Note Taking

Read:OutLoud 6®
Reading Strategies
Reading Strategies — Note Taking

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Note Taking

Note taking is a reading comprehension and strategic learning skill critical to the development of independent learners. The use of selective highlighting to take notes provides learners with a chance to clarify thinking and make sense of their learning as they identify, synthesize and distill the most important information in text. Each note offers the opportunity to make connections, compare and contrast information and ideas, form opinions and rehearse learning, leading to an increase in higher level thinking and learning retention.

Expected Outcomes

After completing the Note Taking lesson set, learners will be able to:

• Use selective highlighting to identify important information in a text
• Capture the most important information from a text in short phrases
• Ask and record relevant follow-up questions to guide extended learning
• Identify personal connections and express thoughts/opinions related to notes

Sample IEP Goals

Learners will be able to:

• Demonstrate reading comprehension — using compensatory strategies, the learner will identify key information (e.g., main idea; supporting details) from selected text with ____% accuracy.
• Demonstrate study skills – given a selected text, learner will use an outline to organize notes to answer a specific reading objective question.

To further customize IEP goals to meet individual learner needs:

• Indicate the specific level of text from which notes will be recorded and organized (e.g., grade-level text, text written at a specific readability level, text supported by text-to-speech).
• Indicate the type of assistive technology that is required to meet the goals.

Tips for setting up Read:OutLoud 6 computer stations

• Be sure that Read:OutLoud 6 is on each computer.
• Provide headphones for learners who need the text read aloud for additional support.
• Assign learners to specific computers to ensure they have access to their files.

Tip

Make copies of the Quick Card pages found at the back of this book to hand out to your learners.
Introduction

Text Examples
The examples in the lessons come from a variety of sources, including books from Start-to-Finish® Library and Start-to-Finish® Core Content, published by Don Johnston Incorporated.

We have provided text that allows you to teach and model the use of the Note Taking reading strategies included here. All text used in the lessons is provided at the back of this lesson set. Photocopy the pages for overheads if needed.

Where eText files for the lessons are located on your computer
When Read:OutLoud 6 is installed, the eText files are automatically installed in a Reading Strategies folder within the Read:OutLoud eText folder. This makes them easily accessible during the lessons. If you don’t see the folder right away, scroll down until you see it.

The eText files, as installed, are located
Windows: C:\My Documents\ReadOutLoud eText\Reading Strategies
Macintosh: Documents\ReadOutLoud eText\Reading Strategies

You may relocate these files to another location. If you do that, navigate to that location when instructed to open eText in the lessons.

Pre-made Outline Templates
Customized outline templates have been supplied for use with the lessons. They include an advanced feature that to help learners work independently–imbedded instructions called “locked text.” As the name implies, the locked text cannot be changed within the lessons. Outline templates with locked text are created in the Teacher Central section of Read:OutLoud 6. See the complete documentation for information.

Writing help with Co:Writer® (optional)
If you have Co:Writer installed on your computers, learners may use it for any writing tasks in these lessons. For more information about Co:Writer, the industry standard for word prediction software, contact Don Johnston Incorporated.
How to Teach Strategy Use

Read:OutLoud 6 Reading Strategy lessons follow this proven series of explicit instruction steps:

1. **Direct Explanation**
   Teacher explains a key learning strategy to learners. When learners understand why a strategy is important and what it is intended to do, they are motivated to learn and consistently use that strategy.

2. **Modeling**
   Teacher models the strategy to give learners clear examples of how and when that strategy is used in real-world learning.

3. **Guided Practice**
   Learners try the strategy while being guided by the teacher.

4. **Sharing**
   Learners apply the strategy independently, with the teacher assessing learner needs and providing support as indicated. As the learner gains more and more mastery, the teacher’s involvement becomes less and less.

5. **Reflection**
   Learners organize and share their learning with peers.

6. **Application**
   Learners take time to reflect on their learning (what they learned as well as how strategies helped them) and to plan how they will continue to learn more about their topic.

Set Program Goals

Success with any new instructional program or approach requires careful planning of the implementation. Here is a tool to help you set the overall goals for your program and outline your overall plan for implementing the program in your school. Be clear and specific. Share this with your entire team and revisit the goals often.

Overall Reading Comprehension Goals
(Example: Learners will learn note taking strategies by 5th grade.)

Grades/Classrooms/Learners Targeted:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Duration: Amt of Time</th>
<th>Frequency: Times/Week</th>
<th>Strategy (Sequencing, Note Taking, Inference)</th>
<th>Location: Class or Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 5 – Miss Carson</td>
<td>6 weeks</td>
<td>3 times/week</td>
<td>Note Taking</td>
<td>East Wing Computer Lab</td>
</tr>
</tbody>
</table>

✓ Introduce the goals to your team and allow for discussion
✓ Post the goals in staff meeting rooms
✓ Examine goals during staff training
✓ Review goals during regular staff meeting times

✓ Use the goals during your assessment of the program and implementation
✓ Tie goals to school and district improvement plans
✓ Tie goals to your particular learners’ needs
Research Related to Read:OutLoud 6 Reading Comprehension Strategy Lessons

Read:OutLoud 6 Reading Comprehension Strategy Lessons are designed to show how Read:OutLoud 6 can effectively be used in conjunction with research-based reading strategy and comprehension instruction elements to improve learners’ comprehension of both narrative and expository text. Educational research over the past decade has resulted in a number of research-based findings and recommendations. The Read:OutLoud 6 Sequencing, Note Taking, and Inference Lessons and Templates apply many of these findings and recommendations as outlined below.

Read:OutLoud 6 Reading Comprehension Strategy Lessons facilitate strategy instruction.

RESEARCH SAYS:
Strategy Instruction Improves Comprehension

- Struggling readers who are given cognitive strategy instruction show significant reading comprehension improvement over students trained with conventional reading instruction methods (Dole, Brown & Trathen, 1996).
- There is good evidence that struggling readers can improve reading comprehension skills by learning the strategies of proficient readers and putting them into practice (Dermody, 1988).
- The level of evidence is “Strong” indicating that it is important for teachers to “provide direct and explicit comprehension strategy instruction” (Kamil et. al., 2008).
- Dole, Brown & Trathen (1996) found that learning and applying strategies has more significant impact with at-risk students taking comprehension tests than other traditional methods including: (1) following instructional guides in the basal reading program and (2) teaching story content (key vocabulary, concepts and related ideas). In addition, they found good evidence that strategy instruction has long-term effects and shows learning transfer in self-directed strategy use.

Read:OutLoud 6 Reading Comprehension Strategy Lessons apply direct and explicit instruction to the teaching of comprehension strategies.

RESEARCH SAYS:
Direct and Explicit Comprehension Strategy Instruction is Most Effective in Increasing Comprehension

- In his report, Improving Adolescent Literacy, Kamil et. al. (2007) state that the level of scientific evidence is “strong” to indicate that it is important to “…provide direct and explicit comprehension strategy instruction” and make the following recommendations for carrying this out in the classroom:
  - careful selection of the text to use when introducing and practicing a new strategy to ensure the text is appropriate to the reading level of students
  - application of the strategy across a variety of text types
  - use of lesson plans that support direct and explicit instruction to teach learners how to use strategies
  - an appropriate level of guided practice using strategies
  - discussion about use of comprehension strategies as they are being taught and learned
Read:OutLoud 6 Reading Comprehension Strategy Lessons instruct learners in the use of individual comprehension strategies in conjunction with one or more additional strategies.

