

Cornell Notes

TOPICS/STANDARD/OBJECTIVE	Heading	
ESSENTIAL QUESTIONS: The overall question that guides the content of the notes. It is based on the standard or objective in the heading. The summary should provide the answer to the essential question.		
QUESTIONS: <i>Right 2/3 of page</i> <ul style="list-style-type: none"> • Identify the main ideas in the notes. • Create study questions that are answered by each main idea. • Write higher-level questions (Costa's Levels 2 & 3) for the main ideas. (<i>Some material in the notes may not lend itself to higher-level questions.</i>) • Use the questions to study for quizzes and exams. 	NOTES: <i>Right 2/3 of page</i> <ul style="list-style-type: none"> • Be prepared to actively listen and take notes. • Take notes in <i>your own words</i> while listening to the teacher, reading a textbook, watching a video, solving a math problem, or participating in a science lab. • Record <i>facts, explanations, definitions, graphs, etc.</i> • Use <i>abbreviations and visuals</i> that work for you. • Write in <i>phrases</i> (not complete sentences). • Don't worry about spelling except on important terms. • Write <i>important information</i>, not every word that is said or read. • <i>Listen</i> for important points emphasized by the teacher. • Fill in details, mark important information and vocabulary, and delete irrelevant information after class. • Use symbols (star, checkmark, etc.) to indicate what is significant. • Use memory cues: <i>underline, highlight, draw diagrams, etc.</i> • Use <i>different colors</i> to indicate changes in topics or to mark important vocabulary words or phrases. • <i>Review notes</i> with a partner whenever possible. • <i>Review notes 10-24-7 (after 10 minutes, 24 hours, and 7 days).</i> Note any points that need to be clarified with the instructor.	
SUMMARY: <ul style="list-style-type: none"> • Address the essential question of the lesson. • Answer the higher-level questions from the left side to tie together the main ideas. • Paraphrase (use your own words) the answers to the questions. 		



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.

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:	<p><u>Create an additional higher-level question</u> that incorporates two of the lower-level questions.</p> <p>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?</p>
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/</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.
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:
