

# Double Entry Journal

From the **text**..

- a passage
- interesting language
- quotation
- key event
- critical fact
- main idea
- a problem or conflict

left side

From your **mind**..

- a reaction
- a theory or hypothesis
- a comparison
- an explanation
- a discussion of significance
- a discussion of reactions to the text

right side

# How To Do A Double Entry Journal

**Lin Carver**



## **How To Do A Double Entry Journal:**

*Double-Entry Journal Note-Taking System Notebook* Smartly Bound,2018-07-21 The double entry journal strategy is easy to implement but should be used frequently to be effective Students write in their own language about what they are learning For teachers and students entries influence learning by revealing problems questions connections and concerns Although it is a strategy most commonly found in language arts social studies science reading and math students in elective classes such as mythology and Computer sciences Shop and fine arts can benefit as well Double entry journals serve a variety of purposes Students record their thoughts and feelings or reactions to text excerpts or short films online research and or to their own questions and areas of interest relating to the area being studied Our notebooks are preformatted with two columns already laid out with a topic and date header atop each page The left column is labeled From the text as a simple prompt reminder that the left column is for referencing the page numbers and source material being studied In the left column of the double entry journal students should reference vocabulary words short quotations or other passages from or features of the text that interest them or that elicit a strong response They record the word quotation or brief passage either verbatim or in paraphrased form In the right hand column which we have labeled From Your Mind students record their reactions feelings interpretations or other responses to the text segments features they have selected How does the double entry journal help students Some examples To react to a writer s main idea topic development argument etc To keep track of their learning during question and answer sessions To look at specific lines and passages for clarity of meaning To interpret a line of poetry or to decide how they feel about a character words actions etc To explore a topic or idea By being asked to explain what specific words or phrases mean students will be able to reference reasons and evidence to support their views their understandings If you like this cover design you can find it on other notebook interiors Search on our brand name SmARTly Bound to find the same cover design on other interior formats Cover image colors may appear slightly dissimilar on different computer screens than final printed version

**Double-Entry Journal Note-Taking System Notebook** Renegade Notebooks,2018-07-21 The double entry journal strategy is easy to implement but should be used frequently to be effective Students write in their own language about what they are learning For teachers and students entries influence learning by revealing problems questions connections and concerns Although it is a strategy most commonly found in language arts social studies science reading and math students in elective classes such as mythology and Computer sciences Shop and fine arts can benefit as well Double entry journals serve a variety of purposes Students record their thoughts and feelings or reactions to text excerpts or short films online research and or to their own questions and areas of interest relating to the area being studied Our notebooks are preformatted with two columns already laid out with a topic and date header atop each page The left column is labeled From the text as a simple prompt reminder that the left column is for referencing the page numbers and source material being studied In the left column of the double entry journal students should reference

vocabulary words short quotations or other passages from or features of the text that interest them or that elicit a strong response They record the word quotation or brief passage either verbatim or in paraphrased form In the right hand column which we have labeled From Your Mind students record their reactions feelings interpretations or other responses to the text segments features they have selected How does the double entry journal help students Some examples To react to a writer's main idea topic development argument etc To keep track of their learning during question and answer sessions To look at specific lines and passages for clarity of meaning To interpret a line of poetry or to decide how they feel about a character words actions etc To explore a topic or idea By being asked to explain what specific words or phrases mean students will be able to reference reasons and evidence to support their views their understandings If you like this cover design you can find it on other notebook interiors Search on our brand name Renegade Notebooks to find the same cover design on other interior formats Cover image colors may appear slightly dissimilar on different computer screens than final printed version [More Tools for Teaching Content Literacy](#) Janet Allen,2008 In *Tools for Teaching Content Literacy* Janet Allen put a wealth of research based instructional tools at teachers fingertips to help students make connections with information resources and to read critically *More Tools for Teaching Content Literacy* extends this treasure trove with twenty five new instructional strategies from Expert Groups to Point of View Guides to Wordstorming using the same compact tabbed flipchart format *More Tools* is a handy reference that provides instant access to succinct description practical strategies and manageable assessments allowing teachers to save time and be more flexible and confident in meeting students needs **BOOK JACKET**

