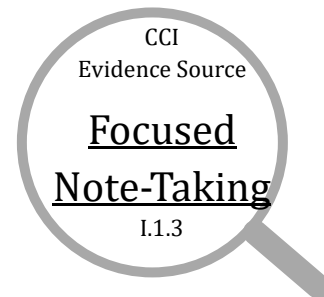


eFocused Note-Taking Templates

AVID Weeks at a Glance Resource Documents



Anchor Standards and Essential Question:

Student Agency

- Apply learning to demonstrate knowledge and achieve success (SA.SE.10)

Academic Preparedness: Writing

- Take notes to meet the note-taking objective (AP.W.6)
- Summarize and Reflect to synthesize learning and identify next steps (AP.W.7)

Academic Preparedness: Organization














- Organize information, indicating relationships between ideas (AP.O.3)

EQ: “Which format of focused notes best suit this situation?”

Resources

1. eFocused Note-Taking Fillable Templates

- View the Reference: Select the Appropriate Format for Note-Taking resource.
- Access the correct platform of eFocused Notes and download/access the template. eFocused notes are fillable, digital templates.
- Make a copy of the template and save the original.
- Rename the copy to reflect a pre-established file naming convention.

	Cornell Notes	2-Column Notes	3-Column Notes
Word			
Google Docs			
Pages			
PDF			
OneNote			

Materials/Notes

Reference






AVID Writing for Disciplinary Literacy

Selecting the Appropriate Format for Note-Taking
pp. 107-108



The Five Phases of the Focused Note-Taking Process

AVID’s focused note-taking process has five phases. It is important to note that while *applying learning* is the last phase of the process, it is essential that it inform the first phase, as the note-taking format should be shaped by the note-taking purpose. When teaching the focused note-taking process, educators need to determine how students will use their notes and set up the format appropriately. It is crucial for educators to model and invite students to engage in this thought process so that note-taking becomes a powerful and portable learning tool students can carry with them throughout their educational experience.

<p>Taking Notes</p> 	<p>Create the notes. Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective.</p>
<p>Processing Notes</p> 	<p>Think about the notes. Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.</p>
<p>Connecting Thinking</p> 	<p>Think beyond the notes. Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.</p>
<p>Summarizing and Reflecting on Learning</p> 	<p>Think about the notes as a whole. Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.</p>
<p>Applying Learning</p> 	<p>Use the notes. Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned.</p>

eFocused Note-Taking

Taking notes digitally allows students to record, process, and apply their learning in new ways. This resource for students and teachers highlights how digital tools can be used to support greater flexibility, personalization, and curation throughout the focused note-taking process.

Taking Notes

Create the notes

1. Determine the purpose of the notes and create an essential question.
 2. Select a note-taking format and digital tool.
 3. Set up the notes, name them, and save them to the cloud in an eBinder, so they are organized, secure, accessible, and sharable.
 4. Takes notes on an information source (lecture, book, website, article, video, etc.).
 5. Select, paraphrase, and arrange the information in a manner that meets your note-taking objective.
- Tools to consider:
 - Google Docs, OneNote, or Notability for note-taking (Cornell notes, 2- and 3-column notes, etc.)
 - PDF annotation tool, like OneNote, Adobe Acrobat, or DocHub, for a graphic organizer
 - To record notes:
 - Type or write them using a stylus.
 - Take pictures of paper notes and resources, and save them to an eBinder.
 - Record audio of lectures and discussions.
 - Resist the urge to copy lectures and text word-for-word! Choose what's important and put it in your own words.

Processing Notes

Think about the notes

1. Revise notes by underlining, highlighting, circling, chunking, questioning, adding, and deleting.
 2. Identify, select, sort, organize, and classify main ideas and details.
 3. Evaluate the relative importance of information and ideas in the notes.
 4. Share notes digitally with other students for peer review.
- Use formatting tools (highlighter, text color, bold, etc.) available in your note-taking tool.
 - Group similar ideas together while taking notes and by copy-and-pasting chunks of notes afterwards.
 - Use the sharing function in your note-taking tool or take a look at a partner's screen.

