

# Double entry journal assignment



**ASSIGN  
BUSTER**

The second entry within the double-entry journal identifies personal insights and reflections regarding the selected usage and responds to that passage. A minimum Of 3 - 5 quotations and responses per chapter are required. Use the rubric at the end of this document to guide your assignment. Text: significant passages Personal insights and reflections The left hand column is for quotations from the text. Please provide page numbers for each quotation. The right hand column identifies the personal significance of the passage selected and response to that passage.

Bubble text: Chapter 1 Peg. 3 " Literacy theorist Gee (2000) describes identity as being a " Certain kind of person" (p. 9). There are four categories: Identities that are part of our nature and over which we have little control (I am white, European.. ) Identities that are related to positions that we have attained (I am a college graduate) Identities that reflect personal traits or characteristics (I have a good sense of humor or listen to classical music). Identities we share through our associations (Democrat, Milwaukee Brewers fan, etc. ).

Peg. 16 Figure 1. 7 What is your Profile as a Disciplinary Reader? Peg. 30 Teachers need to invite their students to expand the identities they ring to the classroom to include academic and specific disciplinary identities. Thought this was a neat analogy that we have identities as readers. This is so true. Our individual likes and dislikes, backgrounds, etc. Make up who we are. Liked this table. This would be good to give to your students to so they can self-assess their own reading and rank their confidence in different academic disciplines.

This is important and I think of an activity like a heart map, where they identify who they are as readers across the four categories listed in the beginning of the chapter by Gee. Bubble text: Chapter 2 Peg. 32: “

Unfortunately, the routines associated with middle and high school reading may replace the intention of reading in academic disciplines: comprehension of new concepts and ideas. As a result, many students do reading to get work done rather than engage in reading to understand. ” Peg. 32-33: “ Students who do reading frequently resort to behaviors that might be described as pseudo reading rather than reading for comprehension.

Teachers can readily spot students merely doing reading in the following classroom instances that are all too familiar (Bubble, 2009). ” Peg. 35: Table 2. 1. Comprehension Processes Characteristic of Proficient Readers – Make Connections to Prior Knowledge, Generate Questions, Visualize and Create Sensory Mental Images, Make Inferences, Determine Importance, Synthesize, Monitor Reading and Apply Fix-Up Strategies can relate to this because, when I went through college; unfortunately, when you have a large reading task in front of you, you read for the assignment, not for pleasure. This is a good point.... Dents are not going to be able to comprehend from pseudo reading techniques. This is great! Actually have an anchor chart similar to this in my room. These are all important strategies that need to be taught to readers, especially struggling readers. Bubble text: Chapter 3 Page 75: “ When we can make few, if any, connections to our prior knowledge, we struggle, we want to give up, we might even get angry, and we fail to comprehend. ” Page 77: “ Our schema represents networks of information, associations, and experiences that we activate and use when we interact

with the world around Peg. 12: ' When one lacks prior knowledge it is not only difficult to make something work but also difficult to read about how to make something work. ' elated to this, because I know I struggle sometimes if reading a complex text that I don't necessarily relate to. Schema is important, especially in reading. A reader needs to be able to relate what their reading to something in they know about. This is so true. I have noticed this in my class before. When a student may not have prior knowledge of something that I assume they do.

Prior knowledge is crucial, but sadly, sometimes it is lacking. Bubble text: Chapter 4 Peg. 121: Freeloading - the teaching that addresses academic knowledge gaps - activates and builds hidden knowledge assumed by authors before Dents read. As teachers we rearrange our instruction to frontal reading assignments so that the classroom flow evolves from " read about it and then we will talk about it" to " we will talk about it, read about it in more depth, and then talk about it some more. " Peg. 24: " Particularly powerful are Quick Writes, which involves all students in verbalizing their understandings. A quick write is basically just that, a 1-3 minute information written response, usually sparked by a prompt that the teacher provides.... " Peg. 143: ' With Possible Sentences, you provide students with 12-15 key terms ND phrases from a text that they will be reading. With partners, students examine the list and decide which words might logically fit with each other. They put these words in play in a series of productive sentences. " liked this idea.

It would be Very helpful for me in my special De reading class. This is a good strategy for student engagement. I just did a PDP on student engagement

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and was taught different HTTP.... Total Participation Techniques and a quick write was one of their strategies! This is a great activity to do that I'm glad I have in my toolbox. This could be seed with different vocabulary that needs to be taught. Bubble text: Chapter 5 Peg. 1 75 - Questioning the author - questioning routine is predicated on teacher modeling of queries directed to an author at various key junctures in a text.

Self-Questioning Taxonomy (Bubble, 2009), cues thinking on all six cognitive levels: Creating, Evaluating, Analyzing, Applying, Understanding, Remembering Peg. 214 - " The teacher role needs to evolve from question asker to question modeled. Teacher-generated questions, in both class interactions and student tasks, need to model the kind of questioning that we would like students to assume. " This strategy can help students realize that questioning the author is like dialogue between a reader and a writer.

The students can ask questions such as: What is author trying to tell me? What does author want me to understand? What does author assume I already know? This is very important to use with your students. You don't want to give them the lower level questions that just require yes and no answers. You need to make sure they are more thoughtful questions. Think this is very important. I was taught this in recent college classes and y school encourages us to use HOOTS (Higher Order Thinking Skills) as much as we can. Bubble text: Chapter 6 Peg. 1 8: " I have called this an epiphany because I had arrived at the empowering realization that I could truly understand material outside my realm of preference and comfort by working it. It was surprising to me that the more knowledgeable I became, the more I actually enjoyed learning chemistry. " Page. 223: " Researchers posit that <https://assignbuster.com/double-entry-journal-assignment/>

students need to know the what, the how and the when and why of using learning strategies to work complex texts (Paris, Lipton & Wesson, 1983):

What is declarative knowledge? (Actions to help readers understand and remember).

How is procedural knowledge? (Readers are comfortable with the thinking involved in applying a learning strategy). When and why are conditional knowledge? (Reader can scope out conditions of a task and decide on the most appropriate actions to satisfy their challenges as a reader). Peg. 226: ' When readers are conscious of tracking their own thinking, they are behaving interrogatively. I would describe this dynamic to my students with the analogy that proficient readers behave as if they have a split personality, that there are two of them engaged in the reading process.

One personality does direct work of comprehension, the other watches intently, monitoring to make sure everything is proceeding satisfactorily. " This spoke to me because I felt this way when I started back to college at the age of 42. I definitely felt like on several of my classes, had to ' Work it". Declarative Learning strategies are very important to teach. Students can use these to help them when tackling harder texts. Metacognition is very important for students to realize they have the capability to steer their own learning processes.