



1ST GRADE **ELA**

# Student Materials

## Unit 2

### *Folktales Around the World*



# Daily Lesson Materials

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What does Ananse want?

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2. What does the Sky God **demand** from Ananse? What does he think about Ananse?

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3. How does Ananse trick Osebo?

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4. How does Ananse trick Mmboro?

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5. How does Ananse trick Mmoatia?

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6. How does the Sky God reward Ananse?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

folktales demand

Why does the Sky God rename his stories "Spider Stories"?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What details has the author included to describe Anansi so far?

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2. What trick does Anansi play on Elephant? How does Elephant respond? What does this show the reader about Anansi?

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3. Why does Hippo change his mind about the melon?

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4. Why does Warthog change his mind about the melon?

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5. What details about Anansi's actions has the author included to describe Anansi so far?

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6. How does Anansi treat the king? Why?

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7. Does Anansi learn a lesson?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

impatient    lazy    insult

Describe Anansi using at least two character traits. Explain your thinking.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What does Anansi discover about the moss-covered rock?

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2. How does Anansi trick the lion?

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3. How does Anansi trick the elephant?

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4. What details has the author included to describe Anansi so far?

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5. Describe Little Bush Deer. How does she trick Anansi?

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6. Does Anansi learn a lesson? Why or why not?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

mischievous

Describe Anansi using at least two character traits. Explain your thinking.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why are the animals making fun of Anansi? Give two specific reasons.

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2. Why is Anansi jealous of Hyena?

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3. How does Anansi treat the magic stick? What does that show us about Anansi?

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4. How do the neighbors feel about Anansi and his magic stick? Give two specific examples.

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5. What happens while Anansi is sleeping? Include at least three specific details.

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6. What happens when Anansi wakes up?

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7. Does Anansi learn a lesson?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

dishonest    selfish

Describe Anansi using at least two character traits. Explain your thinking.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Anansi refers to Turtle as "his friend turtle" (p. 3). Are they actually friends? Why or why not? What is Anansi like?

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2. Turtle explains to Anansi that "one of us can work while the other gets tired" (p. 7). Why does Turtle say this?

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3. What problem is Anansi facing? Why?

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4. Why does Anansi want to do the cooking? Is Anansi changing?

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5. When Anansi has the choice to eat or get full, what choice does he make? Why?

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6. Why does Anansi go to the Justice Tree?

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7. Why does Warthog not believe Anansi's story? Why is this important?

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8. Why does the author say that "some good came out of it"?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

justice

Does Anansi learn a lesson? If so, what is the lesson and how does he learn it?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

advice

Is Anansi a good friend? Why or why not?

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## Sentence Cards

The magic stick whirled round and round.

Why is Anansi lazy?

The vegetables grew bigger.

When can you clean my house?

I'm looking for a magic stick.

What will we do about this lake?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Write a statement and a question about Anansi.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Writing Brainstorm

## K-2nd Grade English Language Arts

**Beginning**

**Middle**

**End**

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## **Anansi and the Magical Fruit**

One day, Anansi the spider was walking in the forest. He found a magical fruit that would make anyone who ate it the fastest animal in the forest. He decided to play a trick on his friend, Turtle. He thought that it would be fun to make his friend Turtle chase him.

Anansi ate the fruit and got ready to beat Turtle. But Turtle was smart and knew what Anansi was up to. Turtle quickly made a plan. Before the race, he dug a hole in the ground where Anansi would run. Then, they started the race. Anansi didn't notice the hole in the ground. As he ran past, he tripped and fell right into it! He tried to get out, but the hole was too deep. He cried out for help.

Turtle slowly walked over to him. He had outsmarted Anansi! Turtle agreed to help Anansi out of the hole if he would stop playing tricks on his friends. Anansi made the promise, and Turtle pulled him out of the hole. Anansi learned that playing tricks on others didn't always work out the way he wanted. Sometimes it is better to just be kind and honest with friends.

## Sample Problem #1

Anansi was preparing for a big feast. He had gathered delicious fruits and nuts from all over the forest. He was ready to share with his friends. But when he went to his favorite spot to eat, he found something surprising. He looked around and saw that all of the food was missing! Anansi felt disappointed.

