



**Middle School  
Narrative  
Prompt Catalog**

# Middle School Narrative Prompt Catalog

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*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 Narrative 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 Narrative 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.





## A Parent's Influence

---

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

Source One: *The Pigman and Me* By Paul Zindel  
Source Lexile Level: 970L

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 autobiographical novel *The Pigman and Me* by Paul Zindel, the narrator describes how he is inevitably affected by those around him, especially his mother with whom he is at constant battle. He realizes, as all children do, that our parents are there to give us advice because they have our best interests at heart.

Write a multi-paragraph personal narrative in which you describe a time you were faced with a conflict and your parents' advice affected your decision. Be sure to include specific details and examples to support your response.

## "A Retrieved Reformation" by O. Henry

---

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

Source One: "Chapter X: A Retrieved Reformation" featured in *Roads of Destiny*, an anthology of short stories By O. Henry  
Source Lexile Level: 900L

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

---

Read the short story "A Retrieved Reformation" by O. Henry, featured in *Roads of Destiny*, a collection of short stories by the author. The narrative ends with a twist when the safecracker, Jimmy Valentine, attempts to leave the bank. What do you think should happen next in the story?

Write a story in which you tell what happens next to the character Jimmy Valentine. What do you think his life is like? What kinds of choices do you think he will make in the future?

## A Special Day

---

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

---

Think about a special day in your life, a day when something unusual or memorable happened. It might have been the first day of school, your birthday, or some other day.





## Caught in a Winter Storm

---

Prompt Source(s): 0

Source Lexile Range: N/A

---

Imagine you find yourself in frigid winter weather with the local weather forecast calling for lots of snow. Before you know it, the snow is coming down heavily and fiercely, and local newscasts are warning residents to stay where they are and to not leave home. Where are you during this winter storm? Who are you with? What are you doing? How does your situation get resolved?

Write an imaginative story about being caught in a winter storm. It is up to you to decide the setting and characters of your story. Remember to provide detailed description and dialogue to add color to your writing and to make your story come to life.

## Changes in a Friendship

---

Prompt Source(s): 0

Source Lexile Range: N/A

---

Friendships change and evolve over time. Some friendships can last a lifetime, while others may last only a few months. Think about a time when a friendship you had changed, evolved, or ended. Perhaps you or your friend moved, transferred to a different school, or became part of a different group of friends.

Write a narrative composition about a time a friendship of yours changed, evolved, or ended. Tell what happened and how you felt about it. Be sure to include details and examples for support.

## Cherished Memories

---

Prompt Source(s): 0

Source Lexile Range: N/A

---

Significant events in a person's life become cherished memories in old age. Write a narrative in which you describe an event that would make an interesting memory for you to tell your friends or relatives later in your life.

## Conflict in School

---

Prompt Source(s): 0

Source Lexile Range: N/A

---

Think about a time in which you got into a conflict at school. Was it with a friend, an enemy, or even a teacher?





## Feeling Like an Outsider

---

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

---

Source One: "Barrio Boy" By Ernesto Galarza  
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)

---

Many works of literature explore how, at one point or another, we all have felt as if we don't belong. For example, in "Barrio Boy," Ernesto Galarza shares what it was like to be an outsider in a new land. He had many struggles including learning a new language, making new friends, and becoming part of the culture.

Write a multi-paragraph autobiographical narrative in which you describe a time when you felt like an outsider.

## Feeling Proud

---

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

---

From time to time we do things that make us proud of ourselves. Sometimes we are the only ones who even know what we have done, but we recognize that performing a good deed is often its own reward.

Write a narrative about something you did that made you feel proud. Describe what happened and explain why you felt a sense of pride.

## First Day of School

---

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

---

The first day of school can be a very memorable experience. Think about a first day of school that you remember well. What happened on this first day of school? What experiences made this day memorable?

Write a story about the first day of school and what you experienced on this first day.

## Getting Home from the Middle of Nowhere

---

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

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## On the Roller Coaster

---

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

**Source One:** “Roller Coaster” Provided by Vantage Learning  
**Source Lexile Level:** N/A

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

---

Every picture tells a story. Use your imagination and experience to write a story about the picture. Be sure to develop your characters, setting, plot, conflict and resolution.

