

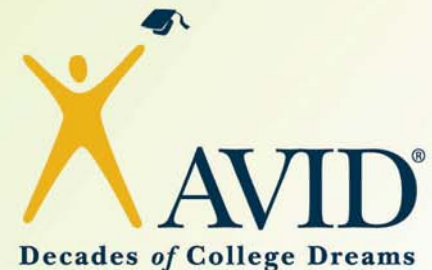
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**College- and Career-Ready Students:  
A Pledge to the Future**

**Focused Note-taking in  
Your Classroom**

**Ellen Nickerson**

**Professional Development Program Manager**






# Focused Note-taking in Your Classroom

**Ellen Nickerson**

**Professional Development Program Manager**

**AVID Center**



**“One learns through the processing of information by the brain. Words very, very seldom imprint themselves on the brain; but ones thinking does.”**

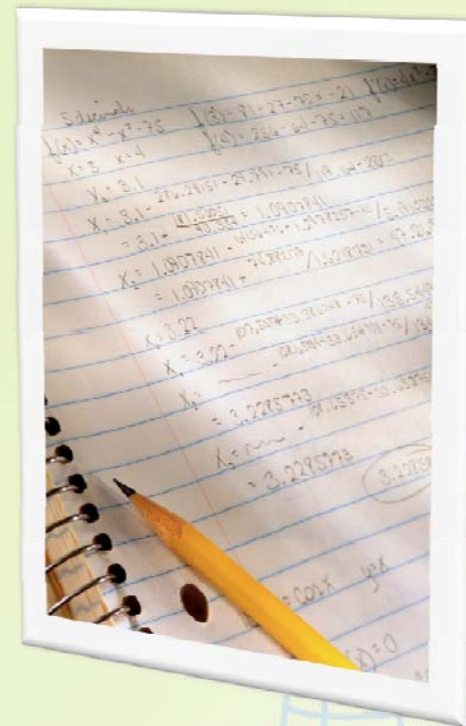
**-Walter Pauk**





# Quickwrite

How and when did  
you learn to take notes?





# Guiding Questions

During our time together think about....

**How would this information have helped me as a student ?**

**How will this knowledge help me in my classroom to better prepare my students for college?**

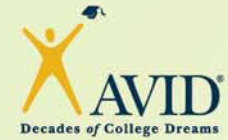
# FOCUSED NOTE-TAKING

## CORNELL NOTE-TAKING SYSTEM

NOTE-TAKING	NOTE-MAKING	NOTE-INTERACTING	NOTE-REFLECTING
STEP 1 <b>C</b> reate Format	STEP 3 <b>R</b> evise & Revise notes	STEP 6 <b>L</b> ink learning to create a synthesized summary	STEP 8 <b>W</b> ritten Feedback
STEP 2 <b>O</b> rganize Notes	STEP 4 <b>N</b> ote key ideas to create questions	STEP 7 Use completed Cornell notes as a <b>L</b> earning tool	STEP 9 <b>A</b> ddress Written Feedback
	STEP 5 <b>E</b> xchange ideas by collaboration		STEP 10 <b>Y</b> our reflection



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A student notesheet template with the following sections:

- Top right: Class/Period and Date.
- Top left: AVID logo and 'essential Question:'.
- Main body: A table with two columns: 'Questions' and 'Notes', each with horizontal lines for writing.
- Bottom: A section labeled 'summary:' with horizontal lines.


- C** REATE FORMAT
- O** RGANIZE NOTES
- R** EVIEW & REVISE
- N** OTE KEY IDEAS
- E** XCHANGE IDEAS
- L** INK LEARNING
- L** EARNING TOOL
  
