Strategies for Writing Standard #8

• Marking Sources
• Structured Notetaking

3rd – 5th Grades

Developed By:
Illinois State Board of Education
English Language Arts Content Specialists

Illinois State Board of Education
www.isbe.net
100 N. 1st Street • Springfield, IL 62777
100 W. Randolph, Suite 14-300 • Chicago, IL 60601
# Marking Sources

## Targeted Standards:

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>W.3.8</th>
<th>Recall information from experiences or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>W.4.8</td>
<td>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</td>
</tr>
<tr>
<td>Grade 5</td>
<td>W.5.8</td>
<td>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</td>
</tr>
</tbody>
</table>

“Marking” is a useful tool for students to use as they gather research. Marking involves students organizing and annotating materials. Model the use of “marking sources” as a whole group till students feel comfortable with each tool.

## Print Sources

Students directly mark text with sticky note or highlighter. They can also write brief notes or visuals next to the text.

### Procedure:

1. Choose a research topic, research question and a source.
2. Demonstrate the process with your students beginning with marking one source with one material (highlighter, sticky note, highlighting tape)
3. “Think aloud” as to why you are marking the paragraph, photo, etc...
4. Have students practice in pairs or small groups marking a text with different materials.

## Digital Sources

Students need to learn to mark digital sources as well as print sources. Printing a digital source is one option for marking information. Start small. Choose a webpage to show students.

### Procedure:

1. Choose a research topic, research question and a webpage/website.
2. When finding research that will help answer a question, model how to save, bookmark, or store material – one document at a time.
3. Show students how to use electronic highlighting and digital sticky notes (one tool at a time) to annotate important parts of the text to be included in the research.

There are a number of tools that are available for educators in marking digital text. See “Cool Tools for School” link below.

## Attachment/Resources:

Cool Tools for Schools


## Reference/Research:

Structured Note Taking

Targeted Standards:
W.3.8 – Recall information from experiences or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories.
W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Structured note taking helps students take notes more effectively and assists them in recalling and retaining information. Note taking is a valuable skill when students are gathering information from sources.

When initially teaching structured note taking, teachers create the graphic organizer. As students become more comfortable with using structured notes they are able to construct their own, matching the structure of their graphic organizer to the structure of the texts they read.

Procedure:
1. Provide students with a graphic organizer that matches the organizational pattern (cause/effect, sequential, description, compare/contrast, definition, or problem/solution) in the text to be read. (See link below for graphic organizers).
2. Make certain that the examples clearly exemplify the structure. Point out cue words and phrases. (Cue words and phrases found at link below).
3. As students read and complete the organizer, have them discuss their responses as a whole group or within their small groups. Remind students to focus their discussion on any questions where student answers differ.
4. Taking notes onto a graphic organizer allows students to record information and then be able to write research in their own words from notes.
5. Repeat the process with each of the other organizational structures and corresponding graphic organizers when appropriate.

Attachment/Resources:
Text Structured Graphic Organizers, Signal Words

Reference/Research: