

Tip: Time & Intensity matter when studying!

TEST ANXIETY

Test anxiety is common and many students, like you, feel the same way about a test, quiz, exam, etc. Anxiety can be a powerful factor of your habits because it's an indicator that what you're doing is important. But it's important to learn how to deal with this situation because, on the other hand, too much test anxiety can hurt you. Research has shown that high-pressure situations can actually lessen your working memory. Additionally, stress caused by anxiety produces a hormone called cortisol, and too much of it can make it difficult for the hippocampus to recall memories.

Fortunately, there are several techniques and mental exercises to help you cope with failure!

If you fear a test, take out a piece of paper and write down exactly why you are feeling this way for 2 minutes which has been scientifically proven to reduce test anxiety. It allows you to take all those worries out of your head and store them somewhere safe. **Note: Everyone experiences a moment of failure with tests once in a while.**

HOW TO COPE WITH TEST ANXIETY

Here are three different test fears that can cause test anxiety. We also include how to cope with these forms of anxiety.

THE FEAR OF REPEATING PAST FAILURES

We human beings have a negativity bias—a tendency to remember and give more emotional weight to negative events than positive ones. You're not defined by your past success or failures and we can change that if we're willing to change ourselves.

- a. Write down your past mistakes, gather as much information about them as you can and analyze them as much as you can.
- b. Review your past exam mistakes: Pre-step
 - i. Start by getting a copy of your test from your teacher or, if they don't allow it, ask after school to at least review it.
 - ii. Also while talking to the teacher, ask for feedback, especially when your test includes short-answer or essay questions where there is no concrete answer.
- c. Review your past exam mistakes
 - i. Make sure to understand why you got the question incorrect. If a math equation, identify the exact point where you made a mistake by going through the steps of the problem.
 - ii. Make sure you know what the right answer was and why it was right. Cross-reference the question before you move on.

1. If you're going to be tested on the incorrect question again – in a final exam – highlight that section of your notes so you know it's important. Also, you can create quiz questions for later review.
 2. Figure out why you made the mistakes in the first place.
 3. Was I unprepared?
 4. And if so, why was I unprepared?
 5. Did I simply not put enough time into reviewing?
 6. Did I ignore the study guide?
- d. Or did I use an ineffective study method
- i. If you felt you were prepared, then maybe something went wrong during the actual exam. Maybe...
 - You rushed through and made a lot of careless errors.
 - You let time get away from you and didn't actually finish the whole exam.
 - ii. Make sure that you use that opportunity by making a plan for how you'll avoid the mistake in the future. **Just saying "I'll do better next time" isn't enough!** You need to know *exactly* how you're gonna do better.

Test tip: While taking tests, eliminate the answers that you are positive are not the answer.

A FEAR OF UNKNOWN- A FEAR OF WHAT WE DON'T UNDERSTAND

Try to gain as much experience with the upcoming exam as you can by...

- i. Doing your best to get access to practice tests and study guides to create quizzes out of your nose to fill in the gaps.
- ii. Spending some time studying in a classroom that looks and feels similar to the one you'll will be tested in
- iii. Quizzing yourself under the same time constraints you'll face during the exam

A FEAR OF STAKES- THE FEELING THAT THIS TEST IS EVERYTHING AND IF YOU DON'T PASS, IT'S GOING TO DEFINE YOUR OVERALL GRADE, WHERE YOU'LL GO TO COLLEGE, OR WHETHER OR NOT YOU'LL GET TO WORK FOR ELON MUSK SOMEDAY!

In reality, you're rarely going to come across a test or situation that you can't recover from in the case that things go wrong, but you have to make sure you learn from your mistakes and move on. And even if things don't go perfectly for you, you'll be able to learn from your mistakes and move on.

If this isn't comforting enough, try reframing the test in your mind and think of it as a **learning opportunity**. Keep in your mind that anxiety isn't something you always need to try to deal with on your own. If you have anxiety that's majorly affecting your life, don't hesitate to ask a professional for help.

HOW TO EFFECTIVELY TAKE NOTES?

