

Ways to Use the Left Side of Cornell Notes

Main Ideas	Notes will focus on specific information in the right 2/3 of the paper. When the students focus on main ideas in the left 1/3 of the paper, they are possibly noting things like overarching themes or key arguments that the learning centers around.
Vocabulary Words	This is a stylistic thing. The student may be defining words as they go in the right column, but if they want to use the right column to discuss ideas, then they can then use the left column for noting specific vocabulary words that help them understand that content.
Questions	If you only ever ask the students definitional types of questions (Level one) then that is the depth of the learning that they will attain. AP exams, end of course exams, and state assessments are increasingly relying on higher order thinking. So don't take it easy on yourself or the students. Stretch and challenge!
Reactions	If students are surprised by something, think that what they are learning is counterintuitive, or have some kind of personal reaction, the left hand column is the place to note that reaction. The more personal connections they make, the easier it will be to retain the information.
Drawings	You may find it useful to have students diagram, chart, map, or do some other kind of drawing. It can also be used to create memory devices students by drawing a picture to help them remember the content.
Inferences	Sometimes we want the students to be able to infer information from the notes section. This would be drawing logical conclusions from what you are studying.
Interests	If what the students are studying leads them to seek information in some other way, then they can make note of that in the left hand column.
Opinions	If you want students to see different perspectives or take a side using opinions, then this can be done in the left hand column. A student may agree or disagree with something that they are studying, or they may note varying opinions of others in the class. It is good to make note of these for future writing and studying.
Connections to other events	It is very likely that your students will study a number of things that may overlap with things they have studied previously. They should write out the connection so that they will remember it.
Significance	What are the implications of what is being studied? Do these implications have far reaching consequences? Who is affected by this information and how?

Level's of Thinking Prompts

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

