

PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

ENGLISH I

STRAND	Reading for Literature	Grading Period
POWER OBJECTIVE #1	Read and comprehend complex literary texts independently and proficiently. (RL.9-10.10)	
	Key Ideas and Details	
SUPPORTING INDICATORS	<p>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.</p> <p>RL.9-10.2 Analyze literary text development.</p> <p style="padding-left: 20px;">RL.9-10.2.a Determine a theme 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.</p> <p style="padding-left: 20px;">RL.9-10.2.b Provide an objective summary of the text that includes the theme and relevant story elements.</p> <p>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.</p>	
	Craft and Structure	
	<p>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, mood and tone (e.g., how the language evokes a sense of time and place or an emotion how it sets a formal or informal tone).</p> <p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>L.9-10.3 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.</p> <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
	Integration of Knowledge and Ideas	
	<p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>RL.9-10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	
	Range of Reading and Level of Text Complexity	
	<p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.</p>	
STRAND	Reading for Information	Grading

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		Period
POWER OBJECTIVE #2	Read and comprehend complex information texts independently and proficiently. (RI.9-10.10)	
	Key Ideas and Details	
SUPPORTING INDICATORS	<i>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.</i>	
	<i>RI.9-10.2 Analyze informational text development. RI.9-10.2.a 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. RI.9-10.2.b Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.</i>	
	<i>RI.9-10.3 Analyze how the author unfolds and 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.</i>	
	Craft and Structure	
	<i>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).</i>	
	<i>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).</i>	
	<i>RI.9-10.6 Determine an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</i>	
	<i>L.9-10.3 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.</i>	
	<i>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i>	
	Integration of Knowledge and Ideas	
	<i>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</i>	
	<i>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</i>	
	Range of Reading and Level of Text Complexity	
	<i>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range</i>	
STRAND	Writing	Grading Period
POWER OBJECTIVE #3	Write arguments to support claims with clear reasons and relevant evidence. (W.9-10.1)	
SUPPORTING INDICATORS	<i>W.9-10.1.a Establish a thesis statement to present an argument.</i>	

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	W.9-10.1.b <i>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that established clear relationships among claim(s), counterclaims, reasons, and evidence.</i>	
	W.9-10.1.c <i>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations for both in a manner that anticipates the audience’s knowledge level and concerns.</i>	
	W.9-10.1.d <i>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.</i>	
	W.9-10.1.e <i>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</i>	
	W.9-10.1.f <i>Provide a concluding statement or section that follows from and supports the argument presented.</i>	
	L.9-10.3 <i>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.</i>	
	L.9-10.3.a <i>Write work so that it conforms to the guideline in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</i>	
	L.9-10.3.b <i>Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</i>	
	L.9-10.6 <i>Acquire and use accurately general academic and domain-specific words and phrases; sufficient for reading, writing, speaking, and listening at the college level and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i>	
	Research to Build Knowledge	
	W.9-10.7 <i>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i>	
	W.9-10.8 <i>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</i>	
	W.9-10.9 <i>Draw evidence from literary or informational texts to support analysis, reflection, and research</i>	
	W.9-10.9.a <i>Apply grade 9-10 Reading standards to literature (e.g., “Analyze how and author alludes to and transforms source material in a specific work).</i>	
	W.9-10.9.b <i>Apply grades 9-10 Reading standards to literary nonfiction (e.g., “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”).</i>	
	Production and Distribution of Writing	
	W.9-10.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i>	
	W.9-10.5 <i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i>	
	W.9-10.6 <i>Use technology, including the Internet, to produce , publish, and update</i>	

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	<i>individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibility and dynamically</i>	
	Range of Writing	
	W.9-10.10 <i>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 disciplines-specific tasks, purposes, and audiences.</i>	
POWER OBJECTIVE #4	Write informative/explanatory text to examine a topic and convey ideas and information clearly. (W.9-10.2)	
SUPPORTING INDICATORS	W.9-10.2.a <i>Establish a thesis statement to present information.</i>	
	W.9-10.2.b <i>Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.</i>	
	W.9-10.2.c <i>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</i>	
	W.9-10.2.d <i>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</i>	
	W.9-10.2.e <i>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing..</i>	
	W.9-10.2.f <i>Provide a concluding statement or sections that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</i>	
	L.9-10.3 <i>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.</i> L.9-10.3.a <i>Write work so that it conforms to the guideline in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</i> L.9-10.3.b <i>Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</i>	
	L.9-10.6 <i>Acquire and use accurately general academic and domain-specific words and phrases; sufficient for reading, writing, speaking, and listening at the college level and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i>	
	Research to Build Knowledge	
	W.9-10.7 <i>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i>	
	W.9-10.8 <i>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</i>	
	W.9-10.9 <i>Draw evidence from literary or informational texts to support analysis, reflection, and research</i> W.9-10.9.a <i>Apply grade 9-10 Reading standards to literature (e.g., “Analyze how and author alludes to and transforms source material in a specific work).</i> W.9-10.9.b <i>Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text,</i>	

