



Simplify
Writing®

Foundations

Sample Lesson Plans

1st Grade

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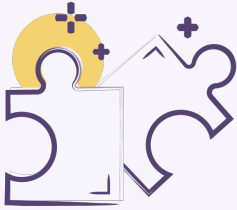
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NEED HELP?

If you need help implementing part of this resource in your classroom or are having a technical issue, please email us at

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The Simplify Writing® Method



Bite-Sized Instruction. Students learn best when the writing standards are broken down into short, clear lessons that they can then apply in their own writing. Each of our lessons takes about 10-15 minutes and keeps students engaged and active in the learning experience.



Fluid Grammar. Grammar instruction should naturally flow into student writing. Many grammar skills can be explicitly modeled in the writing process as students develop their written language skills.



Differentiation. We know firsthand that each classroom is made up of a diverse group of students. Our resources provide the flexibility teachers need to reach students with varying experiences, background knowledge, and ability levels.



Support. Teachers are more successful when they receive adequate training on a new curriculum. We walk teachers through using the Simplify Writing® materials in every step of their writing instruction, and we provide ongoing email support to address any questions or issues they have in their writing block.

Pacing Guide

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Writing Foundations

Purpose: I can write my name on my paper and draw a picture to describe a classroom rule.

Standard(s):

- **CCSS.ELA-LITERACY.W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.L.1.1.A:** Print all upper- and lowercase letters.
- **CCSS.ELA-LITERACY.SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Materials

- Teacher reference page 1.1a
- Classroom Rules Brainstorm anchor chart
- Student page 1.1b

Learning Goal

Student will use correct pencil grip to write their name on their paper and draw a picture.

Success Criteria

- **Criteria 1** - Student uses correct pencil grip.
- **Criteria 2** - Student illustrates a simple sketch of a classroom rule.

Mini-Lesson Steps (15 min.):

1. Begin by introducing what writing is and getting students excited about becoming first grade writers.
 2. Discuss the purpose of writing using a partner.
 3. Introduce the topic of classroom rules.
 4. Using the teacher model “Classroom Rules Brainstorm” anchor chart as a guide, lead students in brainstorming classroom rules on the board or anchor chart paper. This is a class activity and students do not need to create their own chart.
 5. Display student work from 1.1b showing uppercase and lowercase letters to write your name on the paper with correct pencil grip. Distribute student page 1.1b and allow time for students to give students time to write their own name. Editable student name cards can be found on the unit page of your Simplify Writing dashboard.
- Teacher model illustrating the classroom rule “keep your area clean” from the completed anchor chart. Use only a pencil or other writing utensil to create this simple sketch.

Independent Portion (15 min.):

1. Each student should choose one classroom rule to illustrate.
2. Students will draw a simple sketch of their chosen classroom rule using only their pencils.
3. Assess each student’s pencil grip. Consider printing a class list to track the names of students who struggle with pencil grip. Techniques to address this are included in teacher reference page 1.1a (“Pencil Grip Guide”). These pencil grip techniques and modifications can be used during any lesson.

Closure (<5 min.):

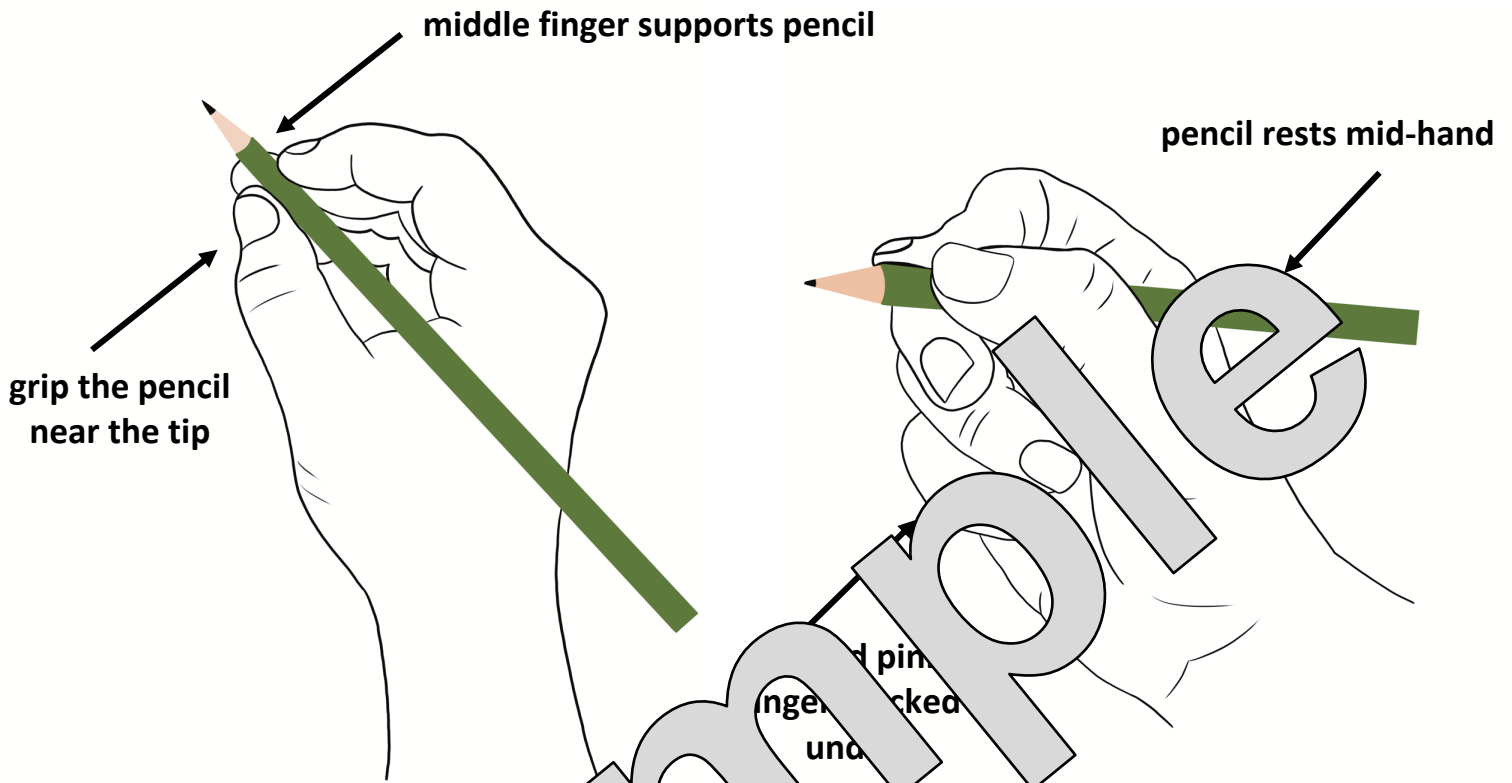
1. Have students share their drawing with a partner and orally explain the process they used to draw it.
2. Tell them that they will get to add details and color during writing time tomorrow.

Mini-Lesson Overview

How it sounds:

- “Today, we’re officially becoming first-grade writers! Raise your hand if you practiced writing letters or words in kindergarten.” *[Call on 1-2 students to share.]*
- “My favorite thing about writing is that I can share my ideas with others. This year, you’ll share your ideas by talking, writing, and drawing. Writing also entertains people. Turn to a partner and share the title of your favorite book, movie, or TV show.” *[Give 30 seconds to share, then share your favorite.]* “Books, movies, and TV shows all start with writing!”
- “Now, we’ll write about something important—our classroom rules. Rules keep us safe and happy. Writing about them will help us remember them.”
- “Let’s brainstorm together.” *[Display or recreate “Classroom Rules Brainstorm” chart on the board or chart paper, using the teacher model as a guide. Record ideas as students share.]*
- “Who can share an important classroom rule?” *[Write responses in a column on chart paper.]*
- “Great rules! I’ll draw a picture of one to show what it looks like.” *[Draw a picture on page 1.1b or create a large version on anchor chart paper.]*
- “Before I draw, what’s the first thing we write on our paper?” *[Students call out.]* “Yes, our names! Help me write mine.”
- “The first letter in my name looks different from the rest. How do you guys know?” *[Let students discuss, then confirm it should be a capital letter. Model forming the capital and lowercase letters.]*
- “Now, write your name on your own paper.” *[Model writing name using teacher reference page 1.1a (“Pencil Grip Guide”). Show both right- and left-handed grip. Distribute student page 1.1b for students to write their name.]*
- “Put your paper and pencil down and look at my drawing. Now, I’ll pick a rule to draw.” *[Model looking at the brainstormed rules.]* “I choose ‘keep your area clean.’”
- “I’ll use lines and shapes to show my drawing.” *[Use teacher model page 1.1b as a guide. Draw a simple sketch with a pencil. Explain each step.]*
- “Now it’s your turn! Tell your partner what rule you’ll draw.” *[Give 30 seconds to share.]*
- “I heard some great ideas! Hold your pencil correctly and start your drawing.” *[Students begin illustrating with pencils. Observe and assist with grip as needed. Note students who need extra support.]*
- “When you finish, turn to your partner and explain how you made your drawing. Count three steps on your fingers as you share.” *[Model explaining your own drawing.]*
- “Tomorrow, we’ll add details and color to our pictures.”

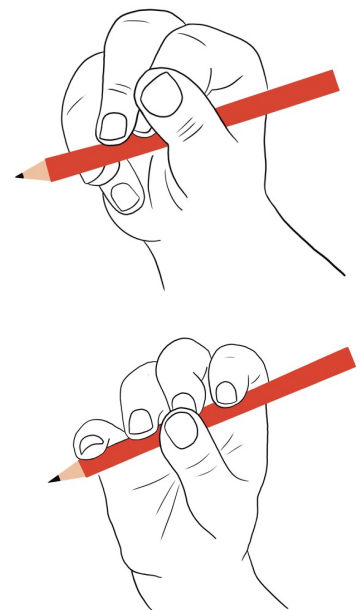
Pencil Grip Guide



Teacher Tips:

- Have students check each other's pencil grip. They may be more receptive to advice from their peers.
- Consider creating a class list and highlighting the names of any students who demonstrate incorrect pencil grip. Provide a pom-pom to students who are struggling with pencil grip. Instruct them to hold the pom-pom in their palm with the ring and pinky finger while gripping the pencil. Holding the pom-pom while they write may slow them down, but it will help their hand maintain the correct pencil grip.

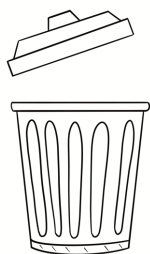
Common Incorrect Pencil Grips:



Classroom Rules Brainstorm

Prompt: Write about one classroom rule.

keep your area
clean

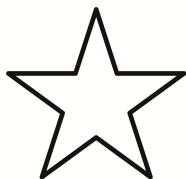


listen to adults

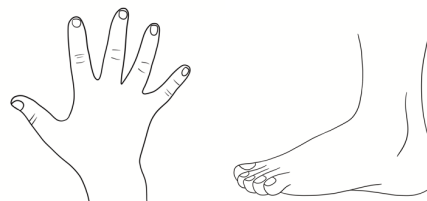


Classroom Rules

work hard

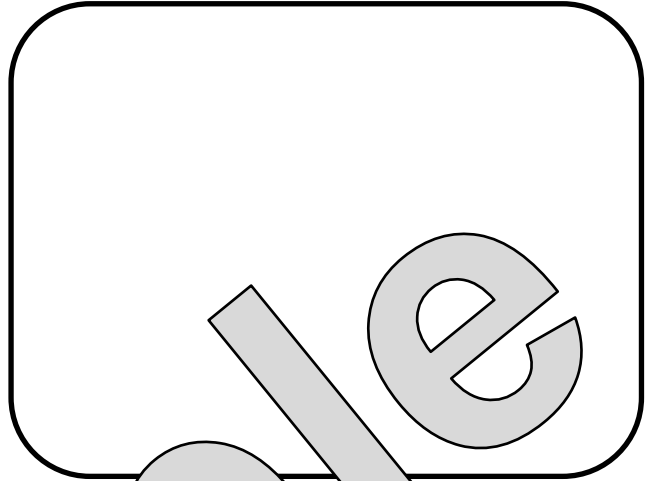
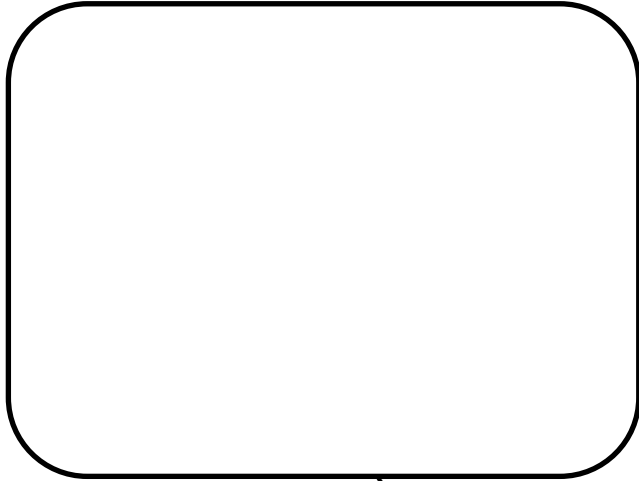


keep hands and
feet to yourself

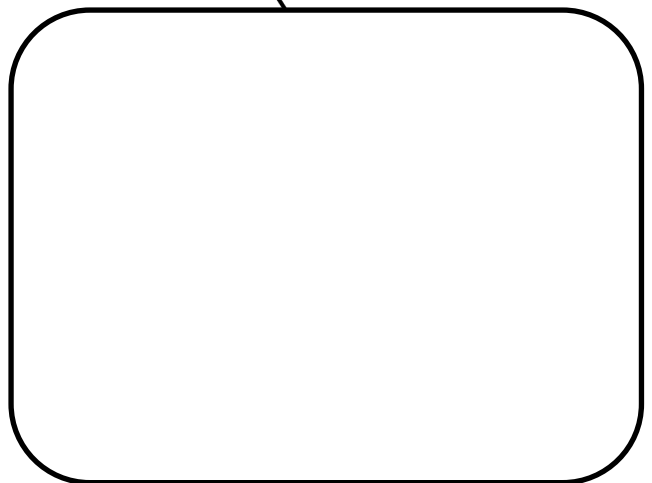
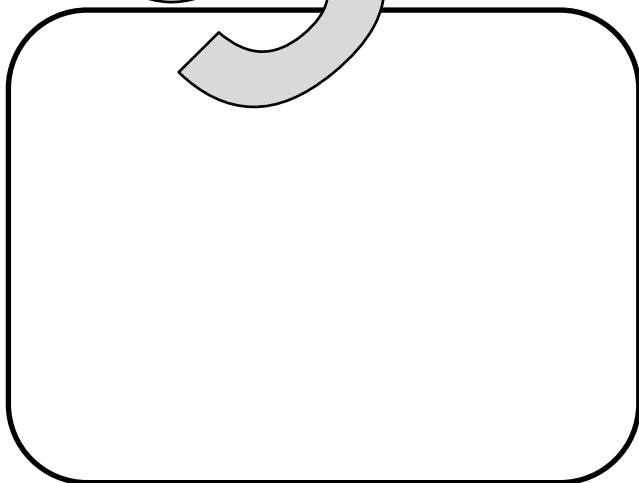


Classroom Rules Brainstorm

Prompt: Write about one classroom rule.



Classroom Rules



Sample

Purpose: I can use an illustration checklist to help my audience understand my picture.

Standard(s):

- **CCSS.ELA-LITERACY.W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Materials

- Illustration Checklist anchor chart
- Completed student page 1.1b

Learning Goal

Student will use an illustration checklist to add color to their illustration.

Success Criteria

- **Criteria 1** - Student adds realistic colors to their illustration, filling the entire space and staying in the lines.

Mini-Lesson Steps (15 min.):

1. Review the classroom rules brainstorming page 1. Then, have students take out student page 1.1b with their completed sketch.
2. Let students know they will be adding color to their illustrations today. Explain that coloring is not only a fun activity, but also an opportunity to practice important skills like focus, control, and creativity.
3. Display “Illustration Checklist” anchor chart. You can also recreate this anchor chart with your students. Point out each section and emphasize how the illustrations in the last column are more enjoyable for the reader.
4. Display student page 1.1b with the completed pencil sketch from page 1. Use the teacher model of 1.1b to demonstrate how to add color, highlighting the steps from the illustration checklist.

Independent Portion (15 min.):

1. Students will add color to their existing illustrations by following the illustration checklist.
2. Monitor and assist students as needed.

Closure (<5 min.):





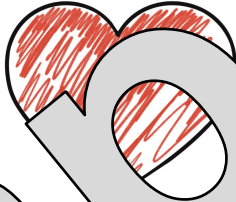
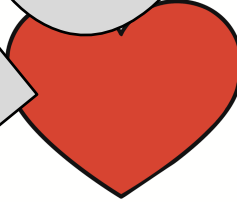
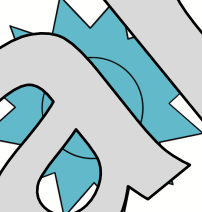
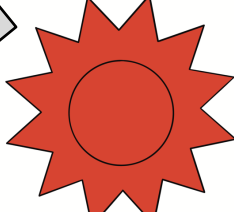
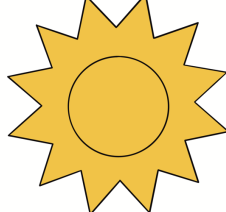


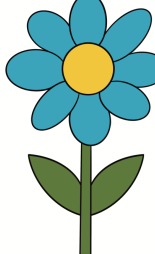
1. Have students return to the meeting area with their completed illustration. Continue to display “Illustration Checklist” anchor chart.
2. Read each step of the illustration checklist and ask students to self-assess their work with a thumbs up or thumbs down.
3. If time allows, a few students can share their illustrations with the class.

Mini-Lesson Overview

How it sounds:

- “Yesterday, we each chose a classroom rule to illustrate. Who would like to share which rule they picked?” *[Call on 1-2 students to share.]*
- “Today, we’ll continue working on our illustrations. Last time, we used only a pencil. Now, we’ll add color! This isn’t just for fun—it also helps us practice focus, control, and creativity.”
- “Let’s look at our ‘Illustration Checklist.’ This will help us make sure our drawings are clear and engaging for our readers.” *[Display “Illustration Checklist” anchor chart or recreate it on chart paper.]* “Notice how the pictures on the right look more complete? Think about books you love. What do their illustrations look like? They’re probably colorful and fun! Using color carefully makes our work more enjoyable to look at.”
- “Last time, I drew my illustration for the rule ‘Keep your area clean.’” *[Display teacher model of 1.1b with the pencil sketch.]*
- “Now, I’m going to add color.” *[Use the teacher model of 1.1b to demonstrate adding color while referencing the “Illustration Checklist.” Ask students to use realistic colors.]*
- “How did I do? Let’s check our ‘Illustration Checklist.’ Give me a thumbs up if I colored all the white space.” *[Continue checking all steps on the checklist.]*
- “Now it’s your turn! Use your crayons to color your illustration. Leave the checklist up so you can reference it while you work.” *[Monitor and assist students.]*
- “Now that we’re done adding color, bring your illustration to the carpet.” *[Gather students in the meeting area. They only need the completed page 1.1b.]*
- “I see some great illustrations! Let’s check our work using the ‘Illustration Checklist.’ I’ll read each step, and you decide if you meet it. Thumbs up if you did, thumbs down if you need more time.”
- “Thumbs up if you colored in all the white space. Thumbs up if you used realistic colors.” *[Continue through the checklist.]*
- *[If time allows, invite a few students to share their work.]*

Illustration Checklist

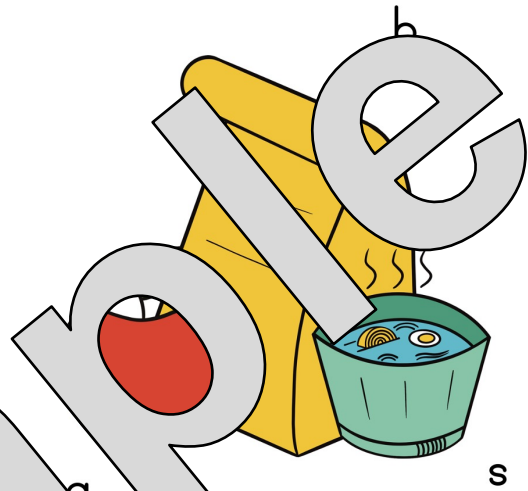
			
Color all the white space			
Use realistic colors			
Color inside the lines			

Labeling Guide

Picture 1



Picture 2



Picture 3



al

sp

Picture 4



apple

soup

Purpose: I can form sentences that include a subject and an action.

Standard(s):

- **CCSS.ELA-LITERACY.W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.L.1.1.C:** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

Materials

- Sentence Sort anchor chart (with pre-cut sentence cards)
- Build a Sentence anchor chart
- Completed student page 1.1b

Learning Goal

Student will form a sentence that includes a subject and an action.

Success Criteria

- **Criteria 1** - Student writes a sentence to describe the classroom rule illustrated in the illustration.
- **Criteria 2** - Student's sentence includes a subject and action.

Mini-Lesson Steps (15 min.):

1. Lead a discussion on what makes a complete sentence. Re-create "Sentence Sort" anchor chart and project it using a document camera. Show students a pre-cut sentence card and guide them in sorting them into two groups: 'Sentences' and 'Not Sentences.' Encourage students to explain their reasoning as they sort.
2. Display "Build a Sentence" or create it as an anchor chart. Discuss what a sentence needs: a subject and an action. Explain that the subject answers the question "Who or what?" and the action describes what the subject does. With student input, complete the chart using the teacher model as a guide.

Display page 1.1b with the labeled illustration from Day 3. Using the 1.1b teacher model as a guide, model writing a

complete sentence to describe the classroom rule "keep your area clean."

Student Portion (15 min.):

1. Each student will work on writing their own sentence to describe the classroom rule they illustrated. The sentence needs to include a subject and an action.
2. Monitor and assist as needed. Remind students that they can ask themselves "Who or what?" to see if their sentence has a subject. They can ask themselves, "What is the subject doing?" to figure out the action.

Closure (<5 min.):

1. Allow a few students to share their sentences with the class. After each student shares their sentence, ask the class to identify the subject and the action in the sentence.

Mini-Lesson Overview

How it sounds:

- “Now that our illustrations are complete, we need to add a sentence that matches them. What does a sentence need? Turn and talk to your partner.” *[Give students one minute to discuss. Expect responses about capital letters and punctuation.]*
- “You’re right! Sentences need a capital letter and an end mark. But they also need to express a complete thought. Let’s do a sentence sort to see what that means.” *[Use pre-cut sentence cards to sort sentences and non-sentences with student input. Encourage them to explain their reasoning.]*
- “Some cards form a complete thought, like ‘The kids play.’ Even though it’s just one word, it makes sense because it has a subject and an action.”
- *[Display the “Build a Sentence” anchor chart or re-create it on a sheet of paper.]* “Subject tells who or what the sentence is about. An action tells what the subject is doing.”
- “Let’s practice together. I’ll start with a subject, and you help me complete the sentence.” *[Write “students” in the subject column of the “Build a Sentence” anchor chart. Call on students to suggest actions. Use student ideas to complete 4-5 sentences.]*
- “Now, I’ll write a sentence about the classroom rule you illustrated.” *[Display the labeled teacher model from Day 3.]* “I’ll write: ‘I will keep my desk clean.’” *[Model proper letter formation and segmenting sounds while writing.]*
- “Now it’s your turn! Write a sentence about the classroom rule you illustrated. Make sure it has a subject and an action.”
- *[Monitor students as they write, assisting as needed. Remind them to ask, “Who or what?” to find the subject and “What is the subject doing?” to identify the action.]*
- *[For closure, allow a few students to share their sentences. After each, ask the class to identify the subject and action.]*

Sample

Sentence Sort

Sentence



Not a Sentence



The girls talk.

Students

The kids take turns.

Mum's sister.

He cleans the table.

Dancing around.

I drink milk.

We.

Build a Sentence

Subject

(Who or what?)

Action

(What is the subject doing?)

Students

work hard at school.

We

throw away trash.

I

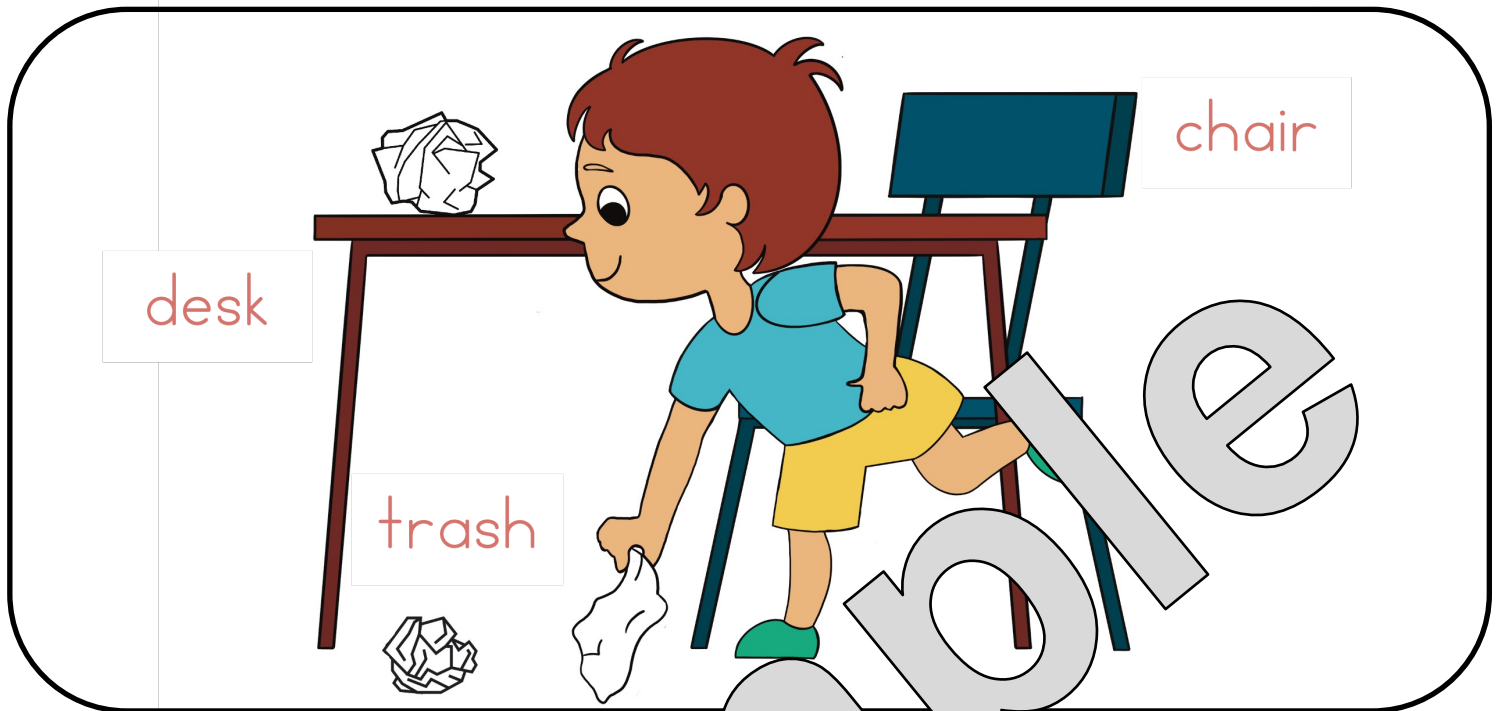
listen to Mrs. Smith.

First graders

share with others.

Sample

Name: Mrs. Smith



I will keep my
desk at school
clean.

Purpose: I can use uppercase letters at the beginning of proper nouns.

Standard(s):

- **CCSS.ELA-LITERACY.W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.L.1.1.A:** Print all upper- and lowercase letters.
- **CCSS.ELA-LITERACY.L.1.1.B:** Use common, proper, and possessive nouns.

Materials

- Common and Proper Nouns anchor chart
- Completed student page 1.1b

Learning Goal

Student will add a capitalized proper noun to their existing sentence.

Success Criteria

- **Criteria 1** - Student adds a proper noun to their sentence.
- **Criteria 2** - Student capitalizes the first letter of each word in their proper noun.

Mini-Lesson Steps (15 min.):

1. Provide a refresher on what a noun is (person, place, thing, or idea). Ask students to provide examples.
2. Explain that a proper noun is the specific name of a noun. A common noun might leave you with questions because it is not specific.
3. Display or re-create the “Common & Proper Nouns” anchor chart. Model completion of the chart with students. Use the teacher model as a guide or allow students to contribute ideas using people and places that are familiar to you. Students will help to stay engaged.
4. Emphasize the use of a capital letter at the beginning of each proper noun. Model how to form the letter correctly and remind students that common nouns do not need a capital letter at the beginning. Show the teacher model with the completed illustration and writing from Day 4. Using the teacher model page 1.1b as a guide, model how to revise the sentence by adding a proper noun, such as the name of your school.

Student Portion (15 min.):

1. Students will add a proper noun to their own sentence. Monitor and support students as needed.
2. *Optional:* After students write, have them highlight or circle the capital letters in their sentences. This can be especially useful for students who have capital letters in incorrect places throughout their sentences.

Closure (<5 min.):

1. Allow students to meet with a partner to share the proper noun that they added to their sentence.

Mini-Lesson Overview

How it sounds:

- “Today, we’re going to talk about nouns! A noun is a person, place, thing, or idea. Does anyone see any nouns around us in the classroom? Raise your hand if you would like to share what you see. Remember, it should be a person, place, thing, or idea.” *[Allow a few students to share.]*
- “You did a great job of finding nouns around us! Most of these are what we call common nouns. Common nouns are NOT specific. They might leave us with questions in our head. For example, let’s imagine that I tell you we are going on a field trip. What question would this leave you wondering?” *[Allow a student with their hand raised to answer. They might say, “I want to know WHERE!”]*
- “Exactly! A common noun like, ‘field trip,’ leaves you wondering, ‘WHERE?’ You don’t know the specific place where we are going: the name of the place. These names are called proper nouns. Examples of proper nouns are, ‘The Dallas Zoo’ or ‘Urban Arroyo Campground.’ When I write these words, I use capital letters at the beginning to show that they are proper nouns.” *[Display “Common & Proper Nouns” anchor chart or create one on chart paper. Add the word “field trip” to the common noun side. Add a specific place, like “The Dallas Zoo” (or a zoo that is local to your students) to the proper noun side.]*
- “Think about the word ‘teacher.’ Is this a common or proper noun? Does it leave you with any questions?” *[Allow think time or a quiet discussion. They might be wondering, ‘Which teacher?’ A proper noun would be a specific name of a teacher, like ‘Mrs. Smith.’ When I write this proper noun, I’m going to pay close attention to where the capital letters go. There should be a capital letter at the beginning of ‘Mrs.’ and ‘Smith.’ When I write a capital ‘M,’ I start at the top and draw a line down. When I go back to the top and draw a slanted line down and another slanted line back up. Then, I draw a line down.” *[Continue the process of modeling and explaining correct letter formation as needed.]**
- *[Continue adding common and proper noun pairs based on student input. Focus on including words that are not on the chart and continue correct letter formation.]*
- *[Display the teacher model with the completed illustration and writing from Day 4.]* “Now that we know all about common and proper nouns, I’m going to add a proper noun to my sentence. Right now, my sentence says, ‘I will keep my desk at school clean.’ I’m going to cross out the word ‘school,’ and add ‘Abbott Elementary School.’ I can use the signs and posters around us to spell this correctly. When you get out your writing piece, I want you to think about a proper noun that you can add to your sentence. You can cross out words and draw an arrow if you run out of space on your paper.” *[It may be helpful to provide students with a list of proper nouns they might need, if they are not already listed on the chart.]*
- *[Optional: After students write, have them highlight or circle the capital letters in their sentences. This can be especially useful for students who have capital letters in incorrect places throughout their sentences.]*

