

Why mark a text?

1. To indicate a significant word, phrase, or passage in the text and perhaps also comment on and/or interpret it in the margin;
2. To ask an interpretive or other kind of question;
3. To express surprise, confusion, agreement, disagreement or some other reaction to what is being read;
4. To follow and mark patterns and/or contrasts in the text;
5. To highlight things about a character's behavior, way of speaking, or appearance that seems meaningful or relevant;
6. To identify literary elements in the text;
7. To include line or page numbers that are 'related' to the one/ones being marked;
8. To connect what is being read to other works by the same author or to works by other authors;
9. To pick keywords, phrases, or passages that seem thematically important to the text as a whole;
10. To provide a definition of unknown vocabulary words.
11. To keep a log of thoughts and reflections.

Annotating the text

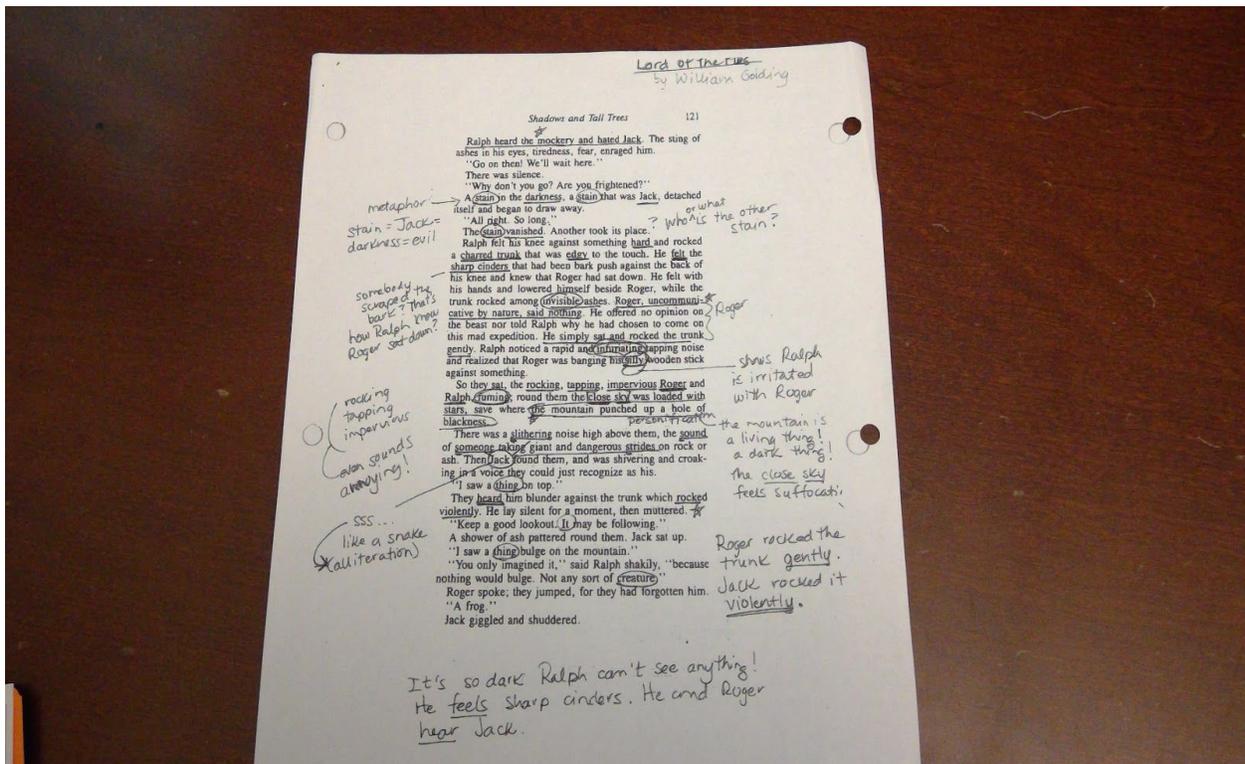
1. Pick up a pencil or a pen, and perhaps a post-it.
2. Read everything at least twice.
 - a. For the first reading, read quickly or peruse to get a sense of what the text is about.
 - b. The second and subsequent times, read carefully.
3. Mark anything that you think is:
 - a. Confusing
 - b. Interesting
 - c. Surprising
 - d. Important
4. Mark anything that is unfamiliar and keep going.

