

1st Grade Writing Prompts

Set 2 – MOY (Middle of Year) Assessment

Stimulus for Writing: “How Plants Grow”

Unit 3, Week 2 (McGraw-Hill) – Anthology pages 46-49
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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 familiar graphic organizer for pre-writing

Select just one prompt below:

Narrative Writing Prompt

We read and talked about “How Plants Grow.” Use what you know about plants to write a story about some magic seeds you planted. In your story, be sure to tell what the seeds grew into and then what happened next.

Opinion Writing Prompt

We read and talked about “How Plants Grow.” Think about all of the different things that grow from seeds. If you could plant anything, what kind of seed do you think would be the best to plant? Be sure to tell why you would choose to grow that plant.

Informative/Explanatory Writing Prompt

We read and talked about “How Plants Grow.” Think about everything that you know about how plants grow. Use information from “How Plants Grow” to write to explain how plants grow. Be sure to include 3 or more steps in the growth of a plant.

Creating a Context for Students to Do Their Best Writing

Narrative Writing Prompt Suggestions:

Review the story Jack and the Beanstalk. What was Jack's problem? How did the magic beans help him solve the problem?

List some other kinds of seeds.

Encourage kids to tell other magical things that have happened in stories they know. Have them think of other magical things that could happen (your hair keeps changing colors, your car can fly like an airplane, magic fairies come clean your room...). Encourage kids to think of ideas with a neighbor, then share with the class.

In Jack and the Beanstalk his problem was that they didn't have any money. Ask students to think about what kinds of problems they have at school. Share some of these verbally. Have the kids choose a problem they want to solve. Having some kids share what problem they chose could help those who are struggling think of an idea.

Tell students to visualize: "Close your eyes and visualize in your head. Think of your problem. Where are you? What does that place look like? Who is with you? Now you get some magic seeds and plant them. What kind are they? What does your plant look like when it grows? How is the plant magical? How does it help you solve your problem?" (You might even want to display these questions.)

Students could then draw a picture of what happened or fill out a story map before writing.

Opinion Writing Prompt Suggestions:

List together all the different things they can think of that grow from seeds. Ask: "Of all of these things, which do you think would be the best to plant?" Have a few kids share their choice. Then have them turn to a partner and tell their partner which plant they think would be the best and one reason why. Share a few of these. Turn to a partner again and share another reason they think their plant would be best.

Model writing your own opinion and a reason(s). You could model using a graphic organizer before writing. (Do not leave up your modelled writing or graphic organizer as students write.)

Students could fill out a familiar graphic organizer with their opinion and one or more reasons.

Informative/Explanatory Writing Prompt Suggestions:

Class discussion: Now that we've read and talked about "How Plants Grow", imagine that _____ (principal or other meaningful person) came into our room. What would we teach them about how plants grow? Remember to think about the steps that happen in the text.

Ask kids to think of someone they want to teach about plants. With that person in mind, students could fill out a graphic organizer that lists the topic and some supporting ideas about how plants grow or this could be done together depending on the level of support your class needs.