## Sample Problem #2

One day, Anansi was walking through the forest, looking for something delicious to eat. As he walked, he spotted a big, juicy apple hanging from a tree branch. It looked delicious! But when Anansi tried to reach for the apple, his legs weren't long enough. He stretched and stretched, but the apple was still out of reach. He felt so frustrated!

## Sample Text 1

They began the race. Anansi quickly started climbing the tree. It was a very big tree with lots of leaves. Soon, he was fast, hungry, and soon he was very high up. As Anansi climbed higher, the wind began to blow stronger. The branches began to shake. They were shaking a lot. Anansi felt very scared. He thought he might fall!

## Sample Text 2

Rabbit, Frog, and Turtle noticed that Anansi was scared. He was so scared. He was shaking. They decided to help him by helping him. Turtle stood on a large rock, Rabbit hopped on his back, and Frog jumped on top of Rabbit. Frog held out a long stick for Anansi to climb on. Anansi saw the long stick. When they lowered Anansi down, he apologized to his friends. He said sorry. He learned a lesson. He learned that it wasn't about being the best. What mattered most was having friends who cared about him!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Write a story about another trick Anansi plays on his friends. Be sure to include:

- A beginning, middle, and end
- Anansi as the main character
- Anansi playing a trick on another character
- The main character's problem and a connected solution

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## **Anansi and the Magical Fruit**

One day, Anansi the spider was walking in the forest. He found a magical fruit that would make anyone who ate it the fastest animal in the forest. He decided to play a trick on his friend, Turtle. He thought that it would be fun to make his friend Turtle chase him.

Anansi ate the fruit and got ready to beat Turtle. But Turtle was smart and knew what Anansi was up to. Turtle quickly made a plan. Before the race, he dug a hole in the ground where Anansi would run. Then, they started the race. Anansi didn't notice the hole in the ground. As he ran past, he tripped and fell right into it! He tried to get out, but the hole was too deep. He cried out for help.

Turtle slowly walked over to him. He had outsmarted Anansi! Turtle agreed to help Anansi out of the hole if he would stop playing tricks on his friends. Anansi made the promise, and Turtle pulled him out of the hole. Anansi learned that playing tricks on others didn't always work out the way he wanted. Sometimes it is better to just be kind and honest with friends.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Writing Brainstorm

## K-2nd Grade English Language Arts

**Beginning**

**Middle**

**End**

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Sample Problem #1

Anansi was preparing for a big feast. He had gathered delicious fruits and nuts from all over the forest. He was ready to share with his friends. But when he went to his favorite spot to eat, he found something surprising. He looked around and saw that all of the food was missing! Anansi felt disappointed.

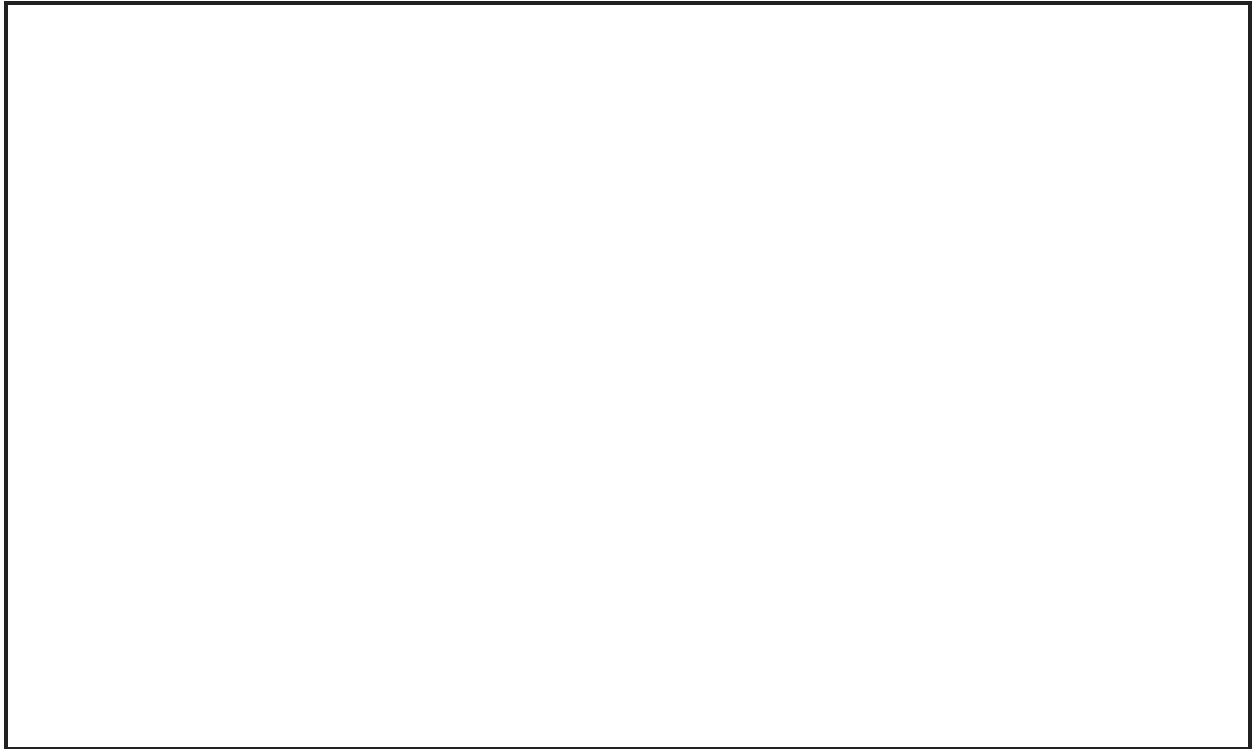
## Sample Problem #2

One day, Anansi was walking through the forest, looking for something delicious to eat. As he walked, he spotted a big, juicy apple hanging from a tree branch. It looked delicious! But when Anansi tried to reach for the apple, his legs weren't long enough. He stretched and stretched, but the apple was still out of reach. He felt so frustrated!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Plan the beginning, middle, and end of your story using the graphic organizer.



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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Writing Brainstorm

## K-2nd Grade English Language Arts

**Beginning**

**Middle**

**End**

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draft your story. Be sure to include details about what happens at the beginning, middle, and end of the story.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Writing Brainstorm

## K-2nd Grade English Language Arts

**Beginning**

**Middle**

**End**

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Sample Text 1

They began the race. Anansi quickly started climbing the tree. It was a very big tree with lots of leaves. Soon, he was fast, hungry, and soon he was very high up. As Anansi climbed higher, the wind began to blow stronger. The branches began to shake. They were shaking a lot. Anansi felt very scared. He thought he might fall!

## Sample Text 2

Rabbit, Frog, and Turtle noticed that Anansi was scared. He was so scared. He was shaking. They decided to help him by helping him. Turtle stood on a large rock, Rabbit hopped on his back, and Frog jumped on top of Rabbit. Frog held out a long stick for Anansi to climb on. Anansi saw the long stick. When they lowered Anansi down, he apologized to his friends. He said sorry. He learned a lesson. He learned that it wasn't about being the best. What mattered most was having friends who cared about him!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Revise your **folktale** by taking out the parts of the story that don't belong.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. How does the lion react to the little mouse?

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2. Why does the lion change his mind about the mouse?

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3. How does the lion respond to the mouse? Why?

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4. What is the lion's problem? How is he feeling? How do you know?

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5. How does the small mouse **repay** the big strong lion?

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6. How does the Lion respond to the mouse's help?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

repay

Does Lion learn a lesson? If so, what is the lesson and how does he learn it?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What does Coyote want? How does Borreguita respond?

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2. How does Borreguita trick Coyote the first time?

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3. How does Borreguita trick Coyote the second time?

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4. What do we know about Borreguita and Coyote so far? Think of at least two words to describe each and explain why.

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5. How does Borreguita trick Coyote the last time?

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6. The story ends by saying, "And Coyote never bothered her again." Why does Coyote never bother Borreguita?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

fool    gullible

What lesson does Coyote learn and how does he learn it?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What is the man's problem?

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2. The owner "served him like a king" (p. 7). What does this show about the owner?

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3. What gift does the stranger give? How does it change the man's life?

