



**Upper Elementary School
Literary Analysis
Prompt Catalog**



Upper Elementary 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).

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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 Upper Elementary School level. Each prompt aligns to Common Core and State educational standards and assessment practices expected of Upper Elementary 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 Hard Choice”

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

Source One: “A Hard Choice”
Source Lexile Level: N/A

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

After carefully reading “A Hard Choice,” write a multi-paragraph essay in which you explain your understanding of the story. Be sure to use specific details and examples from the story to support your response.

Character Study

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 a character from a story you have read. What traits make that character likeable or unlikeable to you?

In a multi-paragraph essay, describe the character and discuss the traits that make the character likeable or unlikeable. Be sure to include specific examples of this character’s behavior from the story so readers can picture his/her traits.

“Grandpa’s Garden”

Prompt Source(s): 1 **Source Lexile Range:** 750L-850L

Source One: Excerpt from “Grandpa’s Garden” By Vantage Learning
Source Lexile Level: 800L

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

Read the selection “Grandpa’s Garden.” What does Jimmy learn about gardening from Grandpa? Use details from the story to support your answer.

The Big Wave

Prompt Source(s): 1 Source Lexile Range: 750L-850L

Source One: *The Big Wave* By Pearl S. Buck
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).

In the novel *The Big Wave* by Pearl S. Buck, Jiya experiences a terrible tragedy. Demonstrate your understanding of the story by writing an essay that answers the following question:

What steps must Jiya take to overcome his tragic situation?

Tuck Everlasting by Natalie Babbitt

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).

What do you think it would be like to live forever and never grow old? Decide whether you think it would be good to live forever, or not. Write a speech that you could read (or speak aloud) to your classmates. In your speech, tell what you think is good, or not good, about living forever. Give reasons to support your ideas.

Pilot Prompts

A Long Way from Chicago by Richard Peck

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

Source One: *A Long Way from Chicago* By Richard Peck
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).

Read the novel *A Long Way from Chicago* by Richard Peck. Imagine that you are Joey or Mary Alice during a visit to Grandma's. Everything at her house is just the way it is in

the book. Write a letter to a friend back home that tells what life is like at Grandma's. Be sure to tell what you like and what you don't like about being at Grandma's.

A Single Shard by Linda Sue Park

Prompt Source(s): 1 **Source Lexile Range:** 900L-950L

Source One: *A Single Shard* By Linda Sue Park
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).

Read the novel *A Single Shard* by Linda Sue Park. In this story, Tree-ear faced many obstacles on his way to finding a job and making a life for himself. What obstacles or social problems did he face, and how did he overcome them? Write a short essay telling what obstacles Tree-ear had to overcome and how he succeeded. Include details from the story in your essay.

Abel's Island by William Steig

Prompt Source(s): 1 **Source Lexile Range:** 900L-950L

Source One: *Abel's Island* By William Steig
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).

Read the novel *Abel's Island* by William Steig. During his stay on the island, Abel learned a lot about how to survive, as well as how to prevent boredom while completely alone. Pretend that you are Abel. Write a short how-to article with advice for campers, hikers, or any other mouse who must survive in the wilderness. You might want to include information about finding food, making a shelter, protection from dangerous creatures, creative ways to fill time, and how to get home.

Adventures in The Sign of the Beaver

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

Source One: *The Sign of the Beaver* By Elizabeth George Speare
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).

Read the historical novel *The Sign of the Beaver* by Elizabeth George Speare. After Matt’s family made it back to the cabin in Maine, Matt had many stories of adventure, friendship, and learning to share. Imagine Matt’s sister Sarah asking him about his adventures, especially those with his “Indian brother” Attean.

Write a well-developed essay describing Matt’s conversation with his sister about his adventures. Include details of these adventures to support your description.

Akiak’s Story of Adventure

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

Source One: *Akiak: A Tale from the Iditarod* By Robert J. Blake
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).

In *Akiak: A Tale from the Iditarod* by Robert J. Blake, Akiak is a ten-year-old dog who is sent home from the race because of an injured paw. Since Akiak knows that this is her last chance to win the race, she escapes her handler and sets off to find her owner and team. While searching for them on the trail, Akiak has many adventures.

Write a story as Akiak about one of the adventures you have as you race to find your team and owner. Use facts and details from the book to make your story real.

An Afternoon with Literary Characters

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.

Imagine you have invited two of your favorite literary characters to spend the afternoon with you. As you spend time together, you start to notice things that are similar and different about your two friends.

Write a story about your afternoon and highlight the similarities and differences you notice in your characters as the afternoon progresses. Be sure to include description and dialogue to make the story more interesting to your readers.

“April Rain Song”

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

Source One: “April Rain Song” By Langston Hughes
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).

In the poem, “April Rain Song,” Langston Hughes shares his feelings about the “April showers that bring May flowers.” How does Hughes create images of rain in a unique way?

In a well-written essay, describe the author’s feelings towards rain. How does this compare to your feelings about the rain? Be sure to include specific details and examples to support your argument.

Attean’s and Matt’s Cultures

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

Source One: *The Sign of the Beaver* By Elizabeth George Speare
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 *The Sign of the Beaver* by Elizabeth George Speare, compare and contrast the similarities and differences between Attean’s and Matt’s cultures. Include details from the novel to support your response.

Because of Winn-Dixie by Kate DiCamillo

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

Source One: *Because of Winn-Dixie* By Kate DiCamillo
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).

Because of Winn-Dixie by Kate DiCamillo tells the story of a young girl, Opal, who befriends a stray dog she finds at the local Winn-Dixie grocery store. Opal convinces her father to keep the dog, which she lovingly names Winn-Dixie. Opal makes new and interesting friends that she may never have met if it were not for her new canine friend.

In a multi-paragraph essay, choose one character Opal meets and discuss the qualities that make this person a good friend for Opal and Winn-Dixie. Be sure to include examples from the novel to bring your ideas to life.

***Bridge to Terabithia* by Katherine Paterson**

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

Source One: *Bridge to Terabithia* By Katherine Paterson
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).

A character sketch describes a person and what he or she did in life. After reading *Bridge to Terabithia* by Katherine Paterson, write a character sketch for Leslie Burke. Include important facts about her, and tell about her special qualities.

***Bud, Not Buddy* by Christopher Paul Curtis**

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).

Read the novel *Bud, Not Buddy* by Christopher Paul Curtis. Imagine that you are Bud sitting at the table in Grand Calloway Station and looking at his mother's picture. Write a letter from Bud to his mother. In the letter, tell what has happened since she died and explain how the clues she left behind helped him find the door to a happier future.

