Generic Two Column Notes template:

|  |  |
| --- | --- |
| Main Idea | Details |
|  |  |

This template is easy to duplicate in any word document using the insert table function.

Setting up Two-Column notes with blank paper:

1. Divide paper in half (right side should be larger)
2. Label the left side main idea or topic
3. Label the right side details
4. Read and ask yourself questions (ie//what is the main idea or what are important details?)
5. As your read take notes on each paragraph, making sure that idea is on the left side and details are on the right side.

You can make this a differentiated activity by providing a handout of the Two-column notes that is partially completed, has fill-in-the blanks or sentence frames.

***Top Down Webs is*** a strategy that is useful for helping students organize what they have learned as well as to make connections. ***Top Down Webs*** use color, shape and size to demonstrate relationships between ideas or items. The web outline is generated and shared with the students prior to the initial reading of a selection. Students should be encouraged to identify one item on the web that they have background knowledge on. The web does not have to be completed in one lesson. It may cover several days of reading or a whole unit of study. Top Down Webs can be made using Microsoft SmartArt tools in a Word document or students can create their own hand drawn webs on blank paper.

Top Down Webs and Two Columns Notes were taken from the Keys to Literacy program.

Sedita, Joan. "Part III." *The Key Comprehension Routine*. 2nd ed. Rowely, MA: Keys to Literacy, 2003. 57-86. Print

FOSO Organizer

|  |  |
| --- | --- |
| Facts (true)   | Opinions (a personal view) |
| Subjective (influenced by personal feeling)Bias (preference in favor or against something, unequal, unfair)I know the author believes \_\_\_\_\_\_\_\_\_because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.The author included this detail because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  | Objective (not influenced by personal feelings) |

FOSO Graphic Organizer

You can use any type of text or media to evaluate its content. I have used this with newspaper articles, magazine articles, and advertisements. It can also be used with news videos or radio podcasts. A good follow up activity is to have students read articles on the same topic with opposing viewpoints. Students can choose a side and orally defend their position.

**4 C’s**

**Count, Color, Circle & Code**

**Count**

* # Number each of the paragraphs

**Color**

* Highlight key elements identified by the teacher
	+ Examples: Main Ideas, supporting details, vocabulary

**Circle**



* + Examples: Claims, key terms, figurative language, power verbs

**Code**

* Make notes in the margins as you read

|  |  |
| --- | --- |
| **?** | Questions or confusion |
| **!** | important |
|  | agree |
| X | disagree |
| LOL  | Funny |
|  | Characters feelings or your feelings  |
|  | Character |
|  | Evidence |
|  | Create your own |

**Sticky Strategies**

|  |  |
| --- | --- |
| **Strategy** | **Example** |
| **Character Traits (green)*** Traits
* Trait changes
* Protagonist
* Antagonist
 |  |
| **Questions (blue)*** Why did the character say that?
* Why did a character do that?
* What does this word mean?
 |  |
| **It says…I Say… (orange)*** Use text evidence
* The text says\_\_\_\_\_\_\_\_ this tells me\_\_\_\_
 |  |
| **Predictions (pink)*** **What will happen next?**
* **What will a character do or say next?**
 |  |
| **Share (yellow)*** **Make a connections:**

 **to self** **to another story** **to the world** |  |
| **Literary Elements (purple)*** **Theme**
* **Conflict**
* **Setting**
* **Rising Action**
* **Conclusion**
 |  |