INSTRUCTIONAL PRACTICE:
Setting Up Cornell Notes: Creating the Cornell Note Format

The Cornell notes format provides space to facilitate the phases of the focused note-taking process by including a column for connecting thinking and an area for the summary reflection. Students can easily set up the format for Cornell notes on their own page—lined, unlined, or graph paper—with a ruler or by folding the paper over to make a vertical line about one-third of the way across the page. When taking notes digitally, students can use a blank Cornell notes template with a left and right column or take notes using the entire page and add questions and connections using the commenting feature, if available.

Instructional Goal

· Students will learn how to set up the format for Cornell notes.

Resource

· *Cornell Note Template* (Educator Resource)

Preparation for Instruction

· Determine the note-taking purpose. Write an Essential Question to direct students' thinking about the topic.
· Prepare a sample note-taking page to use as a model for students when setting up the notes.

Instructional Strategies

· Discuss the note-taking purpose and the Essential Question for the notes. Ask students to write the Essential Question at the top of the note page.
· Model how to set up a page for note-taking in a journal, notebook, on loose-leaf paper, or using word processing software.
  · When taking notes on paper, students may create their own note-taking pages with sections and columns drawn with a ruler or by folding the paper.
  · When taking notes digitally, students may use a template or set up their notes using tables.
  · Project the sample note-taking page for students to use as a model as they set up their own page of notes.
· Begin note-taking, and model using a Think-Aloud or discuss with students the sort of input that should appear in each section of the notes.
· Utilize the 10–2–2 scaffold, allowing students to compare notes with a partner throughout the note-taking phase to compare notes, add information, or make necessary adjustments.

Cornell Note Template

This resource is for educators to use to teach students how to set up their paper for Cornell notes. Students should be encouraged to set up their own note-taking format rather than use pre-formatted note paper.

Topic:		Name:
Objective/Note-Taking Purpose:		**Class/Period:**
		Date:

Essential Question:

Questions/Connections:	**Notes:**
Leave this space blank for adding questions and ideas in the Connecting Thinking phase.	Take notes in this section using whatever method you prefer: outline, webbing, bullets, charts, diagrams, or a combination.
	Leave space for additions and revisions.
⬅ About 1/3 of the page ➡	

Summary Reflection:
Add a space for a summary at the end of your notes. When taking notes on paper, you might want to wait to designate this area on your paper until you finish taking the notes so you do not run out of space for note-taking.

INSTRUCTIONAL PRACTICE:
Two- and Three-Column Notes

Two- and three-column notes offer flexibility to customize the note-taking format in response to the needs of the students and the note-taking objective. The options for column headers should be tailored to fit the purpose of the lesson (see *Two-Column Notes Ideas* and *Three-Column Notes Ideas* on pages 113 and 114). These styles of notes allow input in various modes for the separation of content into categories.

Instructional Goal

- Students will learn how to set up the formats for two- and three-column notes.

Resources

- *Two-Column Notes Ideas* (Educator Resource)
- *Three-Column Notes Ideas* (Educator Resource)

Preparation for Instruction

- Determine the note-taking purpose. Write an Essential Question to direct students' thinking about the topic.
- Select the best format for the notes and determine the headings for the columns.
- Prepare a sample note-taking page to use as a model for students when setting up the notes.
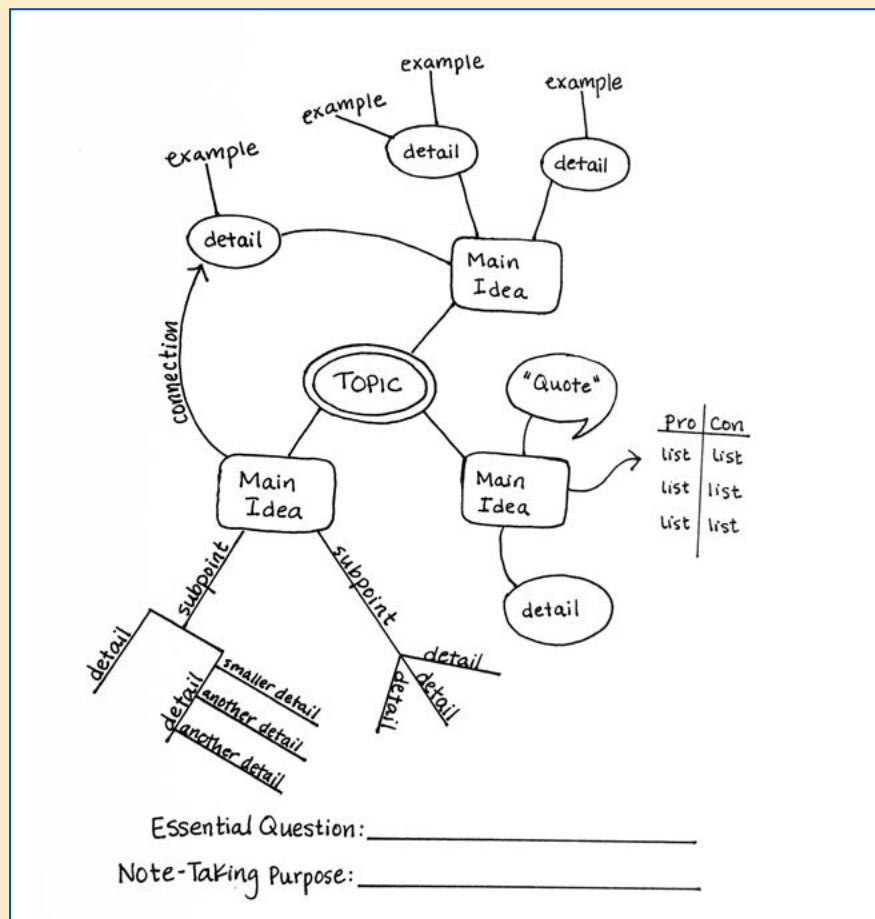
Instructional Strategies

