

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>Questions 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>Summary</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>Reflections If the Burmese pythons spread they may wipe out other populations of animals in some areas.</p>

Why Use A Double Entry Journal

Lori Licciardo-Musso



Why Use A 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** 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

Teaching Language Arts to English Language Learners Anete Vásquez, Angela L. Hansen, Philip C. Smith, 2013 This thoroughly revised and updated edition of Teaching Language Arts to English Language Learners provides readers with the comprehensive understanding of both the challenges that face ELLs and ways in which educators might address them in the language arts classroom The authors offer proven techniques that teachers can readily use to teach reading writing grammar and vocabulary as well as speaking listening and viewing skills A complete section is also devoted to ways teachers can integrate all five strands of the language arts curriculum into a comprehensive unit of study with meaningful accommodations for ELLs An annotated list of web and print resources completes the volume making this a valuable reference for language arts teachers to meet the challenges of including all learners in effective instruction New features to this edition include An updated and streamlined Part 1 which provides an essential overview of ELL theory in a language arts specific context Additional practical examples of language arts exercises all of which are closely aligned with the Common

Core State Standards New pedagogical elements in Part 3 including tips on harnessing new technologies discussion questions and reflection points Updates to the web and print resources in Part 4

Classroom Assessment Techniques Thomas A. Angelo, Todd D. Zakrajsek, 2024-06-26 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

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

Writing Strategies for Science Stephanie Macceca, 2007-01-15 Help budding scientists get it write with this treasure trove of ready to implement strategies to help learners write and understand science content This resource brings it all together in one easy to use format featuring an overview of the writing process practical and detailed strategies to improve writing skills and activities with classroom examples by grade ranges Specific suggestions are included with every strategy to help differentiate instruction for various levels of learners and learning styles Includes a Teacher Resource CD of activity reproducibles and graphic organizers 2

Reading for Understanding Ruth Schoenbach, Cynthia Greenleaf, Lynn Murphy, 2012-06-15 As elegantly practical as it is theoretically elegant It is a guided tour as one examines the tools of expert teachers as they engage students in a journey that is aptly dubbed Reading Apprenticeship learning how to become a savvy strategic reader under the tutelage of thoughtful caring and demanding teachers P David Pearson University of California

Berkeley and founding editor of the Handbook of Reading Research *Reading for Understanding* is a monumental achievement. It was a monumental achievement when it came out as a first edition in 1999 bringing years of rigorous reading research together in a framework for teaching that made sense in actual secondary school classrooms. Now just thirteen years later Schoenbach and Greenleaf have several randomized clinical trials and multiple ongoing studies at their fingertips to demonstrate the effects of this approach for developing the reading and thinking of young people in our nation's middle and high school classrooms as well as in community college classrooms. Their careful work on developing disciplinary literacy among all students represents a passion for and commitment to supporting students and their teachers in reading for understanding which translates to reading for enjoyment, self-awareness, learning, and for purposeful and informed action in our society.

Elizabeth Moje, Arthur F. Thurnau, Professor and Associate Dean for Research, School of Education, University of Michigan, *Reading Apprenticeship* has proven to be an inspiration to Renton Technical College faculty and students alike. They have learned together to view themselves as readers in transformative ways as they embrace powerful techniques to increase reading comprehension. The ideas and strategies in *Reading for Understanding* anchor this new and broad-based energy around reading and an enthusiasm among our faculty to model effective reading strategies for our students.

Steve Hanson, President, Renton Technical College, Renton, Washington, *Reading for Understanding* has the finest blend I have seen of research strategies and classroom vignettes to deepen teacher learning and help them connect the dots between theory and practice.

Curtis Refior, Content Area Literacy Coach, Fowlerville Community Schools, Fowlerville, Michigan, A teacher tested research-based resource for dramatically improving reading skills. Published in partnership with WestEd, this significantly updated second edition of the bestselling book contains strategies for helping students in middle school through community college gain the reading independence to master subject area textbooks and other material. Based on the *Reading Apprenticeship* program, which three rigorous gold standard research studies have shown to be effective in raising students' reading achievement, it presents a clear framework for improving the reading and subject area learning of all students, including English learners, students with special needs, as well as those in honors and AP courses. Provides concrete tools for classroom use and examples from a range of classrooms. Presents a clear how-to for teachers implementing the subject area literacies of the Common Core Standards. *Reading for Understanding* proves it's never too late for teachers and students to work together to boost literacy engagement and achievement.