1. HAVE PREPARED MATERIALS

1. An ACTIVE brain & a positive attitude!
2. A pen/pencil
3. 3-ring binder with dividers
4. Notebook paper.
5. An eraser
6. Individual folders/notebooks
7. All textbooks
8. A prepared memory

2. BE A GOOD LISTENER!

Note-Taking will become a way for you to improve your listening and retention skills.

1. Sit near the front of the classroom to effectively listen to the teacher.
2. Ignore distractions from classmates and outside distractions.
3. Sit up straight to stay comfortable during the lecture.
4. Look for non-verbal signs- body language, expressions and tone of voice to identify the importance information given by the teacher. If the teacher begins looking at the window, or his eyes glaze over, he's signaling "Put your pen down, This isn't going to be on the test." Or if he turns to write something on the blackboard and makes eye contact with several students and/or gestures dramatically, he's sending a clear signal about the importance of the point he's making.

3. ASK QUESTIONS OFTEN

1. Being an active listener means asking yourself if you understand everything discussed. If not, ask your teacher questions at an appropriate time or write down the questions you need answered in order to understand the concept fully.
2. Challenge yourself to draw conclusions about what the teacher is saying. Use your mind to think while taking notes. Think about the concept, how it relates to what you've been assigned to read and other facts you've been exposed to.
3. Makes you more interactive in the class, causing everyone to think highly of you.

4. NOTE TAKING STRATEGIES

1. Annotations

Annotating means adding *critical commentary* (a series of notes explaining or interpreting a written text) or *explanatory notes* (giving reasons or details that explain something) or providing

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explanations for words and phrases within the text. This strategy takes place in the margins of text or on a separate sheet of paper if you can't write on the reading.

NOTE TAKING- TEXTBOOKS, IN CLASS!

- Textbook- Identify the main ideas, rephrasing info in your own words, even recording details you're unfamiliar with. Take brief, concise notes in your notebook, or anywhere where you're required to do. Write Qs. and Ans. to ensure your mastery of the material, starring those qs. To which you don't have answers to ask them in class.
- In class- Read the material to be covered before coming to class to be able to concentrate and absorb the teacher's interpretations and points. Using a tropical, bols, take notes on those items to cause thematic comprehension of the material. Your notes should be sequential, following the teacher's lecture is complete, review your notes at first opportunity. Fill in blanks/thoughts.

WHY ANNOTATE?

- Helps you to stay focused and involved with the text
- Monitor and improve comprehension (understanding of the meaning of the main idea)
- Helps you take notes of your confused areas on any part of the texts

Annotating involves **highlighting**, underlining and making marginal notes (on the edge of text) while reading a document.

WAYS TO ANNOTATE INCLUDE:

- A. **Highlight** *key terms and definitions*
- B. Write *key words and meanings* in the margins
- C. Circle *important people/groups*
- D. Underline *significant facts/details*
- E. Write *questions* in the margin next to the section where the *answer* can be found
- F. Number (#) the *paragraphs* to refer back to a specific location easily
- G. Use asterisks (*) or arrows (→) in the margins to indicate an *important paragraph*.
 - I. *Make notes about the *reliability of the source*
 - II. *Make notes about the *author's background, bias, or assumptions*
 - III. *Write *connections you make to the text* (text to self, text to text, or text to world)

*This is optional, but it can help broaden your understanding of the text.

ANNOTATING BY USING THE THREE ASPECTS OF A STORY

There is also another type of annotating which is annotating novels that follow a different set of guidelines. In a novel, there are 3 different aspects of the story which are...

PLOT- MAIN EVENTS

- Foreshadowing- Hint predicting a future event.
- Symbolism- An object or person being symbolic that represents **ideas and qualities.**
- Important Events & How They Impact Storyline- **This might change the story because...**
- Importance of setting on storyline.
- Where a problem develops, reaches a climax, or is resolved- **Turning Point.**
- Parts of the story where the **action moves forward.**
- Make Predictions; Identify Patterns.

CHARACTERS- ANALYSIS OF CHARACTERS

- Indirect Characterization/Character Traits- Revealed through actions, words, or thoughts. *What are they doing? Why are they doing what they're doing?*
- Inference about Character Relationships- Guessed based on **evidence/quotations.**
- Conflict- Serious disagreement
 - Internal Conflict- Struggles within the character such as **character vs. him/herself, anything else, god, setting, animal.**
 - External Conflict- Any **outside forces.**
- Character Motivations- Reason behind character's actions and behaviors which are **intrinsic needs, driving factors such as psychological or existential needs.**
- Describe how setting impacts character.

