**Double Entry Journals**

Purpose:

Double Entry Journals provide students with a tool to record responses to text as they read. Double Entry Journals are excellent tools to improve student comprehension and engagement with text during guided and independent reading.

Sample/Description:

Teachers can use Double Entry Journals to support meaningful text-based analysis during close reading and/or when students are engaged in independent reading. Students use this tool to take notes about a text in the left hand column of the Double Entry Journal and write a response in the second column.

The completed Double Entry Journal can be used during text-based collaborative whole and small group discussion as well as individual reflection. Students make meaningful text-based analyses, draw inferences from the evidence they gather, and can use the information to complete writing tasks after the close reading of a text.

Teachers ask students to fold a sheet of paper in half to create a Double Entry Journal with headings over the two columns to provide a purpose for reading. (i.e. Problem/Solution, Quote/My Thoughts, Notes from the Text/Notes from my Mind, Character Quote/My Interpretation, What Does It Say/What Does it Mean etc.)

Connection to standard:

R.1, R.2, R.4, R.8

Resources:

Gallagher, K. (2004) Deeper Reading, Comprehending Challenging Texts, 4-12. Portland, Maine: Stenhouse Publishers.

Beers, K. (2003) When Kids Can’t Read What Teachers Can Do. Portsmouth, New Hampshire: Heinemann.

Robb, L. (2003) Teaching Reading in Social Studies, Science, and Math. New York, New York: Scholastic.

Level:

Double Entry Journals can be used with grades 3-12. It can be adapted to students’ needs and abilities based upon the complexity of the text chosen.