

# 1<sup>st</sup> Grade Writing Prompts

## Set 1 – BOY (Beginning of Year) Assessment

Stimulus for Writing: “Alicia’s Happy Day” and “City Mouse and Country Mouse”
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Unit 1, Week 2 (McGraw-Hill) – Big Book pages 1-31 and Interactive Read Aloud
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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 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 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 familiar graphic organizer for pre-writing

### **Select just one prompt below:**

#### **Narrative Writing Prompt**

We read and talked about “Alicia’s Happy Day”. Think about a happy day that you’ve had. Write about what happened that day and why that made it such a happy day.

#### **Opinion Writing Prompt**

We read and talked about “Alicia’s Happy Day” and how she celebrates her birthday. Think about where people go and what people do to celebrate birthdays. How would you like to celebrate your birthday? Write about the best way to celebrate your birthday. Be sure to tell why that way to celebrate is the best.

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

We read and talked about “Alicia’s Happy Day” and “City Mouse and Country Mouse.” Think about where the characters live in the stories. Think about where you live. Is it an apartment, a mobile home, a house, or someplace else? Is it in the city or in the country? Write about the place you live. Be sure to describe it well by giving lots of information.

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

### Narrative Writing Prompt Suggestions:

Reread “Alicia’s Happy Day. Have the students think of a happy day they have experienced. Share in a class discussion the different types of happy days and the reasons why they were happy days.

Have students draw a picture of their happy day. Have students talk about their picture with a partner. (They can switch partners multiple times, if desired.)

Have students write about what they have been sharing with their partner(s).

### Opinion Writing Prompt Suggestions:

While reading or rereading “Alicia’s Happy Day” talk about how she celebrated her birthday. Add to the list other things the students would like to do for their birthdays.

Talk as a group or with a partner: How would you like to celebrate your birthday? What would you do? Where would you go?

Have students write about the best way to celebrate their birthday. Encourage them to use words like “best” and “because”.

### Informative Writing Prompt Suggestions:

After reading “Alicia’s Happy Day” and “Country Mouse and City Mouse” make a chart showing the ways the stories and pictures describe where the characters live. For example, apartment buildings, homes, cars and taxis, people selling things, animals, friends, and family, etc.

Have students draw a picture of where they live. Encourage them to include some of the things from the chart to show what it is like where they live. Have them share their pictures with a partner.

Tell the students to write about where they live including the kinds of things that are in their picture and on the chart.