## Oral History Narrative

---

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

During an interview with a person of a different generation, collect information about the important changes and experiences that have taken place in his or her life. If you were writing a biography of this person, what kind of significant events and stories revealed in the interview would you include?

Write a biographical narrative of your interviewee, including appropriate anecdotes and experiences from his or her life.

## Overcoming a Challenge in Math

---

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

Write a story about a time when you had trouble learning a new mathematical concept and how you were able to eventually learn that new concept.

## Remembering Childhood

---

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

**Source One:** Excerpt from the novel *Peter and Wendy* By J. M. Barrie, eBook provided courtesy of Project Gutenberg  
**Source Lexile Level:** 900L

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

---

After reading the excerpt from J. M. Barrie’s novel *Peter and Wendy*, better known as *Peter Pan*, think about an episode you remember from your childhood. Write a personal narrative about the episode from your childhood using a narrator and/or characters, retelling it in a natural and logical sequence.

## Smoky Sky

---

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

**Source One:** “Smoke” Provided by Vantage Learning  
**Source Lexile Level:** N/A

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

---

Every picture tells a story. Use your imagination and experience to write a story about the picture. Be sure to develop your characters, setting, plot, conflict and resolution.

## Story Inspired by Harris Burdick Picture

---

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

**Source One:** *The Mysteries of Harris Burdick* By Chris Van Allsburg  
**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).

---

Every picture tells a story, and the book *The Mysteries of Harris Burdick* is rich with pictures that inspire stories. Choose a picture from the book *The Mysteries of Harris Burdick* by Chris Van Allsburg. Use your imagination and experiences to write a structured narrative based on the picture you chose.

## The Best Present I Ever Received!

---

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

---

Think about a time in your life when you received a gift that stood out from all others. Write a story about this gift.















In a well-developed story, recount situations that you might experience today if you were a person of a different skin color. Use story elements (characters, plot, setting, conflict, and resolution) to make your experiences come alive.

## Family Outing

---

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

**Source One:** "Family on Beach" Provided by Vantage Learning  
**Source Lexile Level:** N/A

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

---

Every picture tells a story. Use your imagination and experience to write a story about the picture. Be sure to develop your characters, setting, plot, conflict and resolution.

## Girl and Bear

---

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

**Source One:** "Girl and Bear" Provided by Vantage Learning  
**Source Lexile Level:** N/A

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

---

Every picture tells a story. Use your imagination and experience to write a story about the picture. Be sure to develop your characters, setting, plot, conflict and resolution.

## Gladiators

---

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

---

In Roman times, men known as gladiators fought to the death in an arena filled with people cheering for the strongest to survive. Recently, archaeologists in England found evidence that female gladiators also existed. Many of these fighters were slaves or condemned criminals who were forced to fight to the death for sport and entertainment value.

Imagine you are a gladiator assigned to fight. Write a story detailing what happens to you during a fight in the infamous Colosseum. Support your narrative with meaningful examples, reasons, and information based upon your research or readings.





Every picture tells a story. Use your imagination and experience to write a story about the picture. Be sure to develop your characters, setting, plot, conflict and resolution.

### Lady with Suitcase

---

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

**Source One:** "Lady with Suitcase" Provided by Vantage Learning  
**Source Lexile Level:** N/A

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

---

Every picture tells a story. Use your imagination and experience to write a story about the picture. Be sure to develop your characters, setting, plot, conflict and resolution.

### Lucky Duck?

---

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

**Source One:** "Lucky Duck" Provided by Vantage Learning  
**Source Lexile Level:** N/A

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

---

Every picture tells a story. Use your imagination and experience to write a story about the picture. Be sure to develop your characters, setting, plot, conflict and resolution.

### Marsh Clean-up

---

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

**Source One:** "Marsh Clean-up" Provided by Vantage Learning  
**Source Lexile Level:** N/A

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

---

Every picture tells a story. Use your imagination and experience to write a story about the picture. Be sure to develop your characters, setting, plot, conflict and resolution.

