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# CCR Performance Tasks

## **ELA Grade 7: Writing About Literature**

Exploring Themes About Conformity



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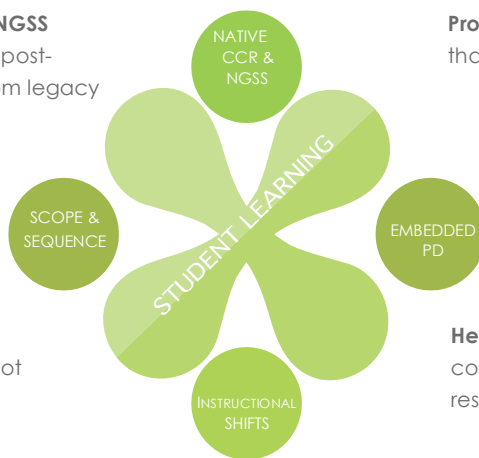
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# CCR Performance Tasks

## ELA Grade 7: Writing About Literature

### Exploring Themes About Conformity

Student Test Booklet

**Name:** \_\_\_\_\_

## PART 1

**Directions:** Read the story and then follow your teacher's directions.

---

### Jupiter Ann

by Eleanor Porter

- <sup>1</sup> It was only after serious consideration that Miss Prue had bought the little horse, Jupiter, and then she changed the name at once. For a respectable spinster to drive any sort of horse was bad enough in Miss Prue's opinion; but to drive a heathen one! To replace "Jupiter" she considered "Ann" a sensible, dignified, and proper name, and "Ann" she named him.... The villagers accepted the change—though with modifications; the horse was known thereafter as "Miss Prue's Jupiter Ann."...
- <sup>2</sup> The horse had been hers now a month, and thus far it had been everything that a dignified, somewhat timid spinster could wish it to be. Fortunately—or unfortunately, as one may choose to look at it—Miss Prue did not know that in the dim recesses of Jupiter's memory there lurked the smell of the turf, the feel of the jockey's coaxing touch, and the sound of a triumphant multitude shouting his name; in Miss Prue's estimation<sup>1</sup> the next deadly sin to treason and murder was horse racing.
- <sup>3</sup> There was no one in the town, perhaps, who did not know of Miss Prue's abhorrence of horse racing. On all occasions she freed her mind concerning it; and there was a report that the only lover of her youth had lost his suit through his passion for driving fast horses. Even the county fair Miss Prue had refused all her life to attend—there was the horse racing. It was because of all this that she had been so loath to buy a horse, if only the way to everywhere had not grown so long!
- <sup>4</sup> For four weeks—indeed, for five—the new horse, Ann, was a treasure; then, one day, Jupiter remembered.
- <sup>5</sup> Miss Prue was driving home from the post office. The wide, smooth road led straight ahead under an arch of flaming gold and scarlet. The October air was crisp and bracing, and unconsciously Miss Prue lifted her chin and drew a long breath. Almost at once, however, she frowned. From behind her had come the sound of a horse's hoofs, and reluctantly Miss Prue pulled the right-hand rein.
- <sup>6</sup> Jupiter Ann quickened his gait perceptibly<sup>2</sup>, and lifted his head. His ears came erect.
- <sup>7</sup> "Whoa, Ann, whoa!" stammered Miss Prue nervously.
- <sup>8</sup> The hoof beats were almost abreast now, and hurriedly Miss Prue turned her head. At once she gave the reins an angry jerk; in the other light carriage sat Rupert Joyce, the young man

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<sup>1</sup> estimation—opinion

<sup>2</sup> perceptibly—noticeably

who for weeks had been unsuccessfully trying to find favor in her eyes because he had already found it in the eyes of her ward<sup>3</sup> and niece, Mary Belle.

<sup>9</sup> "Good-morning, Miss Prue," called a boyish voice.

<sup>10</sup> "Good-morning," snapped the woman, and jerked the reins again.

<sup>11</sup> Miss Prue awoke then to the sudden realization that if the other's speed had accelerated, so, too, had her own.

<sup>12</sup> "Ann, Ann, whoa!" she commanded. Then she turned angry eyes on the young man. "Go by—go by! Why don't you go by?" she called sharply.

<sup>13</sup> In obedience, young Joyce touched the whip to his gray mare: but he did not go by. With a curious little shake, as if casting off years of dull propriety<sup>4</sup>, Jupiter Ann thrust forward his nose and got down to business.

<sup>14</sup> Miss Prue grew white, then red. Her hands shook on the reins.

<sup>15</sup> "Ann, Ann, whoa! You mustn't—you can't! Ann, please whoa!" she supplicated<sup>5</sup> wildly. She might as well have besought the wind not to blow.

<sup>16</sup> On and on, neck and neck, the horses raced. Miss Prue's bonnet slipped and hung rakishly above one ear. Her hair loosened and fell in straggling wisps of gray to her shoulders. Her eyeglasses dropped from her nose and swayed dizzily on their slender chain. Her gloves split across the back and showed the white, tense knuckles. Her breath came in gasps, and only a moaning "whoa—whoa" fell in jerky rhythm from her white lips. Ashamed, frightened, and dismayed, Miss Prue clung to the reins and kept her straining eyes on the road ahead.

