Assess Journal Writing

Objectives

Concepts About Print
- Use uppercase and lowercase letters correctly.
- Use appropriate end punctuation.
- Use two uppercase letters and two end punctuation marks when writing two sentences.

Oral Language and Grammar
- Share a message orally using two complete sentences.
- Use common nouns, the pronoun I, and adjectives.

Purposeful Phonics Connections
- Listen for beginning, middle, and ending sounds and recognize sound/symbol relationships.
- Write some CVC words.
- Write some new high-frequency words.

Reflecting Reading in Writing
- Visualize an action and the accompanying feelings.
- Ask questions to determine feelings and develop character.
- Demonstrate one-to-one correspondence.

Writing
- Draw and write a journal entry using one sentence to show action and another to show feelings.

Materials
- Teacher drafts from Days 1–4

1. Focus (10 minutes)

Display the journal entries you have written this week. Discuss the pictures and read the messages together. Invite volunteers to act out each scenario, using facial expressions and body language to show the feelings you express.

Say: Today's lesson is a little different. I will not be drawing and writing 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 draw and write about it. We have learned many things about writing in our journals. I want you to try to remember 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 think of a shared experience that they could draw and write about in their journals. Say: Tell your partner what you plan to draw and write about. Tell what happened, and tell how you felt. Then act out your idea to make sure you have two complete thoughts.

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 ______.
3. Independent Writing and Conferring (30 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of what he or she described and to write a message that includes both an action and a feeling. Encourage students to work as independently as possible, but allow peer support and continue to use the Sample Responsive Conferring Prompts as needed to facilitate and affirm their efforts. In addition, as students work, record anecdotal notes 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 idea 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, period or exclamation point at the end of a sentence)
- word choice (adjectives)
- evidence of asking questions
- evidence of rereading, revising, and editing
- attempts to hear and record sounds in words and write some high-frequency words
- writer’s voice (expressing feelings)

Based on your evaluation, plan five Focus lessons for the final week of the Journal Writing unit. Record your assessment of students’ writing samples on the Kindergarten Assessment Checklist provided at the back of this Teacher Resource System. Use the results to help you plan future instruction.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- One time I ______. I felt ______.
- I will say the word ______ and listen for the first sound.
- I will describe my ______ with the word ______.

Directive and Corrective Feedback
- Tell me about something you’ve done. What could you say about it?
- Listen for sounds you know. Write any sounds you can hear.
- How did you feel when ______?

Self-Monitoring and Reflection
- Did you show what you did? How you felt?
- What have you written so far? What could you add?
- What word did you use to describe ______?

Validating and Confirming
- Your picture shows what you did and how you felt.
- You wrote the letter that stands for the ______ sound.
- You wrote the word ______! I like the way you worked that out!
- You remembered where to use uppercase letters. Good thinking!
- You asked yourself questions about your sentence. That’s something strong writers do to help them express their feelings.

Teacher Tip
Finishing the first writing unit is a big accomplishment for your kindergartners! Plan a simple celebration next week that includes an opportunity for each child to share his or her favorite page with the class and/or invited guests.