- Discuss the note-taking purpose and the Essential Question for the notes. Instruct students to write the Essential Question at the top of the notes page.
- If necessary, model for students how to set up their page for note-taking in a journal or notebook, on loose-leaf paper, or using word processing software.
  - When taking notes on paper, students may create their own note-taking pages with columns drawn with a ruler or by folding the paper. Column widths can be adjusted according to the note-taking purpose.
  - When taking notes digitally, students may use a template or set up their notes using tables.
- When students are learning a new format for note-taking, it is helpful to project a sample note-taking page for them to use as a model as they set up their own note pages.
- *Optional:* Students can leave space on the side for questions and thoughts during the Connecting Thinking phase of the focused note-taking process and space at the end of the notes for a summary reflection.
- Begin the notes with the students, modeling with a Think-Aloud or discussing with the students what sort of input should appear in each column of the notes.
- Allow students to check in with a partner throughout the note-taking phase to compare notes, adding to or correcting their notes if necessary.

Extensions

- To increase rigor, ask students to select their own format and headings based on the note-taking purpose. After an initial reading of a complex text, students can select the most applicable format for taking notes over that text.
- To increase scaffolding, provide the input for one of the columns in the notes, and allow students to complete the other columns on their own.

Variation

- Students can use a webbing strategy for note-taking. Mind maps or webs are nonlinear notes that use lines, shapes, colors, and arrows to show connections and relationships among ideas. Marzano, et al. (2008) and Dean, et al. (2012) have included webbing among the top note-taking strategies. The visual nature of webbing appeals to many students, and the structure allows for flexibility in recording the notes and in adding to and revising them. Larger ideas are usually placed in shapes in the center of the page, and elaborative details extend outward. Size and placement of shapes and words can signify the relative importance and relationships of ideas and concepts in the notes. The following example shows some common techniques and methods for webbing.

example
example
example
example
detail
detail
detail
detail
Main Idea
connection
TOPIC
"Quote"
Pro | Con
list | list
list | list
list | list
Main Idea
Main Idea
subpoint
subpoint
detail
detail
detail
smaller detail
another detail
another detail
detail
detail
detail

Essential Question:_____

Note-Taking Purpose:_____

Two-Column Notes Ideas

Column 1	Column 2
Main Idea	Details
Claim	Evidence
Cause	Effect
Concept	Example
Term	Definition
Hypothesis	Results
Steps (in a process)	What the Step Looks Like (drawing or explanation)
Historical Event	Details
Character (in a story)	Traits
Philosopher's Name	Major Ideas and Works
Question	Answer
Vocabulary Word and Definition	Visual Representation, Sketch, or Example
Math Problem Solved (show work)	Explanation of the Steps to Solve It
Idea	Commentary (pros, cons, considerations)
Person	Accomplishments
Issue	Connection to Self, Another Text, or the World
Component (e.g., part of a cell, branch of government)	Function
Fact/Person/Term/Event/Work	Significance
Example	Non-example

Three-Column Notes Ideas

Column 1	Column 2	Column 3
First Source	Second Source	Connections
Differences of First Idea	Similarities	Differences of Second Idea
Vocabulary Term	Definition/Explanation	Visual or Sentence
Know	Want to Know	Learned
Description	Information	Importance
Something Being Observed	Observations	Conclusions
Name	Characteristics	Real-World Examples
Questions	Book Notes	Class Notes
Topic	First Source	Second Source
Cause	Effect	Importance
Pre-Reading Thoughts	Reading Notes	Post-Reading Thoughts
Person	Accomplishments	Challenges
Concept	Advantages	Disadvantages
Artwork and Artist	What the Book Says About It	Thoughts and Observations
Title	Summary	Themes
Claim	Evidence	Reasoning