

1st Grade–Writing a Sequence of Instructions: How-To Unit Checklist

Name: _____ Date: _____

These checklists are intended to guide instruction before, during (conferring), and after the unit. Students have until the end of the year to demonstrate proficiency.

Writer’s strengths:	Next teaching points:
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Item	Dates Demonstrated
(T) Selects a topic (something the writer does really well and loves to do) and orally rehearses using How- To -Hand (Session 1)	
(P) Uses rehearsal to act out and sketch each step of the How-To topic across pages (Sessions 2, 3)	
(T) Rereads for precise word choice to create pictures in the readers’ mind (Session 3)	
(P) Acts out the How -To book with a partner to check for clarity (Sessions 4, 12)	
(P) Revises to add clear and precise pictures/words to help reader understand directions and to answer questions “How”, Where, and Why”(Sessions 5,7,12)	
(R) Uses at least two supportive features (e.g. title, materials, steps, pictures) (Sessions 6, 12)	
(T) Uses ordinal (sequencing) words (Session 7)	
(T) Includes at least two special features (Diagrams, Labels, Captions, Warning, Tip, Arrows and Action Lines, Bold-Faced Words) (Sessions 7, 10, 12)	
(T) Sends off reader with a conclusion (Session 9)	
(L) Edits for punctuation (Session 11)	
(P) Writes multiple How -To Books during the Unit and chooses one or two to publish (Unit Abstract)	
(P) Demonstrates knowledge of workshop routines (productive entire workshop, partnerships, etc. (Ongoing throughout the Unit)	

See page 26 of the ELA CCSS document for all 1st Grade Language Standards

***T-Text Types and Purposes R-Research to Build and Present Knowledge P-Production and Distribution of Writing
L-Language**