Assess Journal Writing

1. Focus (5 minutes)
Display the Journals anchor chart and read it together.

Say: Today’s lesson is a little different. I will not draw and write in my journal, and we won’t have sharing time at the end. Instead you will have extra time to decide on a memory, tell your partner about it, and then draw and write about it. We have learned many things about writing in our journals. I want you to try to use the things we’ve learned and show me what you can do. I will be here to help you if you need me! Shall we get started?

2. Rehearse (5 minutes)
Invite students to close their eyes and visualize an experience that they could draw and write about in a journal. Say: Tell your partner what you plan to draw and write about. Tell what happened and tell how you felt. Then act out your memory to make sure you have a complete thought.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• One time I ______.
• I felt ______.

Objectives

Concepts About Print
• Understand when to use uppercase and lowercase letters.
• Put spaces between words.
• Use end punctuation correctly.

Oral Language and Grammar
• Share a message orally.
• Use a complete sentence.
• Use adjectives to describe nouns.
• Use personal pronouns in place of nouns.

Purposeful Phonics Connections
• Listen for and record beginning, middle, and end sounds in words
• Write high-frequency words.

Reflecting Reading in Writing
• Visualize.
• Ask questions.
• Demonstrate one-to-one correspondence through pointing when rereading.

Writing
• Draw and write a journal entry.

Materials
• Journals anchor chart (from Day 2)
3. Independent Writing and Conferring (35 minutes)

Distribute students’ writing journals. Invite each student to draw a picture of what he or she described and to write a message. Encourage students to work as independently as possible, using the Journals anchor chart as a reference. Allow peer support as needed, however, and continue to use the Sample Responsive Conferring Prompts to facilitate and affirm students’ efforts. Record anecdotal notes as students work to assist you in evaluating their finished product.

Collect today’s writing sample from each student. Assess for the following:

- evidence of effective visualization and memory development
- complete sentences (subject and verb)
- varied sentence beginnings (single or compound subject)
- concepts about print (where to begin writing, directionality, one-to-one correspondence, correct use of uppercase and lowercase letters, spaces between words, appropriate end punctuation)
- word choice (adjectives and pronouns)
- evidence of asking questions
- evidence of rereading, revising, and editing
- attempts to hear and record sounds in words and write some one-syllable and high-frequency words

Record your observations and data on a copy of the Grade 1 Writing Assessment form available in the back of the Teacher Resource System.

NOTE: Although students begin their Personal Narratives unit next week, they will still be writing in their journals for six more days. Based on your evaluation of today’s journal entries, make a list of the skills and strategies students still need to practice during that time. Plan additional mini-lessons as needed for individuals, small groups, or the whole class outside of your regular Writer’s Workshop to help solidify their learning about journal writing.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I will tell how I felt when ______.
- I will describe ______ with the word ______.

Directive and Corrective Feedback
- What pronoun could you use in place of this name (pointing)?
- Say the word slowly and listen for the sounds.
- Do you need an uppercase or lowercase letter here (pointing)?
- How could you describe ______? What other words could you use?

Self-Monitoring and Reflection
- Check to make sure you have a complete sentence. Did you tell “who” or what the sentence is about and include an action word?
- How did you decide what describing words to use here?
- What pronoun did you use to tell more about ______?

Validating and Confirming
- I like the way you used the pronoun to tell about ______.
- You listened carefully to the sounds in words and then wrote the letters. Strong writers do that, too!
- You asked questions about your writing to choose the best words. Strong writers do that, too!

Teacher Tip
Point out the Journals anchor chart and the Pronouns chart posted in your classroom, and remind students to use these charts to help them as they plan, draft, edit, and revise their journal entry.