

Kindergarten Writing Prompts

Set 3 – MOY 2 (Middle of Year) Assessment

Stimulus for Writing: “Be Safe in Bad Weather”

Unit 6, Week 3 (McGraw-Hill), Big Book, *Waiting Out the Storm*, pages 28-32

- ✓ Select just one prompt.
- ✓ Writing is to be done in one sitting and may include pictures, scribbles, letters, words, and/or sentences.
 - Pre-writing activities may be done in a separate session.
- ✓ Writing is to be done without help, but if a student cannot proceed:
 - Underlining any part of writing that was done with teacher support will facilitate evaluation later.
 - Writing down what student wanted to say in their writing will facilitate evaluation later.
- ✓ Students may use the classroom resources they typically use during writing (e.g., alphabet, word wall, writing stages, rubric, etc.), but not a bank of words specifically created for this writing assessment.
- ✓ Use the type of writing paper that students are familiar with.
- ✓ If applicable, go over the rubric* (or parts of the rubric that will be used) with students before you begin.

*There are DSD genre rubrics and a DSD Developing Writer Progression chart that can be used to evaluate student writing.

Suggestions (Page 2 has more detailed suggestions for creating a context for students to do their best writing.)

- Review any graphic organizer created with your class and/or guide your class in a retelling of the events or key details using the Big Book/Retelling cards.
- Plan for a class discussion or partner talk to generate thoughts and ideas about the writing prompt.

Select just one prompt below:

Narrative Writing Prompt

Student Instructions:

We read and talked about “Be Safe in Bad Weather.” (Show page 32.) Remember on this page it talked about having a safety kit that has band-aids in it in case someone gets hurt. Think about a time when you needed a band-aid. Write about what happened to you. Be sure to tell about it in the order it happened.

Opinion Writing Prompt

Student Instructions:

We read and talked about “Be Safe in Bad Weather.” Think about the different kinds of weather. (Show pages 28-31.) Which is your favorite kind of weather? Write about the kind of weather that you like best. Be sure to tell why you like it so much.

Informative/Explanatory Writing Prompt

Student Instructions:

We read and talked about “Be Safe in Bad Weather.” Remember it talked about how to be safe. (Show page 32.) Think about the things you do and the rules you follow to stay safe. Write about the safety rules that you follow to stay safe. Be sure to write about 2 or more rules.

Creating a Context for Students to Do Their Best Writing

Narrative Writing Prompt Suggestions:

Revisit page 32 of “Be Safe in Bad Weather.” Create a sequence chart with students using a combination of writing and drawing about a time you needed a band-aid. Provide students with opportunities to share about a time when they needed a band-aid. Encourage them to use language which will help them write about the events in the order in which they occurred.

Opinion Writing Prompt Suggestions:

Revisit “Be Safe in Bad Weather.” Create a chart with students using a combination of writing and drawing with thinking boxes for each type of weather. Provide students with opportunities to share about which kind of weather they like the best. Encourage them to use a sentence frame such as, “ _____ weather is the best because _____ ” as they talk.

Informative/Explanatory Writing Prompt Suggestions:

Revisit page 32 of “Be Safe in Bad Weather.” Create a chart with students using a combination of writing and drawing that lists the rules to follow to stay safe. Provide opportunities for students to share about rules they follow that allow them to stay safe. Encourage them to use a sentence frame such as, “I _____ to stay safe” as they talk.