Georgia Performance Standards Framework for ELA Unit 5-8th Grade

Grade: 8

Topic: Research Notecards

Instructional unit: Research/Technical Writing

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The task:
The purpose of note cards in research is to provide an organizational tool that enables the student to discern between relevant and irrelevant information based on their research question(s) prior to writing. It also enables the students to isolate specific quotations instead of using large quantities of text. In turn, this process forces the student to focus on the key information, synthesize the information, and avoid plagiarism.

In order for the students to “buy in” to the research process with the teacher, the teacher can model his or her own note taking and research drafts from previous work. If these materials are not accessible, the teacher should acquire text normally found when doing research and develop note cards that illustrate relevant information. The teacher should also provide note cards that illustrate an example of irrelevant and extraneous information (e.g., author’s date of birth or hometown) so that the students have a model of a poor example.

In order to help students with this process, the students should write their research question at the top of each note card to keep the students on track with finding relevant information. For example, some research/guiding questions are:

- What are the necessary preparation requirements?
- Is there adequate demand for the job?
- What is the earning potential?
- What geographic restrictions may be present?
- Will this job provide personal fulfillment?
- Are there opportunities for advancement?

At this point, the teacher should have already taught the students the process of citation so that the students will record this information at the top of the card for Works Cited/Bibliography purposes when they are finding their research.

The next step is that the student will take this information to compose his or her own note cards when researching in the media center. The teacher will monitor as the students are working on their note cards and provide immediate feedback for each student to make sure relevant information is the focus.

Differentiation:

1. The teacher will provide an article with the key concepts underlined in each paragraph and provide the summary sentence for each paragraph; then the teacher will have students transfer this information to note cards.

2. The teacher will provide an article with key concepts underlined and ask the student to write a summary sentence for each paragraph; then the teacher will have the students transfer this information to note cards.
Focus Standard:

**ELA8W3** The student uses research and technology to support writing. The student

c. Avoids plagiarism.

**ELA8W2** The student demonstrates competence in a variety of genres.
The student produces a piece of writing drawn from research that:
e. Records important ideas, concepts, and direct quotations from significant information sources, and paraphrases and summarizes all perspectives on the topic, as appropriate.
a. Poses relevant and tightly drawn questions about the topic.

Circumstances of the assignment/Notes to the Teachers:
The teacher should already have taught the preferred citation method to the students.

Teachers may need to provide index cards (3x5) for the students or have a template prepared for the students.