### Identifying Information Patterns for Note Taking

#### Critical Learning
- Use graphic organizers effectively to aid understanding and to make notes

#### Guiding Questions
- What am I learning about research and myself as a researcher?
- Besides words, what aspects of text do I use to make meaning?
- What makes some information more valuable than other information?
- How can I make graphic organizers work for learning?

### Curriculum Expectations

#### Reading
1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
   - **1.4** demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning:
   - **2.2** analyse increasingly complex texts to identify organizational patterns used in them and explain how the patterns help communicate meaning
3. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading
   - **4.1** identify a range of strategies they found helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader’s notebook, how they can use these and other strategies to improve as readers

#### Writing
1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
   - **1.3** gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources
   - **1.6** determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary

### Instructional Components

#### Prior Knowledge and Skills
- Tableaux
- Reading strategies, e.g., making and adjusting predictions
- Think-Aloud
- Read-Aloud
- Types of Text Organizational Patterns (and How to Find Them)
- Graphic organizers
- Note-taking
- Identifying and recording important information
- Choice Boards
- Anchor Chart

#### Terminology
- Organizational patterns of text
- Important, as in “important information” (of value)

#### Materials
- Graphic organizers, e.g. Venn diagram, flow chart, posted in the room
- Visual texts, the content of which could be summarized on a graphic organizer
- Brief, electronic, informational prose, e.g., biography
- A range of texts, or excerpts from texts, from a range of subjects that clearly illustrate a thinking pattern
# Identifying Information Patterns for Note Taking

**Lesson 3  Language - Intermediate Grades**

<table>
<thead>
<tr>
<th>Minds On</th>
<th>Approximately 10-15 minutes</th>
<th>Pause and Ponder</th>
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</thead>
<tbody>
<tr>
<td><strong>Small Groups/ Whole Class ➔ Introduce the Concept</strong></td>
<td></td>
<td><strong>QuickTip</strong> Check out <strong>List Structures</strong>.</td>
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<tr>
<td>Challenge groups to arrange themselves in a series of <em>tableaux</em> to illustrate concepts: comparison, categorization, hierarchy, and so on. Each group explains thinking after its tableau. Add thinking patterns to the <em>word wall</em>. Students make connections between their tableaux and graphic organizers posted in the room. Discuss the structure of graphic organizers, e.g., how they analyze a topic into categories, labels, examples, and show how these relate to each other visually and spatially. Discuss what summaries are and how to <em>summarize</em>. Groups identify a main idea of a visual text, e.g., photographs, and stand by the graphic organizer they believe best reflects that main idea, e.g., a cityscape that includes an old stone church and a skyscraper could be interpreted as being about contrast. Debrief, connecting to previous lessons on note-making, e.g., reinforcing how organizational patterns reflect underlying thinking patterns and how these can help identify and locate main ideas.</td>
<td></td>
<td>Refer to graphic organizers, e.g., <em>K-W-L</em> and <em>Text Dynamics</em>; lists; and anchor charts as strategies for summarizing.</td>
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<tr>
<th>Action!</th>
<th>Approximately 30-40 minutes</th>
<th><strong>QuickTip</strong> This instructional sequence is informed by the gradual release of responsibility model. See the Strategy Implementation Continuum.</th>
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<tbody>
<tr>
<td><strong>Whole Class ➔ Modelled Practice</strong></td>
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<td>A@L During shared practice, note students struggling to identify organizational patterns and to make notes. Use this information to plan additional guided practice.</td>
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| Display a short informational text, e.g., an electronic, prose biography for a contemporary individual. Using a *Think-Aloud*:  
- provide an overview of the text and model how to predict content, e.g., from the title and graphics (review)  
- *Read-Aloud* the text, thinking aloud and modelling questions used to determine organizational patterns and important information  
- model selecting an appropriate graphic organizer for note-taking, noting that there may be more than one appropriate choice  
- demonstrate how to make summary notes in the organizer, emphasizing the selective process of recording important information; using the organizer to reflect relationships among information, e.g. a Venn for comparison; and avoiding a "cut and paste" approach. | | Organize texts by topic at task centres or on *Choice Boards*. |
| **Pairs/Small group ➔ Shared Practice** | | A@L Briefly conference with each student to discuss rationale for selection of organizer and important information. |
| Distribute a handout on types of organizational patterns, e.g., *Types of Text Organizational Patterns (and How to Find Them)* or a similar reference and a variety of resources, e.g. text excerpts, to pairs of students. Each pair:  
- selects one resource  
- determines the organizational pattern  
- selects or creates an appropriate graphic organizer  
- makes a summary note using the graphic organizer Groups share their work, providing reasons for their choice. Facilitate a discussion of their reasoning and the benefits of using an organizer to record information. | |  |
| **Individual ➔ Independent Work** | |  |
| Students apply the steps above to resources they brought to class, sharing their thinking and summary notes with a classmate/classmate(s). They assist each other in identifying phrases and sentences on the organizer from original sources. | |  |