- W** RITTEN FEEDBACK
- A** DDRESS FEEDBACK
- Y** OUR REFLECTION


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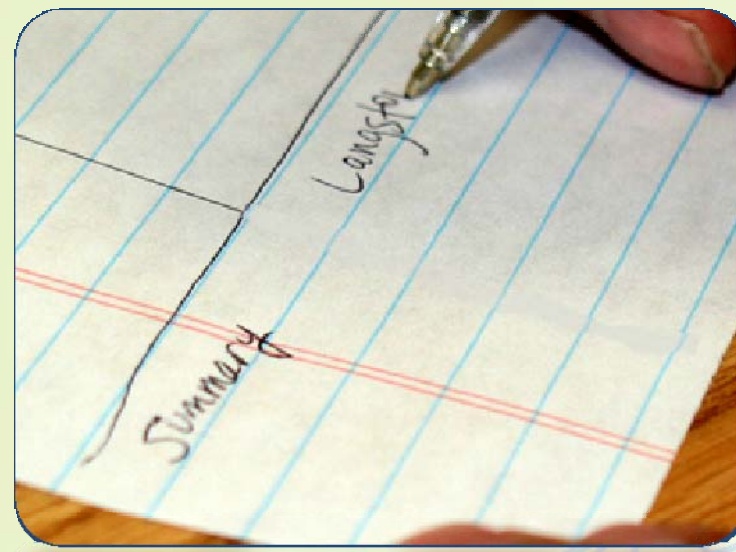
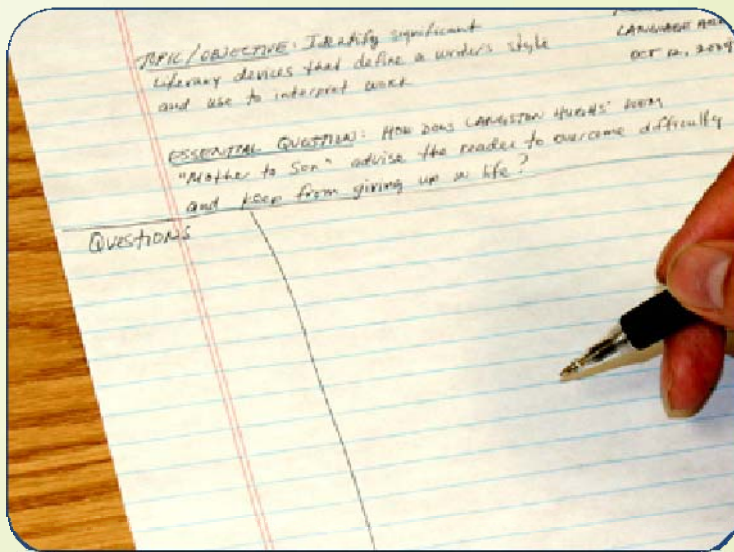
 <b>AVID</b> <small>Decades of College Dreams</small>	<b>Cornell Notes</b>	<b>Topic/Objective:</b>	<b>Name:</b>
			<b>Class/Period:</b>
			<b>Date:</b>
<b>Essential Question:</b>			
<b>Questions:</b>		<b>Notes:</b>	
<b>Summary:</b>			

 <b>AVID</b> <small>Decades of College Dreams</small>	<b>Cornell Notes</b>	<b>Topic/Objective:</b>	<b>Name:</b>
			<b>Class/Period:</b>
			<b>Date:</b>
<b>Essential Question:</b>			
<b>Questions:</b>		<b>Notes:</b>	
<b>Summary:</b>			

