



**Middle School  
Literary Analysis  
Prompt Catalog**

# Middle School Literary Analysis Prompt Catalog

---

*Below each prompt title is the number of sources. Zeros denote prompts that are not research or source dependent. Zeros also indicate when the number of sources is unknown or unspecified (i.e., recommends but does not require sources, or requires research by the student (and/or teacher))*

## Table of Contents

Editor’s Note.....	14
Statement of Purpose and Alignment.....	14
Catalog Overview .....	14
A Note about Sources.....	15
Index and Appendices .....	15

### IntelliMetric™ Prompts

A Realistic View of an Important Historic Event.....	16
Prompt Source(s): 1.....	16
“A Rice Sandwich”.....	16
Prompt Source(s): 1.....	16
“Abuelito Who” by Sandra Cisneros.....	16
Prompt Source(s): 1.....	16
“After Twenty Years” by O. Henry.....	17
Prompt Source(s): 1.....	17
“All Summer in a Day” by Ray Bradbury.....	17
Prompt Source(s): 1.....	17
Analysis of a Literary Character.....	17
Prompt Source(s): 0.....	17
Analysis of an Author’s Style.....	18
Prompt Source(s): 0.....	18
Analysis of Characters in <i>Bud, Not Buddy</i> .....	18
Prompt Source(s): 1.....	18
“Annabel Lee” by Edgar Allan Poe.....	19
Prompt Source(s): 1.....	19
Beyond the Story’s Ending in “The Necklace” .....	19
Prompt Source(s): 1.....	19
Characters Respond to Challenges Differently.....	20

Prompt Source(s): 0.....	20
Choices Made in Roll of Thunder, Hear My Cry .....	20
Prompt Source(s): 1.....	20
Comparing Visions of America.....	20
Prompt Source(s): 2.....	20
Conflict in The Secret Annex .....	21
Prompt Source(s): 1.....	21
Dar and the Spear-Thrower by Marjorie Cowley .....	21
Prompt Source(s): 1.....	21
“Echo and Narcissus”.....	22
Prompt Source(s): 1.....	<b>Error! Bookmark not defined.</b>
Edgar Allan Poe Creates Atmosphere.....	22
Prompt Source(s): 0.....	22
“Eleven” by Sandra Cisneros .....	23
Prompt Source(s): 1.....	23
Father/Son Relationships in Elie Wiesel's <i>Night</i> .....	23
Prompt Source(s): 1.....	23
“Fish Cheeks” by Amy Tan .....	23
Prompt Source(s): 1.....	23
<i>Freak The Mighty</i> by Rodman Philbrick.....	24
Prompt Source(s): 1.....	24
Helen Keller's Teacher.....	24
Prompt Source(s): 0.....	24
Human Engineering in “Flowers for Algernon”.....	24
Prompt Source(s): 1.....	24
Influence of Gangs on Characters in <i>The Outsiders</i> .....	25
Prompt Source(s): 1.....	25
Interpretation of Maya Angelou's “Human Family”.....	25
Interpretation of “Old Snake” by Pat Mora .....	26
Prompt Source(s): 1.....	26
“Just a Normal Day ...”.....	26
Prompt Source(s): 1.....	26
Legends, Folktales, Myths, and Fables .....	26
Prompt Source(s): 0.....	26
Life Lessons in The True Confessions of Charlotte Doyle .....	27
Prompt Source(s): 1.....	27

Literary Devices Create Mood in Literature .....	27
Prompt Source(s): 0 .....	27
“Madam and the Rent Man” by Langston Hughes .....	27
Prompt Source(s): 1 .....	27
Magical Water in <i>Tuck Everlasting</i> .....	28
Prompt Source(s): 1 .....	28
My Brother Sam is Dead by James L. Collier .....	28
Prompt Source(s): 1 .....	28
“Names/Nombres” by Julia Alvarez .....	29
Prompt Source(s): 1 .....	29
“Ooka and the Honest Thief” .....	29
Prompt Source(s): 1 .....	29
Poetic Devices in “Mother to Son” by Langston Hughes .....	29
Prompt Source(s): 2 .....	29
Poor Decisions in Fairy Tales .....	30
Prompt Source(s): 0 .....	30
“Rikki-Tikki-Tavi” by Rudyard Kipling .....	30
Prompt Source(s): 1 .....	30
“Seventh Grade” by Gary Soto .....	30
Prompt Source(s): 1 .....	30
Survival in <i>The Hatchet</i> .....	31
Prompt Source(s): 1 .....	31
Teen Issues in <i>The Outsiders</i> and <i>Miracle's Boys</i> .....	31
Prompt Source(s): 2 .....	31
The Adventures of Tom Sawyer by Mark Twain .....	32
Prompt Source(s): 1 .....	32
The Call of the Wild by Jack London .....	32
Prompt Source(s): 1 .....	32
“The Cremation of Sam McGee” by Robert Service .....	32
Prompt Source(s): 1 .....	32
The Diary of Anne Frank .....	33
Prompt Source(s): 1 .....	33
“The Dinner Party” by Mona Gardner .....	33
Prompt Source(s): 1 .....	33
The Effect on the Reader of <i>The Outsiders</i> .....	34
Prompt Source(s): 1 .....	34

<i>The Giver</i> by Lois Lowry .....	34
Prompt Source(s): 1 .....	34
“The Highwayman” by Alfred Noyes .....	35
Prompt Source(s): 1 .....	35
“The Lady or the Tiger?” by Frank R. Stockton .....	35
Prompt Source(s): 1 .....	35
“The Monsters are Due on Maple Street” .....	35
Prompt Source(s): 1 .....	35
The Most Influential Spirit in <i>A Christmas Carol</i> .....	36
Prompt Source(s): 1 .....	36
The Significance of the Title in <i>The Call of the Wild</i> .....	36
Prompt Source(s): 1 .....	36
“The Smallest Dragonboy” by Anne McCaffrey .....	37
Prompt Source(s): 1 .....	37
“The Tree” .....	37
Prompt Source(s): 1 .....	37
Theme in Literature .....	37
Prompt Source(s): 0 .....	37
Theme in Two Poems .....	38
Prompt Source(s): 0 .....	38
Transformation of Kino in <i>The Pearl</i> .....	38
Prompt Source(s): 1 .....	38
Using Characters to Reveal Theme in a Story .....	38
Prompt Source(s): 0 .....	38

### Pilot Prompts

<i>A Child Called “It”</i> : Letter from a Teacher .....	39
Prompt Source(s): 1 .....	39
“A Different Kind of Winner” .....	39
Prompt Source(s): 1 .....	39
A Fractured Future in the <i>Uglies</i> Book Series .....	40
Prompt Source(s): 1 .....	40
A Friend in Need .....	40
Prompt Source(s): 1 .....	40
A Gathering of Days by Joan W. Blos.....	41
Prompt Source(s): 1 .....	41
A Girl Named Disaster by Nancy Farmer.....	41

Prompt Source(s): 1.....	41
A Mirror's Effect on Self-Acceptance .....	41
Prompt Source(s): 1.....	41
<i>A Wizard of Earthsea</i> by Ursula K. Le Guin.....	42
Prompt Source(s): 1.....	42
<i>A Wrinkle in Time</i> by Madeleine L'Engle .....	42
Prompt Source(s): 1.....	42
Advice for Memoir .....	42
Prompt Source(s): 1.....	42
<i>Amistad Rising</i> by Veronica Chambers .....	43
Prompt Source(s): 1.....	43
Analysis of "Genius" by Nikki Grimes.....	43
Prompt Source(s): 1.....	43
Analysis of The Tale of the Mandarin Ducks .....	44
Prompt Source(s): 1.....	44
<i>Ashes of Roses</i> by Mary Jane Auch .....	44
Prompt Source(s): 1.....	44
At the South Pole .....	44
Prompt Source(s): 2.....	44
<i>Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House</i> .....	45
Prompt Source(s): 1.....	<b>Error! Bookmark not defined.</b>
<i>Beyond The Divide</i> by Kathryn Lasky .....	46
Prompt Source(s): 1.....	46
Big City or Small Town.....	46
Prompt Source(s): 1.....	46
"Call to Freedom, Beginnings to 1914" .....	46
Prompt Source(s): 1.....	46
Central Idea in "Matthew Henson at the Top of the World" .....	47
Prompt Source(s): 1.....	47
Change in Genre.....	47
Prompt Source(s): 0.....	47
Changes in the Character of the Grinch .....	48
Prompt Source(s): 1.....	48
Character Development in "The Lottery Ticket" .....	48
Prompt Source(s): 1.....	48
Characters' Dreams in <i>The Glory Field</i> .....	48

Prompt Source(s): 1.....	48
Clique Behavior in <i>The Clique</i> Book Series.....	49
Prompt Source(s): 1.....	49
“Colony in the Sky” by Kim Stanley Robinson .....	49
Prompt Source(s): 1.....	49
Common Characteristics of Greek Myths .....	50
Prompt Source(s): 0.....	50
Compare Other Stories of Greed to <i>The Pearl</i> .....	50
Prompt Source(s): 1.....	50
Compare/Contrast <i>Lord of the Flies</i> Novel and Film.....	50
Prompt Source(s): 1.....	50
Conflict in <i>Twilight</i> by Stephenie Meyer .....	51
Prompt Source(s): 1.....	51
Connections with “The Lion and the Three Bulls” .....	51
Prompt Source(s): 1.....	51
Critique of <i>The Outsiders</i> .....	52
Prompt Source(s): 1.....	52
“Day of the Butterfly” by Alice Munro .....	52
Prompt Source(s): 1.....	52
Death on the Nile .....	53
Prompt Source(s): 1.....	53
Development of a Theme in a Literary Work .....	53
Prompt Source(s): 0.....	53
<i>Dacey’s Song</i> by Cynthia Voigt.....	53
Prompt Source(s): 1.....	53
Dinosaur Parents, Dinosaur Young by K. W. Zoehfeld.....	54
Prompt Source(s): 1.....	54
Dramatic Production of a Literary Work.....	54
Prompt Source(s): 0.....	54
Effect of Choice of Narrator in <i>Stargirl</i> .....	55
Prompt Source(s): 1.....	55
Effective Habits of Successful Teens.....	55
Prompt Source(s): 1.....	55
Eleanor Roosevelt: A Life of Discovery by Freedman .....	55
Prompt Source(s): 1.....	55
“End of the Game” by Julio Cortazar .....	56

Prompt Source(s):	1	56
“Everybody is Different, but the Same Too” by Nilou		56
Prompt Source(s):	1	56
“Exile Eyes” by Agate Nesaule		57
Prompt Source(s):	1	57
“False Expectations”		57
Prompt Source(s):	1	57
Figurative Language in <i>The Pearl</i>		57
Prompt Source(s):	1	57
<i>Flour Babies</i> by Anne Fine		58
Prompt Source(s):	1	58
Form Contributes to Meaning		58
Prompt Source(s):	0	58
“Going Overboard”		58
Prompt Source(s):	1	58
Guilty or Not Guilty in “Bargain”		59
Prompt Source(s):	1	59
“Harrison Bergeron” by Kurt Vonnegut Jr.		59
Prompt Source(s):	1	59
Heroes in <i>The Outsiders</i>		60
Prompt Source(s):	1	60
<i>Holes</i> by Louis Sachar		60
Prompt Source(s):	1	60
“Home” in Maniac Magee		60
Prompt Source(s):	1	60
Homesick: My Own Story by Jean Fritz		61
Prompt Source(s):	1	61
<i>Hoops</i> by Walter Dean Myers		61
Prompt Source(s):	1	61
Hope in a Hopeless Situation		62
Prompt Source(s):	1	62
“How Odin Lost His Eye”		62
Prompt Source(s):	1	62
Humanity in Dickens’ <i>A Christmas Carol</i>		62
Prompt Source(s):	1	62
Humor in A Series of Unfortunate Events		63

Prompt Source(s):	1	63
"I Just Kept on Smiling" by Simon Burt		63
Prompt Source(s):	1	63
Ida B. Wells: Mother of the Civil Rights Movement		64
Prompt Source(s):	1	64
Injustice in Literature		64
Prompt Source(s):	0	64
Insights from the Title of <i>Walk Two Moons</i>		64
Prompt Source(s):	1	64
Interference by Puck and Oberon		65
Prompt Source(s):	1	65
Irony in "Ransom of Red Chief" by O. Henry		65
Prompt Source(s):	1	65
Island of the Blue Dolphins by Scott O'Dell		66
Prompt Source(s):	1	66
<i>Julie of the Wolves</i> by Jean Craighead George		66
Prompt Source(s):	1	66
Kira's Decision in <i>Gathering Blue</i> by Lois Lowry		66
Prompt Source(s):	1	66
Lessons Learned in The Phantom Tollbooth		67
Prompt Source(s):	1	67
Lincoln: A Photobiography by Russell Freedman		67
Prompt Source(s):	1	67
Literary Elements in Horror Fiction		68
Prompt Source(s):	0	68
Long Walk to Freedom by Nelson Mandela		68
Prompt Source(s):	1	68
<i>Lord of the Deep</i> by Graham Salisbury		69
Prompt Source(s):	1	69
"Losing Livie" by Karen Hesse		69
Prompt Source(s):	1	69
Lost Temple of the Aztecs by Shelley Tanaka		69
Prompt Source(s):	1	69
Loyalty in The Witch of Blackbird Pond		70
Prompt Source(s):	1	70
Loyalty in Where the Red Fern Grows		70

Prompt Source(s): 1.....	70
Mama Logan and Mother in "Taught Me Purple" .....	71
Prompt Source(s): 2.....	71
"Matthew Henson at the Top of the World" .....	71
Prompt Source(s): 1.....	71
Maya Angelou's Influences .....	72
Prompt Source(s): 1.....	72
Meaning of "Your World" by Georgia Douglas Johnson .....	72
Prompt Source(s): 1.....	72
Memory in <i>The Giver</i> and Lowry's "Newbery Acceptance Speech" .....	72
Prompt Source(s): 2.....	72
Modern-Day Adventures like <i>Treasure Island</i> .....	73
Prompt Source(s): 1.....	73
Mrs. Frisby and the Rats of NIMH by R. C. O'Brien.....	73
Prompt Source(s): 1.....	73
"Ode to an Artichoke" by Pablo Neruda .....	74
Prompt Source(s): 1.....	74
<i>Out of the Dust</i> by Karen Hesse .....	74
Prompt Source(s): 1.....	74
Over Sea, Under Stone by Susan Cooper.....	74
Prompt Source(s): 1.....	74
Ray Bradbury's "The Drummer Boy of Shiloh" .....	75
Prompt Source(s): 1.....	75
"Ribbons" by Laurence Yep .....	75
Prompt Source(s): 1.....	75
Relationships in the <i>Harry Potter</i> Book Series.....	76
Prompt Source(s): 1.....	76
Responding to Malcolm X's Quotation .....	76
Prompt Source(s): 1.....	76
Roberto Benigni's <i>Life is Beautiful</i> .....	76
Prompt Source(s): 1.....	76
Roll of Thunder, Hear My Cry by Mildred D. Taylor.....	77
Prompt Source(s): 1.....	77
Seventh Grade Memoir .....	77
Prompt Source(s): 1.....	77
Shipwreck at the Bottom of the World by J. Armstrong .....	78

Prompt Source(s):	1	78
Sir W. Raleigh and the Quest for El Dorado - Aronson		78
Prompt Source(s):	1	78
Sitting Bull and His World by Albert Marrin		78
Prompt Source(s):	1	78
So Far From the Bamboo Grove - Yoko Kawashima Watkins		79
Prompt Source(s):	1	79
Static or Dynamic Characters in “The Walrus and the Carpenter”		79
Prompt Source(s):	1	79
Stealing Home: The Story of Jackie Robinson		80
Prompt Source(s):	1	80
Structure of Two or More Texts		80
Prompt Source(s):	0	80
Style in the Poems of E.E. Cummings		81
Prompt Source(s):	0	81
Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science		81
Prompt Source(s):	1	81
“Sundiata, Lion King of Mali” by David Wisniewski		81
Prompt Source(s):	1	81
Survival Themes in <i>Two Old Women</i>		82
Prompt Source(s):	1	82
Surviving the Elements: <i>My Side of the Mountain</i> by Jean Craighead George		82
Prompt Source(s):	1	82
“Ta-Na-E-Ka” by Mary Whitebird		83
Prompt Source(s):	1	83
The Adventures of Sojourner		83
Prompt Source(s):	1	83
<i>The Bone Detectives</i> by Donna M. Jackson		83
Prompt Source(s):	1	83
“The Brother I Never Had” by Gim George		84
Prompt Source(s):	1	84
“The Cat and the Coffee Drinkers” by Max Steele		84
Prompt Source(s):	1	84
The Chimpanzees I Love: Saving Their World and Ours		85
Prompt Source(s):	1	85
The Effect of Blindness in <i>The Cay</i>		85

