

Comparison Notes

Name

Date

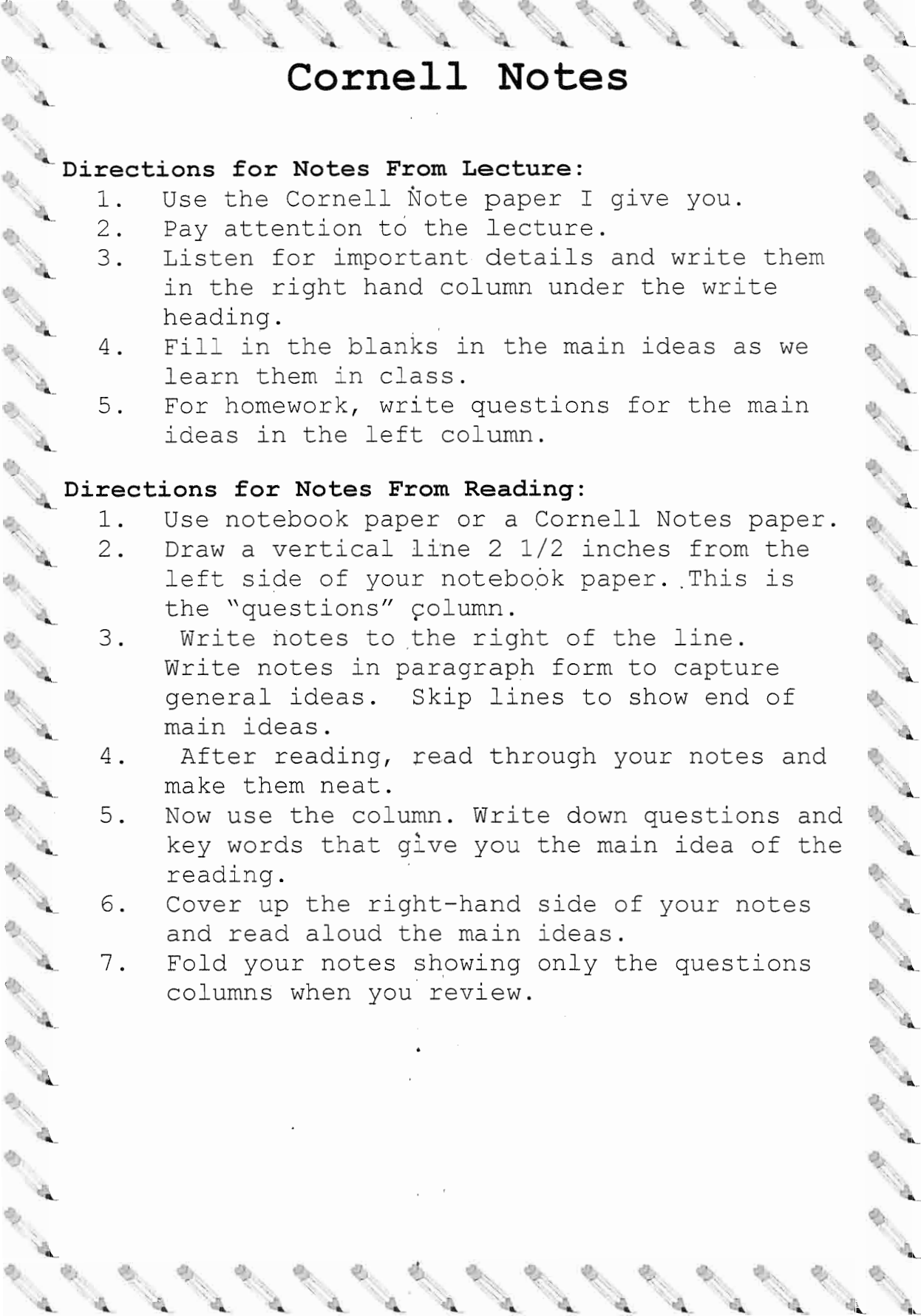
Topic

Period

Main Idea/Summary

Main Idea/Summary

Main Idea/Summary



Cornell Notes

Directions for Notes From Lecture:

1. Use the Cornell Note paper I give you.
2. Pay attention to the lecture.
3. Listen for important details and write them in the right hand column under the write heading.
4. Fill in the blanks in the main ideas as we learn them in class.
5. For homework, write questions for the main ideas in the left column.

