# Double-Entry Diaries (comprehension)

Double-entry diaries can be used for a variety of purposes to get students to read actively and to infer their own meanings from the text. Generally they are structured in a T-chart where students write something directly from the text on the left side and then write their reaction on the right. I have used the following D-E diaries:

## Vocabulary in Context

*Word from text* *Meaning and Strategy*

|  |  |  |
| --- | --- | --- |
| Word from text | Meaning Guess and Actual  Part of Speech | Strategy I used |
| Querulous | Guess: Dissatisfied, frustrated, angry  Actual: Full of complaints, complaining  Part of speech: Adj | “People who work in the complaint department of a store must get used to dealing with lots of *querulous* customers. “ I used the word complaint in the context to infer that the customers were disgruntled, unhappy, and dissatisfied, otherwise they would not visit the complaint department. |

## Connections to text / Background or Schema/ Response

|  |  |
| --- | --- |
| Quote and page number | Text – to – Self  Text – to – Text  Text – to – World  Prompts: This reminds me of…  I wonder…  I visualize…  I am confused because…  I predict…  This is important because…  I believe…  This quote exemplifies… |
| *It sucks to be poor, and it sucks to feel that you somehow deserve to be poor. You start believing that you’re poor because you’re stupid and ugly. And then you start believing that you’re stupid and ugly because you’re Indian. And because you’re Indian you start believing you’re destined to be poor. It’s an ugly circle and there’s nothing you can do about it. (Absolutely True Diary of a Part-time Indian, Sherman Alexie, Chap. 2, paragraph 53)* | Text – to – Self/World Connection  This quote reminds me of when I studied cyclical poverty and when I worked with the hotel population in Denver. I saw how generations of people lived in poverty and believed that it was their fate to be poor because everyone they knew was also poor. They believed that there was no way out of their situation because they had no model of anyone who ever got out of that situation. They lived day to day and were one crisis away from living on the streets. In ATDPTI, Jr. demonstrates how deep-seated beliefs can negatively impact one’s sense of worth. |

# Active Reading Strategies

## Coding

As you read, complete the following (I change these depending on what skill we are working on at the time. I don’t do all of these at once):

1. Highlight or underline parts in the text that are confusing. Put a question mark in the margin.
2. Mark at least 5 places in the text with BK. In the margin next to the words, describe the connection. T-S, T-W, T-T, etc.
3. Mark at least 5 places in the text with a star that help you visualize the situation. In the margin, write which of your senses is engaged in the image.
4. Using the green, yellow, and pink colored pencils – underline the main idea in green, a supporting detail in yellow, and the examples or evidence of those details in pink.
5. Indicate 3 examples of fact or opinion in the margin. Write F for fact and include the signal word(s) you used to determine that. Write O for opinion and write the signal word(s) you used to determine your note.
6. Indicate 5 relationships you find in the text and the signal words you used to determine the relationship: Compare/Contrast (C/C), Cause/Effect (C/E), Example (E)

## Sticky Notes

I do the same strategy using different colored sticky notes. Sometimes students won’t want to mark on their text, so I teach coding with sticky notes. I also use sticky notes to teach students to preview the text and read the questions first. I have them read the questions and color-code the questions. Then I have them read the section and put that color of sticky note on a place they believe will answer that question without stopping the flow of their reading.

## Questioning Strategy

See Types of Questions Handout

Types of Questions

Comprehension (Hypotheses, Explanations, Examples, Definitions)

What was the main idea...?What do you predict...?

How would you write \_\_\_\_\_\_\_\_\_in your own words?

Elaborate on \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

How would you generalize \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

How would you compare \_\_\_\_\_\_\_\_\_\_\_? How would you contrast \_\_\_\_\_? Can you write a brief outline...?Who do you think...?Who was the key character...?Distinguish between...?What differences exist between...?Can you provide an example of what you mean...?Can you provide a definition for...?

* Potential Verbs to use with application questions

Explain, interpret, outline, discuss, distinguish, predict, restate, translate, compare/contrast describe, paraphrase, describe, summarize, infer, illustrate, elaborate, clarify

Application (This is your BK thinking)

Do you know another instance where...?How would you demonstrate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Could this have happened in...?What actions would you take to perform \_\_\_\_\_\_\_\_\_\_\_\_?

How could you develop\_\_\_\_\_\_\_\_\_?

How would you present\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Can you group by characteristics such as...?What factors would you change if...?Can you apply the method used to some experience of your own...?What questions would you ask of...?From the information given, can you develop a set of instructions about...?Would this information be useful if you had a ...?

