

Kindergarten–Growing as Small Moment Writers 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) Writes at least 3 focused small moment stories a week, across 3-5 pages, with multiple sentences per page (Session 1)	
(P) Shows evidence of ALL rehearsal steps for how to write a story (think, picture, say, sketch, write) (Session 1, 2)	
(P) Evidence of oral rehearsal (story hand, touching pages) (Session 2)	
(P) Demonstrates knowledge of workshop routines (partnerships) (Session 2)	
(T) Focused “Zoomed” Small Moment (One time, one place) (Session 3, 4)	
(T) Sequential narrative “Bit-by-Bit” (Session 5, 10)	
(T) Adds details (thoughts, feelings)(Session 10, 11)	
(L) Hear and record <u>most</u> beginning and ending sounds (Session 6, 9)	
(L) Writes some high frequency/sight words correctly (Session 7, 16)	
(P) Evidence of Revision in pictures or words, rereading (observed in partnerships)(Session 8, 12, 13)	
(T) Sequential narrative that ends in the moment (close-in ending) (Session 14)	

See page 26 of the ELA CCSS document for all Kindergarten Language Standards

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