Common & Proper Nouns

Common Nouns

field trip

teacher

school

student

book

child

store

Proper Nouns

The Dallas Zoo

Mrs. Smith

Abbott Elementary

school

Amelia

Super Fly Guy

Dallas

Target

Sample

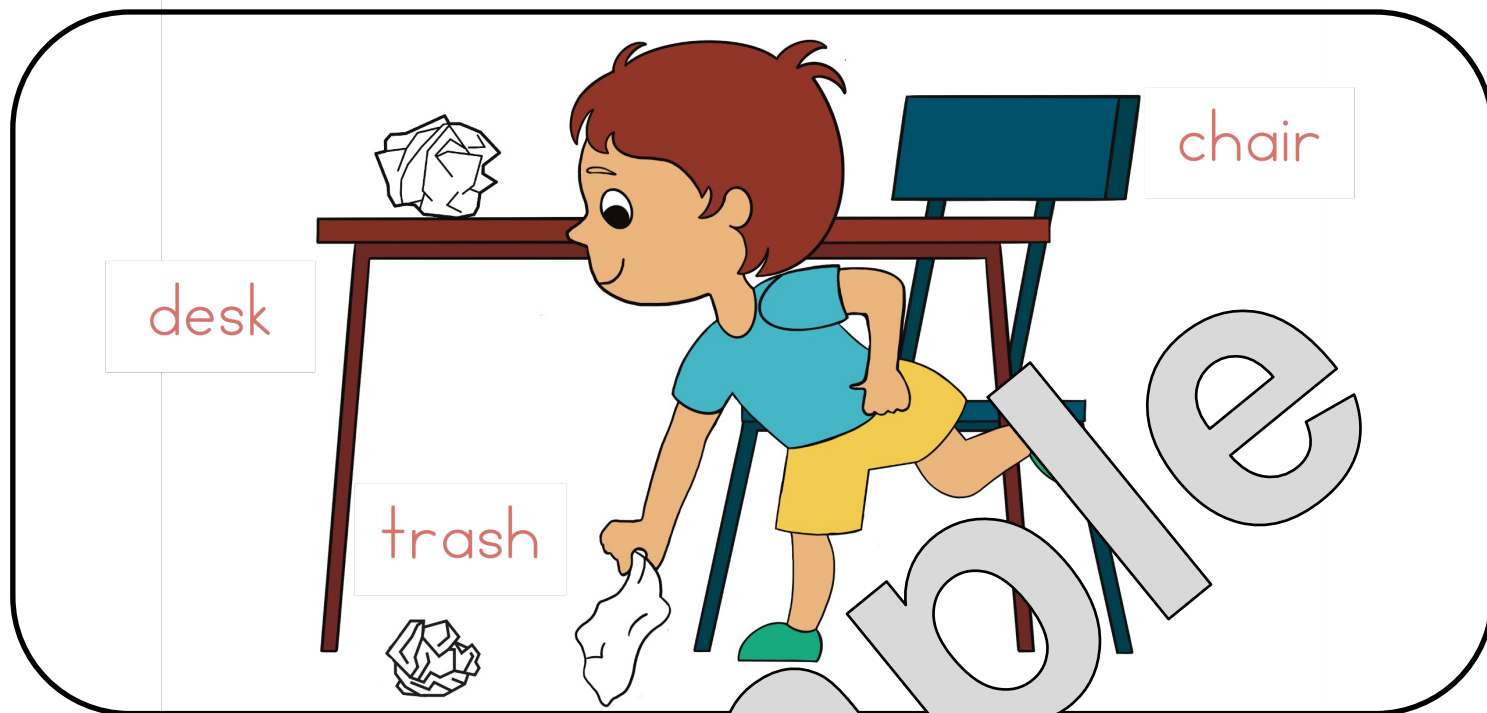
Common & Proper Nouns

Common Nouns

Proper Nouns

Sample

Name: Mrs. Smith



I will keep my
desk at Abbott
Elementary
School clean.

1.1b

Name:

Eli



Eli

MKS Smith

Missin

Blank handwriting lines

Purpose: I can use a period in telling sentences.

Standard(s):

- **CCSS.ELA-LITERACY.L.1.2.B:** Use end punctuation for sentences.

Materials

- Period anchor chart
- Sentence Sort anchor chart (with pre-cut sentence cards)
- Zoo Picture Prompt
- Student page 1.6a or 1.6b

Learning Goal

Student will use a period to complete a telling sentence in their writing.

Success Criteria

- **Criteria 1** - Student writes a telling sentence that starts with an uppercase letter and ends with a period.
- **Criteria 2** - Student spaces letters and words correctly to complete their sentence.

Mini-Lesson Steps (15 min.):

1. Begin by introducing what punctuation is and its purpose. Display the “Period” anchor chart. Inform students about what a period looks like, where it is placed within a sentence, and what it tells us to do as readers.
2. Using the “Sentence Sort” anchor chart cards, display a sentence with a period and a sentence without a period to show examples of a complete and incomplete sentence.
3. Display or recreate “Sentence Sort” anchor chart cards, sorting sentences into ‘Complete’ and ‘Incomplete’ categories using the teacher model as a guide.
4. Display the “Zoo Picture Prompt” page. Describe the animal in the picture using telling sentences. Encourage students to write on the page.
5. Use teacher model to demonstrate writing two sentences on student page 1.6a. Emphasize writing with an uppercase letter, keeping all spaces between letters and larger spaces between words, stretching the mouth and tongue while writing, and ending with a period. Highlight the period to reinforce its importance.

Student Application (15 min.):

1. Display and distribute student page 1.6a and instruct students to write their name using optional name cards for support.
2. *Differentiated student page 1.6b with sentence starter is available to be used at teacher discretion.*

Ask students to think of a telling sentence about an animal from the “Picture Prompt.” Have them write, focusing on uppercase letters at the beginning, proper spacing between letters and words, and a period at the end. They may write two to three sentences if they choose.

Closure (<5 min.):

1. Students will share sentences with a partner. Partner will highlight the period to check.
2. Invite students to share some of their sentences with the class.
3. Ask volunteers to read their sentences aloud, ensuring that each one ends with a period.
4. Reinforce the importance of using periods to make sentences clear and complete and remind that to finish a statement or a telling sentence, we use a period.

Mini-Lesson Overview

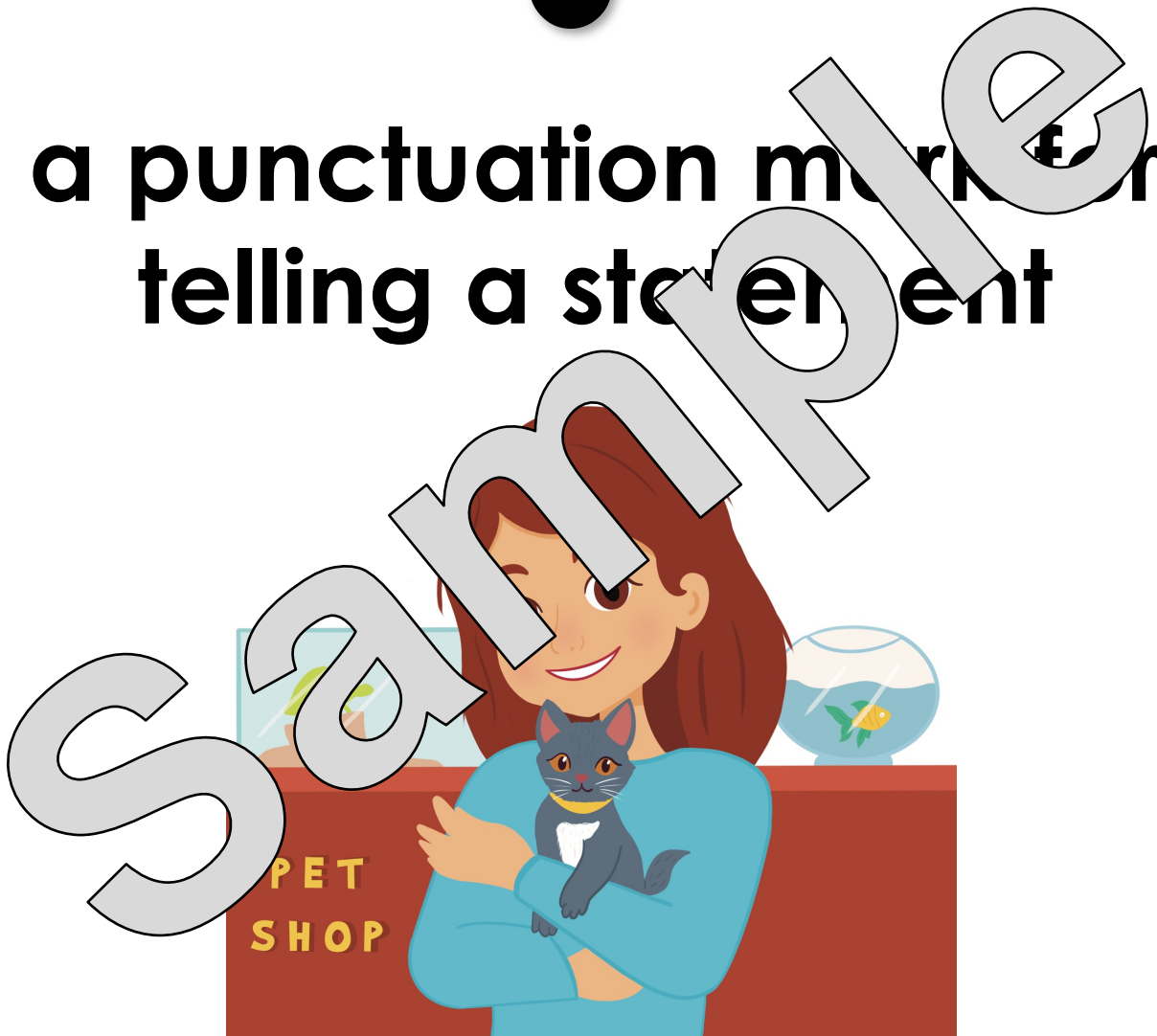
How it sounds:

- “Punctuation is like a traffic signal for words. Just like how traffic signals help cars move safely on the road, punctuation helps us understand and read sentences correctly. Here's why it's important: When we see a period, it means we have reached the end of a sentence. It tells us to pause and take a breath. Without periods, all the words would run together, and it would be hard to understand where one sentence ends, and another begins.”
- *[Display “Period” Anchor Chart.]* “A period is used at the end of a statement or a telling sentence. For example, ‘I see a hamster.’ or ‘I see a gerbil.’ A period is a little dot that goes next to the last letter of the last word of the sentence on the bottom line.”
- *[Write a sentence without a period, such as: “I like to play outside”]* “Does the sentence feel complete? No! It’s missing a period!” *[Add a period at the end of the sentence. Example: “I like to play outside.”]* “Does the sentence feel complete now? Yes! It has a period.”
- “We’re going to look at some sentences and sort them into ‘Complete’ if they do have an end mark and ‘Incomplete’ if they do not have an end mark.” *[Display and read aloud pre-cut sentence cards one-by-one by placing them in ‘Complete’ and ‘Incomplete’ categories on the “Sentence Sort” anchor chart.]*
- “Let’s practice writing a complete sentence together.” *[Display “Zoo Picture Prompt” and student page 1.6a.]* “We can use these pictures to help us make up a sentence. Let’s write a sentence about the tiger: ‘I see a tiger.’”
- *[Model while giving verbal instructions.]* “My sentence will begin with an uppercase letter ‘I.’ I need to put a finger space in between my words. The next word is ‘see.’ When I stretch out the word, I hear two sounds: ‘/s/’ *[Write an s.]*, ‘/ee/’ *[Connect to write and model each sound aloud.]*
- “My final word is ‘tiger.’ When I stretch out the word, I hear four sounds: ‘/t/’ *[Write a t]*, ‘/i/’ *[Write an i]*, ‘/g/’ *[Write an g]*, ‘/er/’ *[Write an r]*. To show my idea is complete, I finish my telling sentence with a period.”
- “Can we write another telling sentence about the tiger?” *[With student input, model how to write another sentence using the student page 1.6a as a guide. Explicitly model how to sound out each word.]*
- “I show my idea is complete by ending my sentence with a period. Once my sentences are written, I’m going to draw a picture to match my words.”
- “Now you’re going to practice writing telling sentences about an animal.” *[Display and distribute student page (1.6a or 1.6b, depending on level of support needed) and instruct students to write their name using optional name cards.]* “The first job is always the same, pick up your pencil and write your name. First, write a sentence telling what animal you see. Then, your second sentence should tell something about what your animal has.” *[Allow time for students to write. Circulate and support as needed.]*
- “Share your sentences with a partner and have your partner highlight the period at the end of your sentence.” *[Circulate and support as needed.]*
- “Great job, first graders! Today, we learned about using periods to end sentences. Remember, when we want to finish a statement or a telling sentence, we use a period. By practicing this skill, we can make our writing easier to understand. Keep up the good work!”

Period



a punctuation mark for
telling a statement



I have a new cat.

Sentence Sort

Complete



Incomplete



He is sad.

She is sad.

I see the dog.

I see the cat

She can run

He can run

The car is white.

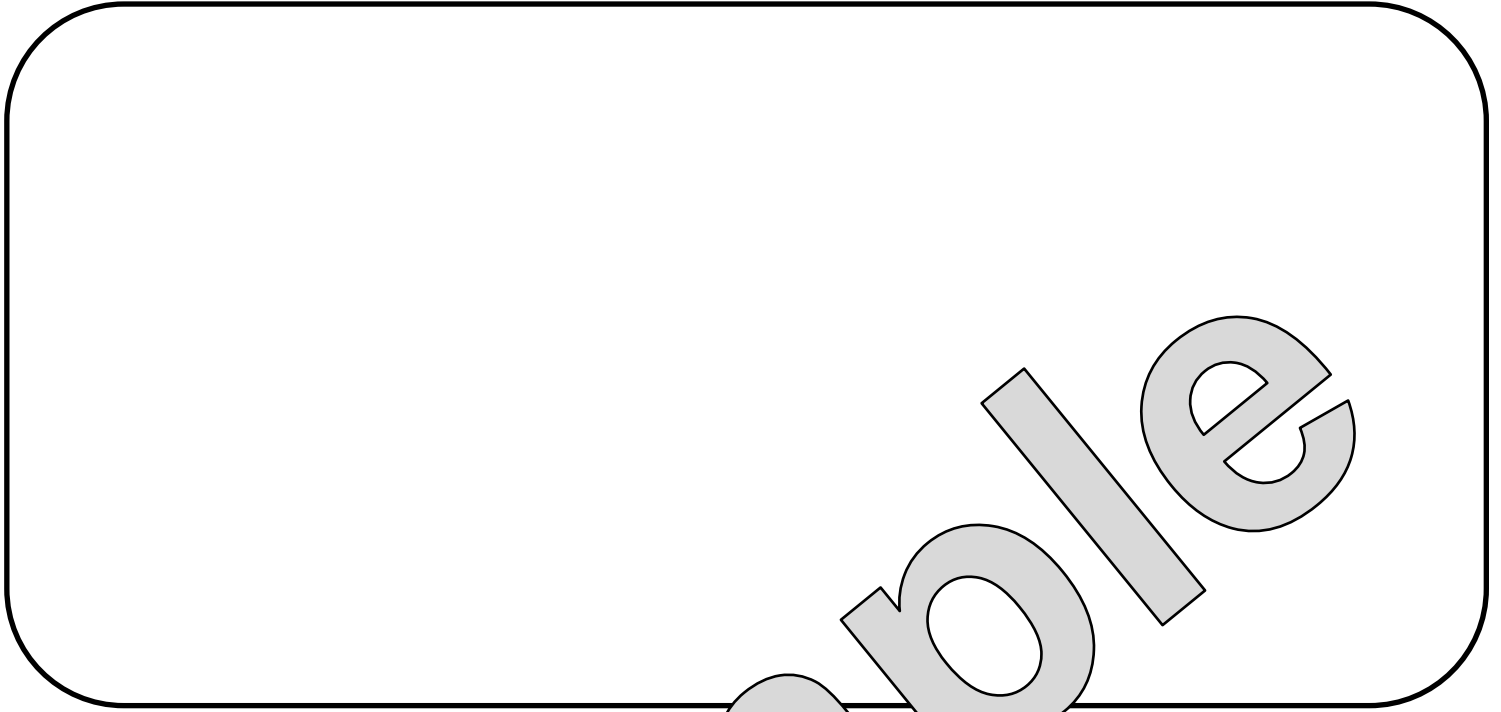
The dog is big

Sample

Zoo Picture Prompt



Name: _____



I see a _____

It has _____

Purpose: I can use a question mark in asking sentences.

Standard(s):

- **CCSS.ELA-LITERACY.L.1.2.B:** Use end punctuation for sentences.

Materials

- Question Mark anchor chart
- Teacher reference page 1.7a
- Student page 1.7b or 1.7c
- Zoo Picture Prompt

Learning Goal

Student will use a question mark to complete an asking sentence in their writing.

Success Criteria

- **Criteria 1-** Student writes an asking sentence that starts with an uppercase letter and ends with a question mark.
- **Criteria 2-** Student spaces between words correctly to make their sentence readable.

Mini-Lesson Steps (15 min.):

1. Begin by reviewing a period and when to use it in writing.
2. Display “Question Mark” anchor chart and inform students about what a question mark looks like, where it is placed within a sentence and what it tells us to do as readers. Read a question sentence with emphasis on voice lift. Then, read a telling statement with flat voice to model the difference.
3. Using the sentences from teacher reference page 1.7a, read multiple examples and have students show thumbs up for sentences that should end with a question mark and thumbs down for sentences that should end with a period.
4. Display the “Zoo Picture Prompt” page to model how to ask questions about an animal from a picture.
5. Use teacher model to demonstrate writing two questions on student page 1.7b. Emphasize starting with an uppercase letter, keeping all spaces between letters and larger spaces between words, stretching sounds while writing, and ending with a question mark. Highlight the question mark to reinforce its importance.

Student Activity (15 min.):

1. Display and distribute student page 1.7b and instruct students to write their name using optional student name cards. *Note:* Differentiated student page 1.7c with sentence starter is available to be used at teacher discretion.
2. Instruct students to choose an animal from the “Zoo Picture Prompt” to write asking sentences incorporating a verb to ask a question. Remind students to pay attention to upper and lowercase letters, spacing, and punctuation. Allow time for writing. Students may write 2-3 sentences if desired.

Closure (<5 min.):

1. Students will read their question to a partner and partner will highlight the question mark to check for criteria.
2. Partner will draw a quick picture to answer what they think about each of the questions.
3. Conclude that we learned about using question marks to end sentences when we ask a question.

Mini-Lesson Overview

How it sounds:

- “Punctuation is like a traffic signal for words. Just like how traffic signals help cars move safely on the road, punctuation helps us understand and read sentences correctly. We know that a period tells us to make a full stop, but sometimes our sentences will end with a different kind of mark.”
- *[Display “Question Mark” anchor chart.]* “Question marks help us know when someone is asking a question. When we see a question mark, we know that the person wants an answer or is curious about something. A question mark is a backwards ‘c’ shape with a straight line below and a little dot that goes next to the last letter of the last word of the sentence.”
- *[Write a sentence without a question mark. Example: “Do you like ice cream?”]* “Does this sentence feel complete? No! It’s missing a question mark!” *[Add a question mark to the end of the sentence, “Do you like ice cream?”]* “Does the sentence feel complete now? Yes. It has a question mark!”
- “We’re going to play a game called ‘Thumbs Up, Thumbs Down.’ I’m going to read multiple sentence examples and I want you to show a thumbs up for sentences that should end with a question mark and a thumbs down for sentences that should end with a period.” *[Refer to teacher reference page 1.7a to read sentences with punctuation.]*
- “Let’s write an asking sentence about the animal we picked yesterday.” *[Display “Zoo Picture Prompt” and student page 1.7b.]* “I’m going to read a sentence starter, ‘Can a.’ *[Model isolating words, stretching out sounds and writing a letter symbol to represent each sound.]* “Now I am going to stretch out the sounds in the word to identify the animal, ‘tiger.’ I am going to think of a verb – an action word, something you can do. *[Call on a few students for examples, e.g., run, hop, jump, sing, draw, etc.]* “The word you are going to choose is ‘run,’ when I stretch out the word, I hear three sounds ‘/r/’ *[Write an r],* ‘/u/’ *[Write a u],* and ‘/n/’ *[Write an n].* To show my idea is complete, I finish my asking sentence with a question mark.”
- “This time, I’m going to write a sentence starter and asking sentence about the same animal and use a new verb. Remember, a verb is an action word. *[Model isolating words, stretching out sounds, and writing letter symbols to represent each sound.]* “I can show my idea is complete by ending my sentence with a question mark. Once my sentences are written, I can draw a picture to match.”
- “Yesterday you wrote writing statements about our animal. Today you are going to write asking sentences!” *[Display and distribute student page (1.7b or 1.7c, depending on level of support needed) and invite students to write their name using their individual name card.]* “I want you to write two asking sentences with the matching punctuation. You can use the sentence starter, stretch out the name of your animal, and choose a verb, an action word, for a complete thought.” *[Allow time for students to write. Circulate and support as needed.]*
- “Share your writing with a partner. Your partner will use a highlighter to find your question mark then draw a picture in the first box to answer your question.” *[Circulate and support as needed.]*
- “Well done, first graders! Today, we learned about using question marks to end sentences when we ask a question. Remember, when we want to find out something or be curious, we use a question mark. By practicing this skill, we can make our writing and conversations more engaging. Great job!”

Question Mark



a punctuation mark for
asking a question



Do you like broccoli?

Name: _____

1. Can a

2. Can a

1.

Sample

2.

Purpose: I can identify and use nouns in my writing.

Standard(s):

- **CCSS.ELA-LITERACY.L.1.1.B:** Use common, proper, and possessive nouns.

Materials

- Noun anchor chart
- Playground Picture Prompt
- Playground Nouns anchor chart
- Student page 1.11a or 1.11b

Learning Goal

Student will recognize nouns and use them in simple sentences.

Success Criteria

- **Criteria 1** - Student writes a simple sentence that includes a noun.
- **Criteria 2** - Student identifies the noun within their sentence.

Mini-Lesson Steps (15 min.):

1. Display the “Noun” anchor chart and discuss how nouns name people, places, things, or animals.
2. Write these sentences on the board: **The boy played with his toy. The cat slept on the mat. The tree had green leaves.**
3. Read each sentence aloud, emphasizing the nouns, and have students identify them.
4. Display the “Playground Picture Prompt” and display (or recreate) the “Playground Nouns” anchor chart. Have students identify nouns they see in the picture while you record responses with simple drawings and labels. Refer to the teacher model as needed.
5. Explain that today’s lesson will focus on using nouns in writing.
6. Model how to use nouns from the completed anchor chart to write a simple sentence on student page 1.11a. Demonstrate starting with an uppercase letter, spacing words properly, catching out sounds, and ending with punctuation.
7. Underline the noun in the sentence with a blue crayon, colored pencil, or marker.

Student Page (15 min):

1. Distribute student page 1.11a and have students write their name using the information on the name card. *Differentiated student page 1.11b with simple sentences is available to be used at teacher discretion.*
2. Using the “Playground Picture Prompt” and anchor chart, students will write a simple sentence. Support as needed. Students may write 2-3 sentences if desired.

Closure (<5 min.):

1. Students will share sentences with a partner, who will underline the nouns in blue.
2. Invite students to share some of their sentences with the class. Discuss each noun, ensuring that students understand why it is a noun.
3. Add any additional nouns to the completed “Playground Nouns” anchor chart.
4. Reinforce the importance of using nouns to make writing more descriptive and interesting.

Mini-Lesson Overview

How it sounds:

- “To make our sentences more descriptive, we use special parts of speech. One important part is a noun. Has anyone heard of a noun before?” *[Display “Noun” anchor chart]*
- “Nouns name people, places, things, and animals. They help us talk about the world around us and make our sentences clear. Without nouns, we wouldn’t know who or what a sentence is about!”
- *[Write these sentences on the board:]*
The boy played with his toy.
The cat slept on the mat.
The tree had green leaves.
- “Let’s be detectives and find the nouns in these sentences. Listen carefully as I read. *Underline nouns in blue as students identify them. Provide feedback as needed.*”
- *[Display “Playground Picture Prompt.”]* “Now, let’s find nouns in the picture. Write them on our ‘Playground Nouns’ chart.” *[With student input, add nouns using simple words like ‘ball’, ‘swing’, and ‘slide.’]*
- “Now that we can find nouns, let’s use them in writing!” *[Display a blank student writing paper. 11a.]*
 “Watch as I use our chart to write a sentence. ‘I see a ball.’”
- *[Model stretching out sounds while writing: “/b/” (write b), “/l/” (write l), “/i/” (write i), “/e/” (write e), “/a/” (write a), “/s/” (write s). End with a period.]*
- “Now, I’ll underline the noun in blue.” *[Model underlining and explaining why it’s a noun.]* “Let’s write more sentences together!” *[With student input, write additional sentences.]*
- “Now it’s your turn!” *[Distribute student papers. 11a and b, based on support needs.]* “Start by writing your name.” *[Circulate and support as needed.]*
- “Use the picture prompt and noun chart to write at least two sentences. Remember to start with an uppercase letter, leave spaces between words, and stretch out sounds. When you’re done, draw a matching picture.” *[Circulate and assist as needed.]*
- “Share your sentences with a partner and have them underline the nouns in blue.”
- “Did anyone find a noun I didn’t? *[Add new nouns to the chart.]* “Great work! Nouns help make our writing clearer and more interesting!”

Noun

A noun is a word that names a person, place, thing, or animal.



The **girl** draws a silly **picture**.

Playground Picture Prompt



Playground Nouns

chalk

girl

jump rope

boy

ball

kids

monkey bars

playground

slide

swings

Sample

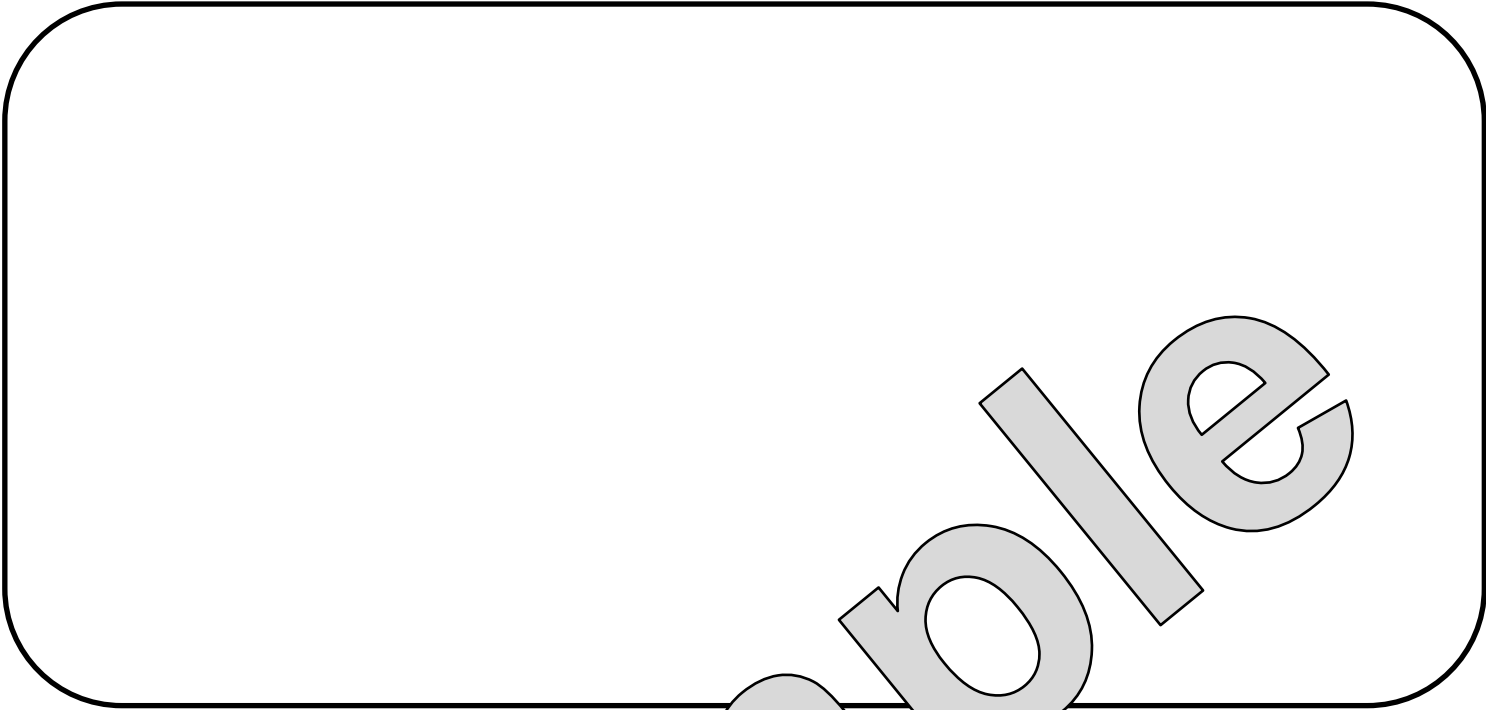
nouns

Name: Mrs. Smith



I see a ball. I see
a boy. I see a
playground.

Name: _____



I see a

I see a

Purpose: I can identify and use verbs in my writing.

Standard(s):

- **CCSS.ELA-LITERACY.L.1.1.C:** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

Materials

- Verb anchor chart
- Playground Verbs anchor chart
- Student page 1.12a or 1.12b
- Playground Picture Prompt

Learning Goal

Student will recognize verbs and use them in simple sentences.

Success Criteria

- **Criteria 1** - Student writes a simple sentence that includes a verb.
- **Criteria 2** - Student identifies the verb within their sentence.

Mini-Lesson Steps (15 min.):

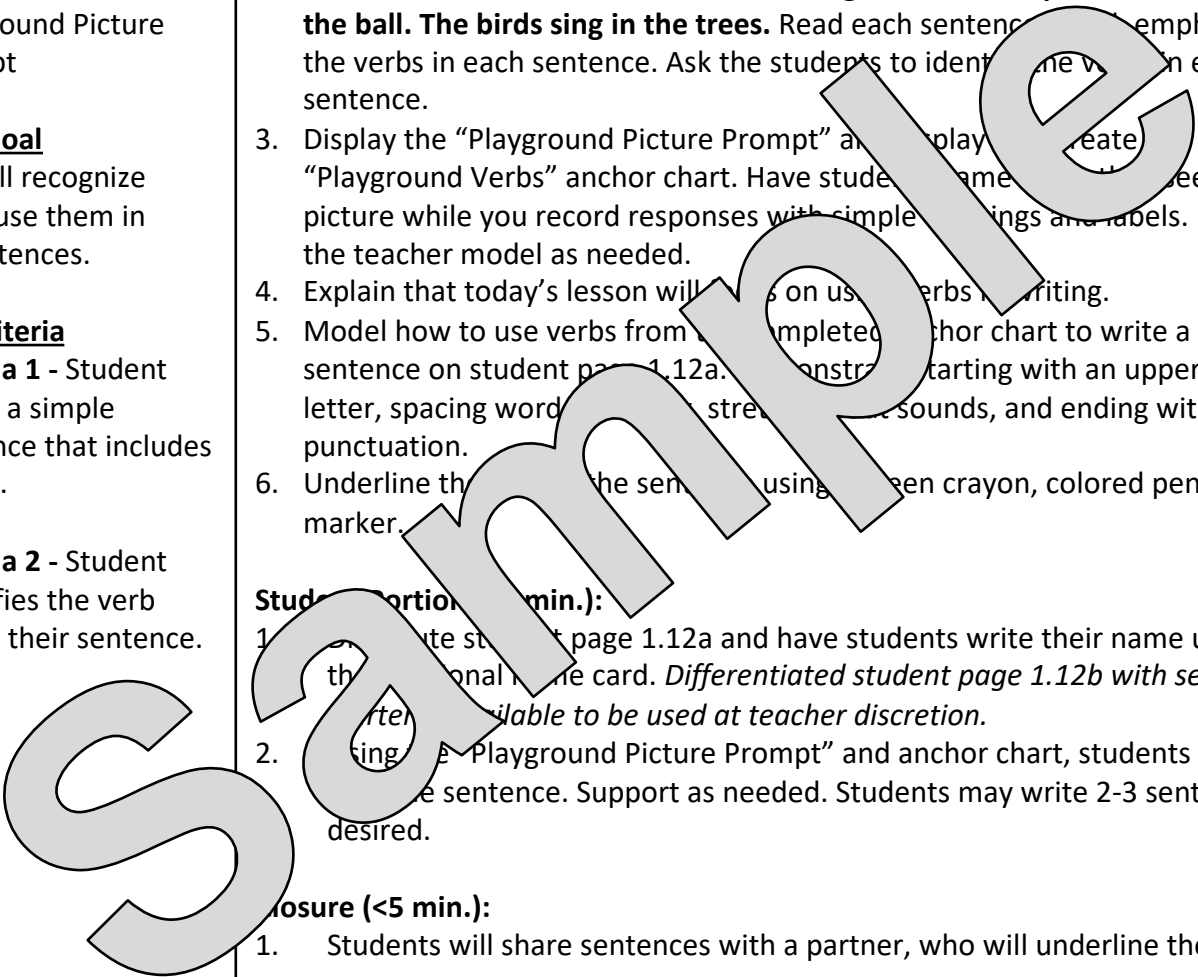
1. Begin the lesson by building background about verbs. Display the “Verb” anchor chart and engage the students in a brief discussion about verbs, explaining that verbs are action words that show what someone or something is doing.
2. Write these sentences on the board: **The girl runs in the park. The dog chases the ball. The birds sing in the trees.** Read each sentence aloud, emphasizing the verbs in each sentence. Ask the students to identify the verb in each sentence.
3. Display the “Playground Picture Prompt” and “Playground Verbs” anchor chart. Have students name the action in the picture while you record responses with simple drawings and labels. Refer to the teacher model as needed.
4. Explain that today’s lesson will focus on using verbs in writing.
5. Model how to use verbs from the completed “Playground Verbs” anchor chart to write a simple sentence on student page 1.12a. Demonstrate starting with an uppercase letter, spacing words, stretching out sounds, and ending with punctuation.
6. Underline the verb in the sentence using a green crayon, colored pencil, or marker.

Student Portion (15 min.):

1. Distribute student page 1.12a and have students write their name using the “Playground Verbs” anchor chart. *Differentiated student page 1.12b with sentence writing prompt is available to be used at teacher discretion.*
2. Using the “Playground Picture Prompt” and anchor chart, students will write a simple sentence. Support as needed. Students may write 2-3 sentences if desired.

Closure (<5 min.):

1. Students will share sentences with a partner, who will underline the verbs in green.
2. Invite students to share some of their sentences with the class. Discuss each verb, ensuring that students understand why it is a verb.
3. Add any additional verbs to the completed “Playground Verbs” anchor chart.
4. Reinforce the importance of using verbs to make writing more descriptive and interesting.



Mini-Lesson Overview

How it sounds:

- “Verbs are action words—they tell us what someone or something is doing. Has anyone heard of a verb before?” *[Display “Verb” anchor chart.]*
- “Verbs bring our sentences to life! Without them, we wouldn’t know what is happening.”
- *[Write these sentences on the board:]*
The girl runs in the park.
The dog chases the ball.
The birds sing in the trees.
- “Listen carefully as I read these sentences. Can you find the action words?” *[Underline verbs in green as students identify them. Provide feedback as needed.]*
- *[Display “Playground Picture Prompt.”]* “Let’s look at this picture and find verbs (action words) we see happening.” *[Record student responses on the “Playground Verbs” chart with drawings and labels. Use the teacher model as needed.]*
- “Now, let’s use these verbs in writing!” *[Display a blank student page 1.]* “Write and use a verb from our chart in a sentence: ‘The girl runs.’”
- *[Model stretching out sounds while writing: “/r/” (write r), “/w/” (write w), “/n/” (write n), “/s/” (write s). End with a period.]*
- “Now, I’ll underline the verb in green.” *[Model underlining and explain why it’s a verb.]* “Let’s write another sentence together!” *[With student input, complete a sentence.]*
- “Now it’s your turn!” *[Distribute student pages 12a and 12b, based on support needs.]* “Start by writing your name.” *[Circulate and support.]*
- “Use the picture prompt and our chart to write at least one sentence with a verb. If you’d like, you can write two or three! Remember to start with a capital letter, space your words, and stretch out sounds. When you’re done, draw a picture to match.” *[Circulate and assist as needed.]*
- “Share your sentence with a partner and have them underline the verb in green.”
- “Would anyone like to share their sentence with the class?” *[Discuss verbs students used and add any new ones to the chart.]*
- “Great work! Verbs make writing interesting and full of action!”

Verb

A verb is a word that shows action or describes what someone or something is doing.



The girl **draws** a silly picture.

Parts of Speech Checklist

Check off each item on this list before you publish.

- I underlined my noun in blue.
- I underlined my verb in green.
- I underlined my adjective in yellow.
- I underlined my pronoun in red.

Parts of Speech Checklist

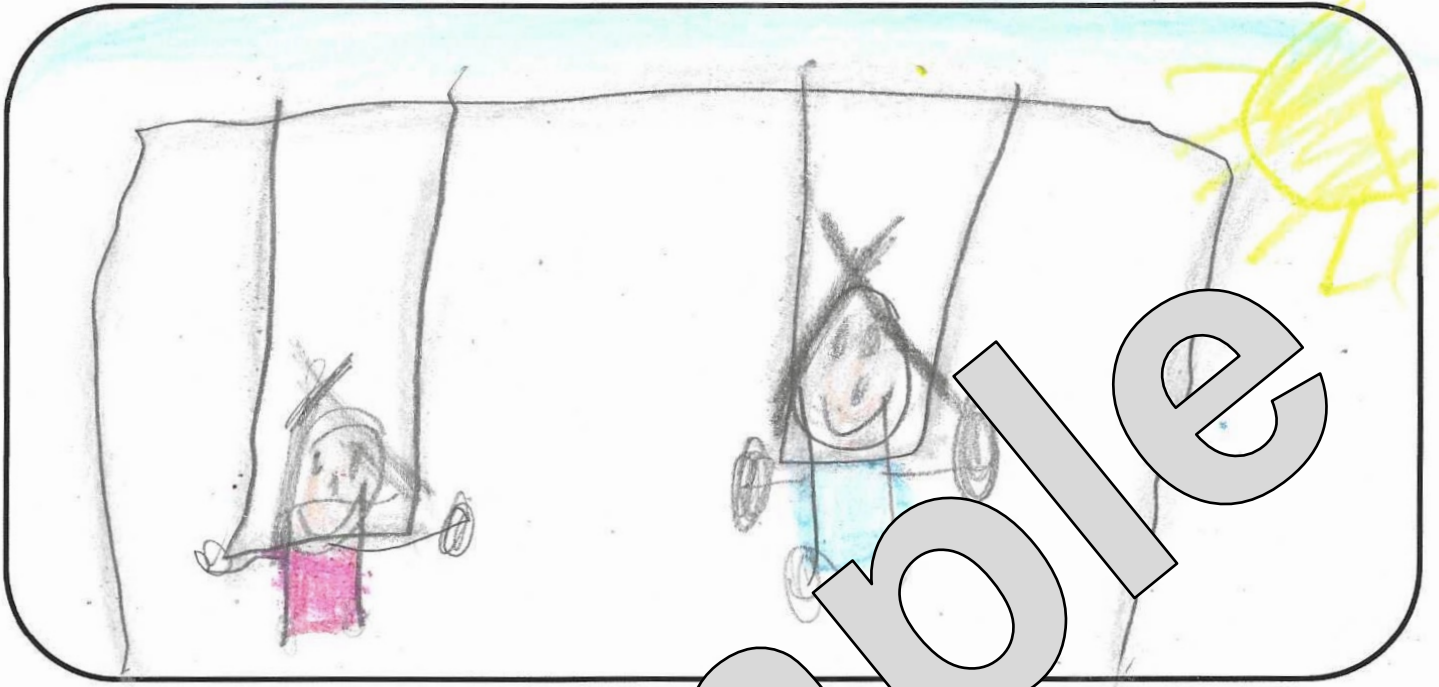
Check off each item on this list before you publish.

- I underlined my noun in blue.
- I underlined my verb in green.
- I underlined my adjective in yellow.
- I underlined my pronoun in red.

1.15a

Name:

EISA



The happy girl

swings at park.

she laughs with

her little sister.

They play on

a sunny day.

Sample

Purpose: I can come up with ideas through brainstorming.

Standard(s):

- **CCSS.ELA-LITERACY.W.1.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **CCSS.ELA-LITERACY.W.1.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Materials

- Student page 1.16a

Learning Goal

Student will practice brainstorming by generating ideas about a given topic.

Success Criteria

- **Criteria 1** - Student draws or writes at least three different ideas related to their favorite food.

Mini-Lesson Steps (15 min.):

1. Explain that brainstorming is a way to come up with lots of ideas before we start writing.
2. Model brainstorming by thinking aloud and sharing three ideas related to the prompt: "What is your favorite food?". Display student page 1.16a to engage students in the brainstorming process and to model the process. Use all five senses to tell about how pizza looks, smells, tastes, feels or even sounds. Refer to teacher model page 1.16a as needed.
3. Encourage students to think creatively and remind them that all ideas are valuable.
4. Provide prompts or guiding questions to support their brainstorming process.

Student Page (15 min.):

1. Display and distribute student page 1.16a and instruct students to write their name using their optional name card. Ask students to choose their favorite food and repeat the brainstorming process.
2. Encourage them to come up with at least three different ideas that relate to their favorite food.

Closure (<5 min.):

1. Invite students to share one of their ideas or pictures with the class.
2. Discuss the different ideas generated and celebrate the creativity of each student.

Mini-Lesson Overview

How it sounds:

- “Today, we're going to learn an exciting new skill called brainstorming. Can anyone tell me what brainstorming means?” *[Allow time for student response.]* “Yes! Brainstorming is when we think of lots of ideas.”
- “Let’s brainstorm together to generate ideas for our new writing topic.” *[Display student page 1.16a.]* “My topic is ‘My Favorite Food.’ When I think about food, my brain might start thinking of my favorite food to eat at dinner. My favorite food to eat at dinner is pizza, so in the middle of my paper I’m going to draw a quick picture of a pizza and write the word ‘pizza.’” *[Model stretching out sounds and writing a letter symbol to represent each sound in the word “pizza”.]*
- “Next, I’ll think about what pizza looks like, what is on my pizza, how it tastes, and how it feels. I will record all of my ideas on my paper. Can you help me think of toppings that go on my pizza?” *[Allow time for student response. Model isolating several words to describe pizza and stretching out sounds while writing a letter symbol to represent each sound in the word, using model 1.16a as a guide.]* “My slice of pizza is in the shape of a triangle, the crust, and is hot.” *[Model isolating several words to describe pizza and stretching out sounds while writing a letter symbol to represent each sound in the word.]* “When I use a lot of words specific to my topic, it gives my reader lots of details and makes my writing more interesting!”
- “You came up with so many great words to tell about pizza. To continue my writing using all of this information, I think it would make my reader really hungry for some pizza!”
- “Now it's your turn.” *[Distribute and display student page 1.16a and instruct students to write their name using their optional name card.]* “My topic is ‘My Favorite Food.’ When I think about food I like to eat, I can come up with many ideas. For example, I could think of my favorite breakfast food, lunch food, or dinner food. Each of these is a different idea related to our topic. I want you to draw a quick picture of your favorite food. It can be any food you like. Once you've drawn your picture, I want you to brainstorm and write down as many ideas as you can about your food. Think about using your five senses to tell things like what it looks like, smells like, tastes like, or how it feels. Remember, there are no wrong ideas in brainstorming. All ideas are valuable. Don't be afraid to think creatively! If you need help, I'll be here to provide prompts or guiding questions.” *[Allow time for students to write. Circulate and support as needed.]*
- “Wonderful job, everyone! Now, I'd love for a few volunteers to share one of their ideas or show their food brainstorming maps to the class.” *[Allow time for student response after each example and provide feedback or support as needed.]*
- “These are fantastic ideas, and I'm so impressed by your creativity! We have such a diverse range of foods and ideas in our class. Remember, brainstorming helps us come up with lots of ideas, and now we have a wealth of ideas to choose from when we start writing.”
- “Great work, everyone! Tomorrow, we'll learn how to take those ideas and turn them into descriptive sentences. Keep up the fantastic brainstorming!”

Name: Mrs. Smith

Brainstorming

What is your favorite food?

The central graphic consists of a large circle containing a pizza slice. The word "Food" is written in bold black text across the middle of the pizza slice. Surrounding the circle are various food-related terms in red text: pepperoni, dough, sauce, tomatoes, olives, sausage, pizza, hot, chewy, melty, and yummy. The word "sample" is written in large, grey, outlined letters across the circle, with the "s" extending to the left and the "e" extending to the right.

Purpose: I can revise my writing to make it better.

Standard(s):

- **CCSS.ELA-LITERACY.W.1.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **CCSS.ELA-LITERACY.W.1.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **CCSS.ELA-LITERACY.L.1.1.F:** Use frequently occurring adjectives.

Materials

- Completed student page 1.17a

Learning Goal

Students will identify nouns and adjectives in their writing and refine word choice to add more detail.

Success Criteria

- **Criteria 1** - Student identifies and underlines nouns in their writing with a blue marker.
- **Criteria 2** - Student identifies and underlines adjectives in their writing using a yellow marker.
- **Criteria 3** - Student adds adjectives to at least three nouns in their writing.

Mini-Lesson Steps (15 min.):

1. Explain that the next step in the writing process is revising. Revising means making changes to improve the content of our writing. Emphasize that revising helps to make writing clearer, more interesting, and more enjoyable for readers.
2. Model the revision process by using the completed page 1.17a about pizza from the previous lesson. Reread the writing piece aloud. Identify and underline nouns with a blue marker and adjectives with a yellow marker. Explain that there are no adjectives in the sentences. Adding in adjectives will help make the writing more interesting.
3. Prompt students to think of adjectives to describe nouns in each sentence more vividly. Use the teacher model and student writing to model how to add adjectives to the sentences while explaining why they improve the writing. Emphasize that during the revision process, when new words are added, writers can use a caret to show where new words need to go. Read aloud the revised writing.

Student Portion (15 min.):

1. Distribute completed student page 1.17a from the previous day. Students should reread their writing first to identify and underline nouns with a blue marker.
2. Prompt students to identify and underline any existing adjectives in their writing with a yellow marker.
3. Instruct students to add adjectives to three of the nouns they identified in their writing.

Closure (<5 min.):

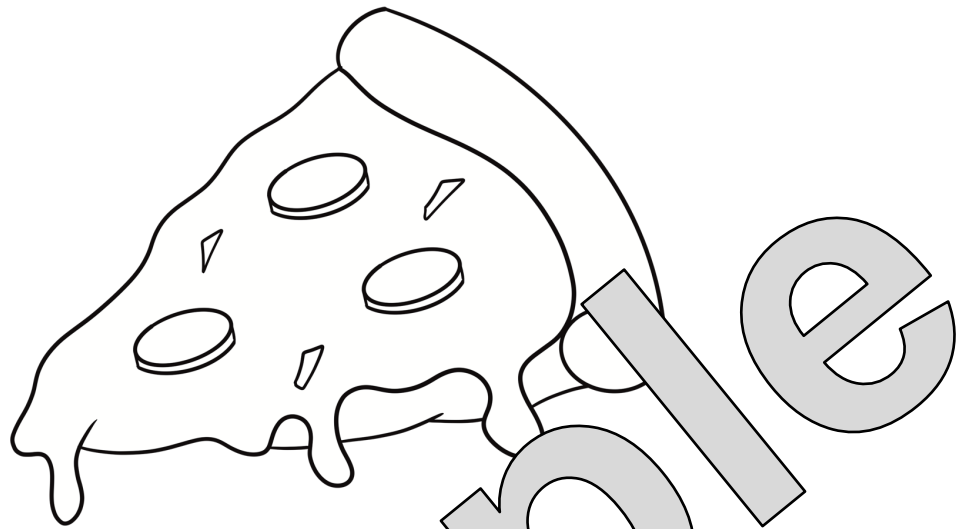
1. Invite students to share their revisions with a partner or the class. Discuss the changes made and the impact they have on the overall quality of the writing.

Mini-Lesson Overview

How it sounds:

- “Today, we’re going to learn about an important part of writing called revising. Can anyone tell me what revising means?” *[Allow time for student response.]* “Yes! Revising means making changes to improve our writing. It helps make our ideas clearer, more interesting, and more enjoyable for readers.”
- “Let me show you how it works. I have a piece of writing about pizza from our last lesson.” *[Display completed writing page 1.17a and reread it aloud.]* “This writing gives information about my topic, but it’s not very interesting. I think I can make it better! First, I’ll underline the nouns in blue. Words like pizza, cheese, sausage, sauce, and crust are nouns because they name things. Now, I’ll underline the adjectives in yellow. Wait a second, do you notice anything?” *[Allow time for student response.]* “That’s right! There are no adjectives in my sentences! Adding adjectives will help make my writing more interesting.”
- “Adjectives describe nouns—they can tell color, size, smell, texture, and taste. Let’s look at our nouns and think of ways to make them more descriptive. Use student input and/or the teacher model to revise sentences, modeling how to search our minds for words and write new words.” *[Allow time for students to think and write.]* “Sometimes, when we add words, they won’t fit in the space where we want them. We can use a caret (^) to show where a new word should go.”
- “Now, let’s reread my writing with the changes. Do you notice how the details make it more interesting?” *[Read revised piece aloud.]*
- “Now it’s your turn! Reread your sentences and underline your nouns in blue.” *[Allow time for students to work and provide support as needed.]* “Next, underline your adjectives in yellow. If you don’t have any, add some to make your writing stronger!” *[Allow time for students to revise and provide guidance.]*
- “Great job, everyone! Who would like to share their revisions?” *[Allow students to share and provide feedback.]*
- “Fantastic work! Revising helps make our writing more interesting and easier to understand. Tomorrow we’ll learn about another important step—editing!”

Name: Mrs. Smith



My favorite food
is pizza. The ^{hot} pizza
has ^{stretchy} cheese. The
pizza has ^{spicy} sausage

sweet

and sauce. The

soft

pizza has crust.

Sample

1.20a

Name:

Jada



MY favorite food
 is ice cream. It
 has cold creamee
 chocolate. you can

Sample

Put a red

chancee on

top. I love

add colorful

topping

Sample

Writing Foundations Rubric

Teacher Version

	4 - Advanced	3 - Proficient	2 - Basic	1 - Below Basic
Focus	The student writes at least three complete sentences that stay focused on the topic.	The student writes two complete sentences that stay focused on the topic.	The student attempts to write sentences, but they may be incomplete or not fully focused.	The student does not write a complete sentence or needs intensive support to stay on topic.
Organization	The student brainstorms and writes at least 3 details that align with their topic.	The student writes 2 details that stay on topic.	The student writes 1 detail that may be on topic or unclear.	The student needs help to come up with details that stay on topic.
Elaboration	The student revises writing to include clear, descriptive language that helps the reader understand. Illustrated details closely align to the content.	The student revises writing to include descriptive language that helps the reader understand the topic. Illustrated details closely align to the content of the narrative.	The student attempts to revise, but the language is limited. An illustration is present, but it does not include many details.	The student does not attempt to revise or needs intensive support to include descriptive language. There is no illustration present or it does not match the content of the writing.
Language	The student correctly uses at least 3 parts of speech (nouns, verbs, adjectives, or pronouns).	The student uses at least 2 parts of speech (nouns, verbs, adjectives, or pronouns).	The student uses some parts of speech (nouns, verbs, adjectives, or pronouns).	The student struggles to form any sentences using parts of speech.
Conventions	The student uses capital letters and end punctuation correctly with few errors present. Spelling is phonetically correct.	The student uses capital letters and end punctuation correctly at times. Spelling is mostly phonetically correct.	The student attempts to use capital letters and end punctuation, but several errors are present. Spelling shows some phonetic awareness.	The student does not use capital letters and end punctuation correctly. Spelling has many phonetic errors.

Rubric

4

3

2

1

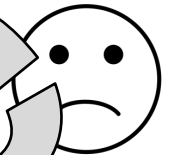
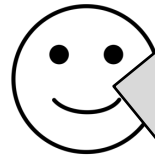
Great!

Good

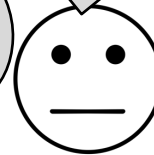
Okay

Needs
Work

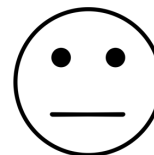
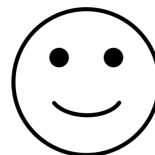
I wrote 3 or more sentences
that stayed on topic.



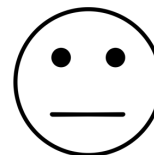
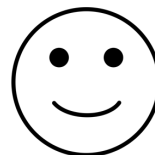
I added 2 or more details
that match my topic.



I used strong words and
picture helped tell the story.



I used capital letters and
end punctuation correctly.



I did my best spelling.

My picture matches my
writing, stays in the lines,
uses real colors, and has
labels.