## Message in a Bottle

---

Prompt Source(s): 0

Source Lexile Range: N/A

---

Your class has taken a trip to the beach to study marine life for the day. Your teacher divides the class into teams of two. You and your partner are strolling along the beach when suddenly you see a beautiful blue bottle glistening in the sun. After you pick up the bottle and rub the sand off, you notice a wrinkled piece of paper inside of it containing a message.

Write a story telling what you and your partner would do next. Be sure to include details about the note and what you decide to do after reading the message in the bottle.

## Mirror View

---

Prompt Source(s): 1

Source Lexile Range: N/A

**Source One:** "Mirror" Provided by Vantage Learning  
**Source Lexile Level:** N/A

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

---

Every picture tells a story. Use your imagination and experience to write a story about the picture. Be sure to develop your characters, setting, plot, conflict and resolution.

## *Mufaro's Beautiful Daughters* by John Steptoe

---

Prompt Source(s): 1

Source Lexile Range: AD790L

**Source One:** *Mufaro's Beautiful Daughters* By John L. Steptoe  
**Source Lexile Level:** AD790L

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

---

Read the fairy tale *Mufaro's Beautiful Daughters* by John L. Steptoe, based on a traditional African folktale. The book *Mufaro's Beautiful Daughters* ends in a joyful wedding, but have you ever wondered what happened after they lived happily ever after?

After carefully reading the story, write a multi-paragraph narrative of what could have happened to the characters after the wedding. Describe what would occur next and how future events would affect their lives.

## Narrative about Severe Weather or a Natural Disaster

---

Prompt Source(s): 0

Source Lexile Range: N/A

---

Write a narrative about a time when you experienced severe weather or a natural disaster. In your narrative, include why the event was significant or memorable.

## Neighborhood Relationships

---

Prompt Source(s): 0

Source Lexile Range: N/A

---

As we grow up, many people come into our lives with whom we build relationships. Even the people in our neighborhood can play an especially important role in our lives. Think about your relationship with someone in your neighborhood like a coach, school friend, or an elderly neighbor. What was your relationship with this person like? What experiences did you share with this person?

Write a detailed narrative about a memorable relationship between two people in a neighborhood. Include details and examples, which may be from your own experiences, to help describe this special relationship.

## Offending Ethnicity

---

Prompt Source(s): 0

Source Lexile Range: N/A

---

Think about a time when you offended a person's ethnicity and then realized that you were being hurtful. The offense could have been sharing a culturally insensitive joke or story, making comments against someone's religion, or mocking a person's language, just to name a few. If you have never been involved in a situation like this, create a scenario in which it has occurred. What happened and how did you deal with the hurt your offense caused?

Write a story that recounts a time, real or imagined, when you offended a person's ethnicity. Include specific details about what happened and explain how you dealt with the hurt your offense caused. Be sure to tell your story in an interesting way so the readers can picture the scenario in their minds.

## Oil-covered Bird

---

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

**Source One:** "Oily Bird" Provided by Vantage Learning  
**Source Lexile Level:** N/A

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

---

Every picture tells a story. Use your imagination and experience to write a story about the picture. Be sure to develop your characters, setting, plot, conflict and resolution.

## Point of View in *Alice's Adventures in Wonderland*

---

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

**Source One:** *Alice's Adventures in Wonderland* By Lewis Carroll, illustrated by Sir John Tenniel, eBook published online by the *Project Gutenberg* staff, provided courtesy of Project Gutenberg  
**Source Lexile Level:** 850L

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

---

After falling through a rabbit hole, Alice finds herself far from home on a crazy adventure in Wonderland, a fantasy world. Lewis Carroll's novel *Alice's Adventures in Wonderland* recounts Alice's journey through Wonderland and her return home.

Imagine Alice has returned from her journey down the rabbit hole and is retelling one of her many experiences to her sister. Write a story from Alice's point of view in which Alice explains what happened to her on her adventure. Be sure to use dialogue to show how Alice's sister responds to the story. Use details from the novel in your response.

## Pulled into Your Television

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

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You are watching your favorite television show when, suddenly, one of the characters pulls you into his (her) world through the screen! Write a story telling what happens and how you get back home.