**RESEARCH SAYS:**
**Multiple Strategy Instruction Improves Comprehension**
- There is very strong empirical, scientific evidence that the instruction of more than one strategy in a natural context leads to the acquisition and use of reading comprehension strategies and transfer to standardized comprehension tests. Multiple strategy instruction facilitates comprehension as evidenced by performance on tasks that involve memory, summarizing, and identification of main ideas. (Trabasso & Bouchard, 2002, p. 184)
- The National Reading Panel (2000) found that “when used in combination, comprehension strategies produce general gains on standardized comprehension tests.”

Read:OutLoud 6 Reading Comprehension Strategy Lessons incorporate comprehension and instructional strategies supported by scientific research.

**RESEARCH SAYS:**
**Some Reading and Instructional Strategies are More Effective Than Others**
- The National Reading Panel (2000) outlined eight kinds of instruction that “…offered a firm scientific basis for concluding that they improve comprehension.” The Read:OutLoud 6 Reading Comprehension Strategy Lessons address six of them.
## Instruction that Improves Comprehension

### Story structure
When successfully comprehending informational text, proficient readers address the text’s overall organizational structure while being cognizant of the internal structure of ideas (Anderson & Armbruster, 1984). When students are guided through a text’s underlying structure, they improve their understanding and retention of key ideas (Ogle & Blachowicz, 2002).

### Comprehension monitoring
“Readers who were trained in comprehension monitoring improved on the detection of text inconsistencies, on memory for text, and on standardized reading comprehension tests” (Trabasso & Bouchard, 2002).

### Graphic and semantic organizers
“Teaching students to organize the ideas that they are reading about in a systematic, visual graph benefits the ability of the students to remember what they read and may transfer, in general, to better comprehension and achievement in Social Studies and Science content areas” (National Reading Panel, 2000).

### Question answering
“…may best be used as a part of multiple strategy packages where the teacher uses questions to guide and monitor readers’ comprehension” (National Reading Panel, 2000). “…instruction of question answering leads to an improvement in memory for what was read, in answering questions after reading passages, and in strategies for finding answers” (Trabasso & Bouchard, 2002). Question answering is at the heart of knowledge retrieval and forms the basis for most classroom instructional practices (Marzano, Pickering & Pollock, 2001).

### Cooperative learning
“Having peers instruct or interact over the use of reading strategies leads to an increase in the learning of the strategies, promotes intellectual discussion, and increases reading comprehension” (National Reading Panel, 2000).

### Multiple-strategy teaching
Multiple-strategy teaching “…is the most promising for use in classroom instruction where teachers and readers interact over texts” (National Reading Panel, 2000). These strategies should be taught one at a time and applied to a variety of reading tasks (Keene & Zimmerman, 1997).
The Reading Next Report (2004) offers nine key research-supported elements related to instructional improvements “designed to improve adolescent literacy achievement in Middle and High Schools.” Six of these elements are addressed in the Read:OutLoud 6 Reading Comprehension Strategy Lessons.

<table>
<thead>
<tr>
<th>Instruction that Improves Comprehension</th>
<th>Read:OutLoud 6 Reading Comprehension Strategy Lessons Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct, explicit instruction</td>
<td>Lessons designed as direct, explicit strategy instruction</td>
</tr>
<tr>
<td>See research offered earlier in this document.</td>
<td></td>
</tr>
<tr>
<td>Effective instructional principles embedded in content</td>
<td>All lessons incorporate a variety of content area topics and text structures in strategy instruction, guided and independent practice.</td>
</tr>
<tr>
<td>By embedding instructional principles in content, both language arts and content-area teachers not only teach an abstract skill, but an effective strategy that can be applied to a wide range of content-area materials to increase comprehension in multiple subject areas (Biancarosa &amp; Snow, 2004).</td>
<td></td>
</tr>
<tr>
<td>Motivated and self-directed learning</td>
<td>Lessons designed to maximize engagement and active learner participation by offering content selected from multiple subject areas and text structures.</td>
</tr>
<tr>
<td>In the Reading Next Report, Biancarosa &amp; Snow (2004) recommend that teachers “explain why they are teaching particular strategies and have students employ them in multiple contexts with texts from a variety of genres and subject areas.</td>
<td></td>
</tr>
<tr>
<td>Text-based collaborative learning</td>
<td>Learning Pair/Small Group Activities included in all lessons</td>
</tr>
<tr>
<td>“…when students work in small groups, they should not simply discuss a topic, but interact with each other around a text.” (Biancarosa &amp; Snow, 2004).</td>
<td></td>
</tr>
<tr>
<td>A technology component</td>
<td>eText and Strategy Templates included with every lesson</td>
</tr>
<tr>
<td>“As a tool, technology can help teachers provide needed supports for struggling readers, including instructional reinforcement and opportunities for guided practice” (Biancarosa &amp; Snow, 2004).</td>
<td></td>
</tr>
<tr>
<td>Ongoing formative assessment of students</td>
<td>Each lesson ends in a wrap-up discussion and activity to facilitate learner self-assessment and provide teacher(s) with opportunities for formative assessment that can effectively inform instruction</td>
</tr>
<tr>
<td>Formative assessments should be “…specifically designed to inform instruction on a very frequent basis so that adjustments in instruction can be made to ensure that students are on pace to reach mastery targets” (Biancarosa &amp; Snow, 2004).</td>
<td></td>
</tr>
<tr>
<td>“…there is evidence that encouraging high-quality discussion about texts… can have a positive impact on reading comprehension skills” and “provide teachers with an important window into students’ thinking” (Kamil et. al., 2008).</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION

Sources


Purpose:

Introduce a note taking strategy that supports learners as they identify important information in a text, including main ideas.

Teacher Instruction
- Activate background knowledge
- Model and think aloud
- Collaborative grouping — learning pairs

Learner Activity
- Use selective highlighting
- Identify main ideas and supporting details
- Explain reasoning

Wrap Up Activity
- Review and Discuss
- Reflect

Note Taking Lesson 1

What was it like to grow up in ancient Sparta?

Growing Up Spartan

Growing up in Sparta was not easy. The first thing you had to do was to survive the beginning of your life. The most important thing for all Spartan children was to grow up to be a good soldier, so the city’s leaders inspected every baby soon
NOTE TAKING LESSON 1

TEACHER INSTRUCTION

Explain
• One way to read and understand what we read is to take notes. One way to take notes is to use selective highlighting to identify important ideas and supporting details.
• In selective highlighting, learners use specific colors to highlight key words and phrases representing main ideas and supporting details to answer a reading objective question.

Brainstorm
• Why it is important to develop effective and efficient note taking skills.
• When they might want to use selective highlighting to take notes when reading.
• What strategies they have used in the past to decide what information is important.
• Write learners’ responses on a board or chart paper.

Introduce the Reading Objective
In Lessons 1 and 2, the purpose for selective highlighting is to answer a reading objective question related to a content area topic.

Developing Effective Note Taking Skills

Why it is important:
• Helps me write down only the most important information
• Helps me remember important information

When to use selective highlighting
• Reading text book...or ANY book that I’m using to learn from
• When I am looking for answers to specific questions
• When I need to find a small piece of information in a BIG piece of text

Strategies I’ve used in the past
• Reading and then writing information in my notebook
• Sticky Note pointers to mark important information in my book

Reading Objective
To answer the question:
“What was it like to grow up in ancient Sparta?”
**Begin Note Taking Lesson 1**

Using a projector, begin the lesson in Read:OutLoud 6.
- Launch Read:OutLoud 6
- Add eText (Note Taking Text 1.rtf)
- Add Outline (Strategy Note Taking-Lessons 1 & 2.opt)

Note: Outlines are listed alphabetically. Scroll until you see the outline name.