THEME- AUTHOR'S MESSAGE ABOUT LIFE OR HUMAN NATURE

- **Theme Statement- A subject that's presented within writing that's related with the theme. Note: Theme statement IS NOT the theme!**
- What is the author saying about (the topic) as it relates to life of human nature?

MAKE SURE:

1. You take these notes **WHILE YOU'RE READING THE CHAPTER TO SAVE TIME!**
2. Take notes on the important details for **each chapter in the novel/book.**

2. CORNELL NOTES

Cornell Notes is a note-taking strategy that helps students stimulate critical thinking skills, helps students remember what is taught through lectures and textbooks, work on assignments and prepare for tests outside of the classroom, allow students to help each other solve problems, and help students organize and process data and information.

Pre-Step 1: With an 8½” * 11” **piece of loose-leaf notebook paper**, write these 2 things at the **top left side of the page**:

- a. Title of the notes
- b. Source and page

Pre-Step 2: Draw a vertical line **2.5” from the edge of the left side of the page** known as the **Cue Column**. This column is reserved for writing down prompts (questions, key terms).

Tip: **Don’t write anything on Cue Column while taking notes, lecture or textbooks. Complete it after the lecture/class.**

Step 1: Take notes in the 6” **Note Column**, located at the right-hand portion of the paper. You can use any note-taking style (outline format, narrative format, symbols, bullets, shorthand, etc.).

Tip 1: Use **abbreviations** to write notes in your short sentences instead of copying word-by-word spoken by the instructor.

Example: **INSTEAD of** “Jean will be home at 3:00 PM.”
WRITE “Jean home 3:00 PM.”

Tip 2: Write **clearly** so that you can easily re-read your notes.

Step 2: After the lecture/class is over, complete your notes by...

1. Underlining vocabulary terms and highlighting definitions.
2. Underline/Highlight important information using a separate color.
3. Make any necessary corrections or additions by writing key terms or questions in the **Cue Column** to reduce main ideas. **Don’t copy** the headings from the reading as your prompts.

You can even create higher-level questions such as “*Why did...?*” or “*Predict what would happen if...?*” to deepen your understanding of the material.

4. Complete the **Summary Column**, at the bottom of the page, by summarizing your notes in 50-100 words or by creating any visual aids (paragraphs, letters, newspaper articles, charts, foldables, etc.) assigned by the instructor.

The summary must reflect your understanding of the material. “*How would I explain this information to someone else if I had no time?*”

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Step 3: “What are the best ways to use your notes to prepare for a discussion, review, quiz, test, etc?” The best ways are reciting, reflecting and reviewing!

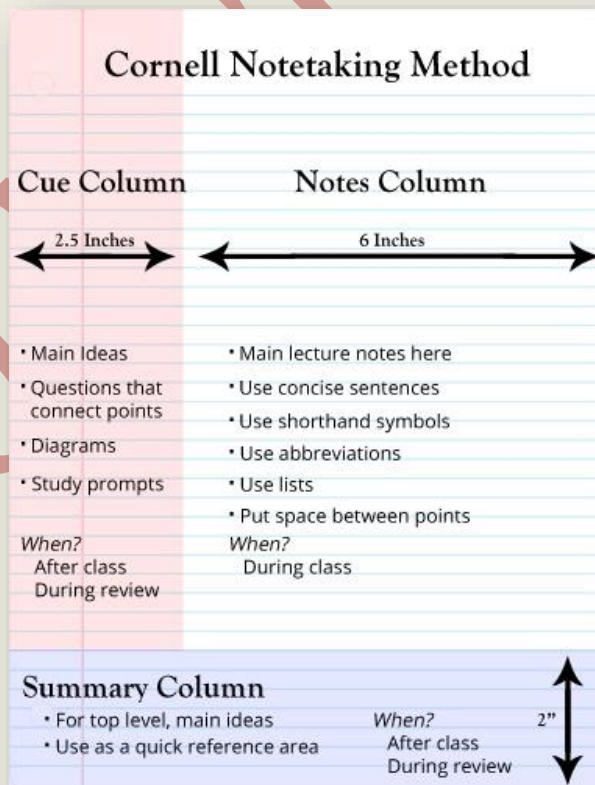
REFLECTION = THE KEY TO MEMORY!!

RECITE:

1. Recite **out loud** the information from the **Notes Column** and memorize them as fully as possible.
2. Cover the **Notes Column**, read the key questions or key term in the **Cue Column**, recite the information out loud, then uncover your notes and verify the information to see if you recited the correct information.
3. Repeat this process if you didn't get them correct until you get all the information correct.

REFLECT:

1. Think and reflect about the information in your notes, the organization of your activities for which you have notes and study the progression of information by asking yourselves, “What is the most important information? Why is this information important? How does this relate to what I already know?”



REVIEW:

1. Recite and reflect on your notes everyday regularly to review. Short, fast, frequent reviews produce better understanding and recall.
2. Also, review summaries when you study for tests/exams.

3. OUTLINE NOTES

Outline Notes are a strategy intended to organize information to monitor individual involvement before, during, and after note-taking.

Below are the benefits of using this system:

- Aids in the process of writing.
- Helps you organize your ideas.
- Presents your material in a logical form.
- Shows relationships among ideas in your writing.
- Constructs an ordered overview of your writing.
- Defines boundaries and groups.

Step 1: Skim the selection for a few minutes, looking at the headings and any **bold** or *italic words*. Having a basic idea of the chapter content and keywords will help follow the structure of the reading efficiently and prepare you for outlining.

Step 2: Read the selection. **Don't start writing your outline yet**, start by **highlighting** /**underlining**/write down any interesting points or page numbers as you read.

Step 3: **Begin your Outline.** Most history textbook chapters and handouts have introductory paragraphs that give a good outline for the reading. Use the **subheadings** in the reading to help you format your outline.

Step 4: Follow the outline format with several different levels:

- Heading Titles: Roman numerals (I, II, III, IV, V)
- Subheadings: (Capital letters)
- Arabic numeral headings: (1,2,3) as **main points**
- Lower case letters: (a., b., c.) for **examples of main points**

Label each level of heading and content with both a number or letter and a title, key word, or sentence, and indent each successive level of headings more than the previous level.

Step 5: Search for the **main ideas and subjects** as you re-read the selection and write your outline. Under each **main headings**, **add subheadings** that elaborate on the subject, **giving additional facts and details**. Ideas, that are part of a main idea, should be indented and labeled as a **sub heading** of that idea.

Step 6: Skim the reading once more when you have finished re-reading it and constructing your outline to check that you have not missed crucial information.

OUTLINE EXAMPLE

I. Heading Titles

A. Subheadings

1. Main Points

a. *Fill*

b. *Fill*

c. *Fill*

B. Subheadings

1. Main Points

a. *Fill*

b. *Fill*

c. *Fill*

II. Heading Titles

A. Subheadings

1. Main Points

a. *Fill*

b. *Fill*

c. *Fill*

B. Subheadings

1. Main Points

a. *Fill*

b. *Fill*

c. *Fill*

III. Heading Titles

B. Subheadings

1. Main Points

a. *Fill*

b. *Fill*

c. *Fill*

B. Subheadings

1. Main Points

a. *Fill*

b. *Fill*

c. *Fill*

4. DIRECT NOTES

Direct notes is a self-questioning note-taking strategy to monitor involvement before, during, and after note-taking.

Purpose: To clarify and reinforce a students' understanding and application of the content. Mainly differentiate between main concepts and supporting ideas when reading a text (primary or secondary).

They serve a variety of functions:

- By ***assisting in self questioning*** which is generating questions to guide thinking while reading. We read to answer the questions we, ourselves, have created which strengthens our understanding of the text.
- By ***making connections*** in relation to the information from the text and other sources which gives us a broader sense of understanding that develops.
- By allowing students to ***visualize the information***, which is creating pictures in our minds based on what happened in the text.
- By providing time to ***summarize the essential information*** (the main idea and supporting details based on what happened in the text).
- By ***evaluating (making judgements) about the text***, you're able to demonstrate a higher level of proficiency beyond understanding basic facts.

