

CAST YOUR BALLOT!

WHICH STEPS HAVE YOU TAKEN FOR YOUR RESEARCH REPORT?

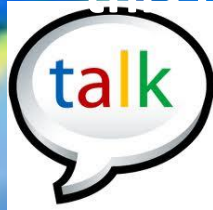
- A** • FINISHED WITH MY KWL CHART, RESOURCE AND NOTE TAKING CHART.
- B** • FINISHED WITH MY KWL CHART, STILL WORKING ON THE RESOURCE AND/OR NOTE TAKING CHARTS.
- C** • STILL WORKING ON MY KWL CHART.
- D** • UH OH SPAGHETTIO'S!!! I HAVEN'T STARTED ANYTHING YET!!!

Student Expectations...

Being part of this “school” is awesome! How can YOU make this ocean even more awesome??



=



- ✓ I will BE HERE! **respond** when my name is called, use **polling tools**, **complete classwork**, **notes**, and **chat** to participate!
- ✓ I will **choose my attitude!**
- ✓ I will **demonstrate respect** and **follow directions** for my classmates and teachers to help **make their day!**
- ✓ I will have **fun** learning!



EVERYONE needs a working mic. Call 1-866-K12-care if it's not working. Let's get it fixed!



Whiteboard Tools

Teacher Key:



Know It Notes



Chat Box



Polling Tools



Free for all MIC

Don't let your research turn
into THIS!



Composition Unit 5 Lesson 8

Organizing Your Information

Essential Question:
How do I organize my notes??

PA Standards/Anchors

- 1.4.8B Write multi-paragraph informational pieces
- 1.5.8A Write with a clear focus, identifying topic, task and audience
- 1.5.8C Write with controlled and/or subtle organization
- 1.5.8F Use grade appropriate conventions of language when writing and editing

ORGANIZE ALL THE THINGS!



Objectives

- ...organize your notes by deciding what to include and what to omit.
- ...choose three main topics under which to organize your notes.

Check in!

What should be completed at this point?

You should have...



- o Selected a topic/person.
- o Created a KWL chart.
- o Located at least 5 sources (NOT Wikipedia...) and filled out your Resource Chart.
- o Started taking notes on your Note Taking Chart

You should not have written your outline yet! I still have things to tell you...

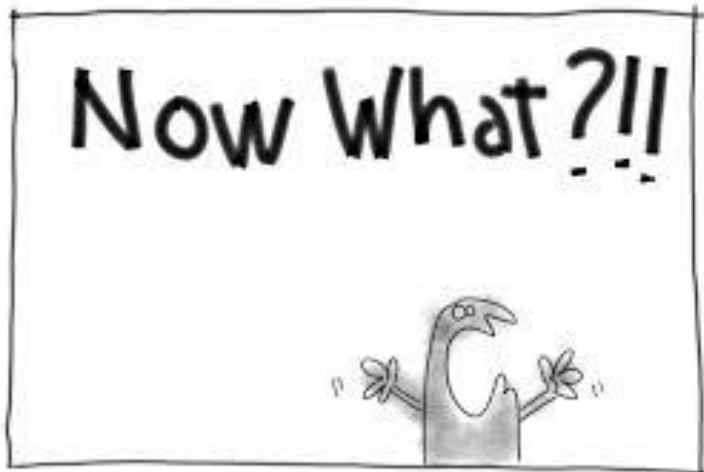


I'm
there!



I still have
work to
do.

I've taken notes...



If writers included all their research information in their final reports, then books and articles would be a lot longer than they already are! In the process of doing research, you have probably found some information that will not turn out to be necessary to your report. That is not a waste because you have learned something from every note you have taken, whether it goes into your final report or not. Now, however, it is time to separate what goes in from what stays out.

What should I keep? What should I toss?

- o **Keep** information that is relevant to your main topic. You should also keep information that is interesting to your audience.
- o **Toss** the least important relevant information or information that is not relevant. You don't want to overwhelm your audience!



Which sentence does NOT belong in the passage?

- (1) To control a nosebleed, sit down and lean forward.
(2) Put pressure on the lower part of the side that is bleeding for about five minutes. (3) Consult a doctor if the bleeding does not stop within 15 minutes. (4) It's sometimes difficult to see a doctor without an appointment.



- a. Sentence 1
- b. Sentence 2
- c. Sentence 3
- d. Sentence 4

How did you know which sentence did not belong?

Meet Lois!



Lois is writing a research report on hot air balloons. Let's take a look at her note cards and decide what she should keep and what she should toss.



Crouch, p. 45

Founding Fathers on Ballooning

In a 1784 letter to a cousin, Jefferson suggested future uses for balloons, including weather studies, military uses, polar exploration, carrying cargo.

Crouch, p. 45

Founding Fathers on Ballooning

Washington quotation:

"The tales related of them are marvelous, and lead us to expect that our friends at Paris, in a little time, will come flying thro' the air, instead of ploughing the ocean to get to America."



Lois did not use one of these note cards when writing her report because it did not contain scientific information. Which one did she toss?

Lois did not use one of these note cards when writing her report because she felt it would not be interesting to her audience. Which one did she toss?



A

B

Topping, p. 209

Fatalities Aboard Hindenburg

97 people were aboard.
35 killed.
One member of the crew on the ground also died.

