

WRITING PROMPTS

The writing prompts listed below may be used to unwrap the meaning of the quotes on our website. For example, let us suppose that the teacher chooses to use the following quote: “Silent gratitude isn’t very much use to anyone.” Of the writing prompts listed below, the teacher might choose to use: “What would our classroom be like if each student agreed with this saying?” Thus, the careful linking of quotes and writing prompts will be done by the teacher who will individualize this connection according to the needs of his or her students.

Each of the writing prompt listed below is tied to one of the K-8 English Language Arts Content Standards for California Public Schools. The purpose of these writing prompts is to assist the teacher in planning for the integration of Character Education and Language Arts.

1. When you hear the word, e.g. “dream,” what do you think of?

Kindergarten: Reading Comprehension 2.5. Ask and answer questions about essential elements of a text.

2. When you hear this proverb/saying/quote, how does it make you feel? Explain your answer.

Grade One: Reading Comprehension 2.2. Respond to who, what, where, and how questions.





3. What does the proverb/saying/quote mean to you?

Grade One: Reading Comprehension 2.2. Respond to who, what, where, and how questions.

4. Was there a time when you didn't do what the proverb/saying/quote said to do? What happened?

Grade Two: Writing Applications 2.1. Write brief narratives based on their experiences.

5. Write a short story, using the proverb/saying/quote as your first sentence.

Grade Three: Writing Strategies 1.1. Create a single paragraph.

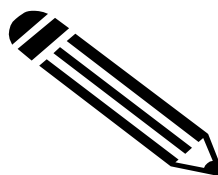
- a. Develop a topic sentence.
- b. Include simple supporting facts and details

6. Draw a picture of what this proverb/saying/quote is saying to you. Now, write a paragraph where you describe the details in your picture.

Grade Three: Writing Applications 2.2. Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things or experiences.

7. Rewrite this proverb/saying/quote using different words that say the same thing. Now write five of your own proverbs/sayings/quotes about persons, places and things that are important to you. Rewrite each of your proverbs/sayings/ quotes until you have at least one that you want to share with the whole group.

Grade Four: Writing Strategies 1.10. Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.





8. Has anything like this ever happened to you or to anyone you know? Explain your experience.

Grade Four: Writing Applications 2.1 Write narratives.

- a. Rewrite ideas, observations, or recollections of an event or experience.
 - b. Provide a context to enable the reader to imagine the world of the event or experience.
 - c. Use concrete sensory details.
 - d. Provide insight into why the selected event or experience is memorable.
9. Our proverb/saying/quote contains a metaphor/simile. Find the words that make the metaphor/simile. Draw a picture of what the metaphor/simile means in this story.

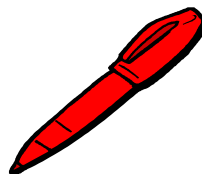
Grade Four: Literary Response and Analysis 3.5. Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

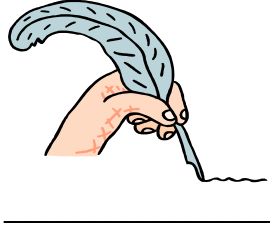
10. Do you agree with this proverb/saying/quote?

Grade Five: Writing Applications 2.2. Write responses to literature.

- a. Demonstrate an understanding of a literary work.
 - b. Support judgments through references to the text and to prior knowledge.
 - c. Develop interpretations that exhibit careful reading and understanding.
11. Has anything like this ever happened to a person in a book, poem or newspaper article that you have read? Describe what happened.

Grade Six: Reading Comprehension 2.3. Connect and clarify main ideas by identifying their relationships to other sources and related topics.





12. What would our classroom be like if each student agreed with this proverb/saying/quote? Describe how students might act, feel, and what they might say.

Grade Seven: Writing Strategies: 1.2. Support all statements and claims with anecdotes, descriptions, facts, and statistics, and specific examples.

13. Can this proverb/saying/quote help you in some way? Explain your answer by including references and quotations to other things you have read or heard..

Grade Eight: Writing Strategies: 1.3. Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

(Standards are taken from English Language Arts Content Standards for California Public Schools – Kindergarten Through Grade Twelve, 1998 by the California Department of Education.)