## Racial Discomfort

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**Prompt Source(s):** 0

**Source Lexile Range:** N/A

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Sometimes kids, and even adults, make offensive or uncomfortable statements without thinking. A conversation can quickly turn tense when someone tells jokes or makes negative comments about people of a different race or ethnic group. Think about a time when you felt uncomfortable due to someone speaking negatively about race. How did you handle the situation? Was the outcome positive or negative?

Write a story that recounts a time when you felt uncomfortable due to someone speaking negatively about race. Include specific details about what happened and how you handled the situation. Be sure to tell the story in an interesting way so the readers can picture the scenario in their minds.

## Second Chance

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**Prompt Source(s):** 0

**Source Lexile Range:** N/A

---

There are often times when we wish we had a second chance to do something. Think about a time when you wished you had a second chance. Describe that time or event, what happened, and what you might do differently if you had a second chance.

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## Settling a Disagreement by Talking

---

**Prompt Source(s):** 0

**Source Lexile Range:** N/A

---

Many people have had disagreements at one time or another. The disagreement could have been with a friend, teacher, or family member. Think about a time when you or someone you know had a disagreement and settled it by talking with the other person involved.

Write a narrative essay telling about a time when you had a disagreement with a friend, teacher, or family member and settled it by talking with the other person. Include specific details, descriptions, and reactions.





## The Basketball Match

---

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

Source One: "Face Off" Provided by Vantage Learning  
Source Lexile Level: N/A

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

---

Every picture tells a story. Use your imagination and experience to write a story about the picture. Be sure to develop your characters, setting, plot, conflict and resolution.

## The Cracked Vase

---

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

Most children are told to never play ball in the house. Imagine that one day you were playing ball in the house and that you accidentally broke a very special vase.

Write a story describing how the vase was broken and what happened next. Be sure to include details which will enhance the plot of your story.

## "The Highwayman" as Told by Tim, the Ostler

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

Source One: "The Highwayman" By Alfred Noyes  
Source Lexile Level: NP

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

---

"The Highwayman," a narrative poem by Alfred Noyes, tells the story of the love between the highwayman and the innkeeper's daughter, and how they are betrayed by Tim, the ostler. How would this story differ if told by Tim, the ostler?

Tell the story of "The Highwayman" from the point of view of Tim, the ostler. How would Tim view the same main events? Be sure to use strong verbs and figurative language just as Noyes did in the poem.





## Tree-climbing Girl

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

Source One: "Tree Girl" Provided by Vantage Learning  
Source Lexile Level: N/A

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

---

Every picture tells a story. Use your imagination and experience to write a story about the picture. Be sure to develop your characters, setting, plot, conflict and resolution.

## What Became of Ichabod Crane?

---

Prompt Source(s): 1 Source Lexile Range: 1400L-1500L

Source One: *The Legend of Sleepy Hollow* By Washington Irving, eBook published online by the *Project Gutenberg* staff, provided courtesy of Project Gutenberg  
Source Lexile Level: 1460L

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

---

At the conclusion of *The Legend of Sleepy Hollow* by Washington Irving, the reader was left with one mystery—what happened to Ichabod Crane? The story suggests that he eventually became a lawyer and then a judge. What do you think actually became of Ichabod Crane? Write a narrative in which you finish the story of what happened to Crane after his encounter with the Headless Horseman.

## Whitewater Rafting

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

Source One: "River Raft" Provided by Vantage Learning  
Source Lexile Level: N/A

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

---

Every picture tells a story. Use your imagination and experience to write a story about the picture. Be sure to develop your characters, setting, plot, conflict and resolution.

## Index for Source-based and Non-source-based Prompts

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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)

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### IntelliMetric™

*"A Retrieved Reformation" by O. Henry*  
*At the Bus Stop*  
*Big Dog*  
*Big Pizza*  
*On the Roller Coaster*  
*Remembering Childhood*  
*Smoky Sky*  
*"The Tell-Tale Heart" by E. A. Poe*  
*Theme of Defeat in Linkin Park's "In the End"*  
*What Is It?*

