Cornell Notes AVID® Decades of College Dreams	Topic/Objective: AVID	Name:
		Class/Period:
		Date:

Essential Question: How does AVID support students in the classroom and increase achievement schoolwide?

Questions:	Notes: My students should be able to transition to middle school where they will be prepared for the work load and are able to manage time effectively. Students should be able to complete work without be reminded, know how to ask for help, and follow directions effectively.
	Writing: - journals - notes - prompts - essays - logs

Summary:

Questions:	Notes:

KWLA Chart

Name: _____ Date: _____

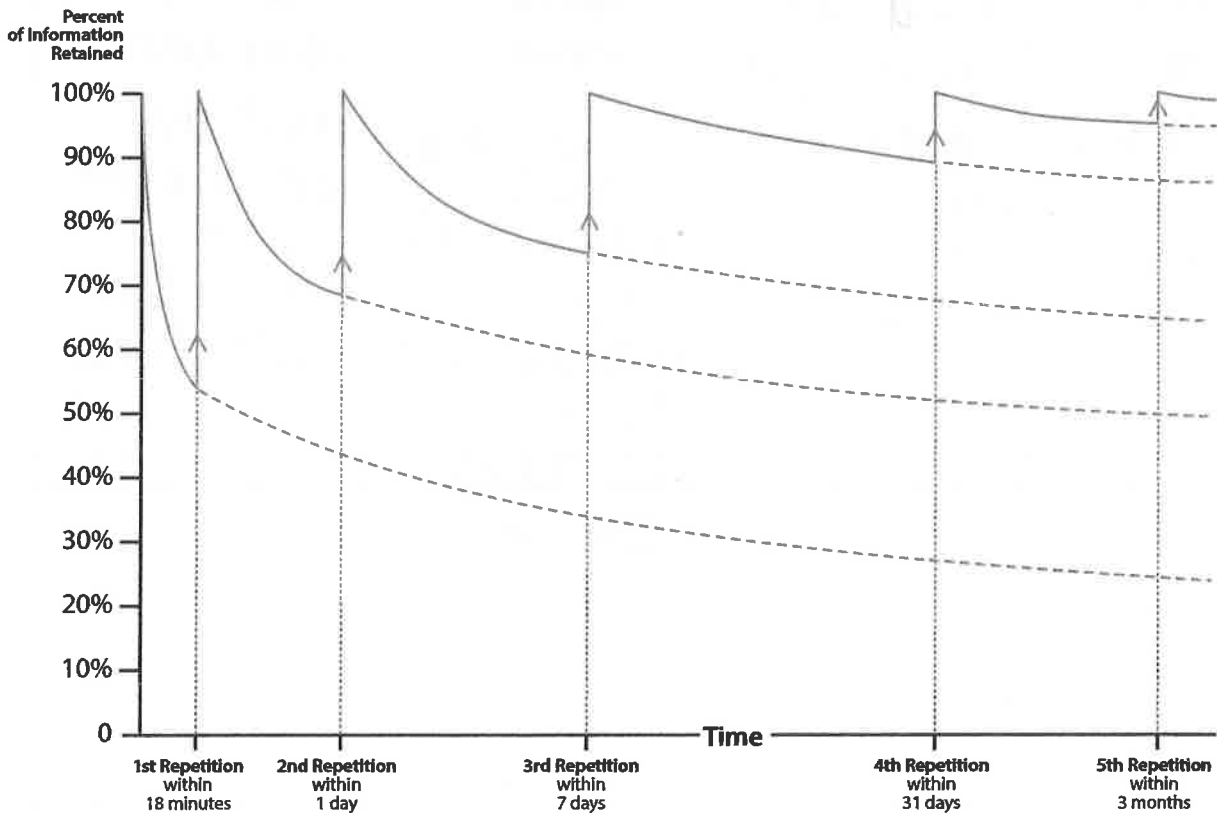| K	W	L	A
Know	**Want to Learn**	**Learned**	**Apply to your Learning or the World**
What do I already know about this topic?	What do I want to learn about this topic?	What did I learn about this topic? What are the specific details or main ideas?	How will I apply what I learned in school or the world? How does today's learning relate to me and my experiences?