Prompt Source(s): 1.....	85
“The Enchanted Raisin” by Jacqueline Balcells.....	86
Prompt Source(s): 1.....	86
<i>The Examination</i> by Malcolm Bosse.....	86
Prompt Source(s): 1.....	86
“The Georges and the Jewels” and “Black Beauty” .....	86
Prompt Source(s): 1.....	86
<i>The Gold Cadillac</i> by Mildred D. Taylor .....	87
Prompt Source(s): 1.....	87
The Incredible Journey of Lewis and Clark by Blumberg .....	87
Prompt Source(s): 1.....	87
“The King of Mazy May” by Jack London .....	88
Prompt Source(s): 1.....	88
The Legacy of Lincoln.....	88
Prompt Source(s): 3.....	88
<i>The Lion, the Witch, and the Wardrobe</i> .....	89
Prompt Source(s): 1.....	89
<i>The Monkey and the Crocodile</i> , a Jataka Tale .....	89
Prompt Source(s): 1.....	89
“The Sand Castle” by Alma Luz Villanueva .....	90
Prompt Source(s): 1.....	90
<i>The Scorpions</i> by Walter Dean Myers .....	90
Prompt Source(s): 1.....	90
The Sisterhood of the Traveling Pants.....	90
Prompt Source(s): 1.....	90
“The Third Wish” by Joan Aiken.....	91
Prompt Source(s): 1.....	91
The Thirteenth Labor of Hercules .....	91
Prompt Source(s): 0.....	91
<i>The True Confessions of Charlotte Doyle</i> by Avi.....	92
Prompt Source(s): 1.....	92
<i>The View from Saturday</i> by E. L. Konigsburg.....	92
Prompt Source(s): 1.....	92
<i>The Wright Brothers: How They Invented the Airplane</i> .....	92
Prompt Source(s): 1.....	92
“The Zodiacs” by Jay Neugeboren.....	93

Prompt Source(s): 1.....	93
Theme in “Two Kinds” and “An American Story” .....	93
Prompt Source(s): 2.....	93
Theme in “Under the Rice Moon”.....	94
Prompt Source(s): 1.....	94
<i>To Kill a Mockingbird</i> by Harper Lee.....	94
Prompt Source(s): 1.....	94
“Too Soon a Woman” by Dorothy M. Johnson .....	94
Prompt Source(s): 1.....	94
True Love in <i>A Midsummer Night’s Dream</i> .....	95
Prompt Source(s): 1.....	95
“Two Kinds” by Amy Tan.....	96
Prompt Source(s): 1.....	96
Unlikely Friends in <i>Charlotte’s Web</i> .....	96
Prompt Source(s): 1.....	96
Virtue in <i>Black Beauty</i> .....	97
Prompt Source(s): 1.....	97
<i>Walk Two Moons</i> by Sharon Creech .....	97
Prompt Source(s): 1.....	97
<i>Watership Down</i> by Richard Adams .....	97
Prompt Source(s): 1.....	97
“What’s Really in a Name?” By Joan Burditt.....	98
Prompt Source(s): 1.....	98
<i>Woodsong</i> by Gary Paulsen .....	98
Prompt Source(s): 1.....	98
“Young Arthur” by Robert D. San Souci.....	99
Prompt Source(s): 1.....	99
“Zebra” by Chaim Potok.....	99
Prompt Source(s): 1.....	99
“Zoo Island” by Tomas Rivera.....	99
Prompt Source(s): 1.....	99
Index for Source-based and Non-source-based Prompts .....	100
Appendix I: Source-based Prompts (Sources Provided).....	101
Appendix II: Source-based Prompts (Sources Not Provided) .....	102
Appendix III: Quotation-based Prompts.....	105
Appendix IV: Non-source-based Prompts (Sources Not Required) .....	106

*The Editor's Note provides an overview of the content for this catalog and brief descriptions of the index and appendices included herein.*

## Editor's Note

### Statement of Purpose and Alignment

This catalog provides a list of all of the Literary Analysis prompts that are currently active in MY Access!® and available for use at the Middle School level. Each prompt aligns to Common Core and State educational standards and assessment practices expected of Middle School students for the Literary Analysis writing genres. All prompts also align to the educational standards outlined in our rubrics and writing genres, which in turn align to the National and State education standards. Each genre was re-evaluated and updated in accordance with current academic standards and practices to better serve teachers and students. As a result of this and the MY Access!® redesign, several prompts previously found in other genres have been moved to account for these shifts in educational standards and to provide a more accurate representation of the prompts in the system. Please refer to the list of migrated prompts available in the MY Access!® Resource and Training Center to locate prompts that recently moved to other genres, or contact our staff for further assistance in locating specific prompts in the system.

### Catalog Overview

The catalog provides an overview of each prompt in the system. Each catalog entry provides the title of the prompt and the text of the prompt task. The catalog entry only includes the prompt task and basic data related to the prompt. Sources and our in-house specific genre-based prompt instructions are not included. These are accessible in the system for each prompt. However, wherever possible and if applicable, a list of source titles, authors, and data are provided for each prompt entry.

Lexile level data provides a basic reference for the textual complexity levels found in particular sources. This data features in each prompt entry as both a range (from lowest to highest level, or approximate level, for a prompt's sources) and a specific value (if known or available). Only text-based sources include a Lexile level. Any multimedia source, such as a video, audio clip, map, or chart, will feature a Lexile reading of 'N/A' in the system for 'not applicable.' Teachers are encouraged to perform their own assessment of any Lexile levels provided for sources and to assess each prompt to ensure the content is appropriate for your students. All genres include prompts with and without sources. The quantity and complexity of sources varies according to education standards in each grade band.

## A Note about Sources

The catalog lists details about the sources for a particular prompt when known. Sources are considered unknown when a prompt only recommends rather than requires particular sources, or requires students (and/or teachers) to research and provide their own sources. In these cases, a prompt will list a zero as the number of sources. However, this does not necessarily mean the prompt does not include, require, or recommend sources. It merely means the actual source number is unknown or specific sources are not provided. Sometimes a zero source number does simply mean the prompt does not require, need, or provide sources. Some prompts specify a required number of sources to use, while others do not. Each prompt entry in the catalog records the number of sources (if known), Lexile levels (if applicable and/or known), source titles and authors, and notes pertaining to the types of sources used in the prompt. Each Table of Contents entry includes the title of a prompt, whether it is IntelliMetric™ or Pilot, and the number of sources. Source notes provide explanation as to why certain sources were not included directly in the prompt, most often due to copyright regulations and/or length of the source. Other source notes specify if a prompt is source-based, quotation-based, or research-based. Quotations, even if integrated into the prompt task as a stepping off point, are included in the catalog as a source.

## Index and Appendices

New features in the catalogs include the Index and Appendices section found at the end of each catalog. The purpose of these sections is to provide a list of prompt titles at a glance that are specifically source-based, quotation-based, and research-based, as well as a list of titles for prompts that do not require sources or evidence-based research. New features are planned for subsequent publications of the catalogs to make viewing and accessing prompts easier for teachers.

## IntelliMetric™ Prompts

### A Realistic View of an Important Historic Event

---

**Prompt Source(s):** 1 **Source Lexile Range:** 950L-1100L

**Source One:** *The Watsons Go to Birmingham – 1963* By Christopher Paul Curtis  
**Source Lexile Level:** 1000L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In *The Watsons Go to Birmingham - 1963*, the author tells the story of a family from Flint, Michigan, to show how the events of an important time in history affected real people. Which scenes or story elements from the book help the author succeed in bringing these historic events to life?

In a well-developed essay, discuss the elements of the story that give the historic events a realistic quality. Include facts and details to support your discussion.

### “A Rice Sandwich”

---

**Prompt Source(s):** 1 **Source Lexile Range:** 800L-900L

**Source One:** “A Rice Sandwich” By Sandra Cisneros  
**Source Lexile Level:** 870L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Describe the personality characteristics Esperanza shows of herself throughout her first-person narrative. Explain how she shows these qualities in this story. Be sure to include examples to support your claims about Esperanza's personality.

### “Abuelito Who” by Sandra Cisneros

---

**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** “Abuelito Who” By Sandra Cisneros  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

In the poem “Abuelito Who,” Cisneros describes a grandpa who has changed over the years.

Write a multi-paragraph essay in which you demonstrate your understanding of the poem and the author’s message. Be sure to use specific details and examples from the text to support your response.

### “After Twenty Years” by O. Henry

---

**Prompt Source(s):** 1 **Source Lexile Range:** 800L-900L

**Source One:** “After Twenty Years” By O. Henry  
**Source Lexile Level:** 870L

[Click here to view the source\(s\) for this prompt.](#)

---

In the story “After Twenty Years” by O. Henry, two friends are about to reunite at the same place they parted twenty years before.

After carefully reading “After Twenty Years,” write a multi-paragraph essay analyzing the author’s message. Be sure to use specific details and examples from the text to support your response.

### “All Summer in a Day” by Ray Bradbury

---

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** “All Summer in a Day” By Ray Bradbury  
**Source Lexile Level:** 770L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In the short story "All Summer in a Day" by Ray Bradbury, Margot's classmates are jealous of her because she has experienced the warmth of the sun.

After carefully reading the story, write a multi-paragraph essay in which you analyze how Margot's classmates' experience with the sun has changed them. Be sure to use specific details and examples from the text to support your response.

### Analysis of a Literary Character

---

**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

We understand characters in literature by paying attention to what they say, what they do, and how other characters react to them. The author of a novel will help us understand a character by describing how that character reacts in certain situations. Select a character from a novel you have read in class and analyze that character's personality. What adjectives would you choose to describe the character? What information and evidence from the novel supports the use of those adjectives?

In a multi-paragraph essay, use adjectives to analyze a character from one of the novels you have read in class. Use quotations, details, and examples from the novel to support your selection of adjectives.

### Analysis of an Author's Style

---

Prompt Source(s): 0 Source Lexile Range: N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

An author's style describes his/her particular use of language in telling a story. For example, an author may use mostly short or long sentences or a combination of both. An author also may rely mostly on dialogue or just include a small amount of dialogue in a story. In short, an author generally uses a style that best fits the story he/she is telling, as well as the particular setting of the literary work.

In a detailed essay, choose a particular literary work (i.e., novel, short story, poem), and describe the author's use of style within that work. You might want to include how the author's style suits the subject matter and setting and how it contributes to the overall effect of the piece.

### Analysis of Characters in *Bud, Not Buddy*

---

Prompt Source(s): 1 Source Lexile Range: 900L-1000L

Source One: *Bud, Not Buddy* By Christopher Paul Curtis  
Source Lexile Level: 950L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

---

In *Bud, Not Buddy* by Christopher Paul Curtis, Bud is trying to unravel the mystery surrounding his mother and her long-lost family in order to discover where he fits in. He follows clues gathered after his mother's death, which lead him to Herman E. Calloway, a famous jazz musician. A very important clue he discovers is that both he and Mr. Calloway have an interesting rock collection.

In a multi-paragraph essay, describe the character(s) in the book and the overall meaning of Bud's discovery. Include details and examples from the text to support your ideas.

## “Annabel Lee” by Edgar Allan Poe

---

Prompt Source(s): 1

Source Lexile Range: NP

**Source One:** “Annabel Lee” By Edgar Allan Poe  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

---

The poem “Annabel Lee” describes the love Edgar Allan Poe had for his young bride after she passed away.

After carefully reading “Annabel Lee,” write a multi-paragraph essay analyzing the author's purpose in writing this poem. Be sure to use specific details and examples from the text to support your response.

## Beyond the Story's Ending in “The Necklace”

---

Prompt Source(s): 1

Source Lexile Range: 900L-1000L

**Source One:** “The Diamond Necklace” By Guy de Maupassant  
**Source Lexile Level:** 910L

[Click here to view the source\(s\) for this prompt.](#)

---

In the story, the main character, Mathilde Loisel, borrows what she thinks is a very expensive diamond necklace from her friend, Madame Jeanne Forestier. Mathilde loses the necklace and soon finds that her life is shaped by her decision to not tell the truth about the loss. The story ends with Mathilde's discovery that the necklace she had borrowed was not the expensive real diamond necklace that she thought it was. What do you think happened in Mathilde's life after that discovery?



**Source One:** "The Gettysburg Address" By Abraham Lincoln  
**Source Lexile Level:** 1000L-1500L

**Source Two:** "I Have A Dream" By Martin Luther King, Jr.  
**Source Lexile Level:** 1130L

[Click here to view the source\(s\) for this prompt.](#)

---

In Abraham Lincoln's Gettysburg Address and Martin Luther King Jr.'s "I Have a Dream" speech, each speaker describes his vision of America.

After carefully reading these speeches, write a multi-paragraph essay in which you compare the images of America evoked by these speakers. How are their images similar? How are they different? Be sure to include specific examples and details from the texts to support your analysis.

### Conflict in The Secret Annex

---

**Prompt Source(s):** 1 **Source Lexile Range:** 900L-1200L

**Source One:** *The Diary of A Young Girl* By Anne Frank  
**Source Lexile Level:** 1020L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

"The Diary of Anne Frank" describes the trials and triumphs of three families, the Franks, Dussels, and VanDaans. In order to save their families, they must stay hidden in the Secret Annex from the Nazis.

Write a multi-paragraph essay in which you explain a major conflict faced by these families and how they resolved it. Be sure to use specific details and examples from the text to support your response.

### Dar and the Spear-Thrower by Marjorie Cowley

---

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-900L

**Source One:** *Dar and the Spear-Thrower* By Marjorie Cowley  
**Source Lexile Level:** 800L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).



## “Eleven” by Sandra Cisneros

---

Prompt Source(s): 1 Source Lexile Range: 850L-950L

Source One: “Eleven” By Sandra Cisneros  
Source Lexile Level: 850L-950L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In the story “Eleven,” Cisneros writes, “What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one.” After carefully reading the story, explain what you feel the author means in this statement. Include examples and details from the text and your own experiences to support your answer.

## Father/Son Relationships in Elie Wiesel's *Night*

---

Prompt Source(s): 1 Source Lexile Range: 500L-600L

Source One: *Night* By Elie Wiesel  
Source Lexile Level: 590L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

*Night*, by Elie Wiesel, tells the story of one man's hardships during the Holocaust. The father/son relationship is one of the prominent themes seen in the novel. Within the text, there are a number of references to father/son relationships, including the protagonist Eliezer's own relationship with his father.

In a detailed essay, discuss the theme of father and son relationships and its function in the novel. Include details and examples from the text to support your discussion.

## “Fish Cheeks” by Amy Tan

---

Prompt Source(s): 1 Source Lexile Range: 900L-1000L

Source One: “Fish Cheeks” By Amy Tan  
Source Lexile Level: 910L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

In the short story “Fish Cheeks,” author Amy Tan writes an emotional story based on a real-life experience. Through her description of one particular Christmas Eve, Amy Tan shares with the reader her thoughts and feelings about being a Chinese-American girl in America.

Write an essay in which you identify, analyze, and discuss Amy Tan's feelings and emotions, both with respect to the events that took place in the story as well as the more general matter of being different than others. In your essay, be sure to also explain the message that Amy Tan is communicating through her story.

### ***Freak The Mighty* by Rodman Philbrick**

---

**Prompt Source(s):** 1 **Source Lexile Range:** 900L-1000L

**Source One:** *Freak The Mighty* By Rodman Philbrick  
**Source Lexile Level:** 1000L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In the book *Freak The Mighty*, Kevin and Max are very close friends. In a well-developed essay, explain how Max changes as a result of knowing Kevin. Support your analysis with details from the text.

