

# WRITING JOURNAL DIRECTIONS

1. Provide each student with a journal for writing.
2. Encourage parents to write with the child.
3. Students should orally tell their story before writing it.
4. Beginning writers may *write* using illustrations only.
5. Parents should compose a sentence under each illustration and read it together.
6. When students are confident with letter sounds, they can produce 3-5 word sentences.
7. Parents should assist students with words containing three syllables or more.
8. Students should be encouraged to use invented spelling. For example, a student may write *dragon* as *d a g n*.
9. As students progress in their ability to write words fluently, you may see them compose more than one sentence.
10. Always encourage students to use sight words.



## COMMON CORE CONNECTION

- ❖ RF.K.2d Isolate and produce initial sounds (phonemes) in three-phoneme words.
- ❖ RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- ❖ RF.K.3c Read common high frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do)
- ❖ L.K.1a Print many upper and lower case letters.
- ❖ L.K.1f Produce and expand complete sentences in shared language activities.
- ❖ L.K.2a Capitalize the first word in a sentence and the pronoun I.
- ❖ L.K.2b Recognize and name end punctuation.
- ❖ L.K.2c Write a letter or letters for most consonant and short vowel sounds (phonemes).