• has to do w/ education + teaching
 • helps prepare students for their futures
	• what is it
	 • how do you become a part of it?
	 • who is a part of it?
	 • is it a class?
		• WICOR
		  writing
		  inquiry
		  collaboration
		  organization
		  reading
		 • new graphic organizers
		 • preparing students for college
		 • note-taking strategies
			• new graphic organizers
			 • quick writes
			 • how to use writing in each subject
			 • learning to write, writing to learn

The Rate of Forgetting

Rate of Forgetting Without Study/Repetition

Percent of Information Retained

100%
90%
80%
70%
60% — 20 minutes = 58.2%
50% — 1 hour = 44.2%
40% — 9 hours = 35.8%
30% — 1 day = 33.7%
20% — 2 days = 27.8% — 6 days = 25.4% — 31 days = 21.1%
10%
0

Time
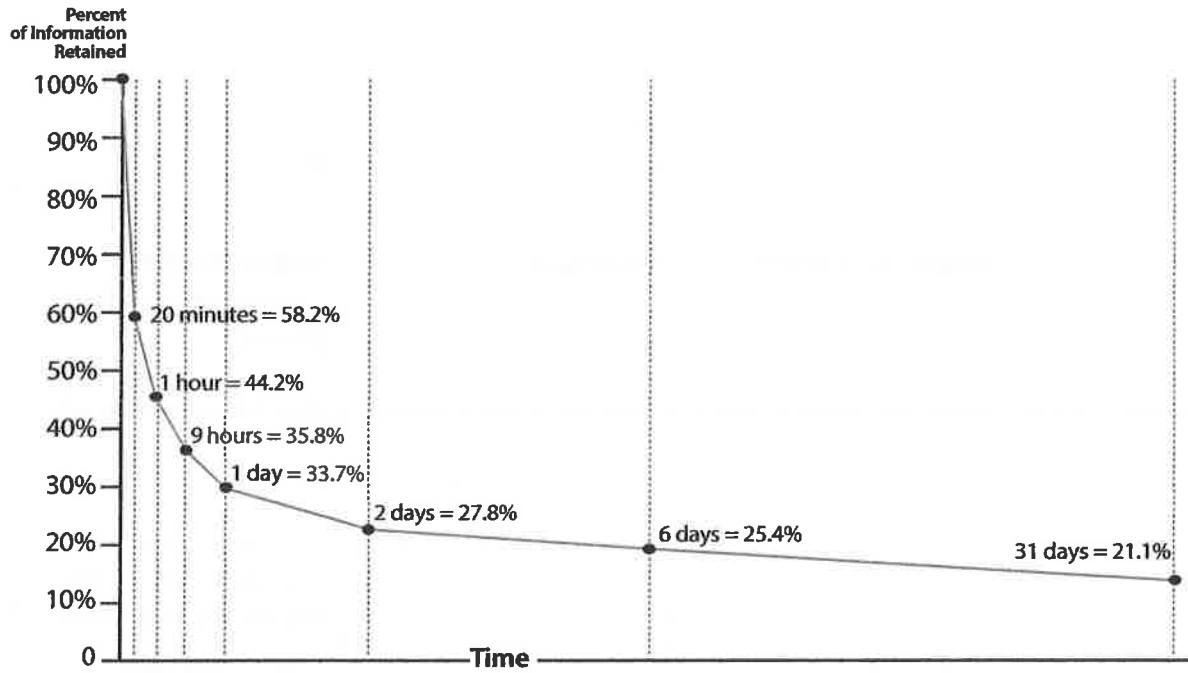
Rate of Forgetting With Study/Repetition

Percent of Information Retained

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0

Time

| 1st Repetition within 18 minutes | 2nd Repetition within 1 day | 3rd Repetition within 7 days | 4th Repetition within 31 days | 5th Repetition within 3 months |

Ebbinghaus, H. (1885). *Memory: A contribution to experimental psychology.* New York, NY: Dover.

Two-Column Notes Template

Name: _____ **Date:** _____

Essential Question: _____
_____

Writing To Learn	Process Writing
• journal • logs • prompts • notes • graphic organizers	• essays 　— Informative 　— Argumentative 　— Narrative • letters • reports

Using Two-Column Notes With Texts

Name: _____ **Date:** _____

Use the following format designs to help track key information and ideas from your reading and arrange them into two-column notes.

Two-Column Notes Formats

Passage	Response
Quote	Importance or Connection
Character	Decision
Main Idea	Details
Key Idea	Questions or Connections
Plot	Conflict Resolution
Event	Impact

Plot (e.g., setting, characters, events, conflict) and Conflict Resolution for Fiction

(Complete using information from the text, as well as citations, if appropriate.)