* Potential verbs to use with application questions

Acquire, adapt, manipulate, organize, apply, develop, delineate, exhibit, sketch, dramatize, practice, produce, solve, show, use, illustrate, construct, complete, examine

Analysis (Cause/Effect, Compare/Contrast, Problem, Implications, Consequences, Relationships)

I wonder…

Which events could have happened...?If ... happened, what might the ending have been?How was this similar to...?What was the underlying theme of...?What do you see as other possible outcomes?Why did ... changes occur?Can you compare your ... with that presented in...?Can you explain what must have happened when...?How is ... similar to ...?What are some of the problems of...?Can you distinguish between...?What were some of the motives behind...?What was the turning point in the game?What was the problem with...?

* Potential verbs to use with analysis questions

Distinguish, examine, compare, contrast, investigate, categorize, identify, explain, separate advertise, analyze, categorize, divide, monitor, differentiate, outline, dissect

Synthesis (Perspectives, Elements, Order- Bring together parts of knowledge to form a whole and build relationships for new situations.)

Can you see a possible solution to...?If you had access to all resources how would you deal with...?Why don't you devise your own way to deal with...?What would happen if...?

What facts can you gather \_\_\_\_\_\_\_\_\_\_\_\_?

Predict the outcome if \_\_\_\_\_\_\_\_\_\_\_\_.

How would you explain the reason \_\_\_\_\_\_\_\_\_\_\_\_\_\_?

What alternative would you suggest for \_\_\_\_\_\_\_\_\_\_?

* Potential verbs to use with synthesis questions

Create, invent, compose, predict, plan, construct, design, imagine, hypothesize, propose, devise, formulate, grade, evaluate, summarize, relate, recommend, influence, judge, prioritize

Evaluation (Importance, Effectiveness, Relevance, Validity, Accuracy, Quality)

Is there a better solution to...?Judge the value of...Can you defend your position about...?

What conclusions can you draw from?

Do you think ... is a good or a bad thing?How would you have handled...?What changes to ... would you recommend?Do you believe?Are you a ... person?How would you feel if...?How effective are...?What do you think about...?

* Potential verbs to use with evaluation questionsSelect, choose, decide, justify, debate, verify, argue, recommend, assess, discuss, rate, prioritizedetermine, integrate, judge, summarize, synthesize, test, write, develop, formulate, integrate, connect, concoct, compose, compile

Resources

Dalton, J. & Smith, D. (1986) “Extending Children’s Special Abilities – Strategies for primary classrooms”  pp36-7, from <http://www.teachers.ash.org.au/researchskills/dalton.htm>

Lujan, Michael L., Critical Thinking : Mentoring Minds The Critical Thinking Source <http://www.mentoringminds.com/store/Critical-Thinking/Critical-Thinking-Wheel/Critical-Thinking-Wheel/45>



I use the Types of Questions handout to guide students into actively reading by continuously checking for a deeper understanding.

I scaffold the use of the questions and then eventually have the students asking each other different types of questions. I start by using pictures and videos before using text. (I left out the Knowledge questions because I hope they are understanding at the Knowledge level through the coding strategies.)

### Strategies with questioning

1. Give think time before discussion, responses, etc.
2. Have students develop the questions, exchange them, and answer each other’s questions
3. Direct instruction about different types of thinking skills and how the different types of questions foster different types of thinking skills.
4. Journaling- give different types of questions and have them journal to practice different types of thinking.
5. Numbered Heads Together- students number off in their teams so each teammate has a different number. The teacher asks a question and provides think time. Students then put their “heads together” to discuss the question. The teacher then calls a number. The student with that number shares with the class what his or her team discussed.
6. Jigsaw Questions- Have students in teams of four number off from one to four. Students with the same number go to a corner of the room to develop a predetermined number of questions about the topic. Each group focuses on a different type of thinking. When students return to their team, they share with the rest of the team and answer each of the types of questions.

Cooperative Learning Strategies- (Kagan’s basic principles of Cooperative Learning include: positive interdependence, Individual Accountability, Equal Participation, Simultaneous Interaction)

Resources:

Kagan Cooperative Learning Structures- <http://www.kaganonline.com>

Gallagher, Kelly. Deeper Reading: Comprehending Challenging Texts, 4-12. Stenhouse Publishers. Portland, ME. 2004.

1. Simultaneous RoundTable- In teams, students each write a response on their own piece of paper. Students then pass their papers clockwise so each teammate can add to the prior responses.
2. Numbered Heads Together (same as above)
3. Talking Chips- During a discussion, teammates place their chip in the center each time they talk. They cannot talk again until all team members have placed a chip.
4. Think-Pair-Share- Answer the question individually, pair up, then share
5. Carousel – Teams rotate from project to project to provide feedback to other teams on posters or forms.

# Visualization and Imagery Strategy

For the longer works we read, we determine the major themes expressed in the text. We make posters with each of the themes that I bring to each class. As we read and discuss the text, students have the opportunity to add to the poster whenever they have a realization or a deeper understanding of the theme. Students have the creative license to add to it in whatever way they wish, for example:

* Illustrations/drawings
* Quotes
* Paintings
* Poems
* Pictures
* Dramatizations
* Written explanations
* Questions
* Character charts