

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Main Ideas/Themes/Questions/Vocabulary:

# CORNELL NOTES

## CUE COLUMN:

This section should include the following:

- Key words
- Simple hints and phrases about the text
- Interesting vocabulary
- Questions

WHATs  
WHOs  
WHENs &  
WHEREs

Focus of Instruction:

This section states the **SKILL** or **LEARNING OBJECTIVE** for the lesson.

## NOTE TAKING COLUMN:

This section of your page is dedicated to **LESSON TIME** and in-class note taking.

You are focusing on the **WHYs and HOWs**.

Components that you might want to include:

- **Main points/bullet points**
- **Diagrams, graphs, sketches, drawings**
- **Concise sentences**
- **Page references / shortened abbreviations / symbols / paraphrasing**

Remember to **leave lines** between points so you can add any **missed ideas**. The spaces also provide a sense of **clarity**.

You can use **lined or blank versions** of the note page so you can add **doodles, mindmaps and data visuals**.

## SUMMARY:

This section should be written **LAST!** After you have taken your notes, your job is to go back and **REVIEW key ideas and important details**.

Then you need to **condense** them into a summary, which helps you **digest the info** and provides a **quick reference** for you when needed.

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# PLOT DIAGRAM

Vocabulary:

- Inciting Incident
- Turning Point
- Denouement



Focus of Instruction:

Understand how literary elements enhance and shape meaning.

## PLOT ELEMENTS:

The PLOT is a series of events that make up a story. There are **5 elements**, or parts, to the plot and together they create the ROLLERCOASTER ride that is a good story:

- **Exposition** - intro to characters & setting / hints at conflict
- **Rising Action** - the conflict develops & suspense builds / longest part of story
- **Climax** - most exciting part / you feel a 'sigh of relief' / outcome begins to be revealed / happens closer to end of story
- **Falling Action** - suspense eases / characters resolve conflict / happens quickly
- **Resolution** - final result

## SUMMARY:

It is important to keep the PLOT ELEMENTS in mind when reading **non-fiction text**. As you read, you need to **take notes** that show your understanding of these different components.

# Theme

Every story has a topic, one or two words that sum up what a story is about. The **theme** is the writer's message about that topic. While a topic may be a word or two, a theme must be a complete sentence. For example, a story's topic may be "friendship," and its theme might be, "Dogs are a man's best friend."

These are all examples of clichés... a theme doesn't have to be a cliché

\* A theme is not a word, it is a sentence.

Examples: Money can't buy happiness.  
Don't judge a book by its cover.  
The grass isn't always greener on the other side.

\* A theme is a life lesson, meaning, moral, or message about life or human nature; it is what the story teaches readers; you don't have to agree with the theme in order to identify it.

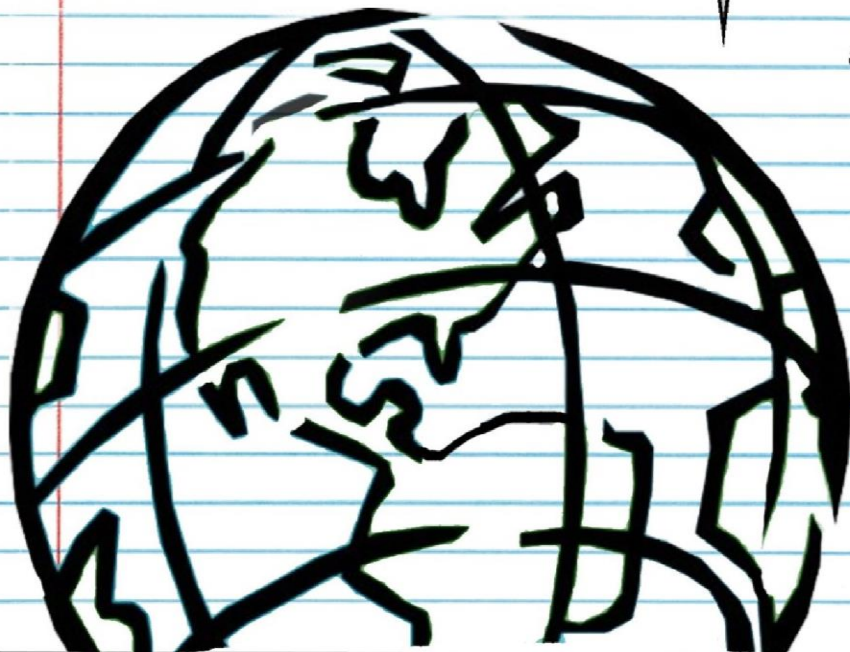
\* Themes are not usually explicit (told directly to you); they are **IMPLICIT**, meaning you need to infer.

A theme will be bigger than the story. It will express the big picture, apply to the real world, and give real world advice.

A theme will not reference characters from the story or the plot of the story. Its message will be **UNIVERSAL**.

So, **NOT**: "Harry Potter was very scared of fighting Voldemort but he did it anyway."

\* Rather: Courage is being brave despite your fears. \*



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Main Ideas/Themes/Questions/Vocabulary:

## Storyline

Generally, a story follows the **life and experiences** of a particular character or a group of characters. Readers need to pay attention to the **specifics**, to gain a better understanding of the story.

- Facial expressions
- Feelings/emotions
- Actions/reactions
- Choices

WHATs  
WHOs  
WHENs  
WHEREs  
WHYs  
HOWs

Focus of Instruction: **To recognize the role of personal, social and cultural contexts, values and perspectives in text.**

### CHARACTERIZATION:

When an author gives you specific details about what a character does, says, or thinks, you are able to infer about that character's **TRAITS**. A character's traits can give you clues about how she/he will behave as the story unfolds.

<b>PHYSICAL APPEARANCE:</b> *what a character looks like - size - skin colour - hair colour - clothing style	<b>THOUGHTS, SPEECH, &amp; ACTIONS:</b> *what a character says, thinks, and how they behave - angry - aggressive - excited
<b>OTHER CHARACTER'S REACTIONS:</b> *how the other characters react to or treat him/her - he is generous - she is hilarious - they are evil	<b>NARRATOR'S DIRECT COMMENTS:</b> *what the narrator says directly about the character - Billy was a kind man with an easy laugh.

### SUMMARY:

In order to help a reader **CONNECT** to a character and the story, the author carefully describes the main characters and their behaviours. **Vivid details** are key to engage a reader and draw them into the story. The details often are **clues** to help the reader **INFER** about the events.

# Quote, Summarize, & Paraphrase

When it comes to answering short constructed response (open-ended) questions, it's essential to use evidence from the story to support your thinking. There are three ways you can incorporate this evidence from the text into your answer: you can **quote**, **summarize**, or **paraphrase**.

## QUOTE:

- \* to use some of the text **EXACTLY** the way it appears.
- \* remember to use quotation marks & give credit to the author.

## SUMMARIZE:

- \* to give a shortened version of the text.
- \* does **NOT** include your opinion.

## PARAPHRASE:

- \* to put the text into your own words.
- \* careful not to plagiarize.

Another thing to remember when using details from the text to support your answer is to use a transition word or phrase to tie your quote, summary, or paraphrase into the rest of your answer. Try one of these.

- \* ACCORDING TO THE TEXT (AUTHOR)...
- \* ON PAGE \_\_\_\_ IT SAYS...
- \* FOR EXAMPLE...
- \* FROM THE READING, I KNOW THAT...
- \* THE TEXT SAYS...
- \* WHEN THE TEXT STATES...
- \* I KNOW THIS BECAUSE THE TEXT SAYS...

