



# TOPICS for JOURNAL WRITING

- What is the most beautiful thing you've ever seen?
- Have you ever been in love? How do you know?
- What is the hardest truth you've ever learned?
- What is your greatest dream in life?
- Does history repeat itself? Why or why not?
- If someone were to guess what kind of person you are based on your handwriting, what do you think they would predict?
- Make up an alter ego for yourself. Give him or her a name, and then describe his or her qualities, looks, etc.
- If you could invent one thing to make your life easier, what would it be?
- Who is your hero? What do you admire about him or her?
- What is the greatest lesson you've ever learned?
- How would you feel if your best friend got something that you've really wanted? How would you respond?
- Do you prefer to donate time or money to those in need? Why?
- Do you find it difficult to make new friends? Why or why not?
- What is the best day of the year? Why is it so special to you?
- What does your dream house look like? Describe it in detail.
- Do you remember much of your past? Why do you think that is?
- What is the greatest gift you could ever receive? What would make it so special?
- How would you describe yourself to someone who had never met you? Write your description as though you were a character in a book or a movie.
- Do you regularly remember your dreams? Write about your most vividly remembered dream.
- Write about your most cherished memory of all time.
- What does it mean to be a good friend? What type of friend are you?
- Do you think of yourself as a cool person or a warm person? Why?
- What is the most interesting thing about you? Why? Is it a trait you share with other people, or is it something that is unique to you?
- What is the greatest mistake you've ever made?
- If you could visit one destination in space, what would it be? Why?
- How old were you when you first knew what you wanted to do with your life? How did that feeling evolve over time?
- What is your greatest fear? Do you think it is realistic or not? Why?
- Write about a time when you learned something new about yourself.
- What is your most deeply held belief?
- If you could have any one question answered, what would it be? Who could answer it for you?
- Do you think you would like being a parent? Why or why not?
- Who is your celebrity crush? What do you find appealing about him or her?
- Write about a time when you felt pure joy.
- Write about a time when you made something up as you went along.
- If you were to have a mantra, what would it be? When would you use it?

# High School Journal Topics For Writing

**Emilie Sanchez**



## **High School Journal Topics For Writing:**

**Writing Prompts for High School** Subha Malik, 2017-11-04 Best for students Writing Prompts For High School is an interesting and inspiring activity journal with over 100 thought provoking things to write about Writing Prompts for High School is aimed to provide you with over 100 things to write about for fun and self exploration This writing journal will help high school students to pull in their prior knowledge and personal experiences to write about topics that interest them You will be amazed to know that you will no longer fight for writing ideas In this journal you will find a lot of inspiring fun questions and writing prompts all aimed at journal writing for high school This journal is crafted in such a way to get high schoolers think in a new and refreshing way and it also lets them gain a deeper understanding of their inner self while having fun On the whole the questions and writing prompts within this unique journal are meant to provide students with a simple yet integrative pastime

**Using Journals With Reluctant Writers** Scott Abrams, 2000-05-11 I loved the book and the soulful responses it generated from my reluctant writers Dee Conklin Ph D Teacher Reno Sparks Indian Colony Reno NV This journal program is authentic and gets students to write Because the journal topics reflect current issues my students respond positively And I get great insight into their lives Carol Popowich Resource Teacher Marshall Alternative High School Bend OR This is a book that is sorely needed I m impressed with the mature way the topics are presented to the students Rob Owens Teacher Washburn Rural High School Topeka KS This is one of the best books I have seen on topics for writing All students could benefit from this not just the reluctant writer Carol Miller Intervention Specialist Mineral Ridge High School Mineral Ridge OH Inspire your students to communicate and reflect through writing Using Journals With Reluctant Writers is an effective language arts tool for teachers especially those who teach at risk alternative and special education students Designed to inspire even the most reluctant writers journal topics are followed by non revealing non threatening exercises to introduce writing as a means of expression and to allow students to test teacher reactions Positive teacher responses then encourage students to move on to material that require more personal reflection and further elaboration Whether using the journals for daily practice or weekly assignments teachers can effectively lead students through critical thinking self discovery and ultimately more relevant and proficient writing Each chapter begins with a topical thought provoking quote and concludes with suggested videos and related readings that can be used for more comprehensive assignments Using Journals With Reluctant Writers also assists teachers and students in creating a complete language arts portfolio Highlights of this teacher s guide include Topical chapter opening quotes that instill deeper self reflection Multiple questions for each topic to encourage more in depth responses Suggested readings for more comprehensive assignments Suggested videos for each journal topic students relate well to videos Flexible format for daily entries or weekly assignments 45 journal topics for weekly assignments throughout the academic year An essential resource for any teacher who wants to motivate students to write well and write often while thinking critically about their own lives and choices [The High School Journal](#) ,1918