Plot	Conflict Resolution

How Events Impact Characters in the Story

(Complete using information from the text, as well as citations, if appropriate.)

Event	Impact

Three-Column Notes Template

Name: _____ **Date:** _____

Essential Question: _____

_____

Using Three-Column Notes With Texts

Name: _____ **Date:** _____

Use the following examples to help track key information and ideas from your reading and arrange them into three-column notes.

Example of Compare/Contrast Format, Version 1

Different	Same	Different
Pigs	Set of three animals that are the same species	Bears
They build different kinds of houses	They live in houses.	They have different sizes of furniture.

Example of Compare/Contrast Format, Version 2

Example: Let's Compare Animals

Category	Animal #1: Cat	Animal #2: Robin
Type of Animal	Mammal	Bird
Habitat	Outdoors or House	Trees
Food	Meat, Fish, Mice	Worms, Insects, Seeds
Interesting Fact	I have a cat named Meow.	They tweet to talk to each other.

Different	Same	Different

Category	Topic #1	Topic #2

One-Pager Samples

Sentence Frame Examples

Math
- There are _____ parts shaded and _____ equal parts.
- My number is _____. It has _____ tens and _____ ones.
- You can make my number by adding _____ + _____ = _____.

Description
- My animal is a _____. It has _____.
- Animals need _____, _____, _____, and _____ to live.
- The _____ is a kind of _____ that _____.
- Both _____ and _____ can be classified as _____ because _____.
- _____, _____, and _____ all have _____.

Compare-Contrast
- _____ and _____ are alike because they both _____.
- _____ and _____ are different because _____.
- We know this because on page __ it says _____, and on page __ it says _____.

Cause-Effect
- If _____, then _____.
- The effect of _____ is _____.
- One reason _____ happened is that _____.
- The result of _____ can be explained by _____.

Sequence
- First, _____, then _____, and finally, _____.
- At the beginning, _____, and by the end, _____.
- The final result was that _____ because _____.

Classification (from simple to more complex)
- _____ goes with _____.
- _____ does not go with _____.
- I would put _____ with _____ because _____.
- I think _____ belongs in the same category as _____ because _____.

Problem-Solution
- The problem of _____ can be solved by _____.

Persuasion (from simple to more complex)
- I think that _____.
- My position is _____.
- My point of view is that _____.
- I believe that _____.
- In my opinion, _____.
- I would like to lead you to believe that _____.
- I will try to convince you that _____.
- It is my belief that _____, and you should believe _____.

More Ideas
- I disagree with _____ because _____.
- I agree with _____ because _____.
- My question is _____ because _____.
- This surprises me because _____.
- My theory is _____ because _____.
- My claim is _____ because _____.

Weekly Learning Log

Name: _____

Begin Date: _____

Week of: _____

English/Language Arts:

Mathematics:

Social Studies:

Science:

Other:

Solomon, B. (2011). *The student success path.* San Diego, CA: AVID Press.

Learning Log Starters and Prompts for Reflection

- My new learning is....

- Powerful words and a phrase that I learned are...

- I will use this information to....

- Today, I worked on....

- Questions that I have on this topic are....

- I want to learn more about....

- I was surprised when....

- I predicted....

- The most important idea that I picked up from the video/discussion/experiment/field trip/etc. was _____, and I can use it to _____.

- This lesson reminds me of _____ because _____ _____.

- I think that I know why we are studying _____ because _____.

- My teacher wants me to understand that _____ _____.

- If my friend missed class today, I would tell him/her that _____.

- What advice would you give next year's class about...? _____

- Write three sentences describing what you learned, making sure to cite evidence. _____ _____ _____

- Write two sentences explaining how and why you used a specific strategy. _____ _____

X AVID
Proven Achievement.
Lifelong Advantage.

D-L-I-Q (Daily)

Did: _____

_____

_____

_____

_____

Learned: _____

_____

_____

_____

_____

Interesting: _____

_____

_____

_____

_____

Questions: _____

_____

_____

_____

_____

D-L-I-Q (Weekly)

Name: _____ Date: _____

Key: D = Did • L = Learned • I = Interesting • Q = Questions

Monday   Date:_____

     D _____

     L _____

     I _____

     Q _____

Tuesday   Date:_____

     D _____

     L _____

     I _____

     Q _____

Wednesday   Date:_____

     D _____

     L _____

     I _____

     Q _____

Thursday   Date:_____

     D _____

     L _____

     I _____

     Q _____

Friday   Date:_____

     D _____

     L _____

     I _____

     Q _____