofread each sentence for sense, capitalization, punctuation, and spelling.
- **RCRC Strategy** Students use this strategy to study or memorize information. The strategy involves four steps: 1) **Read**—Read the material, 2) **Cover**—Cover the material, 3) **Recite**—Verbally recite and write the important information, and 4) **Check**—Check the accuracy of the recitation.

The importance of these learning strategies to success at school is obvious. Of equal importance is the application of the strategies to adult life. In the workplace, it is also necessary to create neat, well-organized, legible written products; to proceed systematically from planning to completion when working on projects; to proofread written products; and to rehearse information that needs to be remembered in the future. So, while the immediate goal of *Advanced Skills for School Success* is to assist students at school, the broader goal is to teach students strategies that they can use throughout life.

When should *Completing Daily Assignments* be taught?

Ideally, this module should be taught during the beginning of the school year so that the strategies can be used throughout the year.

What are the components of *Completing Daily Assignments*?

This module consists of a Teacher Guide and a Student Book. The Teacher Guide includes the following:

1. Introduction—The introduction answers questions about successful implementation of *Completing Daily Assignments* and should be read by school staff before the module is taught.