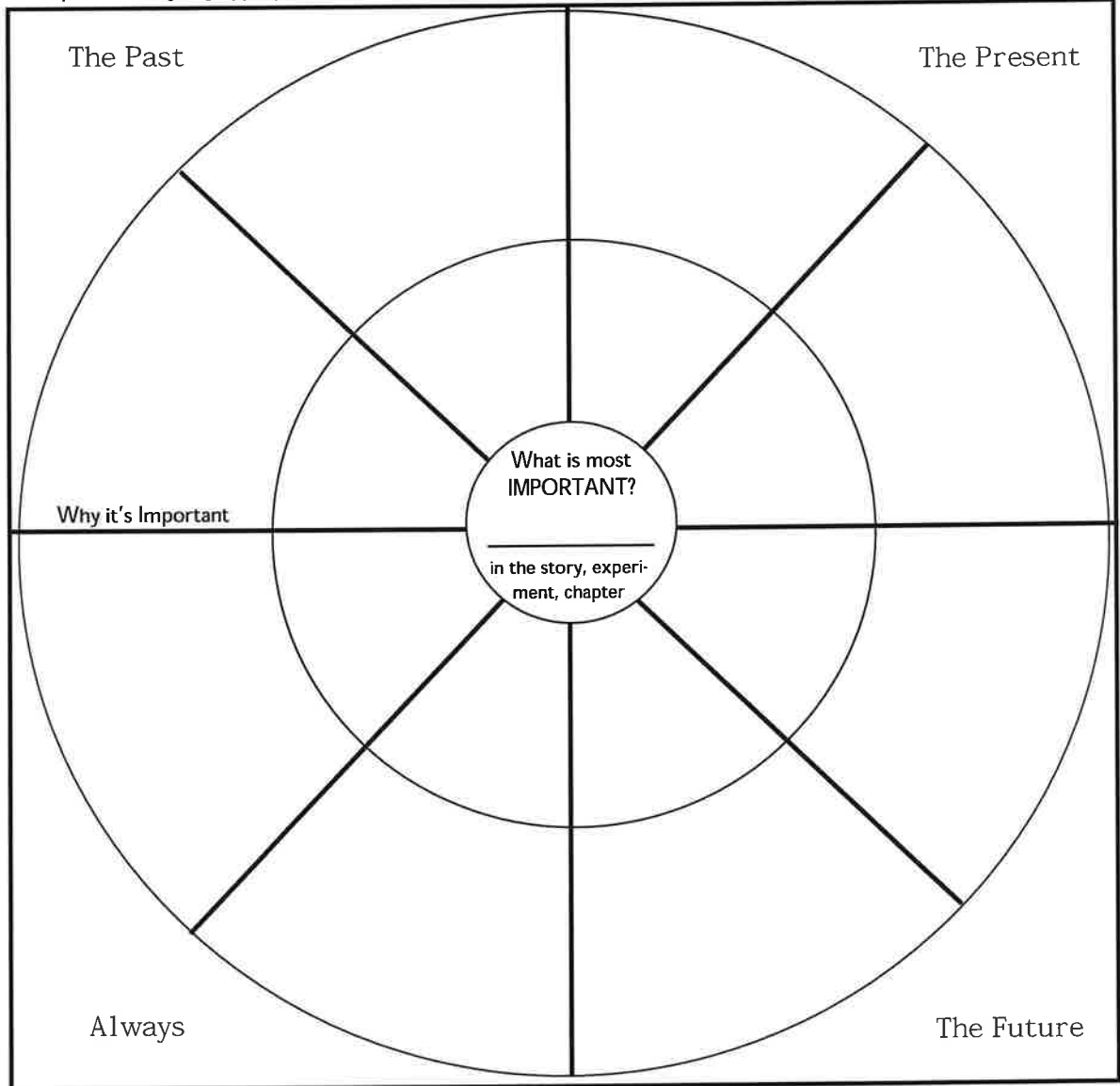




# What Matters Most: How to Tell What's Important

Name	Date
Subject	Period

**Suggestions for Use:** Fill in the blanks with words like Author, Teacher, Teenagers, Parents, Society, a character's name, or some other person or agency appropriate to your inquiry. Think also about *when* it is important: always, the past, present, or future.



