

## Ninth Grade Module 3: The Industrial Revolution (Instructional days: 15) Quarter 3 Weeks 1-3

Eligible Content FICTION	None of the assigned readings for this module are fictional, therefore there is no 'Eligible Content FICTION'
Eligible Content NONFICTION	<p>L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text</p> <p>L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose</p> <p>L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept</p> <p>L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader</p> <p>L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text</p> <p>L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words</p> <p>L.N.1.2.4 Draw conclusions about connotations of words</p> <p>L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text</p> <p>L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole</p> <p>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</p> <p>L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text</p> <p>L.N.2.1.2 Cite evidence from a text to support generalizations</p> <p>L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts</p> <p>L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction</p> <p>L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts</p> <p>L.N.2.5.1 Differentiate between fact and opinion</p> <p>L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text</p> <p>L.N.2.5.3 Distinguish essential from nonessential information</p> <p>L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text</p> <p>L.N.2.5.5 Explain, describe, and/or analyze the effectiveness \of bias (explicit and implicit) and propaganda techniques in nonfictional text</p> <p>L.N.2.5.6 Explain, interpret, describe, analyze the author's defense of a claim to make a point or construct an argument in nonfictional text</p>
PA Core Standards READING FICTION	None of the assigned readings for this module are fictional, therefore 'Reading Fiction' standards do not apply
PA Core Standards READING NONFICTION	<p>CC.1.2.9-10.A: Determine/analyze a central idea; provide summary</p> <p>CC.1.2.9-10.B: Cite textual evidence and thorough textural inferences and conclusions, generalizations</p> <p>CC.1.2.9-10.C: Analyze, interpret and evaluate an analysis or series of ideas or events, including the order and connections that are drawn between them</p> <p>CC.1.2.9-10.D: Determine an author's particular point of view and analyze how rhetoric advances the point of view</p> <p>CC.1.2.9-10.E: Analyze in detail how an author's ideas or claims are developed (sentences, paragraphs, or larger portions of a text)</p> <p>CC.1.2.9-10.F: Analyze how words and phrases shape meaning and tone in texts</p> <p>CC.1.2.9-10.H: Delineate and evaluate the argument and specific claims (reasoning and relevance of evidence)</p> <p>CC.1.2.9-10.J: Acquire and use academic and domain-specific words and phrases at the college- and career-readiness level</p>

PA Core Standards WRITING	CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics
	CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim
	CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns
	CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented
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	None of the assigned readings for this module are fictional, therefore 'Reading Fiction' standards do not apply
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 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.9-10.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
	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.9-10.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)
	RI.9-10.6 - Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose
	RI.9-10.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning
Common Core Standards WRITING	W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant/sufficient evidence
	W.9-10.1.A-E (These standards further describe the argumentative writing process, but for the sake of space were not included in this document. Please refer to <a href="http://www.corestandards.org/ELA-Literacy/W/9-10/">http://www.corestandards.org/ELA-Literacy/W/9-10/</a> 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 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