Directions for Notes From Reading:

1. Use notebook paper or a Cornell Notes paper.
2. Draw a vertical line 2 1/2 inches from the left side of your notebook paper. This is the "questions" column.
3. Write notes to the right of the line. Write notes in paragraph form to capture general ideas. Skip lines to show end of main ideas.
4. After reading, read through your notes and make them neat.
5. Now use the column. Write down questions and key words that give you the main idea of the reading.
6. Cover up the right-hand side of your notes and read aloud the main ideas.
7. Fold your notes showing only the questions columns when you review.



READING AND STUDY SKILLS: NOTE TAKING

THE CORNELL SYSTEM

The Cornell system for taking notes is designed to save time but yet be highly efficient. There is no rewriting or retyping of your notes. It is a "DO IT RIGHT IN THE FIRST PLACE" system.

1. First Step - PREPARATION

Use a large, loose-leaf notebook. Use only one side of the paper. (you then can lay your notes out to see the direction of a lecture.) Draw a vertical line 2 1/2 inches from the left side of you paper. This is the recall column. Notes will be taken to the right of this margin. Later key words or phrases can be written in the recall column.

2. Second Step - DURING THE LECTURE

Record notes in paragraph form. Capture general ideas, not illustrative ideas. Skip lines to show end of ideas or thoughts. Using abbreviations will save time. Write legibly.

3. Third Step - AFTER THE LECTURE

Read through your notes and make it more legible if necessary. Now use the column. Jot down ideas or key words which give you the idea of the lecture. (REDUCE) You will have to reread the lecturer's ideas and reflect in your own words. Cover up the right-hand portion of your notes and recite the general ideas and concepts of the lecture. Overlap your notes showing only recall columns and you have your review.



[Return to Study Skills Self-help Information](http://www.ucc.vt.edu/stdysk/cornell.html)



The Cornell Note-taking System

$2\frac{1}{2}''$	$6''$
Cue Column	Notetaking Column
<ol style="list-style-type: none">1. Record: During the lecture, use the notetaking column to record the lecture using telegraphic sentences.2. Questions: As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.3. Recite: Cover the notetaking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.4. Reflect: Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?"5. Review: Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.	
$2''$	<p>Summary</p> <p>After class, use this space at the bottom of each page to summarize the notes on that page.</p>

Examples of the Cornell Notetaking System

Example of the Cornell Notetaking System

<p>How do psychologists account for remembering?</p> <p>What's a "memory trace"?</p> <p>What are the three memory systems?</p> <p>How long does sensory memory retain information?</p> <p>How is information transferred to STM?</p> <p>What are the retention times of STM?</p> <p>What's the capacity of the STM?</p> <p>How to hold information in STM?</p> <p>What are the retention times of LTM?</p> <p>What are the six ways to transfer information from STM to LTM?</p>	<p>Psyc. 105 - Prof. Martin - Sept. 14 (Mon.)</p> <p><u>MEMORY</u></p> <p>Memory tricky - can recall instantly many trivial things of childhood; yet, forget things recently worked hard to learn & retain.</p> <p><u>Memory Trace</u></p> <ul style="list-style-type: none"> - fact that we retain information means that some change was made in the trace. - Change called "memory trace." - "Trace" probably a molecular arrangement similar to molecular changes in a magnetic recording tape. <p>Three memory systems: sensory, short-term, long-term.</p> <ul style="list-style-type: none"> - <u>Sensory</u> (lasts one second) <ul style="list-style-type: none"> Ex. Words or numbers sent to brain by sight (visual image) start to disintegrate within a few tenths of a second & gone in one full second, unless quickly transferred to S-T memory by verbal repetition. - <u>Short-term memory (STM)</u> (lasts 30 seconds) <ul style="list-style-type: none"> • Experiments show: a syllable of 3 letters remembered 50% of the time after 3 seconds. Totally forgotten end of 30 seconds. • S-T memory - limited capacity - holds average of 7 items. • More than 7 items -- jettison some to make room. • To hold items in STM, must rehearse -- must hear <u>sound</u> of words internally or externally. - <u>Long-Term memory (LTM)</u> (lasts a lifetime or short time) <ul style="list-style-type: none"> • Transfer fact or idea by: <ol style="list-style-type: none"> (i) <u>Associating</u> w/ information already in LTM (ii) <u>Organizing</u> information into meaningful units (iii) <u>Understanding</u> by comparing & making relationships. (iv) <u>Frameworking</u> - fit pieces in like in a jigsaw puzzle. (v) <u>Reorganizing</u> - combining new & old into a new unit. (vi) <u>Rehearsing</u> - aloud to keep memory trace strong
<p>Three kinds of memory systems are sensory, which retains information for about one second; short-term, which retains for a maximum of thirty seconds; and long-term, which varies from a lifetime of retention to a relatively short time.</p> <p>The six ways (activities) to transfer information to the long-term memory are: associating, organizing, understanding, frameworking, reorganizing and rehearsing.</p>	

Interactive Notes: Sample SSR Responses (September)

Name	Date
Topic	Period

Directions: Use Interactive Notes to help you read informational or literary texts. Interactive Notes guides you through a reading process to help you develop your ideas and express them in academic language. You may put questions, comments, connections, or favorite lines in any column; then use the prompts (or create your own) to help you write.

BEFORE Prepare to Read	DURING Question & Comment	AFTER Summarize and Synthesize
<ul style="list-style-type: none"> • List: <ul style="list-style-type: none"> √ title(s) √ headings √ captions √ objectives √ themes √ words to know • Ask questions • Make predictions • Set a purpose • Decide what matters most 	<ul style="list-style-type: none"> • I wonder why... • What caused... • I think... • This is similar to... • This is important because... • What do they mean by... • What I find confusing is... • What will happen next is... • I can relate to this because... • This reminds me of... • As I read, I keep wanting to ask... 	<ul style="list-style-type: none"> • Three important points/ideas are... • These are important because... • What comes next... • The author wants us to think... • At this point the article/story is about... • I still don't understand... • What interested me most was... • The author's purpose here is to... • A good word to describe (e.g., this story's <u>tone</u>) is...because... • This idea/story is similar to...
<p>Sample One (Robert V)</p> <ul style="list-style-type: none"> • <i>Of Mice and Men</i>: The title comes from an old saying that mice and men run astray, or something like that. • <i>I think</i> in this chapter Lennie and Curley will have a great conflict. <p>Sample Two (Danny M.)</p> <ul style="list-style-type: none"> • How did he get his face ripped off? 	<p>Sample One (Robert V)</p> <ul style="list-style-type: none"> • <i>I wonder why</i> Curley tried to lick Lennie. I was pretty happy when Lennie broke his hand. <i>This will keep</i> Curley from messing with Lennie anymore. So now George and Lennie can make their stake. <p>Sample Two (Danny M.)</p> <ul style="list-style-type: none"> • <i>As I read I keep wanting to ask</i>, "How can someone live like that?" <i>What I mean is</i> how can someone still want to live without a face? 	<p>Sample One (Robert V)</p> <ul style="list-style-type: none"> • <i>I still don't understand</i> why Curley has a problem with big guys. <i>I think</i> it was good that Curley got his hand broken; now maybe he won't be such a punk. <i>I think</i> George should teach Lennie how to fight. <p>Sample Two (Danny M.)</p> <ul style="list-style-type: none"> • <i>What interested me the most is</i> that even though he got his face blown off he doesn't care. • <i>I think what comes next is</i> that he can't take it anymore so he will shoot Larry LaSalle.

Directions: Identify three of the most important events in the section you read today. Explain why they are important to the story. (Today's example by Jackie Ardon)

1. They are all sad because they can't be with their family and friends. *This is important because* it will cause problems for them on board the ship,
2. They saw a boat sink. Being on the ship is a new reality for them.
3. They entered the most dangerous straight which can cause them problems.