Writing Strategies for Social Studies, Stephanie Macceca, 2013-10-01. Help students write about social studies content and build their thinking skills. This 2nd edition resource was created to support College and Career Readiness Standards and provides an in-depth research base about content area literacy instruction, including key strategies to help students write about and comprehend social studies content. Each strategy includes classroom examples by grade ranges 1-2, 3-5, 6-8, and 9-12 and necessary support materials such as graphic organizers, templates, or digital resources to help teachers implement quickly and easily. Specific suggestions for

differentiating instruction are also provided to help English language learners gifted students and students reading below grade level

The Democratic Differentiated Classroom Sheryn Spencer Waterman, 2007 The Democratic Differentiated Classroom

Supporting Struggling Readers and Writers Dorothy S. Strickland, Kathy Ganske, Joanne K. Monroe, 2002 Presents methods of helping third through sixth graders with literacy problems covering such topics as motivation small group instruction differentiated instruction and standardized tests

The Learning Communities Guide to Improving Reading Instruction Valerie Hastings Gregory, Jan Rozzelle-Nikas, 2005 This is an important book The themes of attending to individual needs providing assessment driven instruction and creating long term focused professional development plans are solid and consistent throughout Gay Ivey Graduate Program Coordinator Reading Education Program James Madison University This book does a wonderful job of bridging the chasm that often exists between the separate worlds of higher education and K 12 educators It applies powerful research findings and nontechnical jargon free advice for classroom teachers From the Foreword by Richard DuFour and Rebecca DuFour Create professional learning communities to improve reading instruction and students performance After observing over 300 classrooms authors Valerie Hastings Gregory and M Jan Rozzelle provide the perfect framework knowledge and tools necessary to help create a community of literacy coaches leaders and teachers to improve reading across schools Demonstrating the critical link between adult learning and student learning that makes professional learning communities our best hope for improving reading and comprehension for today's students this rich developmental resource provides solid information powerful research findings specific pragmatic and proven strategies that teachers can apply immediately in the classroom Key features and benefits for implementation include Reflective survey of look fors to identify strengths and weaknesses How to and when to guidelines for strategies A learning communities model for professional development for reading instruction providing the groundwork for effective and lasting improvement Valuable tables charts planning guides and reproducibles to facilitate discussion reflection and goal setting The Learning Communities Guide to Improving Reading Instruction will help educators identify and apply new approaches improve and add to their instructional repertoire and ultimately benefit their students reading performance so no child or teacher is left behind

Literacy Leadership to Support Reading Improvement Mary Kay Moskal, Ayn F. Keneman, 2011-08-01 Packed with vivid examples from actual schools this book explores specific ways that literacy leaders can partner with teachers to meet all students instructional needs It provides a range of research based strategies for implementing effective instruction in a response to intervention framework It also describes innovative interventions including schoolwide programs and family and community initiatives that promote success for struggling readers Practical ideas are presented for engaging particular populations such as boys and middle and high school students and for supporting teachers professional development Eight reproducible handouts and forms can be downloaded and printed in a convenient 8 1/2 x 11 size

A Guide for Using The Adventures of Huckleberry Finn in the Classroom Michael H. Levin, 1996 Teaching

