

NAME: _____

PER: _____

7th Grade Social Studies



Cornell Notes Informational Packet (Keep all year)


Level's of Thinking Prompts

Bloom's				Costa's
Off the Page...				Level 3
Evaluate	Argue	Criticize	Assess	
	Persuade Recommend	Evaluate Convince	Judge Opinion	
Synthesize	Imagine	Infer	Create	
	Predict Compose	Hypothesize Propose	Design Speculate	
Between the Lines...				Level 2
Analyze	Compare	Classify	Categorize	
	Contrast Characterize	Examine Investigate	Question Tell why	
Apply	Demonstrate	Construct	Apply	
	Organize Illustrate	Map Model	Utilize Imitate	
Interpret	Chart	Show	Restate	
	Speculate Summarize	Explain Describe	Translate Report	
On the Page...				Level 1
Recall	Name	Locate	Record	
	Define Identify	Memorize Label	Cluster List	



Cornell Notes Note-Making: Step 5 Exchange Ideas Annotating Text

Directions: Pair up with a partner. Review your partner's notes and answer the following questions on the left using the annotation symbols in the middle column. Have your partner add any additional information as you go through the list. Check off the box as the task is completed/discussed. Switch roles and repeat this process.

NOTES ON RIGHT Questions to ask your partner while reviewing his/her notes	NOTES ON RIGHT Symbol	NOTES ON RIGHT Make sure your partner...
<input type="checkbox"/> Are the notes numbered, bulleted or spaced each time a new idea was introduced?	1, 2, 3 ... A, B, C ...	1. Number the notes for each new concept or main idea.
<input type="checkbox"/> What is the key academic vocabulary of this lesson that should be incorporated into the summary? Any additional?		2. Circle vocabulary/key terms in pencil.
<input type="checkbox"/> What is the main idea of this lesson that should be incorporated into the summary? Any additional?	<u>Main idea</u>	3. Highlight or underline main ideas in pencil.
<input type="checkbox"/> What information is in your notes but not in your partner's notes?	^	4. Fill in gaps of missing information and/or reword/rephrase in red.
<input type="checkbox"/> What information is extraneous and can be crossed out?	Unimportant	5. Cross out unimportant information by drawing a line through it with a red pen.
<input type="checkbox"/> What is identified as a question? Are you able to clarify this for your partner?	?	6. Identify points of confusion to clarify by asking a partner or teacher.
<input type="checkbox"/> What information is identified as a possible test or tutorial questions? Any additional?	*	7. Identify information to be used on a test, essay, for tutorial, etc.
<input type="checkbox"/> What visual representation did your partner use for the main ideas? Any additional?	Visual/Symbol	8. Create a visual/symbol to represent important information to be remembered.



Writing a Cornell Notes Summary a drafting template

Directions: Use sentence frames in the right column to draft a summary for your Cornell Notes. Choose one frame to use for each of the four sentences. Your finished summary should be written as a complete paragraph, with correct indentation and punctuation.

<p>Sentence #1 (Choose One Only)</p>	<p><input type="radio"/> In this lesson, I learned _____ about _____.</p> <p><input type="radio"/> The reading explained that _____.</p>
<p>Sentence #2 (Choose One Only)</p>	<p><input type="radio"/> _____ is important information about the topic of _____.</p> <p><input type="radio"/> A key detail from the text is _____.</p>
<p>Sentence #3 (Choose One Only)</p>	<p><input type="radio"/> _____ helped me understand how / that _____.</p> <p><input type="radio"/> Another important point from the text is _____.</p>
<p>Sentence #4 (Choose One Only)</p>	<p><input type="radio"/> By studying _____, I realized / discovered _____.</p> <p><input type="radio"/> As a result of learning about _____, I now understand _____.</p>