Interactive Notes: Sample SSR Responses (September)

Name	Date
Topic	Period

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Inference Notes

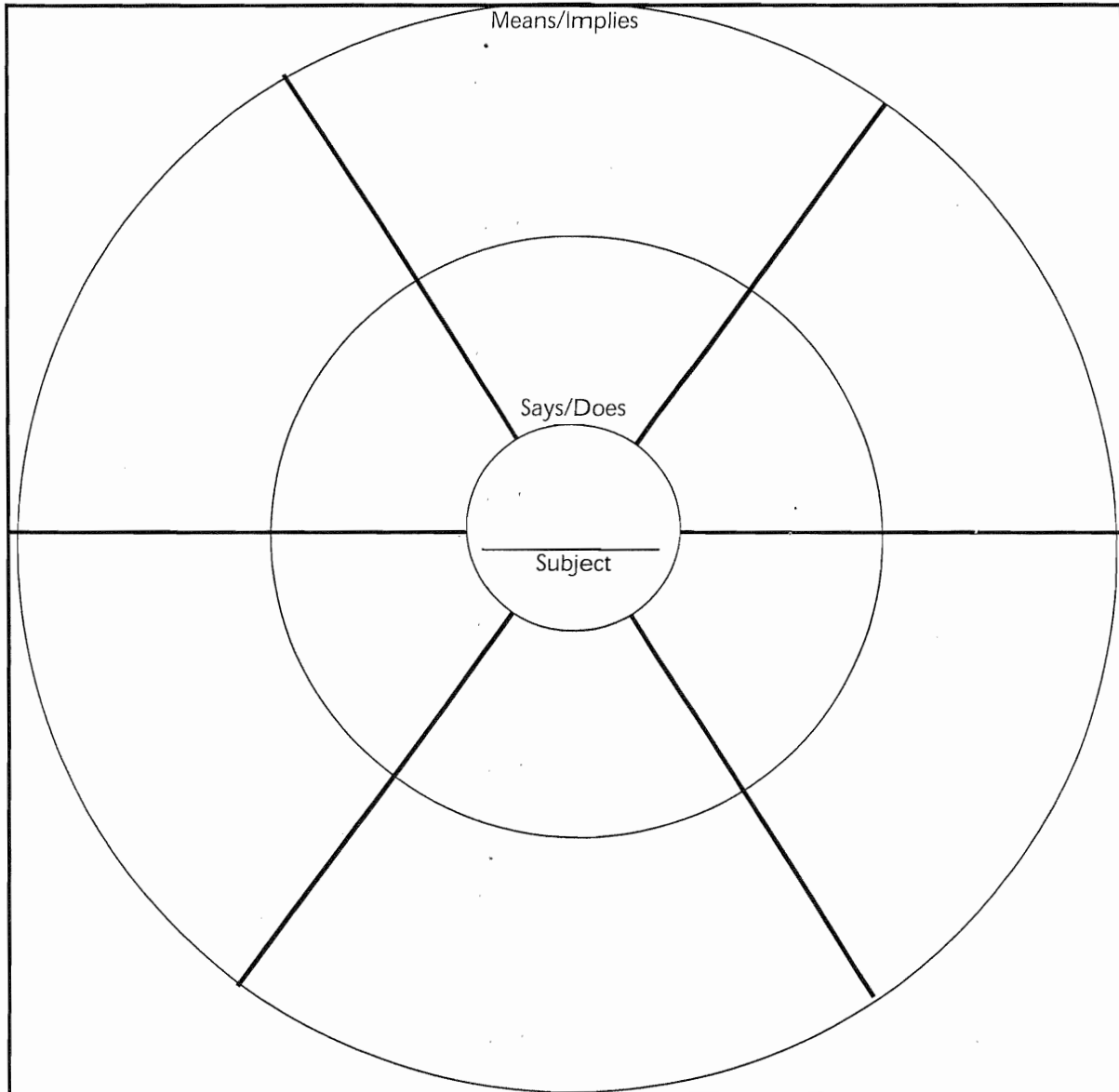
Name

Date

Subject

Period

Directions: Find six quotes or examples that reveal important or different aspects of your subject. Then in the outer strand, explain what they mean. Be sure, when possible, to include page citations for your quotes.



Making Inferences: Using the notes from your target, draw some conclusions about your subject. If you are writing about a fictional character, for example, explain what kind of person they are. Be sure to use *direct quotations* and citation information (e.g., l, ii, 35-40) when supporting your analysis.

Prereading Notes

Name

Date

Topic

Class/Subject

Overview: Follow the steps outlined in the left margin as you preread the textbook or article you must read. Write your notes and answers in the main (lined) area of the page.