*Rethinking Writing One Word at a Time* Sheila Beverly, 2023-12-08 Reviews Sheila Beverly's new workbook *Rethinking Writing One Word at a Time* is a promising tool for helping students who struggle with writing Mrs Beverly who holds a B A in English and an M Ed In reading education has years of experience teaching students to write At first her innovative Grammar Bubble appears to be a part to whole approach to teaching writing But in truth she uses direct teaching of the eight parts of speech as an entry point a conceptual structure and motivational hook to get hesitant writers to put their ideas down on paper Then Mrs Beverly uses a workshop collaborative model to keep her students writing drafting sharing revising and editing It is obvious that much thinking trying out and improving has gone into the activities described in this workbook It is also obvious from reading the revealing Preface that Mrs Beverly is a committed educator who is passionate about empowering her students to express their voices in print Dr Darrell Morris Professor of Reading Education 2016 2017 Distinguished Graduate Faculty Award Director of Anderson Reading Clinic Department of Reading Education English Department Chair Retired I wish I had *Rethinking Writing One Word at a Time* Eights Parts of Speech when I was teaching in the classroom Finally a workbook that really breaks down grammar and writing in a way that builds and makes sense to the teacher and the learner The Grammar Bubble Manipulative Toy games writing prompts and more are great for emerging writers and those who need a writing refresher It is interactive and thought provoking This workbook could benefit anyone who desires to grow in their writing journey by starting with *Rethinking Writing* Dr Renita L Webb Ph D Educational Leadership Strategist Former Elementary School Principal Former Middle High School English Teacher **Writing to Make a Difference** Chris Benson, Scott Christian, 2002 The student projects presented in this book demonstrate a powerful approach to teaching writing one that requires no special equipment or resources and can be adapted for students of any age The key is getting students involved in action research and in writing about issues that are important to them and their communities Written by public school teachers these chapters describe projects covering a variety of issues including avoiding teenage health risks preserving oral histories fighting racism investigating environmental hazards decreasing instances of teen pregnancy and much more Based on a process model of writing instruction these projects will show teachers how to engage their students while also teaching the basic skills that appear in educational standards and assessment frameworks *Writing Science Right* Sue Neuen, Elizabeth Tebeaux, 2017-09-18 Help your students improve their science understanding and communicate their knowledge more effectively *Writing Science Right* shows you the best ways to teach content area writing so that students can share their learning and discoveries through informal and formal writing assignments and oral presentations You ll teach students how to identify their audience and an appropriate organizational structure for their writing achieve a readable style by knowing the reader's background knowledge build effective sentences and concise paragraphs prepare and deliver oral presentations that bring content to life use major science articles abstracts and summaries as mentor texts and more Throughout the book you ll find a wide variety of sample

articles and suggested assignments that you can use immediately In addition a list of additional teaching texts and resources is available on the Routledge website at [www.routledge.com/9781138302679](http://www.routledge.com/9781138302679) **Liminal Spaces of Writing in Adolescent and Adult Education** Jin Kyeong Jung,Mellinee Lesley,Rene Saldana,Julie Smit,2022-03-03 Liminal Spaces of Writing in Adolescent and Adult Education addresses the persistent gap in writing reform at the middle secondary and post secondary level Through an examination of useful and liminal writing the book explores the intellectual and creative space where structured expectations verge with individual imagination in writing The premise of the book is built around a multiplicity of ways to invite adolescent and adult students to enter into states of liminality where they are encouraged to experiment with style form genre and voice Through research featuring the perspectives of adolescents classroom teachers teacher educators graduate students and literacy researchers the book offers numerous insights into fostering a liminal and useful approach to writing instruction Each author takes the reader through a journey of finding the liminal as teachers writers and researchers Taken together this tapestry of perspectives puts forth the argument that liminal moments are necessary caveats to explore in order to cultivate fully actualized writing where students are in control of structures and traditional writing expectations but also free to imagine new ways of breaking with conventions and being as writers Thus the book argues liminal writing is critical in bringing about sustained writing reform **Resources in Education** ,2000-10 **Practical Ideas for Teaching Writing as a Process** Carol B. Olson,1996-02 Contains a collection of specific classroom strategies suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated **The Journey of an Immigrant** Khetam Dahi,2012 Khetam Dahi captures the often ignored voices and painful experiences of Syrian migrant children and families In a simple yet honest and powerful prose Dahi through the eyes a child turning adolescent narrates the everyday existence of immigrant and working class families Although the family faced extreme hardships and poverty their love for each other and determination to succeed served as a catalyst to infuse them with optimism and a love for life Her inspirational journey of breaking through despite all obstacles certainly lets readers vicariously experience her joy and sorrow regrets and hopes Dahi s artfully weaved narratives provide young adult learners an opportunity to become personally enmeshed in her stories but most importantly it creates a space where students can feel free to relate relive and learn The simple language makes this book an excellent choice for reluctant readers and ESL students especially because the author includes many exercises to give students the opportunity to share their own experiences and identify with the characters in her stories *Composing A Care of the Self* David Lee Carlson,James Albright,2012-12-06 What do Germ Theory self psychology the entrepreneur and the Bertillion Card have in common They comprise a part of the historical dispositif for the emergence of the writing portfolio This riveting Foucaultian