**Explain the Task**

Direct learners’ attention to the outline panel and the article.

Tell learners they will:
- Read about what it was like to grow up in ancient Sparta.
- Use selective highlighting to gather and organize important information into an outline of main ideas and supporting details.

Explain that learners will be completing this task over the course of two lessons.

In Lesson 1, the task is to identify one main idea in each paragraph of the article.

In Lesson 2, learners will support each main idea with one or more supporting details from the article.
Model

Speak
Demonstrate how to have Read:OutLoud 6 read the eText.

Tell learners that, as the text is read aloud, you are going to:

- Visually track the text on the screen.
- Pay attention to the important main ideas and supporting details that will help you to answer the reading objective question, **What was it like to grow up in ancient Sparta?**

Think Aloud
Point out the first sentence of the article—“Growing up in Sparta was not easy.” Explain that this opening sentence introduces the WHOLE article.

Explain that the purpose of this statement is to grab our attention and give us an idea of **what kind of main ideas** we should be looking for in the article. It makes us ask, “WHY wasn’t it easy to grow up in ancient Sparta?”

Comment that the sentence — “The first thing you had to do was survive the beginning of your life” — is the first example of WHY it was not easy to grow up in Sparta.

Point out that the rest of the paragraph is comprised of details that explain — or support — that main idea.

Remind learners that they will add these details to their outlines in Lesson 2.
Note Taking

Model
Use the yellow bookmark to highlight the text, — “survive the beginning of your life” and add it to your outline below the green subtopic, “Growing Up Spartan.”

Work together to identify the main idea in the next paragraph and add it to your outline. As learners make suggestions, think aloud about why their suggestions are or are not representative of the paragraph’s main idea.

Explain the Task
Tell learners they will now identify and add the main ideas of each paragraph in the article to their own outlines.
NOTE TAKING LESSON 1

Begin Note Taking Lesson 1
Direct learners to begin their own lesson in Read:OutLoud 6.
• Launch Read:OutLoud 6
• Add eText (Note Taking Text 1.rtf)
• Add Outline (Strategy Note Taking-Lessons 1 & 2.opt)
Need to be reminded of how? Provide the Quick Card found at the back of this book.

Work in Pairs
Direct learners to work in learning pairs to:
• Read each paragraph of the article about growing up in ancient Sparta.
• Identify the main idea in each paragraph.
• Use the yellow highlighter to highlight one main idea in each paragraph.

Save the Lesson
Have learners click Save on the toolbar to save their Read:OutLoud 6 lesson.
Instruct learners to name their lesson:
Note Taking Lessons 1 & 2 <LEARNER NAME>

LEARNER ACTIVITY

Create New Main Idea Subtopics: Have learners follow the steps you just completed to add main ideas to their outlines.

Add eText

Add Outline

Circulate around the classroom to provide assistance as needed.

Instructions for naming and saving learner’s lessons are on the Quick Card pages of this lesson book.
**Reading Objective**

To answer the question:

“What was it like to grow up in ancient Sparta?”

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**Benefits of Using Highlighting to Take Notes**

- Makes us think more about what is most important in the article.
- Helps us to decide if information is important or just interesting.
- Short subtopics are easier to remember than looking at the complete text.
- Makes it easier to answer chapter questions, write a report or to study for a test!

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**WRAP UP ACTIVITY**

**Review and Reflect**

**Review and Discuss**

Remind learners of the reading objective.

Review the main ideas on the projected assignment.

Ask learners what subtopics they added to their outlines to represent the main ideas of each paragraph.

Discuss learners’ ideas. As a group, decide on the main idea for each paragraph.

Have learners revise their main idea subtopics as needed.

**NOTE:** Learners should delete any incorrect subtopics before highlighting new text and adding it to their outlines.

**Reflect**

Ask learners to discuss:

- How were the lives of Spartan children different from or similar to their own lives?

**Respond**

Have learners think about the process they just completed.

Ask learners to explain how selective highlighting helped them understand and remember the important information in the article.

On flip chart paper, list learner responses. Post the list in a central location so you can refer to it throughout the next lessons.
Purpose:
Expand on a note taking strategy that supports learners as they identify important information in a text by adding supporting details to previously identified main ideas.

Teacher Instruction
- Activate background knowledge
- Model and think aloud
- Collaborative grouping — learning pairs

Learner Activity
- Use selective highlighting
- Identify supporting details
- Explain reasoning

Wrap Up Activity
- Review and Discuss
- Reflect

Note Taking Lesson 2

What was it like to grow up in ancient Sparta?

Growing Up Spartan
Growing up in Sparta was not easy. The first thing you had to do was to survive the beginning of your life. The most important thing for all Spartan children was to grow up to be a good soldier, so the city’s leaders inspected every baby soon
TEACHER INSTRUCTION

Explain
Remind learners of the reading objective.

Introduce the Lesson
Tell learners that they will re-read the article, “Growing Up Spartan,” to identify and add supporting details to their outlines.

Open File from Lesson 1
- Launch Read:OutLoud 6
- Click Open on the toolbar
- Locate on your computer the file you saved at the end of Lesson 1
  Note Taking Lessons 1&2 <LEARNER NAME>.djs
- Open the lesson

Open File
Using a projector, review the main ideas you added to your outline during lesson 1.

Reading Objective
To answer the question:
“What was it like to grow up in ancient Sparta?”
Model
Remind learners how to have a paragraph read aloud.

Ask learners to help you locate the first detail that supports the main idea: “survive the beginning of your life.”

Discuss reasons that you might choose various sections of text to support the main idea.

- To provide examples
- To record more detailed information

Remind learners that they only want to add the most important words to their outlines.

In the outline, click the first main idea — “survive the beginning of your life.”— to select it.

Use the red bookmark to highlight the text, “If a baby wasn’t healthy and strong, they would take it up into the mountains, and they would leave it there to die” and add it to your outline as a supporting detail.

Tell learners that you chose this text because it describes the essence of WHY it was difficult for Spartan infants to survive the first part of their lives.

The other text in the paragraph also provides details, but those details are not as critical to your understanding of the topic.

Explain the Task
Tell learners they will now:

- Re-read the article.
- Look for important details to support the main ideas.
- Use selective highlighting to add the details.
LEARNER ACTIVITY

Create New Supporting Detail Subtopics: Have learners follow the steps you just completed to add supporting details to their outlines.

Open File from Lesson 1
• Launch Read:OutLoud 6
• Click Open on the toolbar
• Locate on your computer the file you saved at the end of Lesson 1 Note Taking Lessons 1&2 <LEARNER NAME>.djs
• Open the lesson

Create New Supporting Detail Subtopics
Have learners follow the steps you just completed to add the supporting detail — “If a baby wasn’t healthy and strong, they would take it up into the mountains, and they would leave it there to die” — to their own outlines.

Work in Pairs
Direct learners to work in learning pairs to:
• Re-read each paragraph of the article.
• Identify important details that support the main idea in each paragraph.
• Use the yellow bookmark to highlight and add each supporting detail to their outlines.

Save the Lesson
Have learners click Save on the toolbar.
Note Taking Lesson 2

Reading Objective
To answer the question:
“What was it like to grow up in ancient Sparta?”

Review and Discuss
Remind learners of the reading objective.

