



Instructional Target

Standards for Writing

- **Range of Writing:** Participate routinely in supported writing activities, using conventional formats.
- **Text Types and Purposes:** Generate narrative paragraphs, including a logical sequence of events, descriptive details and reflective conclusion.



Differentiated Tasks

Level 3 Students will...

- Write routinely for a range of discipline-specific tasks, purposes and audiences.
- Create one or more paragraphs containing narrative elements, including a sequence of events and a reflective conclusion.

Level 2 Students will...

- Participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences.
- With support, select pictures with text to create a logical sequence of events that tell a story.

Level 1 Students will...

- Actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.
- With support and adaptive tools, tell an event from a story.



Topic Connection

Throughout this unit, students are learning how technology and transportation impact today's society. In this lesson, students will write about how technology and transportation affect their lives. Additionally, students will also write about their plans for Thanksgiving.



Topic Words



Literacy Words

arrive	directions	improve	semitruck
carry	email	internet	ship
computer	goods	order	train*
deliver	GPS	plane	travel

capitalization	journal	revise
entry	prompt	sentence
illustrate	punctuation	write*

* Power Words

Benchmark Assessments

- Writing: Writing Probe
- Emerging Skills: Early Emerging Writing Rubric





Lesson at a Glance

Activity 1

Activity 2



Instructional Activities

Journal Entry 1:
Whole Group Entry

Journal Entry 2:
Taking a Ride

Journal Entry 3:
Helpful Technology

Journal Entry 4:
It's Thanksgiving!

? See how these activities fit into the **Suggested Monthly Plan**.



ULS Materials and Resources

Journal Cover 

Writing Template

Illustration Page 

Standards Connection (Lesson 16)

Writing Templates

(Level 3, Level 2, Level 1)

Fill-In Word Cards 

Fill-In Picture/Word Cards 

Illustration Page 

Standards Connection (Lesson 16)

SymbolStix PRIME

L³ Skills: **Language Arts Skills**



Additional Materials





Instructional Target

Standards for Writing

- **Range of Writing:** Participate routinely in supported writing activities, using conventional formats.
- **Text Types and Purposes:** Generate narrative paragraphs, including a logical sequence of events, descriptive details and reflective conclusion.



Instructional Routine



or



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question, such as, "What is a place to write thoughts and memories called—a journal or a magazine?" Remind students that journals are a way to write and save personal thoughts and memories. • Explain to students that they will work together to complete a journal entry about the day's events. • Review the learning goal with students: I will help write a journal entry about today's events.
Model	<ul style="list-style-type: none"> • Display the Writing Template and model writing the date. Then read the prompt aloud. • Model brainstorming ways to complete the prompt by asking, "What event(s) can we write about?" Model writing one or two sentences about the event(s). Model writing a conclusion. • After writing, model rereading and checking the sentences for capitalization, end punctuation, a sequence of events and conclusion.
Provide Practice	<p><i>Incorporate use of appropriate writing alternatives, such as dictation, adaptive keyboards and eye gaze, to fit students' needs and abilities. Visual supports may include story illustrations, unit symbols or symbols from SymbolStix PRIME.</i></p> <p>Level 3: Have the student contribute to the journal entry by writing words or sentences about a sequence of events with a conclusion.</p> <p>Level 2: Have the student contribute to the journal entry by writing words or sentences about a sequence of events with a conclusion with support.</p> <p>Level 1: Have the student use his or her active participation mode to contribute to the journal entry. For example, have the student suggest an event to include by making a selection from a single option or errorless picture choice.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reading the completed journal entry aloud. • Check or have students check for correct capitalization and punctuation. A checklist for revising journal entries is provided in the Standards Connection.



Check Understanding ?

- **Level 3:** Can the student contribute to a journal entry by writing words or sentences about a sequence of events with a conclusion?
- **Level 2:** Can the student contribute to a journal entry by writing words or sentences about a sequence of events with a conclusion with support?
- **Level 1:** Can the student participate in shared writing activities by making a selection from a single option or errorless picture choice?



Instructional Target

Standards for Writing

- **Range of Writing:** Participate routinely in supported writing activities, using conventional formats.



