SCORE A:
A Student Research Paper Writing Strategy

Korinek, L., & Bulls, J.A. (1996, Summer). SCORE A: A student research paper writing strategy. *Teaching Exceptional Children, 60-63.*

SCORE A is a writing strategy that covers the development of a topical research paper. It provides a concrete, sequential structure for students to develop and write papers on selected topics. You need to assess prerequisite skills: outlining, scanning literature, paraphrasing, and paragraph writing. If necessary, teach these skills before starting the paper. Allow at least 6-9 weeks to work on the SCORE A process, to ensure student mastery and provide feedback. Model each step and have students practice. The student papers serve as a posttest for the SCORE A strategy.

Select a Subject
- Topic can either be assigned or student selected.

Create Categories
- Students generate possible subtopics or categories under the selected subject.
- Identify categories to be researched.
- Provide individual copies of an empty graphic organizer (see figure 1).
  - ➢ The top-down graphic serves as a visual reference for organization of the research paper.

Obtain Sources
- Help students choose relevant resources at the appropriate reading level.

Read and Take Notes
- Students paraphrase information and write it on note cards.
  - ➢ Cards include: title of source, page number, category title, and one fact

Evenly Organize Information
- Students make heading cards for each category listed on the category sheet.
- Note cards are placed under the appropriate category heading according to importance.

<u>A</u>pply the Process Writing Steps

- Process Writing Steps include:
  - ➢ Planning or prewriting
  - ➢ Drafting or writing
  - ➢ Revising or rewriting
- In this final step, students draft, edit, and rewrite their papers with feedback from peers and the teachers. Students construct paragraphs for each category of information and write an introduction and a conclusion to their papers.

Figure 1
Top-Down Graphic Organizer