

Double-Entry Journals

What's the purpose of a double-entry journal?

The purpose of double-entry journal (DEJ) is to give students an opportunity to express their thoughts and become more involved with the material they encounter. Double-entry Journals can be used for both articles and listening that are assigned in class.

How does it work?

Students will divide their pages into two with a vertical line down the center. On the left side, they will copy down short quotes from the original text that they find interesting in some way. In the right column, they will write their personal responses to the quotes on the left.

What should they write?

Write their reactions to the quote that they chose. Their reactions can include their own opinions, disagreements, interpretations, events in their lives that the quote reminds them of, comments about grammar, and guesses about the meaning of new words. In effect, they are talking back to the author or speaker as they write their responses.

How is a DEJ helpful?

Double-entry journals allow students to pick out the parts that THEY think are important, and to ask the questions that They have, instead of doing exercises that the teacher made up. Doing their reading this way will help to improve their comprehension and vocabulary. It will also help them remember the material better.

Double Journal Entry

| LEFT | RIGHT |
|---|---|
| Drawings, notes, diagrams, observations, word clusters, focused free writes, webs, predictions; unknown vocabulary, etc. go on the left-side of the DEJ. (These items are the unknown components of a lesson - in other words, they are the guesses - the "uncooked" elements that go into a lesson.) | The right-side is reserved for the "cooking" of new information. This is the side that gets the processing or the FIX-Up part of the DEJ. |

The double entry journal serves for all the disciplines. "Thinking begins with perception: all knowledge is mediated." Putting those thought on paper is processed learning.

These tips might help you get started:

1. Sometimes you may want to give prompts to be written on the left-side.
 2. You may want to use separate spiral notebooks for each subject or you may have students tab certain parts for certain subjects.
 3. The double entry journal can be used to set goals, test hypothesis, extend concepts and evaluate new information.
 4. The double entry journal can also serve as a basis for longer pieces that evolve during writing workshop.
 5. When students articulate connections, they learn and understand information better. The double entry journal quickly tells teachers what students have or have not learned.
 6. In doing any research projects, the double entry journal serves as a place to set their own research goals, form questions to which they would like answers, and take notes in answer to their questions.
 7. The double entry journal can serve as a "holding tank" for data to be used later on.
-

RUBRIC FOR JOURNAL/RESPONSE LOG

This rubric is based on a response of anywhere from 50-100 words for each entry. The entries must reflect a good understanding of reading skills and strategies such as prediction, character analysis, understanding of plot etc.

| | | | | |
|----------|--|--|--|---|
| 4 | Demonstrates a complete understanding and interpretation of text evidenced by a wide variety of reading skills and strategies in the responses. | Writes a substantial number of responses, completing or going beyond the required amount. | Responses are thorough and thoughtful. | Exhibits a level of comprehension that extends beyond the literal to the personal, critical, evaluative responses. |
| 3 | Demonstrates adequate understanding and interpretation of text evidenced by some variety of skills and strategies in the responses. | Writes an adequate number of responses, completing only the required amount. | Responses are fairly thorough and are thoughtful. | Exhibits a level of comprehension that extends beyond the literal to the personal with some critical responses. |
| 2 | Demonstrates some understanding and interpretation of text evidenced by little variety of reading skills and strategies in the responses. | Writes a limited number of responses. | Some responses are incomplete or irrelevant. | Exhibits a level of comprehension that is mostly literal or personal, with few critical responses. |
| 1 | Demonstrates very limited understanding and interpretation of text evidenced by no variety of reading strategies in the responses. | Writes very few responses. | Many responses are disjointed incomplete or irrelevant. | Exhibits a level of comprehension that is mostly literal with some personal responses, and no critical responses. |

Different Ways to Keep a Double Entry Journal

| Left Hand Side | Right Hand Side |
|---|--|
| Quotes from the text | Visual commentary (drawings, visual analogies, doodles) |
| Quotes from the text | Written reactions, reflections, commentary, musings (“Hmmm...”) |
| Quotes from the text | Connections <ul style="list-style-type: none"> ➤ Text to text ➤ Text to Self ➤ Text to world |
| Observations, details revealed by close reading | Significance |
| What the text says... | Why the text says this... |
| Questions: “I wonder why...” | Possible answers: “Maybe because...” |
| Quotes from texts | Questions (Clarifying & Probing) |
| Quotes from texts | Social Questions (Race, class, gender inequalities) |
| Quotes from texts | Memories |
| Quotes from texts | Naming Literary or Persuasive (Rhetorical) Techniques |

Resources:

- *[Resource:Dialogic Reflection: A New Face on an Old Pedagogy](#)
- *[Resource:Double Journal Entry](#)
- *[Resource:Double Entry Journal](#)
- *[Resource:Two Column Notetaking](#)
- *[Resource:Cornell Two Column Notes](#)