Begin to Annotate

- Circle, underline or stick on a post-it by important ideas and explain their significance.
- Mark repetitions or rhetorical signals.
- Circle confusing words or phrases. Define from context or dictionary if possible.
- Note passages that seem inconsistent.
- Note passages that generate a strong positive or negative response.
- Note significant quotations.

5. Write questions where you made annotations. These questions can be for the instructor to answer, for the class to discuss, for you to use in future writing assignments, or for you to keep as a reminder of what you were thinking.

6. Think about the connections between this text and other texts you have read, information from other classes, and personal experiences.



The Dialectical Journal (DJ's)
Reading as an interactive experience
(adapted from materials originally published by Sandra Effinger)

Reading is never an isolated, passive experience because when reading a book, one is never alone.

Who am I interacting with?

- The characters
- The author
- Myself and my reflections
- The setting of the story because of potentially unfamiliar surroundings and time periods

So how do I interact with a book?

This is where the Dialectical Journal come into play.....

What is a DJ?

- A dialectical journal is a running dialogue between you, the reader, and what you are reading. This is done by recording notes in the form of quotations and then connecting, personally, with the quotation you have recorded.

How do I record the information?

- A dialectical journal takes the form of a double entry notation, with the quotation/ passage located on the page on the left side and your reaction on the right side.

What to record/copy?

- On the left side or page:
 - Date of entry
 - Title of novel

- The direct quote with correct MLA citation, otherwise known as parenthetical documentation (PD): author's last name followed by the number of the page (Greene 47).
- On the right side--your response to that specific quote. Each entry needs TWO responses: one must be an explanation or summary of the quote, and the second response can be your choice from the list of choices.

What do you mean by “explanation” or “summary?”

- **Explanation/summary:** explain. Summarize the events surrounding the quotation. Give some detail about what happened in the book BEFORE and little about what happened AFTER the quote. The explanation/summary is a way for you to check that you understand what is happening in the novel.

What are my other response choices?

- **Question/predict:** ask questions while you read and try to predict what will happen in the story. When (If) you find the answer to those questions, go back and add the answers!
- **Connect:** relate this quotation to your own life, someone you know, something you may have learned previously or in another class, to another work of literature or to the world in general.
- **Analyze/evaluate:** form opinions both while you're reading and after you've finished. Develop your own judgments about the characters and your own ideas about events that take place in the reading. This section is a great place to use those literary terms we are learning.
- **Interpret:** determine the meaning of what you have read and why it is important. This is another good place to use terms.
- **Reflect:** what does the story say about all the people and about humanity/our world in general? Can most people relate to what the character is going through? Can you? Why or why not?

Direct Quote	Response

You will demonstrate your understanding of a DJ entry by **rewriting** one of your entries using the following format:

- Type, using MLA heading, 12 font, double spaced
- Embedding the quote with citation
- Using a topic sentence and closing sentence
- The rewrite will be one paragraph with approximately 8-12 sentences.

Dialectical Journal Rewrite MODEL

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Ms. Teacher

English 9 period 12

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Outcast

Betty Greene, author of *Summer of My German Soldier*, establishes the idea that the main character, Patty, doesn't fit in with the rest of her family and that she doesn't value outward appearances the way her mother does. Patty's mother doesn't think twice about criticizing Patty in front of a customer in their family's store. "Reaching into the side pocket of her dress, she produced a small red comb. 'Here. Go look in the mirror and do a good job. You know, Gussie, you'd expect two sisters to be somewhat alike, but Patricia doesn't care how she looks while Shannon is just like me.'" (Greene 18). Her mother's comment reinforces the family dynamic that Patty's younger sister, Shannon, is the perfect daughter; the pretty, charming one who is everything Patty is not. This constant comparison, which makes Patty label herself as the "homeliest of all," must make her feel like an outsider within her own family. Knowing what it's like to "not fit in," based on appearances, allows Patty to look past the appearances of others. She knows from first hand experiences that what someone is like on the outside is not necessarily who she is on the inside. This quote from *Summer of My German Soldier* provides valuable insight into Patty's family dynamics which helps the reader understand why Patty chooses to help another outsider later in the novel.