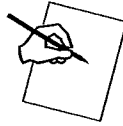


J. Allen

Contents

SUPPORT AND MONITOR COMPREHENSION

Cornell Note-Taking



What Is Cornell Note-Taking?

Cornell Note-Taking is a systematic process for taking notes during reading or viewing, analyzing the notes to form questions the notes would answer, and using the notes and questions to summarize the important ideas presented.

Why Would I Use This Instructional Strategy?

This strategy is very effective for helping students understand and remember more of what they read or view. It supports readers in making connections, developing questions, focusing and monitoring their reading, and analyzing what they have learned.

How Does It Work?

1. Provide students with a graphic organizer like the Cornell Note-Taking System (see Appendix) or ask them to fold a piece of paper to create space for notes on one side of the page, questions on the other side, and a space for a summary of key ideas at the bottom.
2. Read a content-based text and model for students the notes you would take while reading that text. Record these notes on the right-hand side of the page.
3. Go back through your notes and develop questions that your notes would answer.
4. Use your notes and questions to summarize the main ideas in two or three sentences at the bottom of the page.
5. Give students a reading assignment and ask them to take notes, develop questions, and summarize, using the Cornell system.
6. After the assignment is complete, ask students to compare their notes, questions, and summaries with a partner or small group.
7. Use their Cornell notes to focus class discussion and illuminate the topics covered in their reading.

Research/Origins

Pauk, W. 1974. *How to Study in College*. Boston: Houghton Mifflin.

References/Further Reading

Irvin, J. L. 1990. *Reading and the Middle School Student: Strategies to Enhance Literacy*. Boston: Allyn and Bacon.

Cornell Note-Taking System

<p>Questions Answered by Notes</p>	<p>Notes</p>
<p>Summary of Notes (1–2 sentences)</p>	