



# Quick write: Note taking

Student edition



*Purpose for reading: To analyze and respond to a text*

**PAGE 1**

**Introduction:** This activity is going to guide you through a “quick write” process that will help you understand and respond to information from an article. You will practice:

- ▶ Making predictions.
- ▶ Reading actively.
- ▶ Paraphrasing information in your own words.
- ▶ Responding to a text.

1. Look over the graphic organizer on Page 2. It is designed to help guide you through reading an article and taking notes on the information in it.

*Skilled readers look for clues as to what a text or article might be about.*

2. Look at the article, “Expert: Risky teen behavior is all in the brain.” Study the headlines and graphic. Discuss what you think the article will be about.
3. Complete Step 1 of the graphic organizer on Page 2.

*Skilled readers look for words or phrases that seem significant, such as those that tell the reader the main point of the text. Highlighting important words while you read will help you understand and communicate what the article is about.*

4. Read the article. While you read, highlight words or phrases that seem important.
5. When you have finished reading, fill in Step 2 of the graphic organizer.
6. **As a group**, review the words and phrases you wrote down in Step 2 and discuss how to paraphrase (restate in your own words) the main point of the article.
7. Once you have agreed on what the main point of the article is, complete Step 3 of the graphic organizer.

*Now that you understand what the article is talking about, consider your feelings and opinions on the subject. Making it personal is a good way to help you analyze and remember what you read.*

8. **On your own**, complete Step 4 of the quick write. How do you feel about the topic? Did anything in the article surprise you? What questions do you still have? Write about it.
9. **As a class**, share some of your paraphrases and responses. Then, turn your quick write graphic organizers over and list ways you could use this strategy in other classes or for standardized tests.
10. You’ve just read an article about risky behavior in teens. Look through the paper and find five examples of risky behavior. Why might a person engage in each of these behaviors? What would safer alternatives be?



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**Directions:** This **graphic organizer** will help you compose a “quick write” response to this article.

Write the headline of the article here:

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1. Before you read, make a prediction. Write a one sentence prediction describing what you think the article will be about:

My prediction:

2. While you read: highlight important words or phrases. What were some words or phrases that you felt were important? Write them here:

3: After you read, paraphrase (restate in your own words) the main idea of the article.

4. Respond to the article. What was interesting about it? What did this selection make you think about?

# Quick write: Note taking

Teacher edition

## Page 1

Time Requirement:  
45 minutes

This lesson will help students comprehend and analyze an article by teaching them a note-taking strategy.

### Standards:

- ▶ Drawing conclusions/inferences
- ▶ Identifying main idea/essential message
- ▶ Analyzing and/or evaluating information
- ▶ Forming written responses


To ensure student understanding, it is best to read aloud the italicized instructions embedded in the lesson.

**1. Graphic organizer:** Pass out the graphic organizer and verbally review each of the four steps so students have a clear understanding of what is expected. If students are unfamiliar with any of the required actions in any of the four steps, walk through the process using an excerpt from Sportsline or Lifeline (found on the front page of those sections). Allow 5 minutes.


**2-8. Monitor:** Let students know that they will have 30 minutes to read the article and do their quick write. Occasionally remind them of the time. Walk around the room, making sure students understand their tasks and remain focused. This is an easy and informal way to assess student understanding. Allow 30 minutes.

**9. Share:** Call on several students. Ask them to share their paraphrase and their response. Once the student has read the response, allow the class to ask questions or share their own opinions before asking another student to share. Allow 10 minutes.

If time permits, lead the class in a brainstorming session on how this quick write process can help them in



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future reading. Point out that the quick write note taking does not require a graphic organizer; they can easily follow the simple steps on a sheet of notebook paper or jot down those ideas in the margins of a text, personal book or newspaper.

**10. Discuss:** Talk about what makes a behavior risky. Ask volunteers to share their examples from the paper.



As seen in



April 5, 2007

# Expert: Risky teen behavior is all in the brain

By Sharon Jayson  
USA TODAY

A new review of adolescent brain research suggests that society is wasting billions of dollars on education and intervention programs to dissuade teens from dangerous activities, because their immature brains are not yet capable of avoiding risky behaviors.

