



1ST GRADE **ELA**

Student Materials

Unit 4 *Love Makes a Family*





Daily Lesson Materials

Name: _____

Date: _____

1. What announcement does Mrs. Abbott make? How does it make Stella feel?

2. What advice does Jonathan give Stella? Why is this important?

3. Who are Stella's guests at the celebration? How does this make Stella feel?

4. Who do Stella's classmates bring to the celebration?

5. How does Howie feel about the upcoming Father's Day celebration? What advice would you give him?

Name: _____

Date: _____

What can we learn from Stella about what it means to be a family? Give two examples.

Name: _____

Date: _____

1. What do we know about Marisol and her family?

2. What does Marisol do that seems mismatched to those around her?

3. Why does Marisol decide that she wants to match?

4. How does Marisol feel when everything is perfectly matched? Why?

5. Why does Ms. Apple write Marisol a letter? How does it help Marisol?

6. Which puppy does Marisol pick? Why?

Name: _____

Date: _____

bilingual multiracial

What does Marisol learn about herself? What lesson can we learn from Marisol?

Name: _____

Pronoun Worksheet

Language and Grammar Lesson

Revise the sentences to be less repetitive. Replace repeated nouns with a pronoun.

1. Stella is worried about who to invite to the Mother's Day celebration, so Stella invites her whole family.

Write the revised sentence:

2. Marisol is bilingual and Marisol is multiracial.

Write the revised sentence:

3. My family makes conchas and the conchas are delicious.

Write the revised sentence:

4. My brother Niko likes to play basketball, but Niko does not like to run.

Write the revised sentence:

Name: _____

Date: _____

Revise the sentences to be less repetitive. Replace repeated nouns with a pronoun.

Name: _____

Date: _____

1. How do the moms feel when they adopt the narrator and her siblings? How do you know?

2. What is life like in their mothers' house? How do you know?

3. What happens at Mrs. Lockner's house? How do the children respond? How do the mothers respond?

4. Why do the Lockner kids not spend the night? How does it make the narrator feel?

5. Why does the narrator say that the kitchen is the center of everything that is happening?

Name: _____

Date: _____

adopt glare

How does the family show that they love and care for one another? Give two examples.

Name: _____

Date: _____

1. How does the community come together for the Woolsey Street Block Party? Give two examples.

2. How do Meema and Marmee respond to Mrs. Lockner at the end of the day? What does it show about Meema and Marmee?

3. What does the narrator mean when she says, "There wasn't a day in my life that I did not feel deeply loved and wanted by Meema and Marmee"?

4. What special role does the house continue to play in the kids' lives?

Name: _____

Date: _____

Why is the house important to the family?

Name: _____

Date: _____

1. How is fry bread made? Why is this important?

2. How is fry bread eaten? When is fry bread eaten?

3. The author writes, "Fry bread is art...Fry bread is history." What are some examples of how fry bread is art and history?

4. The author writes, "Fry bread is place...Fry bread is nation." What are some examples of how fry bread is place and nation?

5. The author writes, "Fry bread is us." What does this mean?

Name: _____

Date: _____

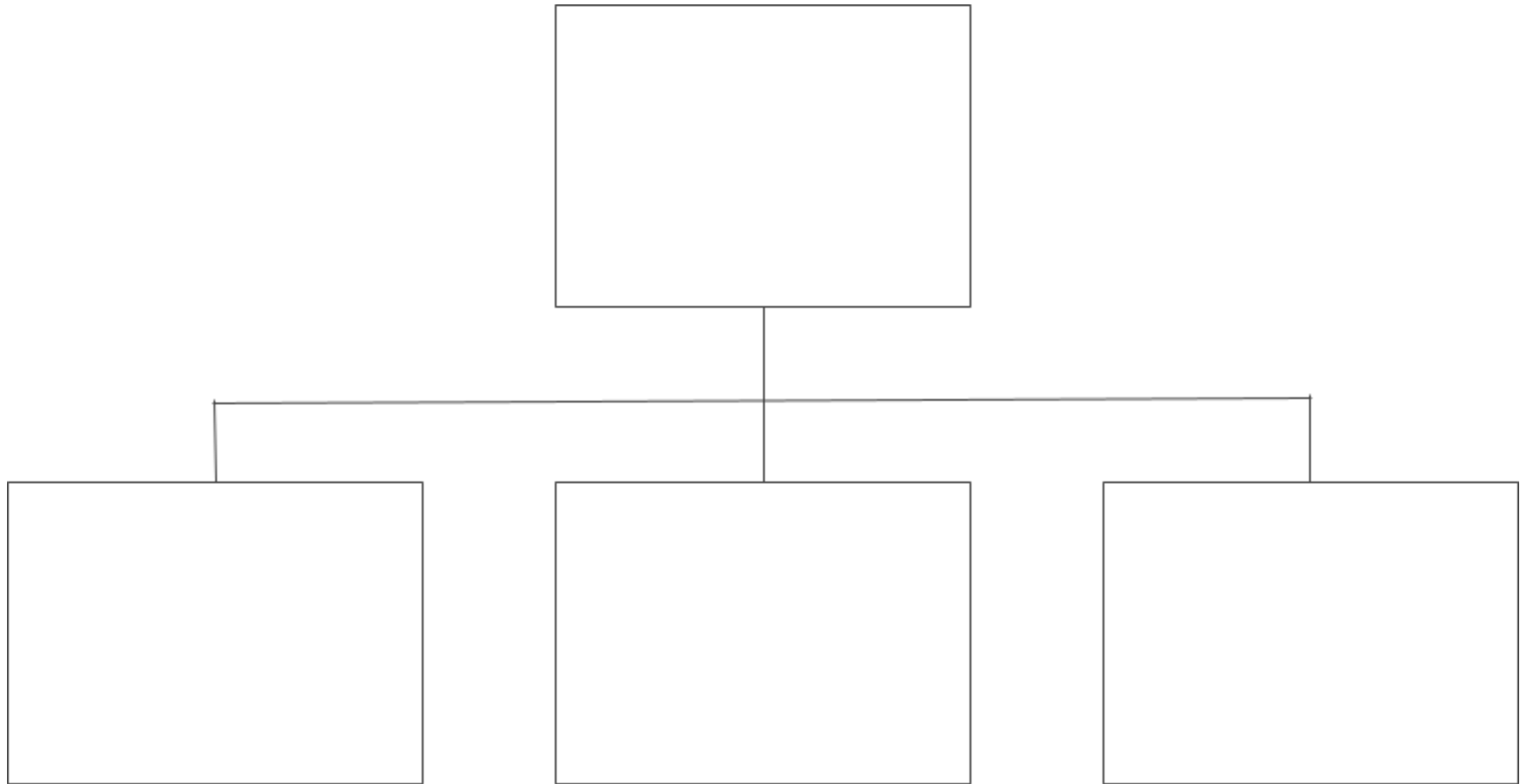
heritage tradition

Why is fry bread important to Native American families? Give two reasons.

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



The Sanchez Family



My family members

My family is special because we have fun together. My family has four people. My mom, my dad, my sister, and me. We speak Spanish at home. We watch a movie together on Friday nights. My family is fun!

Name: _____

Date: _____

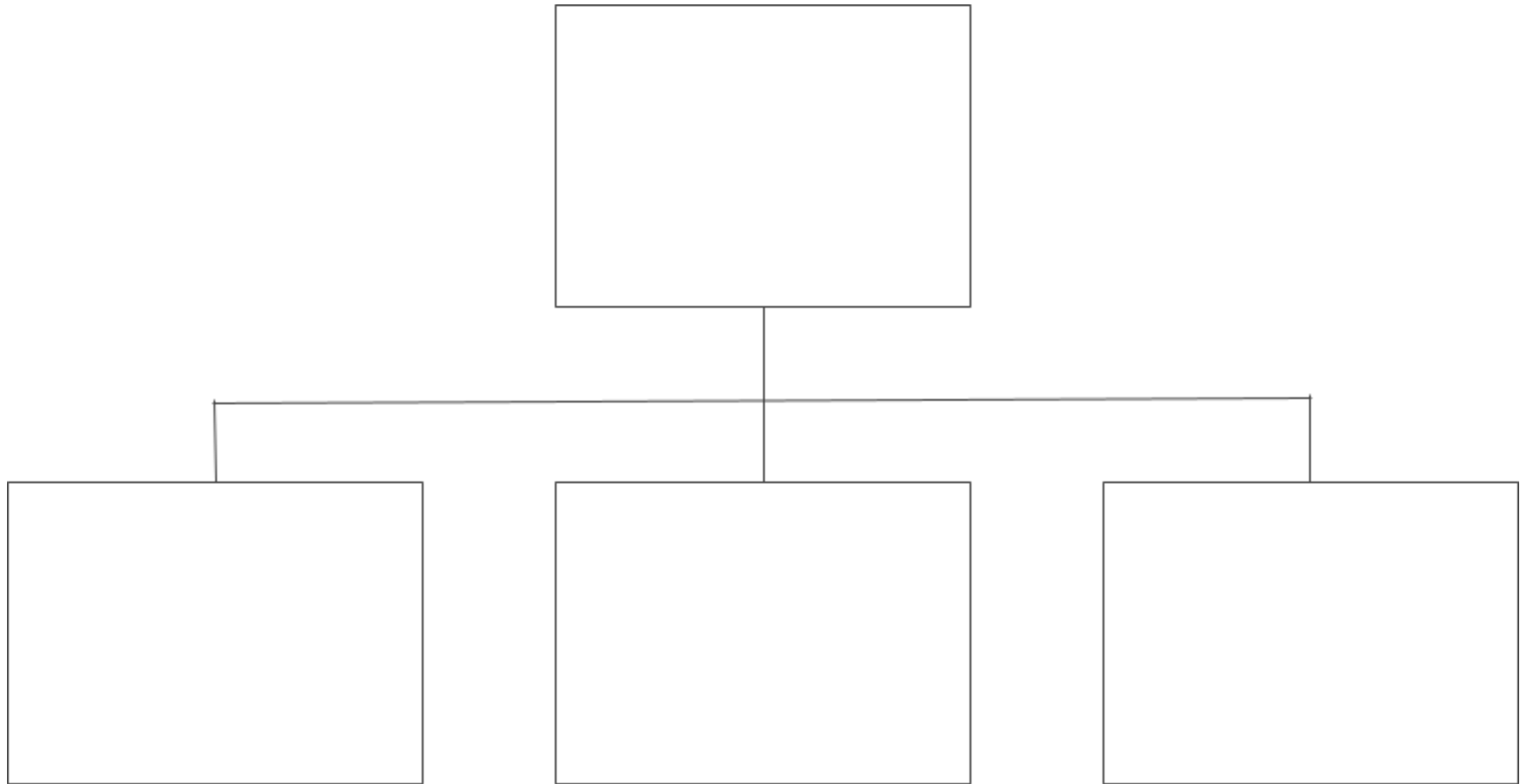
The library is looking to add books to its collection about families in the community. You can help by writing an informational book about your own family! Who is your family, and how do you take care of one another? What special **traditions, heritage**, or activities make your family unique? In your book, be sure to include:

- A topic sentence to state the main idea
- 2–3 facts about your family
- A concluding sentence that restates the main idea

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



The Sanchez Family




My family members

My family is special because we have fun together. My family has four people. My mom, my dad, my sister, and me. We speak Spanish at home. We watch a movie together on Friday nights. My family is fun!

Name: _____

Date: _____

Brainstorm the main idea and 2–3 facts of an informational book about your family. Use the [Main Idea and Details Graphic Organizer \(GK–5\)](#).



Name: _____

Date: _____

Revise your informational book about your family. Be sure to:

- Name two or more proper nouns.
- Change general and unclear details to precise information.

Name: _____

Date: _____

1. How is Gia feeling? How do you know?

2. The author writes, "Even my aunties were baby crazy." What does "baby crazy" mean? How does it make Gia feel?

3. How does Gia feel when Grandma offers to take her? How does Mama respond?

4. How does Mama help Gia?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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

Name: _____

Date: _____

envious

What lesson does Gia learn?

Name: _____

Date: _____

1. What is the family waiting for? How do they feel?

2. What does the family do to take care of the baby?

3. What does the baby do when visiting his grandparents? Do the activities make him laugh?

4. Who gets the baby to laugh for the first time? Why is this important?

5. What happens at the First Laugh Ceremony? Why is the ceremony important?

Name: _____

Sentence Combining Worksheet

Language and Grammar Lesson

Read the sentences below. Determine which noun is repeated. Replace the repeated noun with one of the following pronouns:

they	he	she	it
------	----	-----	----

The baby is hungry.	The baby frowns.
---------------------	------------------

The baby is hungry, so _____

Mama weaves a tree-of-life rug.	Mama watches the baby.
---------------------------------	------------------------

Mama weaves a tree-of-life rug, and _____

Grandmother rides the horse.

The baby rides the horse too.

Grandmother rides the horse, and _____

The grandfather makes the
baby laugh.

The grandfather hosts the
ceremony.

The grandfather makes the baby laugh, so _____

Name: _____

Date: _____

eager

What does the family do to welcome the new baby? Why is this important?

Name: _____

Date: _____

One morning, your friend arrives at school feeling upset and starts to cry. As a caring friend, you check in to see if you can help. Your friend shares some big news—they found out their family is about to change because a new baby is on the way! What kind and helpful advice can you give your friend?

Be sure to include specific information that you have learned about families to support your advice.

Name: _____

Date: _____

1. In what ways does Sulwe look different from other members of her family?
How does it make Sulwe feel?

2. How does Sulwe try to become the same color as her sister? Why does she do this?

3. How does Sulwe's mom comfort her?

4. How does Sulwe feel after talking with her mom?

5. What does Sulwe learn from the story of Night and Day? How does the story relate to Sulwe?

6. How does Sulwe feel at the end? Why?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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

Name: _____

Date: _____

How does Sulwe change? What causes the change?

Name: _____

Date: _____

1. How do the girls feel about the first day of school? How do you know?

2. What does Faizah do to show that she **admires** her older sister?

3. How does Faizah feel when her classmate asks about Asiya's hijab? Why does Faizah repeat her explanation louder?

4. How does Faizah respond when she sees a boy laughing at her sister?

5. What happens at recess? How do Faizah and Asiya respond? Why?

6. How does Faizah feel at the end? Why?

Name: _____

Date: _____

admire regular

What message does the author want readers to learn from this book?

Name: _____

Date: _____

1. How does Rubina feel? Provide evidence from the story.

2. How does Rubina feel at the party? Provide evidence from the story.

3. How does Rubina feel when she sees her lollipop? Provide evidence from the story.

4. How does Rubina feel when she does not get any invitations for a really long time?

5. Why does Rubina stand up for Sana?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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

Name: _____

Date: _____

frustrated

Why does Rubina stand up for her sister and say, "Don't make Sana take Maryam to the party" (p. 28)? What can readers learn from Rubina?

Name: _____

Date: _____

1. How are Charlie and his sister Callie similar? In what ways are they different?

2. Charlie has autism. What does that mean?

3. Even though Charlie cannot say, "I love you," he is able to show it. How does Charlie show love?

4. Charlie has many strengths. What are they?

5. Callie says, "Charlie has autism. But autism does not have Charlie" (p. 29).
What does she mean?

Name: _____

Date: _____

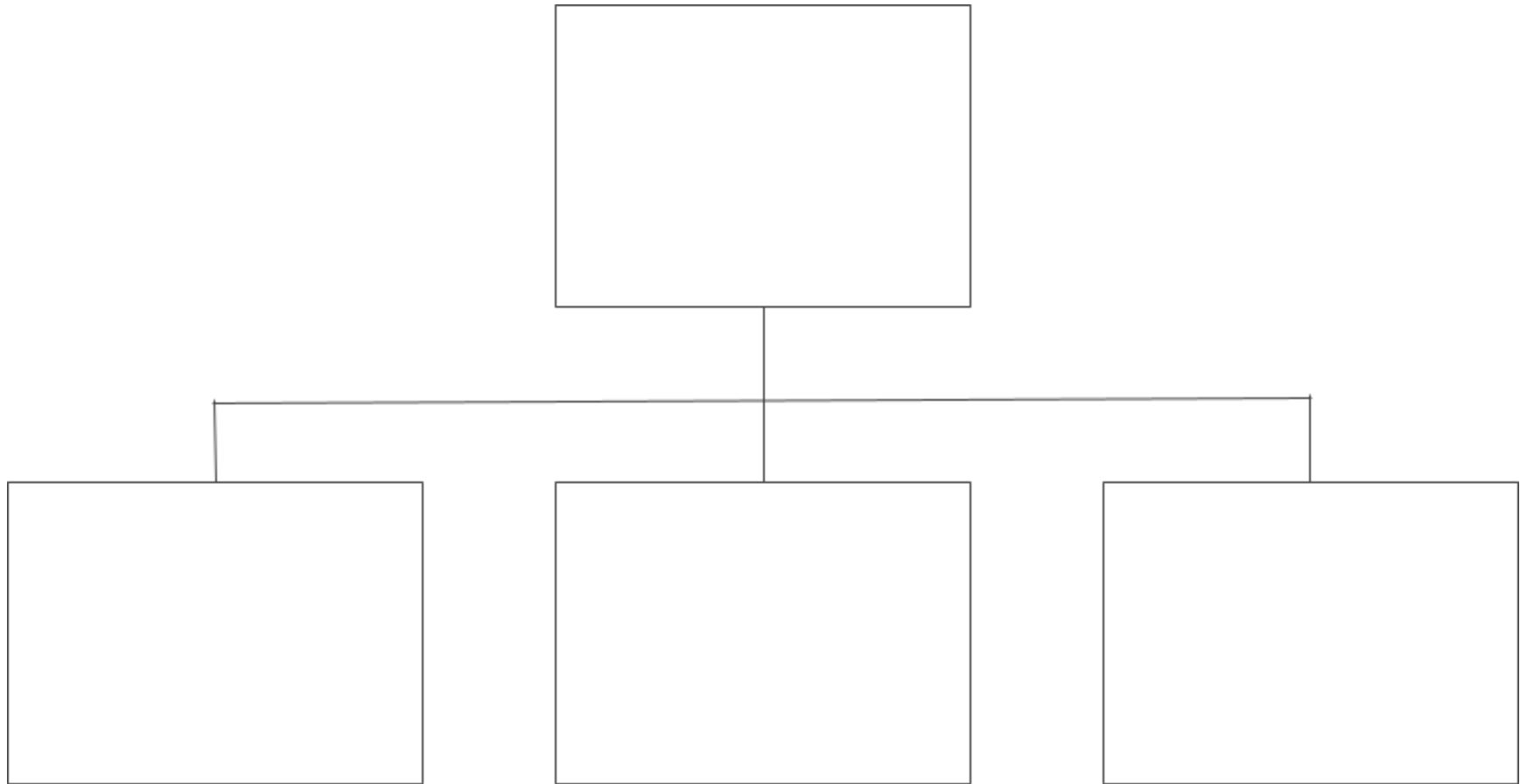
appreciate

How does the family show that they **appreciate** Charlie?

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



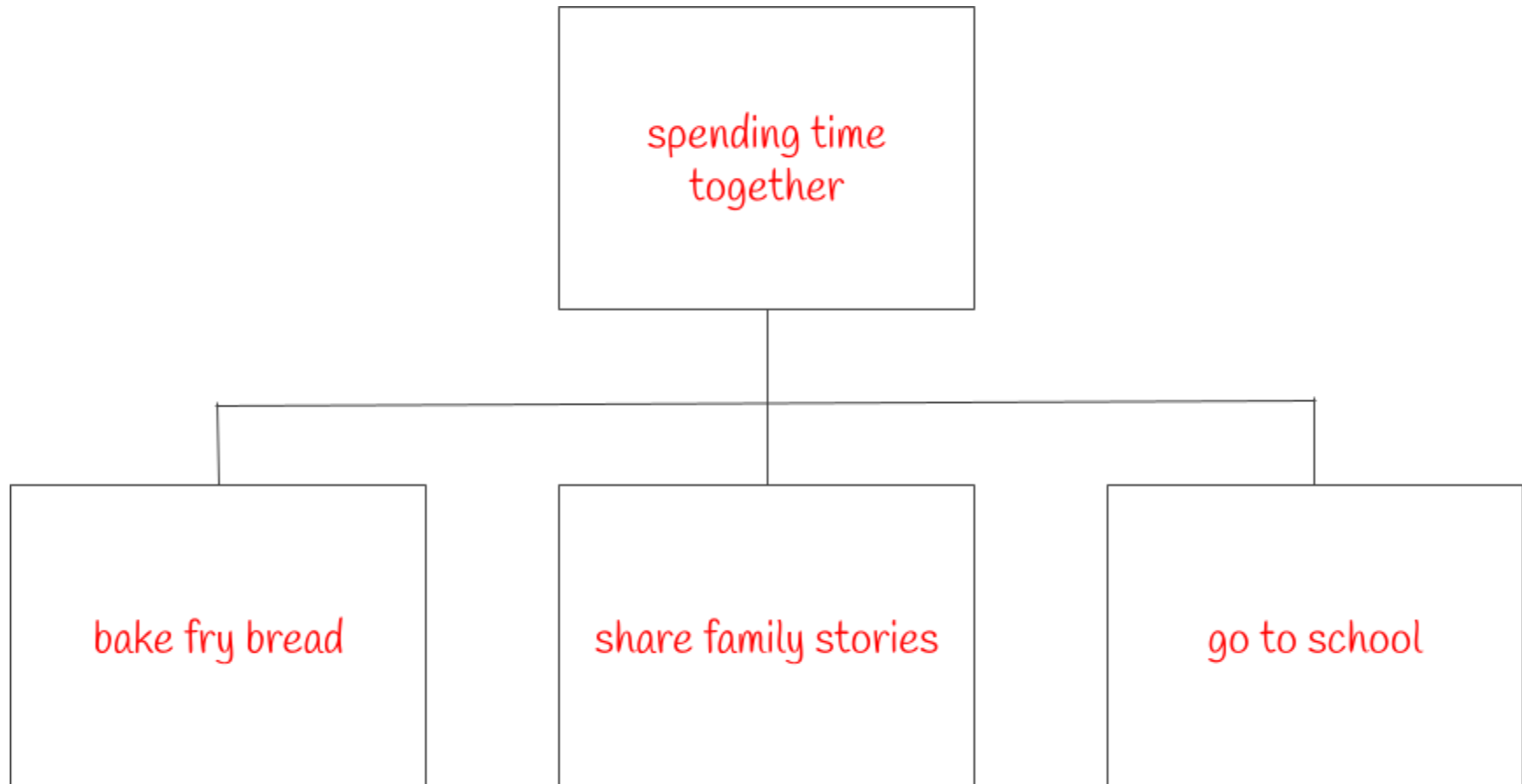
What Makes a Family



In my opinion, a family is made up of people who celebrate with each other. In *First Laugh – Welcome Baby!* the family welcomes the new baby by holding a special ceremony called the First Laugh Ceremony. The person who makes the baby laugh first hosts the ceremony. In my family we celebrate everyone's birthday with cake and gifts. Celebrating together is an important part of being a family!

Main Idea and Details Graphic Organizer

K–5th Grade English Language Arts



Name: _____

Date: _____

Family Magazine is starting a new column all about families, and they want to know what you think! Write an article to share your opinion about what makes a family.

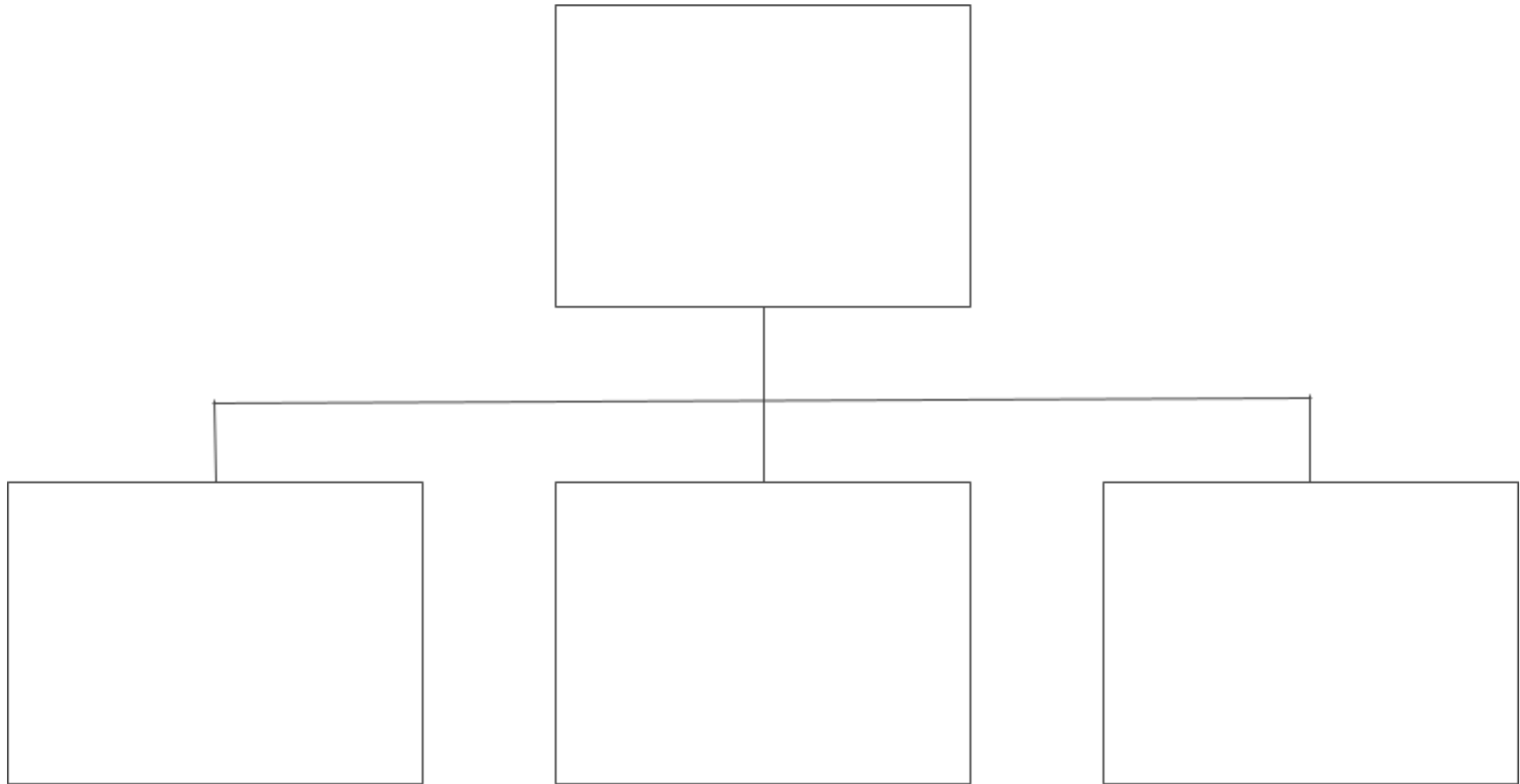
Your article should include:

- An opinion statement.
- 2-3 reasons to support your opinion.
- A concluding sentence.

Name: _____ Date: _____

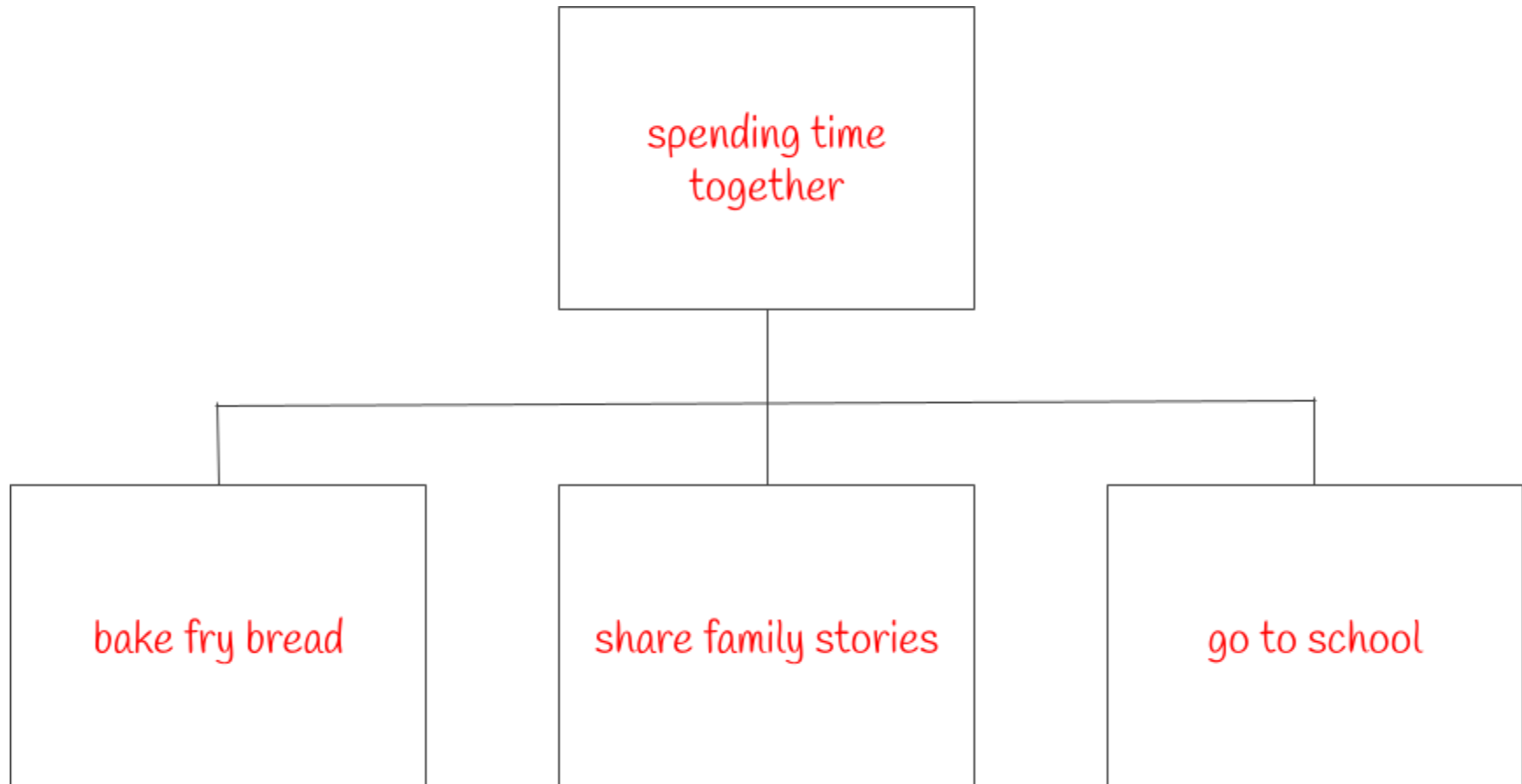
Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



Main Idea and Details Graphic Organizer

K–5th Grade English Language Arts



Name: _____

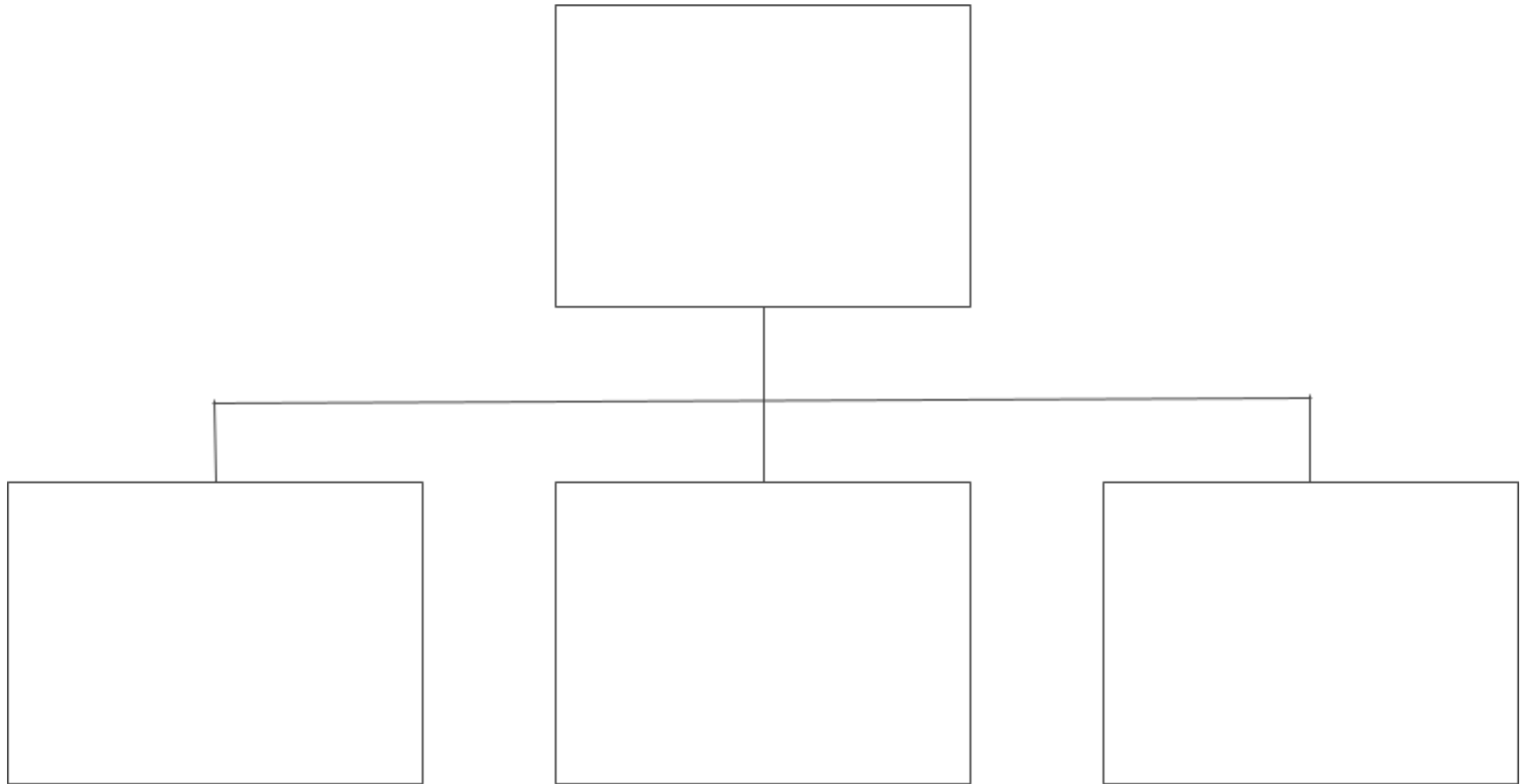
Date: _____

Brainstorm an opinion on what makes a family. Determine 2–3 reasons to support your opinion from a text about family or from your personal experience.