TYPES OF DIRECT NOTES:

Acrostic Poems	Fold-ups/Foldables	Posters
Advertisements/Billboards	Graphic Organizers	Questions
Biographies	Instructions	Report Cards
Brochures	Interviews	Resumes
Cartoons	Job Applications	Scrapbooks
Cause-&-Effect Charts	Letters	Short Stories
Comic Strips	Maps	Songs
Compare/Contrast Charts	Menus	Storyboards
Concept Maps	Newspaper Articles	Summaries
Dialectical Journals	Obituaries	Time lines
Diary Entry	Pictures	Venn Diagrams
Editorials	Poems	Wanted Posters
Essays	Political Cartoons	
Flow Charts	Postcards	

SYMBOLS FOR NOTE TAKING:

Symbols for note taking

=	equals/is equal to/is the same as
≠	is not equal to/is not the same as
≡	is equivalent to
∴	therefore, thus, so
∵	because
+	and, more, plus
>	more than, greater than
<	less than
–	less, minus
→	gives, causes, produces, leads to, results in, is given by, is produced by, results from, comes from
↗	rises, increases by
↘	falls, decreases by
∝	proportional to
∯	not proportional to

HOW TO WRITE AN EFFECTIVE RESEARCH PAPER/ESSAY?

The Purpose of a Research Paper:

Ask yourself: *What is the **purpose** of a research paper?*

- To **share** knowledge gained with other researchers
- To **show** how your study fits into current scientific research
- To **inform** the public about important scientific activity

To write an effective research is to understand the structure of an essay. The most common method taught is the Jane Shaffer Model/Method.

AN OUTLINE FOR YOUR RESEARCH PAPER

1. Introduction:

- Grabber/Hook/Lead: Anecdote, famous quotation, question that pulls the reader into your essay
 - Purpose- Grab your audience’s attention with an intriguing or shocking statement, anecdote, analogy, or quote.
 - **Avoid** beginning an essay with a question.
- Background Information: Authors, titles, one sentence summary.
 - Purpose- Provide your audience with several sentences of background information about your topic.
 - Make this topic relevant for your audience. Never assume your audience is knowledgeable about the topic.
- Thesis: Central idea, subject and opinion, last sentence of the paragraph, support details for reader, guiding statement of your essay.

2. Body Paragraphs Chunk 1& 2:

Single Chunk: TS/CD/CM/CM/CS

Double Chunk: TS/CD/CM/CM/CD/CM/CM/CS

- Topic Sentence (TS)- Main idea of your body paragraph which
 - States claim→claim supports thesis →thesis
- Concrete Detail (CD) - Facts/statistics/quotes.
 - Must be cited. Also embedded which 1. Say it. 2. Saying it to. 3. What’s happening in the story Format is shown below
 - “State evidence.” (Author’s Last Name Pg.#).
- Commentary (CM) - Connects CD’s, TS and Thesis.
 - Further details.
 - Expresses writer’s analysis, interpretation and explanation/opinion.
- Commentary 2 (CM) - Evidence suggests/shows.
- Conclusion (CS)- Restates the TS while also wrapping up your paragraph
 - Never adds new ideas (Since it is supposed to conclude the ideas already explained in your paragraph, if you have to add new ideas, then try to redo your paragraph and put the ideas into the paragraph itself).
 - Transitions to the new paragraph (It’s like the glue and the sand paper for the next paragraph to stick nicely to the paragraph that you already wrote up).

3. Rebuttal (Argues against your thesis)

- a. Restates thesis.
- b. Introduce the Counterargument, or the strongest argument against your thesis.
- c. State the evidence- what evidence is provided in the text (s) to support the other side?
- d. Refute the Evidence- argue against the evidence and why the stance that you have selected is better supported.

- e. Concluding/Transitional Sentence(s)- end the paragraph with information that reasserts your position as a whole.

4. Conclusion:

- a. Restate the topic- Bring the topic of your paper back to your audience's attention. Emphasize the importance of this topic.
- b. Restate the thesis- Using **different** words. (Paraphrase)
- c. Explain the significance of your main points and summarize
- d. Final Thought- A final thought that brings the reader full circle. This can be...
 - i. A call to action.
 - ii. A reference back to something in the introduction.
 - iii. An insight into something larger, or a theme.

RESEARCH

It is now time to research the topic! Make sure you use plenty of sources - whether they be newspapers, books, journals, etc. Remember, this will be the most intensive part in writing the paper. Give yourself enough time to find **reliable, scholarly sources** that provide information for your topic (at least two hours **per** researching session (more than one)). Google Scholar is a great recourse for reliable journals and sources!

You will need to link *your* research to *other* research later. Look specifically for information that will support your thesis. Tip: Don't be afraid to have to search up background information!

Put information in your own words. It can be helpful to paraphrase your information instead to avoid plagiarism (very serious). While researching, take notes and draw conclusions from the material.

BEFORE YOU WRITE YOUR PAPER...

Before you begin your paper, you should write down your research questions and hypothesis. Prepare the figures and tables that you plan to use. This is the **core data**. Create figures for your data and tables. Give these figures an order that they will pop up in your Results section and captions.

Next, write the Methods you used to carry out the study.

How was the study conducted?

Here, you will describe how and why your experiment was conducted a certain way. You will explain how your results were analyzed and collected. Give the materials you used, including the site. Explain how your materials were prepared, how measurements were made, and how you analysed the data. This should be done chronologically.

MAKING AN OUTLINE - IMRD/C FORMAT

When you conduct research, you will end up with LOTS of information. You will need to create an outline. This not only helps organize your research, but even helps you better understand and make sure you don't miss anything. You should follow the IMRD(C) format to outline your research. This is the **body** of your research paper.

- **Introduction** - Discusses the problem to be solved and describes where your research fits into current science.
- **Methods** - Describes how you did the study and give the details on what materials were used. Here, don't list the results - only how you got the results.
- **Results** - Explains the important findings of the research that help answer your research questions.
- **Discussion/ Conclusion** - Explains why this is important and elaborates on what implications to your area of study your research has.

WRITE DRAFTS - FINAL DRAFT

The next step is to write a draft. As you write your first draft, keep in mind that you will revise this draft and make more, so don't put too much excessive pressure on this draft. Most people just spit out research on their papers. You should add your own conclusions and thoughts in your paper.

CD - Core Detail - This is the straight information from your research. Think quotes, straight data, etc. You want to use this information to draw conclusions and thoughts, or **CM**.

CM - Commentary - Write sentences that give the significance of this information. "*What does this mean, and how does it tie into my thesis or question?*". **You should have two sentences of CM per one sentence of CD.** This group of CM and CD can be called a **block**. You should have four (or more) **blocks** in your body paragraph. That means in this order: CD, CM, CM, CD, CM. An example **block** is below:

Thesis Statement: Beauty pageants that judge individuals on their physical appearance hurt their self-esteem.

Emily Regitz, a sophomore from Ephrata High School asserts how "Beauty pageants focus on outward appearance rather than inner beauty. They create young children who hate their appearance and become obsessed with perfecting it." **By asserting the "perfect image" in children's minds, they tend to compare themselves to that. Because their appearance can't match photoshop, they feel upset about how they are "ugly"**

"Golden" Ratio: 2 CM: 1 CD

Here's a tip: Write your introduction after everything else. This ensures that you cover everything in your paper even if you update it midway through.

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After you are confident in your draft, you now need to compose a FINAL DRAFT. This draft is the absolute, and as such should not have any errors. This final draft needs to be formatted correctly. Before you hand the paper in, ensure you have...

- A cover page stating the title and other information
- A works cited/ bibliography page

TIPS: COHERENCE, RELEVANCE, AND CLARITY

List your **main facts, points, and arguments** in each category. Include all necessary information in each section. Do **NOT** repeat information unless it is necessary. This will interrupt the coherence of your paper.

When you eventually write this out, make sure to conform to length guidelines and **KEEP YOUR PAPER FOCUSED**. You want to keep your paper relevant by limiting the data you present in a section. Make sure you choose only the most important points.

Keep your paper easy to read and understand. As far as clarity, use proper grammar, phrasing and style. Don't be redundant or use too many words.

Good luck on the paper!

