

1st Grade Writing Prompts

Set 3 – EOY (End of Year) Assessment

Stimulus for Writing: “The Moon” and “Kitten’s First Full Moon”

Unit 5, Week 2 (McGraw-Hill) – pages 196-201 and 162-195
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- ✓ Select just one prompt.
- ✓ Feel free to reread, explain, or clarify directions for students as needed.
- ✓ Go over the rubric* (or parts of the rubric that will be used) with students before you begin.
- ✓ Writing is to be done without help, but students may have access to personal dictionaries, word walls, rubric, or other resources that they are accustomed to using while writing, but not a bank of words specifically created for this writing assessment.
- ✓ This will be first draft writing, but be sure to encourage students to reread their own writing to see if there is anything they want to add, change, or correct.

*There are DSD student self-assessments, genre rubrics, and a 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.)

- Reread or review reading selection(s)
- Allow students to talk about their response to the prompt (rehearsal), before they write it
- Use a graphic organizer for pre-writing that students are familiar with

Select just one prompt below:

Narrative Writing Prompt

We read and talked about the moon. We also read the story, “Kitten’s First Full Moon.” The author used what he knows about the moon to tell a story. Now you write a story about something in the sky. Be sure to tell about 2 or more events that happen.

Opinion Writing Prompt

We read and talked about the moon and astronauts. Would you like to be an astronaut and travel to the moon? Why or why not? Write about whether or not you would like to be an astronaut and go to the moon. Be sure to give reasons to support your opinion.

Informative/Explanatory Writing Prompt

We read and talked about the moon. Think about what we learned. Now write what you know about the moon. Be sure to include 3 or more facts about the moon.

Creating a Context for Students to Do Their Best Writing

Narrative Writing Prompt Suggestions:

After reading “The Moon” discuss what else they see in the night sky. (stars, clouds, planets, satellites)

As a class fill out a narrative map of “Kittens First Full Moon” to help them see the parts of a narrative map story. Help them to see how they can plan their story in a similar manner.

Once they have identified something in the night sky, have the students begin filling out a narrative graphic organizer.

Have students choose the setting, characters, goal and problem. Once they have a goal and problem, choose events that will happen to help them solve the problem. Last have students decide upon a conclusion.

Now that a plan has been made for the story, have students begin writing, illustrating and revising their own stories.

Opinion Writing Prompt Suggestions:

After reading “The Moon” make a T-chart, listing pros and cons of being an astronaut. (Could be whole class or independently depending on the level of support needed by your class)

Have students state their opinion of whether they would like to be an astronaut or not using the information from the T-chart. Have students write several supporting reasons for their opinion. Be sure to have them include a concluding statement.

Informative/Explanatory Writing Prompt Suggestions:

As you read or reread “The Moon,” help students identify the different sections of the text: how the moon looks, how it moves, and what it is like to visit the moon. (This could be done together as a class on a graphic organizer.)

Then have students put their thinking and understanding in thinking boxes, in which students draw and write little bits about each section or main idea. Have students share their thinking boxes with a partner. (Thinking boxes are created when a blank piece of paper is folded twice.)

Have students respond to the prompt using the information they have shared with a partner. Remind students to tell what they are writing about, to include 3 or more facts, and to have an ending to their writing.