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4. Do the illustrations on pages 15–18 show how the restaurant changes?

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5. Why does the stranger return? What does he do? Why?

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6. The author repeatedly uses the word **gentle** to describe the stranger. What does it mean to be **gentle**? Is the stranger **gentle**?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

unusual    gentle

How does the stranger's gift change the man's life? What lesson is the author trying to teach?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What do you think the phrases "one step ahead of you" (p. 4) and "a little bit and a little bit more" (p. 5) mean?

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2. How does Mama Panya feel when Adika invites others for pancakes? What in the story makes you think that?

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3. Describe Adika using at least two character traits. Explain your thinking.

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4. How does Adika feel at the market? How does Mama feel at the market? Why?

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5. What happens when the people arrive? How do Mama and Adika feel?

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6. What do the phrases "one step ahead of you" and "a little bit and a little bit more" mean?

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## Unscramble Sentences Activity

Unscramble the sentences and write the correct sentence on the line.

dressed	got	.	Adika
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you	?	Where	are
-----	---	-------	-----

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.	I'm	go	ready	to
---	-----	----	-------	----

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coming	?	is	Who
--------	---	----	-----

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pancakes	.	I	making	am
----------	---	---	--------	----

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**\*Bonus!**

pancakes	?	How	will	many	you	make
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Explain how you know which sentences are **statements** and which sentences are **questions**.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

stretch    generous

What does Mama learn at the end of the story and how does she learn it?

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## Command or Exclamation?

Color commands blue. Color exclamations red. Leave others blank.

Give me the water.	She is my friend.	I am so excited!
I love pizza!	Open the door.	Sit down.
His crayon is blue.	I can't wait to play outside!	Bring me the toy.

Write your own **command**.

1. \_\_\_\_\_

2. \_\_\_\_\_

Write your own **exclamation**.

1. \_\_\_\_\_

2. \_\_\_\_\_

## Sentence Cards

What a beautiful day!

Draw a circle in the air.

That was a great book!

Sit down.

Jump three times.

Wow, look at that rainbow!

I can't believe it!

Close the door.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Write a command and an exclamation.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What is the man's problem? How do you know?

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2. What advice does the rabbi give the **unfortunate** man? How does the man respond?

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3. What advice does the rabbi give the **unfortunate** man? How does the man respond?

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4. What happens each time the man follows the rabbi's advice? What in the story makes you think that?

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5. What advice does the rabbi give the man at the end? Does it work?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

misfortune    unfortunate    peaceful

What lesson does the man learn? Use the words **unfortunate** and **peaceful** in your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What is the Emperor's problem? How does he plan to solve his problem?

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2. How do people respond to the Emperor's proclamation or statement? Why?

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3. Describe what happens with Ping's seed. How does he respond?

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4. How does Ping feel about his empty pot? What advice does Ping's father give him? Why?

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5. What happens when Ping shows his pot to the Emperor? How does the Emperor respond?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

courage    ashamed

The king states, "I admire Ping's **courage** to appear before me with the empty truth" (p. 30). What does the king mean? What lesson can be learned from this statement?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What is life like at the time when the sky is very close to the earth?

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2. Why is the sky angry?

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3. What warning does the sky send? How does Oba respond?

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4. Describe Adese.

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5. What mistake does Adese make? How does she feel about her mistake?

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6. Why does the sky leave?

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7. How do the people change once the sky leaves? Why?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

wasteful    satisfied

The sky says, "Perhaps through your own labor you will learn to not waste the gifts of nature" (p. 24).

What does the sky mean? What lesson can we learn from this statement?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why does Abuela's advice make Martina **aghast**?

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2. What is the rooster like? What does Martina realize?

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3. Explain why "the Coffee Test had saved Martina from yet another unsuitable suitor."

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4. Based on evidence, should the lizard or Martina have been **livid** about what was happening?

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5. How is Pérez different from the other suitors?

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6. Martina reached for the coffee with a "heavy heart." What does that mean?

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7. Why does Martina say "she'd found her perfect match"? Explain.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

aghast    livid

How does the Coffee Test help Martina learn about what the other characters in the story are like? What can we learn from this?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Describe Juan Bobo.