Review the main ideas and supporting details on the projected assignment.

Ask learners what subtopics they added to their outlines to support the main ideas.

Discuss learners’ ideas. As a group, decide on the supporting details for each paragraph.

Have learners revise their supporting detail subtopics as needed.

NOTE: Learners should delete any incorrect subtopics before highlighting new text and adding it to their outlines.

Reflect
Ask learners to discuss any new perspectives they have on:
- How the lives of Spartan children were different from or similar to their own lives?

Respond
Have learners think about the process they just completed.

Ask learners to explain how selective highlighting of main ideas and supporting details helped them understand and remember the important information in the article.

On the flip chart paper created in Lesson 1, list any new learner responses. Post the list in a central location so you can refer to it throughout the next lessons.

Slide Bar
To achieve this view of the outline, click the Slide Bar icon in the toolbar.

Benefits of Using Highlighting to Take Notes
- Makes us think more about what is most important in the article.
- Helps us to decide if information is important or just interesting.
- Short subtopics are easier to remember than looking at the complete text.
- Makes it easier to answer chapter questions, write a report or to study for a test!
Purpose:
Practice and apply an effective note taking strategy using selective highlighting across multiple documents to identify, organize, and review important information related to a specific reading objective.

Teacher Instruction
- Activate background knowledge
- Model and think aloud
- Collaborative grouping — learning pairs

Learner Activity
- Use selective highlighting
- Identify main ideas and supporting details
- Explain reasoning

Wrap Up Activity
- Review and Discuss
- Reflect

Note Taking Lesson 3

China

China is the oldest lasting civilization in the world. It dates from the rise of the Shang tribe in 1500 BC.

Its history is full of repeating events. Great dynasties (series of emperors from one family) rose and fell. There were periods of civil war between the dynasties.

Through years of peace and war, the Chinese people kept their culture. Two great religions developed around 500 BC: Taoism and Confucianism. Tao is the basic principle of all nature. Confucianism is the basis of the Chinese way of family
**TEACHER INSTRUCTION**

**Explain**
Briefly review the benefits of using selective highlighting to take notes. (Refer to the poster you created in Lesson 1.)

**Introduce the Lesson and Reading Objective**
Tell learners that they will read an article about China to identify, highlight and add main ideas and supporting details to an outline.

Learners will:
- Read about the ways that ancient Chinese culture influenced our culture today.
- Use selective highlighting to create an outline of main ideas and supporting details.

**NOTE:** Learners will be completing this task over the course of two lessons. In Lesson 3, the task is to identify information — main ideas and supporting details — about the many Chinese inventions that influence our lives today. In Lesson 4, learners will read a second article about one of the inventions. Using selective highlighting, they will add more supporting details about this invention.

**Begin Note Taking Lesson 3**
Using a projector, begin the lesson in Read:OutLoud 6.
- Launch Read:OutLoud 6
- Add eText (Note Taking Text 3.rtf)
- Add Outline (Strategy Note Taking-Lessons 3 & 4.opt)

**Benefits of Using Highlighting to Take Notes**
- Makes us think more about what is most important in the article.
- Helps us to decide if information is important or just interesting.
- Short subtopics are easier to remember than looking at the complete text.
- Makes it easier to answer chapter questions, write a report or to study for a test!

**Reading Objective**
To answer the question:

“How has ancient Chinese culture influenced our culture today?”

**Add eText**

Need to be reminded of how? Provide the Quick Card found at the back of this book.
Model
Direct learners’ attention to the categories in the outline panel: READING OBJECTIVE and “Two great religions developed”.

Speak
Demonstrate how to have Read:OutLoud 6 read the eText.

Tell learners that, as the text is read aloud, you are going to:
- Visually track the text on the screen.
- Pay attention to the important main ideas and supporting details that will help you to answer the reading objective question, How has ancient Chinese culture influenced our culture today?

Think Aloud
Ask learners to help you locate the first main idea—“Two great religions developed”—in the eText (third paragraph).

Discuss reasons this text was chosen as the first main idea related to the reading objective.

Remind learners that they only want to add the most important words to their outlines.
Review the supporting details that have been added below the first main idea:

- Yellow subtopic, "Taoism" provides detail about the main idea "Two great religions developed".
- Red subtopic, "basic principle of all nature" provides detail about Taoism:

Explain that this is an example of two levels of supporting details, each of which identifies important information about the previous subtopic.

Point out that there are more details in this paragraph that support the main idea.

Ask learners to help you determine what text to add to your outline to further support this main idea.

Use the yellow and red bookmarks to add these subtopics to your outline.

- Yellow subtopic, “Confucianism”
- Red subtopic, “basis of the Chinese way of family life.”

**Explain the Task**

Tell learners they will now:

- Re-read the article about ancient China.
- Look for important main idea(s) and supporting details to answer the reading objective question.
- Use selective highlighting to add main idea(s) and supporting details in the outline.
LEARNER ACTIVITY

Create New Main Idea and Supporting Detail Subtopics: Have learners follow the steps you just completed to add another main idea and supporting details to their outlines.

Begin Note Taking Lesson 3
Direct learners to begin their own lesson in Read:OutLoud 6.
- Launch Read:OutLoud 6
- Add eText (Note Taking Text 3.rtf)
- Add Outline (Strategy Note Taking-Lessons 3 & 4.opt)

Need to be reminded of how? Provide the Quick Card found at the back of this book.

Create New Main Idea and Supporting Detail Subtopics
Have learners follow the steps you just completed to add the supporting details “Confucianism” and “basis of the Chinese way of family life” to their own outlines.

Work in Pairs
Direct learners to work in learning pairs to:
- Re-read the article about China.
- Identify important main idea(s) and supporting details.
- Use the appropriate highlighters to highlight main ideas and two levels of supporting details in the eText and add to their outlines.

Save the Lesson
Have learners click Save on the toolbar to save their lesson.

Instruct learners to name their lesson:
Note Taking Lessons 3&4
<LEARNER NAME>
NOTE TAKING LESSON 3

WRAP UP ACTIVITY
Review and Reflect

Review and Discuss
Remind learners of the reading objective. Discuss learners’ ideas. As a group, decide on the main idea(s) and supporting details that should be included in the outline.

The finished outlines could look like this:

NOTE: Learners should delete any incorrect subtopics **before** highlighting new text and adding it to their outlines.

Reflect and Respond
Ask learners to discuss any new perspectives they have on how ancient Chinese culture influences our lives today.

Review the poster about the benefits of using highlighting to take notes and add new ideas.

---

Reading Objective
To answer the question:

“How has ancient Chinese culture influenced our culture today?”

Example

Slide Bar
To achieve this view of the outline, click the Slide Bar icon in the toolbar.

Benefits of Using Highlighting to Take Notes

- Makes us think more about what is most important in the article.
- Helps us to decide if information is important or just interesting.
- Short subtopics are easier to remember than looking at the complete text.
- Makes it easier to answer chapter questions, write a report or to study for a test!
Purpose:
Expand on a note taking strategy that supports learners as they identify important information in a text by adding supporting details.

Teacher Instruction
- Activate background knowledge
- Model and think aloud
- Collaborative grouping — learning pairs

Learner Activity
- Use selective highlighting
- Identify supporting details from a second source document
- Explain reasoning

Wrap Up Activity
- Review and Discuss
- Reflect

Note Taking Lesson 3

The Invention of Paper

The Birth of Papermaking

AD 105 is often cited as the year in which papermaking was invented. In that year, historical records show that the invention of paper was reported to the Chinese Emperor by Ts’al Lun, an official of the Imperial Court. Recent archaeological investigations, however, place the actual invention of papermaking some 200 years earlier. Ancient paper pieces from...
TEACHER INSTRUCTION

**Explain**
Briefly review the benefits of using selective highlighting to take notes. (Refer to the poster you created in Lesson 1.)

