

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

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| C | Create Format | <p>Step 1: Create Cornell notes format and complete heading.</p> <p>If Cornell notepaper is not provided, set up paper upon entering the classroom:</p> <ul style="list-style-type: none"> ➤ 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. <ul style="list-style-type: none"> • It is unrealistic and inappropriate to summarize every individual page. • There should be a summary at the bottom of the page at the closing of a lesson, concept, topic, etc. ➤ Be prepared to actively listen and take notes. <p>If Cornell notepaper is provided, upon entering the classroom:</p> <ul style="list-style-type: none"> ➤ 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. |
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| Audience | Tips for this Step of the Cornell Way |
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| Student | <ul style="list-style-type: none"> • Create Cornell note format before going to class. • If your teacher does not provide you with an essential question, collaborate with classmates to create one from the posted topic, standard, and/or objective. |
| Tutor | <ul style="list-style-type: none"> • Provide samples of Cornell notes taken from college courses. |
| Teacher | <ul style="list-style-type: none"> • Provide Cornell notepaper to students. • Model to students how to set up their own paper in the Cornell note format. • Create school site Cornell notepaper and include school's mascot; upload onto the school's website for students to download from home. • Have student write the heading in pen to ensure current notes are submitted weekly. |
| Site Team | <ul style="list-style-type: none"> • Color code Cornell notepaper for each content subject to assist students in organizing their notes in binder. • Post topic, standard, and/or objective for students; assist students in using the standard/objective to create the essential question for the lesson. |

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| O | Organize Notes | <p>Step 2: <i>Organize</i> notes on right side.</p> <ul style="list-style-type: none"> ➤ 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. ➤ Change pen colors to indicate change in concept. ➤ Use indentation to show relationships between ideas. ➤ Know what to write—important information vs. trivial information. ➤ Recognize cues—“This is important...,” “This might be on the next test...,” and repeated information. ➤ Incorporate teacher’s noting-taking style/requirements on the right side—outline style, diagrams, graphs, illustrations, etc. |
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| Student | <ul style="list-style-type: none"> • Review the abbreviations list before taking notes. • Create symbols/abbreviations for words you might need to use in each content class. • Sit next to AVID classmates in content classes to support each other in the note-taking process. • Anytime information is delivered, you should be taking notes even if the teacher does not explicitly ask you to do so. • Some situations when note-taking is appropriate are: giving directions, watching a video, reading a textbook/novel, listening to a guest speaker, during a lab, during a PowerPoint presentation, etc. |
| Tutor | <ul style="list-style-type: none"> • When reviewing student notes, indicate places where students can speed up their note-taking by using abbreviations, bullets, and/or lists. |
| Teacher | <ul style="list-style-type: none"> • Provide time each class meeting for students to work independently and collaboratively to review and refine notes. • Coach content area teachers to provide time for students to compare notes at the end of class. • Teach AVID students how to turn any teacher-generated resource (PowerPoint, worksheet, reading log, lesson) into Cornell notes by refining notes, adding questions and a summary. |
| Site Team | <ul style="list-style-type: none"> • Provide students with an abbreviations list for each content subject. • Teach personal cues such as: pacing, phrasing, repetition to assist students in knowing what is important. • Incorporate your own style of note-taking into the Cornell note format; teach students how to use the right side to record information for content. |

II. NOTE-MAKING:

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

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| R | Review and Revise | <p>Step 3: <i>Review and revise notes</i></p> <ul style="list-style-type: none"> ➤ 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. |
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| Audience | Tips for this Step of the Cornell Way |
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| Student | <ul style="list-style-type: none"> • Work with a partner from your content class to use the “Cornell Note Revision Checklist” to revise and refine notes. • Seek clarification about confusing information. |
| Tutor | <ul style="list-style-type: none"> • Review student revision during tutorials as students use Cornell notes from content classes to support questions during the session. |
| Teacher | <ul style="list-style-type: none"> • Use students’ Cornell notes to teach the revision process of identifying main ideas, paraphrasing information, and asking for clarification from peer/teacher. • Review and model the use of the “Cornell Note Revision Checklist” multiple times so students see the value and can repeat the process independently. |
| Site Team | <ul style="list-style-type: none"> • Create model Cornell notes of certain lessons so that students can check their notes against the model notes. • Provide time at the end of class daily for students to review and refine notes by working in pairs, using class resources, and seeking clarification from the teacher. |

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| N | Note Key Ideas | <p>Step 4: Note key ideas to create questions.</p> <ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> • <u>Lower-Level Questions</u>: 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. • <u>Higher-Level Questions</u>: 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 necessarily create a higher-level question. |
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| Student | <ul style="list-style-type: none"> • At the end of day, review revised notes and create a question for each chunk. • Use the Levels of Thinking Handout to assist in creating higher-level questions. |
| Tutor | <ul style="list-style-type: none"> • Review questions created and assist students in changing lower-level questions into higher-level questions. |
| Teacher | <ul style="list-style-type: none"> • Review Bloom's/Costa's Levels of Thinking with students. • Explicitly teach the key vocabulary for each level. |
| Site Team | <ul style="list-style-type: none"> • When creating lessons, activities, and assessments, use higher-level questions as a way of modeling higher-level thinking/inquiry to students. • Have students generate one higher-level question based on the lesson and share with class prior to exiting the classroom. |

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| M | Exchange Ideas | <p>Step 5: <i>Exchange ideas by collaborating.</i></p> <ul style="list-style-type: none"> ➤ 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. |
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| Student | <ul style="list-style-type: none"> • Meet with a study buddy or peer to review/fill in gaps in the notes you have taken in each academic content class. |
| Tutor | <ul style="list-style-type: none"> • Attend an academic class that most AVID students are struggling in, and take Cornell notes along with the students. • Share your notes with the AVID students in the AVID Elective class, and provide opportunity for them to exchange strategies for successful note-taking. |
| Teacher | <ul style="list-style-type: none"> • Provide students with time in the AVID Elective class to fill in gaps with their peers for each academic content area. • Model inquiry to expose missing information in notes, and assist students in filling in this information. |
| Site Team | <ul style="list-style-type: none"> • Allow students time to review their notes with a peer/small group after taking them. • Create word walls with the key academic vocabulary from the lesson for students to reference in their note-taking. |

III. NOTE-INTERACTING:

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

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| L | Link Learning | <p>Step 6: <i>Link</i> learning to create a synthesized summary.</p> <ul style="list-style-type: none"> ➤ 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Leave the right side blank until this discussion has happened. • Document the clarification in the blank space on the right side, after the discussion. |
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| Audience | Tips for this Step of the Cornell Way |
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| Student | <ul style="list-style-type: none"> • Respond to each higher-level question written on the left side in your summary. • Write a one-sentence GIST for each chunk and record it in the summary section. |
| Tutor | <ul style="list-style-type: none"> • When there is extra time on a tutorial day, have students read aloud their summaries from their content class notes so that tutorial group members can provide feedback. |
| Teacher | <ul style="list-style-type: none"> • Use the GIST strategy to help students create succinct summaries. • Lecture using the 10 and 2 note-taking model—lecture for ten minutes and provide two minutes for students to process and summarize information. • Train staff on the 10 and 2 note-taking model. |
| Site Team | <ul style="list-style-type: none"> • Before students take notes, review the essential question based on the standard of the lesson. • Before students write the summary, review the essential question based on the standard of the lesson. Have students respond to the essential question in their summary. • Provide opportunity for students to create a summary sentence throughout the note-taking process. |

