

FOUR PARTS OF THE CORNELL WAY

PART I. NOTE-TAKING:

Reading or listening to information for the first time while jotting down and organizing key points to be used later as a learning tool

C Create Format

Step 1: Create Cornell notes format and complete heading.

If Cornell notepaper is not provided, set up paper upon entering the classroom:

- Write name, class, period, date, topic, standard/objective in heading.
- Create an essential question based on the standard/objective to be addressed in the notes and in the summary.
- Leave 1/3 of the paper on the left for questions and 2/3 on the right for notes.
- Leave 2 inches on the bottom of each page for summary.
- Be prepared to actively listen and take notes.

If Cornell notepaper is provided, upon entering the classroom:

- Write name, class, period, date, topic, standard/objective in heading.
- Create an essential question based on the standard/objective to be addressed in the notes and in the summary.
- Be prepared to actively listen and take notes.

O Organize Notes

Step 2: Organize notes on right side.

- Take notes while listening to a lecture from the teacher, reading a textbook or novel, watching a video, solving a math problem, participating in a science lab, engaging in Socratic Seminar, and while participating in tutorials, etc.
- Listen and take notes in own words—paraphrase what you hear.
- Leave spaces for revisions by skipping lines between ideas.
- Abbreviate words and use symbols, when appropriate.
- Write in phrases (not complete sentences).
- Use bullets or lists, when possible.
- Use indentation to show relationships between ideas.
- Know what to write: important information vs. trivial information.
- Recognize cues, “This is important...” “This may be on the next test...” and repeated information.
- Incorporate teacher’s note taking style/requirements on the right side—outline style, diagrams, graphs, illustrations, etc.

PART II. NOTE-MAKING:

Within 24 hours of taking the notes, revise these notes, generate questions, and use collaboration to create meaning.

R Review and Revise

Step 3: Review and revise notes

- L Use the "Cornell Note Revision Checklist" to revise notes.
- L Separate main ideas from details by underlining.
- I Keep important information by highlighting or color coding.
- L Delete unimportant information by drawing a line through it or not highlighting.
- I Add your own thinking/fill in details to clarify, complete, or create greater meaning and understanding.
- L Paraphrase information.
- L Identify information that needs clarification using a question mark to indicate the need to check with a partner or teacher.
- L Add references from/to other materials as they come to mind or make connections to other concepts/content.
- L Use symbols (star, checkmark, etc.) to indicate what is significant.
- L Use * for information that may be used on a test, essay, tutorial day, etc.
- I Create a visual or symbol to represent and help recall information.

N Note Key Ideas

Step 4: Note key ideas to create questions.

- I Use inquiry on the left side that connects to the key ideas.
- L Review the main ideas highlighted on the right side.
- I Determine the purpose of the lecture, reading, or activity.
- L Read aloud the highlighted main ideas on the page, and create a question that is answered with this main idea.
- L Develop questions on the left side that identify the main ideas on the right side by interacting with the information through the revision process in Step 3
 - o Lower-Level Questions: Some material in the note section may not lend itself to generating higher-level questions. In this case, link notes to a previously learned concept to write a higher-level question or develop additional notes adding personal meaning and details to create ownership of the material.
 - o Higher-Level Questions: It is important for the Cornell notes to create higher-level questions by applying Bloom's or Costa's vocabulary. It is necessary to understand the meaning of the word used and how to use the terminology accurately ask a higher-level question. Adding "How do you..." does not create a higher-level question.

E Exchange Ideas

Step 5: Exchange ideas by collaborating.

- I Collaborate with a peer(s), as a small group, in your tutorial group, whole class, outside of class, etc., to compare, enhance, and revise your notes.
- I Using a different color pen, fill in any gaps, and clarify any points of confusion in writing to complete your notes.
- L Brainstorm a list of key vocabulary from the lesson to be included in the summary.

PART III. NOTE-INTERACTING:

Interact with notes taken by creating a synthesized summary. Use Cornell notes as a learning tool to increase content class achievement.

L Link Learning

Step 6: Link learning to create a synthesized summary.

- | Review notes taken, questions developed on the left, and prior knowledge to identify the main ideas to be used in the summary.
- | Address the essential question of the lesson in the summary.
- | Use the notes of the right side as support to write the summary.
- | Synthesize, combine main ideas together, to internalize learning from the questions/notes.
- | Answer the higher-level questions from the left side in the summary to tie together the main ideas.
 - o Creating a summary is the opportunity to connect and make sense of the information from the lesson and identify any remaining points to be clarified.
- | As the summary is written, there may be a need to address any remaining points of confusion with new questions on the left side to ask teacher, tutor, or classmate.
 - o Leave the right side blank until this discussion has happened.
 - o Document the clarification in the blank space on the right side, after the discussion.

L Learning Tool

Step 7: Use completed Cornell notes as a learning tool.

- | Review notes taken, questions developed and summary; this may also be done in a study group.
- | Apply new learning to increase performance in content class by using notes to study for a test, to write an essay, as a reference during tutorial, to prepare for a presentation or Socratic Seminar, Philosophical Chairs, etc.
- | Interact with material by taking notes, writing questions, and summarizing to internalize material to increase new learning.
- | Using the notes as a learning tool provides opportunity for students to transfer knowledge to long-term memory by making meaning of the notes and forming connections.

PART IV. NOTE-REFLECTING:

Use written feedback to address areas of challenge by setting focus goals to improve future notes.

W Written Feedback

Step 8: Provide written feedback.

- Submit Cornell notes weekly to be checked for quality using the Cornell notes rubric or checklist and/or quantity in binder check.
- Review, revise, and improve notes, questions, and summary based on feedback.
- Written feedback and suggestions for improvement may be provided by a peer, a tutor, or teacher.