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<tr>
<th>Consolidation</th>
<th>Approximately 10-15 minutes</th>
<th>A@L As students reflect on their learning, scaffold with question prompts, as needed.</th>
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<tr>
<td><strong>Whole Class ➔ Debriefing</strong></td>
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<tr>
<td>Summarize guidelines for matching graphic organizers to texts and for note-making. Post as an <em>Anchor Chart</em>. Return Researcher’s Logs. Students select a graphic organizer on which to summarize today’s learning in their researcher’s log.</td>
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**Minds On ...**

**Tableaux**
A silent, motionless group of people who strike a pose that represents a significant moment, conflict, feeling. Usually tableaux occur when actors freeze during a scene. Action resumes afterwards.

**Word Wall**
A word wall is an organized array of words important to the topic being studied. To be effective, word walls must be:
- visible
- accessible
- selective
- incremental, adding only 5-7 words at a time

A word wall can serve as:
- a focus for vocabulary building
- a scaffold for conversation and reading and writing activities
- a visual map to show relationships among words

Teachers need to incorporate words regularly into instruction, cue students to use the word wall, and integrate the word wall into vocabulary building activities. The word wall is an interactive instructional tool. To maximize this interactivity, create laminated word cards that can be moved around, removed, and used.

Word walls support effective vocabulary-building practices.
- Knowing a definition is not synonymous with understanding a word.
- Word knowledge is built incrementally.
- Be selective about academic vocabulary to include in a word wall or in vocabulary-building activities. Limit words to those essential to the study and to words students will use during teaching-learning activities.
- Include proper names.
- Students need to hear words used in context and to practise using words in context about a half-dozen times.
- Pronounce multi-syllabic words clearly while cueing students to word parts so that they both hear and see words.
- Associate words with visual symbols and with words students already know.
- Use color and clustering, e.g., concept maps and mind maps, to show connections between words.
- Gradually build understanding of the multiple meanings of words.
- Use semantic maps to focus on related words, explanations, word roots and prefixes and suffixes, word history (how it came to mean what it does).

**Think Literacy Cross-Curricular Approaches, Grades 7-12,** Getting Ready to Read: Extending Vocabulary (Creating a Word Wall), pp. 30-31.

See also Word Walls and Word Walls Gallery in the Think Literacy library.

**List Structures**
Effective readers recognize and use knowledge of text structure to construction meaning. Graphic organizers, e.g., K-W-L and comparison matrix, often incorporate lists or provide a graphic version of a list.

A simple list groups related items under a label. These lists may be verbal or graphic; horizontal, vertical or spatially arranged; organized or random. An example of a simple list would be a list of materials for a lab or a list of instructions.

A combined list places two or more simple lists side-by-side so that corresponding items are side-by-side. An example of a combined list would be a list of states of water with corresponding explanations and percentage.

An intersected list is a matrix or a table that arranges labels along two dimensions, e.g., across the top and down the left-hand side. Intersected lists are an efficient way of summarizing information in three simple lists. To find information in an intersected list, students locate the appropriate labels and follow the column and row to where they intersect. Examples of intersected lists are schedules or maps.

For information on lists, see the following:
Minds On …

Summarizing
Like questioning, summarizing is a theme throughout the unit, particularly with respect to note-taking. Clarify what summarization is, e.g., captures the essence of the original, without being a cut-and-paste. Demonstrate that summarizing requires analysis and synthesis. Build vocabulary awareness, e.g., by pointing out that summarizing means “adding up” important ideas and information which means that students need to be able to identify important ideas and information. Depending on students’ readiness, distinguish between paraphrase, summarize, and précis. Model, provide explicit instruction, shared and guided practice on strategies for summarizing, e.g., rule-based summarizing and use of frames. Post strategies as anchor charts.

Resources
The Woodland Public School, Waterloo DSB, chapter of the Differentiated Instruction video for grades 7-8.

K-W-L
The Know-Want to Know-Learned (KWL) strategy (Ogle, 1986) is linked to the before, during, and after framework. The “Know” column prompts students to activate and inventory prior knowledge. The “Want to know” column prompts students to generate inquiry questions that provide a purpose for reading. The “Learned” column prompts students to summarize and consolidate their learning. K-W-L’s can be completed individually or collaboratively. Variations include
- reconfiguring the usual 3-column organizer as a 3-part square, with “Know” across the top and “Want to Know” and “Learned” juxtaposed beneath
- adding columns, e.g., “Future” (“How I will apply this learning in the future”).

Whatever the format, it’s important to recognize that the three parts are dynamically related, “Want to know” questions arising out of what is known (implies what is yet to become known) and “Learned” summaries representing what has been discovered and understood in response to those questions.

The K-W-L strategy reflects key Literacy GAINS principles, e.g., exposing and evoking students’ thinking in order to respond with appropriate levels of challenge and support. The strategy also supports an inclusive classroom environment and differentiated instruction by permitting a range of access or entry points for students along a continuum of difficulty, depending on the questions asked.
Think-Aloud
A Think-Aloud is an instructional scaffold that models thinking processes, making the invisible visible. The teacher verbalizes how effective readers process the text, e.g., by monitoring comprehension and using strategies to construct meaning. A Think-Aloud is a form of explicit instruction that requires teachers to be aware of their own thinking processes and that helps students think about their thinking. Developing metacognitive awareness is an important aspect of learning. See Metacognition Guide.

Read-Aloud
A Read-Aloud is a planned oral reading of a text that relates to the topic of study.

Read-Alouds
• share the joy of reading and create a shared experience
• engage students, e.g., those for whom narrative is an entry point
• build background knowledge
• model fluent reading, e.g., phrasing, pronunciation, emphasis
• model, in a think-aloud, use of reading comprehension strategies
• introduce concepts
• increase vocabulary
• build listening skills
• make abstract concepts and explanations concrete
• expand students’ familiarity with a range of texts
• can serve as a springboard to discussion, writing, or hands-on experiments.

Suggestions for incorporating Read-Alouds into instruction include:
• rehearsing reading aloud text to maximize fluency and expression
• introducing the story by title, author, and topic
• creating an atmosphere conducive to listening
• pre-planning the focus of instruction, i.e., the purpose for reading aloud that particular text
• pre-planning open-ended questions to stimulate imagination and critical thinking
• sharing illustrations
• controlling the pace so that students can absorb what they’re hearing
• encouraging students to make connections to their own knowledge and experience by talking about the text after the reading.

Types of Text Organizational Patterns (and How to Find Them), Think Literacy Cross-Curricular Approaches, Grades 7-12, pp. 16-19.

Think Literacy Cross-Curricular Approaches, Grades 7-12, Introduction to Reading Strategies, p. 7.

Choice Boards support differentiating instruction. Students self-select from a menu of options. Choice is related to motivation, because it allows students to select according to their interests, learning preferences, and degree of challenge. It also helps develop self-regulated, independent learners who have some control over their learning process. Choice Boards that could include ICT, e.g., Inspiration or Smart Ideas, are most effective when both the choice board strategy and each of the options have been explicitly taught and practised and when students are enabled to make informed choices, e.g., based on understanding of their learning preferences. Each choice must have clear assessment criteria.
**Anchor Chart**

An anchor chart is a co-constructed organizer that can be used for capturing students' voices and thinking. By making students' thinking visible and public, they “anchor,” or stabilize and scaffold classroom learning. Anchor charts should be developmentally appropriate and clearly focused, accessible, and organized.
## Text Dynamics

### What kind of text is this?
- Magazine Article
- Video Recording
- Website
- News Report
- T-shirt
- Blog
- Poster
- Audio Recording
- Book
- Editorial
- Commerical Advertisement
- Other ____________

### What organizational patterns are used is this?
- Spatial Order
- Order of importance
- Cause/Effect
- Generalization
- Time Order
- Compare/Contrast
- Classification
- Combine/Multiple orders (Mash Ups)

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Is the information reliable—that is, accurate and verifiable by other sources?
What organizational patterns are used is this?

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### Information Source/Text

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### Audience
Who is the target audience for this text? How do I know?

How might various audiences respond to this text? How do I know?

Is the text effective? Does it have the intended impact on the audience?

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### Author’s Purpose
Who produced this information source? Why was it produced?

How does the text attempt to achieve its purpose?

Is the author/sponsor a credible source of information?