

TRIPLE ENTRY JOURNALS

(High School English)

What is it?

A Triple Entry Journal is a three-column response chart that is designed to assist readers in recording ideas, reflections and conclusions as they engage in evidence-based thinking with a text. You may have met the Triple Entry Journal's close cousin, the Double Entry Journal. They are both a variation on a theme and have a common purpose. The purpose of these response and recording charts is to promote an active, metacognitively aware approach to reading. As readers engage with a text, they consider how textual evidence might be mapped to inferences and conclusions. All readers, no matter their reading level, can use this practice. It can be used with any text-type and with any level of text as the focus. You can use the Triple Entry Journal to suit any reading purpose/task (e.g. finding information about a character, making an inference about an author's ideology, or generating adjectives that a science text uses to describe a character's features).

Why is it Important?

Learners gain powerful cognitive benefits by examining and consciously reflecting on knowledge and ideas in a text (Miller & Veatch, 2010). Readers utilise writing in the Triple Entry Journal to explore ideas and focus on supplying evidence for their thinking. As readers use both analytic reading and writing in the thinking process, the information is processed at a deeper level. This has been shown to improve comprehension of material and enhance understanding of content (Marzano, 2010). Using Triple Entry Journals during reading helps readers to maintain attention to texts and monitor their own understanding as they read. In addition, as they analyse a text in a focused manner, they organise their responses and reflections in a way that helps them recall more information later.

Things to consider before starting

- Triple Entry Journals are useful tools for helping students reflect on their reading

processes. They are also useful in helping students store information that they need to learn or for later use.

- Before you set a Triple Entry Journal task, you will need to analyse the thinking task that students are to complete, ensuring the columns in the journal are named accordingly. For example, if you want students to think more deeply about how to make inferences about ideas when reading a text then the columns might be labelled 1) Words in the Text, 2) My Own Thinking/ My Connections and 3) My Inference. By naming the columns in this way, you are structuring the task so that students slow down and go systematically through the steps of making an inference.
- Making inferences is only one way to use a Triple Entry Journal. The template on page 4 is designed to allow you to design your own thinking tasks for students to reflect on. It can be copied and laminated for repeated use or simply drawn in student workbooks.

Steps in a Triple Entry Journal Session

1. Select target group for instruction. It could include the whole class if you want to introduce a new idea or consolidate already taught skills.
2. Decide on your teaching focus (e.g. collecting and reflecting on reasons for social and cultural change, identifying verifiable facts in historical accounts of an event, making inferences about a subject's perspective in a primary source document, probing the validity of documentation used to support a political initiative, asking and answering questions as they arise in a text).
3. Introduce the focus text. Explain the learning intention and the expectations for task completion and later discussion to promote accountability.
4. Model (if necessary) the decision-making involved in using the three columns of the journal. Be very clear about what they should record in each column. The columns should mirror the kinds of thinking you want them to do (e.g. if you want them to ask and answer questions using text information then you need a question column, an answer column and a textual evidence column). Model how to do the thinking before setting students to work.
5. Allow students 20-30 minutes to engage in the task in sustained attention. Circulate, questioning, prompting and guiding thinking. Check for success as they work.
6. Gather students together for a discussion of both the text and for a reflection on

reading strategies. Discussion topics could include: What was difficult about the task? Which parts of the text presented problems and why?

More ideas for Triple Entry Journals in English

1. Prepare for writing a research report by locating and reflecting on facts presented in an information report or factual description.

Facts presented	My own thinking	Further questions or research needed
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2. Investigate the use of effective communication strategies in a persuasive speech linking examples of strategies to their effects on a reader.

Examples from the speech	Type of communication strategy	Intended effects on listeners and viewers
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3. Investigate how themes are developed through repeated reader encounters in literary texts.

Example from the text	What this shows readers	Theme
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4. Explore the relation between existing and new knowledge while reading.

Idea	What I already knew about this	What I learned
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5. Examine closely the different types of visuals used in a multimodal text such as an explanation or procedure.

What is the visual?	What is it communicating?	How effective is it in creating deeper understanding?
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References

Harvey S., & Goudvis A. (2007). *Strategies That Work: Teaching Comprehension for Understanding and Engagement* (2nd ed.). Portland, U.S.A: Stenhouse Publishers.

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement* McREL: Danvers, USA: ASCD publications.

Miller, M., & Veatch, N. (2010). Teaching literacy in context: Choosing and using instructional strategies. *The Reading Teacher*, 64(3), 154-165.



Triple Entry Journal

Name:

Date:



