

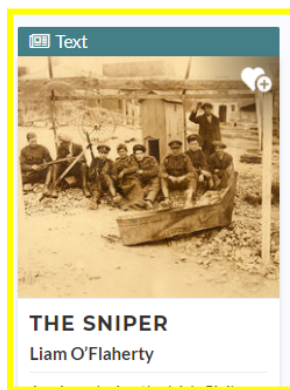
Student's Name: _____

Date: _____

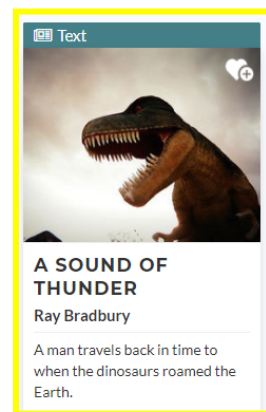
Title: Double-Entry Journal for *Short Stories*

Step 1: Choose one of the following short stories to engage with.
Read the short story carefully.

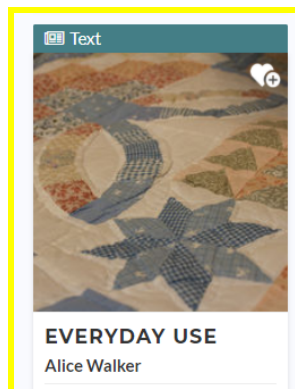
Short Stories Choice Menu



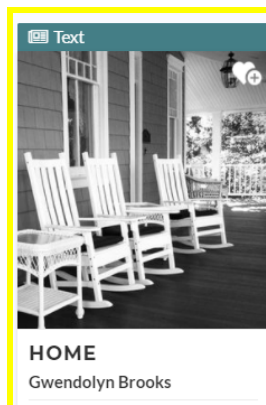
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Step 2: During and after your reading of the short story, you can use the close reading journal below to keep track of your use of the close reading strategies.

Double Entry Journal		Date:
Title of the Text:		Author:
Quote From the Text	'My Notes'	
<p><i>How to Use this Column...</i></p> <p>If your quote from the text is around 1-4 sentences, you can copy/paste the quote into the space provided in this column (or write it down by hand if you are working with this journal in paper format)</p> <p>If the quote is a very large section of text, you can write down the paragraphs that you are referring to in this column.</p> <p>Eg. Paragraphs 5-8</p>	<p><i>How to Use this Column...</i></p> <p>In this column, you can 'show your thinking' based on one of the reading strategies featured below.</p> <p>Eg. If you chose the 'visualizing strategy', your notes might start with something like 'in this section of text, the imagery that I had in my mind was...'</p> <p>Or, if you chose the 'summarizing strategy', your notes might start with, 'my summary of this section of text, in my own words, is...'</p>	
Entry 1		

Entry 2

Entry 3

Entry 4

Entry 5

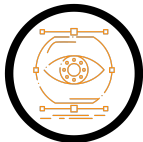
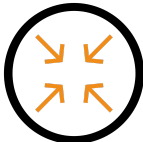


Entry 6



Entry 7

Entry 8

Entry 9

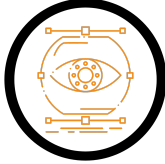
'The Featured Reading Strategies'

	<i>Description:</i>	<i>Questions you might be asking yourself:</i>
 <p>Visualizing</p>	<p>Visualizing refers to our ability to create pictures in our minds based on text we read or words we hear. ...</p>	<p>-What is the movie in my mind while I am reading this?</p> <p>-What images do I picture in my mind when reading this?</p>
 <p>Summarizing</p>	<p>Summarizing means identifying the main idea and most important facts, then writing a brief overview that includes only those key ideas and details.</p>	<p>-What are the main ideas in this section of text?</p> <p>-What are the big ideas in this section of text?</p> <p>-How could I describe this section of text in my own words?</p>
 <p>Making Connections: Text to Self</p>	<p>This strategy involves making connections and links between the text and an aspect of your own lived experiences.</p>	<p>-What does this part of the text remind me of, in my own experiences?</p> <p>-How is this part of the text similar to something you have gone through or can relate to?</p>
 <p>Making Connections: Text to World</p>	<p>This strategy involves making connections and links between the text and your knowledge of the world. Our knowledge of the world comes from conversations we have had, media we have interacted with (podcasts, shows, films, etc.), places we have been, etc.</p>	<p>-Does this part of the text remind me of something I have read, heard, or seen?</p> <p>-Does this part of the text remind you of a similar event or situation somewhere else in the world?</p>


