

Cornell Notes

GRADES

6 - 12

DISCIPLINE

 **ELA**

COURSE

Any

PACING

SKILL AND DEFINITION

PRODUCT AND PROMPT

SCORING GUIDE

INSTRUCTIONAL STRATEGIES

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	<p>NOTE-TAKING: Ability to take notes that include definitions of unknown words, thoughtful questions, abbreviations or symbols, and a paragraph summary of the most important information.</p>	<p>CORNELL NOTES</p> <p>Take notes from an article using the Cornell Notes handout by (A) Defining unknown words, (B) Asking thoughtful questions, (C) Using Abbreviations or symbols, (D) Writing a summary paragraph of the most important information from the text.</p>	<p>ALWAYS:</p> <ul style="list-style-type: none"> • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph <p>SOMETIMES:</p> <ul style="list-style-type: none"> • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph <p>NEVER:</p> <ul style="list-style-type: none"> • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph 	<p>WARM UP</p> <ol style="list-style-type: none"> 1. Ask students to answer individually - What is the purpose of taking notes? What are different note-taking strategies you use? 2. Ask students to turn to the person sitting next to them and share out. 3. Have the entire class share out their ideas. 4. As students share out, record their ideas on the white/chalk board or in a Powerpoint. Some students might say: <ul style="list-style-type: none"> - Pick out main ideas - Summarize with short phrases and keywords - Note important facts and vocabulary words - Use symbols and abbreviations - Put into your own words - Ask questions 5. Explain to students that the note-taking strategy they will be learning about today called Cornell Notes involves many of these skills. It helps people remember and organize new information. <p>MODELING</p> <ol style="list-style-type: none"> 1. Distribute the blank Cornell Notes handout and the Sample Article to students. 2. Using either an overhead projector or computer, display the blank handout. 3. Explain to students you will model how to fill in the handout while the class reads the article. 4. Have one student read aloud the article. 5. As the student reads, stop occasionally to complete the Cornell Notes handout (see the Sample Handout). Have students fill in the same information on their handout. 6. Ask students to turn to the person sitting next to them - How do I select what information I need to write down on a Cornell Notes form? What types of information do I need to write down on a Cornell Notes form? 7. Have the entire class share out their ideas. <p>PRACTICE</p>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
				<p>1. Assign partners and have them read the new article. As students read they should annotate the Practice Article by (A) Writing a "B" next to information that is a Benefit and (B) Writing a "D" next to information that is a Disadvantage</p> <p>2. Have students work individually to complete their Cornell Notes Handout.</p> <p>3. Have students share their notes with their partner.</p> <p>4. Ask each pair to discuss - What information did you think was important to include on your handout? Why?</p> <p>5. Have the entire class share out their ideas.</p> <p>CLOSING</p> <p>1. Ask students to respond individually - What was challenging/easy about the Cornell Notes activity? How might this strategy be helpful throughout the year?</p> <p>2. Have the entire class share out their ideas.</p> <p>Additional Instruction</p> <p>Cornell Notes can be used as the main method for students to develop their reading and writing skills through annotation of sources. This strategy can also be an effective means of formative assessment. While students are working, review their work; look for "trends" in misunderstandings (with either content or writing skills) and conduct a short mini-lesson with individuals, small groups, or the entire class.</p>
<p>Standards:</p> <p>CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none">  Cornell_Note_Taking_System.doc  Cornell_Note_Taking_System.pdf  Cornell Notes-student work.pdf  Sample Article .pdf  Practice Article.pdf  Cornell_Note_Taking_System - Sample.pdf 				