Building Blocks Lead to Overall Structure

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.

Reflect on a story, drama, or poem you have recently explored in class. Think about its overall structure. In a well-developed essay, discuss how the author builds upon each chapter, scene, or stanza to create a piece that fits together in an overall structure. Do

you think the author’s building blocks lead to a clear and reasonable ending? Be sure to cite specific examples from the piece to demonstrate your ideas.

***Bunnicula* by Deborah and James Howe**

Prompt Source(s): 1 **Source Lexile Range:** 750L-850L

Source One: *Bunnicula* By Deborah and James Howe
Source Lexile Level: 700L

Source(s) are part of a series or group of works; a particular work from the series or group is specified. Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

Read *Bunnicula* by Deborah and James Howe. Imagine that you are Bunnicula. Think about the events of the story through Bunnicula’s eyes. Then write a summary of what happens from Bunnicula’s point of view. Tell about your life with the Monroes, beginning with the day Toby found you in the movie theater.

Campaigning for Class President

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

Source One: *Off and Running* By Gary Soto
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 *Off and Running* by Gary Soto, the characters are running for class president at their school. What would you do if you were campaigning at your school? What friends would be your campaign advisors? What would you want to do as class president?

In a detailed essay, describe your campaign to run for class president at your school, including your ideas to make improvements for your peers. Compare and contrast your campaign with those of the characters in *Off and Running*.

Cause and Effect in “User Friendly”

Prompt Source(s): 1 **Source Lexile Range:** 850L-1100L

Source One: “User Friendly” By T. Ernesto Bethancourt
Source Lexile Level: 850L-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 short story “User Friendly” by T. Ernesto Bethancourt has a cause-and-effect structure. An event in the story causes another event to happen, called an effect. For example, Louis the computer was very fond of Kevin. When Kevin came home and told Louis that Ginny called him a nerd, Louis was very furious, and he said, “I’ll take care of Ginny.” The effect was that Louis thought that by accessing mainframe computers, he could obtain security systems and cause a mishap in Ginny’s family.

Write an essay about an event that happened in your life that is similar to a cause and effect situation in “User Friendly.” Include examples from the story to support your essay.

Character Analysis 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).

Based on the novel *The Cay* by Theodore Taylor, write a character analysis of Philip. Be sure to describe how Philip changes throughout the novel. Use details and examples from the story to support your response.

Character Comparison in *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 the novel *Holes* by Louis Sachar, Stanley Yelnats gets sent to Camp Green Lake after he is accused of stealing a pair of sneakers. While at Camp Green Lake, Stanley meets a number of different characters. Choose one character and compare and contrast this character with Stanley. How are they alike? How are they different?

In a detailed essay, compare and contrast Stanley with another character in the novel. Use examples from the book to support your response.

Charlotte's Web by E. B. White

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).

At the end of the novel *Charlotte's Web* by E. B. White, Charlotte knew she was going to die, but she felt peaceful. After she waved her last good-bye to Wilbur, she had time to think about her life and her accomplishments. Imagine that you are Charlotte after Wilbur has left the fair. Write a journal entry summarizing what you have accomplished in your life and how you feel about what you have done. Include details from the story as needed.

Chin's Problems in *The Earth Dragon Awakes*

Prompt Source(s): 1

Source Lexile Range: 500L-600L

Source One: *The Earth Dragon Awakes* By Laurence Yep
Source Lexile Level: 510L

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 Earth Dragon Awakes* by Laurence Yep, Chin has to deal with several problems when he and his father are buried in their tenement during the 1906 San Francisco earthquake.

Write a multi-paragraph essay that explains some of the problems Chin faces because of the earthquake and what he does to overcome them. Be sure to use details from the story in your essay.

Compare and Contrast in *The Giving Tree*

Prompt Source(s): 1

Source Lexile Range: 500L-600L

Source One: *The Giving Tree* By Shel Silverstein
Source Lexile Level: 530L

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

The popular children’s book *The Giving Tree* by Shel Silverstein, tells the story of the friendship between a young boy and a tree. After reading *The Giving Tree*, think about how the relationship between the boy and the tree changes as the boy grows up.

In a well-developed essay, compare and contrast the friendship between the boy and the tree throughout the story. Remember to provide examples from the text to support your response.

Conflict in *Captain Underpants* Stories by Dav Pilkey

Prompt Source(s): 1 **Source Lexile Range:** 600L-900L

Source One: *The Adventures of Captain Underpants* By Dav Pilkey
Source Lexile Level: 720L

Source(s) are part of a series or group of works; a particular work from the series or group is not specified. Students choose their own source(s) from the series or use multiple works from the series as outlined in the prompt task and/or directed by their teacher. 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 Adventures of Captain Underpants*, a novel series by Dav Pilkey. A conflict is often described as a disagreement, fight, or struggle between an individual and another person or group of people. In the Captain Underpants series, George and Harold are best friends who frequently find themselves involved in numerous conflicts with the different bad guys they come in contact with in each book.

Think of one particular conflict in any *Captain Underpants* book. Then, in a detailed essay, explain what the conflict is about, who is involved, why it started, and how it is finally resolved. Remember to include details and examples from the particular story you choose to support your response.

Darnell Rock Reporting: A Work of Realistic Fiction

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

Source One: *Darnell Rock Reporting* By Walter Dean Myers
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).

Stories of realistic fiction feature characters that readers can easily relate to and identify with. *Darnell Rock Reporting* by Walter Dean Myers is a work of realistic fiction that tells the story of a 13-year-old boy who reluctantly starts writing for his school newspaper and what he learns from the experience. Darnell finds himself in the middle of a debate over the use of a weed-covered basketball court next to his school. Darnell attempts to persuade the City Council to approve the use of the basketball court for a community garden for the homeless. Unfortunately, despite his best efforts, the Council is persuaded by another student to use the basketball court as a parking lot for teachers at the school. Which of the characters in the book can you relate to? Can you relate to Darnell, who did not succeed in persuading the Council to approve the community garden, or Linda, who did succeed in persuading the Council to create a parking lot? Have you been the good friend who supports the efforts of someone trying to make a difference?

In a detailed essay, select and discuss a character in *Darnell Rock Reporting* whom you can identify with and why. Provide examples from the story to support your response.

Decisions in *The Sign of the Beaver*

Prompt Source(s): 1

Source Lexile Range: 700L-800L

Source One: *The Sign of the Beaver* By Elizabeth George Speare
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).

Read the historical novel *The Sign of the Beaver* by Elizabeth George Speare. When Matt's father leaves him to gather the family and bring them to their wilderness cabin, Matt must stay behind to protect the cabin and crops. He soon faces many challenges, like losing his food and gun and then being stung by bees. Matt is soon rescued by the Native Americans he had feared and befriends a Native American boy named Attean. Eventually, he is asked to move into their winter home with them as the cold season approaches. Matt has a difficult decision to make - wait for his parents who may not return, or go with Attean and possibly never see his family again. If you were Matt, how would you decide? Would you choose a warm, safe winter with Attean, or risk being alone all winter waiting for your family?

In a well-developed essay, discuss how you would decide whether to go with Attean and his people, or wait at the cabin for your family. Use information from the book to support your decision.

Descriptive Language in *And Then What Happened, Paul Revere?*

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

Source One: *And Then What Happened, Paul Revere?* By Jean Fritz
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).

Jean Fritz, the author of the historic biography *And Then What Happened, Paul Revere?*, uses specific words and language to describe Paul Revere in an effort to make you, the reader, develop a certain opinion of him. In your opinion, which word best describes Jean Fritz's thoughts of Paul Revere?

In a multi-paragraph essay, discuss your reasons for selecting the word that you feel best illustrates Jean Fritz's thoughts of Paul Revere. Use textual evidence to support your opinion.

Diary Entry as Leigh Botts

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

Source One: *Dear Mr. Henshaw* By Beverly Cleary
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 novel *Dear Mr. Henshaw* by Beverly Cleary, Leigh Botts is a boy who wishes to become a writer someday. After writing to his favorite author for advice, he begins keeping a diary. As he grows up, he handles moving to a new town and the absence of his father by writing in his diary. If you were Leigh, what would you write in your diary? Would you use it to record something that happened in school? Would you write about your feelings for someone or about something?

Pretend you are Leigh Botts, and write a diary entry in which you write about your feelings or discuss an event. Include details to make the diary entry real to the reader.

Ella Enchanted by Gail Carson Levine

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

Source One: *Ella Enchanted* By Gail Carson Levine
Source Lexile Level: 670L

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 *Ella Enchanted* by Gail Carson Levine. During her adventures, Ella learned many things through the letters in her magic book. Write a letter to one of the characters in the story, knowing that it will appear in Ella's book before she goes to the ball. You might choose Ella's father, Prince Char, Lucinda, or Areida, for example. Tell the character what you think he or she should know about Ella and what has been happening.

***Esperanza Rising* by Pam Muñoz Ryan**

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

Source One: *Esperanza Rising* By Pam Muñoz Ryan
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).

Read *Esperanza Rising* by Pam Muñoz Ryan. Abuelita once told Esperanza,

"Look at the zigzag of the blanket. Mountains and valleys. Right now you are in the bottom of the valley and your problems loom big around you. But soon, you will be at the top of a mountain again."

Imagine that you are Esperanza. Write two journal entries about two different times in your life. Write one entry about a "valley" and one about a "mountain." Use details from the story to make your journal entries sound real.

Esther Makes Changes in I Could Do That!

Prompt Source(s): 1 **Source Lexile Range:** AD780L

Source One: *I Could Do That!* By Linda Arms White
Source Lexile Level: AD780L

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 historical biography *I Could Do That!* by author Linda Arms White and illustrator Nancy Carpenter, Esther accomplishes some important things for women’s rights while living with her family in Wyoming. Leading up to those successes, she had made changes in her own and others’ lives by her determination and hard work.

In a multi-paragraph essay, discuss Esther’s lifetime of accomplishments. Be sure to include details that explain her success.

Finding the Titanic by Robert D. Ballard

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

Source One: *Finding the Titanic* By Robert D. Ballard
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).

Read *Finding the Titanic* by Robert D. Ballard, an account of Ballard’s discovery of the RMS Titanic. Robert Ballard had dreamt of discovering the Titanic since he was a little boy, and in 1985 he succeeded. In order to be successful, Ballard needed to explore deeper in the ocean than anyone had ever gone. What special equipment did he use? How did he prepare for this amazing trip?

In a well-developed essay, discuss the challenges that Robert Ballard had to overcome to discover the Titanic. Include facts and details to support your discussion.

Fudge: Tales of an Annoying Brother

Prompt Source(s): 1 **Source Lexile Range:** 470L-560L

Source One: *Tales of a Fourth Grade Nothing* By Judy Blume
Source Lexile Level: 470L

Source Two: *Superfudge* By Judy Blume
Source Lexile Level: 560L

Source(s) are part of a series or group of works; a particular work from the series or group is not specified. Students choose their own source(s) from the series or use multiple works from the series as outlined in the prompt task and/or directed by their teacher. Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

Tales of a Fourth Grade Nothing and its sequel, *Superfudge* by Judy Blume, focus on a fourth-grader named Peter Warren Hatcher and his annoying younger brother Farley Drexel, otherwise known as Fudge. Fudge’s mischievous adventures make Peter feel like a “nothing.” Peter’s brother is usually getting into trouble and seems to get away with it, even if Peter complains.

In a well-developed essay, discuss one of Fudge’s “actions,” Peter’s reaction to it, and how you would have reacted to it. Use facts and examples from the book to support your discussion.

“Great-Aunt Judy”

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

Source One: “Great-Aunt Judy” By Vantage Learning
Source Lexile Level: 650L

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

After carefully reading “Great-Aunt Judy,” write a multi-paragraph essay in which you explain your understanding of the story. Be sure to use specific details and examples from the story to support your response.

Hatchet by Gary Paulsen

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

Source One: *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).

Read the novel *Hatchet* by Gary Paulsen. Imagine that Brian is being interviewed on television after his rescue. What questions would the interviewer want to ask him? What would Brian answer? Write your version of the television interview. Include at least three questions and answers. Keep in mind that a good interview question cannot be answered with a simple yes or no.

Humorous Fiction: “A Package for Mrs. Jewls”

Prompt Source(s): 1 Source Lexile Range: 400L-500L

Source One: *Wayside School is Falling Down* By Louis Sachar
Source Lexile Level: 440L

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

“A Package for Mrs. Jewls,” a short story in *Wayside School is Falling Down* by Louis Sachar, is classified as humorous fiction. In your opinion, what makes this story funny? How does the author create humor in the story?

In a detailed essay, explain what aspects of the story are humorous and how the author achieves his goal of creating humor. Use details from the story to support your explanation.