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



What Makes a Family



In my opinion, a family is made up of people who celebrate with each other. In *First Laugh – Welcome Baby!* the family welcomes the new baby by holding a special ceremony called the First Laugh Ceremony. The person who makes the baby laugh first hosts the ceremony. In my family we celebrate everyone's birthday with cake and gifts. Celebrating together is an important part of being a family!

Name: _____

Date: _____

Family Magazine is starting a new column all about families, and they want to know what you think! Write an article to share your opinion about what makes a family.

Your article should include:

- An opinion statement.
- 2-3 reasons to support your opinion.
- A concluding sentence.

Name: _____

Date: _____

Revise your opinion writing about what makes a family to include precise information. Be sure to:

- Name two or more proper nouns.
- Change general and unclear details to precise information.

Name: _____

Verb Tense Worksheet

Language and Grammar Lesson

Revise the sentences to tell about the past and the future.

	Past: Happened Earlier	Present: Happening Now	Future: Will Happen in Future
1.	<hr/> <hr/> <hr/> <hr/>	A friend invites Ami to the birthday party.	<hr/> <hr/> <hr/> <hr/>

2.	<hr/> <hr/> <hr/> <hr/>	Ami dreams about the big, red lollipop.	<hr/> <hr/> <hr/> <hr/>
3.	<hr/> <hr/> <hr/> <hr/>	Ami chases Sana around the house.	<hr/> <hr/> <hr/> <hr/>

Name: _____

Date: _____

Revise the sentences to tell about the past and the future.

Past: Happened Earlier	Present: Happening Now	Future: Will Happen in the Future
	A friend invites Ami to the birthday party.	
	Ami dreams about the big, red lollipop.	
	Ami chases Sana around the house.	

Name: _____

Date: _____

1. The narrator's parents are no longer married, but they still show that they love and care for her. What do they do to show they love and care for her?

2. What are the seders like the first year Mom and Dad are divorced? Provide evidence from the story.

3. What are the seders like in the second year Mom and Dad are divorced? How does the narrator feel?

4. How does the narrator feel about the seder this year? Why?

5. In what ways does the narrator's dream come true? How does it make her feel?

6. Close Read the following sentences: "Some have more ingredients than others, some stick together better than others, some are sweeter than others. But each one is tasty in its own way." What does the author mean?

Name: _____

Date: _____

How do the narrator's parents show they love and care for her even though they are no longer married? Give two examples.

Name: _____

Date: _____

1. How do Grandma and the narrator feel about Visiting Day? What details do the author and illustrator include?

2. How do the illustrations show that Daddy loves and cares for his daughter?

3. Why does the narrator hold on tight to Grandma's hand?

4. How do the narrator and her father feel when they are together?

5. How does the narrator feel when she has to leave her father? How do the illustrations help a reader better understand how the narrator feels?

Name: _____

Date: _____

patient

How do the family members in this story show that they love and care about each other?

Name: _____

Date: _____

Imagine our class has been invited to share ideas on a kids' TV show about families. Let's talk together: How does learning about different kinds of families make the world and our classroom community a richer place?

Name: _____

Date: _____

1. What does the narrator do on Saturdays? What does she do on Sundays? What similarities do you notice?

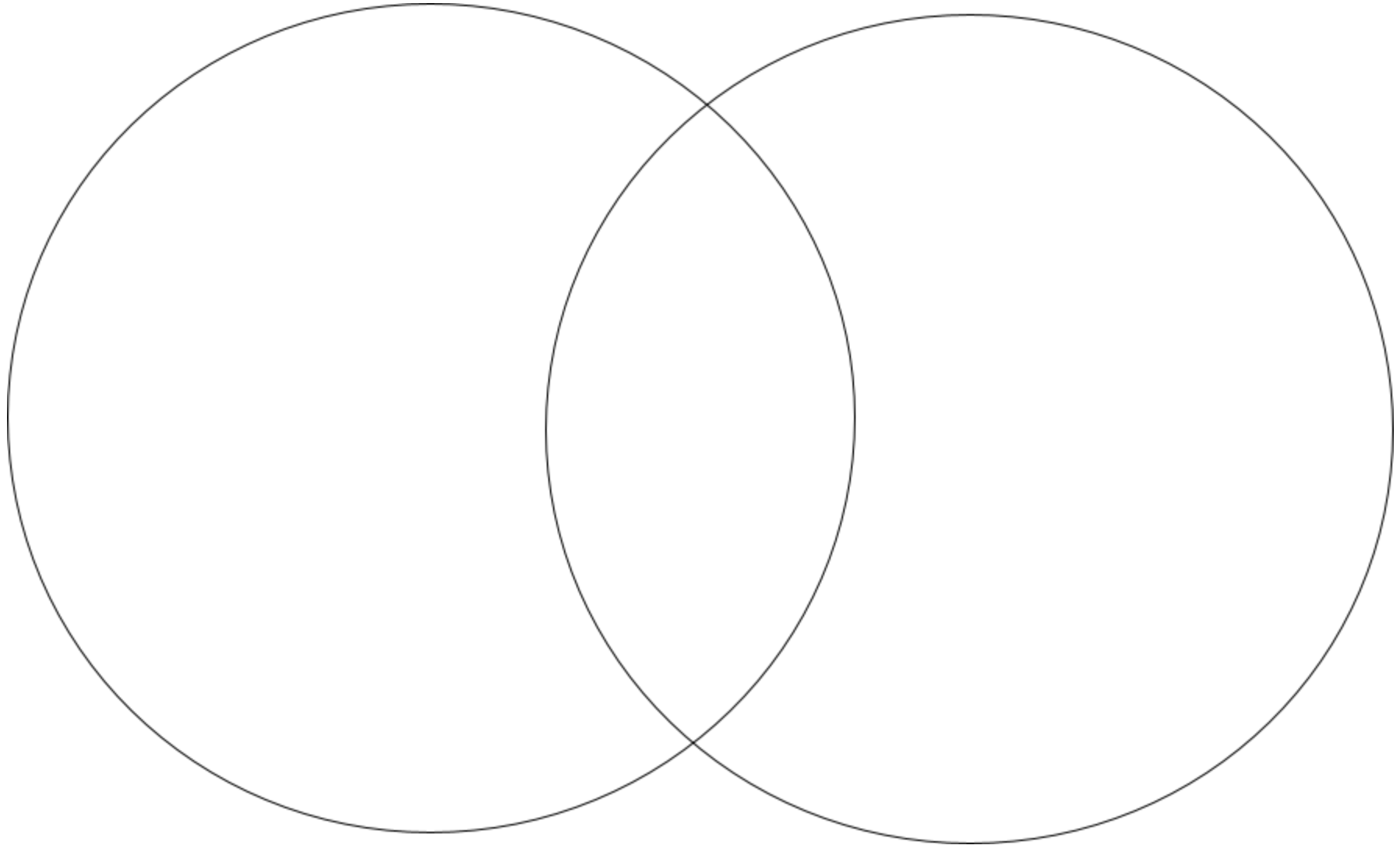
2. What does the narrator do with her grandparents and her abuelitos? How does she feel when she is with them?

3. What else does the narrator like doing with her grandparents and abuelitos?

4. How do both sets of grandparents make the narrator's birthday special?

Name: _____ Date: _____

Venn Diagram Graphic Organizer



Name: _____

Date: _____

How are the narrator's abuelitos and grandparents similar?

Name: _____

Date: _____

1. CJ is **curious** and notices many things about the world around him. What does he notice? How does his nana respond to his **curiosity**?

2. What differences does CJ notice? How does his nana respond?

3. CJ is **envious** of the two older boys who get on the bus. Why? How does Nana respond?

4. Based on what we know about Nana so far, what words can be used to describe her?

5. How does the music impact CJ?

6. How does CJ change?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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

Name: _____

Verb Tense Sentence Sort Worksheet

Language and Grammar Lesson

Sort the sentences by the verb tense. Annotate the word or word part that tells the verb tense.

Past: Happened Earlier	Present: Happening Now	Future: Will Happen in Future

<p>CJ watched rain fall on the car.</p>	<p>CJ will watch cars go by.</p>	<p>CJ and Nana will help at the soup kitchen.</p>
<p>The bus stops in front of CJ and Nana.</p>	<p>Nana laughed.</p>	<p>CJ listens to the music.</p>

Name: _____

Date: _____

curious positive accepting

What does CJ learn from his nana?

Name: _____

Date: _____

1. How does Belle feel about cooking with Ti Gran? Provide evidence from the story.

2. What are the steps for making Freedom Soup?

3. What was life like long ago in Haiti?

4. How did things change in Haiti?

5. Why does Ti Gran teach Belle to make Freedom Soup?

Name: _____

Date: _____

ecstatic

Why is Freedom Soup important to Belle and Ti Gran ?

Name: _____

Date: _____

1. What special celebration are they having at school? How does it make the children feel?

2. How does Zura feel about Nana Akua? Provide evidence from the text.

3. How does Zura feel about bringing Nana Akua to school? Why does she feel this way?

4. How does Zura feel when she introduces her nana? Provide evidence from the text.

5. Why does Nana paint symbols on everyone's face? What message does she teach?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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

Name: _____

Community Edit Worksheet 1

Language and Grammar Lesson

Edit the student responses to the Target Task question so that the action is happening now, in the present tense.

Student 1:

Zura will love Nana Akua a lot, but she worried her classmates
judged Nana Akua.

Student 2:

Readers will learn not to judge people by their appearance.

Name: _____

Date: _____

What can readers learn from Zura and Nana Akua?

Name: _____

Date: _____

1. What is Jenna's problem? Provide evidence from the story.

2. How does Aunt Sis help Jenna? Why does she help Jenna?

3. What happens at Mrs. Scott's house? How does it make Jenna feel?

4. Where does Jenna get her fourth row of jingles? How does it make her feel?

5. What does it mean that Jenna jingle dances for her family members?

Name: _____

Community Edit Worksheet 2

Language and Grammar Lesson

Edit the student responses to the Target Task question so that the action is happening now, in the present tense.

Student 1:

The family will solve the problem by sharing.

Student 2:

Jenna and her family worked together to solved the problem.

Name: _____

Date: _____

Why does Jenna's family come together to help solve her problem? Give two reasons.

Name: _____

Date: _____

1. What happens when Gong Gong and Helen try to **communicate**? Why?

2. What is Gong Gong like when he first arrives? Why?

3. What happens when Gong Gong and Helen watch the train together? How does it make them feel?

4. How has Gong Gong changed? What do you think causes him to change?

5. How do Gong Gong and Helen show that they love and care about each other?

Name: _____

Date: _____

communicate nonverbal

How do trains help bring Helen and Gong Gong together? What lesson can readers learn from this story?

Name: _____

Date: _____

1. How does Mia feel when Abuela first arrives? Why? How does Abuela feel? Why?

2. What problem does Mia have? How does it make her feel?

3. How does Mia try to solve her problem? How does it make her feel?

4. Why does Mia want to buy the parrot? What does this show about her?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

--	--	--

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

Name: _____

Date: _____

content

How do Mia's feelings change from the beginning to the end of the story?

Name: _____

Date: _____

1. How does Juno feel about the letter? Give evidence from the story.

2. Why does Juno want to write his grandmother a letter?

3. Describe what Juno draws in his pictures. What does he want to communicate to his grandmother through the pictures?

4. What is in the final letter? How does it make Juno feel?

Name: _____

Date: _____

What differences make it hard for Juno and his grandmother to **communicate**?
How are they able to overcome those differences?

Name: _____

Date: _____

1. Describe the garden Ojiichan makes for Mayumi. What makes it special?

2. What do Mayumi and Ojiichan do together in the garden? How does it make Mayumi feel?

3. How is Mayumi feeling? How do you know?

4. Mayumi finds a way to feel less **discouraged**. What is her solution?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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

Name: _____

Date: _____

discouraged down

How does Mayumi respond to the changes in her family? What can readers learn from Mayumi?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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

Family Fireworks



Oooh, ahh! My family and I were at the Juneteenth celebration. At first, the fireworks popped in the sky, and I covered my ears and pulled the blanket up to my chin. Then, we shared sandwiches, and I peeked out while my brother told silly jokes that made me giggle. We all leaned back to watch the colors sparkle, and I sat up tall with my eyes wide open. Finally, I hugged my mom tight and shouted, "This is the best family night ever!"

Name: _____

Date: _____

The Family Museum is opening a special exhibit about family memories. The exhibit will highlight family memories from people with different family structures, **heritages**, and **traditions**. Write a story about a special family memory to go next to your drawing.

In your story, be sure to include:

- A beginning, middle, and end.
- An engaging beginning.
- Character actions that show how the character feels.





Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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

Family Fireworks



Oooh, ahh! My family and I were at the Juneteenth celebration. At first, the fireworks popped in the sky, and I covered my ears and pulled the blanket up to my chin. Then, we shared sandwiches, and I peeked out while my brother told silly jokes that made me giggle. We all leaned back to watch the colors sparkle, and I sat up tall with my eyes wide open. Finally, I hugged my mom tight and shouted, "This is the best family night ever!"

Name: _____

Date: _____

Brainstorm a special family memory. What happens in the beginning, middle, and end?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

--	--	--

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

Family Fireworks



Oooh, ahh! My family and I were at the Juneteenth celebration. At first, the fireworks popped in the sky, and I covered my ears and pulled the blanket up to my chin. Then, we shared sandwiches, and I peeked out while my brother told silly jokes that made me giggle. We all leaned back to watch the colors sparkle, and I sat up tall with my eyes wide open. Finally, I hugged my mom tight and shouted, "This is the best family night ever!"

Name: _____

Date: _____

How do you feel in the beginning, middle, and end of your story about a family memory? Add character actions to your Narrative Writing Brainstorm Graphic Organizer.



Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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

Family Fireworks



Oooh, ahh! My family and I were at the Juneteenth celebration. At first, the fireworks popped in the sky, and I covered my ears and pulled the blanket up to my chin. Then, we shared sandwiches, and I peeked out while my brother told silly jokes that made me giggle. We all leaned back to watch the colors sparkle, and I sat up tall with my eyes wide open. Finally, I hugged my mom tight and shouted, "This is the best family night ever!"

Name: _____

Date: _____

Draft a story of a special family memory. In your story, be sure to include:

- A beginning, middle, and end.
- An engaging beginning.
- Character actions that show how the character feels.

Name: _____

Date: _____

Reread your narrative story about a family memory. Identify repeated information or words. Replace or remove repeated information or words.



Vocabulary

Name: _____

Date: _____

accepting

adjective

to be welcoming of others and their differences



admire

verb

to look at someone or something with respect and happiness



adopt

verb

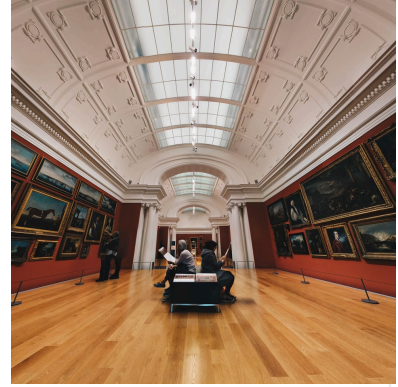
to raise a child you did not give birth to



appreciate

verb

to value and respect something



bilingual

adjective

speaking two languages fluently



communicate

verb

to share information, often by speaking or writing



content

adjective

peaceful and happy



curious

adjective

eager to learn or know



discouraged

adjective

having lost confidence or excitement about something



down

adjective

feeling sad



eager

adjective

wanting to do or have something very much



ecstatic

adjective

feeling overwhelming happiness or joy



envious

adjective

wanting what someone else has

frustrated

adjective

feeling upset or angry because of being unable to do what one needs to do



glare

verb

to stare in an angry or fierce way



heritage

noun

something that one believes, thinks, or does that comes from one's family or background



multiracial

adjective

made up of multiple different races



nonverbal

adjective

not involving or using words or speech



patient

adjective

able to stay calm when faced with pain, trouble, or a long wait



positive

adjective

has a good outlook



regular

adjective

normal; not different



tradition

noun

the beliefs and ways of doing things that are passed down from parents to children





Unit Rubrics & Assessments

Name: _____

Editing Checklist

Language and Conventions Focus Area	✓
My sentences tell <i>who</i> or <i>what</i> does something.	
My sentences tell what they <i>do</i> .	
I replace repeated nouns with a pronoun.	
I begin all sentences with a capital letter.	
I end all sentences with the correct punctuation mark.	

My writing goal:

Informational 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
Sections Includes an introduction, supporting sentences, and a concluding sentence in the correct order	4 3 2 1	
Introduction Introduces the topic; Introduction uses a lead that captures the reader's interest	4 3 2 1	
Conclusion Includes a concluding sentence connected to the topic to provide a sense of closure; <u>May</u> be a different sentence type	4 3 2 1	

Development	Rubric Score	Notes
Details Includes 2–3 facts and details to develop and support the topic; Facts are accurate	4 3 2 1	
Text Features As called for by the task, uses 1–2 text features to teach the reader more about the topic, including a title, illustrations, headings, or labels	4 3 2 1	

Language	Rubric Score	Notes
Grammar 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	
Conventions 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: _____

Single Point Informational Writing Rubric

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment.	Strengths What am I doing well already? What am I proud of?
Structure		I write a topic sentence to state the main idea.	
		I write 2–3 facts to support the main idea.	
		I write a concluding sentence using a different sentence type.	

Development		I use my knowledge to write accurate facts about the topic.	
		I include 2–3 text features	
Revision		I change general details to precise information.	
		I use a pronoun to replace repeated nouns.	

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
Organizational Structure Includes an opinion, supporting sentences, and a concluding sentence in the correct order	4 3 2 1	
Introduction Introduces a clear opinion in one sentence May use a sentence stem, such as: <ul style="list-style-type: none"> • I prefer _____ • I feel _____ • In my opinion, _____ 	4 3 2 1	
Conclusion Includes a concluding sentence that restates the opinion; <u>may</u> use a different sentence type	4 3 2 1	

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

Language	Rubric Score	Notes
Grammar 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	
Conventions 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: _____

Single Point Opinion Writing Rubric

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment.	Strengths What am I doing well already? What am I proud of?
Structure		I write a topic sentence to state my opinion.	
		I write 2–3 reasons to support my opinion.	
		I write a concluding sentence using a different sentence type.	

Development		<p>I use 2–3 facts or details to support my opinion. The facts or details are from:</p> <ul style="list-style-type: none"> ● books ● personal experience 	
Revision		<p>I replace general nouns with proper nouns.</p>	
		<p>I add on to each reason with an example or more details.</p>	

Name: _____

Editing Checklist

Language and Conventions Focus Area	✓
My sentences tell <i>who</i> or <i>what</i> does something.	
My sentences tell what they <i>do</i> .	
I replace repeated nouns with a pronoun.	
I use verbs to talk about actions in the past, present, and future.	
I begin all sentences with a capital letter.	
I end all sentences with the correct punctuation mark.	

My writing goal:

Name: _____

Single Point Narrative Writing Rubric

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment.	Strengths What am I doing well already? What am I proud of?
Characters		I include myself as the main character.	
		I include details about my actions to show how I am feeling.	
Plot		I begin my story with a question or sound effect.	

		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.	
Precise words and phrases		I use 3 or more temporal words to show the order of events in my story.	

Narrative 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
Event Sequence Includes a beginning, middle, and end	4 3 2 1	
Point of View 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	
Setting Includes many words to describe the place and time of the story	4 3 2 1	

Development	Rubric Score	Notes
Characters Includes multiple characters and develops at least one character with multiple details and descriptions	4 3 2 1	
Plot 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	
Precise Words and Phrases Uses several temporal words to help the events in the story unfold logically	4 3 2 1	

Language	Rubric Score	Notes
Grammar 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	
Conventions 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: _____

1. How does the little girl feel about her cousins?

2. How do the illustrations help show how the little girl feels?

3. How is the little girl feeling? Why does she feel that way?

4. What can we learn about family from the little girl and her grandmother?

Name: _____ Date: _____

Part One: Vocabulary

1. What is one way to show you **appreciate** someone?

- a. to ignore them
- b. to include them
- c. to play by yourself

2. Give an example of someone you **admire**. Why do you **admire** them?

3. If a child is **eager** to play outside, they _____.

- a. do not want to go outside to play
- b. feel upset about going outside
- c. feel excited and want to go outside

4. If a cat is **content**, it _____.

- a. feels calm and happy with what it has
- b. wants more food and toys all the time
- c. feels upset and angry with what it has

Part Two: Writing about Reading

5. Your friend says, "All families are the same." What is your opinion? Support your opinion with two or more reasons.



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/>