0 ————— 10

**Continuum of Importance/Performance**

## Vocabulary of Importance

- |                |                 |                |
|----------------|-----------------|----------------|
| 1. important   | 7. urgent       | 13. necessary  |
| 2. significant | 8. imperative   | 14. prominent  |
| 3. critical    | 9. main         | 15. remarkable |
| 4. essential   | 10. substantial | 16. key        |
| 5. crucial     | 11. eminent     | 17. major      |
| 6. vital       | 12. invaluable  | 18. primary    |

**Questions to Help Determine Importance**

- 1.
- 2.
- 3.

# Inference Notes

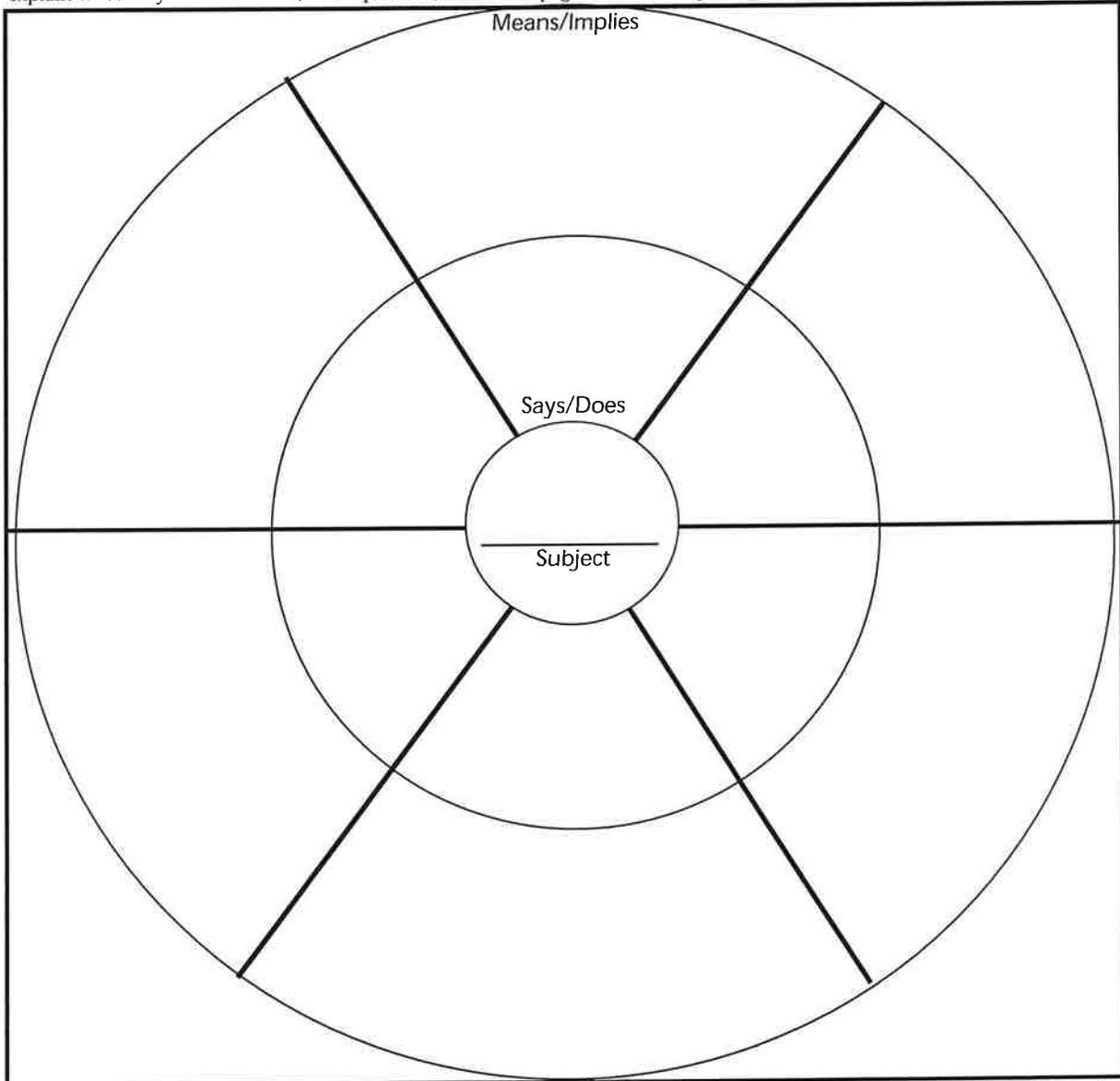
Name \_\_\_\_\_

Date \_\_\_\_\_

Subject \_\_\_\_\_

Period \_\_\_\_\_

**Directions:** Find six quotes or examples that reveal important or different aspects of your subject. Then in the outer strand, explain what they mean. Be sure, when possible, to include page citations for your quotes.



**Making Inferences:** Using the notes from your target, draw some conclusions about your subject. If you are writing about a fictional character, for example, explain what kind of person they are. Be sure to use *direct quotations* and citation information (e.g., I, ii, 35-40) when supporting your analysis.