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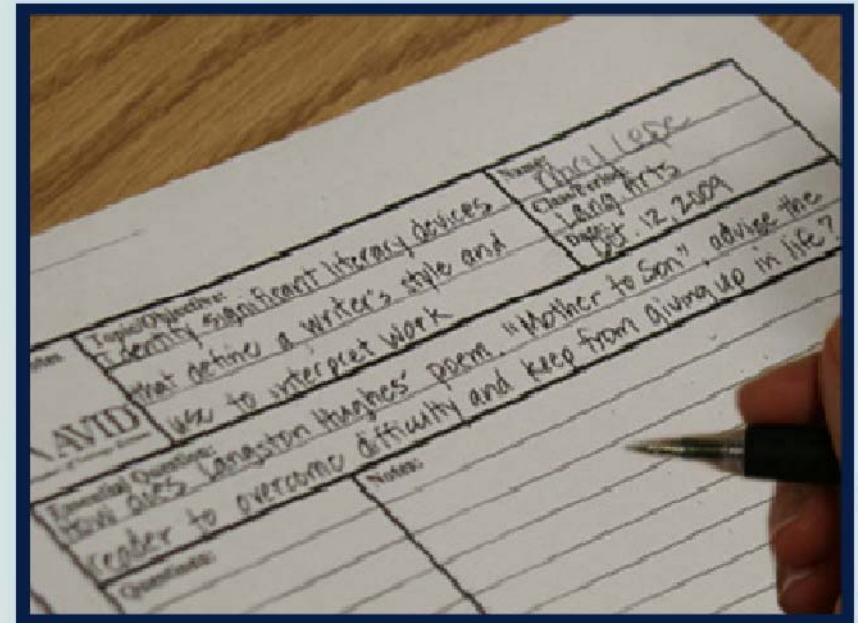


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# Step 1 - **C**reate Format

- Name, Date, Class
- Topic
- Essential Question
- Tips.....

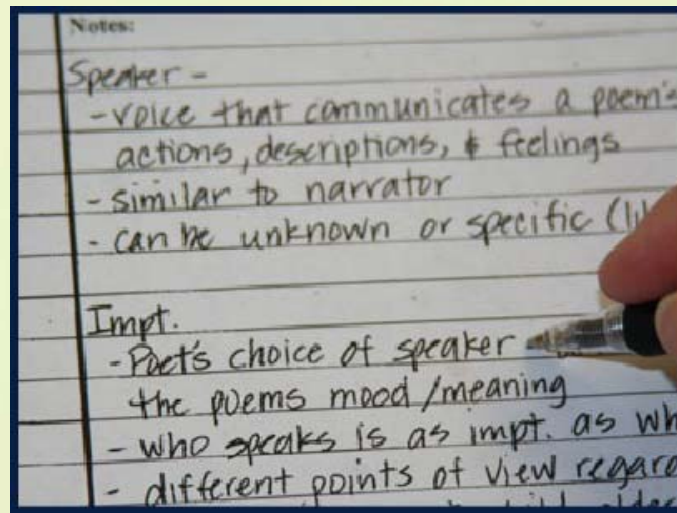


## Step 2 - **O**rganize Notes

- Listen & take notes in your own words
- Paraphrase what you hear
- Skip lines between ideas
- Abbreviate
- Use symbols
- Write in phrases
- Use bullets/lists
- Recognize cues



- **Tips to help students with Step 2**
  - Provide students with abbreviations & shortcuts for each content area
  - Teach students your personal cues
  - Model, model, model





# Ready to Try?

## Research Behind Note-taking

### Essential Question

What is the rationale and research that supports the importance of note-taking?





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Hermann Ebbinghaus

German psychologist & researcher

Late 1800's



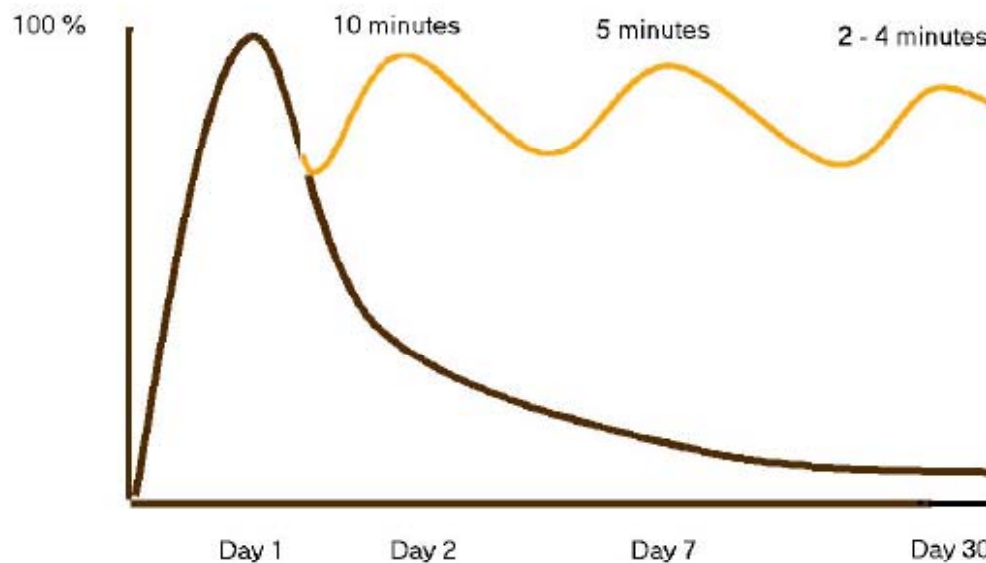
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## The Curve of Forgetting

