

## 1<sup>st</sup> Grade–Revision 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/P) Uses mentor text to notice craft, with an eye for planning revision (Immersion and Session 4)	
(P) Revises by using a caret to insert missing word(s) (Session 1)	
(P) Revises by using flaps and/or adding a page to insert additional information(Session 2)	
(P) Revises by crossing out and/or removing unfocused writing (Session 3)	
(T) Identifies the Heart of the Story in multiple pieces of writing (Session 5)	
(P) Adds details for revision; focus on character action (face/head, feet/legs, hands/arms) (Session 6)	
(P) Demonstrates knowledge of workshop routines – focus on conferring with the teacher (Session 7) and revising with a partner (Session 8, but in most Sessions there is expected partnership work in Active Engagement) ( Sessions 7 and 8)	

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**