Importance of Education in *Matilda*

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

Source One: *Matilda* By Roald Dahl
Source Lexile Level: 840L

Source(s) are part of a series or group of works; a particular work from the series or group is specified. Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

Matilda, a novel by Roald Dahl, is the story of five-year-old Matilda Wormwood. Matilda lives with her careless parents, who show no interest in her, even though she shows strong signs of being a very intelligent child. They pressure her to watch television instead of doing what she enjoys most, reading. In spite of this, Matilda frequently visits the library so that when she starts school, she is smarter than everyone else in the class.

In a well-developed essay, explain why Matilda’s parents think that education is not important. Do you think it is important? Why or why not?

Importance of Narrator for a Story of Fantasy

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

Source One: *The World According to Humphrey* By Betty G. Birney
Source Lexile Level: 670L

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The World According to Humphrey by Betty G. Birney is told from the point of view of a hamster named Humphrey. Because of this, we know how annoyed Humphrey is at the loud noise in A.J.'s house and how much more he likes it after he unplugs the TV. How would the fantasy aspect of the story change if Humphrey was not the narrator? In a fantasy that you have read, how was the selection of the narrator important? Would the selection of a different character as narrator have been more valuable?

In a detailed essay, explain why you think the author chose the character who acted as narrator for the story. Include details from the story to support your explanation.

Interrupted Journey: Saving Endangered Sea Turtles

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

Source One: *Interrupted Journey: Saving Endangered Sea Turtles* By Kathryn Lasky
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).

Read the novel *Interrupted Journey: Saving Endangered Sea Turtles* by Kathryn Lasky. Imagine that you are inside the mind of the turtle that Max found on the beach in *Interrupted Journey*. Assume that this turtle has the thinking mind of a person instead of the tiny brain of a turtle. Write about the experience of landing on the beach and being rescued. Tell the story from the turtle's point of view.

James and the Giant Peach

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

Source One: *James and the Giant Peach* By Roald Dahl
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).

Read the novel *James and the Giant Peach* by Roald Dahl. After the parade in their honor, James and his friends were famous. Everyone wanted to know the story of their adventures. Pretend that you are a TV news reporter, and you are interviewing James

or one of the creatures he traveled with. Think of at least three questions you would ask and how James or the creature would answer. Write your questions and answers as a TV interview. Include details from the story to make the interview seem real.

***Kate Shelley and the Midnight Express* by M. Wetterer**

Prompt Source(s): 1 **Source Lexile Range:** 400L-500L

Source One: *Kate Shelley and the Midnight Express* By Margaret Wetterer
Source Lexile Level: 490L

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 *Kate Shelley and the Midnight Express* by Margaret Wetterer. The “Afterword” in this book says the newspapers across the country told the story of what Kate Shelley did. Suppose you were a reporter at the time. Write a newspaper article telling what happened that night and what Kate Shelley did. Write it like a real news story with a headline. Be sure to include details telling who, what, when, and where.

“Kevin’s Cast”

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

Source One: “Kevin’s Cast”
Source Lexile Level: 500L-600L

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

After carefully reading the short story “Kevin’s Cast,” write a multi-paragraph essay in which you explain your understanding of the story. Be sure to use specific details and examples from the story to support your response.

“Like Mother, Like Son”

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

Source One: “Like Mother, Like Son”
Source Lexile Level: 800L-900L

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

Read the selection “Like Mother, Like Son.” How does the narrator feel at the beginning of the story, and how does he feel at the end of the story? What makes him undergo a change? Use details from the story to support your answer.

Literary Animal Heroes

Prompt Source(s): 1

Source Lexile Range: 900L-1000L

Source One: *Old Yeller* By Fred Gipson
Source Lexile Level: 910L

Source(s) are part of a series or group of works; a particular work from the series or group is specified. Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

In *Old Yeller* by Fred Gipson, a family finds itself in danger as a bear is getting ready to attack. Luckily for them, along comes a stray dog, Old Yeller, who saves the family without any fear for his own safety. Thus begins a special relationship between Old Yeller and the family he saves. Old Yeller is one of many literary animal heroes, like E. B. White’s Charlotte in *Charlotte’s Web* and Rudyard Kipling’s *Rikki-tikki-tavi*.

In a well-developed essay, describe the heroic act(s) of a literary animal hero. What do you think made the animal choose to put his/her own life in danger? How did the hero’s actions impact others and change his/her life? Use specific details from the story to support your ideas.

Little House in the Big Woods by L. I. Wilder

Prompt Source(s): 1

Source Lexile Range: 900L-1000L

Source One: *Little House in the Big Woods* By Laura Ingalls Wilder
Source Lexile Level: 930L

Source(s) are part of a series or group of works; a particular work from the series or group is specified. 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 historical fiction novel *Little House in the Big Woods* by Laura Ingalls Wilder. Suppose you are writing an article about Laura for your school newspaper, and you are going to interview her. Think of at least three questions to ask her and decide how she would answer each question. Write your questions and answers as an interview. Use details from the story to make the interview seem real.

Lou Gehrig: Good Citizen

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

Source One: *Lou Gehrig: The Luckiest Man* By David A. Adler
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).

An account of Lou Gehrig’s life is given in the biography “Lou Gehrig: The Luckiest Man” by David A. Adler (Traditions, Reading: A Legacy of Literacy, Houghton Mifflin: California Edition). In addition to his athletic achievements, Gehrig is noted for his citizenship and sportsmanship.

In a well-developed essay, discuss Lou Gehrig as a model of citizenship and sportsmanship. Include examples from the story to support these themes.

Magic in *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) are part of a series or group of works; a particular work from the series or group is specified. 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 Lion, the Witch and the Wardrobe*, part of *The Chronicles of Narnia* fantasy fiction series by C.S. Lewis. In the novel *The Lion, the Witch and the Wardrobe*, the White Witch uses different tricks and spells to help her rule her kingdom. How does she use these tricks and spells? Do they help her keep control over Narnia?

In a well-developed essay, discuss the tricks and spells the White Witch uses to rule her kingdom. Include details and examples from the book to support your discussion.

Main Idea in “A Little Dust”

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

Source One: “A Little Dust” By Vantage Learning
Source Lexile Level: 710L

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

Some of the best stories to read teach valuable lessons. In the short story "A Little Dust," the main character learns an important lesson. What lesson, or main idea, does the author reveal in the story?

After reading "A Little Dust," think about what the main character, Glen, learned from his experience in the story. Provide a brief summary of the story, and then explain the author's main idea and how it is supported by key details in the text. Be sure to include specific evidence from the short story to support your thesis.

