

Kindergarten-Label and List in a Content Area 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) Observes, sketches and exactly labels observations (Session 1, 2)	
(P) Sketches and writes observations across several pages (Session 3)	
(T) Includes a title that tells the reader what they will learn about in the book (Session 4)	
(L) Hear and record most sounds (Session 5)	
(T) Sorts objects into groups/categories (Session 6)	
(P) Uses secondary sources to look for new information (Session 7)	
(T) Tells about topic across fingers (Session 8)	
(T) Uses patterns to write information about a topic (Sessions 9)	
(T) Uses appropriate scientific/domain specific words (Session 10)	
(P) Asks questions about topic (why, what) to add more information to piece (Session 11)	
(P) Revises by looking at objects again and again and adding to pictures and words (Session 12)	
(R) Compares and contrasts objects by looking at them closely and thinking about what they already know (Session 13, 14)	
(P) Revises by looking over their work and deciding what is good and/or what is not (Session 15)	
(P) Rereads and makes writing readable (Session 16)	
(P) Improves writing by adding cover, title, author/illustrator, colored pictures, and back cover in order to go public (Session 17)	
(P) Demonstrates knowledge of workshop routines (Emphasis on rereading and partnership work) (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**

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