

Overview

Overview | Good Book, Bad Book? Should This Novel Be Included in the Canon or Shot From A Cannon?



Good Book, Bad Book? Should This Novel Be Included in the Canon or Shot From A Cannon?

by Angie Gunter, Jennifer Higdon, and Sharon Thurman

Who decides what students read? What qualities do assigned texts contain that make them appropriate or important to read? Students will discuss these concerns as they evaluate a nonfiction novel they have selected from a teacher-provided reading list and ultimately recommend whether or not their novel should be required reading for a high school class.

Grades: 11 12

Discipline: ELA

Teaching Task: Task Template 6 (Argumentation and Evaluation)

Course: AP English Language and Composition, English IV

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Section 1: What Task?

TEACHING TASK

Task Template 6 [1 Level]

Argumentation & Evaluation

L1: Should your novel be required reading in high school English classes? After reading one of the novels on the AP English list, reflecting upon your own experiences with reading in high school, analyzing articles discussing the creation of and relevance of the literary canon, and researching published reviews of the novel, write an essay that discusses the appropriateness and importance of the novel in a high school setting and evaluates whether it should be required reading for all students. Be sure to support your position with evidence from the texts.

STUDENT BACKGROUND

Who decides what students read? What qualities do assigned texts contain that make them appropriate or important to read? We will discuss these concerns as we evaluate a nonfiction novel you select from a teacher-provided reading list and ultimately recommend whether or not the novel should be required reading for a high school class. We will use a list of nonfiction novels that was compiled using various college required reading lists, American Library Association Outstanding Books for the College Bound, and AP Summer Institute recommendations. You will be provided a brief synopsis of each and asked to select a book from the list, or select a scholarly nonfiction novel not included in the list with instructor approval.

EXTENSION

Students will condense their essays and write, record, and publish a podcast reviewing and recommending (or not recommending) their novel.

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 and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
	Attempts to		Demonstrates an uneven command of		Demonstrates a command of standard English conventions and		Demonstrates and maintains a well-developed command of standard English conventions and

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

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.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

R.CCR.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Common Core Anchor Standards Writing

W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.CCR.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Common Core Anchor Standards Language

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.

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.

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

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

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.

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

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.

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**One class period**

Ask students to list the books, plays, or major works they have read while in high school. Have them consider each grade and share aloud since many shared classes with each other. Make sure students also include books they have read outside of school--for pleasure.

Scoring Guide (Work Meets Expectations If):

Students have completed the High School Reading document (attached).

Instructional Strategies:

Prompt students to remind them of books that were likely assigned.

Discuss student responses.

Have students consider similarities of the books they were assigned, why they might have been assigned, and if they enjoyed or appreciated the books.

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

LIST**One class period**

In your own words, what is meant by "Literature with a Capital L"? What are the important features of a good book?

Scoring Guide (Work Meets Expectations If):

Students create a whole group list of important elements after sharing a partner and whole class discussion.

Instructional Strategies:

Invite students to identify key features of examples what they consider to be "Literature."

Pair students and give them giant Post It note to decide between them the most important features of "Literature."

Have students walk around the room, looking at the display of giant Post It note lists to provide a variety of options.

Come together for a whole group discussion, creating a master list of the most important features to be recorded on a Master List Post It.

Reading Process

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

SHORT CONSTRUCTED RESPONSE

Two-Three Class Periods

Assign students "Worthy Texts: Who Decides?" "School Reading Lists Get a Modern Makeover" and "Too Dumb for Complex Texts." Provide them with the Evaluating Research for Writing template and provide explanation of how to complete the exercise.

Scoring Guide (Work Meets Expectations If):

Identifies whether the articles are informative or evaluative and identifies author bias (if present).

Evaluates whether articles contest or support their theses and provides quotations from the articles to support their claims.

Completes the Evaluating Research for Writing document and saves it to the student P drive.

Instructional Strategies:

Clarify the instructions on the Evaluating Research for Writing task.

Ask students to share their results after they are finished--compare pro--con status of texts and compare selection of quotations.