Connecting Thinking

Think beyond the notes

1. Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions.
 2. Add your own thinking to create greater understanding.
 3. Identify gaps or points of confusion.
 4. Connect to what you already know.
- Mark up the notes.
 - Draw lines or shapes to connect related ideas.
 - Insert media, such as images, audio, video, and weblinks, to build understanding and add context.
 - Create a curated set of notes by adding searchable tags, heading styles, and links to previous activities or notes.

Summarizing and Reflecting on Learning

Think about the notes as a whole

1. Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and addresses the essential question.
 2. Reflect on how the learning helps you meet the note-taking objective.
- Summarize and reflect collaboratively.
 - Work in pairs or small groups to write the summary in a collaborative document.
 - Post individual summaries in a shared digital space, so students can review and respond to diverse ideas.

Applying Learning

Use the notes

1. Put your notes to use as a resource or learning tool to help you apply or demonstrate what you have learned.
 2. Evaluate the notes to identify gaps, points of confusion, and the quality of the information in preparation for the project, presentation, test, or essay.
- Using one or more sets of notes as reference material, create an authentic product to share learning with others. Possible products might include designing a website, creating a short video, writing a blogpost, or designing a game to teach content to others.
 - Inform research to prepare for structured discussions, such as Philosophical Chairs or Socratic Seminar.

See the *AVID Writing for Disciplinary Literacy* webpage on MyAVID for examples of note-taking format templates.

Selecting the Appropriate Format for Note-Taking

The chart below examines the key features of several popular note-taking formats. Educators and note-takers should consider the purpose for note-taking to determine which format will be most conducive to their objective.

Type of Notes	Description	Uses and Caveats
Cornell Notes	Includes a space at the top to write the Essential Question, a large column on the right for the notes themselves, a slimmer column to the left of the notes space for questions, and a place for a summary at the end.	The format facilitates the phases of the focused note-taking process by designating space for note-taking, connecting, and summarizing. The notes column may be lined or unlined and can be used with many note-taking styles.
Two- and Three-Column Notes	A structured form of note-taking in which content is organized into two or three columns based on note-taking objectives and the purpose of the lesson.	This style of notes is useful when information is highly structured or the note-taker's response to the information follows a repetitive pattern. It can also be useful if the instructor wants to build in space for student input or processing in multiple modes. The headings or purposes for the columns can be adapted to many situations and note-taking styles, both linguistic and visual, and are usually determined by the instructor.
Sketchnotes/ Mind Maps/ One-Pagers	Graphic forms of notes in which information is represented with a combination of pictures, shapes, symbols, and text.	The visual nature of these styles of notes engages learners who thrive on creativity, allows note-takers to make connections among ideas, and appeals to students who like to doodle and draw.
Graphic Organizers	Diagrams, webs, flowcharts, concept maps, and other visual organizers that use shapes, arrows, and lines to show connections between ideas. The instructor or note-taker will predetermine the best organizational format to use to meet the note-taking objective.	Graphic organizers help learners see patterns, connect ideas, and produce nonlinguistic representations of learning in their minds (Marzano et al., 2008). Graphic organizers may be used as the sole note-taking structure for an entire lesson or interspersed into traditional notes as needed to clarify a relationship.

For more information on Interactive Notebooks, see Chapter 2: Learning Through Writing (pages 22–37) or visit the Core Strategies: Interactive Notebooks page on MyAVID.

Type of Notes	Description	Uses and Caveats
Charts and Tables	A multi-column grid formation with headings at the top. Students fill out the chart or table during the lecture, video, or reading, extracting only the specified information.	When a lecture or text follows a repetitive structure or when students are expected only to extract certain elements from a source for research or other purposes, charts and tables effectively focus students' note-taking. These can be frustrating for students if the content deviates from the pattern.
Interactive Notebooks	A living archive of student learning, set up on facing pages in a notebook. Typically, right-side pages are used for teacher input (notes, texts, handouts, etc.) while the left-side pages are designated for student processing and reflection on the content on the facing page.	Notes are one component that appears frequently in Interactive Notebooks. The format itself encourages reflection and student input on the notes. Interactive Notebooks are usually teacher-assigned for a particular course, so this format would be less useful for research.
Combination Notes (Marzano et al., 2008)	A flexible style of note-taking that includes an informal outline (a linear style in which indentation indicates the relative importance of ideas) and web formats for note-taking. Note-takers divide the page into two columns. The left is for traditional, linear notes; the right is for notes taken using webbing or some other visual means. The note-taker leaves room at the bottom of the notes for a summary.	Not unlike Cornell notes, this style requires students to revisit and reconsider the information in multiple forms and to think about the content of the notes several times. This style of note-taking takes more time than other approaches because students interact with the information more than once, but the repetition incorporates much of the thinking expected in the focused note-taking process.



INSTRUCTIONAL PRACTICE: Setting Up Cornell Notes: Creating the Cornell Note Format

The Cornell notes format provides space to facilitate the phases of the focused note-taking process by including a column for connecting thinking and an area for the summary reflection. Students can easily set up the format for Cornell notes on their own page—lined, unlined, or graph paper—with a ruler or by folding the paper over to make a vertical line about one-third of the way across the page. When taking notes digitally, students can use a blank Cornell notes template with a left and right column or take notes using the entire page and add questions and connections using the commenting feature, if available.

Instructional Goal

- Students will learn how to set up the format for Cornell notes.

Resource

- *Cornell Note Template* (Educator Resource)

Preparation for Instruction



- Determine the note-taking purpose. Write an Essential Question to direct students' thinking about the topic.
- Prepare a sample note-taking page to use as a model for students when setting up the notes.

Instructional Strategies

- Discuss the note-taking purpose and the Essential Question for the notes. Ask students to write the Essential Question at the top of the note page.
- Model how to set up a page for note-taking in a journal, notebook, on loose-leaf paper, or using word processing software.
 - When taking notes on paper, students may create their own note-taking pages with sections and columns drawn with a ruler or by folding the paper.
 - When taking notes digitally, students may use a template or set up their notes using tables.
 - Project the sample note-taking page for students to use as a model as they set up their own page of notes.
- Begin note-taking, and model using a Think-Aloud or discuss with students the sort of input that should appear in each section of the notes.
- Utilize the 10–2–2 scaffold, allowing students to compare notes with a partner throughout the note-taking phase to compare notes, add information, or make necessary adjustments.

Cornell Note Template

This resource is for educators to use to teach students how to set up their paper for Cornell notes. Students should be encouraged to set up their own note-taking format rather than use pre-formatted note paper.

Topic:		Name:
Objective/Note-Taking Purpose:		Class/Period:
		Date:
Essential Question:		
Questions/Connections:	Notes:	
<p>Leave this space blank for adding questions and ideas in the Connecting Thinking phase.</p> <p style="text-align: center;">  About 1/3 of the page  </p>	<p>Take notes in this section using whatever method you prefer: outline, webbing, bullets, charts, diagrams, or a combination.</p> <p>Leave space for additions and revisions.</p>	
Summary Reflection:		
<p>Add a space for a summary at the end of your notes. When taking notes on paper, you might want to wait to designate this area on your paper until you finish taking the notes so you do not run out of space for note-taking.</p>		

INSTRUCTIONAL PRACTICE: Two- and Three-Column Notes

Two- and three-column notes offer flexibility to customize the note-taking format in response to the needs of the students and the note-taking objective. The options for column headers should be tailored to fit the purpose of the lesson (see *Two-Column Notes Ideas* and *Three-Column Notes Ideas* on pages 113 and 114). These styles of notes allow input in various modes for the separation of content into categories.

Instructional Goal

- Students will learn how to set up the formats for two- and three-column notes.

Resources

- *Two-Column Notes Ideas* (Educator Resource)
- *Three-Column Notes Ideas* (Educator Resource)

Preparation for Instruction

- Determine the note-taking purpose. Write an Essential Question to direct students' thinking about the topic.
- Select the best format for the notes and determine the headings for the columns.
- Prepare a sample note-taking page to use as a model for students when setting up the notes.

Instructional Strategies

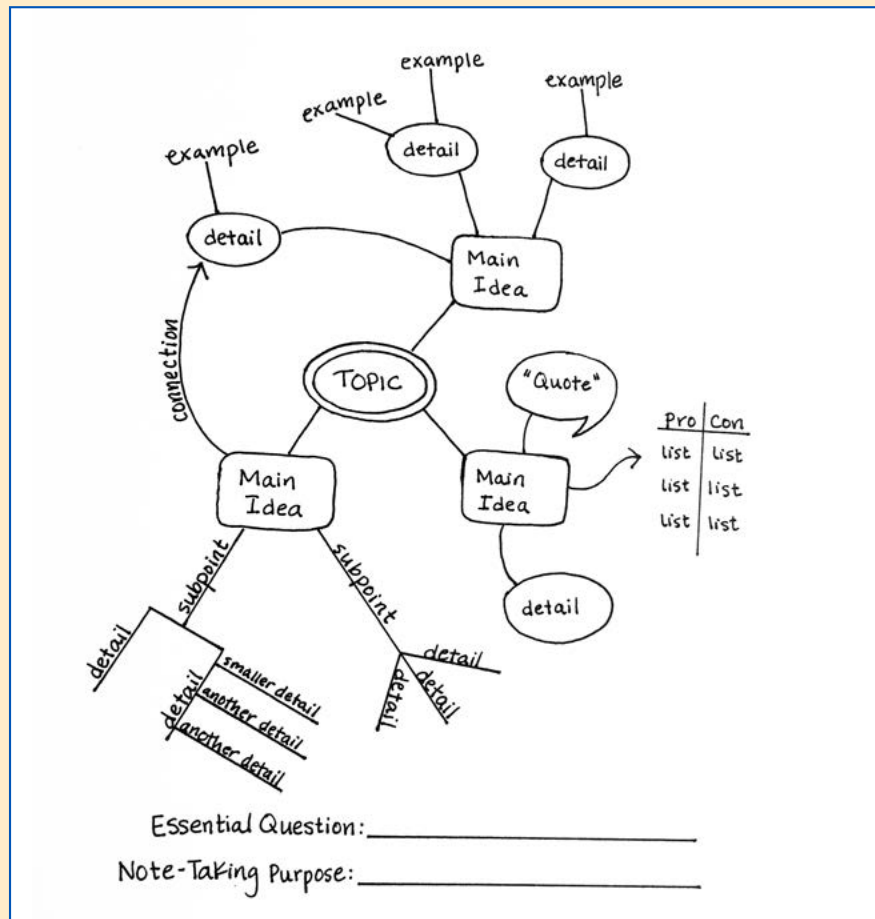
- Discuss the note-taking purpose and the Essential Question for the notes. Instruct students to write the Essential Question at the top of the notes page.
- If necessary, model for students how to set up their page for note-taking in a journal or notebook, on loose-leaf paper, or using word processing software.
 - When taking notes on paper, students may create their own note-taking pages with columns drawn with a ruler or by folding the paper. Column widths can be adjusted according to the note-taking purpose.
 - When taking notes digitally, students may use a template or set up their notes using tables.
- When students are learning a new format for note-taking, it is helpful to project a sample note-taking page for them to use as a model as they set up their own note pages.
- *Optional:* Students can leave space on the side for questions and thoughts during the Connecting Thinking phase of the focused note-taking process and space at the end of the notes for a summary reflection.
- Begin the notes with the students, modeling with a Think-Aloud or discussing with the students what sort of input should appear in each column of the notes.
- Allow students to check in with a partner throughout the note-taking phase to compare notes, adding to or correcting their notes if necessary.

Extensions

- To increase rigor, ask students to select their own format and headings based on the note-taking purpose. After an initial reading of a complex text, students can select the most applicable format for taking notes over that text.
- To increase scaffolding, provide the input for one of the columns in the notes, and allow students to complete the other columns on their own.

Variation

- Students can use a webbing strategy for note-taking. Mind maps or webs are nonlinear notes that use lines, shapes, colors, and arrows to show connections and relationships among ideas. Marzano, et al. (2008) and Dean, et al. (2012) have included webbing among the top note-taking strategies. The visual nature of webbing appeals to many students, and the structure allows for flexibility in recording the notes and in adding to and revising them. Larger ideas are usually placed in shapes in the center of the page, and elaborative details extend outward. Size and placement of shapes and words can signify the relative importance and relationships of ideas and concepts in the notes. The following example shows some common techniques and methods for webbing.