[For more information on writing excellent research papers, check out the Purdue OWL!](#)

HOW TO IMPROVE YOUR READING?

PURPOSE:

To surmount (overcome) any type of reading challenge

- Different ways to read various types of books
- What to read and don't have to read
- How to cut down on the time you spend on reading
- How to identify the main idea/ important details
- How to remember more of what you have read

READING- SPEED, COMPREHENSION AND RECALL ARE 3 IMPORTANT COMPONENTS OF READING

- Retention- One method to recall effectively is memorization- committing info from word to word recall, only to do when you are required to remember something for a relatively short time.
- Repetition- Repeat the memory sequence of study, then recall.

PRE-READING BOOKS STEPS

1. Check the **Table of Contents** to have an overview of what's going to be discussed/informed in the book.
2. Check the **Preface**, which is a description of the book. (Usually on the Back)

PROCESS OF RETENTION- HOW TO REMEMBER LESS... FASTER

RETENTION- A PRODUCT OF WHAT YOU UNDERSTAND

In order to develop a high level of retention, you need to master each level in this chain of comprehension consisting steps of:

1. Grasping the main idea
2. Gathering the facts
3. Figuring out the sequence of events
4. Drawing conclusions

These steps will help you remember what you have read instead of forgetting what you have learned after you have finished reading, which is the purpose of retention.

HOW TO REMEMBER THE INFORMATION RECENTLY READ?

- Summarizing a chapter page or even a paragraph to comprehend the story.
- Read slower and don't consider reading at a fast pace.
- Annotate key parts of the story for distinct english factors such as character, theme, and plot (described in "**How to EFFECTIVELY take notes?**").
- Remember the story's key parts as opposed to minor occasions.

WHY IS YOUR READING NOT IMPROVING?

- You don't read frequently enough.
- You don't read for long periods of time by using quick sessions.
- The books of information you read are not complex enough.
- Your vocabulary is lacking.
- You can understand or comprehend the material.
- You can not talk about what is happening or display that you know the information.

HOW TO ENJOY THE INFORMATION YOU READ?

- Just start reading!
- Connect it to your life.
- Delve into the feelings of the characters.
- Observe characters that relate to you.

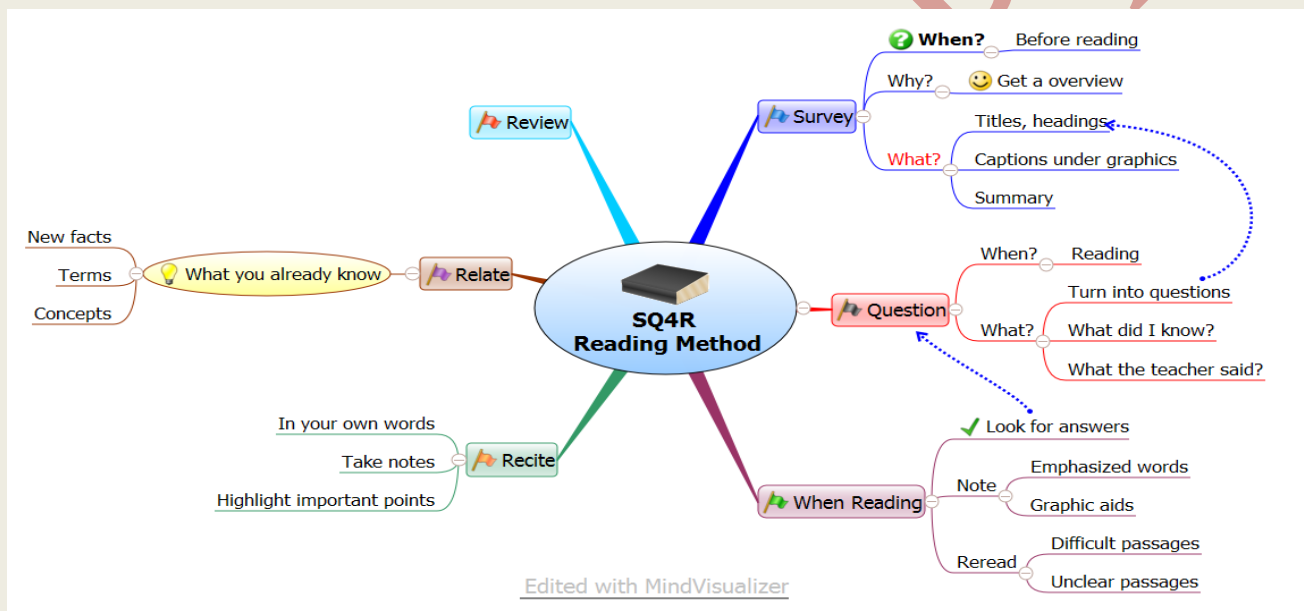
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- Read during times in which you aren't stressed.
- Don't become distracted by putting aside any external attention factors.
- Read in silence or a quiet environment.
- Read in increments or time periods.

