

Kindergarten Writing Prompts

Set 4 – EOY (End of Year) Assessment

Stimulus for Writing: “Team Up to Clean Up”

Unit 9, Week 2 (McGraw-Hill), Big Book, <i>Hen Hears Gossip</i> , pages 33-36

- ✓ 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 “Team Up to Clean Up.” Everyone worked to help clean up. Write about a time when you helped out at home or at school. Be sure to tell about it in the order it happened.

Opinion Writing Prompt

Student Instructions:

We read and talked about “Team Up to Clean Up.” Everyone worked to help clean up. Think about our classroom. Who do you think should keep our classroom clean? Write about who you think should keep our classroom clean and be sure to tell why.

Informative/Explanatory Writing Prompt

Student Instructions:

We read and talked about “Team Up to Clean Up.” Everyone worked to help clean up. (Show pages 35 and 36.) On these pages, the children help clean up the playground. Write about 2 or more ways that these children helped clean up the playground.

Creating a Context for Students to Do Their Best Writing

Narrative Writing Prompt Suggestions:

Revisit “Team Up to Clean Up.” Create a sequence chart with students using a combination of writing and drawing about a time you helped out. Provide students with opportunities to share about a time when they helped out. 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 “Team Up to Clean Up.” Create a chart with students using a combination of writing and drawing that lists people who help keep our classroom clean. Provide students with opportunities to share about who they think should keep our classroom clean. Encourage them to use a sentence frame such as, “_____ should keep our classroom clean because_____” as they talk.

Informative/Explanatory Writing Prompt Suggestions:

Revisit “Team Up to Clean Up.” Create a chart with students using a combination of writing and drawing with thinking boxes for each of the different ways the children helped clean up the playground. Provide students with opportunities to share about 2 or more ways that the children helped. Encourage them to use a sentence frame such as, “The children helped by _____ and _____” as they talk.