**Realistic Fiction Writing Pre-Assessment Suggestion – Grade 1**

**Before you begin** this unit, please ask your students to do some narrative writing to gather some baseline data. The intention is to collect a piece of writing from your students to see what knowledge of this genre they bring to this unit, since they have been away from narrative writing for a couple of months. You can then use these samples to guide your teaching during the unit. Because fiction writing has a narrative structure, and we want to see what students have in their repertoire for this type of text in order to connect the new (fiction narratives) to the known (personal narratives), the prompt encourages students to write about what they know (personal narratives). This pre-assessment works best if you do not scaffold your students’ writing. Simply provide them with the materials and prompt them to write.

Provide students with four- to five-page booklets in which to write, with at least five lines per page.

You might say something like this to invite students to write:

* *This year, we have been writing all kinds of texts: opinion pieces, poetry, stories, all-about books. Today, I want to give everyone a chance to remember what you can do as writers of narratives (small moment stories). So today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two (one or two parts). You’ll write your whole story today. Write in a way that shows off everything you know about narrative writing, including revising and editing.*

On a large piece of chart paper, write:

* *In your writing, make sure you:*
	+ *Make a beginning for your story.*
	+ *Show what happened, in order.*
	+ *Use details to help readers picture your story.*
	+ *Make an ending for your story.*

Refer students to the chart. The students should then write in the booklets and have familiar paper, such as the paper they will use during their daily writing workshops, on hand if they need more pages..

The goal is not to have a class set of stellar narratives (although that would be nice!). The goal is to see what is in students’ **independent** repertoire for narrative writing, so that we can be most effective in our teaching.

**You will pose the same prompt to students at the end of the unit to document progress.**