The Curve of Forgetting describes how we retain or get rid of information that we take in. It's based on a one-hour lecture.



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# Walter Pauk Cornell University



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# Classroom Instruction That Works

Marzano, Pickering & Pollock, 2001

Effective  
Teaching  
Requires  
Tools  
That  
Work





# Summarizing & Note-taking




- Effect Size 1.00 (34 percentile gain)
- Tools for identifying & understanding the most important aspects of what is being learned
- Summarizing & Note-taking
  - Deleting, substituting & keeping some information
  - Learning to analyze
  - Becoming aware of information structures





# Step 3 - **R**eview & Revise Notes



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"/>	— Main idea	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"/>	<del>Unimportant</del>	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

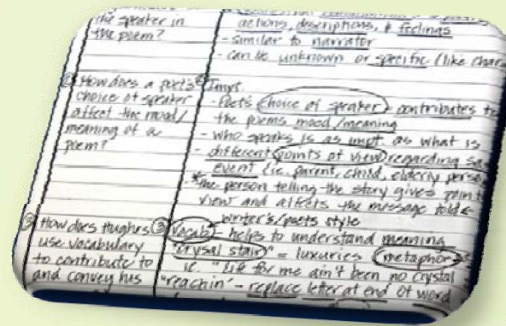


# Review & Revise Notes Samples

		Topic/Objective: Solving <u>Systems of Equations</u> (SoE)	Name: Class/Period: Alg. I, 2 <sup>o</sup> Date: Oct. 12, 2009
Essential Question: How do you solve (SoE) by substitution? <i>&gt; solution will be an ordered pair</i>			
Questions:	Notes System of Linear Equations (SoE) - 2 or more <u>linear</u> equations in the same variables. Steps to solving by <u>sub.</u> : <i>if possible</i> 1) <u>Solve</u> 1 eq. for its variable. <i>Solve for variable w/ coeff. of 1 or -1</i> 2) <u>Sub.</u> the expression from step 1 into other eq. 3) <u>Solve</u> that eq. to get value of 1 <sup>st</sup> var. 4) <u>Sub.</u> value of 1 <sup>st</sup> var. into original eq. & solve for 2 <sup>nd</sup> var. 5) <u>Write</u> the values from #3 & #4 as an <u>ordered pair</u> . <u>Check</u> ? Ex. Solve $y = 3x + 2$ (Eq. #1) $x + 2y = 11$ (Eq. #2) Step 1 $y = 3x + 2$ ← Eq. 1 already solved for y $x + 2y = 11$		
Summary:			

Questions:	Notes:
	Step 2 $y = 3x + 2$ Sub. $3x + 2$ for $y$ in 2 <sup>nd</sup> eq. $x + 2y = 11$ $x + 2(3x + 2) = 11$ Simplify (Use Dist.) (Collect terms)
	Step 3 $x + 6x + 4 = 11$ $7x + 4 = 11$ Subtract 4 from both sides $-4 \quad -4$ $7x = 7$ ÷ by 7 <i>to isolate the variable</i> $\frac{7x}{7} = \frac{7}{7}$ $x = 1$
	Step 4 $y = 3x + 2$ Write 1 <sup>st</sup> eq. $y = 3(1) + 2$ Sub 1 for x $y = 3 + 2$ Simplify for y $y = 5$
	Step 5 (1, 5) Write SoE as ordered pair * Check: ? <i>On my test, do I need to check my answer in both equations? Or just one?</i> Eq. 1 $y = 3x + 2$ $5 = 3(1) + 2$ $5 = 3 + 2$ $5 = 5$ ✓ Eq. 2 $x + 2y = 11$ $1 + 2(5) = 11$ $1 + 10 = 11$ $11 = 11$ ✓
Summary:	