Instructional Routine



or



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question related to the journal topic. For example, before writing about transportation, ask, "Which technology do we use every day: a computer or a book?" • Remind students that journals are a way to write and save personal thoughts and memories. Say, "Today, your job is to write about _____." • Review the learning goal with students: I will write about _____. how I use transportation how I use technology Thanksgiving
Model	<ul style="list-style-type: none"> • Choose and display a Writing Template and read the prompt(s) aloud. • Model brainstorming ways to answer the prompt(s). • Write or complete one or two sentences, then model checking for capitalization and end punctuation.
Provide Practice	<p>Provide appropriate writing alternatives, such as adaptive keyboards, eye gaze and dictation, to fit students' needs and abilities.</p> <p>Level 3: Provide the student with Writing Template, Level 3 or Level 2. Have the student write in response to the prompt. Encourage the student to use correct capitalization and end punctuation.</p> <p>Level 2: Provide the student with Writing Template, Level 3 or Level 2, and Fill-In Word Cards. Have the student write in response to the prompt by completing the sentences. Students may write words or use the Fill-In Word Cards to complete the sentences. Have the student add ending punctuation, providing assistance as needed.</p> <p>Level 1: Provide the student with Writing Template, Level 1 and Fill-In Picture/Word Cards. Have the student select from a field of 2-3 choices (may be errorless choice) to complete each sentence.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by inviting students to read their journal entries aloud. • Writing Conference: Use the Standards Connection to meet with students to review and revise journal entries for conventions.



Check Understanding ?

- **Level 3:** Can the student write in response to a prompt? Can the student use correct capitalization and end punctuation?
- **Level 2:** Can the student write in response to a prompt by completing sentences? Can the student add missing end punctuation with assistance?
- **Level 1:** Can the student write in response to a prompt by selecting a word or phrase from a field of 2-3 choices (may be errorless choice)?

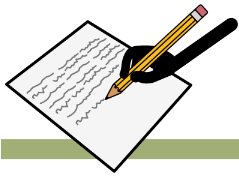


Journal Writing

November 2021

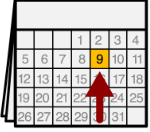
This journal belongs to:





Journal #1

Date: _____



Today we . . .

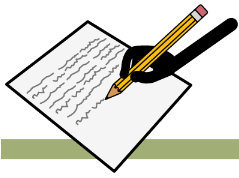


Journal #2

Date: _____



Transportation makes going to places easy.

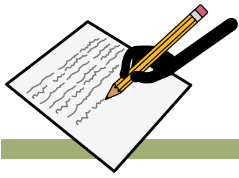


Journal #3

Date: _____



Technology helps me.

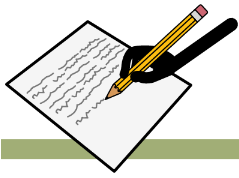


Journal #4

Date: _____



It is Thanksgiving.



Journal #2

Date: _____



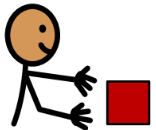
Transportation makes going to places easy



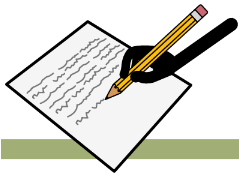
I ride a often



I use transportation to get to



I want to ride a



Journal #3

Date: _____



Technology helps me



Technology helps me

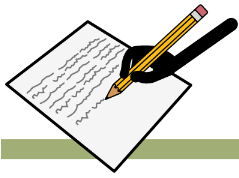


Sometimes I use a



I can

with technology



Journal #4

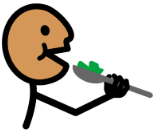
Date: _____



It is Thanksgiving



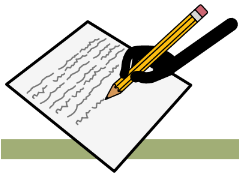
This Thanksgiving I will



I will eat



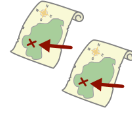
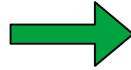
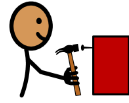
I am thankful for my



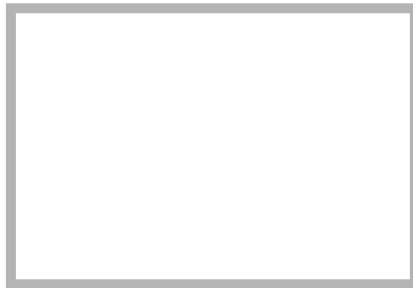
Journal #2

Date: _____

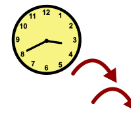
Transportation makes going to places easy.



