

Descriptive Review

Communication between the teacher and the students is very important. Understanding of a child is the key element of communication. Correct understanding of a child's skills affords a teacher avoiding prejudice and achieving the adequate demands towards the little learner. Observation provides specific information about the writing skills of a child. It allows one to analyze the visual of the writing, get to know the communicated information, find out the degree of the development of different skills and grasp the unique patterns of a child's writing.

A first grader's journal entries can be a great help in dealing with the children in elementary school. Therefore, the journal of Haley Diaz is worth a scrutinized look on it. The first glance on the writing of this student leads one to the assumption that Haley is probably a second language learner. One can deduce it by phonics of the text. The text probably belongs to the beginning of the school year because it is very short, but gradually sentences become longer and the word spelling becomes better. Haley uses capitals for beginning sentences, names and titles. She identifies that the names of her sister and mother's friend need to be capitalized. As for the punctuation, Haley uses abundant end punctuation. There are many full stops in her writing. In particular, she writes, "I like zedus. Zedus likes to eat. Grass."

In her journal, Haley is writing about the things (values) common to all children. She writes about what she wants to become in a typical child

manner. In particular, she writes that she wants to become a zebra because she likes zebras for no reason. In addition, she writes about her family, about her mother and about her sister. Apart from that, Haley writes about one of her days and even about their understanding of the leap year.

This first grader demonstrates different learning skills. Word choice of Haley is capable. She uses words that convey a simple message besides words are mostly used correctly. Haley's vocabulary is routine, with the few experiments, and some repetition is present. For instance, she writes, "Leap year is a time where you leap where you play leap frog." Concerning spelling skills, one might say that Haley uses grade level words mostly correct and phonetic spelling is easy to decode. Even when she writes "Zedus," it is easy to decode as "zebra" and "nusus" as nurses. Grammar knowledge is sufficient but still it is spotty. At the same time, paragraphing is either spotty or not present.

Some patterns can be tracked in Haley's writing. Organization of text is developing. A structure is present, and picture elements are placed logically. Haley uses clear spacing so the text is readable. She tends to use long sentences especially when writing about her family. Transitions are sometimes missing and sequencing is confusing. Haley often uses a bare beginning and middle are present but with no ending. However, text and pictures are generally formatted correctly on the page. Additionally, her drawings are detailed and descriptive.

Observation of Haley Diaz's writing leads one to the following conclusions. This student reveals developing language skills in writing. Her short sentences become longer and her word spelling becomes

better. In her writing, Haley tries to communicate ideas common to the children of her age. She tends to write about her family and her personal experience. She displays sufficient spelling and grammar skills. The girl complements her stories with pictures that tend to be very detailed. It may speak of a child's rich imagination. In learning, this child relies on observation and memory. It can become a good ground for the further academic performance as the student know a lot about proper writing and does not hesitate to use this knowledge.