## Step 4 - **N**ote Key Ideas



- Identify first “chunk” or “big idea” of the notes and number 1
- Write a question about the main idea of that “chunk”
- Repeat until all “chunks” are identified with corresponding questions

# Levels of Thinking

		Levels of Thinking			
Level	Costa's (OUTPUT)	Bloom's	Vocabulary Words Levels of Thinking		
Higher-Order Thinking Skills HOTS	<b>Applying Information:</b> Applying and evaluating actions, solutions, and connections made in order to predict	<b>Creating:</b> Can the students: <ul style="list-style-type: none"> <li>• Create/generate new ideas, products, or points of view</li> <li>• Combine ideas/thoughts to develop an innovative idea, solution, or way of thinking</li> </ul>	Assemble Build Construct Create Design	Develop Devise Formulate Imagine Invent	Make Plan Produce Write
		<b>Evaluating:</b> Can the students: <ul style="list-style-type: none"> <li>• Justify a stand or decision</li> <li>• Judge the value of an idea, item, or technique by creating and applying standards/criteria</li> </ul>	Appraise Argue Check Critique Defend Detect	Forecast Generalize Hypothesize If/Then Judge Predict	Select Speculate Support Test Value Valuate
	<b>(PROCESSING)</b> <b>Processing Information:</b> Making sense out of information; processing the information gathered by making connections and creating relationships	<b>Analyzing:</b> Can the students: <ul style="list-style-type: none"> <li>• Distinguish between the different parts</li> <li>• Explore and understand relationships between the components/part</li> </ul>	Attribute Classify Compare Contrast Criticize Deconstruct Differentiate	Discriminate Distinguish Examine Experiment Explain why Infer	Integrate Outline Organize Question Sort Structure
		<b>Applying:</b> Can the students: <ul style="list-style-type: none"> <li>• Use the information in a similar situation</li> <li>• Apply learned concepts, strategies, principles and theories in a new way</li> </ul>	Carry out Choose Do Demonstrate Dramatize	Employ Execute Illustrate Implement Interpret	Operate Schedule Sketch Solve Using
Lower-Order Thinking Skills LOTS	<b>(INPUT)</b> <b>Gathering Information:</b> Identifying and recall information	<b>Understanding:</b> Can the students: <ul style="list-style-type: none"> <li>• Explain ideas or concepts</li> <li>• Understand information provide</li> </ul>	Classify Complete Describe Discuss	Explain Identify Locate Paraphrase	Recognize Report Select Translate
		<b>Remembering:</b> Can the students: <ul style="list-style-type: none"> <li>• Recall or remember the information</li> <li>• Recognize specific information</li> </ul>	Define Duplicate List	Memorize Recall Repeat	Reproduce State

Adapted from Comparison By Andrew Churches at <http://edorigami.wikispaces.com> and [http://www.oda.edu/educ/revwhm/Bloom-blooms\\_taxonomy.htm](http://www.oda.edu/educ/revwhm/Bloom-blooms_taxonomy.htm)



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## Step 5 – Exchange Ideas



When peers work together to review their notes, the collaboration results in enhanced learning.


