

# 1<sup>st</sup> Grade–Launching with Small Moments: Personal Narrative Writing 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:
Item	Dates Demonstrated
(P) Generates story ideas using organizer (Resource 1) (Session 1)	
(T) Narrow, focused "Zoomed" Small Moment (One time, one place) (Session 2)	
(T) Sequential narrative "Bit-by-Bit" using My Story Planning Organizer (R2) (Session 2, 3)	
(T) Sequential narrative that ends in the moment (close-in ending) (Session 12)	
(P) Consistently shows evidence of rehearsal of ALL steps for how to write a story (think, picture, say, sketch, write) (Session 3, 4, 5a, 5, 7)	
(T) Sketches story across pages that includes beginning, middle and end (Session 5a, 5)	
(P) Demonstrates knowledge of workshop routines (partnerships) (Session 10, 13, 14, 16, 17, 18, 19)	
(T) Adds details (thoughts, feelings, actions, dialogue, setting) (Session 7, 8, 9)	
(L) Hear and record all beginning and ending sounds and most middle sounds (Session 6)	
(P) Evidence of Revision (rereading for focus and readability) (Session 11, 13, 14, 15, 16, 17, 18)	
(P/L) Edits for ending punctuation and spelling (Session 11, 19, 20)	

See page 26 of the ELA CCSS document for all 1<sup>st</sup> Grade Language Standards

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

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