EASY TIP:

- When you see a word you don't understand, look it up or ask another person if they know what it means, it isn't humiliating because you probably know words that the other person doesn't know too.

READING METHODS/STRATEGIES



- **Subvocalized Reading** - combines sight reading with internal sounding of the words as if spoken. (Thinking during reading is a bad habit for speed reading)
- **Speed Reading** - Collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention.
- **Incremental Reading** - software-assisted reading method designed for long-term memorization. "Incremental reading" means "reading in portions": in each session, parts of several electronic articles are read inside a prioritized reading list. In the course of reading, important pieces of information are extracted and converted into flashcards.
- **Proofreading** - a method of reading where someone checks for grammatical errors and typographical issues.

- **Rereading** - reading the material over in order to cover it twice.

HOW TO EFFECTIVELY EXCEED THE SAT/ACT/AP?

(ATTENTION: Due to COVID-19, at this point of time, if time passes with students being quarantined, then the links might not be helpful for the time-being.)

Due to limited time, (sorry for this inconvenience) we have listed resources to help you guide through the SAT & the ACT. Also, standardized test prep varies for each student. We recommend using Khan Academy, College Board, ACT and the free PrepScholar blogs to prepare.

- [Should You Start Prepping for the SAT/ACT in 9th Grade?](#)
- [How to Get a Perfect 1600 SAT Score, by a 2400 Expert Full Scorer](#)
- [How to Get 800 on SAT Math, by a Perfect Scorer](#)
- [How to Improve Low SAT Math Scores: 9 Strategies](#)
- [Plugging in Answers: A Critical SAT Math/ACT Math Strategy](#)
- [Plugging in Numbers: A Critical SAT/ACT Math Strategy](#)
- [How to Get 800 on SAT Writing: 9 Strategies From a Perfect Scorer](#)
- [How to Improve Your SAT Writing Score: 9 Key Strategies](#)
- [How to Get 800 on SAT Reading: 11 Strategies by a Perfect Scorer](#)
- [How to Improve Your SAT Reading Score: 8 Strategies](#)
- [Best SAT Prep Books 2020](#)
- [How to Get a Perfect ACT Score, by a 36 Full Scorer](#)
- [Best ACT Prep Books 2020](#)
- [Khan Academy | Free Online Courses, Lessons & Practice](#)

To prepare for AP exams, check out the College Board website for AP as they are the ones who create the AP exams. Also Khan Academy as they have free videos and exercises for some AP classes.

BIBLIOGRAPHY/WORKS CITED

Harshaa's Internet Searches

- Prep Scholar Blogs
- Khan Academy
- Grolier's Manage Your Time
- [10 Guidelines for Academic Success.pdf](#)
- <https://youtu.be/mLhwdITTrfE>
- <https://youtu.be/t-9cqaRJMP4>

Logan's Internet Searches

- [SAT® Self Study Game Plan: Setting a Study Schedule for the SAT®](#)
- [HOW TO GET A 1500+ ON THE SAT! NO TUTOR! | My Study Plan](#)
- [Reading](#)
- [Four Reading Methods - learning to read](#)
- [Jane Schaffer Writing Strategy](#)

Jason's Internet Searches:

- [How to Write a Brilliant Research Paper - \[51 Curated Resources\]](#)
- [How to Write Research Paper . . . and Get an A+](#)
- [Six Simple Steps for Writing a Research Paper Paper](#)
- <https://youtu.be/FTC-5P1VFFU>
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