

## Kindergarten–Opinion Writing: Letter 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) States an opinion (Session 1)	
(T) Supplies one reason to support an opinion (Sessions 2, 3, 4)	
(P) Uses a Touch Organizer to orally share/plan letter (Sessions 3, 4)	
(P) Includes three parts of a letter (greeting, body, signature) (Immersion, S 3,4,8)	
(T) Uses linking/transitional words to connect opinion to reasons (because) (Session 4)	
(P) Chooses appropriate audience (Session 5)	
(T) Uses strong feelings/opinions to add more to their letter) (Session 6)	
(P) Revises for Effective Greeting/Closing/ and or Body—Must have 1 of 3 (Sessions 9, 10)	
(L) Uses complete sentences (Immersion, Prior Knowledge, Session 11)	
(L) Uses capitals appropriately for a letter and grade level (Immersion, Prior Knowledge, Session 11)	
(L) Uses punctuation appropriately for a letter and grade level (Immersion, Prior Knowledge, Session 11)	

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**