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2. Why is Juan Bobo "beaming" after his first day of work? Does Don Pepe feel the same way?

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3. Why does Juan Bobo "hang his head" (p. 6)? What does this mean? How does his mother respond?

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4. What mistakes does Juan Bobo make when he goes to work for the second time? How do Don Pepe and his mother respond?

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5. What do Juan Bobo's actions show about him?

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6. How does Juan Bobo save the girl's life? Does he realize what he is doing? Why or why not?

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7. Why does the rich man make sure that Juan Bobo and his mama have a plump ham every Sunday?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

misunderstood

What is Juan Bobo like? What can we learn from him?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What do we know about Doña Flor so far?

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2. What is the problem that occurs in the village? How does Doña Flor try to help?

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3. What makes Doña Flor so **respectable**?

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4. What is Doña Flor like? How do you know?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

respect

Describe Doña Flor. Give two to three specific details.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why does Doña Flor go to the animals? What advice do they give her?

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2. What does Doña Flor find on top of the mesa?

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3. How does the puma respond when he sees Doña Flor? What description does the author include to show how the puma responds?

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4. How does Doña Flor respond when she sees the puma?

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5. What happens at the end of the story?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

thoughtful

What lesson is the author trying to teach in *Doña Flor*? How do you know?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

- What lessons can we learn from reading folktales?
- How can we use the lessons we learn from folktales in our own lives?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Note-Taking Sheet

Which folktale teaches the most important lesson?

Book Title	Lesson
<b>Reason:</b>	
<b>Reason:</b>	
<b>Reason:</b>	

## Sample Note-Taking Sheet

### Sample 1

Which folktale teaches the most important lesson?

Book Title	Lesson
<i>The Name Jar</i>	It is important to be proud of who you are and where you come from. You need to respect everyone's names and cultures.

### Sample 2

Which folktale teaches the most important lesson?

Book Title	Lesson
<i>Enemy Pie</i>	By being kind and spending time with someone, you can change your feelings and build a friendship.

## Revision Text

In my opinion, *The Lion and the Mouse* teaches the most important lesson because it teaches us we shouldn't judge someone by their size. This is important because the mouse saves the lion from the dangerous net to **repay** him for sparing his life all those years ago. The mouse is small, but he is also helpful. Just because I'm small, doesn't mean I can't help other people in my home or community! Helping others is important, no matter how big you are.

In my opinion, *The Name Jar* teaches the most important lesson because it teaches us to be proud of who you are and where you come from.

In the story, Unhei thinks about changing her name to something easier. But Unhei learns that her name is special because it's part of who she is.

At the end, Unhei becomes proud of her name and helps others understand it. She teaches them to respect others' cultures.

Just like Unhei, I sometimes feel shy about things that make me different. But I know that being different makes me special. For example, my name is a little different too, but I like it because it's a part of me. It makes me feel proud.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

In your opinion, which folktale from the unit teaches readers the most important lesson and why? Include reasons from the book and from your own life to support your opinion.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Note-Taking Sheet

Which folktale teaches the most important lesson?

Book Title	Lesson
<b>Reason:</b>	
<b>Reason:</b>	
<b>Reason:</b>	

## Sample Note-Taking Sheet

### Sample 1

Which folktale teaches the most important lesson?

Book Title	Lesson
<i>The Name Jar</i>	It is important to be proud of who you are and where you come from. You need to respect everyone's names and cultures.

### Sample 2

Which folktale teaches the most important lesson?

Book Title	Lesson
<i>Enemy Pie</i>	By being kind and spending time with someone, you can change your feelings and build a friendship.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Brainstorm 1–2 reasons that support your opinion about the most important lesson in this unit. Use reasons from both the text and your life.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Note-Taking Sheet

Which folktale teaches the most important lesson?

Book Title	Lesson
<b>Reason:</b>	
<b>Reason:</b>	
<b>Reason:</b>	

## Sample Note-Taking Sheet

### Sample 1

Which folktale teaches the most important lesson?

Book Title	Lesson
<i>The Name Jar</i>	It is important to be proud of who you are and where you come from. You need to respect everyone's names and cultures.

### Sample 2

Which folktale teaches the most important lesson?

