

Sample Dialectical Journal: *Night*

Source Material (Provide a direct quotation or paraphrase and a parenthetical citation)	Page #	Respond, Analyze, and Evaluate (Why do you find this passage interesting or important?)
<p>(What are you analyzing?)</p> <p style="text-align: center;"><i>Simile</i></p> <p>“The snow was like a carpet, very gentle, very warm” (83).</p>	83	<p><i>I can picture the man standing in the concentration camp, watching the snow blanket the ground. It is silent there. The snow-covered ground is smooth and soft. Wiesel describes the snow as being “gentle” and “warm.” This comparison is not what one would expect. Standing barefoot in the snow would be very painful. The cold would cut deep into one’s feet. So why does he say it is warm? Maybe his feet are frozen, numb to the pain. Perhaps the snow provides insulation from night’s bitter cold. This comparison creates a sense of peace, a moment without terror and fear. It is as if he is home again, safe and warm. 111 words</i></p>
<p>(What are you analyzing?)</p> <p style="text-align: center;"><i>Personification/ Internal Conflict</i></p> <p>“Death wrapped itself around me till I was stifled. It stuck to me. I felt that I could touch it. The idea of dying, of no longer being, began to fascinate me. Not to exist any longer” (82).</p>	82	<p><i>This is a sad moment for Elie. He has fought to survive, but cannot fight any longer. I can’t imagine being fourteen and wanting to die. I can’t imagine being fourteen and losing my family, my dignity, my soul. What a tragedy. In this passage, Wiesel personifies death to show the control it has over those who are suffering in the camps. In this case, Death silences Elie, overpowering his will and subduing his hope of survival. Elie is conflicted. He wants to survive. He wants to take care of his father. But he doesn’t know how much more he can take. This is important because we see that Elie has reached a breaking point. Death has come for him so many times but has failed. This time, however, Elie is too tired to run, too tired to fight. He has had enough. Death is offering a gift—an escape from this hellish existence. 153 words</i></p>

Focus your entries on the following literary elements.

- * Motif
- * Internal and external conflict
- * Symbolism and theme
- * Literary devices and strategies (for example, simile, metaphor, imagery, personification, repetition, etc.)

How To Write A Dialectical Journal

Patricia M. McKeague



How To Write A Dialectical Journal:

Orca Currents Resource Guide Kate Hill, Susan Grege, 2009-09-01 Orca Soundings are teen novels for reluctant readers Orca Currents are middle school novels for reluctant readers Written at a grade 2 0 to grade 4 5 reading level these compelling contemporary novels have proven incredibly popular with teachers and librarians looking for material that will engage their most reluctant of readers Orca has always provided professionally written teachers guides to accompany these books Now we offer a complete resource guide to enable classroom integration of these popular titles Including sections on reading levels book discussion groups literacy circles assessment and follow up activities this resource guide enables a teacher to implement the Orca Soundings and Orca Currents series as part of a comprehensive independent reading and literacy unit *Orca Soundings Resource Guide* Susan Geye, Janice Reynolds, 2009-09 New Resource Guides available for Hi Low fiction from Orca Book Publishers Orca Soundings are teen novels for reluctant readers Orca Currents are middle school novels for reluctant readers Written at a grade 2 0 to grade 4 5 reading level these compelling contemporary novels have proven incredibly popular with teachers and librarians looking for material that will engage their most reluctant of readers Orca has always provided professionally written teachers guides to accompany these books Now we offer a complete resource guide to enable classroom integration of these popular titles Including sections on reading levels book discussion groups literacy circles assessment and follow up activities this resource guide enables a teacher to implement the Orca Soundings and Orca Currents series as part of a comprehensive independent reading and literacy unit **Orca Sports Resource Guide** Susan Grege, Janice Reynolds, 2009-09 The Orca Sports Resource Guide provides teachers with ideas for connecting each title in the series to the curriculum the text and most importantly the students *Scenarios for Writing: Issues, Analysis, and Response* Gregory Glau, Craig Jacobsen, 2001 This exciting new rhetoric reader presents six scenarios rooted in contemporary controversies that dramatize rhetorical issues and engage students in conversations informed by competing points of view Read, Write, React Lonna Smith, Robert Ramonda, 1996-08 Designed for developmental reading courses that integrate the teaching of reading and writing this text actively involves the students in their own language development and helps them build their language abilities through a variety of readings and integrated writing activities Divided into three parts it introduces strategies for reading actively for identifying main ideas and supporting details and for understanding inference and the writer s purpose New Ways of Using Drama and Literature in Language Teaching Valerie Lily Whiteson, 1996 Contributors to this volume offer ways to incorporate literature into the language classroom Contributions range from ideas for lessons for young children to ideas for lessons for students in graduate school The authors of these lessons range from students in graduate school to leaders in the field From publisher s description **Step by Step** Pat McKeague, Mckeague, 1995 A Story of Their Own Rebecca Jean Peacock, 2003 **A Student's Guide to First-year Composition** Meg Smith, 2005 Practical Ideas for Teaching Writing as a Process at the High School and College Levels

