

# MAXSCHOLAR

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## Two-Column Note-Taking

STRATEGIES FOR READING & WRITING

*To all the readers in the country, we dedicate this workbook to you. The workbook will help you develop a strong foundation in reading and writing. Reading and writing are essential to life. Keep working on it. You will learn how to read with understanding while improving your writing skills.*

--The MaxScholar Team

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# Strategies for Reading & Writing

## Two-Column Note-Taking

**Two-Column Note-Taking** provides students with the opportunity to use to cite evidence or to take notes while reading or listening. The directions are quite simple. Students start with a sheet of paper that they divide into two columns. While they are reading or listening, students record their “evidence” (e.g., record the evidence from the text that tells what the author is trying to say, that is, the important details) in the right-hand column. In the left-hand column, students write down the main ideas of each paragraph.

This process requires active reading, that is, processing must occur for the notes to be taken. The act of separating main ideas from details strengthens the understanding and memory of the content area. This teaches the student how to break down and remember important details. It strengthens the students’ memories for information and content subjects.

To complete the exercises in this book, students should do the following:

1. Read the passage (out loud or to himself/herself).
2. Highlight the topic (one, two, or three words describing the passage) in blue, the main ideas of each paragraph (what the author is saying about the topic) in green, and the important details (significant information about the main idea) in yellow.
3. Create the column-style diagram by writing the topic of the passage on the top of the note taking page, listing the main ideas from each paragraph on the left side of the page, and using bullet points to list the important details from each paragraph on the right side of the page.

This multi-sensory approach to note taking helps build reading comprehension and memory skills in addition to strengthening independent study skills. With enough practice using this book, students should develop automaticity in using this note taking strategy and will be able to apply it to various aspects of school.

Here is a list of all the Common Core State Standards that are aligned with the writing drills for **Two-Column Note-Taking** that you will practice in this book.

CCSS.ELA.LITERACY.W.4.2.A  
CCSS.ELA.LITERACY.W.4.2.B  
CCSS.ELA.LITERACY.W.4.2.C  
CCSS.ELA.LITERACY.W.4.2.D  
CCSS.ELA.LITERACY.W.4.2.E  
CCSS.ELA.LITERACY.W.4.4  
CCSS.ELA.LITERACY.W.4.5  
CCSS.ELA.LITERACY.W.4.10

CCSS.ELA.LITERACY.W.5.2.A  
CCSS.ELA.LITERACY.W.5.2.B  
CCSS.ELA.LITERACY.W.5.2.C  
CCSS.ELA.LITERACY.W.5.2.D  
CCSS.ELA.LITERACY.W.5.2.E  
CCSS.ELA.LITERACY.W.5.4  
CCSS.ELA.LITERACY.W.5.5  
CCSS.ELA.LITERACY.W.5.10

CCSS.ELA.LITERACY.W.6.2.A  
CCSS.ELA.LITERACY.W.6.2.B  
CCSS.ELA.LITERACY.W.6.2.C  
CCSS.ELA.LITERACY.W.6.2.D  
CCSS.ELA.LITERACY.W.6.2.E  
CCSS.ELA.LITERACY.W.6.4  
CCSS.ELA.LITERACY.W.6.5  
CCSS.ELA.LITERACY.W.6.10

CCSS.ELA.LITERACY.W.7.2.A  
CCSS.ELA.LITERACY.W.7.2.B  
CCSS.ELA.LITERACY.W.7.2.C  
CCSS.ELA.LITERACY.W.7.2.D  
CCSS.ELA.LITERACY.W.7.2.E  
CCSS.ELA.LITERACY.W.7.4  
CCSS.ELA.LITERACY.W.7.5  
CCSS.ELA.LITERACY.W.7.10

CCSS.ELA.LITERACY.W.8.2.A  
CCSS.ELA.LITERACY.W.8.2.B  
CCSS.ELA.LITERACY.W.8.2.C  
CCSS.ELA.LITERACY.W.8.2.D  
CCSS.ELA.LITERACY.W.8.2.E  
CCSS.ELA.LITERACY.W.8.4  
CCSS.ELA.LITERACY.W.8.5  
CCSS.ELA.LITERACY.W.8.10

CCSS.ELA.LITERACY.W.9-10.2.A  
CCSS.ELA.LITERACY.W.9-10.2.B  
CCSS.ELA.LITERACY.W.9-10.2.C  
CCSS.ELA.LITERACY.W.9-10.2.D  
CCSS.ELA.LITERACY.W.9-10.2.E  
CCSS.ELA.LITERACY.W.9-10.2.F  
CCSS.ELA.LITERACY.W.9-10.10

CCSS.ELA.LITERACY.W.10-11.2.A  
CCSS.ELA.LITERACY.W.10-11.2.B  
CCSS.ELA.LITERACY.W.10-11.2.C  
CCSS.ELA.LITERACY.W.10-11.2.D  
CCSS.ELA.LITERACY.W.10-11.2.E  
CCSS.ELA.LITERACY.W.10-11.2.F  
CCSS.ELA.LITERACY.W.10-11.10



Look at the following example:

**Directions: Read the passage below. Highlight the topic in blue, main ideas (one per paragraph) in green, and important details in yellow. Then take notes on the following page using the two-column note-taking technique.**

One of the worst diseases on record was known as the “Bubonic plague.” This plague began in or around China in 1348, and quickly spread to Europe. It was also called “The Great Dying.”

The symptoms of this disease started with swollen lumps in the groin, the neck, and the armpits. Some people developed high fevers. Some vomited blood. Some could not breathe. Bleeding under the skin made the skin dark. A week after being infected, the victim was dead.

The Bubonic plague spread quickly from person to person. People were very afraid. They did not want to be near someone who had the plague. Sometimes, they buried infected people before they were even dead. Entire families died. People went mad. Some took their own lives. People in the towns burned the houses of people who had been ill. Sometimes, family members of infected people were forced to leave their towns. Sometimes, those people were already infected. When they moved to other towns, they spread the disease there. In just under five years, 25 million people died of the plague.

Today, we know that the condition was caused by a bacterium called *Yersinia pestis*. We also know that the infection was spread by fleas. These fleas traveled on rats.

It took 200 years for Europe to rebuild its population after the Bubonic plague.

<b>TOPIC:</b> Bubonic plague	
<b>MAIN IDEAS</b>	<b>DETAILS</b>
Worst diseases on record—Bubonic plague	<ul style="list-style-type: none"> <li>• began china around 1348</li> <li>• quickly spread to europe</li> <li>• also called “the great dying”</li> </ul>
Symptoms of the disease	<ul style="list-style-type: none"> <li>• swollen lumps all over</li> <li>• high fevers</li> <li>• vomited blood</li> <li>• could not breath</li> <li>• bleeding under skin</li> <li>• victim died quickly</li> </ul>
Spread from person to person	<ul style="list-style-type: none"> <li>• people afraid</li> <li>• avoided people who had disease</li> <li>• buried infected people before death</li> <li>• people went mad</li> <li>• people took own lives</li> <li>• burned houses of infected people</li> <li>• 25 million people died</li> </ul>
Cause of disease	<ul style="list-style-type: none"> <li>• caused by bacterium, yersina pestis</li> <li>• infection spread by fleas</li> <li>• fleas traveled on rats</li> </ul>

**Directions: Read the following passage. Highlight the topic in blue, main ideas (one per paragraph) in green, and important details in yellow. Then take notes on the following page using two-column note-taking.**

## Exercise 1

For nearly three thousand years, the Inca Empire covered what is today known as the country of Peru. The Incas had a strong and modern empire. They excelled in medicine, reading, and farming. They mostly ate fish and vegetables. They were eventually taken over by the Spanish.

The Incas believed women held key roles in their society. Their main job was to take care of the young. They were also asked to cook and to work in the fields. Men were allowed to have more than one wife. They were even allowed a trial marriage. This meant that the man and woman could live as a married couple for a few years before they were legally married. After they were officially married, if they wanted to leave each other, they could not. Marriage was like a business deal. Women always married men in their same social class.

The Incas conquered other empires. They brought those new cultures into their own. At one time the empire included 12 million people, from 100 different cultures, speaking at least 20 different languages. They were very artistic. The Incas also were known as sailors. They built boats called "balsas." These were made of woven reeds. They dressed in tunics issued by the state. They were not allowed to dress in any other way.

The Spanish conquistador, Francisco Pizarro, had their emperor, Sapa Inca, killed. It was a sad day in history when the Inca's empire was destroyed by the Spanish.



TOPIC:	
MAIN IDEAS	DETAILS

## Exercise 2

*The King's Speech* was a film rich in image, plot, and acting that won four Academy Awards in 2010. This film depicted an inspiring story of Britain's King George VI. King George VI, also known as "Bertie," was played by Colin Firth. The film portrayed King George VI who had a serious speech impediment that caused him to stutter when he spoke. Every time he spoke, he repeated parts of words, or could not say them smoothly. This was very embarrassing to him.

The condition caused him to feel badly about himself, even though he was well loved by his people. His wife, played by Helena Bonham Carter, urged him to find help. They found Lionel Logue, a speech pathologist, who was played by Geoffrey Rush.

Lionel was different from any other speech pathologist who worked with King George. He did not give the King the respect he expected. This angered the King at first. King George soon realized that he needed Lionel's help. They eventually struck a beneficial friendship, and the King went through many months of training with Lionel. The end of the training resulted in a huge success for both the King and for Lionel. The King was able to deliver a lengthy speech over the radio without any stuttering. His wife and all of England were very proud. Ultimately, he was the most proud of himself.

TOPIC:	
MAIN IDEAS	DETAILS



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