

## Kindergarten–Pattern 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) Writer makes sure all pages go together and make sense (on topic) (Session 4)	
(T) Consistently shows evidence of rehearsal of all steps for how to write a Pattern Book (Sessions 1, 2, 3, 5)	
(L) Uses words from Word Wall to write words “in a snap” ( Session 7)	
(P) Revises Pattern Book to add a surprise ending (Session 8)	
(T) Tries a variety of structures in Pattern Books (Session 8 (surprise ending), Sessions 9 (see-saw), Session 10 (question-answer))	
(P) Sketches across page(s)to support the reader with tricky words and/or inference (Sessions 5, 6)	
(P) Demonstrates knowledge of workshop routines (Emphasis on rereading and partnership work) (Sessions 2, 3, 4, 5, 6, 7, 8)	
(T) Chooses a Title that communicates meaning (Session 3)	

See page 26 of the ELA CCSS document for all Kindergarten Language Standards, especially question mark (Session 9) and capitalizing “I” (Session 11)

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

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