Two-Column Notes Ideas

Column 1	Column 2
Main Idea	Details
Claim	Evidence
Cause	Effect
Concept	Example
Term	Definition
Hypothesis	Results
Steps (in a process)	What the Step Looks Like (drawing or explanation)
Historical Event	Details
Character (in a story)	Traits
Philosopher's Name	Major Ideas and Works
Question	Answer
Vocabulary Word and Definition	Visual Representation, Sketch, or Example
Math Problem Solved (show work)	Explanation of the Steps to Solve It
Idea	Commentary (pros, cons, considerations)
Person	Accomplishments
Issue	Connection to Self, Another Text, or the World
Component (e.g., part of a cell, branch of government)	Function
Fact/Person/Term/Event/Work	Significance
Example	Non-example

Three-Column Notes Ideas

Column 1	Column 2	Column 3
First Source	Second Source	Connections
Differences of First Idea	Similarities	Differences of Second Idea
Vocabulary Term	Definition/Explanation	Visual or Sentence
Know	Want to Know	Learned
Description	Information	Importance
Something Being Observed	Observations	Conclusions
Name	Characteristics	Real-World Examples
Questions	Book Notes	Class Notes
Topic	First Source	Second Source
Cause	Effect	Importance
Pre-Reading Thoughts	Reading Notes	Post-Reading Thoughts
Person	Accomplishments	Challenges
Concept	Advantages	Disadvantages
Artwork and Artist	What the Book Says About It	Thoughts and Observations
Title	Summary	Themes
Claim	Evidence	Reasoning

INSTRUCTIONAL PRACTICE: Planning for Note-Taking

Thoughtful preparation and planning before taking notes ensures student success in the focused note-taking process. If the intent is that notes move from being an organizational tool to a tool used for learning, it is crucial that educators, and eventually students, develop a plan for note-taking.

Instructional Goal

- Students will use *Student Resource: Planning for Note-Taking* to develop a plan for taking notes and identify the appropriate questions to ask before taking notes in order to ensure that their notes will be a useful learning tool.

Resources

- *Planning for Note-Taking* (Educator Resource)
- *Planning for Note-Taking* (Student Resource)

Preparation for Instruction

- Determine which questions should be answered by the educator when planning the lesson or learning sequence, which questions should be answered by the educator as part of a Think-Aloud during the learning experience or lesson, and which questions should be answered by students as part of the gradual release of the note-taking process. For example, if modeling referencing additional resources during the revision phase of the focused note-taking process, then have those references available to show students what that looks like and how new information is layered or added to the notes.
- Identify which questions from *Educator Resource: Planning for Note-Taking* will be answered during a Think-Aloud or instructor modeling phase of the lesson delivery. Develop a plan for what the answers will look like or involve.
- Have a clear learning objective for the lesson or learning experience that includes how students will use their notes to apply what they have learned.
- Identify where students are in the gradual release of planning for note-taking and if this will be done with the entire class, in small groups, or with students reflecting and planning individually.

Instructional Strategies

- Using the pre-identified questions from *Educator Resource: Planning for Note-Taking*, provide a Think-Aloud or model for students.
- Structure time for students to work with a question or questions in small groups, with a partner, or individually. The intent is that these questions are thought through before note-taking occurs. However, these questions also provide excellent opportunities for metacognition during and after a lesson depending on the question, rigor of content, and where students are in learning the focused note-taking process and how to use their notes as a tool for learning.



Planning for Note-Taking

Thoughtful preparation on the part of the instructor can ensure student success in the focused note-taking process. Educators can use the following questions prior to beginning a learning experience to clarify students' note-taking needs and provide guidance for them as necessary.

1. What are the overall learning goals for this lesson, activity, assignment, or experience?
2. How will I determine whether a student is successful? What indicators will I use to measure success?
3. Where will note-taking be necessary in this learning experience?
4. What will be the purpose of the notes? How will students use their notes to achieve success?
5. What questions or objectives can I provide the students to let them know how to focus their efforts?
6. What should the students' notes contain? Will all learners have similar notes, or will the content vary?
7. What resources might students use for reference when they revise their notes?
8. What type or format of notes will be most conducive to the note-taking purpose?
9. How much structure will I need to provide in advance for the students' notes?
10. Where are my students likely to encounter difficulty in the learning or the note-taking? What kind of assistance or instruction will I need to provide before or during the process? Is there a digital tool that could support this need?
11. When will feedback be useful to the students in the note-taking process? What kind of feedback will be most beneficial? How will I provide that feedback?