Book Title	Lesson
<i>Enemy Pie</i>	By being kind and spending time with someone, you can change your feelings and build a friendship.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use your Note-Taking Sheet from Day 1 to draft your opinion paragraph.

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## Revision Text

In my opinion, *The Lion and the Mouse* teaches the most important lesson because it teaches us we shouldn't judge someone by their size. This is important because the mouse saves the lion from the dangerous net to **repay** him for sparing his life all those years ago. The mouse is small, but he is also helpful. Just because I'm small, doesn't mean I can't help other people in my home or community! Helping others is important, no matter how big you are.

In my opinion, *The Name Jar* teaches the most important lesson because it teaches us to be proud of who you are and where you come from.

In the story, Unhei thinks about changing her name to something easier. But Unhei learns that her name is special because it's part of who she is.

At the end, Unhei becomes proud of her name and helps others understand it. She teaches them to respect others' cultures.

Just like Unhei, I sometimes feel shy about things that make me different. But I know that being different makes me special. For example, my name is a little different too, but I like it because it's a part of me. It makes me feel proud.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Revise your writing by adding a concluding sentence to wrap up your writing.  
Use a different sentence type to make it interesting.

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# Vocabulary

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# advice

noun

recommendation or suggestions for what to do



# aghast

adjective

shocked or surprised



# ashamed

adjective

embarrassed about something



# courage

noun

the ability to do something that might scare you



# demand

verb

to order or request



# dishonest

adjective

not truthful or not fair



# folktales

noun

stories from different cultures that are passed down and teach us lessons on how to be a good person



# fool

verb

to trick someone in a clever way



# -ful

# generous

adjective

showing kindness towards others



# gentle

adjective

having a kind character (p. 6, 20)



# gullible

adjective

believes things easily



# impatient

adjective

not being able to wait for something



# insult

verb

to say something mean and hurtful about someone



# justice

noun

fairness in the way people are treated



# lazy

adjective

unwilling to work hard



# livid

adjective

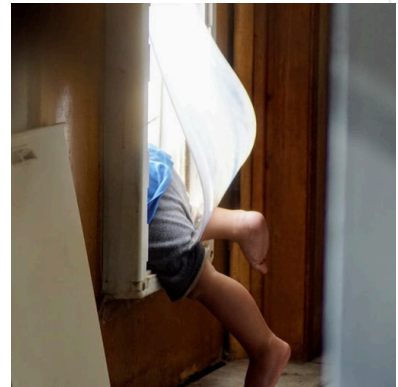
very angry



# mischievous

adjective

liking to play tricks or cause a little trouble in a fun way



# misfortune

noun

bad luck (pp. 9, 20)



# misunderstood

verb

to have not understood correctly



# peaceful

adjective

calm and quiet (pp. 26, 27)



re-

# repay

verb

to pay back (p. 8, 24)

# respect

verb

to admire someone or something because of something they do



# satisfied

adjective

happy and pleased



# selfish

adjective

not caring about others; only thinking about yourself



# stretch

verb

to spread something out



# thoughtful

adjective

kind and caring about other people



un-

# unfortunate

adjective

having bad luck (pp. 2, 6, 8, 11, 13, 17, 21, 24)



# unusual

adjective

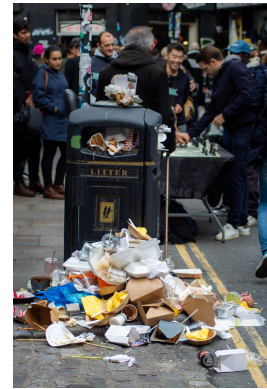
not normal (p. 6, 20)



# wasteful

adjective

using more than what is needed



# wise

adjective

to have a lot of knowledge about something,  
often from experience





# Unit Rubrics & Assessments

# Narrative Writing Rubric

## 1st Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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<b>Structure</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Event Sequence</b> Includes a beginning, middle, and end	4 3 2 1	
<b>Point of View</b> Point of view is clear and consistent throughout the story; Pronouns match the narrator in the story; Clear understanding of the task's audience and purpose	4 3 2 1	
<b>Setting</b> Includes many words to describe the place and time of the story	4 3 2 1	

