**Keeping Independent Journal Direct Instruction Lesson**

**Author: Janel Peterson**

**Date Created: January 31, 2012**

**Subject(s): English I**

**Topic or Unit of Study (Title):**  Keeping a Journal

**Grade Level:** 9th

***Materials:* plain notebook, pencil**

**Summary (*and Rationale*):** Students will understand the importance of putting thoughts on the page. Students will practice keeping a journal for one week, writing during a specified free-write time or responding to a prompt that I suggest. These notebooks will be a source of organization, inspiration, and satisfaction.

**I. Focus and Review (Establish Prior Knowledge):** [4 minutes]

 Assess if any students keep journals, or if they have kept journals in the past. We will brainstorm ideas of why keeping a journal is helpful, particularly related to language arts.

**II. Statement of Instructional Objective(s) *and Assessments*:**

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| * *Students will understand the value of keeping a reading journal, particularly its usefulness in the practice of writing.*
 | Students will write at least 5 journal entries over the course of one week. I will grade according to organization, writing process, creativity, and requirements.  |

State the objective: [2 minutes]

Assessment: [1 week]

**III. Teacher Input (Present tasks, information and guidance):**  [5 minutes]

After discussing the usefulness of journals, I will instruct students to find space in their notebooks to write for several pages. I then encourage them to have a free-write session, the only requirement being the pencil must move continuously. Occasionally throughout the week, I will help students brainstorm for ideas to write about in their journals, sometimes providing thoughtful prompts based on that day’s lessons.

**IV. Guided Practice (Elicit performance):** [5 minutes]

 Students will write their first entry in their journal.

***V.* Closure (Plan for maintenance):** [3 minutes]

 I will instruct students to conclude their final thoughts, put their notebooks away, and encourage them to write in their journal at any time outside of class.

***VI.* Independent Practice:** [Unspecified]

Students will turn in their journals at the end of the week. There should be at least 5 entries. I will provide time to write and prompts to respond to throughout the week.

**STANDARDS:**

1.01 Narrate personal experiences

1.02 Respond reflectively to a variety of expressive texts

5.02 Demonstrating comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres

**Differentiation:**

* Typed journals using Microsoft Word
* Drawn pictures or collaged images for some entries
* Blog for advanced students using [www.blogspot.com](http://www.blogspot.com)

**References (APA style):**

NCDPI. (2010). English/Language Arts Crosswalk. *Occupational Course of Study*. Retrieved from http://www.ncpublicschools.org/docs/acre/standards/new-standards/occupational/english-crosswalk-9-10.pdf

|  |  |
| --- | --- |
|

|  |
| --- |
| **Keeping Independent Journal Rubric** |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | 4  | 3  | 2  | 1  |
| Organization  | The diary is very well organized. Each entry includes a date. One entry follows another in a logical sequence.  | The diary is pretty well organized. Some entries include dates. One entry may seem out of place.  | The diary is a little hard to follow. A few of the entries include dates.  | Entries seem to be randomly arranged. None of the entries include dates.  |
| Writing Process  | Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the diary wonderful.  | Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.  | Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.  | Student devotes little time and effort to the writing process. Doesn't seem to care.  |
| Creativity  | The diary contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his/her imagination.  | The diary contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his/her imagination.  | The diary contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.  | There is little evidence of creativity in the story. The author does not seem to have used much imagination.  |
| Requirements  | The diary includes at least 7 entries. Each entry is 2-3 paragraphs long.  | Almost all (about 90%) the written requirements were met.  | Most (about 75%) of the written requirements were met, but several were not.  | Many requirements were not met.  |