

# Unit 05: Daily Journaling

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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#### Integration of Career Readiness, Life Literacies and Key Skills

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

#### Technology / Integration of Computer Science and Design Thinking

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

## Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

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LA.K-12.NJLSA.W	Writing
LA.K-12.NJLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  Production and Distribution of Writing
LA.K-12.NJLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Range of Writing
LA.K-12.NJLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.K-12.NJLSA.SL	Speaking and Listening  Comprehension and Collaboration
LA.K-12.NJLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Presentation of Knowledge and Ideas
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.K-12.NJLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation,

	establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

see Crosswalks

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## **21st Century Life and Careers**

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## Stage I: Desired Results

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### Transfer/Overview/Rationale

#### Transfer / Overview / Rationale

##### Unit Rationale

The purpose of this unit...

Writing, especially creative writing, is rarely a linear process. All good writers frequently revisit and revise their ideas as they write, and the final product is often quite different than their original intention. Furthermore, inspiration for writing can come to us at any time, and it's important to seize those moments and flesh those ideas out when we can, as those moments are often fleeting. Likewise, while at times inspiration comes easily, at others, writer's block can be a serious impediment to the writing process. For both of these reasons, the possession and daily use of a writer's notebook is one of the best ways to keep track our moments of brilliance in writing as well as push us to write when we are experiencing the frustration of writer's block. The daily practice of writing in a personal writer's notebook is an essential part of becoming a more confident, successful, engaged writer.

### Meaning

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### Essential Questions

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Essential Questions

1. What should I write in my writer's notebook?
2. Why should I make it a habit to write every single day, even when I'm not feeling inspired?
3. Why should I frequently revisit ideas I put down in my notebook?

### Enduring Understanding/Indicators of Understanding

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Enduring Understanding/Indicators of Understanding

1. Writing is a dynamic, recursive process.
2. The daily use of a writer's notebook helps keep track of your ideas and observations and challenges you to write even when you're lacking inspiration.

3. Writing every single day, even for a brief amount of time, helps you develop your voice, build confidence, and strengthen your skills.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

- A writer's notebook is a free space; grammar and spelling aren't what matters here!
- Their notebook is a place to record observations they make about the world around them, and that having a place to store their thoughts will help them to become better observers, listeners, and thinkers.
- Their notebook is a place to experiment with new ideas and that it's okay to abandon some and pursue others.
- They will need their notebook every single day in class and they can (and should!) use it outside of class.
- While much of what they write in their notebooks is just for them, they should be willing to share some of their ideas with their classmates to help create a welcoming and comfortable community of writers.

### **Skills**

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Skills

Student will be skilled at ...

- Writing daily on a variety of self-, classmate-, and teacher-generated topics.
- Sharing their ideas with their teacher and classmates.
- Revisiting and drawing upon ideas they generate in their notebooks that can be developed into more extensive writing pieces.

## **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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Resources and Mentor Texts

- <http://www.ncte.org/library/NCTEFiles/Resources/Journals/ST/ST0064July01.pdf>
- <http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/start-writer-notebook-30601.html>
- <https://sites.google.com/a/danbury.k12.ct.us/7-3-ms-kennedy/writer-s-notebook-entry-ideas>
- [http://www.ewing.k12.nj.us/cms/lib6/NJ01001291/Centricity/Domain/162/Entry\\_Ideas\\_for\\_Notebook.pdf](http://www.ewing.k12.nj.us/cms/lib6/NJ01001291/Centricity/Domain/162/Entry_Ideas_for_Notebook.pdf)

## **Formative Assessment Strategies**

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### Formative Assessment Strategies

- Notebooks will be checked frequently to ensure students are, indeed, writing; however, their writing isn't formally assessed, as this is a free space to note observations and jot down ideas.
- With that said, students will periodically be asked to share in partners, small-, and whole-group discussion some of the ideas they've been jotting down in their notebook.

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

- Write daily on self-generated, classmate-, and teacher-generated topics.
- Share their writing from time to time with me, a partner, a small-group, and the whole class.
- Select one of the ideas in their notebook to develop into a complete writing piece/project.

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This

could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