### **Helen Keller's Teacher**

---

**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Helen Keller was an astonishing person who succeeded in life despite her disabilities. However, it was not always easy for her to learn. The person who had the most extraordinary impact on Helen's education was her teacher, Annie Sullivan.

Write a multi-paragraph essay analyzing the character of Annie Sullivan and the impact she had on Helen's life. Make sure to use details and examples to support your analysis.

### **Human Engineering in “Flowers for Algernon”**

---

**Prompt Source(s):** 1 **Source Lexile Range:** 900L-1000L

**Source One:** “Flowers for Algernon” By Daniel Keyes  
**Source Lexile Level:** 910L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In the short story “Flowers for Algernon,” Charlie is the subject of an experiment in human engineering that radically changes his life. As the story progresses, the readers learn of great joys as well as great heartaches that Charlie experiences as a result of this experiment.

In a well-reasoned essay, analyze the impact of Charlie's experience with human engineering. Overall, do you think the experiment was positive or negative for Charlie? Why or why not? Be sure to support your interpretation with specific details from the text.

### Influence of Gangs on Characters in *The Outsiders*

---

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** *The Outsiders* By S. E. Hinton  
**Source Lexile Level:** 750L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

After reading *The Outsiders* by S. E. Hinton, choose a character from one of the gangs, and think about how he reacted to his role in the gang. How did the gang influence the decisions he made? Did stereotyping, peer pressure, the role of parents, lack of parents, and societal expectations affect this character's actions?

In a well-developed essay, discuss one or more of the characters from the novel, their role in the gang, and how the gang influenced their decisions. Include specific evidence from the novel to support your discussion.

### Interpretation of Maya Angelou's “Human Family”

---

**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** “Human Family” by Maya Angelou  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

---

What is the message expressed in the poem “Human Family” by Maya Angelou? How does the poet feel about diversity? What literary devices are used in the expression of this message?

In a detailed essay, interpret the message that the poet is trying to express in the poem. Include a discussion of specific literary devices used in the poem to express the poem's message.

## Interpretation of “Old Snake” by Pat Mora

---

**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** “Old Snake” By Pat Mora  
**Source Lexile Level:** NP

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

After reading the poem “Old Snake” by Pat Mora, write a well-developed essay in which you present and explain your interpretation of the overall meaning of the poem. Support your ideas with examples and/or evidence from the poem.

## “Just a Normal Day ...”

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “Just a Normal Day...”  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

---

After carefully reading the story, write a multi-paragraph essay in which you analyze the characters and main idea of the story. Be sure to use specific details and examples from the story to support your response.

## Legends, Folktales, Myths, and Fables

---

**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

Legends, folktales, myths, and fables are stories that often originated as part of a storytelling tradition and are passed down from one generation to the next. These stories are used to teach an important lesson, share an insight about life that is held dear by a particular culture, or explain how the world works.



[Click here to view the source\(s\) for this prompt.](#)

---

In the poem “Madam and the Rent Man,” Langston Hughes expresses the frustrations of an unhappy tenant. What message was the author trying to convey?

Write a multi-paragraph essay in which you demonstrate your understanding of the poem and the author's message. Be sure to use specific details and examples from the text to support your response.

---

### Magical Water in *Tuck Everlasting*

---

Prompt Source(s): 1

Source Lexile Range: 700L-800L

Source One: *Tuck Everlasting* By Natalie Babbitt  
Source Lexile Level: 770L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Members of the Tuck family are divided in their opinions on being able to live forever. Jesse would like Winnie to drink from the magical spring and live forever with him at the age of seventeen. Jesse's father, Angus, warns Winnie that living forever is not a perfect life. If you were Winnie, how would you have made your choice about drinking the magical water?

In a well-developed essay, discuss how you would have made your decision on whether or not to drink the magical water from the spring. Include details from the story to support your choice.

---

### My Brother Sam is Dead by James L. Collier

---

Prompt Source(s): 1

Source Lexile Range: 700L-800L

Source One: *My Brother Sam is Dead* By James L. Collier  
Source Lexile Level: 770L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Imagine that you were a character in *My Brother Sam is Dead*. You have witnessed many of the monumental events that took place in the novel.

Write a letter to a friend in which you describe one of these major events. Be sure to include specific details from the text to support your response.

## “Names/Nombres” by Julia Alvarez

---

Prompt Source(s): 1 Source Lexile Range: 900L-1000L

Source One: “Names/Nombres” By Julia Alvarez  
Source Lexile Level: 960L

[Click here to view the source\(s\) for this prompt.](#)

---

In “Names/Nombres,” Julia Alvarez describes the various names she received while growing up.

After carefully reading the story, write a multi-paragraph essay analyzing the main idea of the story. Be sure to use specific details and examples from the text to support your response.

## “Ooka and the Honest Thief”

---

Prompt Source(s): 1 Source Lexile Range: 800L-900L

Source One: “Ooka and the Honest Thief”  
Source Lexile Level: 890L

[Click here to view the source\(s\) for this prompt.](#)

---

The Japanese folktale *Ooka and the Honest Thief* asks us to question what it really means to be an honest person.

After carefully reading the folktale, who do you believe is the most honest character and why? In a well-developed essay, state the character you have selected and why you feel this character is the most honest. Be sure to include specific details to support your response.

## Poetic Devices in “Mother to Son” by Langston Hughes

---

Prompt Source(s): 2 Source Lexile Range: NP

Source One: “Mother to Son” By Langston Hughes  
Source Lexile Level: NP

Source Two: “Mother to Son” By Langston Hughes (Video)  
Source Lexile Level: N/A

[Click here to view the source\(s\) for this prompt.](#)



**Source One:** "Seventh Grade" By Gary Soto  
**Source Lexile Level:** 730L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Gary Soto's story "Seventh Grade" entertains the reader with the common experience of a boy's embarrassment while trying to impress a girl.

After carefully reading the story, write a multi-paragraph essay analyzing the consequences of Victor's actions and what you would have done if you were in his shoes. Be sure to use specific details and examples from the text to support your response.

### Survival in *The Hatchet*

---

**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *The Hatchet* By Gary Paulsen  
**Source Lexile Level:** 1020L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Brian Robeson, the main character in the novel *The Hatchet*, survives a plane crash and finds himself alone in the wilderness. What skills, talents, and personality traits contribute to Brian's survival? In what ways could he have benefited from having additional survival skills or talents?

In a multi-paragraph essay, discuss Brian's ability to survive in the wilderness. Include facts, details, and examples from the story to support your discussion.

### Teen Issues in *The Outsiders* and *Miracle's Boys*

---

**Prompt Source(s):** 2 **Source Lexile Range:** 650L-750L

**Source One:** *The Outsiders* By S. E. Hinton  
**Source Lexile Level:** 750L

**Source Two:** *Miracle's Boys* By Jacqueline Woodson  
**Source Lexile Level:** 660L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

In some adolescent novels, such as *The Outsiders* and *Miracle's Boys*, characters battle important and difficult teenage social issues, such as gang violence, friendship, or poverty.

After carefully reading *The Outsiders* or *Miracle's Boys*, select a character in the story who encountered an important teen issue. In a well-developed essay, explore how this character dealt with this issue and how it was finally resolved. Be sure to include details and examples from the text to support your analysis.

### ***The Adventures of Tom Sawyer* by Mark Twain**

---

**Prompt Source(s):** 1 **Source Lexile Range:** 900L-1000L

**Source One:** *The Adventures of Tom Sawyer* By Mark Twain  
**Source Lexile Level:** 950L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

How do you think a newspaper reporter might have reported on the events in this story? Choose one of the important events in the story and write a news article about it. Tell who, what, when, where, and why in your article, and give it an appropriate headline.

### ***The Call of the Wild* by Jack London**

---

**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1200L

**Source One:** *The Call of the Wild* By Jack London  
**Source Lexile Level:** 1170L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Suppose you are a newspaper reporter covering the nineteenth-century gold rush in Alaska. You have seen Buck pulling the sled for John Thornton, and you have heard many stories told about the famous dog.

Write a news article about Buck. Tell where he came from, describe some of the remarkable things he did, and tell what happened to him in the end.

### **“The Cremation of Sam McGee” by Robert Service**

---

**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** “The Cremation of Sam McGee” By Robert Service  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

---

After reading the poem “The Cremation of Sam McGee” by Robert Service, write an essay in which you analyze the author's message. Be sure to include details from the poem to support your response.

## The Diary of Anne Frank

---

**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1100L

**Source One:** *The Diary of a Young Girl* By Anne Frank  
**Source Lexile Level:** 1080L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

The play *The Diary of Anne Frank* ends with the statement, “In spite of everything, I still believe that people are really good at heart.” These words were found in an entry in her diary dated July 1944, several months before she perished in a concentration camp.

Why might Anne have felt this way during her ordeal? What does this reveal about her character and her views about life? In a well-reasoned essay, discuss why you think Anne made this statement. Be sure to include details and examples in your explanation.

## “The Dinner Party” by Mona Gardner

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “The Dinner Party” By Mona Gardner  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

---

“The Dinner Party” by Mona Gardner explores the typical stereotyping that takes place regarding the emotions of women and men.

After carefully reading the selection “The Dinner Party,” write a multi-paragraph essay demonstrating your understanding of the author's message. Be sure to use specific examples from the text to support your response.

## The Effect on the Reader of *The Outsiders*

---

Prompt Source(s): 1

Source Lexile Range: 700L-800L

Source One: *The Outsiders* By S. E. Hinton  
Source Lexile Level: 750L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In *The Outsiders*, several other literary works are mentioned. Robert Frost's poem, "Nothing Gold Can Stay," gives a rather pessimistic view of life, suggesting that the best experiences can't last for long. *Gone With the Wind*, a novel set at the time of the Civil War, is the book Ponyboy reads to Johnny when they are hiding in the church. At the end of *The Outsiders*, Johnny writes a note and puts it in the novel, where he knows Ponyboy will find it. Johnny's message to Ponyboy is optimistic or hopeful: "There's still lots of good in the world."

Do you believe the overall effect of this book on a reader is optimistic (hopeful) or pessimistic? Write an essay in which you convince your audience of your position on this issue. Consider the characters and events as well as the poem and war novel. Support your opinion with specific references to the book. Do not simply retell the story.

## *The Giver* by Lois Lowry

---

Prompt Source(s): 1

Source Lexile Range: 700L-800L

Source One: *The Giver* By Lois Lowry  
Source Lexile Level: 760L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

After experiencing the feeling of love from the Giver and his memories, Jonas thought about the way life must have been when there was love and realized it was probably a "dangerous way to live." Think about what Jonas meant. What was "dangerous" about that kind of life, and what was a "safe" life like? What were the advantages and disadvantages of each choice?

Write an essay in which you either support or criticize Jonas's decision to escape the community in light of the choice he made between a safe life and a dangerous one.



In Scene Two of Rod Serling's television drama, "The Monsters are Due on Maple Street," Figure One says, "Their world is full of Maple Streets. And we'll go from one to the other and let them destroy themselves. One to the other ... one to the other ... one to the other."

What did Figure One mean? What are your thoughts about Figure One's statement as it applies to the story told? Write an essay in which you explain the meaning of Figure One's statement and discuss your opinion about it. Be sure to support your explanation with examples and evidence from the drama.

## The Most Influential Spirit in *A Christmas Carol*

---

Prompt Source(s): 1

Source Lexile Range: 1000L-1100L

**Source One:** *A Christmas Carol* By Charles Dickens  
**Source Lexile Level:** 1080L

[Click here to view the source\(s\) for this prompt.](#)

---

In the story, Ebenezer Scrooge is visited by the spirits of Christmas past, present, and future on Christmas Eve. Each spirit leads Scrooge to view one of three different times in his life in order to teach him a lesson. The spirits are determined to convince Scrooge to start being more compassionate and less miserly. Which spirit's message do you think had the greatest impact on Scrooge?

In a multi-paragraph essay, explain which Christmas spirit you think had the greatest influence on Scrooge. Include details and examples from the story to support your discussion.

## The Significance of the Title in *The Call of the Wild*

---

Prompt Source(s): 1

Source Lexile Range: 1000L-1500L

**Source One:** *The Call of the Wild* By Jack London  
**Source Lexile Level:** 1120L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

*The Call of the Wild* by Jack London is an adventurous narrative told from a dog's point of view. After reading *The Call of the Wild*, write a multi-paragraph essay analyzing the significance of the title of the story. Why do you think the author decided to use the title, *The Call of the Wild*? Use specific examples and details from the text in your explanation.

## “The Smallest Dragonboy” by Anne McCaffrey

---

Prompt Source(s): 1 Source Lexile Range: N/A

Source One: “The Smallest Dragonboy” By Anne McCaffrey  
Source Lexile Level: N/A

[Click here to view the source\(s\) for this prompt.](#)

---

In the story “The Smallest Dragonboy,” the main character, Keevan, overcomes his many conflicts to become the story's hero.

Write a multi-paragraph essay in which you describe Keevan's many character traits and how he uses these to become the heroic figure of the story. Be sure to use specific examples from the text to support your response.

## “The Tree”

---

Prompt Source(s): 1 Source Lexile Range: N/A

Source One: “A White Heron” By Sarah Orne Jewett  
Source Lexile Level: N/A

[Click here to view the source\(s\) for this prompt.](#)

---

Read the passage by Sarah Orne Jewett.

Why would a young girl climb such a huge tree? Why was the climb so difficult? Write a well-organized essay in which you answer these questions.

## Theme in Literature

---

Prompt Source(s): 0 Source Lexile Range: N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

A theme is the main message a reader can learn about life or human nature from a literary piece. From a story you have read in class, identify a theme that the reader may learn from the story. In a well-organized essay, describe this theme. Use textual examples from the story to support your ideas and explain how they support the theme.

## Theme in Two Poems

---

Prompt Source(s): 0

Source Lexile Range: N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

Select two poems that we have read in class. Think about the themes expressed through the main ideas, key details, and language of each poem. Are there similar or opposing themes? Does each poet use similar styles and devices to convey the theme?

In a detailed essay, compare and contrast the themes of two poems. Include details on the overall message as well as how theme is developed through the story elements, main ideas, and figurative language. Use quotations from the poems to support your analysis.

## Transformation of Kino in *The Pearl*

---

Prompt Source(s): 1

Source Lexile Range: 1000L-1500L

**Source One:** *The Pearl* By John Steinbeck  
**Source Lexile Level:** 1010L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

---

Most characters experience significant transformation throughout the course of a story. Sometimes characters change for the better, and sometimes they change for the worse. How do you think Kino changed throughout the novel *The Pearl*? Did his character make positive or negative changes?

In a multi-paragraph essay, describe Kino's change over time in the novel *The Pearl*. Be sure to use examples from the text, including quotes, to support your description.

## Using Characters to Reveal Theme in a Story

---

Prompt Source(s): 0

Source Lexile Range: N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

An author may create characters in a short story or novel who reveal the story's message or theme. Think about a novel or short story you have recently read. How is the development of the characters important to the message or theme of the story? How do the characters in the story reveal that message or theme?

In a well-developed essay, discuss how your selected characters develop and/or change throughout the story and how they reveal the overall meaning or theme. Use facts, details, and examples from the story to support your discussion.

## Pilot Prompts

### ***A Child Called "It": Letter from a Teacher***

---

**Prompt Source(s):** 1 **Source Lexile Range:** 800L-900L

**Source One:** *A Child Called "It"* By Dave Pelzer  
**Source Lexile Level:** 850L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

*A Child Called "It"*, by Dave Pelzer, is Pelzer's autobiography of the years of abuse he endured as a child by his alcoholic mother. The abuse continued for many years until Pelzer was finally saved by teachers at his school at the age of 12 on March 5, 1973. Writing as one of the teachers who saved Pelzer, write a letter to him about an award the teachers are giving him for his bravery and courage. Show your understanding of his situation by using details and examples from the book.

### ***"A Different Kind of Winner"***

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** *"A Different Kind of Winner"*  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

---

Carefully read *"A Different Kind of Winner."* Study the two lessons below:

- Be true to yourself.

- Success comes in many shapes and sizes.

Write a multi-paragraph essay in which you tell which lesson better fits the story “A Different Kind of Winner.” Use details from the story to support your answer.

## A Fractured Future in the *Uglies* Book Series

---

Prompt Source(s): 1

Source Lexile Range: 700L-800L

**Source One:** *Uglies* By Scott Westerfeld  
**Source Lexile Level:** 770L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Teenagers are required to undergo surgery to become supermodel beautiful in the *Uglies* book series in order to maintain their dystopian society. They are labeled as “uglies” until the age of 16, when they are required by the government to become a “pretty.” There is also a group of rebels who live outside of government control and choose to remain “uglies.” Although it would seem that being undeniably beautiful would be a wonderful way to live, that may not always be the case. If you lived in this futuristic society, would you choose to be one of the rebels or would you become a “pretty”?

In a well-developed essay, discuss whether or not you would choose to be one of the “uglies.” Use facts and details from the story to support your discussion.

## A Friend in Need

---

Prompt Source(s): 1

Source Lexile Range: 700L-800L

**Source One:** *Forged by Fire* By Sharon Draper  
**Source Lexile Level:** 780L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In Sharon Draper's book, *Forged by Fire*, the main characters, Gerald and Angel, live in an abusive environment. Imagine that you are their friend and would like to help them. What could you do to help them cope with their situation?

In a well-developed essay, discuss how you could help Gerald and Angel cope with living in an abusive environment.

## ***A Gathering of Days by Joan W. Blos***

---

**Prompt Source(s):** 1 **Source Lexile Range:** 900L-1000L

**Source One:** *A Gathering of Days* By Joan W. Blos  
**Source Lexile Level:** 960L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Suppose you were one of Catherine's friends who lived nearby and shared many of her experiences. Choose one of the events described in the book and write your own journal entry telling what happened from your point of view and how you felt about it. Include details from the book and try to use the kind of language Catherine used to make your journal entry realistic.

## ***A Girl Named Disaster by Nancy Farmer***

---

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** *A Girl Named Disaster* By Nancy Farmer  
**Source Lexile Level:** 730L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

On many different occasions, Nhamo told stories to entertain others or to occupy herself. Many of the stories began with "Once upon a time...."

Write the story of Nhamo as a tale that happened "Once upon a time." Tell what happened to her on her journey and how her story ended up.

## ***A Mirror's Effect on Self-Acceptance***

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** "The Cat Who Thought She Was a Dog and the Dog Who Thought He Was a Cat" By Isaac Singer  
**Source Lexile Level:** N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Read the story, "The Cat Who Thought She Was a Dog and the Dog Who Thought He Was a Cat" by Isaac Singer. In the story, the theme of accepting yourself for who you

are is challenged by the introduction of a mirror. Marianna, her daughters, even the cat and dog, are affected by the reflections in the mirror.

In a well-developed essay, discuss how the actions of the characters change with the introduction of the mirror. Include details from the story to support your discussion.

### ***A Wizard of Earthsea* by Ursula K. Le Guin**

---

**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *A Wizard of Earthsea* By Ursula K. Le Guin  
**Source Lexile Level:** 1150L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Suppose that you are a mage, and your job is to tell the story of the “Deed of Ged” so it may be passed on to future generations. Write a story that describes who Ged is and what he accomplished. Tell about his achievements up to and including the final confrontation with the shadow.

### ***A Wrinkle in Time* by Madeleine L'Engle**

---

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** *A Wrinkle in Time* By Madeleine L'Engle  
**Source Lexile Level:** 740L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Suppose that you are Mr. Murry and you have to write a report about your experiences over the last year. Write a report that tells what you did, where you went, and what happened to you in the past year. Use details from the story to describe how the children arrived and saved you from IT.

### **Advice for Memoir**

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** "How to Write a Memoir" By William Zinsser  
**Source Lexile Level:** N/A





Source Lexile Level: N/A

Source Two: **Excerpt from a journal entry, entitled “An Account of the Norwegian Antarctic Expedition in the “Fram,” 1910 – 1912”** By Roald Amundsen, provided courtesy of Vantage Learning

Source Lexile Level: N/A

[Click here to view the source\(s\) for this prompt.](#)

---

In 1911, experienced explorers Robert Falcon Scott and Roald Amundsen led separate expedition teams to the South Pole. Although Scott and Amundsen's journeys were similarly treacherous, they each gave quite a different account of their South Pole adventures. How did each explorer emphasize and interpret different evidence and facts in his account? How did each explorer present key information in his account to create an effective message?

After reading and analyzing each explorer's expedition account, write a multi-paragraph essay that compares and contrasts how each explorer presented key information to create an effective message. Be sure to include and cite evidence from the text to support your ideas.

### ***Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House***

---

Prompt Source(s): 1 Source Lexile Range: N/A

Source One: ***Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House*** By Elizabeth Keckley

Source Lexile Level: N/A

[Click here to view the source\(s\) for this prompt.](#)

---

Read the autobiographical *narrative* *Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House* by Elizabeth Keckley.

After carefully reading Elizabeth Keckley's autobiographical narrative, examine her argument about slavery and Mrs. Lincoln. Write an essay that analyzes and explains Elizabeth Keckley's position about Mrs. Lincoln and slavery. Your analysis should consider Keckley's background and experience as a slave and how it may have affected her point of view on these issues, as well as her relationship with Mrs. Lincoln.

## Beyond The Divide by Kathryn Lasky

---

Prompt Source(s): 1 Source Lexile Range: 900L-1000L

Source One: *Beyond The Divide* By Kathryn Lasky  
Source Lexile Level: 900L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

At the end of the story, Meribah gave George Goodnough a sealed letter for Constance Simon in Holly Springs, Pennsylvania. What do you think she wrote in the letter? Writing as Meribah, write a letter to Constance Simon back home. Tell her what you have done since you left, what happened to your father, and what you plan to do now. Use details from the story in your letter.

## Big City or Small Town

---

Prompt Source(s): 1 Source Lexile Range: 700L-800L

Source One: *Hope was Here* By Joan Bauer  
Source Lexile Level: 710L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In *Hope was Here*, by Joan Bauer, Hope moves from big city Brooklyn, New York to small town Mulhoney, Wisconsin. Based on Hope's experiences, where do you think you would prefer to live?

In a well-developed essay, discuss whether you would prefer living in a big city or a small town. Include details and examples to support your discussion.

## "Call to Freedom, Beginnings to 1914"

---

Prompt Source(s): 1 Source Lexile Range: N/A

Source One: "Call to Freedom, Beginnings to 1914" By Jonathan Nickerson  
Source Lexile Level: N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

The selection “Call to Freedom, Beginnings to 1914” describes the courageous endeavors of a few teenage soldiers who fought for independence during the Revolutionary War.

After carefully reading the selection “Call to Freedom, Beginnings to 1914” write a multi-paragraph summary describing the author's main idea. Be sure to use specific details and examples from the text to support your response.

## Central Idea in "Matthew Henson at the Top of the World"

---

**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1100L

**Source One:** "Matthew Henson at the Top of the World" excerpted from *Against All Opposition: Black Explorers in America* By Jim Haskins, provided courtesy of Bloomsbury Publishing and Vantage Learning

**Source Lexile Level:** 1000L-1100L

[Click here to view the source\(s\) for this prompt.](#)

---

Read the text "Matthew Henson at the Top of the World." What is a central idea expressed in this text? How is the central idea conveyed through specific details in the text?

In a multi-paragraph essay, discuss the development of one central idea in the text "Matthew Henson at the Top of the World." Use relevant facts, definitions, concrete details, quotations, or other information and examples from the text to develop your ideas.

## Change in Genre

---

**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

Folk tales have been made into ballads, novels into movies, fairy tales into stage dramas or comedies. If you could change a literary work from one genre to another, which literary work would you change and into which genre would you change it?

In a well-developed essay, describe the change of a literary work from one genre to another. Include examples from the work to illustrate the change and your reasons for this change.

## Changes in the Character of the Grinch

**Prompt Source(s):** 1 **Source Lexile Range:** 500L-600L

**Source One:** *How the Grinch Stole Christmas!* By Dr. Seuss  
**Source Lexile Level:** 500L-600L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

Most main characters go through changes during a story. Sometimes characters change for the better and become happy or nice, and sometimes they change for the worse and become nasty or angry. How do you think the Grinch changed in Dr. Seuss's *How the Grinch Stole Christmas!*? Did he change for the better or for the worse?

In a multi-paragraph essay, describe the Grinch's change in the story *How the Grinch Stole Christmas!*. Make sure to give examples from the story to show how and why he changed.

## Character Development in “The Lottery Ticket”

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “The Lottery Ticket” By Horatio Alger Jr., adapted by Vantage Learning  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

Carefully read Horatio Alger's short story “The Lottery Ticket.”

Then, write a multi-paragraph essay describing how George feels about gambling in the lottery at the beginning, middle, and end of the story. Which events and conversations change the way George feels throughout the story? Be sure to use details from the story in your essay.

## Characters' Dreams in *The Glory Field*

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** *The Glory Field* By Walter Dean Myers  
**Source Lexile Level:** 800L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Characters in literature often dream of a life better than their own. Unfortunately, sometimes obstacles hinder these dreams from coming true.

Select a character from *The Glory Field* and write a multi-paragraph essay describing the dream he or she had, how he or she attempted to realize this dream, and the obstacles the character encountered along the way. Be sure to include specific examples and details from the text to support your analysis.

### Clique Behavior in *The Clique* Book Series

---

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** *The Clique Book Series* By Lisi Harrison  
**Source Lexile Level:** 790L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

*The Clique* book series focuses on the lives of a group of teenage girls and their relationships. Current research indicates that teenage girls are capable of physical and verbal cruelty at unexpected levels. What influences the young women in this story to act in this way? How do the relationships and behaviors in Lisi Harrison's books compare to those you have experienced or seen?

In a well-developed essay, compare relationships and behaviors in *The Clique* novels with those you have experienced or seen. Include facts, details, and examples to support your comparison.

### “Colony in the Sky” by Kim Stanley Robinson

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “Colony in the Sky” By Kim Stanley Robinson  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

---

Kim Stanley Robinson's “Colony in the Sky” describes the transformation of Mars into another Earth through terraforming.



**Source One:** *Lord of the Flies* By William Golding  
**Source Lexile Level:** 770L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

After reading William Golding's novel *Lord of the Flies* and then watching the film version, you will notice that there are major differences between the movie and the book. Despite the obvious modern changes, does the film stay true to the themes in Golding's novel? Does the watcher of the film feel "mankind's essential illness" as deeply as the reader of the novel?

In a well-developed essay, compare and contrast the themes in the *Lord of the Flies* novel with the film. Convince your audience by discussing the fear, the beast, and the descent into savagery.

### Conflict in *Twilight* by Stephenie Meyer

---

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** *Twilight* By Stephenie Meyer  
**Source Lexile Level:** 720L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Conflict functions as a major force in the novel *Twilight* by Stephenie Meyer. Were the conflicts in the story within one character or between characters? How are the conflicts resolved? Why are the conflicts important to the novel?

In a detailed essay, discuss a major conflict in the novel using details and examples from the text to explain what the conflict is about, who is involved, and how it is resolved.

### Connections with "The Lion and the Three Bulls"

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** "The Lion and the Three Bulls" By Aesop  
**Source Lexile Level:** N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

As you read the Aesop's fable "The Lion and the Three Bulls," pay particular attention to the moral of the story: "United we stand; divided we fall."

After reading the story, think about what this quote means and how the lion's strategy illustrates this quote. Have you experienced or observed something that demonstrates this idea?

In a well-developed essay, relate the moral of the story with a personal experience you had or a situation you observed.

### Critique of *The Outsiders*

---

**Prompt Source(s):** 1

**Source Lexile Range:** 700L-800L

**Source One:** *The Outsiders* By S. E. Hinton  
**Source Lexile Level:** 750L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In a literary critique, critics analyze the characters, action, humor, descriptions, and dialogue in a work rather than just retell the story. After reading *The Outsiders*, what aspect of the novel would you include in a critique? Did you find the plot to be especially captivating? Are the literary elements skillfully interwoven?

In a detailed essay, critique the novel *The Outsiders*. Include references to the novel for support.

### "Day of the Butterfly" by Alice Munro

---

**Prompt Source(s):** 1

**Source Lexile Range:** 900L-1000L

**Source One:** "Day of the Butterfly" By Alice Munro  
**Source Lexile Level:** 960L

[Click here to view the source\(s\) for this prompt.](#)

---

In "Day of the Butterfly," 12-year-old Helen, the narrator of the story, realizes that one of her classmates, Myra, is an outcast in their 6<sup>th</sup> grade class. On several occasions, Helen unexpectedly finds herself approaching Myra.

After carefully examining the characters of Helen and Myra, write an essay in which you take a position on whether you think Helen wants to be Myra's friend. Be sure to support your interpretation with evidence from the story.

### *Death on the Nile*

---

**Prompt Source(s):** 1 **Source Lexile Range:** 600L-700L

**Source One:** *Death on the Nile* By Agatha Christie  
**Source Lexile Level:** 660L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In the novel, *Death on the Nile*, Agatha Christie successfully uses figurative language to create believable characters and a realistic plot. Write an essay in which you discuss how the use of figurative language, such as idioms, similes, and metaphors, helps to develop the characters, setting, and plot of the story. Be sure to support your interpretation with specific examples from the text.

### *Development of a Theme in a Literary Work*

---

**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

Think about the themes expressed in the literature you have been studying in class. How was a theme conveyed through main ideas, key details, and language as it developed over the course of one of the literary works?

In a detailed essay, analyze the development of a theme through the course of a literary work you have recently studied. Include details on story elements, main ideas, and figurative language. Use quotations from the work to support your analysis.

### *Dicey's Song by Cynthia Voigt*

---

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** *Dicey's Song* By Cynthia Voigt  
**Source Lexile Level:** 710L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In English class, Mina and Dicey wrote essays about people they knew who had experienced conflict. Imagine the essay that Wilhemina Smiths might write about Dicey and the conflicts in her life. Write a character sketch of Dicey Tillerman as seen through Mina's eyes. Include details from the story.

### ***Dinosaur Parents, Dinosaur Young* by K. W. Zoehfeld**

---

**Prompt Source(s):** 1

**Source Lexile Range:** 1000L-1500L

**Source One:** *Dinosaur Parents, Dinosaur Young* By K. W. Zoehfeld  
**Source Lexile Level:** 1170L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Imagine that you are a paleontologist with Roy Chapman Andrews (1923) or Dr. Norell (1993) in the Gobi Desert, Dr. Horner in Montana, or Dr. Chiappe in Argentina. You are keeping a journal of daily events and discoveries.

Write a journal entry describing what fossils you and others have discovered, what they look like, and what conclusions can be drawn from the evidence.

### **Dramatic Production of a Literary Work**

---

**Prompt Source(s):** 0

**Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

Audio, film, and live productions present literary works from new and different perspectives. The differences may be due to unique techniques or choices of the actors and director.

After experiencing a literary work in two different forms of production (live, audio, or film), write a detailed essay discussing the differences between the two versions of the work. Refer to these versions to support your discussion.

## Effect of Choice of Narrator in *Stargirl*

Prompt Source(s): 1

Source Lexile Range: 500L-600L

Source One: *Stargirl* By Jerry Spinelli  
Source Lexile Level: 590L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

The novel *Stargirl* by Jerry Spinelli details the relationship between a teenage boy named Leo and an eccentric new girl at his high school who calls herself Stargirl. The story is told through the first-person narration of Leo. How does the author's choice of narrator in this novel affect the work? How would the novel have been different if Stargirl had been the narrator?

In a well-developed essay, analyze the author's choice of narrative point of view in *Stargirl*. Discuss the effect achieved by using Leo as the narrator versus a different narrator.