<sup>17</sup> On and on down the long straight road flew Jupiter Ann and the little gray mare. At door and window of the scudding houses appeared men and women with startled faces and upraised hands. Miss Prue knew that they were there, and shuddered. The shame of it—she, in a horse-race, and with Rupert Joyce! Hurriedly she threw a look at the young man's face to catch its expression; and then she saw something else: the little gray mare was a full half-head in the lead of Jupiter Ann!

<sup>18</sup> It was then that a strange something awoke in Miss Prue—a fierce new something that she had never felt before. Her lips set hard, and her eyes flashed a sudden fire. Her moaning "whoa—whoa" fell silent, and her hands loosened instinctively on the reins. She was leaning forward now, eagerly, anxiously, her eyes on the head of the other horse. Suddenly her tense muscles relaxed, and a look that was perilously<sup>6</sup> near to triumphant joy crossed her face—Jupiter Ann was ahead once more!

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<sup>3</sup> ward—a young person who is looked after by someone other than parents

<sup>4</sup> propriety—proper behavior

<sup>5</sup> supplicated—begged

<sup>6</sup> perilously—dangerously

- <sup>19</sup> By the time the wide sweep of the driveway leading to Miss Prue's home was reached, there was no question of the result, and well in the lead of the little gray mare Jupiter Ann trotted proudly up the driveway and came to a panting stop.
- <sup>20</sup> Flushed, disheveled<sup>7</sup>, and palpitating<sup>8</sup>, Miss Prue picked her way to the ground. Behind her Rupert Joyce was just driving into the yard. He, too, was flushed and palpitating—though not for the same reason.
- <sup>21</sup> "I—I just thought I'd drive out and see Mary Belle," he blurted out airily, assuming a bold front to meet the wrath which he felt was sure to come. At once, however, his jaw dropped in amazement.
- <sup>22</sup> "Mary Belle? I left her down in the orchard gathering apples," Miss Prue was saying cheerfully. "You might look for her there." And she smiled—the gracious smile of the victor for the vanquished.
- <sup>23</sup> Incredulously the youth stared; then, emboldened, he plunged on recklessly:
- <sup>24</sup> "I say, you know, Miss Prue that little horse of yours can run!"
- <sup>25</sup> Miss Prue stiffened. With a jerk she straightened her bonnet and thrust her glasses on her nose.
- <sup>26</sup> "Ann has been bad—very bad," she said severely. "We'll not talk of it, if you please. I am ashamed of her!" And she turned haughtily away.
- <sup>27</sup> And yet—
- <sup>28</sup> In the barn two minutes later, Miss Prue patted Jupiter Ann on the neck—a thing she had never done.
- <sup>29</sup> "We beat 'em, anyhow, Ann," she whispered. "And, after all, he's a pleasant-spoken chap, and if Mary Belle wants him—why—let's let her have him!"

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<sup>7</sup> disheveled—not neat; messy

<sup>8</sup> palpitating—trembling

## Option A

**Directions:** Prepare for a discussion of the following questions. Be prepared to cite evidence from the text to support your answers during the discussion.

---

**1. How do Miss Prue's thinking and behavior in the first three paragraphs of the story show she has been influenced by society's expectations?**

**2. How does Miss Prue's behavior change during the race? Why does it change?**

**3. When does Miss Prue's behavior during the race defy conformity?**

**4. What do the details in the last nine paragraphs of the story suggest about the change in Miss Prue?**

**Option B**

**Directions:** A major theme in the story explores how Miss Prue reacts to the need she feels to conform to society's expectations. Use the chart below to trace the development of this theme throughout the story. Review Miss Prue's behavior in each part of the story listed in the first column. In the second column, quote an example of evidence from the story that relates to the development of the theme. In the third column, explain how your example develops the theme.

| <b>Story Part</b>       | <b>Textual Evidence of Miss Prue's Thoughts or Behavior That Helps to Develop the Theme</b> | <b>Explanation of How the Evidence Cited Supports the Theme</b> |
|-------------------------|---|---|
| <b>Paragraph 1-3</b>    |   |   |
| <b>Paragraph 4-18</b>   |   |   |
| <b>Paragraph 19-end</b> |   |   |

### Option C

**Directions:** Explain how Miss Prue’s behavior throughout the story develops the theme of conformity’s effect on individuals. Support your main points with evidence from the story.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

## PART 2

**Directions:** Read the poems and follow your teacher's directions.

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### Fiddler Jones

The earth keeps some vibration going  
There in your heart, and that is you.  
And if the people find you can fiddle,  
Why, fiddle you must, for all your life.  
5 What do you see, a harvest of clover?  
Or a meadow to walk through to the river?  
The wind's in the corn; you rub your hands  
For beeves<sup>9</sup> hereafter ready for market;  
Or else you hear the rustle of skirts  
10 Like the girls when dancing at Little Grove.  
To Cooney Potter a pillar of dust  
Or whirling leaves meant ruinous drouth;  
They looked to me like Red-Head Sammy  
Stepping it off, to "Toor-a-Loor."  
15 How could I till my forty acres  
Not to speak of getting more,  
With a medley of horns, bassoons and piccolos  
Stirred in my brain by crows and robins  
And the creak of a wind-mill—only these?  
20 And I never started to plow in my life  
That someone did not stop in the road  
And take me away to a dance or picnic.  
I ended up with forty acres;  
I ended up with a broken fiddle—  
25 And a broken laugh, and a thousand memories,  
And not a single regret.