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| L | Learning Tool | <p>Step 7: Use completed Cornell notes as a <i>learning tool</i>.</p> <ul style="list-style-type: none"> ➤ 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. |
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| Student | <ul style="list-style-type: none"> • Fold Cornell notepaper on the crease or line in order test yourself and check your answers. • Review notes and create questions for tutorial. |
| Tutor | <ul style="list-style-type: none"> • Review student notes from a class he or she is struggling in and use the notes to create higher-level questions for the student to answer. • Ask students, “How are you using your Cornell notes?” |
| Teacher | <ul style="list-style-type: none"> • Have students bring in content class notes and test each prior to a class test. • Have students create test questions based on their notes. |
| Site Team | <ul style="list-style-type: none"> • Use Cornell notes to play a class game (Jeopardy, etc.) to review for an upcoming test. • Allow students who have revised their notes to use during a test/quiz. |

IV. NOTE-REFLECTING:

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

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| W | Written Feedback | <p>Step 8: Provide <i>written</i> feedback.</p> <ul style="list-style-type: none"> ➤ Submit Cornell notes weekly to be checked for <u>quality</u> using the “Cornell Note Rubric” or “Cornell Note Checklist” and/or <u>quantity</u> 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. |
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| Student | <ul style="list-style-type: none"> • Take time to review feedback received on notes and make the necessary changes. • Ask questions to clarify what the feedback comments and notes mean to fully understand what the comments mean. |
| Tutor | <ul style="list-style-type: none"> • Request to see notes of students who struggle with Cornell notes prior to the student turning in the notes. • Check for the quantity of notes during binder checks. |
| Teacher | <ul style="list-style-type: none"> • Use the Constructive Feedback Handout to give quality comments that students can use to make positive changes in their notes. • Provide extra credit/points for students who choose to revise/refine their notes based on the feedback they receive. • Check for the quality of Cornell notes using the Die Grading Activity. |
| Site Team | <ul style="list-style-type: none"> • Collaborate with site team to create quantity and quality guidelines for students to follow. • Coordinate collection dates so that students can receive credit in both the AVID and content classes. |

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| A | Address Feedback | <p>Step 9: Address written feedback.</p> <ul style="list-style-type: none"> ➤ Address feedback by using the “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. ➤ Use “Cornell Note Focus Goal Activity” provided to document this work. |
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| Audience | Tips for this Step of the Cornell Way |
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| Student | <ul style="list-style-type: none"> • Review focus goals prior to the next week’s note-taking. • Select one area for improvement of the Cornell notes. Focus only on this while taking notes. |
| Tutor | <ul style="list-style-type: none"> • Ask students what they are working on this week based on the “Cornell Note Focus Goal Activity.” |
| Teacher | <ul style="list-style-type: none"> • Have students use the “Cornell Note Focus Goal Activity” weekly so that students can reflect on their areas for growth. • Based on the tracking sheet, provide direct instruction on curriculum days to improve on the noted areas. • Use a tutorial day, to have tutors work with students in completing their “Cornell Note Focus Goal Activity.” |
| Site Team | <ul style="list-style-type: none"> • Collaborate with the AVID Elective teacher to discuss the areas that students are struggling in. Decide as a team which areas to work on in the content class to reinforce good note-taking. |

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| Y | Your Reflection | <p>Step 10: Reflect on <i>your</i> learning.</p> <ul style="list-style-type: none"> ➤ 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. |
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| Audience | Tips for this Step of the Cornell Way |
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| Student | <ul style="list-style-type: none"> • Keep notes for your content class in an organized fashion to be ready to complete “Cornell Note Reflective Log” and be ready to study all material for any upcoming tests/quizzes. |
| Tutor | <ul style="list-style-type: none"> • Use the “Cornell Note Reflective Log” to assist on Tutorial days. |
| Teacher | <ul style="list-style-type: none"> • Provide content teachers with professional development on using the “Cornell Note Reflective Log” in their classrooms. • Provide time on Fridays for students to bring in all their Cornell notes on a particular topic in order to complete the “Cornell Note Reflective Log” for their content class. |
| Site Team | <ul style="list-style-type: none"> • Have students complete the “Cornell Note Reflective Log” in the content class to use as a culminating activity for a unit of study and a way to support the AVID class. |