Main Ideas in "Mysteries in Outer Space"

Prompt Source(s): 1

Source Lexile Range: 800L-900L

Source One: "Mysteries in Outer Space" By Vantage Learning

Source Lexile Level: 810L

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

Scientists are continually learning about the mysteries of outer space. One of the most puzzling of these mysteries may be the presence of black holes in our universe. Learning how and why they exist may unlock possibilities for future space explorations.

Read the article "Mysteries in Outer Space." Think about the important facts presented in the source. In a well-developed essay, discuss main ideas emphasized in the article. Be sure to include specific details from the article to show how the author supports the main ideas.

Making Choices in *Zathura*

Prompt Source(s): 1

Source Lexile Range: 500L-600L

Source One: *Zathura* By Chris Van Allsburg

Source Lexile Level: 540L

Source(s) are part of a series or group of works; a particular work from the series or group is specified. Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

Zathura by Chris Van Allsburg is an exciting space adventure story. It is also a sequel to the popular book and film, *Jumanji*. As in *Jumanji*, many strange things happen when the main characters, Danny and Walter, play the *Zathura* board game. These odd occurrences force the boys to make major decisions—fast!

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In a detailed essay, discuss one or more major decisions made in the story. Be sure to include details leading up to the decision(s) and the consequences that followed.

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).

Read the novel *Maniac Magee* by Jerry Spinelli. Suppose you are going to give Maniac Magee an outstanding achievement award from your class, group of friends, or neighborhood. How would you describe him and what achievements would you mention? Write a brief speech you could give to present the award. Use details from the book to tell what Maniac Magee did and what kind of person he was.

***Marven of the Great North Woods* by Kathryn Lasky**

Prompt Source(s): 1 **Source Lexile Range:** AD620L

Source One: *Marven of the Great North Woods* By Kathryn Lasky, illustrated by Kevin Hawkes
Source Lexile Level: AD620L

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

Read *Marven of the Great North Woods*, a fictional story written by Kathryn Lasky and illustrated by Kevin Hawkes. Pretend that you are Marven living at the logging camp. Write a letter describing your new home, the logging camp, and the lumberjacks. Explain what your life is like and any challenges you face. Use details from the book in your letter.

Modern View of “The Ugly Duckling”

Prompt Source(s): 1 **Source Lexile Range:** AD400L

Source One: “The Ugly Duckling” By Hans Christian Andersen
Source Lexile Level: AD400L

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

“The Ugly Duckling” is a fairy tale written by Danish author Hans Christian Andersen in the 1800s. After reading the story, think about the reactions of people around him before and after he changed. Do you think people’s reactions to beauty have changed since that story was written?

In a well-developed essay, relate the story of “The Ugly Duckling” to how society views beauty today. Use facts and details to support your description.

***My Side of the Mountain* by J. C. 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) are part of a series or group of works; a particular work from the series or group is specified. 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 adventure novel *My Side of the Mountain*, a work of realistic fiction by Jean Craighead George. Imagine that you are a newspaper reporter (like Matt Spell) and you have spent a week living with Sam Gribley in the woods. Write a news article about Sam and how he lives, the animals he knows, how he gathers food, what he wears, and other information that you think would be interesting. Make up a headline for your article, and include factual details that you might find in a newspaper.

***Number the Stars* by Lois Lowry**

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

Source One: *Number the Stars* By Lois Lowry
Source Lexile Level: 670L

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 historical fiction novel *Number the Stars* by Lois Lowry. Imagine that you are Annemarie and the war has just ended. Write a letter to Ellen. Tell Ellen what has happened since the last time you saw her, more than two years ago. Use details from

One Giant Leap: The Story of Neil Armstrong

Prompt Source(s): 1 **Source Lexile Range:** AD670L

Source One: *One Giant Leap: The Story of Neil Armstrong* By Don Brown
Source Lexile Level: AD670L

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 biography *One Giant Leap: The Story of Neil Armstrong* by Don Brown about astronaut Neil Armstrong. When Neil Armstrong stepped onto the moon, he said,

“That’s one small step for man, one giant leap for mankind.”

Write a multi-paragraph essay in which you explain what Neil Armstrong accomplished and what his quote means. Tell why you agree or disagree with what he said.

Peanut Readings

Prompt Source(s): 2 **Source Lexile Range:** 500L-700L

Source One: “A Nutty Idea”
Source Lexile Level: 500L-600L

Source Two: “A Special Project”
Source Lexile Level: 600L-700L

Source(s) are part of a series or group of works; a particular work from the series or group is specified. Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

Carefully read “A Nutty Idea” and “A Special Project.” Write a multi-paragraph essay in which you explain how the information in “A Nutty Idea” would be helpful to Reggie from “A Special Project.” What does Reggie need to know in order for him to better help his uncle with the special peanut project? Be sure to include details from both texts to support your answer.

Personal Connections to 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.

Some readers make personal connections to the characters or events that take place in a story. Think of a story you have read that you feel especially connected to. Why do you feel this connection? What is it about the characters or events that make you feel close to this piece of literature?

In a well-written essay, discuss the personal connections you feel to a story you have read. Be sure to include specific examples of characters or events from the story so the audience understands how it connects to your life.

***Ramona Quimby, Age 8* by Beverly Cleary**

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

Source One: *Ramona Quimby, Age 8* By Beverly Cleary
Source Lexile Level: 860L

Source(s) are part of a series or group of works; a particular work from the series or group is specified. 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 *Ramona Quimby, Age 8* by Beverly Cleary. After she was sick, Ramona had to do a book report for class. Suppose she had to write a report about her family, including herself. What do you think she would say? Pretend that you are Ramona Quimby, age 8, and write a report about the family. Tell something about each member of the family, including yourself.

***Russell Sprouts* by Johanna Hurwitz**

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

Source One: *Russell Sprouts* By Johanna Hurwitz
Source Lexile Level: 630L

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 *Russell Sprouts* by Johanna Hurwitz. In the last chapter, Russell's classmates plant seeds and watch for them to sprout. Why do you think the author chose the title *Russell Sprouts* for this book? In what ways does Russell "sprout" in this book? Write a multi-paragraph essay to explain what the title of the book means and why you think the author chose it. Be sure to include details from the story.

Sarah, Plain and Tall

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

Source One: *Sarah, Plain and Tall* By Patricia MacLachlan
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).

Read the historical fiction novel *Sarah, Plain and Tall* by Patricia MacLachlan. Letters are important in this story. Pretend that you are Sarah and you're living on the farm. Write a letter to your brother William or to your aunts in Maine. Describe your new home and your new family. Tell what your new life is like and how you feel about it. Remember that your letter needs a greeting and a signature.