Reading Notes

Name:

Date:



Summary/Observations

Summary/Observations

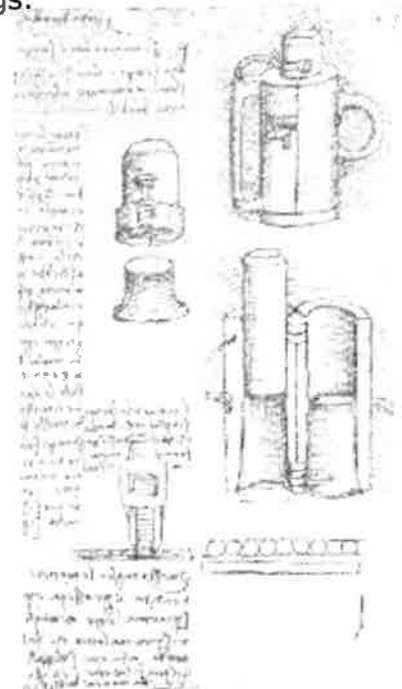
Beginning	Middle	End
List characters, settings, + problems	what's the major problem? who does what? what happens?	Are the problems solved? what happens to characters at the end? Does the author have a point to make?
Summary/Observations Anything that stands out as important: symbols, themes, points. You might also write questions you have as you read?		

# Leonardo da Vinci's Notes: Visual Explanations & Visual Narratives

Leonardo da Vinci used a vocabulary of both images and words to help him make sense and make visible the ideas in his head. Through such "studies," he learned and shaped the ideas that lead to his final paintings.



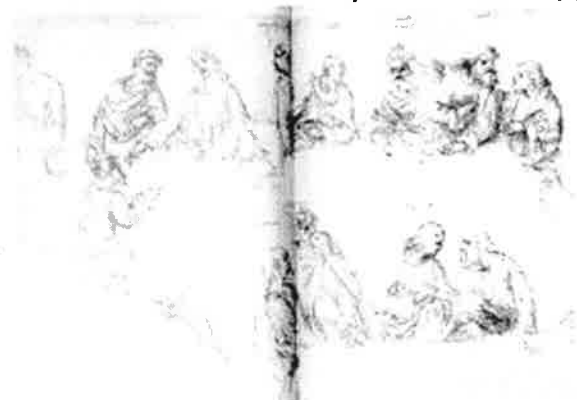
Even da Vinci used Cornell Notes as this page from his journal shows



Visual Explanations



Visual Narrative: Study for "Last Supper"



