

Note-taking from Text

Note-taking from text is a reading strategy that is part of a coherent reading framework that involves pre-reading activities, interactive reading with purpose, and reflecting on the text. Students take notes from a reading based on the purpose of the reading. After note-taking, teachers may have students reflect on the text by arguing their thinking based on evidence in their notes. Additional note-taking may be required to support student claims.

How to implement the strategy:

1. The teacher selects a short piece of text that is related to the unit of study.
2. The teacher gives purpose for student reading that may include short questions, predictions, inferences, etc.
3. Depending on the students' reading level and content, students may first read with purpose without taking notes, searching for clues in the text that provide evidence for their thinking.
4. At the teacher's direction, students take notes of the text and cite specific passages, with page numbers and paragraphs that provide evidence for their thinking.

Note that teachers can have students number paragraphs prior to taking notes. This added structure helps some students with keeping track of where they get specific information in the text and aids in arguing from evidence.

Additional resources:

- Campbell, B. & Fulton L (2003). *Science notebooks: Writing about inquiry*. Heinmann: Portsmouth, NH.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Association for Supervision and Curriculum Development: Alexandria, VA