I ride a



often.

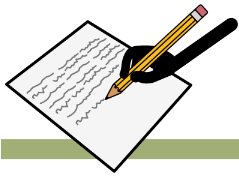


I use transportation to get to



I want to ride a





Journal #3

Date: _____

Technology helps me.



Technology helps me



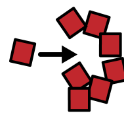
Sometimes I use a

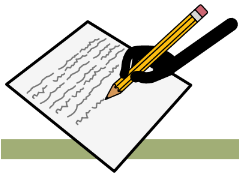


I can



with technology.

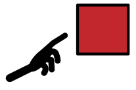




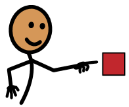
Journal #4

Date: _____

It is Thanksgiving.



This Thanksgiving I will



I will eat



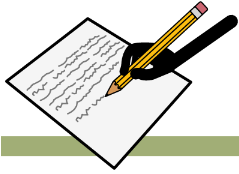
I am thankful for my
















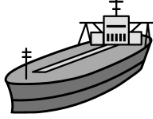

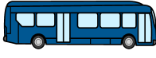




Journal #2

car	bus	subway	train
bicycle	scooter	school	the store
work	my house	my friend's house	the park
plane	ship	train	bus
subway	car		



Journal #2

car 	bus 	subway 	train 
bicycle 	scooter 	school 	the store 
work 	my house 	my friend's house 	the park 
plane 	ship 	train 	bus 
subway 	car 		


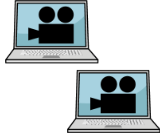




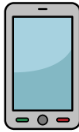


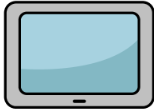




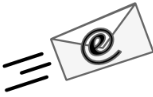

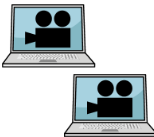
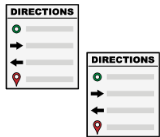


Journal #3

find information	watch videos	read	talk
connect with people	do homework	smartphone	computer
laptop	tablet	TV	video game system
shop online	listen to music	send emails	find information
watch videos	get directions		



Journal #3

<p>find information</p> 	<p>watch videos</p> 	<p>read</p> 	<p>talk</p> 
<p>connect with people</p> 	<p>do homework</p> 	<p>smartphone</p> 	<p>computer</p> 
<p>laptop</p> 	<p>tablet</p> 	<p>TV</p> 	<p>video game system</p> 
<p>shop online</p> 	<p>listen to music</p> 	<p>send emails</p> 	<p>find information</p> 
<p>watch videos</p> 	<p>get directions</p> 		



Journal #4

stay home	travel	eat	sleep in
be with family	watch a parade	turkey	corn
pie	potatoes	pizza	popcorn
family	friends	pet	home
brother	sister	teacher	



Journal #4

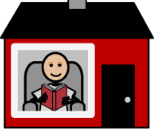

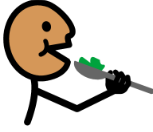
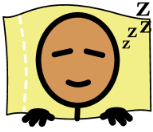





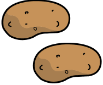




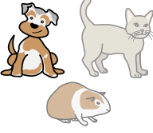

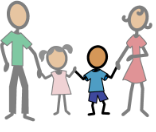

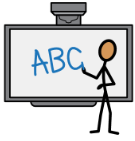
stay home 	travel 	eat 	sleep in 
be with family 	watch a parade 	turkey 	corn 
pie 	potatoes 	pizza 	popcorn 
family 	friends 	pet 	home 
brother 	sister 	teacher 	



Illustration: