Module Overview

Topic / Title

Module 1

Call to action

URL

Author/Type of Resource (audio book, text, etc.)

Issue 1: Constructing an Argument

Issue 2: Evaluating the Validity of an Argument

Issue 3: Analyzing the Development of Argument

Issue 4: Identifying Organization

Issue 5: Evaluating the validity of argument

Issue 6: Constructing an argument

Issue 7: Assessments Resource

In this module, readers will construct an argument by engaging in discussions and activities. Students read from, and write to, informational texts as well as creative and contemporary literature. They engage in class discussions, make informed inferences and justifications, and support claims with evidence. Students develop strategies to understand, analyze, and evaluate the development of claims and arguments. Students learn how to evaluate the validity of an author's claim, reasoning, and evidence through analysis of text; and constructing an argument in which students use evidence to support the development of their conclusions.

Essential Questions

1. How do literary masters create meaning and show what to believe when they read, listen, or watch?  
2. How do authors employ and utilize resources of language to effectively communicate a message?

Facial Standards

Identifying argumentation

Analyzing the Development of Argument

Issues that arise from considering the order in which the points are made, focusing on the points and how they are introduced and developed, and the contradictions that are drawn between them. CC.1.2.9-10.C

The resources available to them.

Module 1

Topic / Title

Module Overview

Issue 1: Constructing an Argument

Issue 2: Evaluating the Validity of an Argument

Issue 3: Analyzing the Development of Argument

Issue 4: Identifying Organization

Issue 5: Evaluating the validity of argument

Issue 6: Constructing an argument

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Module Overview

In this module, reading, writing, speaking, and listening are centered around the topics of how ideas are presented and how those ideas are impacted by choices such as language, rhetorical devices, and use of dramatic and poetic elements. Informational texts as well as classic and contemporary literature are used to develop skills needed to critically analyze an author’s presentation of ideas. Students develop skills in analyzing an array of resources of language to effectively communicate a message.

Focus Standards

- CC.1.4.9-10.H: Students employ a variety of strategies to analyze the arguments within a text and evaluate how an author’s aims or reasons for writing connect with and are impacted by the beliefs, values, and assumptions of the author’s society and of the audience for whom the text is intended.
- CC.1.4.9-10.A: Students analyze in detail how an author unfolds an argument; evaluating the validity of an author’s claims, reasoning, and use of evidence; and constructing an argument in which students use reasoning and evidence to support their claims.
- CC.1.4.9-10.F: Students evaluate and discuss a multiple-choice and a free-response writing prompt in response to a text.
- CC.1.4.9-10.R: Students develop the abilities to make decisions about which arguments are relevant to the task, and audience.

Important Standards

- CC.1.2.9-10.J: Students refer to a range of texts for their information about a person, place, or thing in the text, drawing on information from their knowledge of that person, place, or thing as well as from the text.
- CC.1.2.9-10.I: Students analyze how a particular choice of words or purchase of sentence structure conveys an author’s meaning and tone.
- CC.1.2.9-10.E: Students determine the meaning of general academic and domain-specific words or phrases in context.
- CC.1.2.9-10.G: Students determine the meaning of general academic and domain-specific words or phrases in text.
- CC.1.2.9-10.D: Students determine the meaning of general academic and domain-specific words or phrases in context.
- CC.1.2.9-10.C: Students determine the meaning of general academic and domain-specific words or phrases in context.
- CC.1.2.9-10.B: Students determine the meaning of general academic and domain-specific words or phrases in context.
- CC.1.2.9-10.A: Students determine the meaning of general academic and domain-specific words or phrases in context.

Important Resources

- Analyze several U.S. documents of historical and literary significance, including how they address related themes and concepts.
- Grade Level: 9-10
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading at the college level and beyond, in order to interact productively with the world outside of school.
- Grade Level: 9-10
- Write with a steady draft focus identifying topic, assertions, reasons, and evidence; and creating a logical progression of ideas, like a draft blueprint for a building.
- Grade Level: 9-10
- Appropriate use of the diction, diction, diction, and evidence for each major (and minor) main idea, with a style that anticipates the audience’s knowledge level and cultural background.
- Grade Level: 9-10
- Create organization that establishes clear connections among ideas, assertions, reasons, and evidence; and creates a logical progression of ideas, like a draft blueprint for a building.
- Grade Level: 9-10
- Determine the meaning of general academic and domain-specific words or phrases in context.
- Grade Level: 9-10
- Analyze in detail how an author unfolds an argument; evaluating the validity of an author’s claims, reasoning, and use of evidence; and constructing an argument in which students use reasoning and evidence to support their claims.
- Grade Level: 9-10
- Evaluate and discuss a multiple-choice and a free-response writing prompt in response to a text.
- Grade Level: 9-10
- Determine the meaning of general academic and domain-specific words or phrases in context.
- Grade Level: 9-10