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.

OUTLINE

One Class Period

Students will review the Vocabulary Semantic Map and choose one of the assigned articles to use the map with. As they are reading the article, they will record words they are not familiar with in the center of each set of circles. In Circle A, they write down their best guess, based on context clues, of what the word means. Then they look up the word in the dictionary and record its actual meaning in Circle B. Finally, they choose a word that would act as a synonym in its place (in the context) and write it in Circle C.

Scoring Guide (Work Meets Expectations If):

Lists appropriate/difficult words.

Includes best guess based on context clues.

Includes actual definition and appropriate synonym.

Instructional Strategies:

After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. Add the most common to our ongoing list of "Words to Know" kept on the board.

After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.

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

NOTES

Students will be provided a list of appropriate book review sites and asked to choose two reviews of their novel.

Students will complete the Three Cs document. From each text, students will select relevant quotations and record them, along with MLA documentation of each article.

Scoring Guide (Work Meets Expectations If):

Students complete the Three Cs document:

Identifies relevant quotations

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

Instructional Strategies:

Read a model review in class. Have students help me select a relevant quotation, record it on the Three Cs document, and then have students tell me how to cite it appropriately.

This will be completed using the document camera and will be a whole class activity.

Then students will be asked to do the same with the two book reviews they have selected.

After students have recorded their information, they will trade with a partner and complete an MLA Citation Scavenger Hunt. They will attempt to find the sources using the citations provided. If any changes need to be made, students will share their recommendations with their partners.

Transition to Writing

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

OUTLINE**One Class Period**

Students will review their documents (High School Reading, Evaluating Research for Writing, and Three Cs) and determine if they have enough evidence listed to support their

arguments. They will outline their argument in the Book Recommendation Essay prompt.

Scoring Guide (Work Meets Expectations If):

Students complete the Classical Argument Essay outline with appropriate points and evidence.

Instructional Strategies:

Discuss/explain the outline format.

Provide examples of engaging leads/ways students might begin the essay.

Circulate around the room during writing, providing feedback regarding structure and content of outlines.

Discuss appropriate composition of topic sentences for outline and help students with ideas for development.

Writing Process

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

SHORT CONSTRUCTED RESPONSE

One-Two Class Periods

Write an extended introduction including an interesting or exciting hook that makes the reader want to continue reading. Introduction must include a clear thesis statement along with the the main points you plan to make in your composition.

Scoring Guide (Work Meets Expectations If):

Writes an engaging introduction.

Establishes a controlling idea.

Identifies key points that support development of argument.

Provides a concession idea/nod to opposition.

Instructional Strategies:

Provide students with exemplary opening paragraphs/strategies for introducing an argument (question, image, anecdote, quote, statistic, etc.).

Conference with students as they write, asking them clarifying questions, providing guidance for development, and offering suggestions for concessions.

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

LONG CONSTRUCTED RESPONSE

Two Class Periods

Complete an initial draft complete with engaging introduction, solid idea development throughout, an appropriate concession, and interesting, non-repetitive conclusion that connects to the introduction. MLA in-text citation and works cited list required.

Scoring Guide (Work Meets Expectations If):

Provides complete draft with all parts.

Supports the argument with appropriate evidence and correct MLA citations.

Instructional Strategies:

Provide students with the list of required elements of the draft.

Conference with students as they write, suggesting improvements, clarifying directions, providing writing instruction during the process.

Present the Avoiding Plagiarism slideshow, providing guidance to help students understand when it is appropriate to summarize, paraphrase, and quote and how to correctly attribute sources.

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

NOTES

One class period

Use Classical Argument Peer Review Guide to evaluate each others' complete essay drafts. Provide constructive feedback and substantive responses to student arguments and writing.

Scoring Guide (Work Meets Expectations If):

Provides complete draft with all parts.

Completes Classical Argument Peer Review Guide with thoughtful, logical, and constructive feedback.

Instructional Strategies:

Provide students with samples of useful feedback that balances support for strengths and clarity about weaknesses.

Assign students to provide each other with feedback and inform them they will be graded on the depth and thoughtfulness of their analysis of others' arguments/writing.

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

LONG CONSTRUCTED RESPONSE

One Class Period

Review comments from the Peer Review Guide, discuss (if necessary) suggested

changes/additions, and revise paper accordingly. Submit the completed draft to Paperrater.com for further suggestions. Revise draft to include strong, academic vocabulary, sound spelling, capitalization, punctuation, and grammar. Adjust arguments and organization as needed to provide clear, appealing text.

Scoring Guide (Work Meets Expectations If):

Provides draft with sufficiently developed ideas using supportive evidence, free from distracting surface errors.

Instructional Strategies:

After reviewing student arguments, create an Editing Checklist and briefly review selected skills that many students need to improve.

Remind students how to appropriately use in-text citation and works cited listing.

Assign students to re-proofread and complete their papers.

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

Turn in your complete set of drafts, plus the final version of your piece

Scoring Guide (Work Meets Expectations If):

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

Instructional Strategies:

Selected Articles

[Worthy Texts: Who Decides?](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=4641&scrollTo=articles>)

Educational Leadership (Mar2011)Gilmore, Barry

The article discusses the importance of student choice in reading programs. The author suggests that more choice should be afforded to teenagers in assigned reading programs in education. Topics include reading habits of teenagers, the activity of reading for pleasure, and the role of reading in learning. The author describes a reading and literature program at Martin Luther King Magnet School in Nashville, Tennessee, in which students are expected to read chosen texts and contemporary novels as well as classic and canonical works of literature. He presents hints for teachers looking to allow more student reading choice, including the pairing of traditional texts with nontraditional texts, using reading circles for discussion of chosen books, and emphasizing outside reading options.

1220L

[School reading lists get a modern makeover.](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=4641&scrollTo=articles>)

Christian Science Monitor (8/8/2007)Brittain, Amy

1210L

[How Much Does the Time Book Review Matter?](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=4641&scrollTo=articles>)

Publishers Weekly (7/9/2012)Habash, Gabe

The article explores the influence of the "New York Times Book Review" on the financial success of books in the digital age. Topics include case studies of books featured in the "Book Review," why books including "Making Babies" and "The Outsourced Self" were chosen over reviews of books by Toni Morrison and Richard Ford, and a table presenting the sales of books before and after the "New York Times" review.

1550L

[Can bad reviews be good for book sales?](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=4641&scrollTo=articles>)

Writer (Jan2012)Leddy, Chuck

The article reports on a study from Stanford University which suggests that even negative reviews of books can lead to increased sales, particularly for works by unknown authors. The study indicates that consumers will often forget the negative aspects of a poor review but will retain a heightened awareness of the book and its author. Lissa Warren, senior director of publicity at Da Capo Press, criticized the study, suggesting that positive publicity in other media may have skewed the results.

1190L

[Too Dumb for Complex Texts?](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=4641&scrollTo=articles>)

Educational Leadership (Feb2011)Bauerlein, Mark

The article discusses an increase in the percentage of high school graduates who are unprepared for the reading of complex texts in college education. The author emphasizes the impact of classroom use of digital media activities on college readiness and reading ability. He addresses the challenges for unready students in approaching complex college texts such as epic poems, ethical treatises, and political papers. The study "Reading Between the Lines: What the ACT Reveals About College Readiness in Reading" from the college testing company ACT is discussed. The psychological aspects of digital media technology use by teenagers are explored.

1200L

Uploaded Files

 [AP Language Reading List.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/4641/1427366349_Oct_01_2012_155929308.doc)

AP Nonfiction Reading List

 [Book Rec Evaluating Research for Writing.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/4641/242454123_Oct_16_2012_063220831.docx)

Evaluation Research for Writing

 [Book Rec High School Reading.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/4641/1911733865_Oct_16_2012_063331249.docx)

High School Reading Reflection

 [Book Rec Vocab Semantic Map blank.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/4641/1980514404_Oct_30_2012_105625794.docx)

 [Book Rec Essay Prompt.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/4641/482822240_Oct_30_2012_113455608.docx)

 [Classical Argument Peer Review Guide.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/4641/431953220_Dec_12_2012_120701754.doc)

Classical Argument Peer Review Guide

Keywords

 high school reading

 required reading

 text complexity

 book recommendations

Links*

 [New York Times Book Reviews \(1200L\)](http://www.nytimes.com/pages/books/index.html)
(http://www.nytimes.com/pages/books/index.html)

 [Los Angeles Times Book Reviews \(1070L\)](http://www.latimes.com/features/books/)
(http://www.latimes.com/features/books/)

 [Daviness County Public Library Literary Resources \(N/A\)](http://auth.go.galegroup.com/auth/capmAuthentication.do?userGroupName=owen63126&origURL=http%3A%2F%2Fwww.gale.com)
(http://auth.go.galegroup.com/auth/capmAuthentication.do?userGroupName=owen63126&origURL=http%3A%2F%2Fwww.gale.com)

 [Reviews of Books \(1210L\)](http://www.reviewsofbooks.com/)
(http://www.reviewsofbooks.com/)
Compiles book reviews published in major newspapers

 [Kirkus Reviews \(870L\)](http://www.kirkusreviews.com/)
(http://www.kirkusreviews.com/)
Semimonthly online book review magazine

 [Literature with a Capital L Wiki page \(850L\)](http://dchsaplanguagewikispaces.com/Literature+with+a+Capital+L)
(http://dchsaplanguagewikispaces.com/Literature+with+a+Capital+L)

 [Paper Rater \(1060L\)](http://www.paperrater.com/)
(http://www.paperrater.com/)

* 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

AP English Language Reading List

List of nonfiction books collected from AP lists, ALA Recommended Reading for College Bound Students, and various colleges' summer reading lists. May be found at:<http://dchsaplanguagewikispaces.com/AP+Language+Reading+List>

Section 4: What Results?

Classroom Assessment Rubric	
Not Yet	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
Organization	Provides 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 not appropriate to audience and purpose.
Meets Expectations	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text 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

Uploaded Files

[Dealing with Our Dead.docx](#) (Advanced)

(http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/4641/1627112486_Feb_04_2013_215728897.docx)

Dealing with Our Dead

[Devil in the White City.docx](#) (Advanced)

(http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/4641/268924534_Feb_04_2013_220914922.docx)

Devil in the White City

[Dark and Depressing.docx](#) (Advanced)

(http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/4641/632358715_Feb_04_2013_221320154.docx)

[**Stiff Too Morbid.docx**](#) (Meets Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/4641/1189112003_Feb_04_2013_22255947.docx)

[**The Required Reading.docx**](#) (Meets Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/4641/1591263052_Feb_05_2013_08503951.docx)

[**The Devil in the Shape of a Woman.docx**](#) (Advanced)

(http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/4641/299986754_Feb_06_2013_201810302.docx)

[**The Glass Castle Add to the Literary Cannon.docx**](#) (Approaches Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/4641/1500320150_Feb_06_2013_215543241.docx)

[**Black Like Me.docx**](#) (Approaches Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/4641/1372852242_Feb_06_2013_220717941.docx)

[**Tuesdays with Morrie.docx**](#) (Not Yet)

(http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/4641/785497424_Feb_06_2013_221139896.docx)

[**Devil in the White City Essay.docx**](#) (Meets Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/4641/167102867_Feb_06_2013_22452101.docx)

[**The Glass Castle.docx**](#) (Not Yet)

(http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/4641/1300675715_Feb_12_2013_121757219.docx)

[**Fuzzy Feelings Gone and Forced Feeling Here to Stay.docx**](#) (Meets Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/4641/235030188_Dec_12_2013_13255155.docx)

Fuzzy Feelings Gone and Forced Feelings Here to Stay

[**The Glass Castle Needs to be Destroyed.docx**](#) (Not Yet)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/4641/1841615205_Dec_12_2013_133253987.docx)

The Glass Castle Need to Be Destroyed

Comments

Author Notes

Other Comments