



Secondary Curriculum Training Note-Taking Guide

Date: 	Presenter and Contact Information: 	Goal: What do I want to take away from this training?
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Questions I have:

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Program Overview: Curriculum

Passages	<ul style="list-style-type: none"> • Each grade level curriculum set contains a range of Lexiled passages that are <i>on, above, and below</i> grade level. • The Lexile can be found in the _____ _____ of the passage.
Lessons	<ul style="list-style-type: none"> • There are _____ lessons for my grade level. • Student activity sheets are located behind each lesson.
Digital	<ul style="list-style-type: none"> • To log in, go to _____ • Username: _____ Password: _____

Assessment Overview

- Students will take the state assessment in the month of _____.
- They can score a max of _____ points in _____ categories.
- Students will be required to read between _____ - _____ words.

Testing Time: Students must complete essays in _____ minutes.

Reading 20-30 min
Planning 10-15 min
Writing 60-75 min
Editing Any extra time

Writing Breakdown:
60-75 Minutes
1st paragraph 5-10 min
2nd paragraph 15-20 min
3rd paragraph 15-20 min
4th paragraph 15-20 min
5th paragraph 5-10 min



Teaching Tip: Consider making time breakdowns into _____ charts.

Assessment resources can be found at: _____

_____ are useful when *scoring* and as *models* for students. Consider enlarging one to poster size to display.



Things to remember:

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Section 1: Expository

Expository writing is not text-based. Use expository to teach _____ skills.

Expository planning is called an _____ outline.

R= _____

A's and B's are _____ or _____ of the "big ideas."

I	_____
R1	_____ a. _____ b. _____
R2	_____ a. _____ b. _____
R3	_____ a. _____ b. _____
C	_____



Benefits of color-coding when modeling: _____

Structure of Expository paragraphs:

Introduction 3-4 sentences	Middle Paragraphs 9-10 sentences	Conclusion 3-4 sentences
<ul style="list-style-type: none"> Hook 	<ul style="list-style-type: none"> Topic Sentence 	<ul style="list-style-type: none">

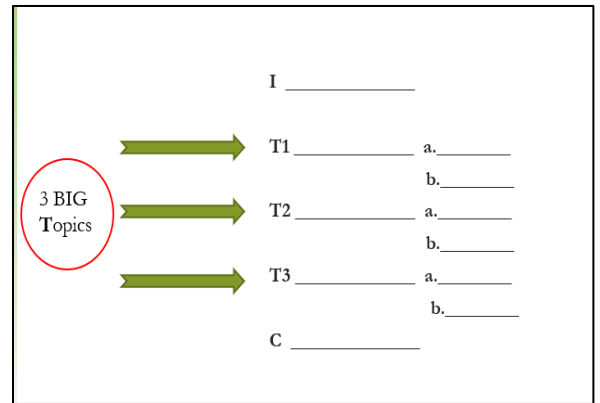
Section 2: Informative

Informative writing is text-based. Students read _____ - _____ passages and then respond to a prompt.

Informative planning is called an _____ outline.

T= _____

When planning, students should _____ and _____ the information in the passage that they put on their plans.



Boxing Information

A **Martin Luther King Jr.** **T1** Life

Early Life

28 Martin Luther King Jr. was born as Michael King Jr. on January 15, 1929 in Atlanta, Georgia. Martin Luther King Jr. was the middle child of Michael King Sr. and Alberta Williams King. Martin Luther King Jr.'s father, Michael King Sr., was also a successful minister. He changed his name to Martin Luther King Sr. in honor of a German religious leader named Martin Luther. Later on, Michael Jr. followed his father's lead and changed his name to Martin Luther King Jr. Martin had one older sister and one younger brother. The King children grew up in a secure and loving environment but did experience racism in Atlanta.

29 King attended Morehouse College. He earned a sociology degree in 1951. Next, he attended Crozer Theological Seminary School in Chester, Pennsylvania. He was valedictorian of his class in 1951 and elected student body president. King then got his doctorate degree from Boston University, where he met Coretta Scott. She was studying at the New England Conservatory School in Boston. They were married in June 1953 and had four children: Yolande, Martin Luther III, Deader Scott, and Bernice.