Planning for Note-Taking

Thoughtful preparation on the part of the student can ensure success in the focused note-taking process. Students can use the following questions prior to beginning a learning experience to clarify their note-taking needs and identify opportunities where additional information or guidance might be necessary.

1. What are the overall learning goals for this lesson, assignment, or experience?
2. What does success with this lesson, assignment, or experience look like? How will success be measured?
3. Where is note-taking necessary in this learning experience?
4. What is the purpose of the notes? How will I use my notes to be successful with this lesson, assignment, or experience?
5. What questions or objectives are provided that let me know how to focus my efforts?
6. What information or content should my notes contain?
7. What resources might I reference when revising my notes?
8. What type or format of notes will be most conducive to the note-taking purpose?
9. Where am I likely to encounter difficulty in the learning or the note-taking? What kind of assistance or instruction will I need before or during the process? Is there a digital tool that could support this need?
10. When will feedback be useful in the note-taking process? What kind of feedback will be most beneficial? How will I ask for or receive that feedback?

Educators should have a purpose for the taking of notes. Note-taking for the sake of note-taking is neither productive nor worthwhile.

INSTRUCTIONAL PRACTICE: Determining the Purpose for Taking Notes (List, Group, Label)

“Why am I taking notes?” is the key question students should ask themselves before embarking on the note-taking experience. Instructors might ask themselves a similar question: “Why am I asking my students to take notes?” Beginning with a purpose in mind helps the note-taker make strategic decisions about the form and content of notes. Note-taking itself should never be the end goal in a learning experience.

Instructional Goals

Students will:

- Explore various purposes for taking notes in school and in the world beyond the classroom.
- Create and categorize a list of note-taking purposes.
- Be able to determine a purpose for their own note-taking and consider how that purpose drives the form and content of their notes.

Preparation for Instruction

- Determine whether this instructional practice should be completed as an entire class or in smaller groups. Unless the class requires a great deal of guidance from the instructor, the students will benefit from working in groups.
- Collect and organize materials; students will need note cards, sticky notes, and small pieces of paper, or their devices and an online collaborative space such as a shared document or online whiteboard on which to record brainstormed ideas.
- *Optional:* Prior to conducting this instructional practice, ask students to interview adults to find out all the types of notes they keep in their lives at work and outside of work.

Instructional Strategies

List, Group, Label

- Divide the class into groups. Make sure each group has the necessary materials to engage in this collaborative brainstorming session.
- Ask students to work together in groups to *list* as many examples of note-taking as they can think of from school or the world beyond school. Each example should be written on a note card, sticky note, small piece of paper, or within the online collaborative space designated for brainstorming. (Examples may include taking notes on an instructor’s lecture, reading an article and taking notes of information to use in a research paper, or a lawyer keeping notes of what an opposing lawyer said in a trial for follow-up questioning.)

- Instruct students to *group* their examples according to the purpose for note-taking, putting similar activities together. The goal here is to sort the examples into a manageable number of groups, each with definable characteristics. (For instance, the students might put taking notes on a lecture, taking notes on a chapter from a textbook, and taking notes about a video shown in class in the same category because they all are note-taking activities assigned by an instructor, and they will need to use the information later on a test.)
- Students should create a *label* for each of their groupings. The labels should relate to a purpose for note-taking. (For example, the purpose may be to study for a test, to compile research, or to aid in decision making.) Students can record their labeled categories on a piece of chart paper or within the online collaborative space they used for brainstorming.
- Share each group's labels with the class orally, or conduct a Gallery Walk in which students observe each other's labels.
- *Optional:* Combine the labels of the groups into one master list of note-taking purposes for the entire class.
- Have the students complete a quickwrite, responding to the question: *How would my purpose for taking notes affect what I would write down and the format I would use to write it down?*
- Use the quickwrite as a jumping-off point for a class discussion of purposes and formats for note-taking and the importance of keeping the purpose in mind before and during note-taking.

Extensions

- To increase rigor, ask students to continue to search for real-world examples of note-taking and to test their categories to see if all examples fit into their system. Adjust the categories as necessary to create an all-encompassing list of groupings.
- To increase scaffolding, have students brainstorm the examples in groups, but guide the students through the grouping and labeling as a full class.



