

## 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
<p>"Scientists fear that Burmese pythons, already known to be breeding in South Florida, could spread through much of the southern United States" (UPI 151).</p>	<p><b>Questions</b> How did these snakes end up in the wild in Florida?</p>
<p>"The snakes weigh up to 250 pounds and slither at a rate of 20 miles per month" (UPI 151).</p> <p>"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).</p> <p>"So the absence of major predators outside of Florida could help the snakes on their journey west" (UPI 151).</p>	<p><b>Summary</b></p> <p>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.</p>
<p>"In Florida, they eat bobcats, deer, alligators, raccoons, cats, rats, rabbits, muskrats, possum, mice, ducks, egrets, herons and song birds" (UPI 151).</p>	<p><b>Reflections</b> If the Burmese pythons spread they may wipe out other populations of animals in some areas.</p>

# Sample Double Entry Journal

**Annelies Wilder-Smith**



### **Sample Double Entry Journal:**

**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 help students build understanding of complex literary and informational text and provide supporting evidence in their writing all goals of the Common Core

**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

**Reading for Understanding** Cynthia Greenleaf, Ruth Schoenbach, Linda Friedrich, Lynn Murphy, Nika Hogan, 2023-04-11 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

*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

**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

**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

**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

**Financial Management Requirements for Neighborhood Youth Corps Sponsors** Neighborhood Youth Corps (U.S.), 1966

**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

*Academic Writing Now: A Brief Guide for Busy Students—with MLA 2016 Update* David Starkey, 2017-05-15 Academic Writing Now A Brief Guide for Busy Students is a rhetoric designed to cover the basics of a college writing course in a concise student friendly format Anything

inessential to the business of college writing has been excluded Each chapter concentrates on a crucial element of composing an academic essay and is capable of being read in a single sitting The book is loaded with timesaver tips ideas for making the most of the student s time along with occasional warnings to avoid common errors made by student writers Each short chapter concludes with questions and suggestions designed to trigger class discussion **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 Oswaal ISC 10 Sample Question Papers Class 11 Accounts For 2024 Exams (Based On The Latest CISCE/ ISC Specimen Paper) Oswaal Editorial Board, 2023-11-04

Description of the product Fresh Relevant with Latest Typologies of the Questions Score Boosting Insights with 500 Questions 1000 Concepts Insider Tips Techniques with On Tips Notes Mind Maps Mnemonics Exam Ready Practice with 10 Highly Probable SQPs **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 Oswaal ISC 10 Sample Question Papers Class 11 Accountancy, Economics, Commerce, English Paper-1 & 2 (Set of 5 Books) For 2024 Exams (Based On The Latest CISCE/ISC Specimen Paper) Oswaal Editorial Board, 2023-12-05

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Description of the product Fresh Relevant with 2024 CBSE SQP Fully Solved Analysed Score Boosting Insights with 500 Questions 1000 Concepts Insider Tips Techniques with On Tips Notes Mind Maps Mnemonics Exam Ready to Practice with 10 Highly Probable SQPs with Actual Board Answer sheets **Readers and Writers in Primary Grades** Martha Combs, 2002

For reading writing and literacy in elementary school courses Readers and Writers in Primary Grades is organized around strategies that benefit teachers in their efforts to be responsive to the developmental literacy needs of young children Integrating theory and practice these strategies offer a balanced look at appropriate literacy activities for K 3 classrooms **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

**Teachers Doing Research** Gail E. Burnaford, 2000-11-01 This popular text describes the processes of doing teacher action research But it is much more than a dry presentation of methods Filled with examples of teacher action research projects provided by teachers themselves the book places teachers at the heart of the action research process Teachers own writing about their work and research questions is featured in 11 examples of teacher action research conducted in a range of settings grade levels and content areas The second edition of Teachers Doing Research is fully updated and substantially reorganized and revised including four totally new chapters and six new teacher stories This edition provides more specifics on teacher action research processes and a variety of methodological options for teachers who do research in their classrooms and schools Chapters 1 5 includes more specifics on data collection and interpretation methods Chapter 3 balances a detailed introduction to technology for novice researchers with discussion of issues and questions related to technology based teacher research Chapter 4 Information on Web sites related to topics addressed in the chapters and teacher research stories is integrated throughout the book A new Teachers Doing Research Web site [www.teachersdoingresearch.com](http://www.teachersdoingresearch.com) invites readers teacher research participants preservice candidates and teacher educators to participate in dialogue with the authors and editors of this text and with each other gives expanded attention to teacher action research with preservice teachers and to university school collaboration especially in Chapter 6 examines the connections between teacher action research and the larger arena of educational research Chapter 8 broadens the context for teacher action research through discussion of its influence on school reform both in the United States and internationally International examples of urban teacher research are included Chapter 9 and offers new In Practice sections to engage readers in opportunities to respond to what they are reading and to try out related activities

**Interpreting Literature**

**With Children** Shelby A. Wolf, 2014-04-04 Clearly organized and beautifully written *Interpreting Literature With Children* is a remarkable book that stands on the edge of two textbook genres the survey of literature text and the literary criticism text Neither approach however says enough about how children respond to literature in everyday classroom situations That is the mission of this book It begins by providing a solid foundation in both approaches and then examines multiple ways of developing children s literary interpretation through talk through culture class and gender as well as through creative modes of expression including writing the visual arts and drama The result is a balanced resource for teachers who want to deepen their understanding of literature and literary engagement Because of its modest length and price and its ongoing focus on how to increase student engagement with literature either pre service or practicing teachers can use this text in children s literature language arts or literacy and language courses

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