

#1: choose 1 journal type to complete.

Choice #1

DIALECTICAL JOURNALS: The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes that are covered.. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments. Complete 15 dialectical journal entries for your book.

PROCEDURE:

1. As you read, choose passages that stand out to you and record them in the left-hand column the chart (ALWAYS include page numbers).

2. In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)

3. *You must label your responses using the following codes:

(Q) Question – ask about something in the passage that is unclear

(C) Connect – make a connection to your life, the world, or another text

(P) Predict – anticipate what will occur based on what’s in the passage

(CL) Clarify – answer earlier questions or confirm/disaffirm a prediction

(R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?

(E) Evaluate - make a judgment about what the author is trying to say

Passages from the text-- Must quote at least 10 per reading assigned. Make sure to number them.	Pg#/ ¶	EACH Passage you Quote must relate to one of the following codes above. Make sure to use a variety. Using the same codes for most or all of your entries will result in a lower score.
1. "The yellow marks in my college textbooks...did not help me very much."	82/1	(C) I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted.
2. "Annotations do make me read a lot slower and I wish I didn't have to do them. It is so much harder to fake read if you have to annotate like we have to do now. So now I actually read, because it's	87/2	(C) It is harder to fake annotate--it almost takes more time. (R) People are prone to find the easy way to do something. Since there's really no easy way to annotate--fake or real--it

too hard to fake annotate"

makes sense to really read and think about the texts. (Q) Is it really harder to fake read if you have to annotate? Or does it just take longer?

Choice #2

METACOGNITIVE READER'S LOG

[NOTE: "Metacognitive" means "thinking about one's thinking." So in a metacognitive log, you are recording the thoughts you have as you read.]

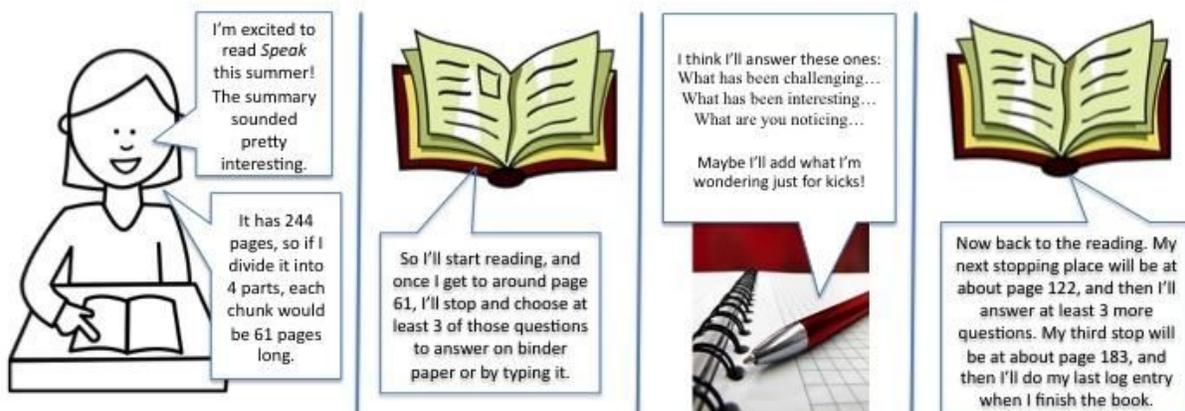
In addition to reading the books themselves, your English teachers encourage you to start the process of "talking to the text"—reflecting critically on what you read, asking questions about it, noting passages that interest or confuse you or stand out to you, and connecting what you read to your own life and what you know about the world. We will be spending the year developing this process, but for now you are just going to try a bit on your own. This is the kind of reading that you will use throughout high school, and that really makes what you read your own.

To practice this kind of thinking, you will be answering questions about your reading for **ONE** book that you read this summer. You will write log entries at 4 points over the course of the book—after you have read about 25% of the book, after you have read about 50% of the book, after you have read about 75% of the book, and after you have finished the book. At each of the 4 points, choose at least 3 of the following questions to answer:

- What has been challenging for you so far? (Be specific.)
- Have you gotten stuck at all? What have you done to get unstuck?
- What has been interesting for you so far?
- What things are you doing (re-reading, asking questions, talking to friends, predicting, drawing pictures, summarizing, taking notes, etc) to help you understand the book?
- Is there anything you understand better now than you did earlier in the book?
- What are you noticing about the plot, characters, style, conflict(s), or theme? What are you wondering?

You will stop 4 times, and will answer at least 3 questions each time, which means you will answer 12 questions total.

Example of how to divide up your book:



Choice #3

Summer Reading Double Journal

Directions: As you read your outside reading book you are going to **identify TEN important quotes**. In the left hand column **directly quote** the novel, including page number. The quotes need to be from the beginning, middle and end of the book. In the right hand column write **4-6 sentences per quote** about why that quote is important. Questions to consider: How does it relate to the plot, theme, motif or character? What does it show the reader? What characterization does it show and how? Why is it important to your understanding of the story? etc.

Direct Quote (Including Page Number)	Why is this quote important? 4-6 Sentences