

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?)
(What are you analyzing?) Simile “The snow was like a carpet, very gentle, very warm” (83).	83	<i>I can picture the men 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>
(What are you analyzing?) Personification/ Internal Conflict “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).	82	<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>

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.)

Dialectical Journal Format

Tom Kubiszyn, Gary D. Borich



Dialectical Journal Format:

Reading Comprehension Strategies Danielle S. McNamara, 2007 First Published in 2007 Routledge is an imprint of Taylor Francis an informa company

Teaching Students to Read Like Detectives Douglas Fisher, Nancy Frey, 2011-10-10 Prompt students to become the sophisticated readers writers and thinkers they need to be to achieve higher learning The authors explore the important relationship between text learner and learning With an array of methods and assignments to establish critical literacy in a discussion based and reflective classroom you ll encourage students to find meaning and cultivate thinking from even the most challenging expository texts

Wordsmithing Arlene F. Marks, 2014-06-04 Literacy Made for All is a classroom ready teacher friendly resource for English and Writing teachers of Grades 9 through 12 Organized buffet style it is designed to complement an existing English curriculum by providing a tested repertoire of strategies for teaching both writing skills and literary analysis techniques Benefits and Features tested and proven effective at all learning levels from Remedial to Pre AP provides complete lesson plans including reproducible materials can be implemented as is or modified to suit individual teaching styles and or students need each skill assignment or project begins by teaching the teacher giving an inexperienced teacher the knowledge to provide effective instruction first time out and the confidence to modify and experiment thereafter comprised of reading writing literary criticism and language study components moves students from writing effectively to reading analytically approaching text from the authoring point of view a proven highly successful methodology can turn any English course into a Literacy course extremely versatile and cost effective can deepen an existing English course or complete the framework for a new one WORDSMITHING focuses on the creation production and sharing of a variety of nonfiction writing projects The text can be implemented in the classroom alone or in tandem with the two other titles in the Literacy Made for All Series STORY CRAFTING and ENJOYING LITERATURE Also of interest for classroom teachers is the Let Them Write Series CHARACTER DEVELOPMENT Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8 PLOT BUILDING Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8 SETTING AND DESCRIPTION Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8

Enjoying Literature Arlene F. Marks, 2014-06-04 Literacy Made for All is a classroom ready teacher friendly resource for English and Writing teachers of Grades 9 through 12 Organized buffet style it is designed to complement an existing English curriculum by providing a tested repertoire of strategies for teaching both writing skills and literary analysis techniques Benefits and Features tested and proven effective at all learning levels from Remedial to Pre AP provides complete lesson plans including reproducible materials can be implemented as is or modified to suit individual teaching styles and or students need each skill assignment or project begins by teaching the teacher giving an inexperienced teacher the knowledge to provide effective instruction first time out and the confidence to modify and experiment thereafter comprised of reading writing literary criticism and language study

components moves students from writing effectively to reading analytically approaching text from the authoring point of view a proven highly successful methodology can turn any English course into a Literacy course extremely versatile and cost effective can deepen an existing English course or complete the framework for a new one ENJOYING LITERATURE focuses on the close reading and analysis of prose fiction poetry and short nonfiction The text can be implemented in the classroom alone or in tandem with the two other titles in the Literacy Made for All Series STORY CRAFTING and WORDSMITHING Also of interest for classroom teachers is the Let Them Write Series CHARACTER DEVELOPMENT Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8 PLOT BUILDING Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8 SETTING AND DESCRIPTION Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8

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 [A Story of Their Own](#) Rebecca Jean Peacock, 2003 [Educational Testing and Measurement](#) Tom Kubiszyn, Gary D. Borich, 2016-01-11 Educational Testing and Measurement Classroom Application and Practice 11th Edition by Tom Kubiszyn and Gary D Borich serves as an up to date practical reader friendly resource that will help readers navigate today s seemingly ever changing and complex world of educational testing assessment and measurement The 11th edition presents a balanced perspective of educational testing and assessment informed by developments and the ever increasing research base