A Address Feedback

Step 9: Address written feedback.

- Address feedback by using "Cornell Note Focus Goal Activity" to create a goal for improvement on future note-taking.
- Use the feedback provided, identify an area of challenge.
- Write a focus goal to improve this area.
- Identify specific actions to address this challenge in future note-taking.

Y Your Reflection

Step 10: Reflect on your learning.

- Gather all Cornell notes on the topic, concept, standard, objective, essay, etc.
- Review notes, questions, and summaries on all Cornell note pages.
- Reflect on the learning by completing a "Cornell Note Reflective Log" to show how you mastered and/or applied your new knowledge.



Step 3: Cornell Note-Taking Revision List

Name: _____ Date: _____

Step 3: Review and revise notes taken on right side by Cornell Note Revision Checklist

Directions: Review and revise notes taken in the right column. Use the symbols below to revise your notes.

Completed	Symbol	Revision
<input type="checkbox"/>	1, 2, 3.... A, B, C...	1. Number the notes each time a new concept or main idea
<input type="checkbox"/>	○ Key word	2. Circle vocabulary/ key terms in pencil
<input type="checkbox"/>	<u>Main idea</u>	3. Highlight or underline main ideas in pencil
<input type="checkbox"/>	^	4. Fill in gaps of missing information and/ or reword/ paraphrase in red
<input type="checkbox"/>	Unimportant	5. Delete/ cross out unimportant information by drawing a line through it with a red pen
<input type="checkbox"/>	?	6. Identify points of confusion to clarify by asking a partner or teacher
<input type="checkbox"/>	*	7. Identify information to be used on a test, essay, for tutorial, etc.
<input type="checkbox"/>	Visual/symbol	8. Create a visual/ symbol to represent important information to be remembered



Step 4: Cornell Note Questions

Directions: Follow these steps as you create questions during Step 4 of the note-taking process.

	Steps for Creating Questions
Step 1:	<u>Read the essential question/standard/objective</u> at the top of the Cornell notes.
Step 2:	<u>Review the first chunk</u> of notes on the right side. A chunk is defined as a section of notes with the same main idea.
Step 3:	<u>Identify the main idea</u> of this first chunk.
Step 4:	<u>Write a question</u> for the first chunk that can be answered by the main idea.
Step 5:	<u>Repeat this process</u> until all the main ideas in each chunk of notes are incorporated into questions.
Step 6:	<u>Reread your questions.</u> Are there any lower-level questions? At times, lower-level questions are necessary to create context for more advanced material to come.
Step 7:	<u>Create an additional higher-level question</u> that incorporates two of the lower-level questions. For example: Lower-level question #1: What is the definition of perimeter? Lower-level question #2: What is the definition of area? New higher-level question added to notes: How does perimeter compare/contrast to area?
Step 8:	<u>Create notes</u> to address the new higher-level question created from lower-level questions.
Step 9:	<u>Review your questions/notes</u> to ensure the essential question/standard/objective at the top of the Cornell notes is addressed.
Step 10:	<u>Review your questions/notes</u> to study for tests/quizzes, write essays, or use for a tutorial question.



Step 6: Cornell Note Summary Template

Steps for Writing a Complete Summary	
Step 1:	<u>Read the essential question/ standard/ objective</u> at the top of the Cornell notes.
Step 2:	<u>Respond/ to the essential question/ standard/ objective</u> in one sentence—this is the introductory sentence to the summary. Use your own words in writing your summary.
Step 3:	<u>Review the first chunk</u> of notes on the right side.
Step 4:	<u>Reread the first question</u> written for the 1 st chunk.
Step 5:	<u>Write a one-sentence response</u> to this question incorporating content-based vocabulary.
Step 6:	<u>Repeat this process</u> until all your questions are incorporated in the summary—accounting for all the main ideas in your notes.
Step 7:	<u>Reread your summary</u> for clarity and accuracy, adding transitions, when possible.
Step 8:	<u>Review your summary</u> to study for tests/quizzes, writing essays, completing the “Cornell Note Reflection Log,” etc.

Summary Paragraph Template:

Essential question/ standard/ objective introductory sentence:

Response to the question for the 1st chunk of notes:

Response to the question for the 2nd chunk of notes:

Response to questions for all additional chunks of notes:



Step 8: Cornell Note-Taking Checklist

Name: _____ Evaluator: _____ Date: _____

Step 8: Use *Written* feedback provided by peer, tutor, or teacher to improve the quality of notes, questions, and summaries

Directions: Use a ✓ mark in the appropriate column based on the Cornell Notes collected.

STEP	Indicators	Yes (2 pts. each)	Inconsistent/ Incomplete (1 pt. each)	No (0 pt. each)
Step 1: Create Format	<ul style="list-style-type: none"> • Heading in ink: (Name/ Class/ Topic/ Period/ Date) • Standard/ Objective/ Essential Question recorded 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Step 2: Organize Notes	<ul style="list-style-type: none"> • Only main ideas, key words, and phrases recorded • Sufficient space/indentation is used to show relationships between main ideas • Abbreviations/ symbols used appropriately • Bullets are used to create lists and organize notes • Paraphrasing/shortcuts is evident in notes 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Step 3: Revise Notes/	<ul style="list-style-type: none"> • Notes are numbered to indicate a new concept, main idea, or topic • Vocabulary/ key terms are circled and main ideas are highlighted or underlined in pencil • Missing/paraphrased information is added in red 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Step 4: Note Key Idea	<ul style="list-style-type: none"> • Questions on left are developed to reflect main ideas in notes on the right side 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bonus!	<ul style="list-style-type: none"> • Summary reflects the questions/ notes 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Points = _____ out of 22