



*Decades of College Dreams*

**Schoolwide AVID Training**

**Handouts**

***“The CORNELL WAY  
and Utilizing  
Focused Note-  
Taking”***

# 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

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

### N Note Key Ideas

#### Step 4: Note key ideas to create questions.

- Use inquiry on the left side that connects to the key ideas.
- Review the main ideas highlighted on the right side.
- Determine the purpose of the lecture, reading, or activity.
- Read aloud the highlighted main ideas on the page, and create a question that is answered with this main idea.
- 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
  - 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.
  - 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.

- 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.
- Using a different color pen, fill in any gaps, and clarify any points of confusion in writing to complete your notes.
- 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.
  - 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.
  - Leave the right side blank until this discussion has happened.
  - 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.**

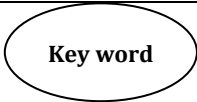
- Gather all Cornell notes on the topic, concept, standard, objective, essay, etc.
- Review notes, questions, and summaries on all Cornell note pages.
- Reflect on the learning by completing a “Cornell Note Reflective Log” to show how you mastered and/or applied your new knowledge.

### 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"/>		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.

<b>Steps for Creating Questions</b>	
<b>Step 1:</b>	<u>Read the essential question/standard/objective</u> at the top of the Cornell notes.
<b>Step 2:</b>	<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.
<b>Step 3:</b>	<u>Identify the main idea</u> of this first chunk.
<b>Step 4:</b>	<u>Write a question</u> for the first chunk that can be answered by the main idea.
<b>Step 5:</b>	<u>Repeat this process</u> until all the main ideas in each chunk of notes are incorporated into questions.
<b>Step 6:</b>	<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.
<b>Step 7:</b>	<p><u>Create an additional higher-level question</u> that incorporates two of the lower-level questions.</p> <p>For example:  <b>Lower-level question #1:</b> What is the definition of perimeter?  <b>Lower-level question #2:</b> What is the definition of area?  <b>New higher-level question added to notes:</b> How does perimeter compare/contrast to area?</p>
<b>Step 8:</b>	<u>Create notes</u> to address the new higher-level question created from lower-level questions.
<b>Step 9:</b>	<u>Review your questions/notes</u> to ensure the essential question/standard/objective at the top of the Cornell notes is addressed.
<b>Step 10:</b>	<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

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

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Response to the question for the 1<sup>st</sup> chunk of notes:

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Response to the question for the 2<sup>nd</sup> chunk of notes:

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Response to questions for all additional chunks of notes:

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# Model Cornell Notes Steps 1-2 (page 2)

QUESTIONS:	NOTES:
	<ul style="list-style-type: none"><li>• We learn by processing info in brain</li></ul>
	<ul style="list-style-type: none"><li>• Our thinking is more important than words</li></ul>
	<ul style="list-style-type: none"><li>• Key: make here in left-hand column</li></ul>
	<ul style="list-style-type: none"><li>• Need summ to maximize learning</li></ul>
	<ul style="list-style-type: none"><li>-Synthesize info</li></ul>
	<ul style="list-style-type: none"><li>-Not just a list of facts</li></ul>
	<p>4 Stages to The CORNELL WAY</p>
	<ol style="list-style-type: none"><li>1. Note-Taking</li></ol>
	<ol style="list-style-type: none"><li>2. Note-Making</li></ol>
	<ol style="list-style-type: none"><li>3. Note-Interacting</li></ol>
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	<ol style="list-style-type: none"><li>1. Reflection</li></ol>
	<ol style="list-style-type: none"><li>2. Student Revision</li></ol>
	<ol style="list-style-type: none"><li>3. Teacher Feedback</li></ol>

SUMMARY:



# Model Cornell Notes Steps 1-3 (page 2)

QUESTIONS:

NOTES:

- We learn by processing info in brain – not just memorizing words
- Our thinking is more important than words
- Key: make questions in left-hand column
- Need summ to maximize learning
  - Synthesize info
  - Not just a list of facts
  - More than 1 sent long



## \* 4 Stages to The CORNELL WAY ?

1. Note-Taking
2. Note-Making
3. Note-Interacting
4. Note-Reflecting

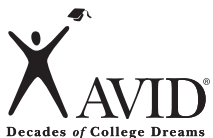
Need details on these stages

## CORNELL WAY added elements:

1. Reflection
2. Student Revision
3. Teacher Feedback

SUMMARY:

# Model Cornell Notes Steps 1-4

<b>CORNELL NOTES</b> 	<b>TOPIC/OBJECTIVE:</b> Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.	<b>NAME:</b> Diego Lopez
		<b>CLASS/PERIOD:</b> ELCR, Period 4
		<b>DATE:</b> Sep. 9, 20XX

**ESSENTIAL QUESTION:** How do ELCR students use Cornell notes to record, revise, question, review, and summarize new information they are learning?

**QUESTIONS:**

What does the COF teach us?

How does a student use the 10-24-7 model?

