



Building A Solid Foundation For Writing Primary 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 Lexile-measured 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 _____ grade.• Student activity sheets are located behind each lesson.
Digital	<ul style="list-style-type: none">• To log in, go to _____• Username: _____ Password: _____
Grammar	<ul style="list-style-type: none">• Can be used for daily practice: bell ringer, centers, homework, etc.• Can display cards on projector and students record answers in a notebook or print out cards for students to complete.

Teaching Tip: Consider making grammar and convention rule cards into _____ charts.



Writing goals for the primary grades:

Purpose and focus:

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Structure and organization:

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Support:

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Conventions:

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Section 1: Non-Text-Based Expository Writing

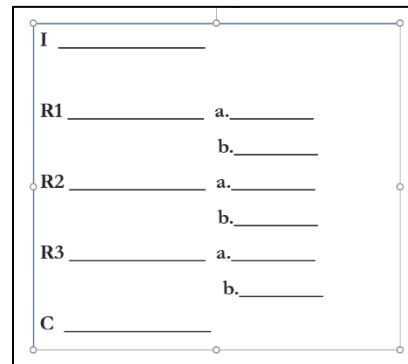
This section of writing is not text-based. Use these lessons to teach

_____ skills.

Expository planning is called an _____ outline.

R= _____

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



Benefits of color-coding when modeling: _____

Structure of Expository paragraphs:

Introduction 2-3 sentences	Middle Paragraphs 3-5 sentences	Conclusion 2-3 sentences
<ul style="list-style-type: none"> • Hook • • 	<ul style="list-style-type: none"> • Topic Sentence • • 	<ul style="list-style-type: none"> • • •

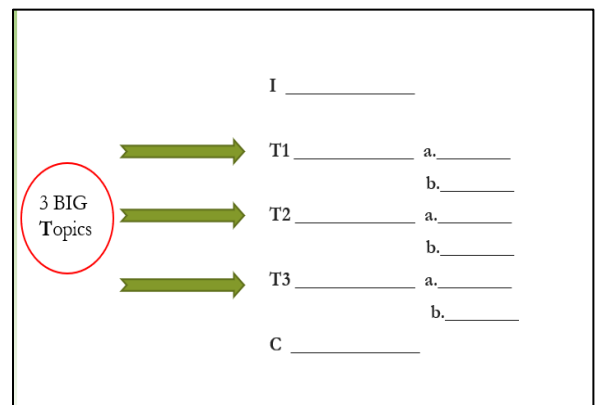
Section 2: Text-Based Informative/Expository Writing

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 passage that they put on their plans.



<p>T1 Freedom</p> <p>The First July 4th In 1776, Americans decided they wanted to be a free country! The people in America were tired of being treated unfairly by the government in Britain. They thought they were paying too much money in taxes. They were also upset because they had no right to vote on laws that were important to them. Americans tried to come to an agreement with Britain. They could not reach a decision. The people decided to <u>cut ties all together from Britain.</u></p> <p>B → Thomas Jefferson and his team came together to write the <u>Declaration of Independence</u>. This gave Americans the freedom to govern themselves. On July 4th, 1776, the team of men came together in Philadelphia, Pennsylvania to sign it. John Hancock was the first person to write his signature on it. This marked the first Fourth of July. It was the creation of the United States of America!</p> <p>A ←</p>	<p>I 4th of July</p> <p>T1 freedom a. cut ties with Britain b. Declaration of Independence</p> <p>T2 celebrations a. parades b. ceremonies</p> <p>T3 activities a. decorate b. fireworks</p> <p>C 4th of July</p>
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Teaching the Middle Paragraphs: Begin with strong, clear topic sentences. Topic sentences include 3 parts: _____, _____, and _____.

There are _____ ways to write a/b sentences. Teach one way at a time.

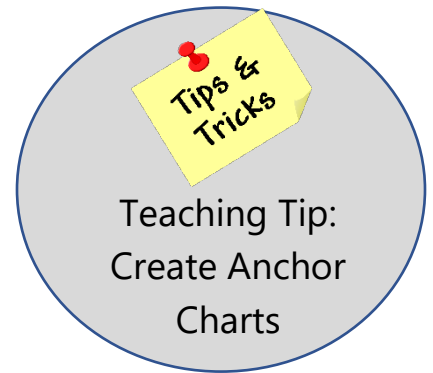
- Paraphrase: Restate evidence from the text COMPLETELY in your own words (2nd/3rd).
- Quote: Copy evidence from the text EXACTLY how it is written (advanced skill).
- Own Thoughts and Ideas: Respond to evidence with a NEW personal thought (advanced skill).

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= _____

Example:

-
- 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
- Infer the cause or effect
- Explain how the evidence supports the topic (or reason for opinion)

Give students sentence starters to help generate their own thoughts and ideas:

- This is important because....
- This makes me think....

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:

-
-
-
-

REVIEW

Middle Paragraphs

- Topic Sentence
- 3-4 A (quote, paraphrasing, own ideas)
- 3-4 B (quote, paraphrasing, own ideas)
- Wrap Up

Balance of Quotes, Paraphrasing, and Own Thoughts/Ideas

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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.” They will 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: 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

Strategies I want to try:

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