Secrets 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 (a.k.a. Lemony Snicket)
Source Lexile Level: 1010L

Source(s) are part of a series or group of works; a particular work from the series or group is not specified. Students choose their own source(s) from the series or use multiple works from the series as outlined in the prompt task and/or directed by their teacher. 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). It is about the adventures of the three Baudelaire orphans after the death of their parents in a fire. Themes presented throughout the series include courage, loyalty, overcoming challenges, family relationships, and friendship. As the series develops, the theme of the value of secrets becomes more common. After reading the books in the series, when did keeping a secret have a good outcome? When did keeping a secret have a bad outcome? What experiences have you had with secrets?

In a well-developed essay, discuss the good and the bad sides of keeping or telling a secret. Use facts and examples from the book(s) to support your discussion.

Setting in *Bridge to Terabithia*

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

Source One: *Bridge to Terabithia* By Katherine Paterson
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).

In *Bridge to Terabithia*, Leslie and Jess are enchanted by Terabithia, a world where they can make their own rules and ultimately escape adulthood. Unfortunately, this place has both positive and negative effects on Jess and Leslie as they learn that eventually, everyone has to grow up.

In a multi-paragraph essay, describe how Terabithia changes both Leslie and Jess. Be sure to include specific details from the text for support.

Setting in *Grimm's Fairy Tales*

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

Source(s) are part of a series or group of works; a particular work from the series or group is not specified. Students choose their own source(s) from the series or use multiple works from the series as outlined in the prompt task and/or directed by their teacher. Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

The fairy tales presented in the *Grimm's Fairy Tales* video series (i.e., "Hans in Luck," "The Fisherman and His Wife," and "The Devil with the Three Golden Hairs") have entertained audiences for many years. Descriptive settings in these stories really bring them to life. Some setting features to consider are the landscape, time period, characters' houses, and other scenery.

In a detailed essay, choose one of the fairy tales from the video and describe the setting. How does the particular setting of the video make the story come to life?

Shiloh by Phyllis Reynolds Naylor

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

Source One: *Shiloh* By Phyllis Reynolds Naylor
Source Lexile Level: 890L

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Source(s) are part of a series or group of works; a particular work from the series or group is specified. 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 *Shiloh* by Phyllis Reynolds Naylor about a boy named Marty and his dog Shiloh. Suppose you work for a magazine and your next assignment is to interview Marty. Readers of your magazine will want to know what kind of person Marty is, how he got his dog Shiloh, and how he managed to make a deal with Judd Travers. Write an interview as if you had talked with Marty. Write the questions you would ask him and the answers you think he would give. Use details from the story to make the interview realistic.

***Snowflake Bentley* by Jacqueline Briggs Martin**

Prompt Source(s): 1 **Source Lexile Range:** AD830L

Source One: ***Snowflake Bentley*** By Jacqueline Briggs Martin; illustrated by Mary Azarian

Source Lexile Level: AD830L

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 biography *Snowflake Bentley*, a work of non-fiction based on true events, written by Jacqueline Briggs Martin and illustrated by Mary Azarian. Imagine that you live in Wilson Bentley's town and you are working to set up the museum in Willie's honor. On the day that the museum is scheduled to open, you plan to read a short speech about Willie Bentley to tell about his lifelong work and his dream of sharing his discoveries with others. Write a short speech that tells about Wilson Bentley and what he did. In your speech, include interesting facts and personal information from the book that you think would interest your listeners.

***Stone Fox* by John Reynolds Gardiner**

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

Source One: ***Stone Fox*** By John Reynolds Gardiner

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).

Read the novel *Stone Fox*, a work of fiction by John Reynolds Gardiner. Imagine that you are little Willy. A week has passed since the race, and you are at home on the farm

with Grandfather, but without Searchlight. Over and over you think about the last minutes of the race, about Searchlight and about Stone Fox, too. Write a letter to Stone Fox. Tell him what you think about the race and what is in your heart.

Strength or Weakness in *The Light in the Forest*

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

Source One: *The Light in the Forest* By Conrad Richter
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).

In Conrad Richter's *The Light in the Forest*, eleven-year-old True Son must return to his original European family and change his life and customs from the Native American ways in which he was raised. True Son has difficulty adjusting to his new life and knows that his actions will affect the lives of both families. Richter uses True Son as a symbol for those times when we must learn to adjust our way of life. Some would argue that True Son showed strength by being resistant to his new way of life, while others would argue that he was being weak and stubborn by not giving his European family and new life a chance. Do you feel True Son's actions were those of a weak or a strong person?

In a well developed essay, discuss whether you believe True Son's actions were those of a weak or a strong person. Include references to the story to support your discussion.

Summary of "Cendrillon, A Caribbean Cinderella"

Prompt Source(s): 1 **Source Lexile Range:** AD540L

Source One: *Cendrillon, A Caribbean Cinderella* By Robert D. San Souci; with illustrations by Brian Pinkney
Source Lexile Level: AD540L

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

Read "Cendrillon, A Caribbean Cinderella" (Traditions, Reading: A Legacy of Literacy, Houghton Mifflin: California Edition). In a well-developed essay, summarize the important events of the story. Include relevant details from the story that support the main ideas.

Surviving Alone in *Island of the Blue Dolphins*

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

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

Source(s) are part of a series or group of works; a particular work from the series or group is specified. 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 *Island of the Blue Dolphins* by Scott O'Dell, Karana is stranded alone on an island for 18 years. She must learn to do things usually done by the island men in order to provide for herself and to protect herself. Do you think you would be able to live alone on an island for 18 years? What would be the hardest thing about living alone? What would be the easiest thing?

In a well-developed essay, discuss the hardest and easiest things about living on an island alone.

The Author's Purpose

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 authors write stories, novels, and even poems, they always have a purpose in mind. Their reasons may be to entertain, inform, describe, or persuade.

Select a piece of literature you have recently read and write a multi-paragraph essay discussing the author's purpose. Make sure to include examples and details to support your position.

The Double Life of Pocahontas by Jean Fritz

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

Source One: *The Double Life of Pocahontas* By Jean Fritz
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).

Read the biography *The Double Life of Pocahontas* by Jean Fritz. Imagine that Pocahontas kept a diary. Choose a particular event in her life and write about it from her point of view. Tell about the event as if you were Pocahontas writing in her own private diary.