## Effective Habits of Successful Teens

Prompt Source(s): 1

Source Lexile Range: 800L-900L

Source One: *The Seven Habits of Highly Effective Teens* By Sean Covey  
Source Lexile Level: 870L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

*The Seven Habits of Highly Effective Teens*, by Sean Covey, has become popular among teens and teachers for its suggestions to teenagers on how to become an effective person. Which of the seven habits have you incorporated into your life? Which habits have proven more difficult to adopt?

In a well-developed essay, describe the habits of highly effective teens that you have been able to adopt and which you have had more difficulties adopting. Support your description with details and examples.

## Eleanor Roosevelt: A Life of Discovery by Freedman

Prompt Source(s): 1

Source Lexile Range: 1000L-1500L

Source One: *Eleanor Roosevelt: A Life of Discovery* By Russell Freedman  
Source Lexile Level: 1100L

COPYRIGHT © 2019 by Vantage Learning. All Rights Reserved. No part of this work may be used, accessed, reproduced, or distributed in any form or by any means or stored in a database or any retrieval system, without the prior written permission of Vantage Learning. Revised 10/2019.

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

When a famous person dies, you will see an obituary in the newspaper that informs readers about that person's death and gives information about the person's life and accomplishments.

Imagine that you are a newspaper reporter, and your assignment is to write the obituary for Eleanor Roosevelt, who has just died. Include details from the book in the obituary to make it interesting and accurate.

### **“End of the Game” by Julio Cortazar**

---

<b>Prompt Source(s):</b>	1	<b>Source Lexile Range:</b>	N/A
--------------------------	---	-----------------------------	-----

<b>Source One:</b>	“End of the Game” By Julio Cortazar
<b>Source Lexile Level:</b>	N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

All three sisters in “End of the Game” by Julio Cortazar are quite energetic and imaginative. However, as they played their game of “Statues and Attitudes” down by the railroad tracks, Letitia seemed to stand out. What are the possible reasons for Letitia's privileged position?

Write an essay in which you discuss why you believe Letitia is the leader of the game. Be sure to support your interpretation with evidence from the story.

### **“Everybody is Different, but the Same Too” by Nilou**

---

<b>Prompt Source(s):</b>	1	<b>Source Lexile Range:</b>	N/A
--------------------------	---	-----------------------------	-----

<b>Source One:</b>	“Everybody is Different, but the Same Too” By Nilou
<b>Source Lexile Level:</b>	N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In “Everybody is Different, but the Same Too,” the author discusses various cultural differences in a multi-cultural nation.



In the novel *The Pearl*, John Steinbeck successfully uses figurative language to create believable characters, a realistic plot, and to help the reader see ordinary things in new ways.

In a multi-paragraph essay, discuss how the use of figurative language, such as similes, metaphors, and personification, helps to develop the characters, setting, and plot of the story. Be sure to support your interpretation with specific examples from the text.

### **Flour Babies by Anne Fine**

---

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** *Flour Babies* By Anne Fine  
**Source Lexile Level:** 790L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Think of Simon Martin as the subject of an experiment. As the story unfolded, what happened to Simon? Write a “lab report” about Simon. Tell what happened in the story and how Simon changed as a result of the experiment. Include details from the story in your report.

### **Form Contributes to Meaning**

---

**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

When they write, authors and poets often select a form or structure, such as soliloquy, monologue, sonnet, or haiku, for a desired effect or meaning.

After reading a drama or poem, write a multi-paragraph essay discussing the impact of the work's form on its meaning. Be sure to refer to the work to support your discussion.

### **“Going Overboard”**

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “Going Overboard”

**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

---

After carefully reading the story, write a multi-paragraph essay in which you analyze the characters and main idea of the story. Be sure to use specific details and examples from the story to support your response.

### Guilty or Not Guilty in “Bargain”

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “Bargain” By A. B. Guthrie  
**Source Lexile Level:** N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Imagine Mr. Baumer is put on trial for causing Slade's death. Based on your reading, do you believe that Mr. Baumer murdered Slade?

Write a multi-paragraph essay that argues Mr. Baumer's innocence or guilt using evidence from the story to support your position.

### “Harrison Bergeron” by Kurt Vonnegut Jr.

---

**Prompt Source(s):** 1 **Source Lexile Range:** 800L-900L

**Source One:** “Harrison Bergeron” By Kurt Vonnegut Jr.  
**Source Lexile Level:** 830L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

At the end of Kurt Vonnegut's story, “Harrison Bergeron,” Harrison, a 14-year-old boy who has mysteriously disappeared, suddenly shows up in a TV studio screaming, “I am the Emperor. Do you hear? I am the Emperor.” Do you think Harrison is a hero or a danger to his society?

Write an essay in which you explore whether Harrison Bergeron is a hero or a danger to society. Be sure to support your interpretation with evidence from the story.

## Heroes in *The Outsiders*

---

Prompt Source(s): 1

Source Lexile Range: 700L-800L

**Source One:** *The Outsiders* By S. E. Hinton  
**Source Lexile Level:** 750L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Several characters in S. E. Hinton's *The Outsiders* demonstrate heroic characteristics. In a well-developed essay, define the characteristics of a hero. Then identify one of the characters from the novel as being a hero and, using examples from the text, prove his/her heroism. Include specific incidents from the novel to support your discussion.

## Holes by Louis Sachar

---

Prompt Source(s): 1

Source Lexile Range: 600L-700L

**Source One:** *Holes* By Louis Sachar  
**Source Lexile Level:** 660L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In *Holes*, author Louis Sachar uses the device of telling a “story within a story.” In what ways are the two stories related? How does the story of Elya Yelnats, Madame Zeroni, Kissin' Kate Barlow, and the first Stanley Yelnats help fill in the “holes” in Stanley and Hector's (Zero's) story? What clues does the earlier story provide to help explain events in the main story?

Write an essay describing how Louis Sachar uses the story-within-a-story device to make *Holes* more interesting and effective.

## “Home” in *Maniac Magee*

---

Prompt Source(s): 1

Source Lexile Range: 800L-900L

**Source One:** *Maniac Magee* By Jerry Spinelli  
**Source Lexile Level:** 820L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

Jeffrey Lionel “Maniac” Magee is a 12-year-old homeless orphan who jogs into a racially divided town called Two Mills. In his adventures, he lives in several different places with many different types of people. Did Maniac Magee ever find a place that made him feel at home? Of all the places that Maniac lived, which do you think had the greatest impact on him?

In a well-developed essay, choose one of the places in which Maniac Magee lived, and explain why it had the greatest impact on his life. Include facts and details from the story to support your explanation.

### Homesick: My Own Story by Jean Fritz

---

Prompt Source(s): 1

Source Lexile Range: 800L-900L

Source One: *Homesick: My Own Story* By Jean Fritz  
Source Lexile Level: 860L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Before Jean left China, she and Lin Nai-Nai promised to keep in touch through letters. Imagine that you are Jean, and you are getting ready to write your first letter to Lin Nai-Nai from America. What experiences would you tell about? What personal feelings and thoughts would you express? What questions would you have for Lin Nai-Nai about her new life and the changes that have taken place in China?

Write the letter you think Jean would send to Lin Nai-Nai. Include details from the story in your letter.

### Hoops by Walter Dean Myers

---

Prompt Source(s): 1

Source Lexile Range: 700L-800L

Source One: *Hoops* By Walter Dean Myers  
Source Lexile Level: 740L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Suppose you work for a newspaper and your job is to write an obituary for Calvin Jones. Write an obituary that tells about his life, his time in the NBA, his marriage, and what happened when he returned to basketball as the coach of the Harlem team. Use details from the story to make the obituary interesting and informative.

## Hope in a Hopeless Situation

---

Prompt Source(s): 1 Source Lexile Range: 700L-800L

Source One: *Daniel's Story* By Carol Matas  
Source Lexile Level: 720L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In *Daniel's Story*, by Carol Matas, the main character, Daniel, is treated horribly by his Nazi captors. Throughout his ordeal, he maintains hope and compassion in his heart. If you were in Daniel's position, could you have kept such a positive outlook?

In a well-developed essay, explain how you would have dealt with Daniel's situation.

## “How Odin Lost His Eye”

---

Prompt Source(s): 1 Source Lexile Range: N/A

Source One: “How Odin Lost His Eye” By Catherine F. Sellew  
Source Lexile Level: N/A

[Click here to view the source\(s\) for this prompt.](#)

---

In the mythical story “How Odin Lost His Eye” by Catherine F. Sellew, Odin gives up his eye for the ability to drink from the well of wisdom.

After carefully reading the selection from “How Odin Lost His Eye,” write a multi-paragraph summary demonstrating your understanding of the story's message. Be sure to use specific examples from the text to support your response.

## Humanity in Dickens' *A Christmas Carol*

---

Prompt Source(s): 1 Source Lexile Range: 800L-900L

Source One: *A Christmas Carol* By Charles Dickens  
Source Lexile Level: 900L

[Click here to view the source\(s\) for this prompt.](#)

---

Write a multi-paragraph literary analysis essay that establishes a thesis statement about Charles Dickens' understanding of humanity and mankind's business in *A Christmas Carol*. Consider how Marley's understanding of business differs from Scrooge's

understanding of business. What does Dickens want us to understand about the "business" of being human? Make sure you support your analysis with relevant evidence from the novella. Include proper citations for your evidence when paraphrasing, summarizing, or directly quoting from sources.

### **Humor in *A Series of Unfortunate Events***

---

**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *A Series of Unfortunate Events* By Daniel Handler (also known as Lemony Snicket)  
**Source Lexile Level:** 1000L-1500L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

---

*A Series of Unfortunate Events* is a children's book series of thirteen novels written by Daniel Handler (a.k.a. Lemony Snicket). The series follows the adventures of the three Baudelaire orphans after the death of their parents in a fire. Although adversity is the main idea throughout the series, humor also plays an interesting role. How are elements of humor used in these novels?

In a well-developed essay, discuss how humor is used in this book series. Use facts and examples from the text to support your discussion.

### **"I Just Kept on Smiling" by Simon Burt**

---

**Prompt Source(s):** 1 **Source Lexile Range:** 500L-600L

**Source One:** "I Just Kept on Smiling" By Simon Burt  
**Source Lexile Level:** 550L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

---

In Simon Burt's short story, "I Just Kept on Smiling," Nicky Carver falsely confesses to the narrator's crime. As Nicky stands on the table in the middle of the refectory, the narrator stands by waiting for Nicky to look his way. When he does, the narrator smiles at him. Why do you think the narrator continued to stare and smile at Nicky Carver?

Write an essay in which you explore why the narrator continued to smile at Nicky after he confessed. Be sure to support your interpretation with evidence from the story.

## *Ida B. Wells: Mother of the Civil Rights Movement*

---

**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *Ida B. Wells: Mother of the Civil Rights Movement* By Dennis B. and Judith Fradin

**Source Lexile Level:** 1140L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

---

Imagine that you are a writer working on a new edition of an encyclopedia, and you are responsible for the volume covering the letter “W.” Write an encyclopedia entry for Ida B. Wells. Be sure to include factual information about her life and her most important achievements.

## **Injustice in Literature**

---

**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

Many literary works have been written about the different kinds of injustice people have faced throughout history. Think about a poem, story, or other work you have read in class about a form of injustice. How did the individual or group react to the injustice? Write a multi-paragraph essay in which you describe the injustice this individual or group faced and how they reacted to it. Be sure to support your interpretation with specific references to the piece of literature.

## **Insights from the Title of *Walk Two Moons***

---

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** *Walk of Two Moons* By Sharon Creech

**Source Lexile Level:** 770L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

The title *Walk Two Moons* comes from a Native American expression that suggests that you must “walk for two moons [months]” in a person's moccasins if you want to understand the person.

The narrator of this story is Sal, a thirteen-year-old girl. As the story opens, she tells the reader that, one day in April, her mother went away. Sal does not understand why. A few days later, Sal's father starts chipping and chopping away at a plaster wall in their living room. After he removes the wall, he shows Sal a surprise: behind the plaster wall is a brick fireplace. Later in the story, Sal takes a long car trip with her grandparents. To entertain them, she tells them stories about the strange things that happened to her friend, Phoebe. As Sal tells these stories she realizes that she and Phoebe are like the fireplace and the wall that hid it. If you look carefully behind the story about Phoebe, you'll see that the story is really about Sal.

Explain what new insights Sal gains about her mother and herself as she lives through the events of the novel. Give at least three specific examples of events and the insights or new understandings that resulted. Do not simply retell the story.

### Interference by Puck and Oberon

---

**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** “A Midsummer Night's Dream” By William Shakespeare  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

---

In Shakespeare's comedy, *A Midsummer Night's Dream*, the actions of Puck and Oberon have a direct effect on the other characters in the play.

In a well-developed essay, discuss whether Puck and Oberon should be praised or criticized for interfering with the other characters. Include details from the play to support your discussion.

### Irony in “Ransom of Red Chief” by O. Henry

---

**Prompt Source(s):** 1 **Source Lexile Range:** 900L-1000L

**Source One:** “The Ransom of Red Chief” By O. Henry  
**Source Lexile Level:** 900L-1000L

[Click here to view the source\(s\) for this prompt.](#)

---

Read the short story "The Ransom of Red Chief" by O. Henry. Write a literary analysis essay about O. Henry's use of irony in "The Ransom of Red Chief." In your critique of O. Henry's short story, identify the types of irony used in the narrative and analyze how irony affects the reader's interpretation of the story. Be sure to include textual evidence to support your analysis.

### *Island of the Blue Dolphins by Scott O'Dell*

---

**Prompt Source(s):** 1 **Source Lexile Range:** 900L-1000L

**Source One:** *Island of the Blue Dolphins* By Scott O'Dell  
**Source Lexile Level:** 1000L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Imagine that you are the Aleut girl Tutok who discovered Karana's hiding place. Write a journal entry from Tutok's point of view. Tell about how you found Karana, what she was like, and how you made friends with her.

### *Julie of the Wolves by Jean Craighead George*

---

**Prompt Source(s):** 1 **Source Lexile Range:** 800L-900L

**Source One:** *Julie of the Wolves* By Jean Craighead George  
**Source Lexile Level:** 860L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Imagine what Miyax/Julie might want to tell her pen pal Amy when she returns to her father's house in Kangik. She has not written to Amy for a long time.

Write a letter from Julie to Amy. Describe what has happened since the last letter and how things have changed.

### *Kira's Decision in Gathering Blue by Lois Lowry*

---

**Prompt Source(s):** 1 **Source Lexile Range:** 600L-700L

**Source One:** *Gathering Blue* By Lois Lowry

COPYRIGHT © 2019 by Vantage Learning. All Rights Reserved. No part of this work may be used, accessed, reproduced, or distributed in any form or by any means or stored in a database or any retrieval system, without the prior written permission of Vantage Learning. Revised 10/2019.

**Source Lexile Level:** 680L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

At the end of *Gathering Blue* by Lois Lowry, Kira originally plans to return with her father to his new village and start a new life. However, after Kira sees what is causing the clanking sound during the Ruin Song Gathering, she decides that she must remain at the Edifice to help create a better future for everyone in her society.

Write an essay in which you either support or criticize Kira's decision to stay at the Edifice. Why do you think she decided to stay in light of the kind of life she might experience in her father's new village? Be sure to include details and examples from the book to support your decision.

### Lessons Learned in *The Phantom Tollbooth*

---

**Prompt Source(s):** 1

**Source Lexile Range:** 1000L-1500L

**Source One:** *The Phantom Tollbooth* By Justin Norter  
**Source Lexile Level:** 1000L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In the story *The Phantom Tollbooth*, Milo doesn't spend time in a classroom, yet he learns the value of education. Write a well-developed essay describing the lessons Milo learns on his journey and how this knowledge helps him along the way. Support your answer using details and examples from the text.

### *Lincoln: A Photobiography* by Russell Freedman

---

**Prompt Source(s):** 1

**Source Lexile Range:** 1000L-1500L

**Source One:** *Lincoln: A Photobiography* By Russell Freedman  
**Source Lexile Level:** 1110L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Suppose you were chosen to give a farewell speech honoring President Lincoln at his funeral in 1865. What would you say about him and what he accomplished?



## *Lord of the Deep* by Graham Salisbury

---

Prompt Source(s): 1 Source Lexile Range: 500L-600L

Source One: *Lord of the Deep* By Graham Salisbury  
Source Lexile Level: 540L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Suppose you were Alison and you'd been keeping a journal about your trip to Hawaii. What would you write about your day aboard the Crystal-C?

Write a journal entry from Alison's point of view. Tell what happened that day on the Crystal-C, what you thought of Mikey and Bill, and how the events of the day affected your views of Cal and Uncle Ernie.

## “Losing Livie” by Karen Hesse

---

Prompt Source(s): 1 Source Lexile Range: NP

Source One: “Losing Livie” By Karen Hesse  
Source Lexile Level: NP

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

The poem “Losing Livie” by Karen Hesse describes the loss of a friend who is moving away.

After carefully reading “Losing Livie,” write a multi-paragraph essay analyzing the main character of the poem, as well as its overall meaning. Be sure to use specific details and examples from the text to support your response.

## *Lost Temple of the Aztecs* by Shelley Tanaka

---

Prompt Source(s): 1 Source Lexile Range: 800L-900L

Source One: *Lost Temple of the Aztecs* By Shelley Tanaka  
Source Lexile Level: 860L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

In the *Lost Temple of the Aztecs*, Cortes asks Moctezuma's messengers, "Are these your gifts of welcome ... Is this all you have brought?"

Imagine you were one of Moctezuma's messengers who delivered gifts to Cortes. Write a multi-paragraph letter to Moctezuma discussing why Cortes responded as he did. Be sure to use specific details and examples from the text to support your response.

### Loyalty in *The Witch of Blackbird Pond*

---

Prompt Source(s): 1

Source Lexile Range: 800L-900L

**Source One:** *The Witch of Blackbird Pond* By Elizabeth George Speare  
**Source Lexile Level:** 850L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Elizabeth George Speare's novel *The Witch of Blackbird Pond* explores how and why loyalty changes over time. The protagonist, Katherine Tyler, better known as "Kit," aligns herself with different people at different times. How and why does Kit's loyalty change throughout the novel? Is her loyalty affected by her beliefs and religious values or by other factors? Is she influenced or affected by her family's opinions and expectations of her?

Write a literary analysis essay which assesses how Kit's loyalty shifts at different points in the novel and under what circumstances. Clearly establish your thesis statement and support your analysis with relevant textual evidence, including direct quotes. All quoted, paraphrased, or summarized evidence should be properly cited.

### Loyalty in *Where the Red Fern Grows*

---

Prompt Source(s): 1

Source Lexile Range: 700L-800L

**Source One:** *Where the Red Fern Grows* By Wilson Rawls  
**Source Lexile Level:** 700L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In this powerful story of the relationship between a boy and his dogs, love and loyalty determine much of the action. Billy, the main character, raises two coonhounds named Old Dan and Little Ann. Billy and his dogs form a powerful relationship that ultimately

stands the test of time. How might the story have been different if Billy and his dogs had been less loyal to each other?

In a well-developed essay, discuss how specific events in the story may have turned out differently if Billy and his dogs did not have a good relationship. Include facts and details from the story to support your discussion.

## Mama Logan and Mother in “Taught Me Purple”

---

**Prompt Source(s):** 2 **Source Lexile Range:** 900L-1000L

**Source One:** *Roll of Thunder, Hear My Cry* By Mildred Taylor  
**Source Lexile Level:** 920L

**Source Two:** “Taught Me Purple” By Evelyn Tooley Hunt  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

---

Having read Mildred Taylor's novel *Roll of Thunder, Hear My Cry*, now read the poem “Taught Me Purple” by Evelyn Tooley Hunt. How is the mother in the poem both similar to and different from Mama Logan?

In a detailed essay, compare and contrast the qualities and traits of the mother in the poem to those of Mama Logan. Be sure to state clear similarities and differences between the two women with concrete examples and support from the texts.

## “Matthew Henson at the Top of the World”

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “Matthew Henson at the Top of the World” By Jim Haskins  
**Source Lexile Level:** N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In “Matthew Henson at the Top of the World,” Matthew Henson was invaluable during the journey to the North Pole. How would the expedition have been different without him? Would the expedition still have been a success?

After carefully reading the story, write a multi-paragraph essay in which you describe Matthew Henson's contributions to the success of Robert E. Peary's expedition to the

North Pole. Be sure to use specific details and examples from the text to support your response.

## Maya Angelou's Influences

---

**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *I Know Why the Caged Bird Sings* By Maya Angelou  
**Source Lexile Level:** 1010L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In the autobiography *I Know Why the Caged Bird Sings*, Maya Angelou shares the traumatic heartaches and struggles she suffered as a child. After carefully reading *I Know Why the Caged Bird Sings*, select one individual who you think was the most influential person in her life. Write a multi-paragraph essay describing who this person was and how he/she was so significant in Maya Angelou's life. Make sure to include details and examples from the text to support your answer.

## Meaning of “Your World” by Georgia Douglas Johnson

---

**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** “Your World” By Georgia Douglas Johnson  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

---

After reading the poem “Your World” by Georgia Douglas Johnson, write a well-developed essay in which you present and explain your interpretation of the overall meaning of the poem. Support your ideas with examples and/or evidence from the poem.

## Memory in *The Giver* and Lowry's "Newbery Acceptance Speech"

---

**Prompt Source(s):** 2 **Source Lexile Range:** 760L-1200L

**Source One:** *The Giver* By Lois Lowry  
**Source Lexile Level:** 760L

**Source Two:** “Newbery Acceptance Speech” By Lois Lowry  
**Source Lexile Level:** 760L-1200L

[Click here to view the source\(s\) for this prompt.](#)

---

After carefully reading the novel *The Giver* by Lois Lowry, consider how Lowry uses memory to help convey the narrative/story.

Now read Lowry's acceptance speech, delivered upon receiving the Newbery Medal Award. How and why does Lowry use memory in her speech?

Write a multi-paragraph essay that explains how Lowry uses and portrays memory in *The Giver* and then how Lowry uses memory in her acceptance speech to explain her inspiration for the novel. Cite evidence from both sources to support your response.

### Modern-Day Adventures like *Treasure Island*

---

**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *Treasure Island* By Robert Louis Stevenson  
**Source Lexile Level:** 1070L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In today's world, it is hard to imagine a young boy becoming a member of a crew sailing on a quest to find a pirate's buried treasure. In *Treasure Island*, Jim Hawkins embarks on a journey with pirates where he faces danger at every turn. How might you or a friend become involved in a similar adventure in modern times?

In a multi-paragraph essay, tell of a modern-day adventure similar to Jim Hawkins's experience in *Treasure Island*. Include references to the novel for support.

### Mrs. Frisby and the Rats of NIMH by R. C. O'Brien

---

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** *Mrs. Frisby and the Rats of NIMH* By R. C. O'Brien  
**Source Lexile Level:** 790L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Which character in *Mrs. Frisby and the Rats of NIMH* do you think is the true hero of the story? Write an essay about this character, describing why he or she is the hero and

giving examples from the story to support your position. What does this character do that is particularly heroic? What qualities does he or she have that make him or her the hero?

### “Ode to an Artichoke” by Pablo Neruda

---

Prompt Source(s): 1 Source Lexile Range: NP

Source One: “Ode to an Artichoke” By Pablo Neruda  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

---

In “Ode to an Artichoke,” Neruda celebrates an ordinary object in a ceremonious poem full of personal emotion and reflection.

After carefully reading the poem, write a multi-paragraph essay analyzing the author's use of poetic devices such as figurative language and imagery to convey his theme. Use specific details and examples from the text to support your interpretation.

### *Out of the Dust* by Karen Hesse

---

Prompt Source(s): 1 Source Lexile Range: NP

Source One: *Out of the Dust* By Karen Hesse  
Source Lexile Level: NP

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Think about what Billie Jo's mother meant to her and how things changed after Ma's death. Write a letter from Billie Jo to her mother, dated January 1936, after Louise has joined the family. Writing as Billie Jo, tell Ma what has changed since she died, how you and Daddy have gotten along, and what you think of Louise.

### *Over Sea, Under Stone* by Susan Cooper

---

Prompt Source(s): 1 Source Lexile Range: 800L-900L

Source One: *Over Sea, Under Stone* By Susan Cooper  
Source Lexile Level: 830L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

At the end of the story, a reporter asks the Drew children some questions about the grail. Suppose you are a reporter and your assignment is to write an article about the Drew children and how they found the grail.

Write a news article that tells what happened and how the Drew children succeeded in their quest. Use details from the story in your article, and think of a good headline or title for your piece.

### Ray Bradbury's "The Drummer Boy of Shiloh"

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** "The Drummer Boy of Shiloh" By Ray Bradbury  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

---

In Ray Bradbury's short story "The Drummer Boy of Shiloh," a frightened drummer boy finds solace and courage in the words of a general the night before a battle.

Write a story about a time in which someone's words of inspiration or advice helped you through a difficult time. Be sure to include details and examples to support your discussion.

### "Ribbons" by Laurence Yep

---

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** "Ribbons" By Laurence Yep  
**Source Lexile Level:** 710L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In "Ribbons," Robin's life changes dramatically after her grandmother joins the family from China.

In a well-reasoned essay, discuss how Robin's character changes throughout the book. Be sure to support your interpretation with specific details from the story.

## Relationships in the *Harry Potter* Book Series

---

Prompt Source(s): 1 Source Lexile Range: 900L-1100L

Source One: *Harry Potter Book Series* By J. K. Rowling  
Source Lexile Level: 900L-1100L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

The seven books in the *Harry Potter* series chronicle seven years of Harry's life. In the course of those years, Harry meets many people with whom he develops a relationship. These relationships grow with Harry, sometimes in unexpected ways.

In a well-developed essay, discuss Harry's relationship with another character and how that relationship develops over time. Include facts and details from the book(s) to support your discussion.

## Responding to Malcolm X's Quotation

---

Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: *The Autobiography of Malcolm X* By Alex Haley  
Source Lexile Level: 1120L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Malcolm X once stated,

“I had never been so truly free in my life.”

After carefully reading Malcolm X's biography by Alex Haley, write a multi-paragraph essay interpreting why he said this phrase and what he really meant. Be sure to use specific details and examples from the text to support your response.

## Roberto Benigni's *Life is Beautiful*

---

Prompt Source(s): 1 Source Lexile Range: N/A

Source One: *Life is Beautiful* By Roberto Benigni  
Source Lexile Level: N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In the Roberto Benigni film *Life is Beautiful*, Guido tries to ease the impact of the difficult circumstances on his son Joshua. Compared to other works on the Holocaust, how does Benigni approach the topic differently? What similarities are there between Benigni's film and other Holocaust works?

In a detailed essay, compare and contrast the methods Benigni uses to discuss the Holocaust with other books, plays, or screenplays. Remember to refer to these works to support your discussion.

### ***Roll of Thunder, Hear My Cry* by Mildred D. Taylor**

---

**Prompt Source(s):** 1 **Source Lexile Range:** 900L-1000L

**Source One:** *Roll of Thunder, Hear My Cry* By Mildred D. Taylor  
**Source Lexile Level:** 920L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

On the last night of the story, T.J. headed into Strawberry with R.W. and Melvin Simms. Many things happened rapidly after that. Suppose you are a news reporter, and you have investigated the events of that night. Write a news story that tells what happened that night, who was involved, where the events took place, and how everything turned out.

### **Seventh Grade Memoir**

---

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** "Seventh Grade" By Gary Anthony Soto  
**Source Lexile Level:** 730L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Throughout the story "Seventh Grade" by Gary Anthony Soto, Victor learns many things about himself as a result of the interactions he has with other characters. Write a multi-paragraph essay that examines the ways in which both Teresa and Mr. Bueller help Victor become more self-confident and excited about his seventh grade year.

## *Shipwreck at the Bottom of the World* by J. Armstrong

---

Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: *Shipwreck at the Bottom of the World* By J. Armstrong  
Source Lexile Level: 1090L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Suppose you were Percy Blackborrow, the young man who stowed away on the *Endurance*. How do you think he felt about his adventures and experiences?

Write a letter from Blackborrow to his family after his rescue from Elephant Island. Describe what he went through and how he felt. Be sure to include a greeting and a closing in your letter.

## *Sir W. Raleigh and the Quest for El Dorado* - Aronson

---

Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: *Sir W. Raleigh and the Quest for El Dorado* By Marc Aronson  
Source Lexile Level: 1030L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

An obituary is a notice that appears in the newspaper(s) to announce that a person has died. It usually gives a summary of the person's life and praises his or her achievements.

Write an obituary for Sir Walter Raleigh as it might appear in a newspaper. Remember that in addition to significant events and/or accomplishments, obituaries often mention special interests or hobbies of the person who has died.

## *Sitting Bull and His World* by Albert Marrin

---

Prompt Source(s): 1 Source Lexile Range: 800L-900L

Source One: *Sitting Bull and His World* By Albert Marrin  
Source Lexile Level: 890L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Suppose you were a scout or a missionary in the West, and you got to know Sitting Bull when you lived in his village for a few weeks. Write a letter to a friend or family member back home that describes Sitting Bull. Give your own impressions of Sitting Bull, what he did, and how he acted at the time you stayed in his village. Use details from the book to make your letter realistic.

### ***So Far From the Bamboo Grove - Yoko Kawashima Watkins***

---

**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** *So Far From the Bamboo Grove* By Yoko Kawashima Watkins  
**Source Lexile Level:** 730L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Suppose that the author of this book is going to visit your school, and you have been chosen to introduce her. Write a speech that you could give as an introduction to Yoko Kawashima Watkins if she came to address the students in your school. Tell who Ms. Watkins is and what she has experienced. Use details from the book to make your speech interesting and informative.

### **Static or Dynamic Characters in “The Walrus and the Carpenter”**

---

**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** “The Walrus and the Carpenter” By Lewis Carroll  
**Source Lexile Level:** NP

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Characters in a story will often undergo some type of change throughout the course of a plot, but this is not always the case. For example, static characters do not experience any significant changes, while dynamic characters experience one or more. Some characters may fall within a range between static and dynamic.

After reading and analyzing Lewis Carroll's narrative poem “The Walrus and the Carpenter,” which character do you think is most responsible for the Oysters' demise -

the Walrus, the Carpenter, or the Oysters themselves? Is the most responsible character dynamic, static, or somewhere in between?

In a detailed essay, describe why and how the character you chose as the most responsible for the Oysters' demise is dynamic, static, or somewhere in between. Cite specific evidence from the poem.

### ***Stealing Home: The Story of Jackie Robinson***

---

**Prompt Source(s):** 1 **Source Lexile Range:** 900L-1000L

**Source One:** *Stealing Home: The Story of Jackie Robinson* By Barry Denenberg  
**Source Lexile Level:** 930L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

After reading *Stealing Home: The Story of Jackie Robinson*, think about the impact Jackie's decision had on Major League Baseball and the rest of the nation. What challenges did Jackie overcome in making his mark on history?

Write an essay in which you discuss the challenges Jackie faced when he joined Major League Baseball and how his actions changed the nation. Be sure to support your position by citing relevant details from the book.

### **Structure of Two or More Texts**

---

**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

The structure of a text is selected for its effect on the reader or audience. For example, a newspaper article, diary entry, short story, and poem written about the same event will be similar yet strikingly different in the presentation of information and feelings.

After reading two or more texts, write a multi-paragraph essay comparing and contrasting how their structures have an effect on meaning. Include examples from the text to support your discussion.

## Style in the Poems of E.E. Cummings

---

Prompt Source(s): 0 Source Lexile Range: N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

The poems of E.E. Cummings are known for their unconventional syntax and use of language. Do you feel that this unique style adds or detracts from the effectiveness of his poems? Write a multi-paragraph essay explaining your opinion. Make sure to include specific examples from his poetry to support your explanation.

## *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science*

---

Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science* By Marc Aronson and Marina Budhos  
Source Lexile Level: 1130L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

---

Read the book *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science* by Marc Aronson and Marina Budhos. According to Aronson and Budhos, sugar greatly influenced and affected the development of ancient and modern cultures.

After reviewing the text, assess the validity of the authors' argument and examine the techniques and strategies used by the authors to support their claim. Write an essay that analyzes and assesses the authors' argument about sugar. Your analysis should include details from the book about how sugar affected human civilization in different periods of history and how the scientific process of obtaining and processing sugar changed over time and in different cultures.

## “Sundiata, Lion King of Mali” by David Wisniewski

---

Prompt Source(s): 1 Source Lexile Range: AD820L

Source One: “Sundiata, Lion King of Mali” By David Wisniewski  
Source Lexile Level: AD820L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

The story, “Sundiata, Lion King of Mali” by David Wisniewski, tells the tale of a West African ruler.

After carefully reading the story, write a multi-paragraph summary that identifies the underlying meaning of the story and recounts its important events. Be sure to summarize the story in your own words.

### Survival Themes in *Two Old Women*

---

Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: *Two Old Women* By Velma Wallis  
Source Lexile Level: 1030L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Rugged self-reliance and leaning on others to survive are the two themes in the novel *Two Old Women*. These themes are illustrated by the survival stories of the old women and the rest of their tribe.

In a multi-paragraph essay, discuss the interrelationship of these themes and how they relate in a healthy culture, like that of the reunited villagers. Use specific examples from the novel to illustrate each theme and to describe how the themes are interdependent.

### Surviving the Elements: *My Side of the Mountain* by Jean Craighead George

---

Prompt Source(s): 1 Source Lexile Range: 800L-900L

Source One: *My Side of the Mountain* By Jean Craighead George  
Source Lexile Level: 810L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Read the novel *My Side of the Mountain* by Jean Craighead George. As you read, pay close attention to the author's description of nature in the novel. Consider the role of nature in *My Side of the Mountain* and how nature influences and affects Sam's survival in the wilderness of the Catskill Mountains.

Write a multi-paragraph literary analysis essay which identifies and interprets the role of nature in Jean Craighead George's novel and analyzes how nature affects Sam's survival. Include in your analysis how Sam's home in the Catskill Mountains contributes to his survival. Be sure to incorporate textual evidence to support your analysis.

## “Ta-Na-E-Ka” by Mary Whitebird

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “Ta-Na-E-Ka” by Mary Whitebird  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

---

The story, “Ta-Na-E-Ka” by Mary Whitebird, deals with the traditions of a Native American tribe.

After carefully reading the story, write a multi-paragraph essay in which you present your understanding of the overall meaning of the story. Be sure to use specific details from the story to support your interpretation.

## The Adventures of Sojourner

---

**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *The Adventures of Sojourner* By Susi Trautmann Wunsch  
**Source Lexile Level:** 1090L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

*The Adventures of Sojourner* describes the task Sojourner, a robot, undertook when it was sent to explore Mars. After carefully reading the story, write a multi-paragraph summary of this mission, including specific details and examples from the text.

## The Bone Detectives by Donna M. Jackson

---

**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *The Bone Detectives* By Donna M. Jackson  
**Source Lexile Level:** 1100L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Suppose you are a news reporter assigned to one of the breakthrough investigations in this book. Choose one of the investigations described in *The Bone Detectives* and write a newspaper article about it. Create an eye-catching headline for your article and state the main idea in the first paragraph. The rest of the article should present details that tell who, what, when, where, and why, based on information in the book.

### “The Brother I Never Had” by Gim George

---

<b>Prompt Source(s):</b>	1	<b>Source Lexile Range:</b>	N/A
--------------------------	---	-----------------------------	-----

<b>Source One:</b>	“The Brother I Never Had” By Gim George
<b>Source Lexile Level:</b>	N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

“The Brother I Never Had” shares the personal experiences of the author, Gim George. After carefully reading the selection “The Brother I Never Had,” write a multi-paragraph summary demonstrating your understanding of the story's message. Be sure to use specific examples from the text to support your response.

### “The Cat and the Coffee Drinkers” by Max Steele

---

<b>Prompt Source(s):</b>	1	<b>Source Lexile Range:</b>	N/A
--------------------------	---	-----------------------------	-----

<b>Source One:</b>	“The Cat and the Coffee Drinkers” By Max Steele
<b>Source Lexile Level:</b>	N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In “The Cat and the Coffee Drinkers”, Miss Effie, the kindergarten teacher, teaches her young students some interesting ideas and skills, including how to drink coffee, dust, use good manners, read, and kill a cat.

Why do you think the narrator is most impressed by his final experience with Miss Effie, when she leaves the tool shed, telling her kindergarten students that she has nothing more to teach them? Write an essay in which you discuss why this is the narrator's most

vivid memory of Miss Effie. Be sure to support your interpretation with evidence from the story.

### *The Chimpanzees I Love: Saving Their World and Ours*

---

**Prompt Source(s):** 1 **Source Lexile Range:** 900L-1000L

**Source One:** *The Chimpanzees I Love: Saving Their World and Ours* By Jane Goodall  
**Source Lexile Level:** 990L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

---

Suppose you are an assistant doing fieldwork for Jane Goodall in Gombe. You are chosen to follow one family of chimps for a whole day, from the time they wake up until they go to sleep again. (You can make up a family and name them, rather than using actual chimps.)

Write a journal entry describing a typical day, including the chimps' activities (where they go, what they do) and their interactions with one another and with other animals. Use details from the book to make sure the information in your entry is accurate.

### *The Effect of Blindness in The Cay*

---

**Prompt Source(s):** 1 **Source Lexile Range:** 800L-900L

**Source One:** *The Cay* By Theodore Taylor  
**Source Lexile Level:** 860L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

---

After experiencing a shipwreck and then becoming separated from his mother, Phillip Enright finds himself blind and in the company of an African-American man named Timothy and a cat named Stew Cat. Now stranded on a barren Caribbean island, Phillip is reluctant to trust Timothy, but by the end of the book, Phillip's attitude has changed dramatically. Had Phillip not been blind, how would his relationship with Timothy been different? Would Phillip's feelings have changed at the end of the book?

In a well-developed essay, explain the effect of Phillip's blindness on his attitude toward and relationship with Timothy. Include facts and details from the story to support your explanation.

## “The Enchanted Raisin” by Jacqueline Balcells

---

Prompt Source(s): 1 Source Lexile Range: N/A

Source One: “The Enchanted Raisin” By Jacqueline Balcells  
Source Lexile Level: N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In the story “The Enchanted Raisin,” the author states,

“You don’t miss your water until the well runs dry.”

What does the author imply with this statement? What do you think is the author’s message?

After carefully reading the story, write a multi-paragraph essay demonstrating your understanding of this statement and its significance. Be sure to include specific examples and details from the text to support your interpretation.

## The Examination by Malcolm Bosse

---

Prompt Source(s): 1 Source Lexile Range: 900L-1000L

Source One: *The Examination* By Malcolm Bosse  
Source Lexile Level: 910L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In what ways were Lao Chen and Lao Hong alike, and in what ways were they different? Write an essay comparing and contrasting the two brothers. Use details from the story in your comparison/contrast.

## “The Georges and the Jewels” and “Black Beauty”

---

Prompt Source(s): 1 Source Lexile Range: 900L-1100L

Source One: *The Georges and the Jewels* By Jane Smiley  
Source Lexile Level: 970L

Source Two: *Black Beauty: The Autobiography of a Horse* By Anna Sewell  
Source Lexile Level: 1010L

---

Read the passages from the novels *The Georges and the Jewels* and *Black Beauty: The Autobiography of a Horse*. Gather information about how the authors develop each narrator's point of view. Then write an essay in which you compare the way the authors use first person point of view to develop the characters.

In a well-developed essay, compare the way the authors use first person point of view to develop the characters.

### ***The Gold Cadillac by Mildred D. Taylor***

---

**Prompt Source(s):** 1 **Source Lexile Range:** 600L-700L

**Source One:** *The Gold Cadillac* By Mildred D. Taylor  
**Source Lexile Level:** 650L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

The novella *The Gold Cadillac* by Mildred D. Taylor describes the experiences of a young girl on her trip down South.

After carefully reading the story, write a multi-paragraph essay explaining how these experiences affected her perception of herself, her family, and the world around her. Be sure to use specific details and examples from the text to support your response.

### ***The Incredible Journey of Lewis and Clark by Blumberg***

---

**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *The Incredible Journey of Lewis and Clark* By Rhoda Blumberg  
**Source Lexile Level:** 1060L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Lewis and Clark were supposed to write to President Jefferson when they got to the Pacific Ocean. If they had done so, what would the letter have said?

Imagine that you were a member of Lewis and Clark's group. In your own words, write a letter to President Jefferson describing the most important discoveries of the trip west. Remember to include information about the health and welfare of the crew, major

events that occurred, places visited by the group, and experiences with different Indian tribes.

## “The King of Mazy May” by Jack London

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “The King of Mazy May” By Jack London  
**Source Lexile Level:** N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Jack London's story “The King of Mazy May” takes a look at the conflict between gold seekers and dangerous outlaws during the gold rush.

After carefully reading “The King of Mazy May” by Jack London, write a multi-paragraph essay describing the story's main idea. Be sure to include specific examples and details from the text to support your interpretation.

## The Legacy of Lincoln

---

**Prompt Source(s):** 3 **Source Lexile Range:** N/A

**Source One:** "O Captain! My Captain!" featured in "Book XXII: Memories of President Lincoln" of *Leaves of Grass*, By Walt Whitman  
**Source Lexile Level:** NP

**Source Two:** **Excerpt from the eulogy "Oration in Memory of Abraham Lincoln"**  
By Frederick Douglass  
**Source Lexile Level:** N/A

**Source Three:** **Lithograph "Behold Oh! America, Your Sons. The Greatest Among Men."** By lithographer Charles Shober. Artwork in lithograph created by artist Louis Kurz. Originally owned and copyrighted by Erik Shogren  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

---

The assassination of President Abraham Lincoln on April 14, 1865, plunged a nation into a state of shock. The Civil War and issues of slavery were still fresh in the minds of Americans, and the murder of the president seemed to be a senseless act against a man who many viewed as a brilliant military leader, a protector of freedom, and a father of a nation. As a result, poems, speeches, and lithographs were created to mourn the country's loss of a national hero.

In a multi-paragraph essay, analyze Walt Whitman's "O Captain! my Captain!," Frederick Douglass's eulogy, and Charles Shober's lithograph and explain how each emphasized particular details about Lincoln's life following his death. Be sure to include specific details from each source to support your ideas and cite the text.

### ***The Lion, the Witch, and the Wardrobe***

---

**Prompt Source(s):** 1 **Source Lexile Range:** 900L-1000L

**Source One:** *The Lion, the Witch, and the Wardrobe* By C.S. Lewis  
**Source Lexile Level:** 940L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Each character in *The Lion, the Witch, and the Wardrobe* is unique and has his or her own distinct personality. Who do you think are the most interesting characters in the story? How are they alike and how are they different?

After carefully reading the book, write a multi-paragraph essay in which you compare and contrast two characters from *The Lion, the Witch, and the Wardrobe* describing the ways in which the characters are similar and different. Be sure to use specific details and examples from the text to support your response.

### ***The Monkey and the Crocodile, a Jataka Tale***

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** "The Monkey and the Crocodile" Jataka Tales  
**Source Lexile Level:** N/A

---

The Jataka tales are similar to Western fables, which involve animals in moralistic stories. In *The Monkey and the Crocodile*, the animal characters are key to the development of the story.

After reading *The Monkey and the Crocodile*, write a well-developed essay in which you describe how the qualities of the characters affect the plot and resolution of the story. Include details from the story to support your description.

## “The Sand Castle” by Alma Luz Villanueva

---

Prompt Source(s): 1 Source Lexile Range: N/A

Source One: “The Sand Castle” By Alma Luz Villanueva  
Source Lexile Level: N/A

---

After carefully reading the short story “The Sand Castle” by Alma Luz Villanueva, write a summary of the story in your own words. Be sure to include specific details from the story to support your interpretation.

## *The Scorpions* by Walter Dean Myers

---

Prompt Source(s): 1 Source Lexile Range: 600L-700L

Source One: *The Scorpions* By Walter Dean Myers  
Source Lexile Level: 610L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In the novel *The Scorpions*, the characters are not static - rather, they change and learn from their experiences. In a well-organized, multi-paragraph essay, discuss the ways in which the main characters Tito and Jamal change. Support your analysis with details from the story.

## *The Sisterhood of the Traveling Pants*

---

Prompt Source(s): 1 Source Lexile Range: 600L-700L

Source One: *The Sisterhood of the Traveling Pants* By Ann Brashares  
Source Lexile Level: 600L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

*The Sisterhood of the Traveling Pants* focuses on the lives of four best friends, Carmen, Lena, Bridget, and Tibby, who are spending the summer apart for the first time. In the novel, the girls find a pair of jeans that magically fits each of them perfectly. Think about the role the pair of pants play in the novel. What do these pants mean to the girls? What role do the pants play in their lives?

In a detailed essay, explain the role/significance of the pair of pants in *The Sisterhood of the Traveling Pants* and its importance to each of the four main characters. Remember to cite details and examples from the text to support your response.

### “The Third Wish” by Joan Aiken

---

**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1200L

**Source One:** “The Third Wish” by Joan Aiken  
**Source Lexile Level:** 1060L

[Click here to view the source\(s\) for this prompt.](#)

---

“The Third Wish” by Joan Aiken tells the story of a man who is granted three wishes for performing a good deed.

After carefully reading the story, write a multi-paragraph essay in which you present a summary of the story. Be sure to summarize the main idea and details in your own words.

### The Thirteenth Labor of Hercules

---

**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

One of the most famous myths surrounding Hercules is the Twelve Labors, in which he looked for atonement from his past by completing twelve tasks that were nearly impossible to finish. By completing these Labors, he would not only help others by making the world a safer place, but he would also help himself by clearing his conscience of his past wrongs. These challenges placed Hercules in many dangerous situations, as he faced many famous mythical creatures in order to redeem himself.

Imagine that you were asked to create the thirteenth Labor for Hercules to accomplish. In a detailed story, describe the amazing adventure Hercules would have. What types of creatures and challenges would Hercules face on the path to completing this task? Include details to support your story.

## *The True Confessions of Charlotte Doyle by Avi*

Prompt Source(s): 1

Source Lexile Range: 700L-800L

Source One: *The True Confessions of Charlotte* By Avi  
Source Lexile Level: 740L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

At the end of the story, Charlotte returns to the Seahawk. Suppose that she begins a new journal after her first full day at sea. Pretending that you are Charlotte, write a journal entry for the first day. Include details of her feelings about leaving her home and family in Providence and setting sail with her old crewmates.

## *The View from Saturday by E. L. Konigsburg*

Prompt Source(s): 1

Source Lexile Range: 800L-900L

Source One: *The View from Saturday* By E. L. Konigsburg  
Source Lexile Level: 870L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

Near the end of the book, Mr. Singh told Mrs. Olinski that it often takes more courage to be a passenger than a driver. How might this statement apply to Mrs. Olinski, to The Souls, and to teenagers in general? Write a letter to Mr. Singh in which you discuss his idea. You may agree or disagree with his statement. Use details from the story to support your views.

## *The Wright Brothers: How They Invented the Airplane*

Prompt Source(s): 1

Source Lexile Range: 1000L-1500L

Source One: *The Wright Brothers: How They Invented the Airplane* By Russell Freedman  
Source Lexile Level: 1130L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

Suppose that you are an author who has been chosen to write an encyclopedia entry for the Wright brothers. What information about their lives would you include?

Write an encyclopedia entry for Wilbur and Orville Wright. Tell about their lives in Dayton, Ohio, businesses they were involved in, and their achievements. Use details from the book to make sure the information in your entry is accurate.

### “The Zodiacs” by Jay Neugeboren

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “The Zodiacs” By Jay Neugeboren  
**Source Lexile Level:** N/A

Source(s) not provided due to copyright law and/or length of source(s).  
 Teachers should provide access to the specified source(s).

---

In “The Zodiacs” by Jay Neugeboren, Louie Hirshfield, “probably the worst athlete in the history of P.S. 92,” volunteers his services to be general manager of the Zodiacs' baseball team. Why do you think Louie works so hard to manage the Zodiacs to be the best they can be?