inspired genealogy travels through the history of medicine criminality psychology political economics to reveal the epistemologies and practices of power knowledge of the contemporary portfolio In so doing it challenges previous held beliefs about the germination of the secondary school prevailing views of the dawning of secondary English as a discipline and most important the costs and effects of progressivist s writing pedagogies and assessment instruments Carlson Albright offer fresh and far ranging examinations of the rise and development of composition studies and assessment practices in U S secondary schools thereby challenging major English education scholars long held interpretations of such Composing a Care of the Self A Critical History of Writing Assessment in Secondary English Education posits for example an elucidation of the history of writing assessment that I believe is most compelling and original particularly in its analysis of historically dominant medical discourses and metaphors of the late 19th century and their influences on secondary English educators Further the authors inspired by Foucault s uses of genealogy as means to expose practices and rationalities of power knowledge dynamics and their relations to matters of governance dramatically advance theoretical orientations within the field of English Education They do so through their intricate weaving of Foucauldian theoretical perspectives into analyses of crucial and yet often taken for granted forms and functions of composition studies and writing assessments in the secondary English classroom As such this book is a remarkable achievement Janet L Miller Ph D Professor Programs in English Education Teachers College Columbia University In COMPOSING A CARE OF THE SELF A CRITICAL HISTORY OF WRITING ASSESSMENT IN SECONDARY ENGLISH EDUCATION David Carlson and James Albright problematized secondary school assessment practices in the late nineteenth century and provide a fascinating genealogical study of English education Together and under the mantle of Foucaultian genealogy they explore the relationships among the body health and secondary education exploring how epistemology in medicine spread to educational discourse This is a highly readable account and one that disturbs the standard histories It is a highly recommended text for all those interested in the history of English studies and writing assessment Michael A Peters Professor Emeritus University of Illinois Professor Policy Cultural Social Studies in Education University of Waikato *The Detroit Educational Bulletin* ,1928 **How to Be Angry** Signe Whitson,2011-08-15 Children often struggle to cope with anger and angry feelings can boil over into aggression and destructive behaviour This resource takes a different approach to anger teaching children how to be angry effectively rather than telling them not to be angry at all This group program provides step by step guidelines for building anger management and assertive emotional expression skills through tailored lessons group activities and thought provoking discussions Participants will learn specific skills such as Using I Statements Standing Up to Bullies Disagreeing without Arguing Making and Refusing Requests Responding to Anger Finding Win Win Solutions Suitable for use with children and teenagers aged 5 18 this engaging resource will help children to overcome self destructive patterns of passive aggressive and passive aggressive behaviour It will be of great use to educators counselors social workers youth care professionals psychologists

and parents      **Writing Assessment and Instruction for Students with Learning Disabilities** Nancy Mather, Barbara J. Wendling, Rhia Roberts, 2009-10-12 A hands on guide for anyone who teaches writing to students with learning disabilities This valuable resource helps teachers who want to sharpen their skills in analyzing and teaching writing to students with learning disabilities The classroom tested research proven strategies offered in this book work with all struggling students who have difficulties with writing even those who have not been classified as learning disabled The book offers a review of basic skills spelling punctuation and capitalization and includes instructional strategies to help children who struggle with these basics The authors provide numerous approaches for enhancing student performance in written expression They explore the most common reasons students are reluctant to write and offer helpful suggestions for motivating them Includes a much needed guide for teaching and assessing writing skills with children with learning disabilities Contains strategies for working with all students that struggle with writing Offers classroom tested strategies helpful information 100 writing samples with guidelines for analysis and handy progress monitoring charts Includes ideas for motivating reluctant writers Mather is an expert in the field of learning disabilities and is the best selling author of Essentials of Woodcock Johnson III Tests of Achievement Assessment      *Yearbook* National Education Association of the United States. Department of Superintendence, 1925 Vols for 1925 1937 include list of members      Bulletin , 1931      Alabama School Journal , 1922  
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this question sets the context for the rest of the interview so it may be the first question they ask and expect you to know make sure that you study what the general definition of vlsi is so you can answer confidently example vlsi is essentially just a process that you use to create integrated circuits by see more

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make sure you familiarize yourself with this concept so you can answer with confidence and minimal delay and try to elaborate on the depletion region as much as see more

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for this question you can go into further explanation to elaborate on the two types if you don t remember both of them try to name at least one of them see more

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