The Factory in *Charlie and the Chocolate Factory*

Prompt Source(s): 1

Source Lexile Range:

Source One: *Charlie and the Chocolate Factory* By Roald Dahl
Source Lexile Level: 810L

Source(s) are part of a series or group of works; a particular work from the series or group is specified. 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 *Charlie and the Chocolate Factory* by Roald Dahl. The story follows a young boy from a poor family, Charlie Bucket, whose life is suddenly turned around when he wins one of the five rare golden tickets. The winner of each golden ticket gets to go on a tour of the world-famous chocolate factory owned by the strange Willy Wonka. What are some of the coolest things in the factory? Of its many rooms, which is your favorite?

In a well-developed essay, discuss the chocolate factory and its amazing features. Include details and examples to support your discussion.

The Gift of the Sacred Dog

Prompt Source(s): 1

Source Lexile Range: 600L-700L

Source One: *The Gift of the Sacred Dog* By Paul Goble
Source Lexile Level: 670L

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 folklore story *The Gift of the Sacred Dog* by Paul Goble. Suppose you were a young girl or boy in the tribe when the Sacred Dogs first came to your camp. What would the Sacred Dogs look like, and how would you feel when you saw them? Write a letter to a friend or relative. Tell what happened that day as if you were there and saw everything.

The Lewis and Clark Expedition

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.

President Thomas Jefferson sent Lewis and Clark to explore the new Western portion of the United States. The explorers hoped to discover many new things on this journey, including a waterway that could take travelers to the Pacific Ocean.

In a detailed essay, discuss some of the discoveries of the Lewis and Clark Expedition. Use details and facts from their story to support your discussion.

The Mouse and the Motorcycle by Beverly Cleary

Prompt Source(s): 1

Source Lexile Range: 800L-900L

Source One: *The Mouse and the Motorcycle* By Beverly Cleary
Source Lexile Level: 860L

Source(s) are part of a series or group of works; a particular work from the series or group is specified. 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 Mouse and the Motorcycle* by Beverly Cleary. Keith said that when he got back to school in Ohio, his teacher would ask him to write about summer vacation. He planned to write about meeting a brave little mouse named Ralph! Think about the story from Keith's point of view. Then pretend you are Keith and write your story about Ralph and the motorcycle for his teacher in Ohio.

The Stories Julian Tells by Ann Cameron

Prompt Source(s): 1

Source Lexile Range: 500L-600L

Source One: *The Stories Julian Tells* By Ann Cameron
Source Lexile Level: 520L

Source(s) are part of a series or group of works; a particular work from the series or group is specified. 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 Stories Julian Tells* by Ann Cameron. In “Gloria Who Might Be My Best Friend,” how were Julian and Gloria alike and how were they different? Write a multi-paragraph essay in which you tell about ways they were alike and ways they were different. Be sure to include details from the story.

The Stranger in Chris Van Allsburg’s *The Stranger*

Prompt Source(s): 1

Source Lexile Range:

Source One: *The Stranger* By Chris Van Allsburg

Source Lexile Level: 520L

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 Stranger* by Chris Van Allsburg. Farmer Bailey and his family are puzzled by the Stranger, a man with no memory, who was hit by Farmer Bailey in his truck one late summer evening. The pictures and descriptions in the story are clues to the identity of this quiet, hard-working man. Who do you think the Stranger is? What clues lead you to that conclusion?

In a well-developed essay, discuss who you think the Stranger is, including the clues that lead you to that conclusion.

Thumbs Up or Thumbs Down?

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.

Movie critics give their approval or disapproval of a movie based on how well the characters, plot, and setting are developed, and how closely a movie follows the original story, often based on a popular book. Think of a movie you have seen that is based on a book you have read, and decide if you would give it a thumbs up or a thumbs down.

Write a multi-paragraph essay in which you analyze a movie that was based on a book. Address character development, plot, and setting. Be sure to give specific examples from the book and movie so the audience understands the reasons for your thumbs up or thumbs down rating.

26 Fairmount Avenue by Tomie dePaola

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

Source One: *26 Fairmount Avenue* By Tomie dePaola
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).

From the character Tomie's point of view in the novel *26 Fairmount Avenue* by author and illustrator Tomie dePaola, how was the new house on 26 Fairmount Avenue different from the apartment on Columbus Avenue? Pretend that you are Tomie. Write a letter to "Nana" telling how the new house is different from the apartment. Use details from the book in your letter.

Understanding a Poem: "Dreams" by Langston Hughes

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

Source One: "Dreams" By Langston Hughes
Source Lexile Level: NP

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

In the poem "Dreams" by Langston Hughes, the author provides the reader with an inspirational message about dreams. Why do you think it is important to have dreams for the future?

In a multi-paragraph essay, explain what you think Hughes is trying to tell us about dreams. Be sure to include details about your own dreams and goals for the future to support your essay.

Unique Talents and Powers in the *Harry Potter* Books

Prompt Source(s): 1 **Source Lexile Range:** 880L-1030L

Source One: *Harry Potter Series* By J.K. Rowling
Source Lexile Level: 880L-1030L

Source(s) are part of a series or group of works; a particular work from the series or group is not specified. Students choose their own source(s) from the series or use multiple works from the series as outlined in the prompt task and/or directed by their teacher. 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 *Harry Potter* series. There are many characters in the Harry Potter book series who have special talents or powers. Some of these characters excel in “good” talents or skills, and some excel in “evil” talents or skills. What role do you think these abilities play in the fight for good against evil?

In a well-developed essay, discuss a character from the book series other than Harry Potter who has a great talent or skill. How do their abilities impact the fight for good against evil? Include facts and details from the books you have read for support.

Using Figurative Language

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.

Authors use figurative language such as metaphors, similes, personification, and alliteration to create interesting ways to express ideas. Select a piece of literature that you have recently read in class that incorporates figurative language. Identify the figurative language used by the author, and write an essay that describes the meanings of words and phrases used and their effectiveness in the story. Be sure to include examples from the text to strengthen your explanations.

What’s the Big Idea, Ben Franklin? by Jean Fritz

Prompt Source(s): 1

Source Lexile Range: 800L-900L

Source One: *What’s the Big Idea, Ben Franklin?* By Jean Fritz
Source Lexile Level: 830L

Source(s) are part of a series or group of works; a particular work from the series or group is specified. Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

Read *What’s the Big Idea, Ben Franklin?* by Jean Fritz. Imagine that you are Benjamin Franklin at age 17 and you are living in Philadelphia. You have just run away from your job as an apprentice in your brother James’s printing shop. Write a letter of apology to your brother James. Explain why you had to leave his shop and what your life is like for you now that you are living in Philadelphia. Use details from the book in your letter.