# Inference Notes

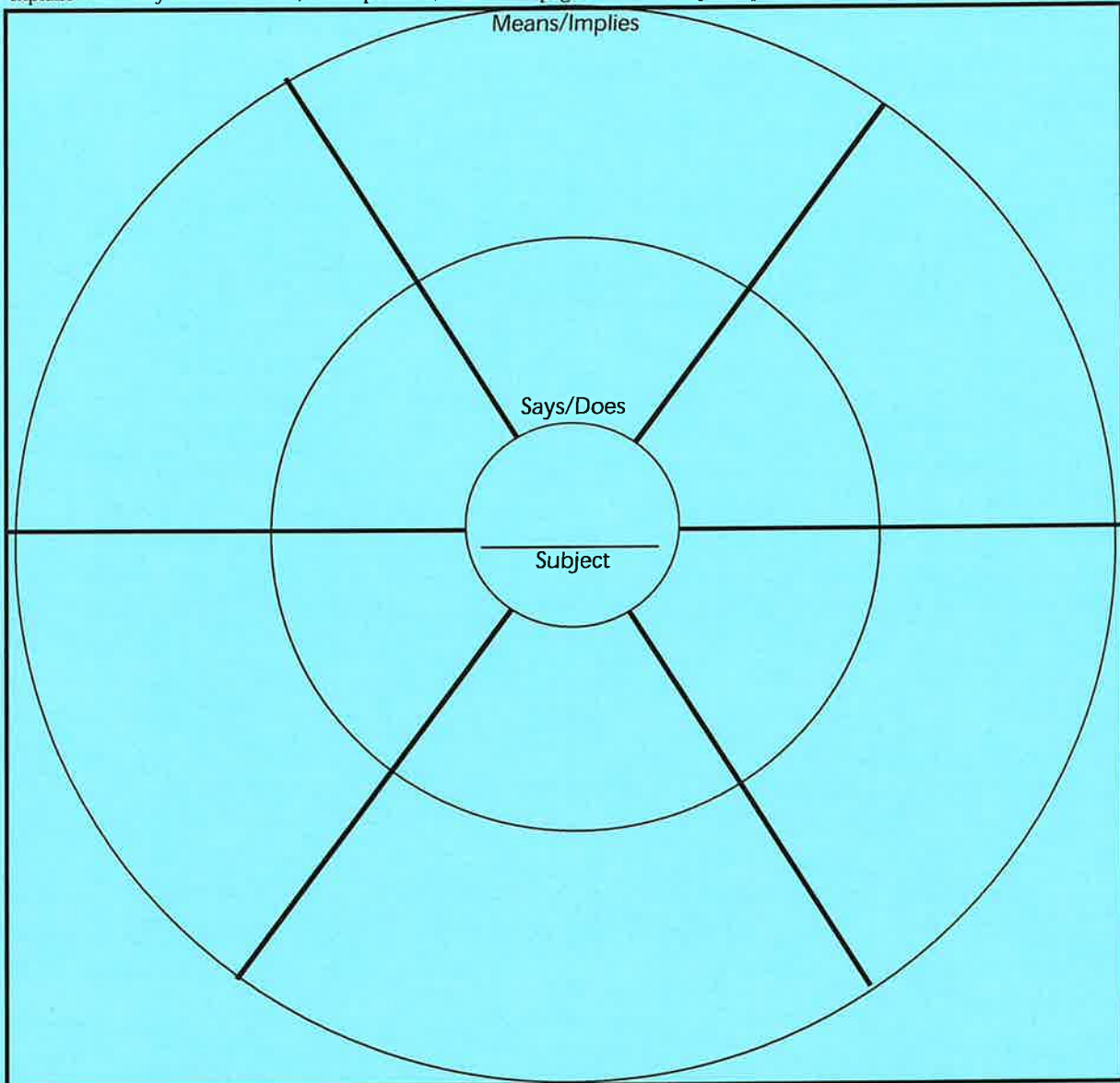
Name \_\_\_\_\_

Date \_\_\_\_\_

Subject \_\_\_\_\_

Period \_\_\_\_\_

**Directions:** Find six quotes or examples that reveal important or different aspects of your subject. Then in the outer strand, explain what they mean. Be sure, when possible, to include page citations for your quotes.



**Making Inferences:** Using the notes from your target, draw some conclusions about your subject. If you are writing about a fictional character, for example, explain what kind of person they are. Be sure to use *direct quotations* and citation information (e.g., I, ii, 35-40) when supporting your analysis.