The Reading/writing Connection Carol Booth Olson, 2007 This is an especially well researched and documented text the author s voice is one that is knowledgeable yet does not intend to intimidate She speaks to her audience as a dedicated professional to professional I could only hope that my students would read and retain her words of wisdom Anna L Bolling California State University Stanislaus I haven t seen any books that come close to what Carol Olson has developed Harry Noden Kent State University The illustrations and scanned in documents make Booth Olson s book readable interesting relevant and real life These visuals from actual students help transform her ideas from theory into practice Kathy Bussert Webb The University of Texas at Brownsville This is the only secondary text that I have found to explain and provide authentic examples of reading writing workshop process The activities are practical and motivating Hurray for Olson Donna Uebler Bradley University Now in its second edition The Reading Writing Connection features an array of individual reading and writing strategies activities and mini lessons that teachers can implement in their classrooms Well respected author Carol Booth Olson extends far beyond most books intended for teachers of language arts by integrating reading and writing in creative theory based ways Lauded by students and professors as a clear and straightforward text this revised and updated edition includes plenty of material about teaching the writing process and responding to literature and provides examples of lessons that help readers learn specific strategies Unique in its field The Reading Writing Connection provides student models at middle and high

school levels in almost every chapter illustrating actual student responses to reading and writing activities The text is also rich with literary selections giving teachers easy access to the literature featured in the activities and demonstration lessons

Features New to the Second Edition Extensive coverage of differentiated instruction for English Language Learners A new chapter entitled Introducing Students to the Cognitive Strategies in Their Mental Tool Kits that summarizes and clarifies students use of cognitive strategies in their thinking An extensive and revised companion website that features reading and writing rubrics student models blackline masters of graphic organizers and much more available at www.ablongman.com/olson2e

Reading Horizons, 2000 Reading Horizons began in 1960 by Dorothy J McGinnis as a local reading education newsletter and developed into an international journal serving reading educators and researchers Major colleges universities and individuals subscribe to Reading Horizons across the United States Canada and a host of other countries Dedicated to adding to the growing body of knowledge in literacy the quarterly journal welcomes new and current research theoretical essays opinion pieces policy studies and best literacy practices As a peer reviewed publication Reading Horizons endeavors to bring school professionals literacy researchers teacher educators parents and community leaders together in a collaborative community to widen literacy and language arts horizons

Educational Assessment for the Elementary and Middle School Classroom Gary D. Borich, Martin L. Tombari, 2004 Brief and practical this popular book focuses on what classroom assessment is and how to do it and bridges the gap between testing a learner's knowledge of particular information and measuring his or her ability to transfer knowledge and think strategically Coverage encompasses all of the issues surrounding the use of classroom assessments validity reliability bias impact through targeted discussions that address everything prospective teachers need to know completely yet succinctly The authors offer a comprehensive menu of techniques for assessing not only what learners know but also how they think how they perform and how they apply what they know within authentic real world contexts For individuals administering tests and implementing other measurements tools for the assessment of students in elementary and middle schools

Self-directed Questioning for Thoughtful Literature Reading TeriAnne Mae Libby, 1994

Literacy Portfolios Roberta B. Wiener, Judith H. Cohen, 1997 This text explores the theory and practice of contemporary strategies in literacy teaching and assessment with a focus on the use of literacy portfolios within the context of integrated language arts literature based teaching environments It explains step by step how the process of using a literacy assessment portfolio to enhance responsibilities and attainment of literacy and provide teachers with the necessary instruction for effective teaching Using many real life examples the book explains how these portfolios assess and guide reading and writing and shows how to apply the portfolio concepts to students or readers of different ages and literacy developmental levels in mainstream or special needs settings

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 *A Measure of Success* Mary Frances Claggett,1996 Taking the position that assessment is useful only as it is aligned with curriculum Fran Claggett considers how to frame assignments and how to assess them *Michigan Art Journal* ,1976 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 **Multiple**

Voices, Multiple Texts Reade W. Dornan, Lois Matz Rosen, Marilyn J. Wilson, 1997 Multiple Voices Multiple Texts provides a thorough grounding in the principles and practices of reading writing and language development the kind of grounding teachers need for today s multicultural and multilingual classrooms **The Writer's Workbook** John McKernan, 1988

Presence of Mind Alice Glarden Brand, Richard Layton Graves, 1994 Presence of Mind explores the mind at work calling attention to the vast area of learning beyond the cognitive domain The book invites teachers to become alert to the areas of the mind beyond the cognitive domain become more familiar and comfortable with those areas appreciate them as vital forces in writing and help students use them to advantage Even though the kind of learning described in Presence of Mind has been neglected and misunderstood it has great potential primarily in bringing wholeness and balance to the curriculum Respected educators including Peter Elbow Donald Murray and many more express ideas that are new innovative and capable of transforming present conceptions of education *Journal of Music Theory Pedagogy* , 1995

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