*Classroom Assessment Techniques* Thomas A. Angelo,Todd D. Zakrajsek,2024-06-11 *Classroom Assessment Techniques Formative Feedback Tools for College and University Teachers* A practical research based handbook for using assessment to improve learning This completely revised and updated third edition of *Classroom Assessment Techniques* provides a research based engaging guide to assessing student learning where it matters most at course and classroom levels Informed by the latest international educational research and 30 years of classroom assessment practice this practical handbook is designed for postsecondary teachers from all disciplines faculty and academic developers and assessment professionals It offers field tested guidance tools and advice for planning designing and implementing formative assessment in face to face hybrid and fully online classrooms analyzing resulting data and using that data to improve student learning *Classroom Assessment Techniques 3rd Edition* is a practical clearly written handbook for busy professionals It contains a wealth of useful resources including 50 plus CATs classroom assessment techniques flexible formative assessment tools easily adaptable for use in a wide range of disciplines and contexts Case studies and examples illustrating how college and university faculty have applied these techniques to improve learning A new Course Learning Outcomes Inventory CLOI a self assessment tool for identifying and prioritizing the most relevant learning outcomes to assess The original Teaching Goals Inventory TGI which offers an alternate teaching focused approach to setting assessment priorities Multiple ways to quickly find the most appropriate tool

CATs are indexed by discipline examples Bloom s Taxonomy Biggs and Tang s SOLO Taxonomy the CLOI and the TGI Brief chapters explaining what formative assessment is how it can improve student learning how to gather and provide formative feedback how to link classroom assessment with broader other assessment efforts and how to collaborate with students and colleagues Each CAT provides a brief self contained recipe including a description steps for implementation dos and don ts and relevant references

**Smuggling Writing** Karen D. Wood,D. Bruce Taylor,Katie Stover Kelly,2015-10-30 Can you sneak more writing into your already jammed curriculum Smuggling Writing shows how to integrate writing seamlessly into your lesson plans with 32 written response activities that help students process information and ideas in short powerful sessions The authors invigorate time tested tools and organize them into sections on Vocabulary and Concept Development Comprehension Discussion and Research Inquiry Each strategy Takes students through before during and after reading learning Provides engaging digital applications Includes sample lessons Details connections to Common Core State Standards Smuggling Writing shows how big gains will come from writing small day by day

**Teaching Readers of English** John S. Hedgcock,Dana R. Ferris,2018-02-13 A comprehensive manual for pre and in service ESL EFL and EIL educators who work with multilingual students at the secondary and postsecondary levels this text balances insights from reading theory and research with highly practical field tested strategies for teaching and assessing second language reading that educators can readily adopt and adapt to suit their contexts and student populations Teaching Readers of English is a complete go to source for teaching reading and promoting classroom and professional literacies in an increasingly digital world Offering principled approaches and methods for planning and delivering effective L2 reading instruction the text includes pedagogical features such as questions for reflection further reading and resources and application activities to develop purposeful classroom reading lessons in a range of contexts Changes in the Second Edition Updated and revised chapters on formative and summative reading assessment developing vocabulary knowledge and grammatical skill and cultivating extensive reading and literary appreciation Updated information on institutional settings and reader demographics New pedagogical features in each chapter including Chapter Summaries Further Reading Reflection and Review and Application Activities A streamlined chapter sequence to enhance the text s usability

**Science Education as a Pathway to Teaching Language Literacy** ,2010-01-01 In this era of mandated high stakes and standardized testing teachers and schools officials find themselves struggling to meet the demands for improved student achievement At the same time they are also expected to teach all subjects as required by national and state curriculum standards Because of these competing demands science is not even taught or taught less often in order to make more room for mathematics and language arts drill and practice and teaching to the test Anyone concerned with providing students with a well rounded education should ask whether these drastic measures even if they were to show improvement in achievement justify denying children access to the unique opportunities for intellectual growth and social awareness that the effective instruction of

science provides Will these students have enough exposure to the science curriculum to prepare them to do well later in middle and high school How is this current situation going to help ameliorate the pervasive achievement gap in science and how is it going to motivate students to pursue science related careers The authors of this book believe that instead of sacrificing the science curriculum to make more time for drill and practice in mathematics and language arts what should be done is to connect current research on literacy and science instruction with effective pedagogy Therefore this volume provides fresh theoretical insights and practical applications for better understanding how science can be used as a pathway to teaching literacy and hence as a pathway to improving teachers practice and students learning

*Collaborating for Real Literacy* Sharon M. Pitcher, Bonnie Mackey, 2013-03-21 Advances in literacy require collaboration between all of a school's stakeholders This book harnesses the latest research and takes into consideration CCSS to show how to make that collaboration a reality Authentic literacy practice is crucial to preparing all students to be successful both in the workplace and college in the 21st century Insisting that this literacy achievement will only happen when librarians teachers literacy coaches and administrators work together in their schools *Collaborating for Real Literacy* addresses the role of each instructional leader individually and examines the importance of the group collectively in bolstering the literacy of all students Practical ways to support the teaching of the Common Core State Standards CCSS are infused throughout every chapter In this second edition of the book core chapters on scaffolding literacy centers family literacy English language learners comprehension assessment writing and discussion have been updated based on current research and CCSS Each of these chapters now offers suggestions for literacy coaches Also new are recommendations for grades K 5 and 6 12 demonstrating specific ways to apply instructional ideas to different age levels and providing materials that can be used for the instruction Additionally three new chapters have been added with real literacy instructional ideas for content area reading and Response to Intervention support for struggling readers

**From Staff Room to Classroom II** Brian M. Pete, Robin J. Fogarty, 2009-11-16 Based on their vast experience with professional development the authors present innovative morphological grids containing 144 strategies for designing workshops professional learning communities and staff meetings

**Literacy in Grades 4-8** Nancy L. Cecil, Joan P. Gipe, Merrill E. Marcy, 2017-07-05 Comprehensive yet succinct and readable *Literacy in Grades 4-8 Third Edition* offers a wealth of practical ideas to help preservice and practicing teachers create a balanced and comprehensive literacy program while exploring the core topics and issues of literacy in grades 4 through 8 It addresses teaching to standards differentiating instruction for readers and writers motivating students using assessment to inform instruction integrating technology into the classroom working with English learners and struggling readers and connecting with caregivers Selected classroom strategies procedures and activities represent the most effective practices according to research and the many outstanding classroom teachers who were observed and interviewed for the book The Third Edition includes added material connecting the Common Core State Standards to the

instruction and assessment of literacy skills a combined word study and vocabulary chapter to help readers integrate these important topics in their teaching more on technology including comprehension of multimodal texts enhancing writing instruction with technology tools and teaching activities with an added technology component added discussion of teacher techniques during text discussions strategic moves that help students become more strategic readers Key features In the Classroom vignettes more than 50 activities some with a technology component questions for journal writing and for projects and field based activities troubleshooting sections offering alternative suggestions and activities for those middle grade students who may find a particular literacy focus challenging

**The Write to Read** Lesley Roessing, 2009-07-30 Use reader response strategies to achieve Common Core goals in reading and in writing Response journals brief personal writing in response to reading can significantly improve reading comprehension What's more when scaffolded over the year reader response strategies promote engagement build understanding of complex literary and informational text and even help students provide supporting evidence in their writing all goals of the Common Core For educators eager to use reader response strategies veteran teacher Lesley Roessing presents a unique step by step approach that inspires thoughtful reading and skillful writing in Grades 5-12 Based on research and her own classroom experience Roessing's innovative writing exercises encourage students to read more deeply develop questions and participate actively in class Beginning with simple response tasks and moving toward more complex assignments the book provides a scaffolded curriculum for the full academic year Developed for language arts and content area teachers as well as literacy specialists this resource includes Examples of response journals for a wide range of genres including fiction nonfiction poetry and students personal reading Strategies for using reader response to guide classroom discussions group work book clubs and journal writing at home Adaptations for students with diverse abilities Numerous classroom ready templates and samples of student work Discover a well structured writing curriculum that promotes confident learning and the joy of reading