---

<sup>9</sup> beeves—plural of beef

**George Gray**

I have studied many times  
The marble which was chiseled for me—  
A boat with a furled sail at rest in a harbor.  
In truth it pictures not my destination  
5 But my life.  
For love was offered me and I shrank from its disillusionment;  
Sorrow knocked at my door, but I was afraid;  
Ambition called to me, but I dreaded the chances.  
Yet all the while I hungered for meaning in my life.  
10 And now I know that we must lift the sail  
And catch the winds of destiny  
Wherever they drive the boat.  
To put meaning in one's life may end in madness,  
But life without meaning is the torture  
15 Of restlessness and vague desire—  
It is a boat longing for the sea and yet afraid.

## Option A

**Directions:** Prepare for a discussion of the following questions. Use the chart below to help you prepare to cite evidence from the poems and the story to support your answers during the discussion

**1. How was Fiddler Jones's outlook on life different from the average farmer's outlook?**

**2. How did Fiddler Jones's choice to "do his own thing" affect his life?**

**3. How does the image carved on George Gray's tombstone represent his life?**

**4. How is George Gray different from Fiddler Jones in life and death?**

**5. How is Miss Prue's behavior both similar to and different from the behavior of George Gray and Fiddler Jones?**

**Option B**

**Directions:** Complete the chart below by analyzing how Edgar Lee Masters uses connotative language, figurative language, and sound devices to help develop the themes in his poems.

| Poem          | Example of Language | How This Language Contributes to the Theme |
|---------------|---------------------|--|
| Fiddler Jones |                     |  |
| Fiddler Jones |                     |  |
| George Gray   |                     |  |
| George Gray   |                     |  |

**Option C**

**Directions:** Your teacher will now assign you to work with classmates to research and report on people or events that are central to understanding the poems in *Spoon River Anthology*. You may use the chart below to help organize your research and prepare your report.

---

**Topic**

**Sources**

**Important Findings**

## PART 3

**Directions:** Read the poem and follow your teacher's directions.

---

### Lone Dog

By Irene Rutherford McLeod

I'm a lean dog, a keen dog, a wild dog, and lone;  
I'm a rough dog, a tough dog, hunting on my own;  
I'm a bad dog, a mad dog, teasing silly sheep;  
I love to sit and bay the moon, to keep fat souls from sleep.

5 I'll never be a lap dog, licking dirty feet,  
A sleek dog, a meek dog, cringing for my meat,  
Not for me the fireside, the well-filled plate,  
But shut door, and sharp stone, and cuff and kick, and hate.

Not for me the other dogs, running by my side,  
10 Some have run a short while, but none of them would bide.  
O mine is still the lone trail, the hard trail, the best,  
Wide wind, and wild stars, and hunger of the quest!

## Option A

**Directions:** Prepare for a discussion of the following questions. Use the chart below to help you prepare to cite evidence from the poem to support your answers during the discussion.

---

**1. Find examples of the following techniques in the poem “Lone Dog” and explain how they are used to emphasize certain ideas.**

**a. Internal Rhyme in Stanza 1**

**b. Alliteration in Stanzas 2 and 3**

**2. Describe the type of person the lone dog represents.**

**3. Quote lines from the poem that describe the positive and negative consequences of being a lone dog.**

### Option B

**Directions:** Write a paragraph that explains which of the following individuals is most similar to the speaker in “Lone Dog”: Miss Prue, George Gray, or Fiddler Jones. Support your answer with evidence from both texts.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

**PLANNING EXERCISE**

**Directions:** For the extended response, you will explain how the pressure to conform is a theme that is explored in the selections you have read and considered throughout this task.

---

Reread the texts, and review your notes and responses to the earlier parts of this task.

As you plan your response, you should think about these questions:

- How does the pressure to conform affect the behavior and thinking of the main character or speaker in each of the selections you read?
- What evidence from the selections supports your conclusions about the main character or speaker?

Use the space below and on the next page to make notes that prepare you to write your response.

**Notes**

**Notes**

## EXTENDED WRITING PROMPT

**Directions:** Review the texts and review your notes and responses for the earlier parts of this task. Respond to this prompt on the following pages.

---

Explain how the pressure to conform is a theme in each of the selections you read. Support your explanation with evidence from each selection.

Your response will be scored using this rubric.

### 4 Point Response

Student will:

- Write a precise, thorough, and insightful explanation of how the pressure to conform is a theme in each selection;
- Use well-chosen, relevant, and sufficient details from the selections that clearly support the explanation;
- Create a cohesive organization that includes a concluding section that supports the explanation.

### 3 Point Response

Student will:

- Write a clear and accurate explanation of how the pressure to conform is a theme in each selection;
- Use relevant details from the selections that clearly support the explanation;
- Create an organization that includes a concluding section.

