

## 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 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></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.)

# Dialectical Journal Example Entry

**Rebecca Jean Peacock**



## Dialectical Journal Example Entry:

**Lesson Design for Differentiated Instruction, Grades 4-9** Kathy Tuchman Glass, 2009-01-14 This user friendly resource provides step by step guidance and a detailed template for creating meaningful lessons that are differentiated according to students learning characteristics

*A Festival of Literature Ideas* Sandy Woolley, 1988 This informative guide combines important background information for any literature program with innovative ideas to make literature relevant and exciting A festival for your classroom this wide variety of activities is a great source of fun and enjoyment for all who participate Grades 1-6

The Best Class You Never Taught Alexis Wiggins, 2017-09-27 The best classes have a life of their own powered by student led conversations that explore texts ideas and essential questions In these classes the teacher's role shifts from star player to observer and coach as the students Think critically Work collaboratively Participate fully Behave ethically Ask and answer high level questions Support their ideas with evidence and Evaluate and assess their own work The Spider Web Discussion is a simple technique that puts this kind of class within every teacher's reach The name comes from the weblike diagram the observer makes to record interactions as students actively participate in the discussion lead and support one another's learning and build community It's proven to work across all subject areas and with all ages and you only need a little know how a rubric and paper and pencil to get started As students practice Spider Web Discussion they become stronger communicators more empathetic teammates better problem solvers and more independent learners college and career ready skills that serve them well in the classroom and beyond Educator Alexis Wiggins provides a step by step guide for the implementation of Spider Web Discussion covering everything from introducing the technique to creating rubrics for discussion self assessment to the nuts and bolts of charting the conversations and using the data collected for formative assessment She also shares troubleshooting tips ideas for assessment and group grading and the experiences of real teachers and students who use the technique to develop and share content knowledge in a way that's both revolutionary and truly inspiring

*Rapport Writing* Angelina Diliberto Allen, 1996

**A Story of Their Own** Rebecca Jean Peacock, 2003

*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

*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 *Differentiated Instruction* Amy Benjamin,2014-05-22 This book demonstrates how to make your classroom more responsive to the needs of individual students with a wide variety of learning styles interests goals cultural backgrounds and prior knowledge Focusing on grades K through 6 it showcases classroom tested activities and strategies *Differentiated Instruction A Guide for Elementary School Teachers* shows you how to vary your instruction so you can respond to the needs of individual learners The examples and classroom activities in this book focus on reading fiction reading non fiction vocabulary spelling penmanship map and globe skills math science and the arts Also included is coverage of differentiated instruction for English language learners brain based learning and multiple intelligences and the impact of differentiated instruction on high stakes testing *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 *The Writer's Toolbox* Stuart Cameron Brown,Robert K. Mittan,Duane H. Roen,1997

*Step by Step* McKeague,1995-06 **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

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 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     *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  
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 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     **Journal of Teaching Writing**, 2001

**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     **Teaching in the Real World** Robert Simola, 1996

Combining practical advice with humorous anecdotes from the author's own experience this book aims to show how to be an effective educator and maintain a positive outlook. It offers solutions to a range of classroom problems with emphasis on crisis prevention and interpersonal communication. *A Student's Guide to First-year Composition* Meg Smith, 2005

**The Journal Book for Teachers of At-risk College Writers** Susan Gardner, Toby Fulwiler, 1999. Educators across the grades and across the curriculum have long recognized the usefulness of journals to help student writers. But what about basic writers, learning disabled students and nontraditional and returning students? One of the values of journal writing is its accessibility yet no one has seemed to consider how at risk students might benefit. With this new collection the first of its kind Susan Gardner and Toby Fulwiler provide much needed advice. The authors of these essays are all experienced teachers of at risk writers both at two and four year colleges. They know the at risk students they are describing. Some readers will recognize the students as basic writers in basic writing courses. Others will find chapters written by writing center directors who serve a variety of students we might term as at risk. There are also chapters from educators who work specifically with Deaf students, ADHD students and learning disabled students. Each one describes uses of the journal and the adjustments to the assignment that make the journal such an accessible and instructive writing genre. *The Journal Book* Susan Gardner, Toby Fulwiler, 1999. Susan Gardner and Toby Fulwiler extend high quality guidance in journal writing to teachers in technical and professional programs.

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