Topping, p. 208-209

Name Change

Hindenburg was originally named LZ 129.
Name was changed "in honor of
Germany's late president."

Text Organization

Did you know...

When authors write, their writing is organized in terms of the purpose that the author has in mind.

That is called *text organization*.




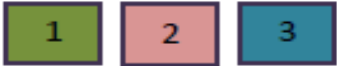
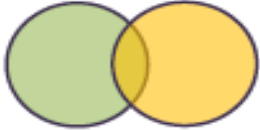
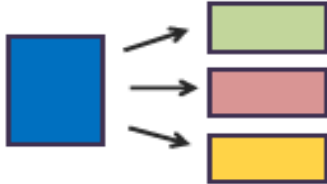

We just did that in Study Island!!

Did you get your
blue ribbon for
Text Organization?



Check it out!

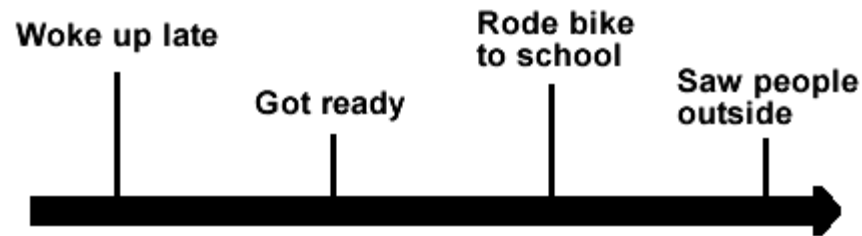


Text Structure	Signal Words	Visual
Description	<i>for example, for instance, characteristics include, specifically, in addition</i>	
Sequence & Order	<i>before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end</i>	
Compare & Contrast	<i>similar, alike, same, just like, both, different, unlike, in contrast, on the other hand</i>	
Cause & Effect	<i>since, because, if, due to, as a result of, so, then, leads to, consequently</i>	
Problem & Solution	<i>problem, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to, solve, so, then</i>	

Which type of text organization do you think you'll be using in your research report?

What is *Chronological Order*?

Chronological Order



chronological order

noun

the arrangement of things following one after another in time: *Put these documents in chronological order.*

Dictionary.com Unabridged

Based on the Random House Dictionary, © Random House, Inc. 2014.

[Cite This Source](#) | [Link To chronological order](#)



Why might this be useful for your report?



You recorded the SUBJECT of each note you took??
That is coming in handy!



FLASH
BACK

Note Topics

For each fact or piece of information you find, you need to record the TOPIC.

For example, if you are writing a paper the poet, Langston Hughes, you may have notes with topics such as:

- Hughes' early life
- Hughes' inspirations
- Hughes' poetry
- Hughes' political beliefs
- Hughes' influence on America



Source Where did you find this fact?	Subject What is the main idea of this fact? <i>Early life, career, family, accomplishments, etc.</i>	Fact Paraphrase! Write it in your own words...

Let's narrow things down...

3

- o Choose THREE main topics you would like to discuss about your inspirational person
- o **For example:**
 1. Obama's Early Life
 2. Obama's Political Career
 3. Obama's Presidency
 4. How did Suzanne Collins become interested in writing?
 5. What was her process for writing The Hunger Games?
 6. What other goals does she have after The Hunger Games?

What 3 topics could you use for your report?

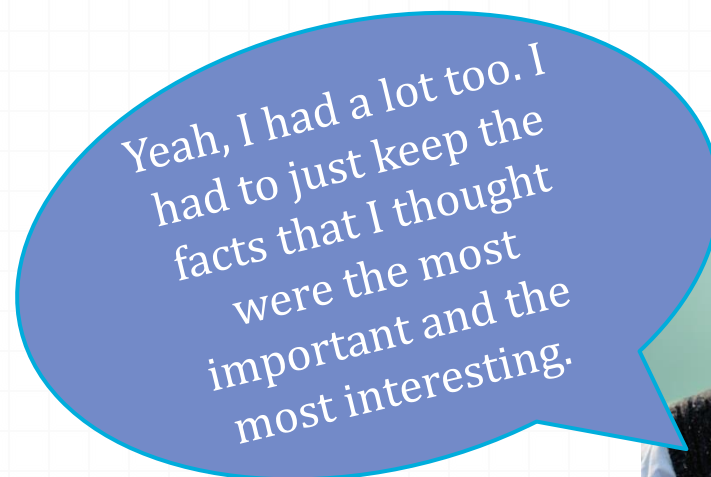


When you have your **3** main topics...

- o Check and see if you have TOO MUCH information!
- o Remember, it's ok to toss it if it doesn't apply to your topic or isn't very interesting!



I have too much information about Obama's early life. Sigh.



Yeah, I had a lot too. I had to just keep the facts that I thought were the most important and the most interesting.

What should I do now?

- o Continue Researching your Historical Figure. While researching, keep filling out your Resources Chart and Taking Notes Chart
- o Visit the Research Website for any help 😊
- o <http://writinginspirationnook.weebly.com/research-writing.html>

What's next?

Your work
is not
done!!
☺

- **Mark Complete:** Composition Unit 5 Lesson 8
- **Homework:**
 - Review your notes.
 - Choose your 3 main topics.
 - Decide what to keep and what to toss.
- **Exit Ticket:** What three topics could you use for your report?