30 African Americans give up their seats. Three other African American passengers reluctantly gave up their places, but Parks refused. Rosa Parks was arrested. On the night that Rosa Parks was arrested, civil rights leaders met to plan a citywide bus boycott. NAACP leader, E.D. Nixon, elected Martin Luther King Jr. to lead the boycott. The bus boycott lasted 382 days. Both King and E.D. Nixon's homes were attacked. Finally, the courts ruled that bus transportation could no longer be segregated.

31 In January 1957, Martin Luther King Jr. and 60 ministers and civil rights activists founded the Southern Christian Leadership Conference to organize for civil rights. King met with religious and civil rights leaders and lectured all over the country on non-violent ideas. Martin Luther King Jr. also encouraged college students to continue to use non-violent methods during their protests. King and 38 students were arrested for peacefully sitting at a lunch counter that refused to serve them. By August of 1960, the sit-ins had been successful in ending segregation at lunch counters in 27 southern cities.

32 On August 28, 1963, the historic March on Washington drew more than 200,000 people

B **Assassination** **T1** Life

33 On April 4, 1968, Martin Luther King Jr. was shot to death at a hotel in Memphis, Tennessee. A single shot fired by James Earl Ray from over 200 feet away at a nearby motel struck King in the neck. James Earl Ray assassinated King by firing a rifle from a bathroom window that looked out onto the hotel balcony where King was standing. He died one hour after being shot.

34 James Earl Ray was placed on the FBI's Ten Most Wanted Fugitives List. He used a fake name and stopped by Canada, stayed for a month, then flew to England. Ray was finally caught on June 8 at Heathrow Airport in London, England. Ray pleaded guilty in March 1969 and was sentenced to 99 years in prison. He died on April 23, 1998.

I Martin Luther King Jr.

T1 Life **a. Early Life**

b. Assassination

T2 Civil Rights **a. I Have a Dream Speech**

b. Making a Difference

T3 Legacy **a. National Holiday**

b. Memorial

C Martin Luther King Jr.

Teaching the Middle Paragraphs: There are _____ ways to write a/b sentences.
Teach one way at a time.

- Paraphrase: Restate evidence from the text COMPLETELY in your own words.
- Quote: Copy evidence from the text EXACTLY how it is written.
- Own Thoughts and Ideas: Respond to evidence with a NEW personal thought

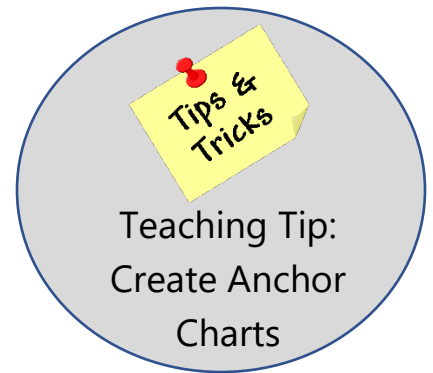
Referencing: Students MUST reference the source when including evidence from the text. They may reference the source in two ways:

- Using **EBT**

E= _____ **B**= _____ **T**= _____

Examples:

-
-
- Using Parenthetical Citations (_____)
- Refer to the source using the:
 - Title, Author, Source, or Page #/Paragraph #



Tips to Remember!

- There should be a _____ of quotes, paraphrases, and own thoughts/ideas.
- Limit quotes to _____ per middle paragraph.
- Own thoughts/ideas should come _____ evidence and be _____ sentences long.

After quoting or paraphrasing, students respond to evidence with their **Own Thought or Idea**. These do NOT come from the text. Students may:

- Explain the importance of the evidence
- _____ the cause or effect
- Clarify _____
- Discuss _____
- _____ on how the evidence supports the topic (or reason for opinion)
- Agree/Disagree with quote/paraphrase and explain why



Model with **non-examples!** Non-examples look like: _____
