



## Middle School Curriculum Training Note-Taking Guide

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

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### Program Overview: Curriculum

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

### Progress Monitoring and State Writing Assessment

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Testing Time: In my state, students must complete essays in \_\_\_\_\_ minutes.

**EXAMPLE PACING CHARTS FOR 120-MINUTE TEST**

<b>Reading</b>	20-30 min
<b>Planning</b>	10-15 min
<b>Writing</b>	60-75 min
<b>Editing</b>	Any extra time

<b>Writing Breakdown: 60-75 Minutes</b>	
1 <sup>st</sup> paragraph	5-10 min
2 <sup>nd</sup> paragraph	15-20 min
3 <sup>rd</sup> paragraph	15-20 min
4 <sup>th</sup> paragraph	15-20 min
5 <sup>th</sup> 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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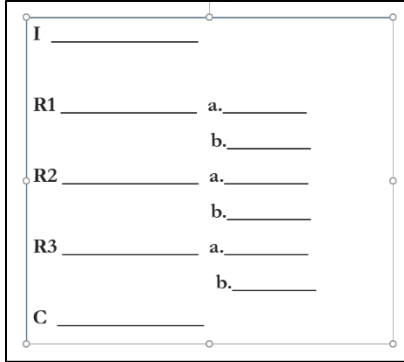
**Section 1: Non-Text-Based Expository**

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."





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"> <li>• Hook</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Sentence</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

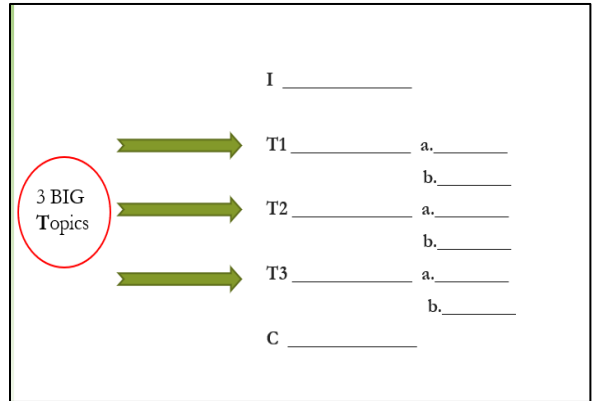
## Section 2: Text-Based Informative/Expository Writing

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 Jr. in honor of a German minister 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 King III, Deane 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 court 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 and coordinate protests for civil rights. King met with religious and civil rights leaders and recruited all over the country on non-violent issues. Martin Luther King Jr. also encouraged college students to continue to use non-violent methods during their protests. King and 34 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

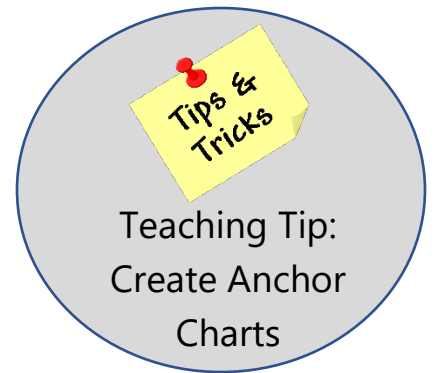
**Referencing:** Students MUST reference the source when including evidence from the text. They may reference the source in two ways:

- Using **EBT**

**E**= \_\_\_\_\_ **B**= \_\_\_\_\_ **T**= \_\_\_\_\_

Examples:

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- 
- 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: \_\_\_\_\_

\_\_\_\_\_

At the end of each section, it is important to spend time **reviewing and revising**.

Strategies to try:

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**REVIEW**

**Middle Paragraphs**

- Topic Sentence
- 4-6 A (quote, paraphrasing, own ideas) — Balance of *Quotes, Paraphrasing, and Own Thoughts/Ideas*
- 4-6 B (quote, paraphrasing, own ideas) —
- Wrap Up

### Section 3: Text-Based Argumentative Writing

Argumentative planning is called an \_\_\_\_\_ outline.

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

Students must clearly state their claim in the introduction, body paragraphs, and conclusion.

*Self-Check!* Students must be able to \_\_\_\_\_.



**Example Counterclaim: (I am arguing students should volunteer.)**

Finally, opponents to teenagers volunteering will say that it is time consuming and causes too much stress. However, this is not true. Teenagers have plenty of time during the week to complete their responsibilities and still have free time left over. In fact, volunteering to help others will decrease students' anxiety levels by filling their time with positive experiences. The evidence has shown students benefit socially and emotionally from volunteering in their community (Source 2). Students who volunteer are also much less likely to engage in risky behaviors in their free time. There is ample time for teenagers to complete their homework, participate in sports and extracurricular activities and still volunteer for 1-2 hours per week. Volunteering won't take time away from the things teens need to be doing. Instead, it will be helping them to fill the idle time they might otherwise spend engaging in risky behaviors out of boredom. Volunteering is a productive way for students to fill a portion of their free time and increase their mental health along the way!

• Topic Sentence	I Yes-Volunteering
• Rebuttal	R1 Mental Health    a. Self-Confidence
• Evidence	b. Less Risky Behaviors
• Explanation	R2 Future Jobs        a. intellectual growth
• Wrap-Up	b. teamwork
	R3 Time Consuming & stressful ←
	C Yes-Volunteering

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\_\_\_\_\_ is when students respond to the opposition's point of view.

**A counterclaim is taught beginning in 7<sup>th</sup> grade.**

### Section 5: Additional Activities and Strategies

This section is most often used \_\_\_\_\_

Strategies I want to try:

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