Identifying the character and plot relationship

READ Romeo and Juliet.

COMPLETE the graphic organizer that outlines the relationship between characters and plot. Identify the relationships between characters and evidence, and between characters and concepts.

Ans: The relationship between Romeo and Juliet is a love story that is ultimately tragic. The characters' relationship is built on their shared love for each other, but it is also fraught with conflict and obstacles. The relationship is affected by the feud between the Montagues and the Capulets, which ultimately leads to the deaths of Romeo and Juliet. The relationship is also shaped by the character traits of the two main characters, Romeo and Juliet, who are both passionate and impulsive.

Access Module 2 Instructional Frameworks

For teachers. This link will take you to the Keystone Frameworks aligned to the PA Core Standards. Module 2 PA Core Instructional Frameworks on SAG

Watch the Introduction to Drama video (4 minutes)

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

Analyzing elements of diction

In these assignments, you will analyze the elements of drama and poetry in Shakespeare’s Romeo and Juliet. You will learn how to analyze the different types of poetic devices and language in the text.

READ Shakespeare’s Sonnet 18

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

WRITE a letter to Capulet and Montagues explaining why Romeo and Juliet's relationship should be allowed to continue, considering the impact of their relationship on the plot.

Evaluate students on their use of Expository Language to effectively communicate a message.

VIDEO the Expository Language video

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

Using a sharp distinct focus

In these assignments, you will analyze the elements of drama and poetry in Shakespeare’s Romeo and Juliet. You will learn how to analyze the different types of poetic devices and language in the text.

READ Shakespeare's Sonnet 18 and Integrated Example of poetic device and figurative language in the text

Students will analyze the different types of poetic devices and language used in the text, including personification, imagery, and metaphor. They will identify the effects of these devices on the overall meaning and impact of the text. They will also evaluate how well the devices are used to support the author's message.

VIDEO the Expository Language video

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

Evaluate students on their use of Expository Language to effectively communicate a message.

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Assessment Resources

The following resources will link you to a multiple choice and a written assessment to wrap up the module. The resources below were chosen for demonstration purposes. Teachers may choose other resources with other content and materials available to them.

COMPLETE the LDC Writing Task

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

Evaluate the LDC Task using the Keystone Expository Rubric

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

Develop a Conventions scoring rubric

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

Develop a Expository Rubric

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

COMPLETE the Keystone Expository Writing Conventions

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

Provide feedback to students on their use of Expository Language to effectively communicate a message.

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

Develop a Expository Rubric

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

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COMPLETE the Keystone Expository Writing Conventions RUBRIC

Dramatic Elements in Literature: Themes

Romeo and Juliet, Entire Text

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

Evaluate the LDC Task using the Keystone Expository Rubric

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

Develop a Conventions scoring rubric

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

Develop a Expository Rubric

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Evaluate the LDC Task using the Keystone Expository Rubric

For teachers. This document can be used for student instruction as well as for professional development. Module 2- PA Core Instructional Frameworks on SAG