Carol Booth Olson, 1997 The concept of writing as process has revolutionized the way many view composition and this book is organized by the stages of that process Each section begins with a well known author presenting specific techniques followed by commentaries which include testimonials applications of writing techniques and descriptions of strategy modifications all contributed by classroom teachers The book includes the following sections and initial chapters Section 1 The Process Teaching Writing as a Process Catherine D Aoust Section 2 Prewriting Clustering A Prewriting Process Gabriele Lusser Rico Section 3 Prewriting in Different Subjects Prewriting Assignments Across the Curriculum Jim Lee Section 4 Showing Not Telling A Training Program for Student Writers Rebekah Caplan Section 5 Using Cooperative Learning to Facilitate Writing Using Structures to Promote Cooperative Learning in Writing Jeanne M Stone and Spencer S Kagan Section 6 Writing Developing a Sense of Audience or Who Am I Really Writing This Paper For Mark K Healy Section 7 Teaching Writing in the Culturally and Linguistically Diverse Classroom English Learners and Writing Responding to Linguistic Diversity Robin Scarcella Section 8 Domains of Writing Teaching the Domains of Writing Nancy McHugh Section 9 Writing the Saturation Report Using Fictional Techniques for Nonfiction Writing Ruby Bernstein Section 10 Point of View in Writing A Lesson on Point of View That Works Carol Booth Olson Section 11 Writing the I Search Paper The Reawakening of Curiosity Research Papers as Hunting Stories Ken Macrorie Section 12 Critical Thinking and Writing Reforming Your Teaching for Thinking The Studio Approach Dan Kirby Section 13 Sharing Responding Some Guidelines for Writing Response Groups Peter Elbow Section 14 Reader Responses Dialogue with a Text Robert E Probst Section 15 RAGs for Sharing Responding Using Read Around Groups to Establish Criteria for Good Writing Jenee Gossard Section 16 Rewriting Editing Competence for Performance in Revision Sheridan Blau Section 17 Revising for Correctness Some Basics That Really Do Lead to Correctness Irene Thomas Section 18 Building Vocabularies Word Sprouting A Vocabulary Building Strategy for Remedial Writers Barbara Morton Section 19 Evaluation Holistic Scoring in the Classroom Glenn Patchell and Section 20 Evaluation Techniques Some Techniques for Oral Evaluation Michael O Brien Contains over 100 references EF

Step by Step
Patricia M. McKeague, 1992-06 *Rapport Writing* Angelina Diliberto Allen, 1996 Voces Literarias Kenia Milloy Fuenmayor, 2004 Teaching Julius Caesar Lyn Fairchild Hawks, 2010 Julius Caesar with its themes of loyalty ambition and deception still resonates with high school students and remains a favorite text in classrooms everywhere Through differentiated instruction Lyn Fairchild Hawks offers solutions for bringing the play to life for all students those with various interests readiness levels and learning styles She offers practical engaging and rigorous lessons for teaching reading writing speaking performance and research that can be used as is or can be adapted to suit the needs of your students and classroom environment This book is a comprehensive curriculum for teaching the play and offers lesson plans highlighting key scenes mini lessons for reading and writing performance activities close reading assignments for ELL novice on target and advanced learners and quizzes writing assignments and compacting guidelines

Developmental Reading, K-8 Daniel R.

