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Sincerely,
Karen Haag

Double Entry Journals (Cornell Notes)

Ann Berthoff wrote the first essay on double entries in her book *The Making of Meaning*. She points out how double-entry journals push students to think more deeply in specific directions.

Dr. Robert Marzano lists these journals as one of his top 5 strategies for improving instruction immediately. When speaking in Charlotte, Marzano said, "Trying to write about an idea helps students understand it. In fact, students probably cannot understand a concept unless they can write it in their own words. Anything you know really well, you have language AND a visual for. Double entry journals take a lot of time but have a HUGE IMPACT on long-term memory."

Over the years, I created double entry headings to point students in specific directions. I also gathered a variety of double entry journals from reading *Nonfiction Matters*, *Strategies In Use*, *Reading With Meaning*, and *The Comprehension Toolkit* that I share with you here. Most are 2 columns but some are three.

For connections, students might investigate:

What is Unknown/What is Known/ My Guess
Literary feature/What I Know About The Text as a Result
What the text is about/What the text makes me think about
Writing style/What author?

For questions:

Notice/Wonder
Wonder/Text or picture
Quote-Retell-or-Summarize/Question
Question/Answer/New Question
Confused/How I Got Unconfused

For visualization:

Quote-Retell-or-Summarize/Drawing
Words on the page/Mindmap
Details/Visualization/New Insight

For inferring:

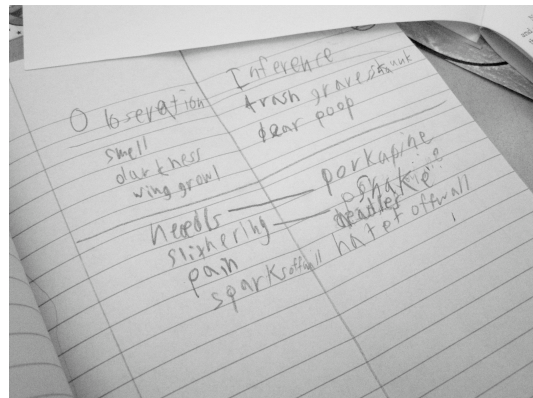
Facts/Opinion
Quote/Inference
Quote-Retell-or-Summarize/Prediction
Cause/Effect
Details/Characterization
Quote-Retell-or-Summarize/Theme

For determining importance:

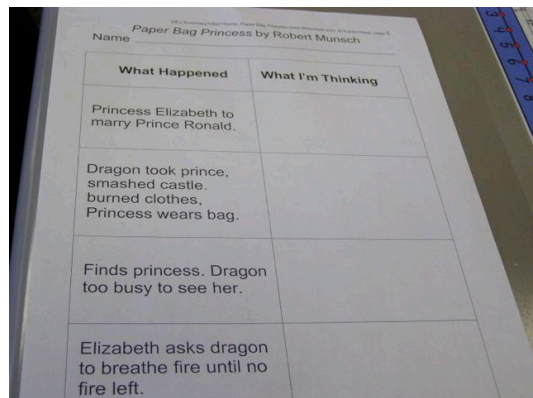
Details in Paragraph/What's Important
Most Important Idea/Explanation Why
Main Idea/Details
Quote-Retell-or-Summarize/Main Idea
Feature of Text/Purpose
Evidence for/Evidence against
Important/Most Important
Argument/Details to support argument

For Synthesis:

My Thinking/New Information/My New Thinking
Opinion Before Reading/My Opinion After
Quote-Retell-or-Summary/New Idea
Facts/Question/Response
Quote/Personal Response
What I Used to Think/What I Think Now
Retelling or Summary/Generalization
Retelling or Summary/Pattern
Retelling or Summary/Lessons Learned



Intermediate student stops and thinks, & records observations and inferences.



Scaffold primary students. Teacher writes what happened. Student writes what I'm thinking.

Be Willing to Change Your Mind

Evidence	Inference
<ul style="list-style-type: none"> find place, some place, taiwan NTs (N.C.) everybody has them blue, red, green pretty 	<ul style="list-style-type: none"> sleep notes (letters) states flag flower clothes
<ul style="list-style-type: none"> visitors have to use them 	<ul style="list-style-type: none"> nametags shoes cell phone house food
<ul style="list-style-type: none"> hotels travelling bank 	<ul style="list-style-type: none"> money

NTs by Karen Haag

When I went to Taiwan the first thing I did was find a place to get some NTs. Everybody has them in Taiwan. They really are quite pretty. They come in several colors - blue, red and green.

Everybody in Taiwan uses NTs so as visitors we had to use them, too. You can get NTs in a variety of places but you get charged different amounts depending on where you get them. The most popular places to get them are at your hotel or a

The most amazing thing is that \$100 in American money is the same as about \$10,000 in NTs! When you exchange your American dollars for your first stash of NTs, you feel very rich!

I model the big idea, "Be willing to change your mind when confronted with new information."

The text is cut because I am showing only one section at a time. Students record evidence that leads them to infer. Text is thoughtfully chosen so that students will think one thing at the beginning and change their mind by the end.

<p>p. 21 +1</p> <p>Because of the scarcity of water,</p>	<p>Q use rion</p> <p>Why was water scarce? Any ideas why?</p> <p>Q use rion</p>
<p>p. 24 +2</p> <p>when a shoe hit him on the head.</p>	<p>I think maybe the shoes were hanging in a tree. Idea - synthesis! ☺</p>
<p>p. 25 +1</p> <p>The cot smelled like sour milk.</p> <p>(+6)</p>	<p>Why did the cot smell like someone poured sour milk over it? Q use rion</p> <p>What's your thinking about this?</p>

You can obviously assess thinking by analyzing DEJs. You can also grade them. Students give me their best example. This is a Notice-Wonder DEJ. I gave 1 point for each Notice and 1 point for each Wonder for a total of 6 possible points. You can also grade using a rubric, which you can download from this Website page.