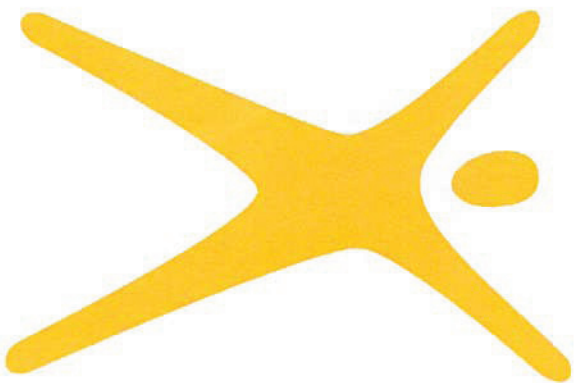# The CORNELL WAY

AVID®

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AVID Essential No. 5

A strong, relevant writing and reading curriculum provide a basis for instruction in the AVID classroom.

3. ☐ Students do not use Cornell notes and tutorial request forms demonstrating evolving use of higher level questions and critical thinking

☐ Cornell notes are a weekly part of the AVID classroom; training is provided on their use, and they are part of each AVID student's AVID grade.

☐ AVID students take and use Cornell notes as part of the AVID elective class and use them weekly in classes other than AVID; all Cornell notes are part of the students' AVID grades.

☐ AVID students take and use Cornell notes and have integrated the development of effective note-taking skills for understanding rigorous content and preparing for tests in all core academic subject areas. They model Cornell note taking for other students as a schoolwide strategy for assisting students to access rigorous content.

Possible Evidence Sources No. 5

☐ Use of the AVID writing curriculum
☐ Use of the AVID Critical Reading curriculum
☐ Classroom observations of teachers, tutors, and students using WICR strategies
☐ Student work samples of AVID assignments over extended time reflecting students' use of higher level questions
☐ A selection of students' timed-writing essays
☐ Cornell notes and tutorial request forms demonstrating evolving use of higher level questions and critical thinking

Rating for AVID Essentials No. 5

Number of indicators at each level:

Level 0: _____
Level 1: _____
Level 2: _____
Level 3: _____

Overall level for Essential 5: _____

AVID Essential No. 6

Inquiry is used as a basis for instruction in the AVID classroom to promote critical thinking.

2. ☐ Students' notes do not include questions in the left hand column.

☐ Students' notes include questions in the left hand column and their notes are graded weekly for inclusion of these questions.

☐ Students' notes include questions in the left hand column; students help to develop a rubric for grading the questions and use questions and notes in their curriculum lessons.

☐ Students consistently use higher level questions to demonstrate critical thinking and understanding of rigorous curriculum.

3. ☐ There is no evidence that students develop questions for tutorial group discussions.

☐ There is evidence that AVID students develop Costa's Level 1, 2 and 3 questions (or Bloom's levels 1-6) for their notes and tutorial group discussions, and use these strategies in their class work.

☐ AVID students are actively engaged in tutorial groups. Students use the tutorial request forms and write reflections after the tutorial sessions; they use these problem solving strategies in other curriculum lessons.

☐ Students demonstrate the inquiry process for critical thinking and model the AVID tutorial problem solving process in all academic core subject areas.

Possible Evidence Sources

☐ Use of current AVID tutorial curriculum and video
☐ Classroom observations of teachers, tutors, and students using WICR strategies
☐ Tutorial Request Forms
☐ Student work samples of AVID assignments demonstrating expectations and strategies for using higher level questions
☐ Students' Cornell Notes, Binders, Portfolios

Rating for AVID Essentials No. 6

Number of indicators at each level:

Level 0: _____
Level 1: _____
Level 2: _____
Level 3: _____

Overall level for Essential 6: _____

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 highlighting or color coding.
☐ 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.