What's the Big Idea?

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 authors create stories, they like to weave big ideas, or a theme, into the plot to give readers something to think about. Consider a meaningful story you have read. What were some of the big ideas the author was trying to express? Do you think the author successfully illustrated the theme of the story?

Write a multi-paragraph essay in which you describe a story and identify the author's big ideas or theme. Be sure to include specific examples from the text for support.

“What Really Happened to the Billy Goats Gruff”

Prompt Source(s): 1

Source Lexile Range: N/A

Source One: “What Really Happened to the Billy Goats Gruff”

Source Lexile Level: N/A

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

After carefully reading the short story “What Really Happened to the Billy Goats Gruff,” write a multi-paragraph essay in which you explain your understanding of the story. Be sure to use specific details and examples from the story to support your response.

When Marian Sang by Pam Muñoz Ryan

Prompt Source(s): 1

Source Lexile Range: 900L-1000L

Source One: *When Marian Sang* By Pam Muñoz Ryan

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).

Read *When Marian Sang* by Pam Muñoz Ryan. Suppose you are a reporter for a Washington, D.C., newspaper in 1939. You have been chosen to cover Marian Anderson's concert at the Lincoln Memorial, one of the biggest stories of the year. Write a newspaper article about the event. Be sure to report on Marian and her singing, as

Write a Book Review

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.

Unlike a book report, a book review is not a retelling of the story. Instead, it is a critique of the author's success at achieving a purpose. If the purpose is to inform, does the author present the information in a style that makes it easy to understand? If the purpose is to tell a story, does the author tell an engaging story appropriate for the intended audience? In a book review, you can reveal the end of the story, or you can choose to make the reader wonder what happens and encourage them to read it.

Write a multi-paragraph review of a book you have read this year in class or that you have chosen to read on your own. Be sure to include details from the book in your review.

Yang the Youngest and His Terrible Ear by L. Namioka

Prompt Source(s): 1

Source Lexile Range: 700L-800L

Source One: *Yang the Youngest and His Terrible Ear* By Lensey Namioka

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).

Read *Yang the Youngest and His Terrible Ear* by Lensey Namioka. Pretend that you are Yingtao or Third Sister (Mary), and your grandparents live in China. You want to tell them about your experiences in America. Write a letter to your grandparents. Tell them what you have been doing in America, the differences between America and China that you have noticed, and what you like best about America. Use details from the story to make your letter seem real.

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™

"A Hard Choice"

"Grandpa's Garden"

Pilot

Main Idea in "A Little Dust"

Main Ideas in "Mysteries in Outer Space"

Appendix II: Source-based Prompts (Sources Not Provided)

IntelliMetric™

The Big Wave

Tuck Everlasting by Natalie Babbitt

Pilot

A Long Way from Chicago by Richard Peck

Abel's Island by William Steig

Adventures in The Sign of the Beaver

Akiak's Story of Adventure

Attean's and Matt's Cultures

Because of Winn-Dixie by Kate DiCamillo

Bridge to Terabithia by Katherine Paterson

Bud, Not Buddy by Christopher Paul Curtis

Bunnicula by Deborah and James Howe

Campaigning for Class President

Cause and Effect in "User Friendly"

Character Analysis in The Cay

Character Comparison in Holes by Louis Sachar

Charlotte's Web by E. B. White

Chin's Problems in The Earth Dragon Awakes

Compare and Contrast in The Giving Tree

Conflict in Captain Underpants Stories by Dav Pilkey

Darnell Rock Reporting: A Work of Realistic Fiction

Decisions in The Sign of the Beaver

Descriptive Language in And Then What Happened, Paul Revere?

Diary Entry as Leigh Botts

Ella Enchanted by Gail Carson Levine

Esperanza Rising by Pam Munoz Ryan

Esther Makes Changes in I Could Do That!

Finding the Titanic by Robert D. Ballard

Fudge: Tales of an Annoying Brother

Hatchet by Gary Paulsen

Humorous Fiction: "A Package for Mrs. Jewls"

Importance of Education in Matilda

Importance of Narrator for a Story of Fantasy

Interrupted Journey: Saving Endangered Sea Turtles by Kathryn Lasky

James and the Giant Peach

Kate Shelley and the Midnight Express by M. Wetterer

Literary Animal Heroes

Little House in the Big Woods by L. I. Wilder

Lou Gehrig: Good Citizen

Magic in The Lion, The Witch and the Wardrobe

Making Choices in Zathura

Maniac Magee
Marvin of the Great North Woods by Kathryn Lasky
Modern View of "The Ugly Duckling"
My Side of the Mountain by J. C. George
Number the Stars by Lois Lowry
Obstacles in Lunch Money by Andrew Clements
Old Yeller by Fred Gipson
One Giant Leap: The Story of Neil Armstrong
Ramona Quimby, Age 8 by Beverly Cleary
Russell Sprouts by Johanna Hurwitz
Sarah, Plain and Tall
Secrets in A Series of Unfortunate Events
Setting in Bridge to Terabithia
Shiloh by Phyllis Reynolds Naylor
Snowflake Bentley by Jacqueline Briggs Martin
Stone Fox by John Reynolds Gardiner
Strength or Weakness in The Light in the Forest
Summary of "Cendrillon, A Caribbean Cinderella"
Surviving Alone in Island of the Blue Dolphins
The Double Life of Pocahontas by Jean Fritz
The Factory in Charlie and the Chocolate Factory
The Gift of the Sacred Dog
The Mouse and the Motorcycle by Beverly Cleary
The Stories Julian Tells by Ann Cameron
The Stranger in Chris Van Allsburg's The Stranger
26 Fairmount Avenue by Tomie dePaola
Unique Talents and Powers in the Harry Potter Books
What's the Big Idea, Ben Franklin? by Jean Fritz
When Marian Sang by Pam Munoz Ryan
Wilma Unlimited by Kathleen Krull
Yang the Youngest and His Terrible Ear by L. Namioka

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 III: Quotation-based Prompts

IntelliMetric™

N/A¹

Pilot

N/A¹

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™

Character Study

Pilot

An Afternoon with Literary Characters
Building Blocks Lead to Overall Structure
Personal Connections to Literature
Setting in Grimm's Fairy Tales
The Author's Purpose
The Lewis and Clark Expedition
Thumbs Up or Thumbs Down?
Using Figurative Language
What's the Big Idea?
Wonders of Animation
Write a Book Review

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!**