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	<i>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</i>	
	Production and Distribution of Writing	
	W.9-10.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i>	
	W.9-10.5 <i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience.</i>	
	W.9-10.6 <i>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibility and dynamically</i>	
	Range of Writing	
	W.9-10.10 <i>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 disciplines-specific tasks, purposes, and audiences.</i>	
POWER OBJECTIVE #5	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (W.9-10.3)	
SUPPORTING INDICATORS	W.9-10.3.a <i>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</i>	
	W.9-10.b <i>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations.</i>	
	W.9-10.c <i>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</i>	
	W.9-10.d <i>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</i>	
	W.9-10.e <i>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</i>	
	L.9-10.3 <i>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.</i>	
	L.9-10.3.a <i>Write work so that it conforms to the guideline in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</i>	
	L.9-10.3.b <i>Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</i>	
	L.9-10.6 <i>Acquire and use accurately general academic and domain-specific words and phrases; sufficient for reading, writing, speaking, and listening at the college level and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i>	
	Research to Build Knowledge	
	W.9-10.7 <i>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i>	
	W.9-10.8 <i>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to</i>	

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	<i>maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</i>	
	Production and Distribution of Writing	
	W.9-10.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i>	
	W.9-10.5 <i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i>	
	W.9-10.6 <i>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</i>	
	Range of Writing	
	W.9-10.10 <i>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 disciplines-specific tasks, purposes, and audiences.</i>	
STRAND	Speaking and Listening	Grading Period
POWER OBJECTIVE #6	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on other's ideas and expressing their own clearly and persuasively. (SL.9-10.1)	
	Comprehension and Collaboration	
SUPPORTING INDICATORS	SL.9-10.1.a <i>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i>	
	SL.9-10.1.b <i>Work with peers to set rules for collegial discussion and decision-making clear goals and deadlines, and individual roles as needed.</i>	
	SL.9-10.1.c <i>Propel conversations by posing and responding to question that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</i>	
	SL.9-10.1.d <i>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</i>	
	SL.9-10.2 <i>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</i>	
	SL.9-10.3 <i>Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</i>	
	Presentation of Knowledge and Ideas	
	SL.9-10.4 <i>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i>	
	SL.9-10.5 <i>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</i>	
	SL.8.6 <i>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</i>	
	L.9-10.3 <i>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend</i>	

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	<i>more fully when reading or listening.</i>	
	L.9-10.6 <i>Acquire and use accurately general academic and domain-specific words and phrases; sufficient for reading, writing, speaking, and listening at the college level and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i>	
STRAND	Language	Grading Period
POWER OBJECTIVE #7	Demonstrate command of the conventions of standard English when writing and/or speaking. (L.9-10.1/2)	
	Conventions of Standard English	
SUPPORTING INDICATORS	L.9-10.1.a <i>Use parallel structure.</i>	
	L.9-10.1.b <i>Use various types of phrases (noun, verb, adjective, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</i>	
	L.9-10.2 <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> L.9-10.2.a <i>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</i> L.9-10.2.b <i>Use a colon to introduce a list or quotation.</i> L.9-10.2.c <i>Spell correctly.</i>	
	L.9-10.3 <i>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.</i> L.9-10.3.a <i>Write work so that it conforms to the guideline in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</i> L.9-10.3.b <i>Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</i>	
POWER OBJECTIVE #8	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (L.9-10.4/5)	
	Vocabulary Acquisition and Use	
SUPPORTING INDICATORS	L.9-10.4.a <i>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</i>	
	L.9-10.4.b <i>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</i>	
	L.9-10.4.c <i>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology, or clarify the precise meaning or part of speech.</i>	
	L.9-10.4.d <i>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</i>	
	L.9-10.5.a <i>Interpret figures of speech in context and analyze their role in the text.</i>	
	L.9-10.5.b <i>Analyze nuances in the meaning of words with similar denotations.</i>	