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# Step 6 – Link Learning

- Summary
  - Review notes
  - Synthesize and combine main ideas
  - Address the essential question
  - Link the answers from the questions on the left

Cornell Notes	Topic/Objective:	Name:
	Identify significant literary devices that define a writer's style and use to interpret work.	Class/Period: Lang. Arts
		Date: Oct. 12, 2009
<b>Essential Question:</b> How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?		
Questions:	Notes:	
① What is the significance of the speaker in the poem?	① <u>Speaker</u> - *voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be unknown or specific (like character)	
② How does a poet's choice of speaker affect the mood/meaning of a poem?	② <u>Imp.</u> - Poet's choice of speaker - contributes to the poem's mood/meaning - who speaks is as imp. as what is said - different points of view regarding same event (ie. parent, child, elderly person) *the person telling the story gives point of view and affects the message told ← P.O.V.*	
③ How does Hughes use vocabulary to contribute to and convey his message?	③ <u>Writer's/poet's style</u> <u>Vocab</u> - helps to understand meaning "crystal stair" = luxuries (metaphor) <small>compares 2 things</small> ie. "Life for me ain't been no crystal stair" "reachin'" - replace letter at end of word (dialect) "Cause" = because → slang <small>var. lang used by group speech act</small>	
<b>Summary:</b> The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."		

## Step 7 – Learning Tool

- Think-pair-share
  - List ways students can use their notes as a learning tool.....



