

# Kindergarten Writing Prompts

Set 2 – MOY 1 (Middle of Year) Assessment

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| Stimulus for Writing: “Workers and Their Tools” |
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| Unit 4, Week 1 (McGraw-Hill), Big Book <i>Whose Shoes?</i> pages 32-36 |
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- ✓ 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**

We read and talked about “Workers and Their Tools.” Think of all the tools we use at school and at home. Write and draw about a time when you used a tool. Be sure to tell how you used the tool and what you used it for.

### **Opinion Writing Prompt**

We read and talked about “Workers and Their Tools.” Think about all of those different jobs. What job do you want to do when you grow up? Write and draw about the job that would be best for you. Be sure to tell why you want to do that job.

### **Informative/Explanatory Writing Prompt**

We read and talked about “Workers and Their Tools.” (Show the pages with the different workers.) Choose one of the workers in the book. Write and draw about the job that worker does and the tools that he or she uses.

## **Creating a Context for Students to Do Their Best Writing**

### Narrative Writing Prompt Suggestions:

Revisit “Workers and Their Tools.” Create a chart with students using a combination of writing and drawing that lists tools and what they’re used for. Provide students with opportunities to share about time they used a tool. Encourage them to use a sentence frame such as, “I used a \_\_\_\_\_ to help me \_\_\_\_\_” as they talk.

### Opinion Writing Prompt Suggestions:

Revisit “Workers and Their Tools.” Create a chart with students using a combination of writing and drawing that lists the jobs in the story or any other jobs that students want to add. Provide students with opportunities to share what job would be best for them. Encourage them to use sentence frame such as, “The best job for me would be \_\_\_\_\_” as they talk.

### Informative/Explanatory Writing Prompt Suggestions:

Revisit “Workers and Their Tools.” Create a chart with students using a combination of writing and drawing with thinking boxes with a box for each worker and their tools. Provide students with opportunities to share about one worker and the tools that he or she uses. Encourage them to use a sentence frame such as, “A \_\_\_\_\_ uses a \_\_\_\_\_” as they talk.