<b>Development</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Characters</b> Includes multiple characters and develops at least one character with multiple details and descriptions	4 3 2 1	
<b>Plot</b> Includes a beginning with details that hook the reader; Includes many details to introduce the problem and describe character feelings; Includes an end that shows how the problem is solved	4 3 2 1	
<b>Precise Words and Phrases</b> Uses several temporal words to help the events in the story unfold logically	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Grammar</b> Includes complete simple sentences; Varies sentence types  Uses nouns correctly, including common, proper, and possessive nouns; singular and plural nouns with matching verbs; personal, possessive, and indefinite pronouns  Uses verbs correctly, including past, present, and future verb tense  Uses frequently occurring adjectives correctly	4 3 2 1	
<b>Conventions</b> Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, dates, names of people  Uses correct punctuation conventions, including end of a sentence, commas in dates, commas to separate single words in a series	4 3 2 1	

# Opinion Writing Rubric

## 1st Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
<b>Organizational Structure</b> Includes an opinion, supporting sentences, and a concluding sentence in the correct order	4 3 2 1	
<b>Introduction</b> Introduces a clear opinion in one sentence  May use a sentence stem, such as: <ul style="list-style-type: none"> <li>• I prefer _____</li> <li>• I feel _____</li> <li>• In my opinion, _____</li> </ul>	4 3 2 1	
<b>Conclusion</b> Includes a concluding sentence that restates the opinion; <u>may</u> use a different sentence type	4 3 2 1	

Development	Rubric Score	Notes
<b>Reasons</b> Includes 2–3 reasons to support opinion; Reasons are either personal experience, or facts and details	4 3 2 1	

Language	Rubric Score	Notes
<b>Grammar</b> Includes complete simple sentences; Varies sentence types  Uses nouns correctly, including common, proper, and possessive nouns; singular and plural nouns with matching verbs; personal, possessive, and indefinite pronouns  Uses verbs correctly, including past, present, and future verb tense  Uses frequently occurring adjectives correctly	4 3 2 1	
<b>Conventions</b> Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, dates, names of people  Uses correct punctuation conventions, including end of a sentence, commas in dates, commas to separate single words in a series	4 3 2 1	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Point Narrative Writing Rubric


	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment.	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Characters</b>		I name Anansi as the main character.	
		I use details to describe Anansi's actions, motivations, and/or feelings.	
<b>Plot</b>		I begin my story by using details to describe the characters and setting.	
		I include many details to describe the problem in the middle of the story.	
		I include an ending that shows how the problem is solved.	
<b>Revision</b>		I take out extra parts of the story that are not connected to the beginning, middle, or end.	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Point Opinion Writing Rubric

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment.	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Introduction</b>		I state my opinion in the introduction.	
<b>Reasons</b>		I include 2–3 reasons to support my opinion.	
		My reasons come from the text and my own life.	
<b>Conclusion</b>		I have a concluding sentence to restate my opinion.	
		I use a different sentence type for my concluding sentence.	


## Editing Checklist

<b>Language and Conventions Focus Area</b>	
I use statements in my writing.	
I use questions in my writing.	
I end all sentences with the correct punctuation mark.	

**My writing goal:**

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## Editing Checklist

<b>Language and Conventions Focus Area</b>	
I use statements in my writing.	
I use questions in my writing.	
I use commands in my writing.	
I use exclamations in my writing.	
I end all sentences with the correct punctuation mark.	

**My writing goal:**

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What do Yasuhiro's actions show about him?

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2. Describe Ryota. Include at least two details from the book.

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3. Why did Hiroko make the fabric?

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4. What happens at the end?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part 1: Vocabulary**

1. If a person is **thoughtful** they
  - a. think about others and do nice things for them
  - b. say mean things to others
  - c. work hard to get something
  
2. I am **satisfied** with \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. Which of the following is an **insult**?
  - a. "Wow, you have really pretty shoes!"
  - b. "What are you eating for lunch?"
  - c. "You are ugly."
  
4. When would someone ask for **advice**?
  - a. If they already knew how to do something.
  - b. If they were not sure what to do.
  - c. If they wanted a friend to talk to.





# Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/1st-grade/materials/>