Identifying the Note-Taking Objective

Ideally, educators should communicate an objective to students prior to every note-taking opportunity so that students will have a clear picture of why they are taking notes and what content they should view as important. The note-taking objective should help students answer the questions “Why am I taking these notes?” and “What will I be doing with these notes later?”

A good note-taking objective should relate to the overall learning objective for a lesson and should specify the function of the notes within the lesson itself. Educators may prefer to also share the objective in the form of an **Essential Question** that students can answer using their notes. Note-taking objectives and Essential Questions should be written in language that is easily understood by students, maintaining consistent use of academic language and content-specific vocabulary.

Sample note-taking objectives and related Essential Questions for various content areas are included in the following chart. Add some of your own to the end of the chart (on the next page).

Essential Questions are objective-based, student-generated, or teacher-generated questions appropriate to a particular lesson, unit, or concept. They are used by students to guide thinking and frame note-taking and summarization in order to accomplish an assigned task.

Subject Area and Learning Task	Note-Taking Objective	Essential Question
Science – cellular respiration lab	Collect quantitative and qualitative data about what occurred during the lab to use for writing a lab report.	<i>What data can I collect to measure the occurrence of cellular respiration in a living organism at different temperatures, and what can I conclude from the data?</i>
History – examining charts about population trends in Europe from 1000–1700 CE	Make observations from the data to use in a Socratic Seminar about population trends in Europe from 1000–1700 CE and the social, economic, and political causes that explain them.	<i>What trends can I identify in the data, and how can I explain those trends using my understanding of European history during this time period?</i>
Math – geometry activity about defining triangles	Record/capture observations, patterns, and trends discovered by creating examples of triangles and non-triangles, for use when writing a rule to define the Triangle Inequality Theorem.	<i>What patterns from the data can I use to write a rule that will determine whether three given side lengths will form a triangle?</i>
English – close reading of the balcony scene from Shakespeare’s <i>Romeo and Juliet</i>	Record and reflect on examples of Shakespeare’s use of light and dark imagery to express the developing feelings of Romeo and Juliet, for use in a literary analysis essay.	<i>How does Shakespeare use light and dark imagery to convey the feelings of Romeo and Juliet?</i>
AVID Elective – career interview	Prepare a presentation to the class about the career of the person you interviewed, focusing on what the career involves and the training and skills required.	<i>What does a [name of occupation] do, what skills are required, and what would I have to do to become one?</i>

Subject Area and Learning Task	Note-Taking Objective	Essential Question
Government – lecture about checks and balances	Explain the idea of checks and balances and how it relates to the structure of the U.S. government, an important concept to understand for the unit test.	<i>How does the U.S. government's organization prevent one group or person from gaining too much power or having excessive influence?</i>
Music – video of a recent choir concert performance by the students	Make observations about the performance to provide critical feedback for the class as a whole and to set personal goals for improvement.	<i>In our most recent concert, what did we do well, what do we need to work on, and what will I do to improve for the next performance?</i>
Health – nutrition log	Analyze your intake of food and beverages for a week to develop a personal nutrition plan.	<i>How healthy is my diet, and what improvements do I need to make in my diet to meet my fitness goals?</i>
Art – baroque art video	For the upcoming exam, identify important works of southern baroque art and explain how historical factors influenced their content and style.	<i>What are the key characteristics of important works of southern baroque art, and what historical factors explain their content and style?</i>
Add your own:		
Add your own:		

Students will likely encounter instructors who do not provide a note-taking objective or Essential Question. Educators who are teaching their students the foundations of note-taking should spend some time helping students learn to identify objectives and create Essential Questions on their own. This can be done in a number of ways:

- Provide students with a note-taking objective and allow them to practice writing an Essential Question that addresses that objective.
- Prior to taking notes on a reading assignment, preview a chapter in the textbook, looking at subject headings, section divisions, visual aids, and other elements to determine what content the chapter is likely to contain. As a class, create a note-taking objective and Essential Question to guide the note-takers' efforts.
- When working with a document describing a project or large assignment and its requirements, encourage students to identify the places where note-taking will be necessary in the completion of the assignment, the purpose for each note-taking task, and the question they should focus on while taking notes.
- For a student-directed research assignment, ask students to create a note-taking objective and Essential Question during the planning phases of the project. Conference with students to provide feedback on the quality and usefulness of the students' objectives and questions.