Develop a Conventions scoring rubric

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<th>Resource</th>
<th>Title</th>
<th>Description</th>
<th>URL</th>
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<tbody>
<tr>
<td>CC.1.2.9-10.E</td>
<td>When useful to aiding comprehension; provide a link the major sections of the text; include formatting information to make important connections and important to comprehension or expression.</td>
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<tr>
<td>CC.1.4.9-10.E</td>
<td>Demonstrate independence in gathering vocabulary; and constructing a well organized use, in informational text; acquiring and using accurately general academic and domain-specific words and phrases, based on an author's explicit assumptions and beliefs about a subject.</td>
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<tr>
<td>Expository Rubric</td>
<td>Expository Writing (Domains)</td>
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<td><a href="http://achievethecore.org/content/upload/Transplant">http://achievethecore.org/content/upload/Transplant</a> Keystone Style Multiple Choice Assessment. Organ this document into a rubric or help organize a rubric. This is a link to the Keystone Rubric available in iBook.  This is a link to the Keystone Rubric for Writing Conventions.  Keystone Rubric-Writing Explanatory Essays This links to a summary of how to write an Explanatory Essay.</td>
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<td><a href="http://www.nytimes.com/2014/03/30/health/five-myths-about-autism.html">http://www.nytimes.com/2014/03/30/health/five-myths-about-autism.html</a></td>
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Module Overview

This module is a reading, writing, speaking and listening center around the key ideas of To Kill a Mockingbird and its relationship to literature. The module addresses the essential question: How do the dependencies, assumptions, and conclusions we reach about a story depend on what we know and believe about society, human nature, the world, literature, and ourselves? Students should have taken the field test to determine their starting point. Learning requires students to consider the functionality of the story, analyzing it for a greater depth and understanding several others. The narrative and textual analysis is the focus. Students should assess the information from various sources to explain how the author manipulates the reader's understanding of the plot. Analyzing the different ways the story can be taught is a key skill. Students should also evaluate the impact of the plot and the characters' experiences to their understanding of the plot. White is an important factor in the American society. In these assignments, you will identify the point of view and how it enhances a story or poem. You will determine banned nature of a book. Superficial prejudice. In these assignments, you will recognize universal and timeless themes. This is a link to a Keystone Rubric for Writing and an argumentative essay. The responses to this module should enhance your understanding of the story. It is very important to analyze the representation of a subject or a key event or theme. You should determine the point of view of the text and analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. The responses to this module should enhance your understanding of the story. This module is a reading, writing, speaking and listening center around the key ideas of To Kill a Mockingbird and its relationship to literature. The module addresses the essential question: How do the dependencies, assumptions, and conclusions we reach about a story depend on what we know and believe about society, human nature, the world, literature, and ourselves? Students should have taken the field test to determine their starting point. Learning requires students to consider the functionality of the story, analyzing it for a greater depth and understanding several others. The narrative and textual analysis is the focus. Students should assess the information from various sources to explain how the author manipulates the reader's understanding of the plot. Analyzing the different ways the story can be taught is a key skill. Students should also evaluate the impact of the plot and the characters' experiences to their understanding of the plot. White is an important factor in the American society. In these assignments, you will identify the point of view and how it enhances a story or poem. You will determine banned nature of a book. Superficial prejudice. In these assignments, you will recognize universal and timeless themes. This is a link to a Keystone Rubric for Writing and an argumentative essay. The responses to this module should enhance your understanding of the story. It is very important to analyze the representation of a subject or a key event or theme. You should determine the point of view of the text and analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. The responses to this module should enhance your understanding of the story.
Assessment
Module Overview

Source Documents

through multiple assessment to wrap up the module. The resources below were chosen

CC.1.5.9-10.D

CC.1.5.9-10.C

plagiarism and following a standard format for citation. Information into the text selectively to maintain the flow of ideas, avoiding

CC.1.4.9-10.W

display information flexibly and dynamically.

advantage of technology's capacity to link to other information and to publish, and update individual or shared writing products, taking

CC.1.4.9-10.U

media (e.g., a person's life story in both print and multimedia),

CC.1.2.9-10.G

Important Standards

the argument presented.

phrases, and clauses to link the major sections of the text, create

CC.1.4.9-10.H

strengths and limitations of both in a manner that anticipates the

and audience.

CC.1.4.9-10.I

analysis of what the text says explicitly as well as inferences and

CC.1.2.9-10.B

4 How do learners make decisions concerning formal and informal

In these assignments, you will construct a speech and/or essay using

resources with other content and materials available to them.