### 2 Point Response

Student will:

- Write an explanation that lacks clarity or complete accuracy, OR that fails to make a clear connection between the pressure to conform and the theme of each passage;
- Use minimal details from the selections that clearly relate to the theme;
- Fail to provide organization or a conclusion.

### 1 Point Response

Student will:

- Provide a vague or minimal statement about the theme of the pressure to conform in one or more of the selections.

### 0 Point Response

- Student will provide no response, or the response is off topic.





# CCR Performance Tasks

## **ELA Grade 7: Writing About Literature**

### Exploring Themes About Conformity

Teacher Guide

### Passage Summary

| Title         | Text Type     | Word Count | Lexile | Levels of Meaning/<br>Purpose | Text Structure | Language Features | Knowledge Demands |
|---------------|---------------|------------|--------|-------------------------------|----------------|-------------------|-------------------|
| Juipster Anne | Literary Text | 1112       | 920 L  | 2                             | 2              | 3                 | 2                 |
| Fiddler Jones | Literary Text | 187        | N/A    | 2                             | 2              | 3                 | 3                 |
| George Gray   | Literary Text | 126        | N/A    | 3                             | 2              | 2                 | 2                 |

### Passage Placement Rationale

| Title         | Placement Rationale   |
|---------------|---|
| Juipster Anne | <ul style="list-style-type: none"> <li>The complexity of the text is appropriate as stimulus material for a writing prompt. Students will integrate what they have learned with this text from the following two poems.</li> </ul>                                      |
| Fiddler Jones | <ul style="list-style-type: none"> <li>Lexile measures are not applied to poetry. The qualitative measures indicate that the text has complex elements but the student will receive instructional support in performing the tasks associated with this text.</li> </ul> |
| George Gray   | <ul style="list-style-type: none"> <li>Lexile measures are not applied to poetry. The qualitative measures indicate that the text has complex elements but the student will receive instructional support in performing the tasks associated with this text.</li> </ul> |

## Key to Qualitative Measures of Text Complexity

| Measure | Levels of Meaning/Purpose  | Text Structure  | Language Features   | Knowledge Demands   |
|---------|--|---|---|---|
| 1       | Theme or purpose of text is explicit.  | Organization of text is obvious and generally chronological.  | Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.   | The text describes familiar experiences or everyday knowledge.  |
| 2       | Theme or purpose of text may be more complex or implied but still easy to identify.  | <b>Literary text:</b> May include more than one storyline, and may be difficult to predict.<br><b>Informational text:</b> Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text. | Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.   | <b>Literary text:</b> The text describes experiences common to most readers and has a single theme.<br><b>Informational text:</b> The text includes some discipline- specific knowledge and both concrete and abstract ideas.   |
| 3       | Theme or purpose of text is implicit and involves several layers of meaning.   | <b>Literary text:</b> Organization may include subplots or time shifts.<br><b>Informational text:</b> Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.  | Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.                     | <b>Literary text:</b> The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures.<br><b>Informational text:</b> The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.                         |
| 4       | Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret. | <b>Literary text:</b> Organization is intricate.<br><b>Informational text:</b> Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.   | Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts. | <b>Literary text:</b> The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures.<br><b>Informational text:</b> The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge. |

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## About the Teacher Guide

This document contains support materials for the “Grade 7 Writing About Literature: Exploring Themes About Conformity” task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

### PTE45 Grade 7 Writing about Literary Text

## DOK Level and Consortia Claims

### DOK Level: 4

This performance task provides evidence to support the following claims:

#### SBAC claims

##### Primary claim

**Claim 2:** Students can produce effective and well-grounded writing for a range of purposes and audiences.

##### Secondary claims

|  |                   |
|--|-------------------|
| <b>Claim 1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | Parts 1, 2, and 3 |
| <b>Claim 3:</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.                         | Parts 1, 2, and 3 |
| <b>Claim 4:</b> Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.     | Part 2            |

#### PARCC claims

##### Primary claim

**Major Claim II: Writing**—Students write effectively when using and/or analyzing sources.

##### Secondary claims

|   |                   |
|---|-------------------|
| <b>Sub Claim I.1: Reading Literature</b> —Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text. | Parts 1, 2, and 3 |
| <b>Sub Claim III.1: Research</b> —Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.    | Part 2            |

## Overview of Performance Task

**MAJOR OBJECTIVE:** Students will write extended responses to a prompt that asks them to explain how a theme about conformity is developed in a short story and several poems.

### PRIMARY STANDARDS ALIGNMENT

| STANDARD ID   | STANDARD DESCRIPTION  |
|---------------|---|
| <b>W.7.2</b>  | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| <b>RL.7.2</b> | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.                            |

### Grade 7 Writing About Literature: Exploring Themes About Conformity

Themes that explore the pressure to conform are common in literature. Every person faces decisions related to the choice between conformity and individuality in his or her lifetime. Young adults are especially vulnerable to peer pressure, which may explain the prevalence of themes that explore conformity in contemporary young adult literature. The story and poems included in this task are from mainstream American literature, but the basic dilemmas they pose are universal.

