

## The Lexile Framework for Reading in Action

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### Writing Prompt

- Pre-Reading
- During Reading
- Post Reading

**Task Suggestion:** For Georgia Performance Standard SSUSH10, utilize the resource titled, 'Black Codes' (1100L) and ask students to complete a Writing Prompt activity.

**Description:** Writing Prompts offer students an opportunity to move straight from the reading of a text into a creative writing activity that is directly related to the content. Writing prompts specifically related to the reading material provide students an opportunity to blend knowledge and creativity in an extended-writing exercise.

**How It Works:** As part of the Writing Prompt activity, students are encouraged to spend some time after reading the text, and before writing to the prompt, organizing their thoughts and ideas. These pre-writing activities can be in the form of graphic organizers, vocabulary lists, or outlines. After some time for planning and organizing, students can then begin writing to the prompt, incorporating their own thoughts and ideas with those they've just learned from the reading material.

**How It Can Be Used:** Writing Prompts can be useful across all content areas.

- ◆ Writing Prompts are best used for texts that are at or slightly below a student's Lexile measure.
- ◆ Writing Prompts are an effective strategy for allowing students to think critically and creatively about reading material, and to synthesize the information in a less-structured narrative format.

**Prompt:** Imagine you are a citizen of the Southern states during the mid-1800s. Write a letter to Congress regarding the 14<sup>th</sup> Amendment. Explain why you either support it, or why you think it should be ratified. Describe the situation in the South, and how you feel about different races receiving different treatment under the law.