

# Double Entry Reading Log

The purpose of a double entry reading log is to help students understand and remember what they read. The log can be used in any subject. It asks them to note in writing those aspects of their reading that strike them in some way, perhaps something they question or don't understand or something they agree or disagree with. Then once they have noted that part, they are asked to react to it, to reflect upon it, to question it, to think about how it is related to other parts of what they are reading or to something outside the text. The two sides of the double-entry reading log represent a dialogue between the student and the reading.

The reading log is usually configured in the following way:

Directions for students:

Divide a page lengthwise into two columns.

At the top, write the date, the title/chapter of the reading, and the author if appropriate.

In the left column, write a quote from the reading. (If it's a longer piece of writing, including the page number may be useful.)

Then in the right column, write your reaction to that entry.

**The following are ideas to help you begin. Not all areas need to be addressed.**

Reading Notes	Reflection Notes
1. Quote directly from the reading: words, phrases or sentences that for you clearly suggest meaning or that you simply like.	1. Comment on a direct quote. Explain why you found it significant or enjoyable. Or paraphrase it.
2. Write down anything you find challenging or different: any image or idea, or way of saying something that strikes you in some way.	2. Explain why you found something challenging or different. Analyze it.
3. Write down any parts you don't understand or parts you have questions or problems with.	3. Try to explore anything that confuses you or gives you trouble. Write your question(s). You don't have to answer the questions, just try to figure out what the questions are. Or challenge the point being made: argue.
4. List words whose meanings you don't know for sure.	4. Consult a dictionary and write definitions of words you don't know.
5. If you to, draw pictures or diagrams to help you understand the reading.	5. Explain your drawings to achieve further understanding of the reading.
	6. Make closing comments about the reading as a whole.

When first presenting this strategy to students, teachers may want to model the process on the board or overhead. The number of comments in any given log may be determined by the length of the passage being read and/or by the requirements of the teacher. Further, after such entries, students should be encouraged to share some of what they wrote with other students, either with partners or in small groups. Then notable parts or still unanswered questions may be shared with the entire class for additional clarification and emphasis. It's probably unnecessary for the teacher to collect and read all the entries, but instead make only a cursory check that the work is done. (In some classes this may be included as a journal entry. In other classes a collection of these double entry journals be serve as the student's reading log to be included in the showcase portfolio.)

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