Hittleman,1988 **Dialectical Journal a Dual-Entry Journal for Students** Tina Zucker,2018-07-31 Dialectical Journal A Dual Entry Journal For Students Our blank dialectical journal is the perfect notebook to have on hand for any secondary and post secondary student taking language arts Record your observations reactions and questions on within this journal This metacognitive tool helps you work through your thinking and understanding 7 44 x 9 69 size blank dual entry lined paper 75 sheets 150 pages *Exemplar Series: Assessing student performance, grades 9-12* Miles Myers,Elizabeth Spalding,1997

Ideas for the Working Classroom Kent Gill,National Council of Teachers of English. Committee on Classroom Practices,1993 Based on successful classroom practice the 31 essays in this book describe methods for teaching English and language arts while increasing students self esteem and respect for others awareness of social issues appreciation of literature understanding of connections among disciplines and involvement in their own learning Essays in the book are Diversity and Community in the Classroom Beverly A McColley Sharing Lives Edythe H Schwartz Cresting for Character and Community Rose Cherie Reissman A Positively Rewarding Experience Beverly Wilkins The Fifty Mile Radius Project Theodore F Fabiano and F Todd Goodson Investigating Society s Problems in the English Class Jim Burke Objectivity and Prejudice in Writing about AIDS Gerald F Luboff Introducing Gay and Lesbian Issues in Freshman Composition Thomas Dukes Peeling an Onion without Tears Phyllis B Schwartz Toward Discussions with Oneself Joanna Schultz An Evolution in the English Class Daniel D Victor Walk on a Rainbow Trail Joel Kammer Teaching Shakespeare in the Inner City Elise Ann Earthman Offering Literature with Respectful Deception Carol Meinhardt The Collaborative Term Paper JoAnna Stephens Mink Connecting with the Classics Barbara Jones Brough On Teaching Poetry Perry Oldham Transcendentalists Run for President Gary A Watson Biography in Verse Myra Zarnowski Booktalks Leave Them to the Students William R Mollineaux Connecting Content and Context through the Cento G Douglas Meyers The Year in Review Ronald Barron Rx for an Anemic Classroom Kathy Coffey Taking the Flat Out of Teaching Larry R Johannessen Reporting a Metaphor Susan Reese Brown Harmony and Excitement through Adolescent Literature Sarah K Herz Attracting Students to Reading Kathy Allen Teacher s Loss Students Gain Diann Gerke From Donut Holes to Details Dael Angelico Hart Thank You Please Susan Reese Brown and The Contemporary Challenge Rose Rosenthal RS **Strategic Teaching and Learning** ,2000 Noting that the quality of literacy instruction in the upper grades is equally essential as literacy in the primary grades this book focuses on helping students needs in the upper grades and the needs of all teachers in grades four through twelve who endeavor to help students read to learn across the curriculum and comprehend at grade level and accelerate the development of beginning and struggling readers The book is divided into two sections a theoretical background Understanding the Reading Process Developing Strategic Readers and Delivering Strategic Instruction and instructional strategies Reading Comprehension Vocabulary Development Phonological and Print Skills The theoretical background discusses understanding the reading process developing strategic readers and delivering strategic instruction The instructional strategies discuss reading comprehension vocabulary development and

phonological and print skills Contains 3 figures and 66 references PM

Elements of Literature Holt Staff,1989

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