Teachers may choose to replace these

based on texts or other mediums. The resources below were chosen for

influence a writer's choice of organizational patterns. The resources

- Distinguish the claim(s) from alternate or opposing claims;

- Use technology, including the Internet, to produce,

- Use text and visual information and how patterns

perceptions and outside perception about how to overcome these

about the topic of beauty. History of

Against

are links to the Keystone

education (PDE); also available in

Organization & Style. Keystone

Rubric for Persuasive Writing for the

iBook. This is a link to the Keystone

Education (PDE); also available in

Teacher Resource. Teacher

Strategies to Teach Text Structure

Resource: Text Structure. Twenty

self-esteem. Fat is the New Ugly on

PREVIEW

http://www.slideshare.net/ruixiong89/

at the Keystones of Text Structure: Organization & Style. Using

https://docs.google.com/document/d/

http://static.pdesas.org/Content/

iYoFZ-5bdb5A7TlsGEVFBiOLM/edit?w=800&h=800&gl=us&hl=en

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Teacher Resource. Teacher

Strategies to Teach Text Structure

Resource: Text Structure. Twenty

self-esteem. Fat is the New Ugly on

PREVIEW

http://www.slideshare.net/ruixiong89/

at the Keystones of Text Structure: Organization & Style. Using

https://docs.google.com/document/d/

http://static.pdesas.org/Content/

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iBook. This is a link to the Keystone

Education (PDE); also available in
<table>
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<tr>
<th>Module</th>
<th>Title</th>
<th>Description</th>
<th>Learning Management</th>
<th>Author/Type of Resource (audio book, text, etc.)</th>
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<tr>
<td>Module 1</td>
<td>9th grade ELA Reading</td>
<td>To Kill a Mockingbird Keystone Style</td>
<td>Canvas</td>
<td>Pennsylvania Department of Education (PDE); also available in iBook; Also available as an App; premium version available for a cost.</td>
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<td>Teacher Resources</td>
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Below are graphic organizer tools that students may use to map their ideas, brainstorm and organize for note-taking, writing, and analysis. Each organizer can help students connect the dots together and link ideas creating a visual summary of overlapping concepts.

**Halo Deck** is an OS App enabling users to create presentations and slideshows. Halo Deck is the simple new way to create stunning presentations – whether you are pitching an idea, teaching a lesson, telling a story, or igniting a movement.

**Keynote** for Mac makes it simple to create and deliver beautiful presentations. Powerful tools and styling effects bring your ideas to life. You can work seamlessly between Mac and iOS devices. And work effortlessly with people who use Microsoft PowerPoint.

**Microsoft PowerPoint** is a slide show presentation program developed by Microsoft. It was officially launched on May 22, 1989, as a part of Microsoft Office suite. PowerPoint can be used on a variety of devices such as desktops, tablets, and mobile devices. It allows users to combine text, images, and videos into a single presentation.

**Prezi** is cloud-based, meaning you can present from your browser, desktop, iPad, or iPhone and always have the latest version of your work at your fingertips. Create or edit presentations anywhere and at any time, and prezi is cloud-based, meaning you can present from your browser, desktop, iPad, or iPhone and always have the latest version of your work at your fingertips.

**SlideShark** is the leading app for showing PowerPoint from the iPad, iPhone and iPod touch – the way it was meant to be seen.

**Idea Sketch** lets you easily draw a diagram - mind map, concept map, or flow chart - and convert it to a test outline and vice versa. You can use Idea Sketch for anything, such as brainstorming new ideas, illustrating concepts, making note outlines, planning presentations, creating organizational charts, and more!

**MindFlash** is an app that turns note-taking application into an application for the iPad. It allows users to create ideas maps by combining and manipulating text, images & drawings on the iPad in a mind map free-form manner.

**Inspiration Maps** brings visual thinking to the iPad. With Inspiration Maps you can create, store, and organize inspiration ideas with maps and diagrams, organize thoughts and information, make sense of complex concepts and projects, build critical thinking and reasoning skills, organize for studying and build study skills and note-taking skills.

**Poppit Lite** is perfect for use in schools making students connect the dots together and link ideas creating a visual summary of overlapping concepts.

**Sketchy** is a rich text editor that allows creative organizations supporting common comprehension skills like main idea and detail, sequencing, compare and contrast etc. Each organizer can be used again and again to be emailed, drop-boxed, or saved as a PDF.

**Venn Diagram** is a popular tool for schools allowing users to create Venn diagrams that contain two or three overlapping circles. Users identify and record concepts that can be placed in one of the circles or in the overlapping areas, allowing them to organize their information logically. This free/cheap Venn diagram can be emailed out or saved to the device's photo album.