Write an essay in which you explore why Louie worked so hard to manage the Zodiacs. Be sure to support your interpretation with evidence from the story.

### Theme in “Two Kinds” and “An American Story”

---

**Prompt Source(s):** 2 **Source Lexile Range:** N/A

**Source One:** “Two Kinds” By Amy Tan  
**Source Lexile Level:** N/A

**Source Two:** “An American Story” By Jacob Lawrence  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

---

The short stories “Two Kinds” by Amy Tan and “An American Story” by Jacob Lawrence, both tell the tale of a journey to a better life in America. One experience is of a Chinese immigrant in America, while the other is of the migration of an African American boy's family to the North during the days of segregation in America. Although the characters in both stories face different circumstances, many similarities can be seen between the two texts.





interpretation of Mr. Easton’s identity. What clues does the author provide in the story to indicate that there is more to his story than what we first perceive?

Write a literary analysis essay that analyzes O. Henry’s use of description, point of view, and dramatic irony to reveal Mr. Easton’s true identity. Be sure to include details from the original short story in your analysis.

## “Two Kinds” by Amy Tan

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “Two Kinds” By Amy Tan  
**Source Lexile Level:** N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

In “Two Kinds” by Amy Tan, Jing Mei’s mother tries to teach her important skills that will ensure her success in the future.

Write a multi-paragraph essay in which you explain the skills she learned and how they could help you become successful in your life. Be sure to use specific details and examples from the text to support your response.

## Unlikely Friends in *Charlotte's Web*

---

**Prompt Source(s):** 1 **Source Lexile Range:** 600L-700L

**Source One:** *Charlotte's Web* By E.B. White  
**Source Lexile Level:** 680L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

The story follows the lives of a pig named Wilbur and a spider named Charlotte, who quickly become close friends. Charlotte is wise and loving and successfully launches a campaign to save Wilbur’s life. These traits are not usually associated with a creature like a spider, which is a bug most of us fear. How does the fact that Charlotte is a spider affect the story? Would the story have been different if Charlotte were a butterfly or some other less-feared creature?

In a multi-paragraph essay, discuss Charlotte’s role as a spider and explain how this affects the story. Are there specific qualities she possesses that influence the outcome of the novel? Include facts and details from the text to support your discussion.

## Virtue in *Black Beauty*

Prompt Source(s): 1

Source Lexile Range: 1000L-1500L

Source One: *Black Beauty* By Anna Sewell  
Source Lexile Level: 1010L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

Virtue is defined as moral excellence, goodness, or righteousness. In the book *Black Beauty*, Anna Sewell tells her story from the perspective of the horse Beauty. Through Beauty's thoughts and trials, we are allowed to see individuals who are very virtuous and those with little moral value. How do you believe Beauty views humans? Would she consider us to be virtuous or immoral creatures?

In a well-developed essay, explain Beauty's view of humans. Be sure to use specific examples and details from the text to support your response.

## *Walk Two Moons* by Sharon Creech

Prompt Source(s): 1

Source Lexile Range: 700L-800L

Source One: *Walk Two Moons* By Sharon Creech  
Source Lexile Level: 770L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

Gramps broke the law when he gave Sal the keys to his car and allowed her to drive to Lewiston. Did Gramps do the right thing? If you were "walking in Gramps's moccasins," what would you have done?

Suppose that you are Gramps. Write a letter to Sal's father in which you explain why you let Sal take the car. Describe the situation in Coeur d'Alene, the risks you were taking, and the reasons for your decision. Be sure to include important details from the story to support your answer.

## *Watership Down* by Richard Adams

Prompt Source(s): 1

Source Lexile Range: 800L-900L

Source One: *Watership Down* By Richard Adams  
Source Lexile Level: 880L

COPYRIGHT © 2019 by Vantage Learning. All Rights Reserved. No part of this work may be used, accessed, reproduced, or distributed in any form or by any means or stored in a database or any retrieval system, without the prior written permission of Vantage Learning. Revised 10/2019.

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

You can infer from the Epilogue that Hazel died at the end. Hazel lived longer than most rabbits and accomplished many things. Write an obituary for Hazel that could appear in a newspaper for rabbits. Describe the major events in Hazel's life, what he was like, and what he achieved for the rabbits of Watership Down.

### **“What’s Really in a Name?” By Joan Burditt**

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “What’s Really in a Name?” By Joan Burditt  
**Source Lexile Level:** N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Joan Burditt’s informational article “What’s Really in a Name?” recalls a childhood acquaintance, Patsy, who changed her name when she became an actress. After carefully reading the article, write a detailed summary in your own words of the main details from the article. Be sure to support your summary with references to the article.

### **Woodsong by Gary Paulsen**

---

**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *Woodsong* By Gary Paulsen  
**Source Lexile Level:** 1090L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Suppose you had a chance to visit Gary Paulsen at his home in Minnesota (at the time described in this book), and you want to tell a friend about your visit. Write a letter to your friend describing Paulsen's home, the animals he keeps, and the way he lives. Use details from the book to make your letter interesting and informative.

## “Young Arthur” by Robert D. San Souci

---

**Prompt Source(s):** 1 **Source Lexile Range:** AD690L

**Source One:** “Young Arthur” By Robert D. San Souci  
**Source Lexile Level:** AD690L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

The story, “Young Arthur” by Robert D. San Souci, recounts King Arthur's childhood. After carefully reading the story, write a multi-paragraph essay in which you present your understanding of the characters. Be sure to support your analysis with specific references to the story.

## “Zebra” by Chaim Potok

---

**Prompt Source(s):** 1 **Source Lexile Range:** 800L-900L

**Source One:** “Zebra” By Chaim Potok  
**Source Lexile Level:** 810L

[Click here to view the source\(s\) for this prompt.](#)

---

After reading “Zebra” by Chaim Potok, write a response to the short story in which you demonstrate your understanding of the author's message. Be sure to support your interpretation with relevant information and details from the story.

## “Zoo Island” by Tomas Rivera

---

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “Zoo Island” By Tomas Rivera  
**Source Lexile Level:** N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

After carefully reading “Zoo Island” by Tomas Rivera, think about how the farm settlement got its name. In a short essay, analyze why it is Don Simon who suggests the name “Zoo Island.” Be sure to support your interpretation with evidence from the story.

## Index for Source-based and Non-source-based Prompts

---

The appendices that follow provide lists of prompts with different types of sources. These appendices are intended to assist teachers in more easily identifying and locating prompts in the catalog. Each appendix includes only the titles of prompts from this catalog. Prompts are arranged in alphabetical order in the catalog by type (IntelliMetric™ or Pilot), as indicated in the Table of Contents. The appendices are divided into two main categories: source-based (including research-based and quotation-based prompts) and non-source-based prompts. The first three appendices are for source-based prompts; the last appendix is for non-source-based prompts. The following are notes pertaining to the definitions and content specifications of source-based and non-source based prompts.

### **Source-based Prompts:**

- Source-based prompts are research-based and often require sources (whether specified or not) and include quotation-based writing tasks.
- Some source-based prompts provide or indicate specific sources while others require students and/or teachers to conduct their own research to address a prompt topic.
- Quotation-based prompts require reference to, analysis of, and/or interpretation of a particular quotation.
  - Most quotation-based prompts integrate quotations into the prompt task rather than offer the quotation as a separate source.
  - Quotations are typically too brief compared to most sources or excerpts from works that are more extensive; thus they are usually not considered a formal ‘source’ for students to use in addressing a prompt task.
  - To prevent inaccuracy, Lexile levels for quotations are not provided due to the brevity of most quotations.
- The types of sources used in source-based prompts vary greatly by prompt and can include multimedia and text-based sources.

### **Non-source-based Prompts:**

- Non-source-based prompts do not require or necessitate research and/or source-based evidence to complete the writing task.
- Most non-source-based prompts are typically knowledge, experience, and/or opinion-based prompt tasks.

## Appendix I: Source-based Prompts (Sources Provided)

---

### IntelliMetric™

*Beyond the Story's Ending in "The Necklace"*  
*Comparing Visions of America*  
*Interpretation of Maya Angelou's "Human Family"*  
*Poetic Devices in "Mother to Son" by Langston Hughes*  
*The Most Influential Spirit in A Christmas Carol*

### Pilot

*Advice for Memoir*  
*At the South Pole*  
*Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House*  
*Central Idea in "Matthew Henson at the Top of the World"*  
*Character Development in "The Lottery Ticket"*  
*Humanity in Dickens's A Christmas Carol*  
*Interference by Puck and Oberon*  
*Irony in "The Ransom of Red Chief" by O. Henry*  
*Mama Logan and Mother in "Taught Me Purple"*  
*Meaning of "Your World" by Georgia Douglas Johnson*  
*Memory in The Giver and Lowry's "Newbery Acceptance Speech"*  
*Ray Bradbury's "The Drummer Boy of Shiloh"*  
*Static or Dynamic Characters in "The Walrus and the Carpenter"*  
*The Georges and the Jewels and Black Beauty*  
*The Legacy of Lincoln*  
*The Monkey and the Crocodile, a Jataka Tale*  
*Theme in "Two Kinds" and "An American Story"*  
*Theme in "Under the Rice Moon"*  
*True Love in A Midsummer Night's Dream*  
*Truth in "Hearts and Hands" by O. Henry*

---

## Appendix II: Source-based Prompts (Sources Not Provided)

---

### IntelliMetric™

*A Realistic View of an Important Historic Event*  
*Analysis of Characters in Bud, Not Buddy*  
*Choices Made in Roll of Thunder, Hear My Cry*  
*Conflict in The Secret Annex*  
*Dar and the Spear-Thrower by Marjorie Cowley*  
*Father/Son Relationships in Elie Wiesel's Night*  
*Freak The Mighty by Rodman Philbrick*  
*Human Engineering in "Flowers for Algernon"*  
*Influence of Gangs on Characters in The Outsiders*  
*Interpretation of "Old Snake" by Pat Mora*  
*Life Lessons in Charlotte Doyle*  
*Magical Water in Tuck Everlasting*  
*My Brother Sam is Dead by James L. Collier*  
*Survival in The Hatchet*  
*Teen Issues in The Outsiders and Miracle's Boys*  
*The Adventures of Tom Sawyer by Mark Twain*  
*The Call of the Wild by Jack London*  
*The Diary of Anne Frank*  
*The Effect on the Reader of The Outsiders*  
*The Giver by Lois Lowry*  
*The Significance of the Title in The Call of the Wild*  
*Transformation of Kino in The Pearl*

### Pilot

*A Child Called "It": Letter from a Teacher*  
*A Fractured Future in the Ugliest Book Series*  
*A Friend in Need*  
*A Gathering of Days by Joan W. Blos*  
*A Girl Named Disaster by Nancy Farmer*  
*A Mirror's Effect on Self-Acceptance*  
*A Wizard of Earthsea by Ursula K. Le Guin*  
*A Wrinkle in Time by Madeleine L'Engle*  
*Amistad Rising by Veronica Chambers*  
*Analysis of "Genius" by Nikki Grimes*  
*Analysis of The Tale of the Mandarin Ducks*  
*Ashes of Roses by Mary Jane Auch*  
*Beyond the Divide by Kathryn Lasky*  
*Big City or Small Town*  
*Changes in the Character of the Grinch*  
*Characters' Dreams in The Glory Field*  
*Clique Behavior in The Clique Book Series*  
*Compare Other Stories of Greed to The Pearl*  
*Compare/Contrast Lord of the Flies Novel and Film*

*Conflict in Twilight by Stephenie Meyer*  
*Connections with "The Lion and the Three Bulls"*  
*Critique of The Outsiders*  
*Death on the Nile*  
*Dacey's Song by Cynthia Voigt*  
*Dinosaur Parents, Dinosaur Young by K. W. Zoehfeld*  
*Effect of Choice of Narrator in Stargirl*  
*Effective Habits of Successful Teens*  
*Eleanor Roosevelt: A Life of Discovery by Freedman*  
*Figurative Language in The Pearl*  
*Flour Babies by Anne Fine*  
*Guilty or Not Guilty in "Bargain"*  
*Heroes in The Outsiders*  
*Holes by Louis Sachar*  
*Homesick: My Own Story by Jean Fritz*  
*Hoops by Walter Dean Myers*  
*Hope in a Hopeless Situation*  
*Humor in A Series of Unfortunate Events*  
*Ida B. Wells: Mother of the Civil Rights Movement*  
*Insights from the Title of Walk Two Moons*  
*Island of the Blue Dolphin by Scott O'Dell*  
*Julie of the Wolves by Jean Craighead George*  
*Kira's Decision in Gathering Blue by Lois Lowry*  
*Lessons Learned in The Phantom Tollbooth*  
*Lincoln: A Photobiography by Russell Freedman*  
*Long Walk to Freedom by Nelson Mandela*  
*Lord of the Deep by Graham Salisbury*  
*Lost Temple of the Aztecs by Shelley Tanaka*  
*Loyalty in The Witch of Blackbird Pond*  
*Loyalty in Where the Red Fern Grows*  
*Maya Angelou's Influences*  
*Modern-Day Adventures like Treasure Island*  
*Mrs. Frisby and the Rats of NIMH by R. C. O'Brien*  
*Out of the Dust by Karen Hesse*  
*Over Sea, Under Stone by Susan Cooper*  
*Relationships in the Harry Potter Book Series*  
*Responding to Malcolm X's Quotation*  
*Roberto Benigni's Life is Beautiful*  
*Roll of Thunder, Hear My Cry by Mildred D. Taylor*  
*Seventh Grade Memoir*  
*Shipwreck at the Bottom of the World by J. Armstrong*  
*Sir Walter Raleigh and the Quest for El Dorado by Marc Aronson*  
*Sitting Bull and His World by Albert Marrin*  
*So Far From the Bamboo Grove by Yoko Kawashima Watkins*  
*Stealing Home: The Story of Jackie Robinson*  
*Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science*  
*Survival Themes in Two Old Women*  
*Surviving the Elements: My Side of the Mountain by Jean Craighead George*

*The Adventures of Sojourner*  
*The Bone Detectives by Donna M. Jackson*  
*The Chimpanzees I Love: Saving Their World and Ours*  
*The Effect of Blindness in The Cay*  
*The Examination by Malcolm Bosse*  
*The Gold Cadillac by Mildred D. Taylor*  
*The Incredible Journey of Lewis and Clark by Blumberg*  
*The Lion, the Witch, and the Wardrobe*  
*The Scorpions by Walter Dean Myers*  
*The Sisterhood of the Traveling Pants*  
*The True Confessions of Charlotte Doyle by Avi*  
*The View from Saturday by E. L. Konigsburg*  
*The Wright Brothers: How They Invented the Airplane*  
*To Kill a Mockingbird by Harper Lee*  
*Unlikely Friends in Charlotte's Web*  
*Virtue in Black Beauty*  
*Walk Two Moons by Sharon Creech*  
*Watership Down by Richard Adams*  
*Woodsong by Gary Paulsen*

---

## Appendix III: Quotation-based Prompts

---

IntelliMetric™

N/A<sup>1</sup>

Pilot

N/A<sup>1</sup>

---

1. This type of prompt is not available at this time in MY Access!®. However, new prompts and IntelliMetric™ models are in development. Check back frequently for updates!

## Appendix IV: Non-source-based Prompts (Sources Not Required)

---

### IntelliMetric™

*Analysis of a Literary Character*  
*Analysis of an Author's Style*  
*Characters Respond to Challenges Differently*  
*Edgar Allan Poe Creates Atmosphere*  
*Helen Keller's Teacher*  
*Legends, Folktales, Myths, and Fables*  
*Literary Devices Create Mood in Literature*  
*Poor Decisions in Fairy Tales*  
*Theme in Literature*  
*Theme in Two Poems*  
*Using Characters to Reveal Theme in a Story*

### Pilot

*Change in Genre*  
*Common Characteristics of Greek Myths*  
*Development of a Theme in a Literary Work*  
*Dramatic Production of a Literary Work*  
*Form Contributes to Meaning*  
*Injustice in Literature*  
*Literary Elements in Horror Fiction*  
*Structure of Two or More Texts*  
*Style in the Poems of E.E. Cummings*  
*The Thirteenth Labor of Hercules*

---