

## Kindergarten Procedural: Writing a Sequence of Instructions: How To Books 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) Rehearses across fingers to remember each step of the How To topic (Session 3)	
(P) Uses rehearsal to act out each step of the How To topic across pages (Sessions 4, 5)	
(T) Zooms in on picture to add labels that help teach the reader what to do (Session 6)	
(P) Uses a telling or teaching voice in the writing (Session 7)	
(T) Uses precise (domain specific) words(Session 8)	
(P) Adds arrows/action lines to the pictures for clarity (Session 9)	
(L) Uses tools (word walls, books, charts) to spell words (Session 10)	
(P) Acts out the "How To" book to revise with a partner (Session 13)	
(P) Revises by adding or taking out steps, fixing up words and/or sentences (Sessions 16,17)	
(L) Demonstrates strategies to spell unknown words (Session 12)	
(P) Demonstrates knowledge of workshop routines (Emphasis on rereading and partnership) (All Sessions)	

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