

## Spring 1998

### Prompt A – Report of Information

Grade 8 & 10

#### Writing Situation

Think about a task you do well. Think of the items you need to do this task and the steps you must follow to complete it. Organize the things you must do to complete this task so you can explain it clearly to your friend.

#### Directions for Writing

Write an essay explaining how you perform a task that you do well. Include information about the things you need and the steps you follow. Include enough information so that the reader could do the task almost as well as you.

### Prompt B – Autobiographical Incident

Grade 8 & 10

#### Writing Situation

Think about a time when someone helped you accomplish something you were not sure you could do. This might have been a school problem or a sports activity. Think about what you were trying to do. What problem did you have to overcome? Think about the person who helped you. How did this person give you the support you needed? Think about how you felt when you achieved your goal.

#### Directions for Writing

Write about a time when someone helped you accomplish something you were not sure you could do. Include details that describe the problem and the person that helped you. Provide information that will help your reader to fully understand the situation.

### Prompt C – Observational Writing

Grade 8 & 10

#### Writing Situation

Being kind to each other is something you are proud of at your school. You are trying to be the “kindest school in your area.” Every month your class has given examples of ways to be kind for your kindness bulletin board. Think about acts of kindness you’ve seen happen at school.

#### Directions for Writing

Write to your fellow students about an act of kindness you have observed. Describe where you saw it happen, why you noticed it, what was said, and how the people reacted. Show how that one incident could help make your school a kinder school.

**Prompt (D) – Problem Solution**

**Grade 8 & 10**

**Writing Situation**

We all have a conscience to remind us that we have wronged someone and it needs to be corrected. Often speaking to that person isn't enough.

**Directions for Writing**

Write a letter of apology to someone you know. Perhaps your mother, your brother or a friend. Describe your reasons why you feel you owe this person a letter and your solution to become friends again.

**Spring 1999**

**Prompt A – Problem Solution**

**Grade 8 & 10**

**Writing Situation**

Fossil fuels are a valuable, non-renewable resource. We use them in many ways throughout our daily life. However, they will not be around forever. We need to conserve these energy sources so we will have them in our future.

**Directions for Writing**

Think of one way someone can help make a difference in conserving energy. The person may be a parent, friend, school official, city, state or base official. Write a letter to a person who can help solve a problem. Carefully describe the problem and your proposed solution. Think of any possible concerns or objections your reader might have about changing.

**Prompt B – Observational Writing**

**Grade 8 & 10**

**Writing Situation**

Think of a performance, movie, or sports event that you would like to attend. Observe something that you were not a participant.

**Directions for Writing**

Pick one of these events and write an article for the local newspaper. Pretend you are a reporter. Choose the details and specific examples and describe them to the readers of the local newspaper. Be sure to include a dialogue, if appropriate. Finally, be factual in your accounts of the event.

**Prompt C – Autobiographical Incident****Grade 10****Writing Situation**

Think about a time in your life you had to prove yourself in a particular situation. This may have been a time when you were new to your neighborhood, a school or a class. This may have been a time when you had to be especially brave. Think about the situation and the obstacles you encountered. Think about how you felt and what you did. Think about what happened and how you might have changed as a result.

**Directions for Writing**

Write about a time you had to prove yourself. Include details about the situation, how you felt and what happened.

**Prompt D – Report of Information****Grade 10****Writing Situation**

Many of us have learned words and phrases in other (foreign) languages without intense studying because we learned them through songs, little “jingles,” or commercials on television and radio. Imagine you have been asked to write an article for your school newspaper about various effective ways to study and learn new material.

**Directions for Writing**

Write a newspaper article on various methods of studying. Include the way described in the Writing Situation as well as other ways of studying and learning. Give specific details and examples so that your newspaper readers will find your report interesting and informative. You can draw on your own experiences, your observations of others, and things you have read about.

**Spring 2000****Prompt A – Problem Solution****Grade 8 & 10****Writing Situation**

Many students in your school move often. Relocating requires learning about a new culture and leaving friends and family behind. Imagine that your parent has a new assignment in another state or country. Think of the kinds of problems this move could create for you.

**Directions for Writing**

Write to your parent explaining why you would like to live in that state or country. Describe the specific things you could learn and also any problems that your family might encounter there. Describe what you would do to help solve these problems. Feel free to use examples of problems encountered by others.

**Prompt B – Observational Writing****Grade 8/10****Writing Situation**

Many students in your school move often. Relocating requires a period of adjustment and making new friends. Sometimes students already in the school make new students feel like “outsiders.” Think about a time when you noticed a new person in your school who was being treated as an “outsider.”

**Directions for Writing**

Write a letter to the editor of the school newspaper describing your observations of a time when you have seen a new student being treated as an “outsider.” Use specific details that appeal to the senses so that your readers can see and feel what you observed.

**Prompt C – Autobiographical Incident****Grade 8/10****Writing Situation**

Think about a time when you had a difficult or challenging experience while you were traveling by yourself or with your family.

**Directions for Writing**

Write about a difficult or challenging experience you had on a trip. Be sure to provide your readers with enough details so they can see and feel the difficulties or obstacles you experienced. You should include reasons why you still remember the trip.

**Prompt D – Report of Information****Grade 8/10****Writing Situation**

You have been asked by the student council at your school to write an informative report to be included in the packets that will be distributed to students who will be entering your school. Think about what you wish you had known when you relocated. Include specific details about such things as school activities, base activities for teens, and local community events and activities.

**Directions for Writing**

Write an informative report that will be included in the packet for students entering your school. Provide sufficient information that will help new students choose what to do in their new school, base, and community.

## Spring 2001

### Prompt A – Problem/Solution

Grade 8 and 10

#### Writing Situation

Your class has been planning a surprise birthday party for your teacher. The plans are all made, and several parents have agreed to help. A week before the surprise party is to happen, your teacher announces that there is to be a guest speaker on the day of the party. You and your classmates decide to ask the principal for help in solving this conflict. You all agree that each student is to write a letter explaining the problem and suggesting solutions the principal could help you with. You will meet together, without the teacher, and select the letter to send to the principal.

#### Directions for Writing

Write to your principal, explaining what the problem is and suggesting ways the principal might help your class to solve the problem. Remember that you need to convince the principal that this problem is very important to your class, and that the principal can really help you. Remember also that the speaker has been invited and is important to the teacher, but that parents have already made plans to help on the specific day of the teacher's birthday.

### Prompt B – Observational Writing

Grade 8 and 10

#### Writing Situation

The teachers at your school are creating a book of photographs and student writing entitled "Our School." The book will be placed in the school library. The teachers have asked the students to write a detailed description of a memorable day in one of their classes. Taken together, these photographs and writing will show what the school is like.

#### Directions for Writing

Select one class period that stands out clearly in your mind and write about it for the schoolbook. In your writing, use vivid details so that your readers will know what went on in that classroom that day. You might include what you saw, what happened, what you heard, and other impressions that would help a reader understand what the class was like on that day.

**Prompt C – Autobiographical Incident****Grade 8 and 10****Writing Situation**

After reading about the importance of mealtime in many cultures, the students in your class begin talking about memorable meals they have had, and the teacher asks each student to write about one memorable meal.

**Directions for Writing**

Write about one memorable meal you have had. This meal might stand out in your mind because it was part of a special occasion, because the meal was held in a special or unusual place, because the food was especially wonderful or especially bad, or because of some other reason. Use specific details and examples about this experience so that your writing will be very clear and interesting for your readers, and so that they will understand why this meal stands out in your memory.

**Prompt D – Report of Information****Grade 8 and 10****Writing Situation**

Students in your school are preparing a time capsule to be opened by students at your school fifty years from now. The time capsule will contain objects to show students in the future the activities, events, trends, and objects that are currently popular.

**Directions for Writing**

Write to the students who will open the time capsule fifty years from now. Describe the objects in the time capsule that represent the activities, events, trends, and objects that are popular today. In your writing, use specific details to describe the objects accurately and completely.

**Prompt A – Problem Solution**

**Grade 7**

**Writing Situation**

Imagine that a new student has recently entered your school. The student seems a bit shy, and has not made any efforts to get to know others. The other students are busy with class projects and preparing for exams, so they do not have time to include the new student in their activities. You understand the difficulty of coming into a school as a new student and you want to help.

**Directions for Writing**

Write to a teacher or another adult you trust, explaining the problem and suggesting specific ways you think the problem could be solved by adults and/or students in the school.

