



Elementary 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: Digital Resources

Teacher-led Videos	<ul style="list-style-type: none">• _____• _____
PowerPoints	<ul style="list-style-type: none">• _____• _____
Grammar	<ul style="list-style-type: none">• _____• _____



Ways I'd like to use digital resources in my instruction:

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Program Overview: Curriculum

Passages	<ul style="list-style-type: none"> Each grade level curriculum set contains a databank of Lexile-measured passages that are <i>on</i>, <i>above</i>, and <i>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 _____ grade. Student activity sheets are located behind each lesson.
Digital	<ul style="list-style-type: none"> To log in, go to _____ Username: _____ Password: _____

Section 1: Non-Texted-Based Expository Writing

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

Expository planning is called an _____ outline.

R= _____

As and Bs are _____ or _____ of the "big ideas."

Benefits of color-coding when modeling: _____

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



Structure of non-texted-based 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"> • • •

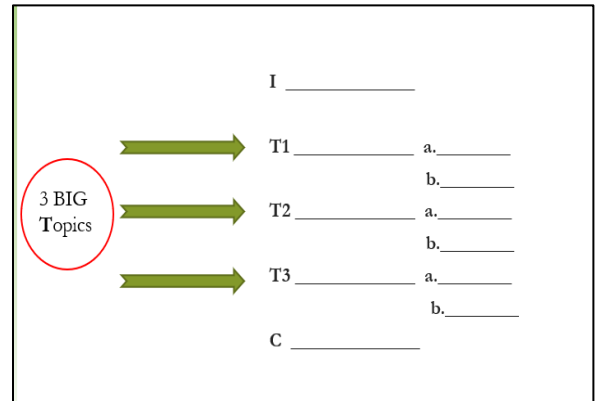

Section 2: Text-Based Informative/Expository Writing

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

Informative/expository planning is called an _____ outline.

T= _____

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

1 There are two species of known alligators in the world, the American alligator and the Chinese alligator. The American alligator can be found in the wetlands of the southern United States. These reptiles have been hunted for many years and, at one point, were close to extinction. In order to protect this species, they were listed under the Endangered Species Act, making hunting alligators illegal. Due to the efforts of the Endangered Species Act, the species has made a huge recovery and was taken off the endangered species list in 1987. Since the American alligator population has repopulated so well, hunting and egg collecting is once again allowed.

2 On the other hand, the Chinese alligator is a class one endangered species. The Chinese alligator can be found in the subtropical regions of China in low-lying areas such as rivers, streams, and marshes. This species of alligator is classified as critically endangered because it has a decline in population greater than 80% in specific areas of population. The destruction of their habitats comes largely from the conversion of the lands they inhabit being used for agricultural purposes. The Chinese alligator is very similar to the American alligator in appearance, but they are much smaller.

I alligators

T1 species a. American
b. Chinese

T2 type of reptile a. cold-blooded
b. eggs

T3 habitats a. freshwater
b. holes

C alligators

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

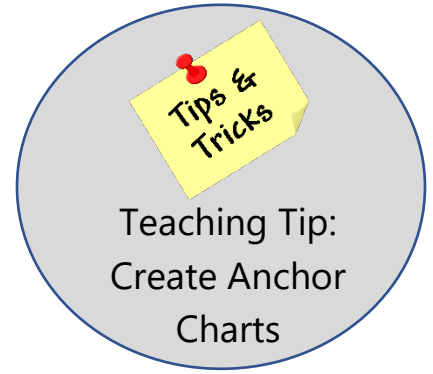
- Paraphrase: Restate evidence from the text COMPLETELY in your own words.
- Quote: Copy evidence from the text EXACTLY how it is written.
- Own Thoughts and Ideas: Respond to evidence with a NEW personal thought.

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 must 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: _____

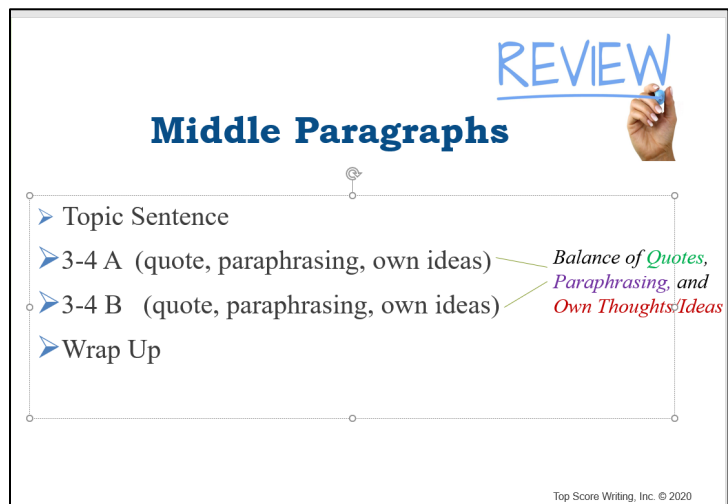


At the end of each section, it is important

to spend time **reviewing and revising**.

Strategies to try:

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-
-
-



Section 3: Text-Based Opinion/Argumentative Writing

Opinion/argumentative planning is called an _____ outline.

It is important for students to “clearly and explicitly state and maintain their opinion.” Write _____ next to “I” and “C” on the plan.

Students must clearly state their opinion in the introduction, topic sentences of R1, R2 & R3, and again in the conclusion.

Self-Check! Students must be able to _____.

Use the _____ lesson to avoid repetitive vocabulary.



Section 4: Non-Text-Based Narrative Writing

Narrative planning is called an _____ outline. Students count lines in order to _____.



- Expand the beginning
- Middle paragraphs are _____ that happen.
- Utilize elaboration strategies, dialogue, descriptions, and details.
- Conferencing ideas and assessments are included.

Section 5: Additional Activities and Strategies

This section is most often used to _____.

Strategies I want to try:

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Bonus Lessons: Text-Based Narrative Lessons

Things to remember:

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