Remind learners of the reading objective.

**Introduce the Lesson**
Tell learners that they will read a new article, "The Invention of Paper," to identify and add supporting details to the outlines they began in Lesson 3.

**Open File from Lesson 3**
- Launch Read:OutLoud 6
- Click Open on the toolbar
- Locate on your computer the file you saved at the end of Lesson 3 **Note Taking Lessons 3&4 <LEARNER NAME>.djs**
- Open the lesson

**Model**
Using a projector, review the main ideas and supporting details that you added to your outline during Lesson 3.

**Reading Objective**
To answer the question:

“How has ancient Chinese culture influenced our culture today?”
Add eText

Note Taking Text 1
Note Taking Text 3
Note Taking Text 4
Note Taking Text 5

Add NEW eText

Explain that you are going to add new eText to your work to gather additional information about one of the ancient Chinese inventions listed in your outline.

Add eText Note Taking Text 4.rtf

Tip Need to be reminded of how? Provide the Quick Card found at the back of this book.

Model

Demonstrate how to have Read:OutLoud 6 read the eText.

Tell learners that, as the text is read aloud, you are going to:

• Visually track the text on the screen.
• Pay attention to the important supporting details that will help you to answer the reading objective question — specifically in relation to the invention of paper.

Speak

Click at the beginning of the paragraph.
Click Speak.
Model
Use the red bookmark to highlight the phrase, "invention of paper was reported to the Chinese Emperor by Ts'ai Lun."

Point out that there are more details in this paragraph that support the subtopic, "paper."

Ask learners to help you to determine what text to add to your outline to further support this subtopic.

Use the red highlighter to add one more subtopic to your outline — "actual invention of papermaking some 200 years earlier."

Explain the Task
Tell learners they will now:
• Re-read the article about the invention of paper.
• Look for important details to support the subtopic, "paper" in their outlines.
• Use selective highlighting to gather, add and organize supporting details.
Create New Supporting Detail Subtopics: Have learners follow the steps you just completed to add supporting details to their outlines.

Open File from Lesson 3
Direct learners to:
• Launch Read:OutLoud 6
• Click Open on the toolbar
• Locate on your computer the file you saved at the end of Lesson 3
Note Taking Lessons 3&4
<LEARNER NAME>.djs
• Open the lesson

Add New Supporting Detail Subtopics
Have learners follow the steps you just completed to add the supporting details — “invention of paper was reported to the Chinese Emperor by Ts’ai Lun.” and “actual invention of papermaking some 200 years earlier.” — to their own outlines.

Work in Pairs
Direct learners to work in learning pairs to:
• Re-read the article, “The Invention of Paper.”
• Identify important details that support the subtopic, “paper.”
• Use the red highlighter to highlight each supporting detail in the eText and add new red subtopics to their outlines.

Save the Lesson
Have learners click Save on the toolbar to save their lesson.

Tip
Need to be reminded of how? Provide the Quick Card found at the back of this book.
NOTE TAKING LESSON 4

WRAP UP ACTIVITY
Review and Reflect

Review and Discuss
Remind learners of the reading objective.

Review the main ideas and supporting details on the projected assignment.

As a group, decide on the supporting details to be added to the outline.

Have learners revise their supporting detail subtopics as needed.

NOTE: Learners should delete any incorrect subtopics before highlighting new text and adding it to their outlines.

Reflect and Respond
Have learners think about the process they just completed.

Ask learners to explain how selective highlighting of main ideas and supporting details in more than one eText helped them understand and remember the important information to answer the reading objective question.

List any new responses on your flip chart paper.

Reading Objective
To answer the question:

“How has ancient Chinese culture influenced our culture today?”

Benefits of Using Highlighting to Take Notes

- Makes us think more about what is most important in the article.
- Helps us to decide if information is important or just interesting.
- Short subtopics are easier to remember than looking at the complete text.
- Makes it easier to answer chapter questions, write a report or to study for a test!
Purpose:

Use selective highlighting as an effective note taking strategy to identify, organize, and review important information related to a specific reading objective.

Teacher Instruction

- Activate background knowledge
- Model and think aloud
- Collaborative grouping — learning pairs

Learner Activity

- Use selective highlighting
- Identify main ideas and supporting details
- Use Notes to record metacognitive thinking
- Explain reasoning

Wrap Up Activity

- Review and Discuss
- Reflect

Note Taking Lesson 5

A Mission to Mars

In 2004, a spacecraft from Earth reached Mars. Why was it so dangerous for the spacecraft to try to land on Mars?

Late on a Saturday night in 2004, a group of space scientists gathered in a lab in California. Holding their breath, they waited through six minutes of terror.

Millions of miles away, the first of two spacecraft was about to try to land on the surface of Mars. The scientists had spent years working on their spacecraft. “Now we sit and wait,” said the woman in charge of testing the landing plans. “It’s like coming to the top of a steep roller coaster,” she said. “There’s nothing you can do — you just hope it all works.”

The scientists couldn’t control the spacecraft during this time. All they could do was watch for signals from it. And if
NOTE TAKING LESSON 5

TEACHER INSTRUCTION

Explain
Briefly review the benefits of using selective highlighting to take notes. (Refer to the poster you created in Lesson 1.)

Introduce the Lesson and Reading Objective
Tell learners that they will read an article about a mission to Mars to identify and add main ideas and supporting details to an outline by using selective highlighting.

Learners will:
• Read about a space mission to Mars.
• Use a question at the beginning of the article as their purpose for reading — or READING OBJECTIVE.
• Use selective highlighting to gather and organize main ideas and supporting details.
• Add Notes to their outlines to record their personal questions, connections, thoughts and ideas about the topic.

Begin Note Taking Lesson 5
Using a projector, begin the lesson in Read:OutLoud 6.
• Launch Read:OutLoud 6
• Add eText (Note Taking Text 5.rtf)
• Add Outline (Strategy Note Taking-Lesson 5.opt)

Benefits of Using Highlighting to Take Notes

- Makes us think more about what is most important in the article.
- Helps us to decide if information is important or just interesting.
- Short subtopics are easier to remember than looking at the complete text.
- Makes it easier to answer chapter questions, write a report or to study for a test!

Reading Objective
To answer the question:

“Why was it so dangerous for the spacecraft to try to land on Mars?”

Add eText

Add Outline

Need to be reminded of how? Provide the Quick Card found at the back of this book.
Direct learners’ attention to the categories and subtopics in the outline panel.

Explain that example subtopic levels have been provided to remind learners which highlighter colors to use for main ideas and supporting details. Learners can refer to these examples as they take their own notes.

**Think Aloud**
Ask learners to help you locate the question at the very beginning of the article — “Why was it so dangerous for the spacecraft to try to land on Mars?”

Discuss the reason that a reading objective question will help learners take more effective notes.

- The question tells them what kind of information to look for as they read (i.e. dangers of landing)
- The question also tells them what kind of information NOT to take notes about (i.e. the introductory paragraphs, which provide a context for the article but don’t contain the exact information they need to answer the question.)

