

*Overview*

Overview | The Rock Cycle



## *The Rock Cycle*

*by Teresa Moberley and Ashley Gulley*

*Students will read informational texts about the processes involved in the formation of different types of rocks and their place in the rock cycle. Students will use this information to analyze and predict rock transformations within the rock cycle.*

**Grades:** 6

**Discipline:** Science

**Teaching Task:** Task Template 15 (Informational or Explanatory and Procedural-Sequential)

**Course:** Earth's Systems

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## Section 1: What Task?

### TEACHING TASK

#### *Task Template 15 [1 Level]*

#### *Informational & Procedural*

**L1:** After researching informational texts on the rock cycle , write an article that relates how Earth's processes cause rocks to change from one type to another . Support your discussion with evidence from your research.

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### STUDENT BACKGROUND

Students, we just finished learning about constructive forces, destructive forces, and earth's structure. We are now going to use what we know about weathering, erosion, deposition, and plate tectonics to explain how rocks transform.

### EXTENSION

## Rubric

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
1	1.5	2	2.5	3	3.5	4	
<b>Focus</b>	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.
<b>Controlling Idea</b>	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.
<b>Reading/Research</b>	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.
<b>Development</b>	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.
<b>Organization</b>	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		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

			the organizational structure.			specific prompt.
<b>Conventions</b>	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
<b>Content Understanding</b>	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

### *Kentucky Earth and Space Science*

**SC-06-2.3.2:** Students will explain cause and effect relationships in the Rock cycle.

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### *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.

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

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**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.

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

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

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### *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.

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

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

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

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**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.

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## *Common Core Anchor Standards Language*

**L.CCR.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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**L.CCR.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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**L.CCR.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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**L.CCR.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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## *Custom Standards*

**NGSS 06-ESS2-1. :** Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

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## 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

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

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#### *Reading Process*

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

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**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.

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**ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

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

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#### *Transition to Writing*

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

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#### *Writing Process*

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

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

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

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

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

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**COMPLETION:** Ability to submit final piece that meets expectations.

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## 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

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**LIST****15 minutes**

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Students will use the literacy strategy, Think-Pair-Share, to create a list containing as much information as possible about earth's processes that could create different types of rocks.

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**Scoring Guide (Work Meets Expectations If):**

List 3-5 concepts.

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**Instructional Strategies:**

Link this task to earlier class content.

Discuss student responses.

Clarify timetable and support plans for the task.

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**Notes:**

Students will be asked to recall some of the concepts previously discussed in class:

Weathering

Erosion

Deposition

Tectonic Plates

Layers of the Earth

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**Accommodations and Interventions:**

Students who have difficulty with recall will receive prompting.

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

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**LIST****30 minutes**

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In your own words, what are the important features of a good response to this prompt?

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**Scoring Guide (Work Meets Expectations If):**

Correctly identifies elements of the task.

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**Instructional Strategies:**

Identify or invite students to identify key features of examples.  
Pair students to share and improve their individual bullets.  
The teacher will facilitate the discussion as a classroom list is created.  
A classroom list will be created by: Choosing one student to share a few ideas on the board,  
and inviting other students to add to key elements they have identified.

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**Notes:**

Ask students:

- In your own words, what is the task asking you to do?
- What characteristics would a good answer have?
- What are you going to do before you begin writing your article?
- As a class, identify key elements included in writing a good article (thesis, topic sentences, main ideas-including design, citations, academic (technical) language.

Discuss.

- Review rubric with students.
- 

**Accommodations and Interventions:**

Kagan paring will be used in a whole table setting, mixed ability groupoing will be present.  
The instructional strategy is the same, except higher ability students will provide the discussion points. The teacher will monitor and prompt lower level students, as needed.

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*Reading Process*

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

**NOTES**

**Four 45 minute class periods**

Read through the first informational text. Identify key points from the text to help with the explanation of rock tranformations within the rock cycle.

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**Scoring Guide (Work Meets Expectations If):**

Students highlight information within the informational texts, correctly identifying key concepts.

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**Instructional Strategies:**

Teacher will model for students how to actively read and interact with a text. A notes organizer will be used, to organize information based upon the informational texts. Each note students take will be written inside a box within the organizer.

Read through the first section of the first informational text as a class. Identify key points from the text.

Students will then work in pairs, following the same procedure, on the second section of

the first text.

Students will complete note-taking on the first informational text independently, following the same procedure.

Students will then use the same skills to independently take notes over the remaining two articles they have chosen.

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**Notes:**

Specific steps will be as follows:

Highlight or underline information relevant to the formation of different rock types.

Highlight or underline (in a different color) information relevant to the transformation of rocks within the rock cycle.

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**Accommodations and Interventions:**

For students requiring readers as an accommodation, a reader will be provided.

For students having difficulties, teacher will prompt through leading questions.

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**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**

**Ongoing**

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In your readings, annotate key terms and identify additional terms that are unfamiliar to you. Add definitions, illustrations, explanations and examples to your notes in the vocabulary section of your notebook.

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**Scoring Guide (Work Meets Expectations If):**

Accurately represent key concepts through frayer models.

Fraye models should include definitions, illustrations, examples and non-examples.

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**Instructional Strategies:**

Kagan strategy, Think, Pair, Share. Students will share their list of terms and definitions, first as partners, then whole class share.

\* Teacher will clarify any misunderstandings or misconceptions with the students as the whole class shares.

Create frayer models using your vocabulary notes.

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**Notes:**

Vocabulary development is ongoing.

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**Accommodations and Interventions:**

Provide direct instruction to students who missed key terms.

Instruct students to circle these words as they encounter missed terms upon reinstruction.

Students should be examining these terms as they appear in different texts to determine if

new information is provided with which they may expand their definition of the term.

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**LIST**

**Two 45 minute class periods**

Use frayer models as a template to create word walls to show complete understanding of vocabulary, by defining, explaining, and illustrating the concepts within the rock cycle.

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**Scoring Guide (Work Meets Expectations If):**

Accurate representation of all rock types and processes evident.

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**Instructional Strategies:**

Connect to past content

Students will be given directions for models, to include key terms, definitions, and illustrations.

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**Notes:**

Word Wall models will be posted for reference throughout unit.

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**Accommodations and Interventions:**

Students may type, print, and/or cut out pictures to include if they have difficulty writing legibly.

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**ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

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**NOTES**

**45 minutes**

For each text, list the needed bibliographic information.

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**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).

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**Instructional Strategies:**

Provide citation guide and discuss why each element of citation is needed.

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

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**NOTES**

**Ongoing**

---

For each text, make a list of the elements that are most important for answering the prompt. Use note-taking strategies to avoid plagiarism.

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**Scoring Guide (Work Meets Expectations If):**

Identifies relevant elements.

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

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**Instructional Strategies:**

Teach a model format for note taking using the note taking template provided.

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

Notes vs Quotes: Teacher will instruct students in the difference between paraphrasing (notes) and directly taking words from the texts (quotes). Students will be reminded by the teacher throughout note-taking and writing process to differentiate between notes and quotes and to cite each appropriately.

When students have adequately completed notes on an article, students will be placed in groups of 3-5 to do Kagan Round Robin structure to share notes with each other.

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**Notes:**

Credible sources have been provided by the teacher.

A note-taking template will be modeled by the teacher for use by the students.

For the remaining informational texts, students will read and take notes independently, with frequent checks by the teacher.

The note-taking template includes key vocabulary, students are to highlight as they read the texts.

The note taking template also includes essential questions necessary for successfully addressing the task.

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**Accommodations and Interventions:**

The note-taking template is scaffolded based on student abilities.

Struggling students will be paired with higher achieving students in the Kagan Round Robin.

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*Transition to Writing*

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

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**NOTES**

**45 minutes**

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Using the template provided, students will work in pairs to add notes to the template that is divided into the rock cycle categories.

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**Scoring Guide (Work Meets Expectations If):**

Notes include accurate explanation of the processes involved in the formation of different types of rocks.

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**Instructional Strategies:**

Think-Pair-Share

Students may add notes from their peers.

Groups will then check their collective notes against a model of good notes from the texts prepared by the teacher, correcting any notes that are substandard.

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**Notes:**

Students will review notes and highlighted texts in order to synthesize basic information in preparation for beginning the writing task.

Teacher will check student templates for completeness.

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**Accommodations and Interventions:**

Struggling students will be paired with higher achieving students to check notes.

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*Writing Process*

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

**SHORT CONSTRUCTED RESPONSE**

**25 minutes**

Write a thesis statement that addresses how earth's processes cause rocks to change from one type to another.

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**Scoring Guide (Work Meets Expectations If):**

Student will write a thesis statement that establishes the main idea of their article while supporting the key points.

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**Instructional Strategies:**

Have students reread the writing prompt.

Review key points of the writing prompt.

Teacher will ask students the purpose of a thesis statement and will list student responses.

Students will generate thesis statements for the prompt.

Students will share with the class and teacher will record 4-5 thesis statements.

Students will read the thesis statements and discuss strengths and weaknesses with a partner and share in a class discussion.

Students will have 10 minutes to write their own thesis statement and then will share with

their partner for feedback.

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**Notes:**

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**SHORT CONSTRUCTED RESPONSE**

**45 minutes**

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

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**Scoring Guide (Work Meets Expectations If):**

Write a concise summary statement or draft opening.

Provides direct answer to main prompt requirements.

Establishes a controlling idea.

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**Instructional Strategies:**

Work with a partner to brainstorm what a good opening paragraph would contain.

Ask class to discuss what makes the opening paragraphs strong or weak.

Students will then write opening paragraph independently.

Peer revisions and conferencing will take place throughout the completion of the first paragraph.

Teacher will read introduction paragraph and give feedback.

Teacher will approve paragraph before student continues.

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**Notes:**

Students have an organizer available to use to ensure that all necessary elements of introductory paragraph, are included.

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

**OUTLINE**

**Two 45 minute class periods**

Complete the Rock Cycle Informational Article Outline provided based on your notes and reading in which you state your thesis, sequence your notes, and give supporting evidence.

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**Scoring Guide (Work Meets Expectations If):**

Completes an outline organizer.

Clearly arranges supporting details in distinct paragraphs.

Supports controlling idea. Uses evidence from texts read earlier.

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**Instructional Strategies:**

Provide and teach one or more examples of outline organizers.

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**Notes:**

Teacher will check each outline organizer to ensure that adequate and correct information has been included.

Teacher will provide necessary feedback for students to add and correct outline.

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**Accommodations and Interventions:**

Students who have difficulty hand writing will type or have a scribe.

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

**LONG CONSTRUCTED RESPONSE**

**Three 45 minute class periods**

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

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**Scoring Guide (Work Meets Expectations If):**

Provides complete draft with all parts.

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

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**Instructional Strategies:**

Teacher will model how to write body paragraph from notes, placing emphasis on topic sentence, incorporation of supporting details/citations, and concluding sentence.

Teacher will show a sample paragraph with all elements required.

Teacher will lead a discussion focusing on the topic, thesis, transition words, and citations. Encourage students to re-read prompt partway through writing, to check that they are on track.

Encourage students to use feedback from previous paragraphs to assist in correctly writing subsequent paragraphs.

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**Notes:**

Teacher may conference individually with students as needed.

Peer revisions and conferencing will take place throughout the completion of the draft.

Proper citation was taught previously.

---

**Accommodations and Interventions:**

Scribes provided as needed.

Allow students to type as needed.

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**REVISION:** Ability to refine text, including line of thought, language usage, and tone as



appropriate to audience and purpose.

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**LONG CONSTRUCTED RESPONSE**

**45 minutes, Ongoing**

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Refine compositions analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations.

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**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.

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**Instructional Strategies:**

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

Student peer review to provide each other with feedback based upon the outline template.

Students compare their own drafts with the elements from the rubric checklist.

Students use different color highlighters or colored pencils to indicate elements found in the revision checklist (different color for each element), such as thesis statement, rock types, transformation processes, essential questions, etc.

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

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**LONG CONSTRUCTED RESPONSE**

**Ongoing**

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

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**Scoring Guide (Work Meets Expectations If):**

Provides a draft free from distracting surface errors.

Uses format that supports purpose.

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**Instructional Strategies:**

Briefly review selected skills that many students need to improve.

Teach a short list of proofreading marks, to include the following: I=indentation, SP=misspelling, CAP=capitalization, SV=subject-verb agreement, P=punctuation, etc.

Students will read and edit their own articles.

Assign students to proofread each others articles and mark errors.

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**Notes:**

Students will mark errors using a colored pen and proofreading marks.

Students will use proofreading marks to revise articles.

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**COMPLETION:** Ability to submit final piece that meets expectations.

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**LONG CONSTRUCTED RESPONSE**

**45 minutes**

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Students will complete and submit complete set of drafts, plus the final version of their article.

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**Scoring Guide (Work Meets Expectations If):**

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

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**Instructional Strategies:**

Have students turn in final copy and rubric.

Have students turn in rough drafts and outline.

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## Resources

### *Uploaded Files*

 [Rock Cycle LDC Note Taking Template.doc](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/37871/471125988\\_Apr\\_29\\_2014\\_104050353.doc](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/37871/471125988_Apr_29_2014_104050353.doc))

Note Taking Template

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 [Rock Cycle LDC outline.docx](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/37871/1867899830\\_Apr\\_29\\_2014\\_104127681.docx](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/37871/1867899830_Apr_29_2014_104127681.docx))

Rock Cycle Informational Article Outline

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 [Directions for Reading and Taking Notes on the Articles Rock Cycle.docx](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/37871/1959656811\\_Apr\\_29\\_2014\\_104241509.docx](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/37871/1959656811_Apr_29_2014_104241509.docx))

Directions for Reading and Taking Notes on the Articles

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### *Keywords*

### *Links\**

 [Rocks, Minerals, and Fossils \(N/A\)](#)

(<http://www.cvs.k12.mi.us/manderson/images/Science%206/Rock%20Packet.pdf>)

Packet includes short passages: \* Rocks: An Introduction\* Types of Rock: Sedimentary\* Sedimentary Rocks: Examples\* Types of Rock: Metamorphic\* Metamorphic Rocks: Examples\* Types of Rock: Igneous\* Igneous Rocks: Examples

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 [Rock Cycle Informational Essay Outline \(N/A\)](#)

(<http://webcache.googleusercontent.com/search?q=cache:aHclAATjwZ0J:www.umasd.org/site/handlers/filedo>)  
Outline for article, paragraph by paragraph.

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\* 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.

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### *Other Resources*

 "ROCKS"

This explains the classes of rocks and how each is formed.

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 "The Rock Cycle"

KCCT Coach: Lesson 7

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## "KIDS Discover Rocks"

This illustrates the rock cycle.

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## Section 4: What Results?

Classroom Assessment Rubric	
<b>Not Yet</b>	
<b>Focus</b>	Attempts to address prompt but lacks focus or is off-task.
<b>Reading/Research</b>	Attempts to present information relevant to prompt.
<b>Controlling Idea</b>	Controlling idea is weak and does not establish a purpose and/or address a research question.
<b>Development</b>	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.
<b>Organization</b>	Applies an ineffective structure; composition does not address requirements of the prompt.
<b>Conventions</b>	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.
<b>Meets Expectations</b>	
<b>Focus</b>	Addresses prompt with a focused response.
<b>Reading/Research</b>	Presents and applies relevant information with general accuracy.
<b>Controlling Idea</b>	Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.
<b>Development</b>	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.
<b>Organization</b>	Applies a generally effective structure to address specific requirements of the prompt.
<b>Conventions</b>	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

## Classroom Assessment Task

This module serves as the classroom assessment for rock transformations and the rock cycle.

## Exemplar Work

### Uploaded Files

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

([http://literacybytechnology.s3.amazonaws.com/worksampleuploads/37871/65204169\\_Apr\\_29\\_2014\\_135811240.pdf](http://literacybytechnology.s3.amazonaws.com/worksampleuploads/37871/65204169_Apr_29_2014_135811240.pdf))

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

([http://literacybytechnology.s3.amazonaws.com/worksampleuploads/37871/61510085\\_Apr\\_29\\_2014\\_135810182.pdf](http://literacybytechnology.s3.amazonaws.com/worksampleuploads/37871/61510085_Apr_29_2014_135810182.pdf))

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

([http://literacybytechnology.s3.amazonaws.com/worksampleuploads/37871/66127690\\_Apr\\_29\\_2014\\_135831928.pdf](http://literacybytechnology.s3.amazonaws.com/worksampleuploads/37871/66127690_Apr_29_2014_135831928.pdf))

**[B.pdf](#)** (Meets Expectations)

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**[G.pdf](#)** (Approaches Expectations)

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**[C.pdf](#)** (Approaches Expectations)

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**[D.pdf](#)** (Not Yet)

([http://literacybytechnology.s3.amazonaws.com/worksampleuploads/37871/64280648\\_Apr\\_29\\_2014\\_135949755.pdf](http://literacybytechnology.s3.amazonaws.com/worksampleuploads/37871/64280648_Apr_29_2014_135949755.pdf))

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**[H.pdf](#)** (Not Yet)

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Author Notes

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