literature unit based on the popular children s story The adventures of Huckleberry Finn Includes the following features sample lesson plans pre reading activities biographical sketch and picture of the author book summary vocabulary lists and vocabulary activity ideas quizzes hands on projects cooperative learning activities cross curricular activities post reading activities book report ideas research ideas culminating activities unit test options and answer keys Building Content Literacy Roberta Sejnost, Sharon M. Thiese, 2010-02-26 Presenting a snapshot of how adolescents learn Roberta L Sejnost and Sharon M Thiese offer research based best practices and strategies that enable teachers to increase student learning by more effectively integrating reading writing and critical thinking into their content instruction Building Content Literacy Strategies for the Adolescent Learner begins with a discussion of the challenges of teaching adolescents and follows with Strategies to foster acquisition of specialized and technical content vocabulary Specific processes and skills students may use to comprehend narrative and expository texts A variety of writing to learn strategies Speaking to learn strategies Finally the authors consider the challenges that face students in the age of technology and address the new literacies that can be utilized to engage students and increase learning **Amplifying the Curriculum** Áida Walqui, George C. Bunch, Peggy Mueller, 2025 Expanded and revised to include four entirely new chapters this thoroughly updated edition presents a model for how educators can design high quality challenging and supportive learning opportunities for multilingual learners Starting with the premise that conceptual analytic and language practices develop simultaneously as students engage in disciplinary learning the authors argue for instruction that amplifies rather than simplifies expectations concepts texts and learning tasks They offer clear guidance for designing well supported lessons with examples that demonstrate the approach in elementary and secondary classrooms across various subject areas math science language arts and social studies and contexts including newcomer classrooms and a new chapter written in Spanish on instruction in students home languages This popular resource guides teachers through the coherent design of tasks lessons and units that invite all students to engage in productive meaningful dialogic and intellectually engaging activity The book concludes with a discussion of where teachers might begin and how teacher educators professional development providers and educational leaders can support them in these efforts Book Features Provides discipline specific examples that are fully unpacked to guide teachers in creating ambitious and supportive learning tasks lessons and units of study Supports teachers in their own instructional design by providing guiding tenets a framework for designing lessons and multiple examples in different subject areas Offers a compelling argument supported with examples and guidelines that highlights the centrality of interactions in the development of student academic autonomy Provides practical guidance grounded in sociocultural ecological theory applied linguistics and theories about effective learning of disciplinary practices Includes real life lessons that have been successfully implemented in classrooms with multilingual learners at all levels of language proficiency The second edition of this fantastic resource for teachers of ELL classified students and other multilingual learners extends the authors original framework of

effective ways to amplify highly engaging academic instruction across grade levels content areas and home languages Wayne E Wright associate dean for research graduate programs and faculty development Purdue University College of Education

Developing Content Area Literacy Patricia A. Antonacci, Catherine M. O'Callaghan, Esther Berkowitz, 2014-10-30 Forty evidenced based strategies for integrating literacy instruction into the content areas Providing unique content on assessment differentiated instruction technology and reflective practice Developing Content Area Literacy Second Edition is designed to help busy middle school and secondary teachers meet the challenge of addressing the literacy learning needs of all students including English language learners Each of the 40 evidence based strategies is organized around eight essential areas of literacy instruction academic vocabulary reading fluency narrative text informational text media and digital literacies informational writing critical thinking and independent learning Each topic has five strategies from which to choose giving teachers ample variety to meet the diverse needs of the classroom **25 Terrific Literature Activities** Lori

Licciardo-Musso, 1995 Easy motivating activities take students into through and beyond literature Students will love and learn from these classroom tested response projects With rubrics for assessing written responses For use with Grades 4 8

Student Diversity, 3rd Edition Faye Brownlie, Catherine Feniak, Leyton Schnellert, 2016-10-14 From ice breaking activities to ways to meet specific expectations in all areas of the curriculum teachers will discover practical strategies and organizational frameworks that will help them to reach all students Whether you're searching for new ways to inspire students with different learning styles celebrate the abilities of the physically challenged or boost the skills of those learning English for the first time Student Diversity has what you need to meet and defeat the wide variety of challenges in today's classroom Packed with examples of student work and reproducible worksheets this book will help to smooth the daily path of beginning and experienced teachers alike **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 **Writing Strategies for Mathematics** Trisha Brummer, Sarah Kartchner Clark, 2013-10-01 Help students write about mathematics content This 2nd edition resource was created to support College and Career Readiness Standards and provides in depth research about content area literacy instruction including key strategies to help students write about and comprehend mathematics content Each strategy includes classroom examples by grade ranges 1 2 3 5 6 8 and 9 12 and necessary support materials such as graphic organizers templates or digital resources to help teachers implement quickly and easily Specific suggestions for differentiating instruction are also provided to help English language learners gifted students and students reading below grade level

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