

# Cornell Cloze Notes

GRADES

8 - 9

DISCIPLINE


Any

COURSE

 All

PACING

 25min

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>CORNELL CLOZE NOTES</b> Read the assigned text/watch the film segment and complete Cornell Cloze Notes. Then, using these notes, you will write a summary demonstrating your understanding of the topic.</p>	<p><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>Complete notes and a summary that demonstrates a thorough and complete understanding of the text.</li> </ul> <p><b>Good</b></p> <ul style="list-style-type: none"> <li>Complete notes and a summary that demonstrates a basic understanding of the text.</li> </ul> <p><b>Needs Work</b></p> <ul style="list-style-type: none"> <li>Notes that are incomplete and/or a summary that demonstrates a lack of understanding of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Explain that one way to learn to take Cornell Notes is to start with the Cloze process, which provides partial notes for students and gives them an opportunity to fill in the blanks.</li> <li>Give students the handouts and ask them to follow these directions.             <ul style="list-style-type: none"> <li>Look at the terms in the narrow column of the notes handout. These are the main ideas in the passage you are going to read.</li> <li>Scan the partial notes in the wide column on the right and predict the words that might be missing from the blanks.</li> <li>As you read the passage, look for the information that completes the notes and write that information in the appropriate blank.</li> <li>When you have read the passage and completed the notes, write a summary of the passage in the Summary section of the notes.</li> </ul> </li> <li>Read the text/watch the film segment and have students complete their notes.</li> <li>Before students write their summary, ask them to share their notes with a partner to see if they entered the same information in the blanks and come to consensus on the information that should be in the blanks.</li> <li>After students have composed their summaries, ask for summaries from several students, and get suggestions on how to improve those summaries.</li> </ul> <p>Note: After a few times practicing with the Cornell Cloze Notes procedure, students can write their own Cornell Notes. However, certain students may continue to need the scaffolding provided by the Cloze procedure.</p>
	<p>Standards:</p> <p><b>CCR.R.1</b> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>CCR.W.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
	<p>Additional Attachments:</p> <p> <b>Cornell Notes</b></p>		

 **Cornell Cloze Notes Teaching Vocabulary.doc**

by Juliana I. Thompson

*Adapted from "Cornell Cloze Notes from Video" by Lisa Salmon and Juliana I. Thompson*