Name: _____ **Date:** _____

Step 3: Cornell Note-Taking Revision List

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

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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:	Read the essential question/standard/objective at the top of the Cornell notes.
Step 2:	Review the first chunk of notes on the right side. A chunk is defined as a section of notes with the same main idea.
Step 3:	Identify the main idea of this first chunk.
Step 4:	Write a question for the first chunk that can be answered by the main idea.
Step 5:	Repeat this process until all the main ideas in each chunk of notes are incorporated into questions.
Step 6:	Reread your questions. Are there any lower-level questions? At times, lower-level questions are necessary to create context for more advanced material to come.
Step 7:	Create an additional higher-level question 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:	Create notes to address the new higher-level question created from lower-level questions.
Step 9:	Review your questions/notes to ensure the essential question/standard/objective at the top of the Cornell notes is addressed.
Step 10:	Review your questions/notes 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:	Read the essential question/ standard/ objective at the top of the Cornell notes.
Step 2:	Respond/ 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:	Review the first chunk of notes on the right side.
Step 4:	Reread the first question written for the 1st chunk.
Step 5:	Write a one-sentence response to this question incorporating content-based vocabulary.
Step 6:	Repeat this process until all your questions are incorporated in the summary—accounting for all the main ideas in your notes.
Step 7:	Reread your summary for clarity and accuracy, adding transitions, when possible.
Step 8:	Review your summary 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:

_____
_____
_____

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Creating Essential Questions

Purpose: Essential questions guide and frame the note-taking and summarization.

Directions: Read the examples of standards/ objectives and essential questions.

Language Arts	**Standard/objective:**	**3.6**-Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style.
	Essential Question:	How do literary devices such as metaphor, symbolism, dialect, and irony define the writer's style?
Mathematics	**Standard/objective:**	**Alg. 9.0**- Students use substitution to solve a system of two linear equations in two variables algebraically.
	Essential Question:	How is a system of two linear equations solved by substitution?
Social Studies	**Standard/objective:**	**10.5.2**- Understand the role of Appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
	Essential Question:	Why is Appeasement a contributing factor to the start of World War II?
Science	**Topic:**	Diffusion and Osmosis
	Essential Questions:	• What is the process of diffusion and osmosis in a membrane system? • What is the effect of solute concentration on water potential as it relates to living plant tissues?

Practice Writing Essential Questions for Your Classes

Directions: Create your own Essential Question based on a standard/objective/topic.

1.	**Standard/objective:**
	Essential Questions:
2.	**Standard/objective:**
	Essential Question:
3.	**Standard/objective:**
	Essential Question:

Sample Standards

English 3b.2: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

English 4b.14.2.A: Students are expected to write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;

Math 7b.6A The student is expected to use angle measurements to classify pairs of angles as complementary or supplementary

Geometry B1.A: The student is expected to develop an awareness of the structure of a mathematical system, connecting definitions, postulates, logical reasoning, and theorems

Biology C.4.B: The student is expected to investigate and explain cellular processes, including homeostasis, energy conversions, transport of molecules, and synthesis of new molecules

Environmental Systems C.2.I The student is expected to organize, analyze, evaluate, build models, make inferences, and predict trends from data

Social Studies 7b.2.A The student is expected to compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern

World Geography C.15A: The student is expected to identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels

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My Goal

When writing down your goal, be sure it is SMART:

S – Specific

M – Measurable

A – Action-oriented

R – Reasonable

T – Timely

1. What do you want to do?

2. By what date do you want to complete your goal?

3. How will you accomplish your goal?

My SMART goal for my students:

Cornell Notes

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Topic/Objective:

Name:

Class/Period:

Date:

Essential Question:

Questions:	Notes:

Summary:

Questions:

Notes:

Summary:

Cornell Notes

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Topic/Objective:

Name:

Class/Period:

Date:

Essential Question:

Questions:

Notes:

Summary:

Questions:

Notes:

Summary:

Cornell Notes

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Topic/Objective:

Name:

Class/Period:

Date:

Essential Question:

Questions:

Notes:

Summary:

Notes:

Summary: