

A Sample Double-Entry Journal

Text Source: "Scientists Fear Spread of Exotic Snakes"

On The Left: The Source Direct Quote and Page Number	On The Right: The Response Sample Responses
"Scientists fear that Burmese pythons, already known to be breeding in South Florida, could spread through much of the southern United States" (UPI 151).	Questions How did these snakes end up in the wild in Florida?
"The snakes weigh up to 250 pounds and slither at a rate of 20 miles per month" (UPI 151). "If pet pythons were introduced into the wild in California by irresponsible pet owners, as happened in Florida, they could become established here even faster, without need of a cross country journey" (UPI 151). "So the absence of major predators outside of Florida could help the snakes on their journey west" (UPI 151).	Summary The Burmese pythons have the potential to spread through the southern part of the United States very rapidly. The snakes have the ability to move many miles from their breeding ground, and since they do not have any major predators the number of snakes will quickly increase.
"In Florida, they eat bobcats, deer, alligators, raccoons, cats, rats, rabbits, muskrats, possum, mice, ducks, egrets, herons and song birds" (UPI 151).	Reflections If the Burmese pythons spread they may wipe out other populations of animals in some areas.

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David W. Johnson, Roger T. Johnson



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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** *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 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 *The Work of Language in Multicultural Classrooms* Katherine Richardson

Bruna, Kimberley Gomez, 2009-06-02 Exploring the ways in which language comprises the implicit or explicit curriculum of teaching and learning in multicultural science settings this book contributes to scholarship on the role of language in developing classroom scientific communities of practice expands that work by highlighting the challenges faced specifically by ethnic and linguistic minority students and their teachers in joining those communities and showcases exemplary teaching and research initiatives for helping to meet these challenges Helping English Language Learners Meet the Common Core

Paul Boyd-Batstone, 2013-10-02 This new teacher friendly book offers a quick efficient easy to use tool the Classroom Assessment of Language Levels CALL to assess the language levels of English learners in grades K 12 Learn how to effectively use the tool utilizing direct interview and small group observation to determine students instructional levels and needs Get a variety of engaging differentiated Common Core based strategies that can be used post assessment to help students at each level improve their speaking and listening skills Strategies to help all your ELLs optimize their learning include Using interactive journals Creating chart stories Using meaningful gestures Using cognates Exploring word origins And much much more 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 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 **What Really Works in Secondary Education** Wendy W. Murawski, Kathy Lynn Scott, 2015-02-24 Research Based Practical Strategies for Every Teacher What Works in Secondary Education compiles the advice of experts who not only know the theory behind certain educational practices but also have experience in the secondary classroom In each user friendly chapter key information on a topic vital to secondary educators is boiled down and presented in a straightforward way Whether you re a new educator or just seeking to build new skills you ll benefit from Insight into a handful of innovative topics in instruction including using technology UDL co teaching and assessment Novel approaches for classroom management and strategies to engage students Useful reproducibles and resources for every topic area Assessing Students in Groups David W. Johnson, Roger T. Johnson, 2004 This practical guide explains how to form productive groups and assess individual student performance in group work **Four Square: Writing in the Content Areas for Grades 5-9**

(eBook) Judy Gould,Evan Jay Gould,2004-03-01 Even students who have had a lot of experience writing often complain that they have nothing to write about But what they need isn t topics but the ability to organize and clarify their thoughts around a topic and develop that content into sentences and those sentences into paragraphs All the help your students need about writing and learning across the curriculum is in this book **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 *Adolescent Literature as a Complement to the Content Areas* Paula Greathouse,Joan F. Kaywell,Brooke Eisenbach,2017-08-10 This text offers 6th 12th grade educators guided instructional approaches for including young adult YA literature in science and math classes in order to promote literacy development while learning content Chapters are co authored pairing content experts with literacy experts to ensure that both content and literacy standards are met in each approach Each chapter spotlights the reading of one YA novel and offer pre during and after reading activities that guide students to a deeper understanding of the content while increasing their literacy practices While each chapter focuses on a specific content topic readers will discover the many opportunities reading YA literature in the content area has in encouraging cross disciplinary study *Supporting Beginning Teachers* Tina H. Boogren,2012-11-23 Give new teachers the time and professional guidance they need to become expert teachers Investigate key research and examine the four types of support physical emotional instructional and institutional that are crucial during a teacher s first year in the classroom Discover essential strategies for K 12 mentors coaches and school leaders to develop an effective mentoring program schoolwide **Reading for Understanding** Cynthia Greenleaf,Ruth Schoenbach,Linda Friedrich,Lynn Murphy,Nika Hogan,2023-04-04 Improve student outcomes in reading and literacy with the latest edition of

this bestselling text The newly revised Third Edition of Reading for Understanding How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms is the latest iteration of the best selling landmark book in the field of adolescent literacy The book contains strategies for boosting the reading independence of middle secondary and college students Research conducted by NSF IES and OII has validated the model taught in Reading for Understanding demonstrating its effectiveness in raising students reading achievement levels The authors teach a clear and concise instructional framework for students at all learning levels from those with special learning needs to those taking honors and Advanced Placement courses The book also includes A direct correlation to disciplinary literacy making the book an even more valuable resource in a wide range of classrooms Explanation of the social and personal dimensions for building a foundation for engaged learning Discussions of the value of setting aside dedicated class time for independent silent reading With collaboration tips that go beyond the classroom and advice on building a cognitive reading toolbox Reading for Understanding is an indispensable resource for teachers at the Grade 6 and up literacy coaches reading teachers community college instructors and other school leaders *Grand Conversations, Thoughtful Responses* Faye Brownlie, 2019-11-29

Grand Conversations Thoughtful Responses is built upon the premise that all students can become active independent thoughtful readers The structures and strategies in this book are proven to help students develop confidence and competence in their reading Student engagement with text soars through participation in grand conversations with peers and reflecting on reading with thoughtful written responses This unique approach includes student choice in books students reading at their own pace thus creating flexible groups literature circles where students discuss the shared text they are reading strategies for teaching written response strategies for co creating assessment criteria additional activities to develop and deepen comprehension book lists This new edition has been expanded to include examples and book lists for grades K to 12

Financial Management Requirements for Neighborhood Youth Corps Sponsors Neighborhood Youth Corps (U.S.), 1966 Promoting Literacy Development Patricia A. Antonacci, Catherine M. O'Callaghan, 2011-05-02 Promoting Literacy Development 50 Research Based Strategies for K 8 Learners presents the essential literacy strategies that are used by classroom teachers for teaching reading and writing to children in elementary schools Intended as a supplement to primary texts that are utilized in the reading methods courses the proposed book will be used principally in undergraduate and graduate teacher education programs Reading and English language arts are the primary curricular areas that are the focus of this supplementary text which provides quick access to the essential instructional literacy strategies Provided by publisher

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