### Pilot

*Adolescent Insecurity in Merchant's "Tell Yourself"*  
*Alternate Ending in "The Fox and the Horse"*  
*Family Outing*  
*Girl and Bear*  
*In the Waiting Room*  
*Lady Liberty*  
*Lady with Suitcase*  
*Lucky Duck?*  
*Marsh Clean-up*  
*Mirror View*  
*Oil-covered Bird*  
*Point of View in Alice's Adventures in Wonderland*  
*Skateboarder*  
*The Basketball Match*  
*"The Highwayman" as Told by Tim, the Ostler*  
*The Whisper*  
*Traveling Girl*  
*Tree-climbing Girl*  
*What Became of Ichabod Crane?*  
*Whitewater Rafting*

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

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### IntelliMetric™

*Feeling Like an Outsider*  
Story Inspired by Harris Burdick Picture

### Pilot

*"Duffy's Jacket" by Bruce Coville*  
*Mufaro's Beautiful Daughters* by John Steptoe

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## Appendix III: Quotation-based Prompts

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### IntelliMetric™

NA<sup>1</sup>

### Pilot

NA<sup>1</sup>

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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)

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### IntelliMetric™

*A Cheating Friend*  
*A Day as a Bird*  
*A Day in Ancient Pompeii*  
*A Day Without Math*  
*A Fantastic Day! - HB Unit 1 Level B*  
*A Future Success Story*  
*A Memorable Experience Near Water*  
*A Special Day*  
*A Time Machine*  
*Achieving a Goal - HB Unit 2 Level C*  
*Acts of Kindness*  
*An Incredible New Talent*  
*Animal for a Day*  
*Caught in a Winter Storm*  
*Changes in a Friendship*  
*Cherished Memories*  
*Conflict in School*  
*Cultural Heritage or Ancestry Narrative*  
*Day When Everything Goes Wrong*  
*Duct Tape Saves the Day*  
*Encounter with a Spaceship*  
*Exploring on the Moon*  
*Facing the Impossible*  
*Fairy Tale from a Different Perspective*  
*Family and Friendship*  
*Feeling Proud*  
*First Day of School*  
*Getting Home from the Middle of Nowhere*  
*Happiest Time in Your Life*  
*Having Fun with a Group - HB Unit 2 Level B*  
*Home Alone*  
*How Does Conflict Lead to Change?*  
*How to Avoid Doing Homework*  
*Learning from Experience*  
*Lewis and Clark Expedition Summary*  
*Life Changing Experiences*  
*Life in Twenty Years*  
*Life Without Electronic Media*  
*Memoir About Making a Change - HB Unit 4 Level C*  
*Oral History Narrative*  
*Overcoming a Challenge in Math*  
*The Best Present I Ever Received!*  
*To Change a Day in Your Life*  
*Transported to Another World*

*Write a Scary Story*  
*Your Dreams*  
*Your Funniest or Most Embarrassing Experience*

## Pilot

*A Character Who Rescues Me*  
*A Complicated Situation*  
*A Memorable Scientific Discovery*  
*A Time When Someone Offended You*  
*African Fable*  
*Archaeological Expedition with Your Class*  
*Bus Passenger in 1955*  
*Colonizing Mars*  
*Dealing with Racism*  
*Don't Give Up!*  
*Experiences with a Different Skin Color*  
*Gladiators*  
*Helping a Young Neighbor*  
*In a Space Ship on Your Way to Mars*  
*Incident in a Department Store*  
*Invisible for a Day*  
*Keelboat Annie - HB Unit 5 Level A*  
*Message in a Bottle*  
*Narrative about Severe Weather or a Natural Disaster*  
*Neighborhood Relationships*  
*Offending Ethnicity*  
*Pulled into Your Television*  
*Racial Discomfort*  
*Second Chance*  
*Settling a Disagreement by Talking*  
*(Spanish) Happiest Time in Your Life*  
*Story About a Dust Bowl Event*  
*Story about an Item He Forgot to Pack*  
*Story of an Adventure*  
*Story of an Enjoyable School-Related Event*  
*Talking Reflection*  
*The "Real" You That You Want Others to Know*  
*The Cracked Vase*  
*The Meaning of Diversity*  
*Torn Between Two Parties*  
*Trading Places with a Parent*  
*Traveling West in a Wagon Train*

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