**Model**
Add the reading objective question to your outline.

- Click the subtopic “READING OBJECTIVE” to select it.
- Use the yellow bookmark to add the question — “Why was it so dangerous for the spacecraft to try to land on Mars?” — to your outline.

In 2004, a spacecraft from Earth reached Mars. Why was it so dangerous for the spacecraft to try to land on Mars?

Late on a Saturday night in 2004, a group of space scientists gathered in a lab in California. Holding their breath, they waited through six minutes of terror.

Millions of miles away, the first of two spacecraft was about to try to land on the surface of Mars. The scientists had spent years working on their spacecraft. “Now we sit and wait,” said the woman in charge of testing the landing plans. “It’s like coming to the top of a steep roller coaster,” she said. “There’s nothing you can do ... you just hope it all works.”

The scientists couldn’t control the spacecraft during this time. All they could do was watch for signals from it. And if
Demonstrate how to have Read:OutLoud 6 read the eText.

Tell learners that, as the text is read aloud, you are going to:

- Visually track the text on the screen.
- Pay attention to the important main ideas and supporting details that will help you to answer the reading objective question, *Why was it so dangerous for the spacecraft to try to land on Mars?*

**Think Aloud**

Point out that the first part of the article introduces the topic of the article and causes the reader to become interested in reading more.

Explain that this part of the article is sometimes called “the hook” because it “hooks” — or grabs — the reader’s interest by:

- Creating a picture in the reader’s mind of the scientists waiting anxiously as “the first of two spacecraft was about to try to land on the surface of Mars.”
- Asking questions that help the reader to look for the important information in the article.

Point out that the heading — *The Dangers of Landing on Mars* — is a “signal” that the information readers need to answer the reading objective question is going to be found in the following text.

**Speak eText**

Click at the beginning of the paragraph.
Click **Speak**.
Ask learners to help you locate the first main idea that answers the reading objective question — “First, six minutes before touchdown, the lander would reach the top of the atmosphere”.

Point out that the word “First” is another signal word indicating an important — or main — idea.

**Model**

Remind learners that:
- They only want to add the most important words to their outlines
- Main ideas in the text should be highlighted with the green highlighter to add to an outline.

Use the green bookmark to highlight the words “six minutes before touchdown, the lander would reach the top of the atmosphere” to add to the outline.

**Think Aloud**

Explain to learners that, as you read and take notes, you are thinking about things like:
- Questions that come into your mind Connections you are making between the text and things you have seen, done, heard or read about
- Feelings you have about what you are reading

For example, as you highlighted the first main idea, a question came into your mind:

*How is the atmosphere of Mars different from that of Earth?*
Explain that effective readers keep track of their questions and thoughts while they read by writing them down on paper, in the margins of a page or on sticky notes.

Explain that in Read:OutLoud 6 readers can write electronic notes of their thoughts and questions and attach those notes to the subtopics in their outlines.

**Model**
Demonstate how to write and save a note in Read:OutLoud 6.

Write the note, “I would like to know: How is the atmosphere of Mars different from that of Earth?”

Ask learners if they have any other questions or connections related to the first main idea that they would like to write in a note.

Add learners’ comments to additional notes within the outline.

**Think Aloud**
Remind learners that the next step in taking effective notes is to identify important supporting details related to the main idea and add them to your outline.

Add a New Note
Click the green subtopic “six minutes before touchdown…”.
Click New Note on the toolbar to create a new note.
Type your note in the Note window.
Click OK to close the Note window and add the note to your outline.
Note Taking

Model

Speak

Use **Speak** to hear the paragraph read aloud.

Ask learners to help you to determine what text to add to your outline to further support the main idea you have just identified.

Use the yellow and/or red bookmarks to add at least one supporting detail subtopic to your outline. For example:

- Yellow subtopic, "would heat up"
- Red subtopic, "atmosphere would rub against the lander, causing friction."

Explain the Task

Tell learners they will now:

- Re-read the article about “A Mission to Mars”.
- Look for important main idea(s) and supporting details to answer the reading objective question.
- Use selective highlighting to gather, add and organize main idea(s) and supporting details in their outlines.
- Add notes to record questions, connections, thoughts and/or ideas as they are reading and taking notes.
LEARNER ACTIVITY

Create New Main Idea and Supporting Detail Subtopics and Notes:
Have learners follow the steps you just completed to add additional main ideas, supporting
details and notes to their outlines.

Begin Note Taking Lesson 5
Direct learners to begin their own lesson in Read:OutLoud 6.
• Launch Read:OutLoud 6
• Add eText (Note Taking Text 5)
• Add outline
  (Strategy Note Taking-Lesson 5)

Need to be reminded of how?
Provide the Quick Card found
at the back of this book.
Work in Pairs

Direct learners to work in learning pairs to:

- Re-read the article about “A Mission to Mars”.
- Identify important main idea(s) and supporting details.
- Use the appropriate highlighters to highlight important text (main ideas and two levels of supporting details) in the eText and add new subtopics to their outlines.
- Add notes to their outlines to record questions, connections, thoughts and/or ideas as they are reading.

Save the Lesson

Have learners click Save on the toolbar to save their lesson.

Instruct learners to name their lesson:

Note Taking Lesson 5

<LEARNER NAME>
In 2004, a spacecraft from Earth reached Mars.

**Reading Objective**
To answer the question:

“Why was it so dangerous for the spacecraft to try to land on Mars?”

---

**Example**

- “six minutes before touchdown, the lander would reach the top of the atmosphere”
- “I would like to know: How is the atmosphere of Mars different from that of Earth?”
- “six minutes before touchdown, the lander would reach the top of the atmosphere”
- “would heat up.”
- “atmosphere would rub against the lander, causing friction.”
- “heat shield to protect the lander”
- “shell would heat up to 2600 degrees Fahrenheit (1,427 degrees Celsius).”
- “If the shield didn’t work, the lander could burn”
- “spacecraft would slow down.”
- “start out moving at 12,000 miles”
- “Friction would soon slow the lander down”
- “660 miles (1,048 kilometers) per hour.”
- “speed was still much too fast”
- “two tools to slow the lander down”
- “a parachute”
- “rockets would fire”
- “protect the lander as it dropped onto the surface.”
- “30 feet above the surface, the parachute line would be cut”
- “giant airbag would inflate.”
- “airbag and the lander would bounce and roll.”
- “airbag might burst and the lander would be smashed to pieces.”

---

**WRAP UP ACTIVITY**

**Review and Reflect**

Review and Discuss
Remind learners of the reading objective.

Review the main ideas and supporting details on the projected assignment.

Ask learners what subtopics they added to their outlines.

Discuss learners’ ideas. As a group, decide on the main idea(s) and supporting details that should be included in the outline.

Have learners revise their subtopics as needed.

**NOTE:** Learners should delete any incorrect subtopics **before** highlighting new text and adding it to their outlines.
Reflect
Ask learners to discuss any new perspectives they have on:
• The risks — and excitement — of landing on Mars.
Ask learners:
• Were you surprised by any of the things you learned by reading this article? Explain why this surprised you.
• What kind of notes did you write about your questions, thoughts and ideas?
• Would you like to read more about the Mars landing as a result of reading this article? Why or why not?

Respond
Have learners think about the process they just completed.
Review the poster you made in Lesson 1 about the benefits of using highlighting to take notes.
Ask learners to add any new ideas they have about the ways that selective highlighting helped them understand and remember important information in the article.
On the flip chart paper, list any new learner responses. Keep the list posted in your classroom.
Encourage learners to use the selective highlighting note taking strategy when reading in ALL of their subjects to increase their understanding and retention of important ideas and information.