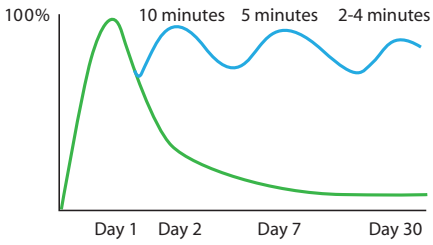
How does Dr. Pauk's note-taking system build on Ebbinghaus' research?

How do we retain 90-100% of the information we receive?


**NOTES:**

**RATIONALE:** *the reason we take notes*

- Hermann Ebbinghaus Ger (1886)
- COF (Curve of Forgetting)
  - retain or get rid of info
  - 1 hour lecture
  - 100% imm after
  - Lose 50-80% w/in 1 day
  - Lose 97% w/in 1 month
  - shows us we must do s/t with info or we lose it
- 10-24-7 model
  - 10 min—review notes (*after lecture*)
  - 24 hrs—revisit notes
  - 7 days later—revisit notes (5 min)
  - days 7 to 30—revisit for 2-4 min and retain 80-100% of info
- 1949 (*60 years later*)
- Dr. Pauk-Cornell Univ ~~reading center~~—frustrated with sts. grades
- Believed taking notes ^ memory
  - No notes? (Retain) only 59% of info for short time
  - Some notes? Retain 59%
  - Took notes, reviewed, wrote qs, wrote summ, revisited notes to fill in gaps?
- \* Retain 90-100%
  - takes less time to activate brain for test prep



*Curve of Forgetting*



**SUMMARY:**

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# Model Cornell Notes Steps 1-4 (page 2)

<p>QUESTIONS:</p>	<p>NOTES:</p>
How does learning occur?	<ul style="list-style-type: none"><li>• We learn by <u>processing</u> info in brain – not just memorizing words</li><li>• Our <u>thinking</u> is more important than words</li><li>• Key: make questions in left-hand column</li><li>• Need <u>summ</u> to maximize learning<ul style="list-style-type: none"><li>-Synthesize info</li><li>-Not just a list of facts</li><li>-More than 1 sent long</li></ul></li></ul>
What does CORNELL WAY stand for?	
What does each stage encompass?	
	<p>* 4 Stages to The CORNELL WAY ?</p> <ol style="list-style-type: none"><li>1. Note-Taking</li><li>2. Note-Making</li><li>3. Note-Interacting</li><li>4. Note-Reflecting</li></ol> <p>Need details on these stages</p>
	<p><u>CORNELL WAY</u> added elements:</p> <ol style="list-style-type: none"><li>1. Reflection</li><li>2. Student Revision</li><li>3. Teacher Feedback</li></ol>
Why are these elements necessary?	


SUMMARY:

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# Model Cornell Notes Steps 1-5

<b>CORNELL NOTES</b> 	<b>TOPIC/OBJECTIVE:</b> Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.	<b>NAME:</b> Diego Lopez
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  - No notes? Retain only 59% of info for short time
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*Curve of Forgetting*



**SUMMARY:**

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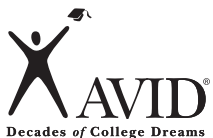
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# Model Cornell Notes Steps 1-5 (page 2)

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<p>How does learning occur?</p> <p>What does CORNELL WAY stand for?</p> <p>What does each stage encompass?</p> <p>Why are these elements necessary?</p>	
<p>SUMMARY:</p>	



# Model Cornell Notes Steps 1-6

<b>CORNELL NOTES</b> 	<b>TOPIC/OBJECTIVE:</b> Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.	<b>NAME:</b> Diego Lopez
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*Curve of Forgetting*



**SUMMARY:**

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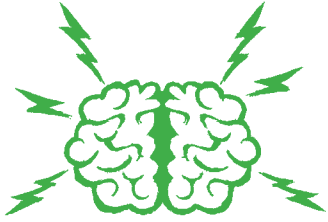


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# Model Cornell Notes Steps 1-6 (page 2)

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**SUMMARY:** We learn from Ebbinghaus' s Curve of Forgetting and Pauk's research the rationale for taking notes, writing questions, and writing summaries. We will retain the information we receive if we PROCESS it by reviewing our notes within 10 minutes, 24 hours, and 7 days of learning it. We should review our notes, questions, and summaries for 2-4 minutes during days 7-30 to best prepare for our tests. The CORNELL WAY has 4 stages of note-taking that will help us do that.

**K**

What do you *know*?

**W**

What do you *want* to know?

**L**

What have you *learned*?

**A**

How will you *apply* it?

Cornell Notes



Topic/Objective:

Name:

Class/Period:

Date:

Essential Question:

Questions:

Notes:

Summary:



Cornell Notes



Topic/Objective:

Name:

Class/Period:

Date:

Essential Question:

Questions:

Notes:

Summary:



Cornell Notes



Topic/Objective:

Name:

Class/Period:

Date:

Essential Question:

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Notes:

Summary:



**Questions:**

**Notes:**

**Summary:**