# Inference Notes

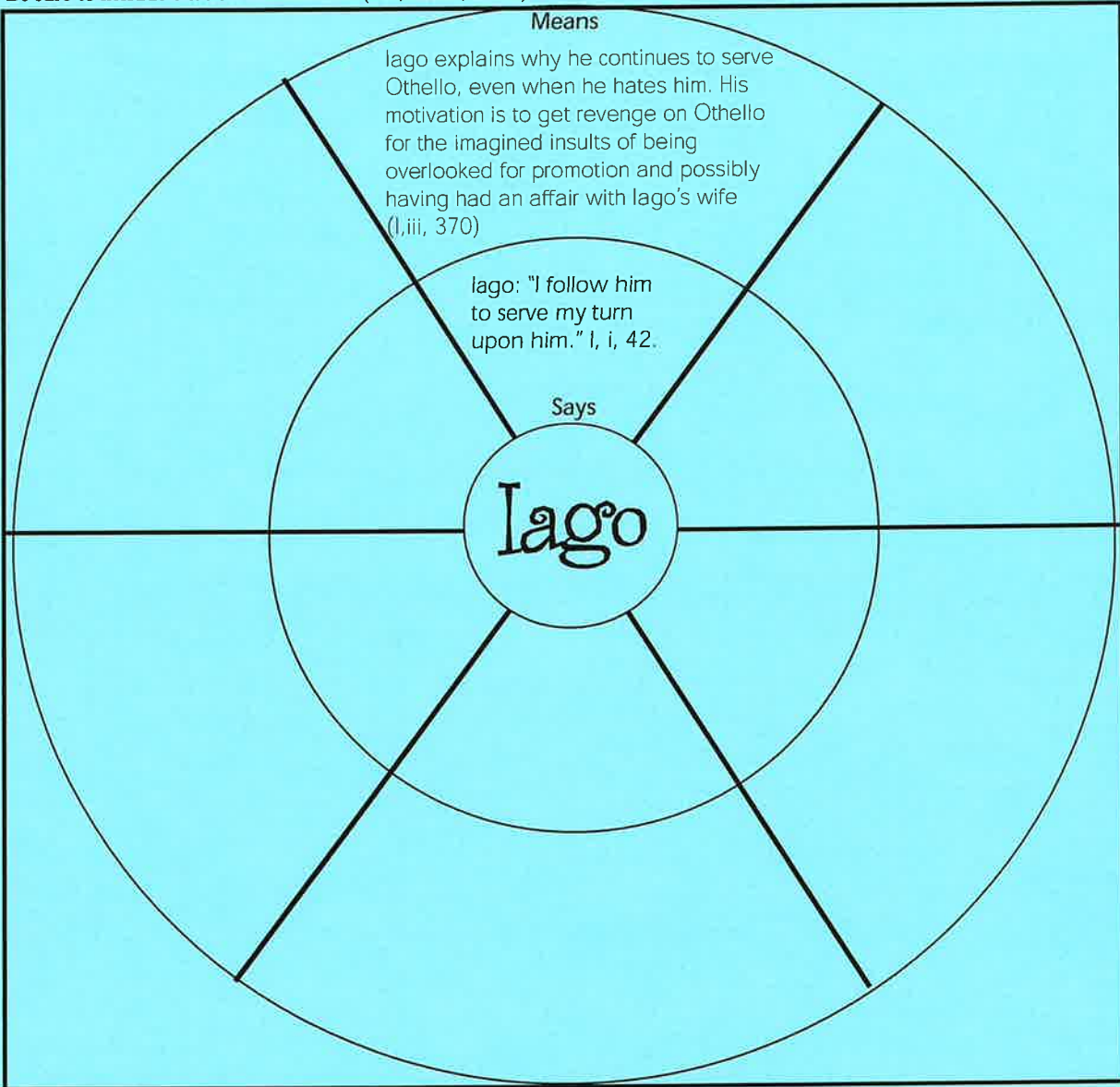
Name \_\_\_\_\_

Date \_\_\_\_\_

Subject \_\_\_\_\_

Period \_\_\_\_\_

**Directions:** Find six quotes from or about Iago that reveal his character. Then in the outer strand, explain what they mean. Be sure to include citation information (Act, Scene, line #)



**Making Inferences :** Using the notes from your target, explain what kind of person Iago is. Be sure to use *direct quotations* and citation information (e.g., I, ii, 35-40) when supporting your analysis.