Benefits of Using Highlighting to Take Notes

- Makes us think more about what is most important in the article.
- Helps us to decide if information is important or just interesting.
- Short subtopics are easier to remember than looking at the complete text.
- Makes it easier to answer chapter questions, write a report or to study for a test!
Support Learner Success:

Review reasons to develop effective note taking strategies:

- **Determining importance** is a strategy that helps me find, write down and remember the most important information in a text.
- **Selective highlighting** is a strategy for finding the most important words and phrases that briefly represent the main ideas and supporting details in a text.

Now that we are familiar with what sequencing is all about, let’s think about the words in a text that might “signal” — or give us a clue — that part of the text is organized as a sequence.

### Signals of Importance in Nonfiction Text

#### Text Features

<table>
<thead>
<tr>
<th>Fonts and Formatting</th>
<th>Graphics</th>
<th>Organizers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bold print</td>
<td>Illustrations</td>
<td>Table of Content</td>
</tr>
<tr>
<td>Italicized print</td>
<td>Photographs</td>
<td>Index</td>
</tr>
<tr>
<td>Color print</td>
<td>Diagrams</td>
<td>Glossary</td>
</tr>
<tr>
<td>Bullets</td>
<td>Cross-section views</td>
<td>Preface</td>
</tr>
<tr>
<td>Numbers</td>
<td>Maps</td>
<td>Appendix</td>
</tr>
<tr>
<td>Captions</td>
<td>Overlays</td>
<td>Beginning/End chapter questions</td>
</tr>
<tr>
<td>Labels</td>
<td>Tables</td>
<td>Chapter vocabulary list</td>
</tr>
<tr>
<td></td>
<td>Graphs</td>
<td>Chapter summary</td>
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<td></td>
<td>Charts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word bubbles</td>
<td></td>
</tr>
</tbody>
</table>

#### Cue Words/Phrases

- For example...
- For instance...
- In fact...
- In conclusion...
- Most important(ly)...
- But...
- Therefore...
- On the other hand...
- Such as...
- One reason...
- For this reason...
- Consequently...
- Because...
- Since...
- Similarly...
- However...
- Nevertheless...
- Who...
- When...
- Where...
- Why...
- How...
- Until...
- Before...
- After...
- During...
- First...
- Next...
- Finally...
- Then...
EXTENDING THE LESSONS

Signals of Importance lists derived from Harvey & Goudvis, (2000). Strategies that Work: Teaching comprehension to enhance understanding. Markham, Ontario:Pembroke Publishers Ltd. (pp. 120-121, 285)

Support Learner Success

Class Activity:
Divide class into 4 teams. Give each group one of the following types of text:

- Textbook
- Magazine Article
- Nonfiction Trade Book
- Web Content (from online Encyclopedia, educational web site, etc.)

Have teams look for features of the text (bold/italicized words, different fonts, headings, illustrations, etc.) that help them identify the most important information in the text.

As a whole group, have learners share their thoughts. Record their ideas on the board or chart paper. Then, have learners look for these “signals of importance” as they read to locate and record main ideas and supporting details from a text.
Extending Practice

You may use the format of ANY of these lessons to provide extended practice opportunities for your learners. Replace lesson eText with other Start-to-Finish or curriculum text from which you would like your learners to extract important ideas and supporting details to take notes.

Here are examples of content area Reading Objectives related to different nonfiction text structures that lend themselves to beginning note taking practice.

**Science**

**Descriptive:** Describe the three forms of volcanoes: shield volcano, cinder cone volcano and composite volcano.

**Problem/Solution text:** Explain the reasons that the Right Whale (or African elephant, red wolf, snow leopard, etc.) has become an endangered species. Then, describe what can be and/or is being done to save this species.

**Cause and Effect:** Describe the causes and effects of the two main types of air pollution: gas and particle pollution.

**Compare/Contrast:** How are tornadoes and hurricanes the same and different?

**Sequence:** What are the stages in the life cycle of a plant?

**Social Studies**

**Descriptive:** What are the characteristics of a tropical rain forest? (or tropical savanna, desert, etc.)

**Problem/Solution text:** Many scientists believe that the burning of fossil fuels to produce electricity is contributing to global warming. What other ways can electricity be produced WITHOUT the burning of fossil fuels?

**Cause and Effect:** Why did millions of native people die after coming into contact with European explorers arrived?

**Compare/Contrast:** How were the lives of the ancient Spartans different than the lives of people in other parts of ancient Greece?

**Sequence:** What is the process an immigrant must go through to become a citizen of the United States (or other country)?
Extending the Lessons

Extending Practice

Have your learners follow these steps to use your own curriculum text:

1. **Launch Read:OutLoud 6**

2. **Add eText:** Tell your learners which eText to use from the list or instruct them to navigate to another location (browse) on the computer or network where the eText is located.

3. **Look here for new eText.**

4. **Click Open**.

**Tip:** If you want your learners to use information from the Internet (and you are connected to the Internet), simply use the Web tab. Direct learners to the web site you desire. If you want learners to save the web page with their work, select Capture Web Page from the Insert menu.
Extending Practice (continued)

5 Add Outline

6 Select the Outline

7 Click
## Using Reading Strategies across the Curriculum

Use this chart to note strategy use observations or collaborate with content-area teachers and plan what reading comprehension strategy learners should use. Content-area teachers can use this chart to note learner observations. Collaborate again to plan next steps or actions to consider.

**Strategy to use:** ___________________________  **Date:** _______________
(e.g., note taking)

**Strategy Teacher** ________________________  **Content-Area Teacher** ___________________________

**Content-Area:** ___________________________  (e.g., Earth science)

**Period:** ___________________________  **Location:** ___________________________
(e.g., 7th period)  (e.g., science computer lab)

<table>
<thead>
<tr>
<th>Notes</th>
<th>Actions to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers in working order?</td>
<td></td>
</tr>
<tr>
<td>Software in working order?</td>
<td></td>
</tr>
<tr>
<td>Learners successes</td>
<td>Whole class</td>
</tr>
<tr>
<td>Areas for Improvement</td>
<td>Small group</td>
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<tr>
<td></td>
<td>Individual</td>
</tr>
<tr>
<td>More strategy instruction needed? Check or Circle</td>
<td>Whole class</td>
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<tr>
<td></td>
<td>Small group</td>
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<tr>
<td></td>
<td>Individual</td>
</tr>
<tr>
<td>More technology instruction needed? Check or Circle</td>
<td>Whole class</td>
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<tr>
<td></td>
<td>Small group</td>
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<tr>
<td></td>
<td>Individual</td>
</tr>
<tr>
<td>More content-area instruction needed? Check or Circle</td>
<td>Whole class</td>
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<tr>
<td></td>
<td>Small group</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
</tr>
</tbody>
</table>
**Differentiate Instruction**

There are many ways that learners gain, express and engage in new information. Here is a list of ideas on how you can modify your instruction.

