



Cornell Note-Taking

Students organize their notes using the Cornell Method for note-taking.

Suggest Time: 25-30 minutes

Student Tasks:

- Review/Read Content
- Synthesize Key Points in Content with Bullet Points
- Summarize Content in 5-7 Sentences
- Create Recall Cues with Key Terms and Questions
- Use Notes to Recall Important Information

Online ThinkCERCA Modules:

- ThinkCERCA provides Direct Instruction modules complete with assessment questions.
- ThinkCERCA provides student pages to “Apply Your Learning” from Direct Instruction with Texts.
- ThinkCERCA pairs Direct Instruction modules with relevant reading practice.

Rationale/Research Base

The Cornell Note-Taking strategy is effective because it challenges students to interpret and summarize a lesson or text, a key executive-functioning skill.

Optimal Application Notes:

Introduce by modeling note-taking. Demonstrate how to use shorter bullet points and abbreviations. Emphasize the importance of key words and concepts, rather than word-for-word summaries.

Before:

- Complete a note-taking example on an upcoming lesson
- Review the purpose of each section of the notes, taking time to set up the sections if using hard copy handouts:
 - The top section is for the title of the lesson or text.
 - The left side (~ 30% of the page) is reserved for key terms and questions students can use to quiz themselves on the material. This is known as the cue/recall column.
 - The right side (~70% of the page) is reserved for bulleted thoughts and/or points, these are the main notes.
 - The second page is reserved for a summary of the notes on the page.

During:

- Model the note-taking strategy the first time:
 - Write down a title for the notes at the top. Begin leading content instruction or reading the text.
 - Pause during the reading/instruction to write a short bullet point or thought about the content's theme.
 - Have class join in the completion of the note-taking tool.
- Distribute the hardcopy of the graphic organizer.
- Invite students to try the strategy collaboratively or individually.
- Monitor student progress by circulating student work.
- Have students complete online assessments for the lesson if applicable.
- If used with another lesson, have students complete the culminating assessment or task.

- Have students review notes and highlight:
 - Key words or terms they need to know.
 - Questions based on the notes that they could use to “quiz” themselves later.

After:

- Share models of excellence.
- Allow students to use these notes as a study guide before a test or activity.




Scaffolds & Supports:

- Allow students to use tools such as an online translator or voice to speech.
- Provide sentence frames for the main section of the notes, as needed, leaving the left margin and summary open.

Skills Focus

Cornell Notes: _____

Instructions: Take notes on the lesson or text using the organizer below. Then summarize and reflect on the next page.

Key Idea 1	<i>Notes and Questions</i>  • • • •
Key Idea 2	<i>Notes and Questions</i>  • • • •
Key Idea 3	<i>Notes and Questions</i>  • • • •

Skills Focus

Cornell Notes: _____

Summarize and Reflect

In your own words and in complete sentences, write a 3–4 sentence summary of the lesson or text. An accurate summary will cover the central ideas and include important details to support those ideas.

Record your summary here: