

Overview

Overview | Persuasive Techniques in Julius Caesar



Persuasive Techniques in Julius Caesar

by Michelle Purcell and Sarah Cox

Students will analyze Antony's funeral speech from Shakespeare's Julius Caesar.

Grades: 9 10

Discipline: ELA

Teaching Task: Task Template 14 (Informational or Explanatory and Description)

Course: English II

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Section 1: What Task?

TEACHING TASK

Task Template 14 [1 Level]

Informational & Description

L1: How does Mark Antony sway the citizens of Rome? After reading Julius Caesar and selected nonfiction texts write essay that describes the rhetorical techniques Antony uses in his funeral speech and addresses the question. and addresses the question. Support your discussion with evidence from the text(s).

STUDENT BACKGROUND

For this task, you will apply the rhetorical analysis skills we have practiced in previous units to analyze Antony's use of rhetorical techniques to persuade Roman citizens in Shakespeare's Julius Caesar.

EXTENSION

Rubric

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
	Attempts to demonstrate standard English		Demonstrates an uneven command of standard English conventions and		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response

Conventions	conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

STANDARDS

Common Core Anchor Standards Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards Writing

W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Custom Standards

Section 2: What Skills?

Selected Skills

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

TEXT SELECTION: Ability to identify appropriate texts

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

NOTE-TAKING 1: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

MiniTasks

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

LIST**20 minutes**

In a quick write, write your first reaction to the task prompt. What words or phrases do you find confusing? What texts might be appropriate to read or revisit? Add some notes of things you know about this issue.

Scoring Guide (Work Meets Expectations If):

Student addresses all parts of question; response is thorough and thoughtful.

Instructional Strategies:

Link this task to earlier class content. Read the task prompt aloud to students.

Discuss student responses using a Think-Pair-Share strategy. After they have responded on page 1 of their Writer's Notebooks, students will pair up and discuss their responses.

Students will then share out their opinions as a class.

Clarify timetable and support plans for the task.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

LIST**10 minutes**

In your Writer's Notebook, there is a chart labeled "Task Analysis." In the right column, write in your own words what you will need to do to complete each part of the task. In your own words, what are the important features of the prompt.

Scoring Guide (Work Meets Expectations If):

Chart is completed thoughtfully.

Instructional Strategies:

Share examples of type of text students will produce (either from past students or from professional writers).

Identify or invite students to identify key features of examples.

Pair students to share and improve their individual bullets.

Create a classroom list: Choose one student to share a few ideas on the board, and ask other to add to it.

Notes:

Teaching Task re-write taken from R Group Space

SHORT CONSTRUCTED RESPONSE

30 minutes

Your group will be assigned a category on the rubric. Discuss the key words and phrases in the category. What does an "Advanced" in this category look like? Paraphrase it.

Scoring Guide (Work Meets Expectations If):

Paraphrase is accurate and thoughtful.

Instructional Strategies:

Divide students into 7 groups and assign each group a category on the rubric to discuss and paraphrase. Groups will share their paraphrases

Reading Process

TEXT SELECTION: Ability to identify appropriate texts

NOTES

20 minutes

For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study. Do the sources meet the TRAAP source criteria?

Scoring Guide (Work Meets Expectations If):

Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).

Includes reasonable evidence that work is credible and/or worthy of study.

Instructional Strategies:

Provide citation guide and discuss why each element of citation is needed. Students should record this in their Writer's Notebook.

Visit the website where the nonfiction article is located. Ask students to brainstorm what makes an author credible and/or worthy of study. Discuss TRAAP criteria.

Provide access to research sources for students to assess the texts.

Note: for an after researching task, add teaching and time for students to select the texts they will use.

Notes:

TRAAP Source Credibility adapted from

<http://www-lib.iupui.edu/files/Applying%20the%20CRAAP%20Test%20to%20Evaluating%20Web%20Sites>

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

LIST

30 min.

Read the essential vocabulary posted around the room. In your Writer's Notebook, record their definitions and examples.

Scoring Guide (Work Meets Expectations If):

- Lists appropriate phrases.
 - Provides accurate definitions.
 - Provides accurate examples.
-

Instructional Strategies:

- Gallery Walk--post definitions and examples of the essential vocab for the task around the room.
 - After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.
 - After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
-

Notes:

Essential Vocab: rhetoric, ethos, pathos, logos, rhetorical questions, repetition, reverse psychology, movement, and props.

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

SHORT CONSTRUCTED RESPONSE

1-2 class periods

In your Writer's Notebook, complete a close reading of Mark Antony's funeral speech. In the right-hand column, paraphrase the text in your own words.

What is the author trying to accomplish? Which parts of the text show you that?

L2 What competing arguments have you encountered or can you think of?

L3 What historical or current examples can you note that relate to the task prompt?

Scoring Guide (Work Meets Expectations If):

- Answers questions with credible response.
 - Paraphrase is accurate and thorough.
-

Instructional Strategies:

Play an audio recording or film adaptation of Antony's speech to aid in comprehension.

Invite students to brainstorm ways to figure out any authors intent.

Invite students to share and discuss their answers for each text.

After the discussion, allow them to add to their entries.

NOTE-TAKING 1: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES

30-40 minutes

Complete the first "Note-taking: Ethos, Pathos, Logos" chart in your Writer's Notebook with your group. Be sure that each example listed is cited correctly using MLA format.

L2(a) What strategies will you use to discern credible sources?

L2(b): What implications can your draw? (Tasks 11,12)

L3 Why is it important in the process of inquiry to identify gaps or unanswered questions about the topic?

Scoring Guide (Work Meets Expectations If):

Correctly identifies examples of each rhetorical technique.

Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).

Instructional Strategies:

Use the jigsaw technique to complete the first note-taking chart (with example column already filled in). (See Notes for resource "Jigsaw in Ten Easy Steps.")

Once jigsaw is complete, discuss the findings as a class.

Students should complete the second "Note-taking: Ethos, Pathos, Logos" chart independently.

Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).

Notes:

"Jigsaw in Ten Easy Steps" www.jigsaw.org/steps.htm

NOTES

30-40 minutes

Complete the first "Note-taking: Rhetorical Questions, Repetition, Reverse Psychology" chart in your Writer's Notebook with your group. Be sure that each example listed is cited correctly using MLA format.

L2(a) What strategies will you use to discern credible sources?

L2(b): What implications can your draw? (Tasks 11,12)

L3 Why is it important in the process of inquiry to identify gaps or unanswered questions about the topic?

Scoring Guide (Work Meets Expectations If):

Correctly identifies examples of each rhetorical technique.

Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).

Instructional Strategies:

Use the jigsaw technique to complete the first note-taking chart (with example column already filled in). (See Notes for resource "Jigsaw in Ten Easy Steps.")

Once jigsaw is complete, discuss the findings as a class.

Students should complete the second "Note-taking: Rhetorical Questions, Repetition, Reverse Psychology" chart independently.

Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).

Notes:

"Jigsaw in Ten Easy Steps" www.jigsaw.org/steps.htm

NOTES**30-40 minutes**

Complete the first "Note-taking: Movement and Props" chart in your Writer's Notebook with your partner. Be sure that each example listed is cited correctly using MLA format.

L2(a) What strategies will you use to discern credible sources?

L2(b): What implications can you draw? (Tasks 11,12)

L3 Why is it important in the process of inquiry to identify gaps or unanswered questions about the topic?

Scoring Guide (Work Meets Expectations If):

Correctly identifies examples of each rhetorical technique.

Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).

Instructional Strategies:

Show a film or stage adaptation of Antony's funeral speech. Encourage students to analyze his use of props and movements.

Once students have completed first chart with their partners, discuss the findings as a class.

Students should complete the second "Note-taking: Ethos, Pathos, Logos" chart independently.

Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).

Notes:

The 1953 film "Julius Caesar" directed by Joseph L. Mankiewicz features an excellent interpretation of this speech, performed by actor Marlon Brando.

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

SHORT CONSTRUCTED RESPONSE

30-40 minutes

In your Writer's Notebook, read the article "The Art of Swaying a Hostile Crowd: Mark Antony's Funeral Oration" and complete the Cornell Notes as you read.

What is the author trying to accomplish? Which parts of the text show you that?

L2 What competing arguments have you encountered or can you think of?

L3 What historical or current examples can you note that relate to the task prompt?

Scoring Guide (Work Meets Expectations If):

Answers questions with credible response.

Cornell Notes are thoughtfully completed.

Instructional Strategies:

Invite students to brainstorm ways to figure out any authors intent.

Invite students to share and discuss their answers for each text.

After the discussion, allow them to add to their entries.

Notes:

Link to "The Art of Swaying a Hostile Crowd: Mark Antony's Funeral Oration"

<http://www1.umassd.edu/corridors/secondessay257.html>

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

SHORT CONSTRUCTED RESPONSE

10-15 minutes

Define "plagiarism" and list ways to avoid it.

Scoring Guide (Work Meets Expectations If):

Provides accurate definition

Lists several appropriate strategies

Instructional Strategies:

Discuss respect for others work to assemble evidence and create texts.

Discuss academic penalties for stealing others thoughts and words.

Show the short video "Purdue OWL: MLA Formatting--The Basics" located on Purdue Online Writing Lab's website.

Notes:

MLA Formatting Video: <https://www.youtube.com/watch?v=24Y31UrG2q4>

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

LIST

20 minutes

Prioritizing and Narrowing Information: Choose three rhetorical techniques that Antony uses in his speech. List an example of each and explain how Antony uses this technique to effectively sway, or persuade, his audience.

Scoring Guide (Work Meets Expectations If):

Chart is thorough and complete.

Instructional Strategies:

Discussion-based strategies, such as seminar.

Small group discussion using question.

NOTES

30 minutes

In your Writer's Notebook, evaluate the example of student work using the rubric provided.

Scoring Guide (Work Meets Expectations If):

Students have the ability to explain if and how the example meets the criteria of the rubric.

Instructional Strategies:

Assign groups one category of the rubric on which to focus their evaluation.

Discuss as a class what score the example receives in each category of the rubric.

Notes:

You may choose a student example from previous classes.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

SHORT CONSTRUCTED RESPONSE**30-40 minutes**

Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition

Scoring Guide (Work Meets Expectations If):

Writes a concise summary statement or draft opening.

Provides direct answer to main prompt requirements.

Establishes a controlling idea.

Identifies key points that support development of argument.

Instructional Strategies:

Offer several examples of opening paragraphs by taking students through the introduction slides of the Introduction & Conclusions powerpoint.

Ask class to discuss what makes them strong or weak.

Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

Instruct students to submit their drafts for approval prior to moving on to outlining.

Accommodations and Interventions:

Provide a thesis statement template for struggling writers.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE**60-75 minutes**

Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.

Scoring Guide (Work Meets Expectations If):

Creates an outline or organizer.

Supports controlling idea. Uses evidence from texts read earlier.

Instructional Strategies:

Explain the parts of a paragraph using the "Parts of a Paragraph" Powerpoint.

Provide and teach one or more examples of outlines or organizers. There is an outline template in the Writer's Notebook available for student use.

Invite students to generate questions in pairs about how the format works, and then take and answer questions.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

LONG CONSTRUCTED RESPONSE

60-75 minutes

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.

Scoring Guide (Work Meets Expectations If):

Provides complete draft with all parts.

Supports the opening in the later sections with evidence and citations.

Instructional Strategies:

Encourage students to re-read prompt partway through writing, to check that they are on track.

Collect all drafts and give feedback to be used the following class period during the revision process.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

LONG CONSTRUCTED RESPONSE

45-60 minutes

Refine compositions analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.

Scoring Guide (Work Meets Expectations If):

Provides complete draft with all parts.

Supports the opening in the later sections with evidence and citations.

Improves earlier edition.

Instructional Strategies:

Sample useful feedback that balances support for strengths and clarity about weaknesses.

Assign students to provide each other with feedback on those issues using the peer review questions included in their Writer's Notebooks.

EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE

45-60 minutes

Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.

Scoring Guide (Work Meets Expectations If):

Provides draft free from distracting surface errors.

Uses format that supports purpose.

Instructional Strategies:

Briefly review selected skills that many students need to improve.

Teach a short list of proofreading marks.

Assign students to proofread each others texts a second time. Provide an Editing

Checklist to guide them through the editing process.

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

2-3 class periods

Based upon the feedback you have received from your teacher and peers, revise your first draft. Pay attention to the highlighted portions of your essay.

Print a final copy.

Scoring Guide (Work Meets Expectations If):

Fits the Meets Expectations category in the rubric for the teaching task.

Instructional Strategies:

Resources

Uploaded Files

[Persuasive Techniques in Julius Caesar Writer's Notebook.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/39419/909340430_Apr_30_2014_213241471.docx)

Writer's Notebook--this document will be used throughout the module to record students' notes, analysis, and planning.

[Introductions and Conclusions Antony's Funeral Speech.pptx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/39419/1099075810_Apr_30_2014_21340027.pptx)

Introduction & Conclusion Powerpoint--provides students with a step by step procedure for how to write intros and conclusions, including examples.

[The Parts of a Paragraph Antony's Funeral Speech.pptx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/39419/1385382865_Apr_30_2014_213449355.pptx)

Provides students with a description of the components they will need to include in their paragraphs along with examples.

[TRAPP.pdf](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/39419/401900729_Apr_30_2014_213534317.pdf)

Provides students with a set of questions to use when evaluating sources

[Editing Checklist.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/39419/354519376_Apr_30_2014_213708833.docx)

Provides students with an editing checklist to use during the revision and editing phases of developing their essay.

Keywords

*Links**

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

Other Resources

[Julius Caesar](#)

Shakespeare's classic political drama based on the death of Roman leader Julius Caesar

 The Art of Swaying a Hostile Crowd: Marc Antonys Funeral Oration
an analysis of Mark Antony's funeral speech in "Julius Caesar"

Section 4: What Results?

Classroom Assessment Rubric	
Not Yet	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Attempts to present information relevant to prompt.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic. L3 Does not identifies a relevant gap or unanswered question.
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.
Meets Expectations	
Focus	Addresses prompt with a focused response.
Reading/Research	Presents and applies relevant information with general accuracy.
Controlling Idea	Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.
Development	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.
Organization	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task
No Classroom Assessment Task for this module

Exemplar Work
<p><i>Uploaded Files</i></p> <p>Not Yet 1.pdf (Not Yet) (http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/39419/1139137232_May_18_2014_141024997.pdf)</p> <p>Not Yet 1</p> <hr/>
<p>Not Yet 2.pdf (Not Yet) (http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/39419/1138213711_May_18_2014_141040469.pdf)</p> <p>Not Yet 2</p> <hr/>
<p>Approaches 1.pdf (Approaches Expectations) (http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/39419/183677835_May_18_2014_141055482.pdf)</p>

Approaches 1

[Approaches 2.pdf](#) (Approaches Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/39419/184601356_May_18_2014_141117643.pdf)

Approaches 2

[Approaches 3.pdf](#) (Approaches Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/39419/185524877_May_18_2014_141133473.pdf)

Approaches 3

[Meets 1.pdf](#) (Meets Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/39419/1214492287_May_18_2014_141155519.pdf)

Meets 1

[Meets 2.pdf](#) (Meets Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/39419/1213568766_May_18_2014_141219475.pdf)

Meets 2

[Meets 3.pdf](#) (Meets Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/39419/1212645245_May_18_2014_141230625.pdf)

Meets 3

[Advanced 1.pdf](#) (Advanced)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/39419/1472708521_May_18_2014_141251349.pdf)

Advanced 1

[Advanced 2.pdf](#) (Advanced)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/39419/1471785000_May_18_2014_141322687.pdf)

Advanced 2

Comments

Author Notes

Other Comments