

DECODE THE PROMPT

What type of writing are you to generate? What content would be in the body paragraphs?

EXAMPLES FOR GRADES 3-5

Your teacher is creating a bulletin board display in the school library to show what your class has learned about different types of jobs. You decide to write an informational article on astronauts. Your article will be read by other students, teachers, and parents.

MODE:
Informative

TEXT STRUCTURE:
Explanatory/
Descriptive

BODY PARAGRAPHS:
Facets about astronaut life

Using more than one source, develop a main idea about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long, using details from all of the sources.

You've read about different types of service animals. You begin to discuss the new rule that allows only dogs and miniature horses as service animals in public places. Some students agree with the rule, and some students disagree with the rule.

MODE:
Persuasive

TEXT STRUCTURE:
What & Why

CONTENTS:
Reasons for
(or against)

Write a paper, taking a side as to whether you agree or disagree with the rule allowing only service dogs and miniature horses in public places. Include evidence from 3 of the 4 sources. Your paper will be read by your teacher and your classmates.

EXAMPLES FOR GRADES 6-12

Can the brain become smarter or is intelligence fixed? After reading articles on learning and the brain, write an article for your peers that relates how the brain develops from birth to twenty-five years of age. Support your ideas with details from all of the sources.

MODE: Informative

TEXT STRUCTURE:
How-to/Procedural

BODY PARAGRAPHS:
Different steps of brain growth

You have read two different accounts of the Boston Massacre. Which author did a better job informing and engaging the reader? Write an essay citing the techniques the author used to influence your choice. Use textual evidence from both passages to help develop your position.

MODE:
Argumentative

TEXT STRUCTURE:
What & Why

BODY PARAGRAPHS:
Reasons for one over the other

Each author uses different evidence to support his or her stance on school start times. Write an essay that explains each author's overall claim about school start times and how he or she advances his or her unique perspective. Use details from both texts to support your answer.

MODE: Informative

TEXT STRUCTURE:
Explanatory/
Descriptive

BODY PARAGRAPHS:
Different techniques used

The story "Departure" describes a character leaving home, and the passage from "Up the Coolly" describes a character returning home. Write an essay that analyzes how the narrators relate the events about the journeys in a manner that builds mystery and/or tension. Be sure to use support from both texts in developing your response.

MODE: Informative

TEXT STRUCTURE:
Compare-Contrast

BODY PARAGRAPHS:
Describe journey used in both texts

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Using more than one source, develop a main idea about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long, using details from all of the sources.

MODE:
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Write a paper, taking a side as to whether you agree or disagree with the rule allowing only service dogs and miniature horses in public places. Include evidence from 3 of the 4 sources. Your paper will be read by your teacher and your classmates.

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