Analyzing the story and the poems will introduce students to different views of conformity and its effect on individual lives. Eleanor Porter's short story, "Jupiter Ann," is an amusing tale about a prim, elderly woman who surprises herself when she defies society's expectations. Two poems from Edgar Lee Master's *Spoon River Anthology* present contrasting portraits: "Fiddler Jones," a free spirit who looks back on life with no regrets, and "George Gray," a fearful, cautious man who looks back on his unfulfilling life with nothing but regret. The poem "Lone Dog" by Irene Rutherford McLeod is an exuberant, defiant defense of a life of nonconformity that also addresses the price an individual may pay as a nonconformist.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 include options for activities that may involve group activities or may be completed independently. Parts 1 and 2 lead to the major objective of the performance task: to have the student write explanatory text that draws evidence from literature.

### TEACHER GUIDE

#### Part 1

#### CORE TASK

Read the story "Jupiter Ann" by Eleanor Porter.

In addition to the CORE TASK, select one or more of these options:

#### Option A

Students discuss the story.

#### Option B

Students complete charts that require them to trace the development of a main theme throughout the story.

#### Option C

Students write about the development of a main theme in the story.

**Part 2****CORE TASK**

Read the poems “Fiddler Jones” and “George Gray” from *Spoon River Anthology* by Edgar Lee Masters.

In addition to the CORE TASK, select one or more of these options:

**Option A**

Students discuss the poems and relate them to the story in part 1.

**Option B**

Students complete charts that require them to analyze the poet’s use of language in the poems.

**Option C**

Students research a related topic and report to the class.

**Part 3****CORE TASK**

Read “Lone Dog” by Irene Rutherford McLeod.

In addition to the CORE TASK, select one or more of these options:

**Option A**

Students discuss the language and theme of the poem.

**Option B**

Students write paragraphs that compare the speaker in the poem to another character or speaker from the selections in part 1 or part 2.

**Planning Exercise for Extended Writing Prompt**

Students plan their extended responses.

**Extended Writing Prompt**

Students respond to the writing prompt.

## PART 1 Overview

Part 1 focuses on the short story “Jupiter Ann” by Eleanor Porter and addresses the following general objective.

**OBJECTIVE:** Students will analyze how a theme about conformity is developed in the story.

### CORE TASK

Read the story “Jupiter Ann.”

In addition to performing the CORE TASK, select one or more of these options:

#### Option A

Students participate in a class discussion about the story.

#### Option B

Students complete charts that ask them to trace the development of a main theme in the story.

#### Option C

Students write about the development of a main theme in the story.

### STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

| Standard ID | Standard Description   | Where Addressed |
|-------------|--|-----------------|
| RL.7.1      | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.        | Option A, B, C  |
| RL.7.2      | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | Option A, B, C  |
| RL.7.3      | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                | Option A, B, C  |

#### SECONDARY STANDARDS ALIGNMENT

| Standard ID | Standard Description  | Where Addressed |
|-------------|---|-----------------|
| 7.W.2       | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   | Option C        |
| 7SL.1       | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly. | Option A        |

**PROCEDURE for Part 1****CORE TASK**

Establish a context for the task by leading a brief class discussion of how the pressure to conform manifests itself in life and as a common theme in literature. The discussion should clarify what the term “conformity” means and provide examples of its impact on individuals. Ideally, generate discussion of how a text with which the whole class is familiar addresses a theme about conformity.

In addition, establish a context for recognizing this theme in “Jupiter Ann” by explaining that the setting for the story is a small town in the early 1900s, when many people believed that ladies should always be prim and proper.

Instruct students to read the text.

**PROCEDURE for Part 1: Option A**

Organize a classroom discussion about the passage. Ask students to take notes and to use evidence from the story to support their answers during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

**Use the following questions to stimulate discussion:**

1. How do Miss Prue's thinking and behavior in the first three paragraphs of the story show she has been influenced by society's expectations?

**Possible Response:** *Miss Prue's reason for changing Jupiter's name shows she cares what others think of her. For example, she replaces the "heathen" name "Jupiter" with "Ann," which she considers "a sensible, dignified, and proper name." Her "abhorrence of horse racing" suggests she believes that respectable women should shun certain activities including attending the county fair where "there was the horse racing."*

2. How does Miss Prue's behavior change during the race? Why does it change?

**Possible Response:** *As Jupiter Ann begins to race with the little gray mare, Miss Prue is at first nervous, then angry, and finally embarrassed when she realizes people are watching her from their windows. She tries repeatedly to rein in Jupiter Ann, but at the moment she notices that the gray mare is ahead, Miss Prue "instinctively" loosens the reins and gives in to an impulse to win the race.*

3. When does Miss Prue's behavior during the race defy conformity?

**Possible Response:** *When Miss Prue is overcome by an impulse to win, she forgets about propriety and "a look that was perilously near to triumphant joy crossed her face."*

4. What do the details in the last paragraphs of the story suggest about the change in Miss Prue?

**Possible Response:** *Miss Prue shows a new attitude when she smiles "the gracious smile of the victor for the vanquished," but when Rupert responds with praise for Jupiter Ann's ability to run, Miss Prue "stiffens" and scolds Ann for her bad behavior. In the privacy of the barn, however, Miss Prue praises Ann and expresses a willingness to allow Rupert to woo Mary Belle. The end of the story suggests the change in Miss Prue may be lasting.*

**SCORING RUBRIC for Part 1: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses;
- Cite strong textual evidence to support responses.

**3 Point Response**

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses;
- Cite some relevant textual evidence to support responses.

**2 Point Response**

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses;
- Perhaps cite some evidence to support responses.

**1 Point Response**

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

**0 Point Response**

Student provides no response, or the response is off topic.

**PROCEDURE for Part 1: Option B**

Ask students to follow the directions for completing the chart. This activity can replace Option A.

Probable student responses are shown below.

| Story Part              | Textual Evidence of Miss Prue's Thoughts or Behavior That Helps to Develop the Theme  | Explanation of How the Evidence Cited Supports the Theme  |
|-------------------------|---|---|
| <b>Paragraph 1-3</b>    | <b>Possible Quote:</b><br>"For a respectable spinster to drive any sort of horse was bad enough in Miss Prue's opinion; but to drive a heathen one! To replace "Jupiter" she considered "Ann" a sensible, dignified, and proper name."  | <b>Possible Explanation:</b><br>This quotation shows that Miss Prue believes she should conform to society's expectations by behaving in a proper manner.                                 |
| <b>Paragraph 4-18</b>   | <b>Possible Quote:</b><br>"It was then that a strange something awoke in Miss Prue—a fierce new something that she had never felt before. Her lips set hard, and her eyes flashed a sudden fire. Her moaning "whoa—whoa" fell silent, and her hands loosened instinctively on the reins. She was leaning forward now, eagerly, anxiously, her eyes on the head of the other horse. Suddenly her tense muscles relaxed, and a look that was perilously near to triumphant joy crossed her face—Jupiter Ann was ahead once more!" | <b>Possible Explanation:</b><br>This paragraph shows how Miss Prue gives in to her true feelings and stops worrying about being dignified.  |
| <b>Paragraph 19-end</b> | <b>Possible Quote:</b><br>"'Ann has been bad—very bad,' she said severely. 'We'll not talk of it, if you please. I am ashamed of her!' And she turned haughtily away.<br><br>And yet—<br>In the barn two minutes later, Miss Prue patted Jupiter Ann on the neck—a thing she had never done before."  | <b>Possible Explanation:</b><br>These paragraphs show that Miss Prue still feels the need to behave properly in front of Rupert, but her affection for Ann shows a new attitude emerging. |

**PROCEDURE for Part 1: Option C**

Ask students to respond to the prompt for Option C in their test booklets. This activity can replace Option A or Option B.

**SCORING RUBRIC for Part 1: Option C**

Use the following rubric to evaluate students' writing.

**4 Point Response**

Student will:

- Clearly and thoughtfully respond to the prompt;
- Use several relevant ideas from the text to support the response.

**3 Point Response**

Student will:

- Respond to the prompt;
- Use relevant ideas from the text to support the response.

**2 Point Response**

Student will:

- Respond generally to the prompt;
- Give a few details to support the response that may or may not be text-based.

**1 Point Response**

Student will:

- Provide a vague or minimal response to the prompt;
- Give little or no textual support.

**0 Point Response**

- Student will provide no response, or the response is irrelevant or off topic.

## PART 2 Overview

Part 2 includes two poems from *Spoon River Anthology* by Edgar Lee Masters and addresses the following general objective.

**OBJECTIVE:** Student will analyze the poems and understand how they develop a theme about conformity.

### CORE TASK

Read the poems “Fiddler Jones” and “George Gray.”

In addition to the CORE TASK, select one or more of these options:

#### Option A

Students participate in a class discussion about the poems.

#### Option B

Students analyze how the poet’s use of language enhances the theme in both poems.

#### Option C

Students research topics related to the poems and report to the class.

### STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

| Standard ID | Standard Description   | Where Addressed |
|-------------|--|-----------------|
| RL.7.1      | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | Option A, B     |
| RL.7.2      | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.   | Option A, B     |
| RL.7.4      | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama | Option A, B     |

#### SECONDARY STANDARDS ALIGNMENT

| Standard ID | Standard Description  | Where Addressed |
|-------------|---|-----------------|
| 7.W.9       | Draw evidence from literary or informational texts to support analysis, reflection, and research.   | Option C        |
| 7SL.1       | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly. | Option A        |

**PROCEDURE for Part 2****CORE TASK**

Provide students with a brief introduction to Edgar Lee Masters's *Spoon River Anthology*. Include the following information.

- *Spoon River Anthology* includes 244 poems written as epitaphs of the citizens of the fictional town of Spoon River, Illinois.
- The speaker in each poem is a former resident of Spoon River who is looking back on his or her life and commenting on its meaning.
- Spoon River represents a small Midwestern town at the turn of the nineteenth century; the book was published in 1915.
- Edgar Lee Masters grew up in Petersburg and Lewiston, Illinois, two small towns that served as models for Spoon River.
- Collectively, the 244 poems present an honest and sometimes troubling view of life in small town America.

Ask students to read the poems.

**PROCEDURE for Part 2: Option A**

Organize a classroom discussion about the poems. Ask students to take notes and to use evidence from the poems and the story to support their answers during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

**Use the following questions to stimulate discussion.**

1. How was Fiddler Jones's outlook on life different from the average farmer's outlook?

**Possible Response:** *Fiddler Jones did not view life in the practical way an average farmer might. He saw a meadow as something to walk through rather than as clover to harvest. When he heard the wind moving through the corn, he heard the rustle of dancing girls' skirts; he did not think of the cattle the corn could feed. A pillar of dust reminded him of Red-Head Sammy dancing, not as a warning of a drought that could damage his crops.*

2. How did Fiddler Jones's choice to "do his own thing" affect his life?

**Possible Response:** *His carefree attitude didn't allow him much time to tend or expand his forty acres, but it left him with a "thousand memories, / And not a single regret."*

3. How does the image carved on George Gray's tombstone represent his life?

**Possible Response:** *The image of a boat with a furled sail in a harbor represents Gray's unfulfilled life. Like a sailboat always at rest in a harbor, George never set out to explore his potential destiny.*

4. How is George Gray different from Fiddler Jones in life and death?

**Possible Response:** *Unlike Fiddler Jones, George Gray shrank from life and never followed his heart. Gray looks back at his life with nothing but regret.*

5. How is Miss Prue's behavior both similar to and different from the behavior of George Gray and Fiddler Jones?

**Possible Response:** *Miss Prue resembles George Gray when she avoids marriage and pleasant activities like attending the county fair because of her abhorrence of horse racing. She resembles Fiddler Jones when she gets caught up in the excitement of the race and enjoys Ann's victory.*

**SCORING RUBRIC for Part 2: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses;
- Cite strong textual evidence to support responses.

**3 Point Response**

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses;
- Cite some relevant textual evidence to support responses.

**2 Point Response**

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

**1 Point Response**

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

**0 Point Response**

Student will provide no response, or the response is off topic.

**PROCEDURE for Part 2: Option B**

Review with students the concepts of connotative language, figurative language, and sound devices, and then ask them to complete the charts in their test booklets.

Probable student responses:

| Poem                 | Example of Language   | How This Language Contributes to the Theme   |
|----------------------|---|--|
| <b>Fiddler Jones</b> | Sound devices: onomatopoeia in line 9 (" <u>rustle</u> of skirts") and line 19 ( <u>creak</u> of a wind-mill) | The onomatopoeia helps to show how Fiddler Jones interprets the sounds of his farm much differently than a typical farmer might. The wind in the corn is the rustle of the skirts of dancing girls. The creak of a windmill is part of the music that beckons him to join a party. |
| <b>Fiddler Jones</b> | Metaphor: "The earth keeps some vibration going / There in your heart, and that is you."                      | This may be interpreted as a metaphor for Fiddler Jones's individuality.   |
| <b>George Gray</b>   | Connotative language: the use of the word "shrank" in line 6  | The word "shrank" carries the connotation of drawing back in fear. George Gray never broke out of his fear to experience life.   |
| <b>George Gray</b>   | Figurative language: the metaphor "A boat with a furled sail at rest in a harbor" in line 3                   | The metaphor represents George Gray's unfulfilled life.  |

**PROCEDURE for Part 2: Option C**

Ask students to conduct research related to Edgar Lee Masters and *Spoon River Anthology*.

Instruct students to work in small groups of 3-4 people to research and report to the class information about one of the following main topics.

- The connections between Edgar Lee Masters's life and his portrayal of the small town of Spoon River
- The characteristics of Edgar Lee Masters's poetry that made it revolutionary and influential in its time
- The adaptation of *Spoon River Anthology* as a play
- The connections between some of the poems within *Spoon River Anthology* (e.g., "Fiddler Jones" echoes the poem "Cooney Potter")
- The writing career of Edgar Lee Masters

Use the following rubric to evaluate students' presentations.

**SCORING RUBRIC for Part 2: Option C****4 Point Response**

Student will:

- Provide a thorough report on the assigned topic with well-chosen details in support;
- Present the report in a focused and coherent manner.

**3 Point Response**

Student will:

- Provide a general report on the assigned topic with details in support;
- Present the report in an appropriate manner; the presentation shows some focus and cohesion.

**2 Point Response**

Student will:

- Provide a partial report on the assigned topic with some details;
- Present the report, but the report lacks cohesion or focus.

**1 Point Response**

Student will:

- Provide a minimal or limited report.

**0 Point Response**

- Student will provide no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

## Part 3 Overview

Part 3 focuses on the poem “Lone Dog” by Irene Rutherford McLeod and its relationship to the themes explored in the selections read and analyzed in parts 1 and 2. It addresses the following general objective.

### OBJECTIVE

Students will analyze the poem “Lone Dog” and make connections between the theme of this poem and the previous selections.

### CORE TASK

Read the poem “Lone Dog” by Irene Rutherford McLeod.

In addition to performing the CORE TASK, select one or more of these options:

#### Option A

Students participate in a class discussion of the poem.

#### Option B

Students write paragraphs comparing the speaker in “Lone Dog” to a speaker or character in the previous selections.

#### Option C

Students plan their extended responses.

#### Writing Prompt

All students write extended responses to the literature.

### STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

| Standard ID | Standard Description  | Where Addressed            |
|-------------|---|----------------------------|
| RL.7.1      | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                   | Option A, B                |
| RL.7.2      | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.                            | Option A, B                |
| W.7.2       | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | Option B<br>Writing Prompt |

**SECONDARY STANDARDS ALIGNMENT**

| Standard ID | Standard Description  | Where Addressed |
|-------------|---|-----------------|
| RL.7.4      | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | Option A        |
| 7SL.1       | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.   | Option A        |

**PROCEDURE for Part 3****CORE TASK**

Ask students to read the poem.

**PROCEDURE for Part 3: Option A**

Organize a classroom discussion about the poem. Ask students to take notes and to use evidence from the poem to support their answers during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

**Use the following questions to stimulate discussion.**

1. Find examples of the following techniques in the poem “Lone Dog” and explain how they are used to emphasize key ideas.

**Possible Response:**

- a. Internal Rhyme in Stanza 1: *(lean dog, keen dog), (rough dog, tough dog), (bad dog, mad dog)* The rhyming words emphasize the personality of the speaker, especially as he sees himself.
- b. Alliteration in Stanzas 2 and 3:  
*Stanza 2: The alliteration in “shut door” and “sharp stone” emphasizes how society reacts to the speaker.*  
*Stanza 3: The alliteration in “wide wind” and “wild stars” emphasizes the rewards of being a lone dog.*

2. Describe the type of person the lone dog represents.

**Possible Response:** *The speaker represents an independent individual who rejects society’s expectations (“I’ll never be a lap dog”), comforts (“Not for me the fireside, the well-filled plate”), and companionship (“Not for me the other dogs, running by my side”) to pursue a life of freedom. The speaker is an extreme nonconformist.*

3. Quote lines from the poem that describe the positive and negative consequences of being a lone dog.

**Possible Response:**

Positive consequences: *“O mine is still the lone trail, the hard trail, the best, / Wide wind, and wild stars, and hunger for the quest.”*

Negative consequences: *“But shut door, and sharp stone, and cuff and kick, and hate.”*

**SCORING RUBRIC for Part 3: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses;
- Cite strong textual evidence to support the responses.

**3 Point Response**

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses;
- Cite some relevant textual evidence to support the responses.

**2 Point Response**

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses;
- Perhaps cite some evidence to support the responses.

**1 Point Response**

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

**0 Point Response**

Student will provide no response, or the response is off topic.

**PROCEDURE for Part 3: Option B**

Inform students that this option requires making a comparison between the speaker in “Lone Dog” and another speaker or character from the selections they read in parts 1 and 2. Ask them to review the earlier selections before responding to the prompt in their test booklets.

**SCORING RUBRIC for Part 3: Option B**

Use the following rubric to evaluate students’ writing.

**4 Point Response**

Student will:

- Clearly and thoughtfully respond to the prompt;
- Use several relevant ideas from the text to support the comparison.

**3 Point Response**

Student will:

- Respond to the prompt;
- Use relevant ideas from the text to support the comparison.

**2 Point Response**

Student will:

- Respond generally to the prompt;
- Give a few details to support the comparison that may or may not be text based.

**1 Point Response**

Student will:

- Provide a vague or minimal response to the prompt;
- Give little or no textual support for the comparison.

**0 Point Response**

- Student will provide no response, or the response is irrelevant or off topic.

**PROCEDURE for Part 3: Planning Exercise**

Tell students they now have a chance to plan their extended responses. They should follow the directions in their test booklets.

**PROCEDURE for Part 3: Extended Writing Prompt**

Tell the students to respond to the writing prompt in their test booklets.

**SCORING RUBRIC for Part 3: Extended Writing Prompt**

Use the following rubric to evaluate students' extended responses.

**4 Point Response**

Student will:

- Write a precise, thorough, and insightful explanation of how the pressure to conform is a theme in each selection;
- Use well-chosen, relevant, and sufficient details from the selections that clearly support the explanation;
- Create a cohesive organization that includes a concluding section that supports the explanation.

**3 Point Response**

Student will:

- Write a clear and accurate explanation of how the pressure to conform is a theme in each selection;
- Use relevant details from the selections that clearly support the explanation;
- Create an organization that includes a concluding section.

**2 Point Response**

Student will:

- Write an explanation that lacks clarity or complete accuracy, OR fails to make a clear connection between the pressure to conform and the theme of each passage;
- Use minimal details from the selections that clearly relate to the theme;
- Fail to provide organization or a conclusion.

**1 Point Response**

Student will:

- Provide a vague or minimal statement about the theme of the pressure to conform in one or more of the selections.

**0 Point Response**

Student will provide no response, or the response is off topic.

**OPTIONAL EXTENSION ACTIVITIES for Part 3**

7W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Ask students to revise and edit their responses to the extended prompt based on teacher or peer reviews.