 <p>Interpreting and Inferencing</p>	<p>This strategy involves 'reading between the lines' and making inferences about different possible meanings, in the text.</p>	<p>-What kind of idea do I think the author was trying to communicate in this section of text?</p> <p>-What do I think the passage of text 'means' and why do I think that?</p> <p>-What is the 'tone' or feeling of this section of text? How did the author create that tone?</p>
 <p>Determining Importance</p>	<p>In short, determining importance means that the reader focuses on what's most important in the text so that he/she can develop deeper meaning and overall understanding of the text.</p>	<p>-In this section or part of the text, what do I think is the most important 'part'? Why do I think this?</p>

Single Point Rubrics for Student Self-Assessment and Teacher Feedback

*The teacher and students can choose one or more than one of these to work in... depending on which strategies the students are working on in their close reading journal entries.

Single Point Rubric: Visualizing		
Area(s) of Strength	Strategy Description:	Area(s) for Development and Next Steps
Student Reflection:	 <p>Visualizing refers to our ability to create pictures in our minds based on text we read or words we hear. ...</p> <p><i>Learning Goal Statement:</i></p>	Student Reflection:
Teacher Feedback:	<p>-To be able to form images in my mind during and after reading a text...</p>	Teacher Feedback:

Single Point Rubric: Summarizing

Area(s) of Strength	Strategy Description:	Area(s) for Development and Next Steps
Student Reflection:	 <p>Summarizing means identifying the main idea and most important facts, then writing a brief overview that includes only those key ideas and details.</p>	Student Reflection:
Teacher Feedback:	<p>Learning Goal Statement:</p> <p>-To be able to summarize a section of text, using my own language....</p>	Teacher Feedback:

Single Point Rubric: Making Connections - 'Text to Self'

Area(s) of Strength	Strategy Description:	Area(s) for Development and Next Steps
<p>Student Reflection:</p>	<div data-bbox="821 474 987 638" data-label="Image"> </div> <p>This strategy involves making connections and links between the text and an aspect of your own lived experiences.</p> <p>Learning Goal Statement:</p> <p>-To be able to make connections between the text and my own lived experiences...</p>	<p>Student Reflection:</p>
<p>Teacher Feedback:</p>		<p>Teacher Feedback:</p>

Single Point Rubric: Making Connections - 'Text to World'

Area(s) of Strength	Strategy Description:	Area(s) for Development and Next Steps
<p>Student Reflection:</p>	<div data-bbox="824 472 987 640" data-label="Image"> </div> <p>This strategy involves making connections and links between the text and your knowledge of the world. Our knowledge of the world comes from conversations we have had, media we have interacted with (podcasts, shows, films, etc.), places we have been, etc.</p> <p><i>Learning Goal Statement:</i></p>	<p>Student Reflection:</p>
<p>Teacher Feedback:</p>	<p>-To be able to make connections between the 'text' and 'the world'</p>	<p>Teacher Feedback:</p>

Single Point Rubric: Interpreting and Inferencing

Area(s) of Strength	Strategy Description:	Area(s) for Development and Next Steps
<p>Student Reflection:</p>	<div data-bbox="818 470 992 642" data-label="Image"> </div> <p>This strategy involves 'reading between the lines' and making inferences about different possible meanings, in the text.</p> <p><i>Learning Goal Statement:</i></p> <p>-To be able to make inferences and interpretations of sections of text</p>	<p>Student Reflection:</p>
<p>Teacher Feedback:</p>		<p>Teacher Feedback:</p>

Single Point Rubric: Determining Importance

Area(s) of Strength	Strategy Description:	Area(s) for Development and Next Steps
<p>Student Reflection:</p>	<div data-bbox="829 413 980 567"></div> <p>In short, determining importance means that the reader focuses on what's most important in the text so that he/she can develop deeper meaning and overall understanding of the text.</p> <p><i>Learning Goal Statement:</i></p> <p>-To be able to determine the most important aspects of a particular section of text.</p>	<p>Student Reflection:</p>
<p>Teacher Feedback:</p>		<p>Teacher Feedback:</p>