1. Write down the chapter or article title and, if provided, the author.
2. Read and list the subtitles, objectives, or other helpful information listed on the chapter front page.
3. Skip to the end and read the study questions; return to the main page and jot down any focus questions listed, or questions you think will be on the test.
4. Read the entire opening paragraph; summarize it in a few sentences.
5. Skim the entire chapter, reading *all* headings and subheadings. List the main headings here.
6. Read *the first sentence* of each paragraph in the reading selection.
7. Stop to read all figures, charts, graphs, images, or maps. Be sure to read the accompanying captions.
8. Read the entire conclusion or last paragraph. List the three main ideas in this section.
9. Read the entire chapter and take notes. Write down the question this chapter tried to answer.

Lined area for writing notes and answers.

Reciprocal Notes

Name _____

Date _____

Topic _____

Class/
Subject _____

Directions: Reciprocal Notes help you identify important details and events, and also determine why they are important or what they mean. Your notes should fall into three categories: What it is; what it means; and why you think that. Use the sample "Deep Prompts" (or create your own) to help you answer the "Deep Questions" you pose.

<p>Surface Questions/Observations</p> <ul style="list-style-type: none"> • What is it? • What did it do? • What did you see? • Where did it happen? • Who was involved? • When did it happen? <p>Deep Questions/Details</p> <ul style="list-style-type: none"> • What does it mean? • Why did it do that? • What are the consequences? • What will happen next? • What caused this? • What are the implications? <p>Support Your Thinking</p> <ul style="list-style-type: none"> • What examples can you provide? • Why do you think this is true? • How do you know this? 	<p>Sample Questions</p> <ul style="list-style-type: none"> • English: What do Antonio and Ultima do together? • History: What did Caesar Chavez do for farmworkers? • Science: What happened when you heated it up? • Math: What is the relationship between A and B? • Health: How many teenagers smoke? • Art: What colors does the artist use in this painting? <p>Deep Prompts</p> <ul style="list-style-type: none"> • This is important because it shows... • This proves that... • This means that... • The consequence of this is... • This caused X to happen because... • It acted this way because... • This suggests that...
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Down here (and on the back) you should connect, reflect, summarize, or explain your Reciprocal Notes above.

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Structured Notes

The Structured Notes strategy offers students a graphical organizer for note-taking during reading selected text. Unlike most graphical organizers (that tend to provide a single generic form for all tasks), Structured Notes calls on teachers to create a specific form based on the unique organization of each reading assignment.

This visual tool greatly assists students as they interpret complex reading selections. Most importantly, the teacher-produced note-taking structure provides a model for the type of organizational strategies students should apply when reading.

Steps to Structured Notes:

1. Provide each student with a custom note-taking organizer for a reading selection.
2. Have students complete the form during reading. Encourage them to review their responses and make any needed revisions after reading the selection.
3. Engage students in a point-by-point discussion of responses to the organizer's prompts. Focus the discussion on any divergent analyses or interpretations.
4. Once the exercise is complete, discuss the process behind building the custom organizers. Point out that while subject matter may vary widely, text documents tend to fall into a limited number of easily recognized organizational schemas (e.g., chronological order, list and explain, define and give examples, compare and contrast, etc.). Encourage students to recognize these organizational patterns in documents they read.

Learn More:

- Smith, P., & Tompkins, G. (1988). "Structured notetaking: A new strategy for content area teachers." *Journal of Reading*, 32, 46-53.

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just read now



Structured Note-taking

This strategy helps students take notes more effectively. It offers students a visual framework that helps them to focus on what's most important.

Initially, the teacher provides students with a graphic organizer that parallels the structure of the text to be read. The goal is for students to learn to do this on their own.

 [Continue to Classroom Ideas](#)

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Last updated 2/28/00.



Classroom Ideas for Using Structured Note-taking

- Model how you would use a graphic organizer for note-taking on a short passage.
- Have students practice on their own using an assigned passage and graphic organizer. (You may want to fill in parts of the organizer such as headings to provide more guidance in the beginning.) Students can share their work with a partner, explaining why they included or excluded certain information and justifying its location on the organizer.
- Continue providing opportunities for students to practice, offering less assistance over time. Gradually show students how to preview text to help them to recognize a text's organizational structure and then to select an appropriate graphic organizer for note-taking.

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