



Parallel Note-taking

This strategy takes structured note-taking a few steps farther. It requires students to identify the organizational structure of an informational text and then take notes on essential ideas and information in the text using a structure that parallels the organization of the text. Once students are able to examine and identify the organizational pattern of a text, it will help provide a framework for their understanding.

By using this strategy, students will be able to:

- Recognize and use text features to aid comprehension
- Evaluate validity, accuracy and usefulness of information by distinguishing between relevant and irrelevant material
- Use textual evidence to substantiate interpretive claims

Procedure:

Instruct students to recognize the most common organizational patterns as identified on the chart below. To help students develop their skills at recognizing the above organizational patterns, provide students with various graphic organizers for note taking that will help them to organize the information they are gathering from the text they are reading.

Choose passages from the text they are currently reading in class or for homework; it is important they practice these strategies in authentic ways. Using the graphic organizers to take notes during and after reading, students will be learning different strategies for processing the information given in different types of texts.

Organizational Patterns of Text Structure

- **cause and effect:** organizes information establishing a causal relationship linking the cause(s) to the effects
- **comparison and contrast:** organizes information representing two or more topics by highlighting similarities and differences
- **concept definition:** organizes by introducing definitions of concepts, offering examples, categorizing, etc.
- **description:** organizes specific information about a topic, event, object, person, or idea, (fact, characteristics, traits, features)
- **goal/action/outcome:** organizes information into a plan of action for a person or group working towards the accomplishment of a particular goal
- **problem and solution:** organizes text to describe a specific problem, identifying who had the problem and multiple solutions
- **proposition/support:** organizes thinking around a hypothesis statement or argument with information supporting the statement
- **sequential:** organizes events into a chronological or a logical order

Questions relating to purpose for reading:

<p>1. Cause/Effect Frame</p> <ul style="list-style-type: none"> • What is it that happens? • What causes it to happen? • What is the effect? • What are the important elements or factors that cause this effect? • How do these factors or elements interrelate? • Will this results always happen from these causes? Why or why not? • How would the result change if the elements or factors are different? • What is the cause/effect process the author is describing? • Why did a cause/effect structure emerge? <p>2. Compare/Contrast Frame</p> <ul style="list-style-type: none"> • What is being compared and contrasted? • What categories of characteristics or attributes are used to compare and contrast these things? • How are things alike or similar? • How are things not alike or not similar? • What are the most important qualities or attributes that make them different? • In terms of the qualities that are most important, are these things more alike, or more different? • What can we conclude about these things or items? • What is the author comparing/contrasting? • Why us the author comparing/contrasting these things? • Why did the comparison/contrast structure emerge? 	<p>3. Concept/Definition Frame</p> <ul style="list-style-type: none"> • What is the concept? • To what category does it belong? • What are its critical characteristics/attributes? • How does it work? • How does it do? • What are the functions? • What are the examples of it? • What are the examples of things share some but not all of it's characteristics/attributes? <p>4. Description Frame</p> <ul style="list-style-type: none"> • What is being described? • What are it's critical attributes? • What are the character, places, and objects in the passage? • Why is this description important? <p>5. Goal/Action/Outcome Frame</p> <ul style="list-style-type: none"> • Who are the people involved? • What are they trying to do or achieve? • What is their goal? • What are the effects of their actions? • What happens? • Were these actions successful for achieving their goal? • Are there unexpected outcomes from their actions? • Would other actions have been more effective? Could they have done something else? 	<p>6. Problem/Solution Frame</p> <ul style="list-style-type: none"> • What is the problem? • Who has the problem? • What is causing the problem? • What are the effects of the problem? • Who is trying to solve the problem? • What solutions are recommended or attempted? • What results from these solutions? • Is the problem solved? Do any new problems develop because of the solutions? <p>7. Proposition/Support Frame</p> <ul style="list-style-type: none"> • What is the general topic area or issue? • What proposition (viewpoint, theory, hypothesis) is being presented? • How is the proposition supported? • Are examples provided? Do the examples support the proposition? <p>8. Sequential / Chronological</p> <ul style="list-style-type: none"> • Which events occur first, second, etc. in time? • What steps are accomplished first, second, etc.? • What is the beginning, middle, end?
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Signals relating to purpose for reading: (Five Most Common Patterns in Social Studies)

Cause/ Effect	Comparison/Contrast	Description	Problem/Solution	Sequence/ Chronological Order
Because Since Consequently This led to So that Nevertheless Accordingly Because of As a result of In order to May be due to Effects of Therefore Consequently For this reason If...then Thus	Different from Same as Similar to As opposed to Instead of Although However Compared to As well as Either...or But On the other hand Not only...but also While Unless Similarly yet	For instance For example Such as To illustrate Most important In addition Another Furthermore F9rst Second To begin with Also In fact	Problem The question is A solution One answer is One reason for the problem	First Second next Next than initially Before after When finally Preceding Following On (date) Not long after Now