# Step 8 – **W**ritten Feedback

AVID		Step 8: Cornell Note-Taking Rubric			
		3	2	1	0
<b>Step 1: Create Format</b>	<input type="checkbox"/> All parts (name, class, topic, period, date, standard/ objective, essential question) are properly written in the correct place	<input type="checkbox"/> Most parts (name, class, topic, period, date, standard/ objective, essential question) are properly written in the correct place	<input type="checkbox"/> Some parts (name, class, topic, period, date, standard/ objective, essential question) are properly written in the correct place	<input type="checkbox"/> Few parts (name, class, topic, period, date, standard/ objective, essential question) are properly written in the correct place	
<b>Step 2: Organize Notes</b>	<input type="checkbox"/> All main ideas, key words, and phrases are recorded <input type="checkbox"/> Sufficient space is provided between main ideas <input type="checkbox"/> All abbreviations/ symbols are used appropriately <input type="checkbox"/> Indentation is used consistently to show the relationship between ideas <input type="checkbox"/> Many bullets are used to create lists to organize notes <input type="checkbox"/> Effective use of paraphrasing is evident	<input type="checkbox"/> Most main ideas, key words, and phrases are recorded <input type="checkbox"/> Some space is provided between main ideas <input type="checkbox"/> Many abbreviations/ symbols are used appropriately <input type="checkbox"/> Some indentation is used to show the relationship between ideas <input type="checkbox"/> Some bullets are used to create lists to organize notes. <input type="checkbox"/> Some paraphrasing is evident	<input type="checkbox"/> Some main ideas, key words, and phrases are recorded. <input type="checkbox"/> Inadequate space is provided between main ideas. <input type="checkbox"/> Some abbreviations/ symbols are used <input type="checkbox"/> Limited indentation is used to show the relationship between ideas <input type="checkbox"/> Few bullets are used to create lists to organize notes. <input type="checkbox"/> Limited paraphrasing is used	<input type="checkbox"/> Few main ideas, key words, and phrases are recorded. <input type="checkbox"/> There is no space between ideas <input type="checkbox"/> Few or no abbreviations/ symbols are used <input type="checkbox"/> No indentation is used to show relationship between ideas <input type="checkbox"/> No bullets are used—complete sentences are record <input type="checkbox"/> Paraphrasing is not used—notes are copied word for word	
<b>Step 3: Revise Notes/ Step 5: Exchange Ideas</b>	<input type="checkbox"/> All notes are numbered to indicate a new concept, main idea, or topic <input type="checkbox"/> All vocabulary/ key terms are circled <input type="checkbox"/> All main ideas are underlined in pencil/ highlighted <input type="checkbox"/> All missing/paraphrased information is added in red <input type="checkbox"/> All unimportant information is deleted by drawing a line through it	<input type="checkbox"/> Some notes are numbered to indicate a new concept, main idea, or topic <input type="checkbox"/> Some vocabulary/ key terms are circled <input type="checkbox"/> Some main ideas are underlined in pencil/ highlighted <input type="checkbox"/> Some missing/paraphrased information is added in red <input type="checkbox"/> Most unimportant information is deleted by drawing a line through it	<input type="checkbox"/> Few notes are numbered to indicate a new concept, main idea, or topic <input type="checkbox"/> Few vocabulary/ key terms are circled <input type="checkbox"/> Few main ideas are underlined in pencil/ highlighted <input type="checkbox"/> Limited missing/paraphrased information is added in red <input type="checkbox"/> Some unimportant information or important information is deleted by drawing a line through it	<input type="checkbox"/> No notes are numbered to indicate a new concept, main idea, or topic <input type="checkbox"/> No vocabulary/ key terms are circled <input type="checkbox"/> No main ideas are underlined in pencil/ highlighted <input type="checkbox"/> No missing/paraphrased information is added in red <input type="checkbox"/> No unimportant information or important information is deleted by drawing a line through it	
<b>Step 4: Note Key Idea</b>	<input type="checkbox"/> All questions on left are developed to reflect main ideas in notes <input type="checkbox"/> Most questions are higher level (Bloom's Levels 3-6 or Costa's Level 2 and 3)	<input type="checkbox"/> Most questions on left are developed to reflect main ideas in notes <input type="checkbox"/> Some questions are higher level (Bloom's Levels 3-6 or Costa's Level 2 and 3)	<input type="checkbox"/> Some questions on left are developed to reflect main ideas in notes <input type="checkbox"/> Few questions are higher level (Bloom's Levels 3-6 or Costa's Level 2 and 3)	<input type="checkbox"/> Few/ no questions on left are developed to reflect main ideas in notes <input type="checkbox"/> No questions are higher level (Bloom's Levels 3-6 or Costa's Level 2 and 3)	
<b>Step 6: Link Learning</b>	<input type="checkbox"/> Synthesized summary reflects the questions/ notes <input type="checkbox"/> Summary addresses all aspects of the essential question based on the standard/ objective for the lesson	<input type="checkbox"/> Summary reflects most questions/ notes <input type="checkbox"/> Summary addresses most aspects of the essential question based on the standard/ objective for the lesson	<input type="checkbox"/> Summary reflects some questions/ notes <input type="checkbox"/> Summary addresses some aspects of the essential question based on the standard/ objective	<input type="checkbox"/> Summary does not reflect the questions/ notes <input type="checkbox"/> Summary does not address the essential question of the lesson	
<b>Step 7: Learning Tool</b>	<input type="checkbox"/> Detailed information to be used on test, essay, tutorial, etc. is clearly noted/ identified with an asterisk	<input type="checkbox"/> Information to be used on test, essay, tutorial, etc. is noted/ identified	<input type="checkbox"/> Some information to be used on test, essay, tutorial, etc. is noted/ identified with an asterisk	<input type="checkbox"/> No information to be used on test, essay, tutorial, etc. is noted	

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# Step 9 – **A**ddress Feedback



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## Step 10 – **Y**our Reflection

- Develop a learning log to guide students' thinking
  - Identify 3 key learnings from your summaries
  - How can you apply these learnings to another concept?
  - What questions are still unanswered?



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# CORNELL WAY

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# Note-taking Tips

- Socratic Seminar with Curve of Forgetting
- On Demand Module on File Sharing in MyAVID





# Teaching Tip

- Scaffold for students using the 10-2-2 method
  - 10 minute lecture
  - 2 minute pair share
  - 2 minute individual 1 sentence summary below chunk
  - Repeat throughout lesson





- 
- 3 Take-aways from today's session
  - 2 Note-taking changes you will make
  - 1 Colleague you will share this information with back in your district
- 

? Questions ?

Contact your

State/Region Program Manager

Do not know who that is? Email [programsupport@avidcenter.org](mailto:programsupport@avidcenter.org)

or

Ellen Nickerson

Professional Development

Program Manager

[enickerson@avidcenter.org](mailto:enickerson@avidcenter.org)