The analysis, by Temple University psychologist Laurence Steinberg, says stricter laws and policies limiting their behaviors would be more effective than education programs.

"We need to rethink our whole approach to preventing teen risk," says Steinberg, whose review of a decade of research is in the April issue of *Current Directions in Psychological Science*. It's published by the Association for Psychological Science.

"Adolescents are at an age where they do not have full capacity to control themselves," he says. "As adults, we need to do some of the controlling."

## After age 18

Neurological researchers around the country, spearheaded by Jay Giedd of the National Institute of Mental Health, have in recent years found that the brain is not fully developed until after 18. The brain system that regulates logic and reasoning develops

before the area that regulates impulse and emotions, the researchers say.

Studies by Steinberg and others have found that the mere physical presence of peers increased the likelihood of teens taking risks.

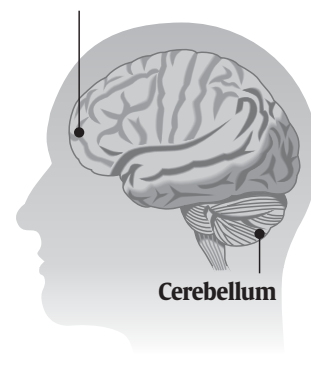
## Peer pressure rules

Now he's using brain imaging to better understand why teens are so susceptible to peer pressure. He has just begun pilot projects to study brain activity in teens when doing various tasks with their peers, compared with adults under similar circumstances.

## The developing brain

Researchers have found that the prefrontal cortex, which regulates impulse, emotion and the ability to focus, develops later than originally thought — well past age 18 and likely into the mid-20s.

### Prefrontal cortex:



By Frank Pompa, USA TODAY

Steinberg believes raising the driving age, increasing the price of cigarettes and more strongly enforcing underage drinking laws are among ways to really curb risky behavior.

"I don't believe the problem behind teen risky behavior is a lack of knowledge. The programs do a good job in teaching kids the facts," he says. "Education alone doesn't work. It doesn't seem to affect their behavior."

Michael Bradley, a Philadelphia-area psychologist and author specializing in teenagers, says U.S. culture tends to view teens as small adults when, neurologically, they are large children.

AS SEEN IN USA TODAY'S LIFE SECTION, APRIL 5, 2007

"Kids will sign drug pledges. They really mean that, but when they get in a park on a Friday night with their friends, that pledge is nowhere to be found in their brain structure. They're missing the neurologic brakes that adults have."

Bradley also is worried about the future now that risky behaviors have trickled to the preteen set.

"People look at risk statistics, and they're more or less steady. It looks like things aren't getting that bad. But risk behaviors have been ratcheted down to younger and younger ages," he says. "What the parents may have dealt with at ages 16 and 17, the kids are dealing with at 11, 12 and 13 – at the time when their brains are least able to handle complex decisions about risk behaviors."

### Why not both?

Such policy talk – even from psychologists – sparks a useful conversation, says Isabel Sawhill, co-director of the Center on Children and Families at the Washington-based Brookings Institution.

"It is good research for policymakers to consider, but we shouldn't infer from this research that all our past efforts have

been ineffective," she says. "I'm not in favor of just doing education, but I'm also not in favor of not doing it, either. We need to do some of both."

Experts such as Sawhill and Caterina Roman, a senior research associate at the Washington-based Urban Institute, say some educational programs do work. But the widely popular Drug Abuse Resistance Education program known as DARE, launched in the 1980s, was determined to be ineffective.

Roman believes that recent findings that the teen brain is not yet fully developed will spawn some of the restrictions Steinberg recommends.

"Ten years from now, the driving age will be higher than it is now. The price of cigarettes will increase," she predicts.

Steinberg says he's not advocating a police state. But he says parents must help their children make wise decisions.

"We've given them too much freedom," he says. "We don't monitor and supervise them carefully enough."