

9th Grade Module 1: Heroic Tradition (Instructional days: 20) Quarter 1 Weeks 2-5

Eligible Content FICTION	L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text
	L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose
	L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept
	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text
	L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text
	L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words
	L.F.1.2.4 Draw conclusions about connotations of words
	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text
	L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole
	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text
L.F.2.1.2 Cite evidence from a text to support generalizations	
Eligible Content NONFICTION	L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept
	L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader
	L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text
	L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words
	L.N.1.2.4 Draw conclusions about connotations of words
	L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text
	L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole
	L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another
	L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text
	L.N.2.1.2 Cite evidence from a text to support generalizations
L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts	
L.N.2.5.3 Distinguish essential from nonessential information	
PA Core Standards READING FICTION	CC.1.3.9-10.A: Determine a theme or central idea, analyze its development; summarize
	CC.1.3.9-10.B: Cite strong and thorough textual evidence, as well as inferences, conclusions; based on assumptions and beliefs
	CC.1.3.9-10.C: Story elements: how complex characters interact, advance the plot, develop the theme
	CC.1.3.9-10.E: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect
	CC.1.3.9-10.H: Analyze themes, topics, character types
	CC.1.3.9-10.J: Acquire/use academic and domain specific vocabulary
PA Core Standards READING NONFICTION	CC.1.2.9-10.A: Determine/analyze a central idea; provide summary
	CC.1.2.9-10.B: Cite textual evidence and thorough textural inferences and conclusions, generalizations
	CC.1.2.9-10.C: Analyze, interpret and evaluate an analysis or series of ideas or events, including the order and the connections that are drawn between them
	CC.1.2.9-10.F: Analyze how words and phrases shape meaning and tone in texts
	CC.1.2.9-10.J: Acquire and use academic and domain-specific words and phrases at the college- and career-readiness level

PA Core Standards WRITING	CC.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately
	CC.1.4.9-10.B-F (These standards further describe the information/explanatory writing process, but for the sake of space were not included in this document. Please refer to http://www.pdesas.org/Standard/PACore for more information.)
PA Core Standards SPEAKING/ LISTENING	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
	CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
	CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 level and content
Common Core Standards READING FICTION	RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
	RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
	RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme
	RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)
	RL.9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
Common Core Standards READING NONFICTION	RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
	RI.9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
	RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)
	RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
Common Core Standards WRITING	W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately
	W.9-10.2.A-F (These standards further describe the information/explanatory writing process, but for the sake of space were not included in this document. Please refer to http://www.corestandards.org/ELA-Literacy/W/9-10/ for more information.)
Common Core Standards SPEAKING/ LISTENING	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 9-10 topics, texts, and issues
	SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence
	SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning
Common Core Standards LANGUAGE	L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
	L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
	L.9-10.3.A Write and edit work so that it conforms to the guidelines of MLA style