

Reading Lesson Plan – Cornell Notes

Standard

CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Objective

Identify and summarize key ideas and support details of texts.

Strategy

Cornell Notes--A graphic organizer to summarize key ideas and details.

Phase of Reading

During, After

Skill Review

Review skills in paraphrasing (putting material in one's own words) and summarizing (capturing the main ideas in fewer words). Complete a pre-assessment by providing a paragraph and asking students to both summarize and paraphrase information.

Definitions

Summary--brief restatement of facts

Paraphrase--restate or reword

Key Ideas--important or essential information

Details--supporting information such as data, illustrations, quotes or authoritative quotes

Lesson Preparation

If desired, print Cornell Notes templates for students. If not, prepare an example to show students the layout. Identify passages to use for practice. Passages should have easily identified main ideas.

Lesson

Whole Group Instruction

Introduce the concept of Cornell Notes by sharing a short passage with students and modeling how to locate the main idea and supporting details. Mark the passage by underlining, circling or highlighting the main ideas and details. Have students look for the topic or thesis statements to identify the points.

To further practice differentiating between levels of ideas, provide a list of statements and have students group them. Some statements should be key ideas and others support for the ideas. You can provide this on a sheet of paper or have slips for students to manipulate. One example

is below (each cell would be a different slip), although you can choose different statements from your content area.

Key Ideas and Support	
Healthy food choices provide energy for daily activities.	Four main food groups should be eaten at each meal.
	A full day's menu should be a balance of food types.
Snacks can be a part of healthy living.	Healthy snacks can reduce the possibility of tiredness.
	Fresh fruit and protein are good choices for snacks.
Healthy lifestyles require enough hydration.	Drink 64 ounces of fluid a day.
	Healthy liquids can include water and other drink that are not heavy in sugar or caffeine.

Have students share their groups and explain their choices.

Guided Practice

Provide student pairs with two different but related articles. Have each student read and mark one text. After reading, have students determine the “big ideas” to go in the left column. They then add information from both articles to the right column. Make sure the students note which information comes from which source.

Right-column notes can use abbreviations, symbols, graphics or illustrations. Skip lines between ideas.

After completing their notes, have teams collaborate to write a brief summary statement at the bottom. You may limit the summary in some way (e.g., one sentence, 25 words or less).

Application

Provide students with a foundational text on the topic or have them locate a relevant article. Have them complete a Cornell Notes sheet for what they learn from the passage. They will continue to take notes throughout a project or module. Notes will be essential for completing writing tasks or taking a summative assessment.

Extensions/Notes:

- If students are completing Cornell Notes from texts without subheadings, they may complete the right column first and then identify key ideas for the left column.
- It is advisable for students to review their notes after a few hours or as they add more points. They may move ideas from one column to the other or decide that some details don't connect to the main points. They may also identify needed additional research.
- You can purchase Cornell Notes notebooks from school supply stores or on-line. These are very popular with students as they begin to use this strategy.

- Cornell Notes are excellent for test review. The sheet can be folded along the center line. Students can then attempt to recall the main ideas or link details to the big ideas.
- Students can record a wide variety of supporting details, including sketches or example calculations.
- Encourage students to paraphrase. If there are phrases that they copy, make sure they are marking them with quotation marks and the exact location of the quote (e.g., page number).
- To support students, have them use headings as the key ideas until they build confidence.
- Cornell Notes can be differentiated by providing some notes (e.g., main ideas, numbers for key points, cloze or fill-in-the-blank statements).
- One option for on-going Cornell Notes during a project is to set up the notes by topics. Students can then add information from multiple sources as long as they document the sources.
- Cornell Notes can provide information necessary to develop annotated bibliographies.

For More Information on Strategy

[AVID](#). (n.d.) Retrieved May 10, 2017.

[Learning Strategies Center, Cornell University](#). (n.d.) Retrieved May 10, 2017.

Pauk, W. (2001). *How to Study in College* 7. New York: Houghton Mifflin Company.

Cornell Notes Sheet

Source:

Key Ideas

Details

Summary