**Prompt B – Observational Writing**

**Grade 7**

**Writing Situation**

Your class has decided to make its own booklet describing places filled with activity that students in the class know well. Each student is to select one place to describe.

**Directions for Writing**

Think of a place you associate with a lot of activity. It could be a gym, a sports or recreation field, a multi-use room, a room at home where lots is going on, or a public place like a market or a sports or entertainment arena. Describe for someone who hasn't been there the sights, sounds, activities, smells, and other impressions that will help someone really understand what this very active place is like.

**Prompt C – Autobiographical Incident**

**Grade 7**

**Writing Situation**

Your class is creating a book of student writing called "Hopes, Dreams and Realities." Each essay in the book will be about an experience that a student in the class has had that did not turn out the way the student expected. Some of the experiences turned out better than the student thought they would and some turned out worse.

**Directions for Writing**

Write about an experience in your life that did not turn out the way you thought it would. Tell what you expected to happen, and how what really happened was different from your expectation. Use specific details so that students and other people who read your writing have a vivid picture of what happened.

**Prompt D – Report of Information****Grade 7****Writing Situation**

Students who live in another country have written to your school asking for information about student interests at your school, such as sports, games, or hobbies. Your teacher has asked each student to write about one sport, game, or hobby, explaining in detail what it is like.

**Directions for Writing**

Describe for another student your age a sport, game, or hobby that you know and like. Include as much specific detail as possible so that someone who doesn't know anything about the topic can understand it. Show your enthusiasm and knowledge about the topic in a way that will encourage another student to try this activity.

**Prompt A – Problem Solution****Grade 9****Writing Situation**

Recently, your English teacher, Social Studies teacher, and Science teacher have all assigned major reports or projects due at the same time. Each of these major assignments seems interesting and you want to do a good job on each one, but you cannot do them all as scheduled.

**Directions for Writing**

Write a letter to your teachers or the principal, explaining the problem this situation presents for students and suggesting ways the problem can be solved. Your suggested solution should be very specific, so that the readers of your letter will be able to see clearly how you think the problem can be solved and how this solution would keep the problem from arising again.

**Prompt B – Observational Writing****Grade 9****Writing Situation**

Think about a place you can picture clearly in your mind – it could be a place that is familiar to everyone or a place not many people have a chance to visit. It may be a place very few people even know about or a place most of us go, like a movie theater or library. Your teacher has asked you to describe that place in detail, so that someone who reads your paper will feel like they are actually there.

**Directions for Writing**

Describe your place. Include as much detail as you can about what the place looks like, what people are doing there, what sounds you hear, and so forth. Remember that as an observer, you experience the place firsthand; your job now is to make it come alive for your readers.

**Prompt C – Autobiographical Incident**

**Grade 9**

**Writing Situation**

Your class has been studying a unit called “Courage.” You have read stories about people who displayed physical courage in difficult situations and historical accounts of people who displayed courage by taking a stand to defend something they believed in. Your teacher has suggested that the class create a collection of essays that includes one entry by each classmate describing a time he or she displayed courage by taking a stand on an important issue.

**Directions for Writing**

Describe a specific time in your life when you were courageous and took a stand about an issue that was important to you. Include specific details to bring to life what the issue was and how you took a stand on the issue.

**Prompt D – Report of Information**

**Grade 9**

**Writing Situation**

The school newspaper in another school like yours has asked for news articles about recent events in your school. The students in the other school are interested in these articles because they want to find ways to improve activities in their own school. Your teacher has asked each student in the class to submit an article for consideration.

**Directions for Writing**

Choose a recent event in your school. It could be a sports event, a dance, an assembly, a special celebration, an academic competition or other event, or any other happening that would be newsworthy. Write a report about the event, telling what the event was and including as much specific details as possible so that readers in another school would

**7<sup>th</sup> GRADE**  
**Autobiographical Incident**

**A. Writing Situation**

Your teacher has asked students to enter a contest sponsored by music teachers. The music teachers are interested in different ways that music is important in the lives of students your age. They are interested in students' experiences with particular songs and different kinds of music, and in situations where music is important, such as holidays, ceremonies, entertainment, family events, and parties.

**Directions for Writing**

Write about a specific event in your life when music was an important part of the experience you had. Use relevant details to tell what the experience was and how music was important to you. Make sure that students and other people who read your writing have a vivid picture of what happened.

**7<sup>th</sup> GRADE**  
**Problem Solution**

**B. Writing Situation**

You are with a group of friends in a shopping center. You see one of the members of the group shoplifting small items. You don't think anyone else sees this action. You feel you should do something, because you believe the action is wrong and, if ignored, could lead the friend to more serious problems.

**Directions for Writing**

Explain how you would solve this problem in a way that you think would have a good chance of helping your friend not continue this kind of behavior. Be specific in explaining the actions you would take.

Write to a teacher or another adult you trust, explaining the problem and suggesting specific ways you think the problem could be solved by adults and/or students in the school.

**7<sup>th</sup> GRADE**

## Observational Writing

### **C. Writing Situation**

You have received a letter from a friend from the past, saying that your friend is about to move to where you now live and to go to the school you attend. The friend has received information from the school about what the school is like, with pictures of the school and descriptions of activities. Your friend now wants to know about life outside school. What, your friend asks, do people do on weekends?

### **Directions for Writing**

Write to your friend, describing a Saturday or Sunday in your neighborhood. You might choose to focus just on morning or afternoon. You want to give your friend a very clear picture of what goes on, so be sure to cite sounds, activities, smells, and other impressions that will help your friend understand the scene.

## 7<sup>th</sup> GRADE

### Report of Information

### **D. Writing Situation**

In your history class, you and your classmates have been reviewing people that you think are interesting and important in history. Your teacher has asked each student to write a report about one historical figure, so that the members of the class can read all the reports as a part of the review. The person could be from any time in history, including the recent past.

### **Directions for Writing**

Write a report about a person from history who you think is interesting and important. Remember that other students are going to read your report as part of their review, so be sure to include as much specific information as you can about what the person did and why that person is important in history.

## 9<sup>th</sup> GRADE

### Autobiographical Incident

### **A. Writing Situation**

You and the other students in your class have just finished reading stories, poems, and biographical and autobiographical sketches about “the unexpected.” These writings all deal with characters who suddenly face something they had not expected. Sometimes what they face is wonderful and sometimes it is not. Your teacher has suggested that the class create a collection entitled “Facing the Unexpected” so you can all share your stories.

### **Directions for Writing**

Choose an experience or incident in your life in which you dealt with “the unexpected.” It could be something positive such as receiving an unexpected present, reward, or recognition, or something negative such as an injury, an accident, or a loss of some kind. Tell in detail what happened, including where you were, the actual way in which “the unexpected” became known to you, and how you responded. Remember that you want your readers to understand what happened with the same intensity you felt.

## **9<sup>th</sup> GRADE Problem Solution**

### **B. Writing Situation**

The manager of a local store has written to the principal of your school saying that there is a problem in the store with students from your school. There have been several instances of shoplifting and damage from kids just fooling around. Before

taking any action, the manager of the store has asked the students in your school to make suggestions to help solve the problem.

### **Directions for Writing**

Write to the manager of the store, explaining the problem as you understand it, and then suggesting ways to solve the problem. Your proposed solutions should be specific and fully explained. Remember that you want to convince the manager to take you seriously.

## **9<sup>th</sup> GRADE**

### **Observational Writing**

#### **C. Writing Situation**

The students in your class have had an informal discussion about places they have been, trips they have taken, and different kinds of transportation they have used. The conversation has turned to places involved with travel such as airports, train stations, bus stations, rest stops on highways. Your teacher has asked each of you to describe one place in detail, so you can all share your observations.

### **Directions for Writing**

Describe a place connected with travel such as an airport, a train station, a bus station, or a rest stop on a highway. Include as much detail as you can that you have observed, such as what the place looks like, what people are doing, what sounds you hear, and so forth. Remember that as an observer you experience the place first hand; your job is to make it come alive for your readers.

## **9<sup>th</sup> GRADE**

### **Report of Information**

#### **D. Writing Situation**

A friend you haven't seen for quite a while has written to you, jokingly accusing you of never quite knowing what you were doing. You are determined to show your friend that you are an expert in lots of things, but especially in one.

### **Directions for Writing**

Think of something you do very well. It could be a skill such as working with computers or other technology, cooking special dishes, doing photography, working on an automobile, providing care for children or others, building or assembling something, using a special piece of equipment, playing a musical instrument, or any other activity that involves special knowledge. Explain how to do the activity, including specific details that will show your friend that you have expert knowledge.