**Double and Triple Entry Journals**



Educators can use double and triple entry journals to encourage writing in the classroom and to drive students' thinking processes. They are tools that can help scaffold writing and learning to empower students as they become metacognitive learners. The attached examples have been taken from the following sources:

* Reading Apprenticeship™
* When Kids Can’t Read by Kylene Beers
* Reader’s Handbook from Great Source
* Lucy Calkins
* Advanced Placement Workshop

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Double Entry Journal

|  |  |
| --- | --- |
| Notes From The Text  (What’s in the Book) | Notes From My Mind  (My Response) |
|  |  |

Double Entry Journal

|  |  |
| --- | --- |
| Theme  (Provided by Teacher) | What In The Text  Supports The Theme |
|  |  |

Double Entry Journal

|  |  |
| --- | --- |
| Problem | Solution |
|  |  |

Double Entry Journal

|  |  |
| --- | --- |
| Quote | My Thoughts |
|  |  |

Double Entry Journal

Critical Reading Chart

|  |  |
| --- | --- |
| Question | My Thoughts |
| Is the main idea or viewpoint clear?  What evidence is presented?  Are the sources authoritative and reliable?  Is the evidence convincing?  Is there another side of the story? |  |

Double Entry Journal

Inference Chart

|  |  |
| --- | --- |
| Text | What I Conclude |
|  |  |

Double Entry Journal

|  |  |
| --- | --- |
| What Do I Know | How Do I Know It |
|  |  |

Triple Entry Journal

Interpretation Chart

|  |  |  |
| --- | --- | --- |
| Which  Text | Immediate Reaction  (After Reading Text) | Reaction After Reflection  (After Class Discussion) |
|  |  |  |

Triple Entry Journal

Paraphrase Chart

|  |  |  |
| --- | --- | --- |
| Lines | My Paraphrase | My Thoughts |
|  |  |  |

Triple Entry Journal

Evaluating Author’s Purpose

|  |  |  |
| --- | --- | --- |
| Author’s Purpose | Questions to Ask | My Thoughts |
| Explain  Entertain  Persuade  Enlighten | Have you learned something helpful as a result of the reading?  Did you enjoy the selection?  Did it make you laugh or cry?  Would you recommend it to ot  Have you changed your mind as a result of the reading?  Did the reading help you think about a topic or idea in a new way? |  |

Triple Entry Journal

Argument Chart

|  |  |  |
| --- | --- | --- |
| Viewpoint | Support | Opposing Viewpoint |
|  |  |  |

Triple Entry Journal

Metacognitive Chart

|  |  |  |
| --- | --- | --- |
| What I Thought I Knew… | What I Now Know | How I Know It |
|  |  |  |

Triple Entry Journal

Metacognitive Chart

|  |  |  |
| --- | --- | --- |
| My Prior Knowledge | I Saw in the Text | My Revised Schema |
|  |  |  |

Triple Entry Journal

Metacognitive Chart

|  |  |  |
| --- | --- | --- |
| What I Know About This Section of the Text  (Summary or Explanation) | The Text  (With My Notes, Highlights, and Conversation) | How I Figured Out What I Know  (Strategies I Used) |
|  |  |  |

Tacking My Understanding of New Concepts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key Concept | My Understanding Before Doing the Reading | New Ideas and Examples from the Reading (Evidence from the Text) | My Revised Understanding from the Reading | How Did I Arrive at this New Understanding? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

(Copy for Practice)

Double Entry Journal

|  |  |
| --- | --- |
| Notes From The Text  (What’s in the Book) | Notes From My Mind  (My Response) |
|  |  |

Metacognitive Prompts

Have the students respond to only ONE of the following prompts after reading

While I was reading:

* + I got confused when . . .
  + I was distracted by . . .
  + I started to think about . . .
  + I got stuck when . . .
  + The time went quickly because . . .
  + A word/some words I didn’t know were . . .
  + I stopped because . . .
  + I lost track of everything except . . .
  + I figured out that . . .
  + I first thought . . . but then I realized . . .

Reading for Understanding, Schoenbach, Greenleaf, Cziko, & Hurwitz, pp. 67 – 68

**More Prompts**

* I noticed …, so I predict ...
* I assume ...
* This is probably like …
* I wonder what will happen if …
* I wonder why …
* I don’t think …
* I’m wondering if …
* I think … has something to do with ...
* When I did that, … happened
* Maybe …
* If …, maybe …
* Now I think I’m going to do … again
* On a scale of 1-10, my reading was a \_\_\_\_\_\_\_today because . . .
* I stayed focused on my reading today because . . .
* I got stuck/distracted/confused by \_\_\_\_\_\_\_ today, so I used \_\_\_\_\_\_\_ to help me understand . . .
* I had trouble with this quote/paragraph/chapter because . . .
* My reading made me think of \_\_\_\_\_\_\_because . . .
* I got upset/angry/disappointed/happy/sad while I read today because . . .
* Based on what I read today I predict \_\_\_\_\_\_\_will happen because . . .