Thinking Strategies for Student Achievement Denise D. Nessel, Joyce M. Graham, 2006-08-10 This resource provides a repertoire of high effect comprehension strategies It is important for classroom teachers and school leaders to be able to justify why they are using specific strategies and what the benefits are of a specific strategy Nessel and Graham provide this justification W Dorsey Hammond Professor of Education Salisbury University Use these strategies to develop your students thinking skills and increase their learning in all subject areas How can teachers improve students higher level and creative thinking The revised edition of this handbook provides strategies and sample lesson plans to help students learn to think more effectively and to raise their achievement levels Drawing upon past and recent research the authors discuss the importance of actively engaging all students including those with a history of low achievement in higher levels of thinking Thirty specific strategies including K W L Read and Think Math and Reciprocal Teaching can be readily integrated into daily lesson plans This step by step guide shows teachers how to Help students develop refine and extend their thinking capacities Challenge students to

creatively approach complex and unfamiliar material Encourage students to bring their own perspective to class assignments Provide students at all learning levels with appropriate support With its user friendly practical approach this important resource should be in the hands of every educator *Stages of Literacy Development* Lin Carver,2023-01-30 This book provides the theory behind integration of reading and writing throughout the stages of literacy development PK 12 It explores strategies and resources for supporting others as they provide literacy instruction Teachers literacy coaches and district leaders will be a particular focus of the book as they need to be prepared to help their faculty integrate reading and writing in their institutions Each chapter begins with a scenario or example from K 12 to flesh out the ideas presented in the chapter Followed by an anticipation guide the chapter delves into the learner characteristics various genres text characteristics and major concepts encountered during each stage of development This theoretical background is followed by five examples of stage appropriate genre illustrating strategies for integrating reading and writing instruction The chapter concludes with activities readers could engage in to deepen their understanding of the concepts presented A complete system of book-keeping; or, Single and double entry familiarly explained Duncan Macdougall,1844 **Talking Texts** Lesley Roessing,2019-06-18 Talking Texts is a guide for teachers to the steps and strategies of implementing text clubs in many forms fiction and nonfiction book clubs textbook clubs article clubs and even poetry clubs in the classroom All strategies presented are applicable to any discipline so that text clubs can be employed across the curriculum in any grade level

**Differentiated Assessment Strategies** Carolyn Chapman,Rita King,2012 This updated edition includes a generous selection of user friendly strategies that help teachers assess struggling learners students with special needs children who are performing at grade level and advanced learners Included are practical tools that improve student performance and help them take responsibility for their own learning pub desc *Teaching Readers of English* John Hedgcock,Dana R. Ferris,2009-09-10 A comprehensive manual for pre and in service ESL and EFL educators this frontline text balances insights from current reading theory and research with highly practical field tested strategies for teaching and assessing L2 reading in secondary and post secondary contexts Teaching Readers of English provides a thorough yet accessible survey of L2 reading theory and research addresses the unique cognitive and socioeducational challenges encountered by L2 readers covers the features of L2 texts that teachers of reading must understand acquaints readers with methods for designing reading courses selecting curricular materials and planning instruction explores the essential role of systematic vocabulary development in teaching L2 literacy includes practical methods for assessing L2 students proficiency achievement and progress in the classroom Pedagogical features in each chapter include questions for reflection further reading and resources reflection and review questions and application activities *Double Entry Bookkeeping* Tim Walshaw,2018-01-30 Double Entry Bookkeeping is an essential accounting skill that is not widely understood nowadays In the past knowledge of Double Entry Bookkeeping was the basis for vast fortunes Nowadays this knowledge can save you from being robbed without

you knowing it This book teaches you how to do Double Entry Bookkeeping from the very start without relying on computer software until completing the Trial Balance at the end and then goes on to show you how to use the Trial Balance to analyse how the firm is performing what is its cash flow and even the value of its Economic Rent This book is simple to use practical and full of advice and anecdotes Whether you are a student or a businessperson you will find the contents of this book invaluable

*Tools for Teaching in the Block* Roberta Sejnost,2009-04-29 This book provides teachers with a four phase lesson planning framework and numerous teaching strategies to build higher level thinking skills and increase student learning in extended class periods

**Teaching Reading Across the Curriculum** Mary Riordan-Karlsson,1999-03

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