**Universal Design for Learning**
Consider UDL principles when conducting or modifying lessons
- Multiple means of Representation
- Multiple means of Expression
- Multiple means of Engagement

**Differentiated Instruction**
Meet the needs of your learners at many levels
- Modify Content
- Modify Product
- Modify Process

**Multiple Means of Representation/Modify Content**
Instead of only reading information, learners may improve their performance with other ways to gather information such as:
- Use photos and captions
- Use an audio book
- Watch a video
- Print a paper version of the material and use it alongside the electronic version
- Provide reading materials at different reading levels

**Multiple Means of Expression/Modify Product**
Instead of just using the completed outline in the assignments, some learners may improve their understanding of information with alternate methods such as:
- Expand notes into a presentation to be shared with the whole group
- Prepare a graphic timeline including dates, times and graphics
- Prepare a PowerPoint® (or other multimedia) presentation describing the sequence of events
- Perform an “on the spot” news report about the sequence of events leading up to the main event

**Multiple Means of Engagement/Modify Process**
Some learners may improve their performance by engaging with material in different ways such as:
- Let learners choose a new book or reading objective/question
- Find reading-level appropriate material related to the reading objective/question
- Creatively group learners for collaboration
- Pair academically strong learners with learners who are struggling
- Allow a learner to work quietly independently
- Print information into individual strips and have learners physically arrange notes into and within categories
What was it like to grow up in ancient Sparta?

Growing Up Spartan

Growing up in Sparta was not easy. The first thing you had to do was to survive the beginning of your life. The most important thing for all Spartan children was to grow up to be a good soldier, so the city’s leaders inspected every baby soon after birth. If a baby wasn’t healthy and strong, they would take it up into the mountains, and they would leave it there to die.

Both boys and girls trained as soldiers. Their training began when they were very young. Girls exercised so they would have strong bodies. They also competed in foot races, and they learned gymnastics. They had sword fights, and they learned to wrestle.

Spartan boys lived in training camps. When a boy turned seven, he left his family and went to live with other boys his age. The boys trained together and learned how to fight.

Spartan boys were expected to become brave soldiers. They learned to suffer pain without complaining. They slept on hard beds and washed in cold water. They marched without shoes. They did not have enough food, so they learned to go hungry.

As they grew older, boys had to pass tests to show that they were strong and brave. One of the hardest tests happened at a festival that was held at the temple of Artemis. Artemis was the goddess of hunting. Some food would be put on the steps of the temple, and a group of guards would line up in front of the food. Then the boys had to try and get the food by running through the line of guards. As the boys ran through the line, the guards whipped them until they were bleeding.

In another test, the boys had to go outside the city and live alone for several weeks without food or shelter. Their job during this time was to kill runaway slaves. Some boys died during these tests.

China

China is the oldest lasting civilization in the world. It dates from the rise of the Shang tribe in 1500 BC.

Its history is full of repeating events. Great dynasties (series of emperors from one family) rose and fell. There were periods of civil war between the dynasties.

Through years of peace and war, the Chinese people kept their culture. Two great religions developed around 500 BC: Taoism and Confucianism. Tao is the basic principle of all nature. Confucianism is the basis of the Chinese way of family life.

Many important things were invented in China. These include paper, printing, the compass, and gunpowder. Paper was invented about 105 AD. Printing came about 800 years later.

Many early peoples knew about lodestones (rocks with natural magnetism). Only the Chinese learned to rub a lodestone on a piece of steel, float it in water, and let it point north or south. This made a compass. Only a very fine, hard kind of steel would stay magnetized. The Chinese had master metalworkers who could make this steel.

Western civilizations learned of China when Marco Polo traveled there in the 1200s. He called it "Cathay." Much later, in the 1500s, the Portuguese reached China to set up trade. Chinese silks and porcelain were very popular in the West.

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The Invention of Paper

The Birth of Papermaking

AD 105 is often cited as the year in which papermaking was invented. In that year, historical records show that the invention of paper was reported to the Chinese Emperor by Ts'ai Lun, an official of the Imperial Court. Recent archaeological investigations, however, place the actual invention of papermaking some 200 years earlier. Ancient paper pieces from the Xuanquanzhi ruins of Dunhuang in China's northwest Gansu province apparently were made during the period of Emperor Wu who reigned between 140 BC and 86 BC. Whether or not Ts'ai Lun was the actual inventor of paper, he deserves the place of honor he has been given in Chinese history for his role in developing a material that revolutionized his country.

Early Papermaking in China

Early Chinese paper appears to have been made by from a suspension of hemp waste in water, washed, soaked, and beaten to a pulp with a wooden mallet. A paper mold, probably a sieve of coarsely woven cloth stretched in a four-sided bamboo frame, was used to dip up the fiber slurry from the vat and hold it for drying. Eventually, tree bark, bamboo, and other plant fibers were used in addition to hemp.

The first real advance in papermaking came with the development of a smooth material for the mold covering, which made it possible for the papermaker to free the newly formed sheet and reuse the mold immediately. This covering was made from thin strips of rounded bamboo stitched or laced together with silk, flax, or animal hairs. Other Chinese improvements in papermaking include the use of starch as a sizing material and the use of a yellow dye which doubled as an insect repellent for manuscript paper.

Text excerpts from, "The Invention of Paper", American Museum of Papermaking, Georgia Institute of Technology.

http://www.ipst.gatech.edu/amp/collection/museum_invention_paper.htm

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In 2004, a spacecraft from Earth reached Mars. Why was it so dangerous for the spacecraft to try to land on Mars?

Late on a Saturday night in 2004, a group of space scientists gathered in a lab in California. Holding their breath, they waited through six minutes of terror.

Millions of miles away, the first of two spacecraft was about to try to land on the surface of Mars. The scientists had spent years working on their spacecraft. "Now we sit and wait," said the woman in charge of testing the landing plans. "It's like coming to the top of a steep roller coaster," she said. "There's nothing you can do.... You just hope it all works."

The scientists couldn't control the spacecraft during this time. All they could do was watch for signals from it. And if something went wrong, the scientists might never hear another peep from the spacecraft.

There was something else adding to the stress of that night. This spacecraft, and the other one following close behind, were each carrying a very important passenger.

Would the spacecraft land safely on Mars? Who were the important passengers? And what did scientists hope to learn on Mars? You'll find out the answers to these questions in this chapter.

The Dangers of Landing on Mars

The landing on Mars was the most dangerous part of the spacecraft's journey. As the scientists waited, they pictured in their minds what was supposed to happen.

First, six minutes before touchdown, the lander would reach the top of the atmosphere (the blanket of air that surrounds a planet). When the lander entered the atmosphere, it would heat up. That's because the atmosphere would rub against the lander, causing friction. If you rub your hands together very fast, you'll feel the heat that friction can cause. The scientists had designed a heat shield to protect the lander during this time. But even with the heat shield, the lander's shell would heat up to 2600 degrees Fahrenheit (1,427 degrees Celsius). If the shield didn't work, the lander could burn to a crisp.

Another thing would happen after the lander entered the atmosphere.
atmosphere. The spacecraft would slow down. The lander would start out moving at 12,000 miles (more than 19,000 kilometers) per hour. Friction would soon slow the lander down to about 960 miles (1,545 kilometers) per hour.

That speed was still much too fast for a safe landing, so the scientists had created two tools to slow the lander down even more. About two minutes before landing, a parachute would open. Then, about six seconds before touchdown, rockets would fire and this would slow the lander down at the very last second.

About 30 feet above the surface, the parachute line would be cut and a giant airbag would inflate. This would protect the lander as it dropped onto the surface. The airbag and the lander would bounce and roll. But what if the lander hit a sharp rock? Then the airbag might burst and the lander would be smashed to pieces, along with its important passenger. In the California lab, NASA scientists waited and hoped for the signal that would tell them that their spacecraft had landed safely.

*Text excerpts from Start-to-Finish Core Content “The Search for Life on Mars” by Helen Sillett. Copyright © 2006.*
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