

**Heritage Peak Charter School
10th Grade College Prep English
McDougal Littell: The Language of Literature**

**Cluster 2: Expository and Narrative Nonfiction
September 24 – November 16 (8 weeks)**

Materials in Cluster 2 provide instructional opportunities for these 9-10 ELA Standards: *R1.1, R2.1, *R2.2, *R2.3, *R2.5, R2.7, R2.8, R3.3, R3.5, *R3.7, R3.9, *R3.11, *W1.1, W1.2, *W1.4, W1.5, W1.6, W1.7, *W1.9, W2.1, W2.2, W2.3, *W2.4, *LC1.1, LC1.2, *LC1.3, *LC1.4, LC1.5 *Denotes a standard assessed in Cluster 2				Student Resources	
				“Glossary of Words to Know”: pp. 1270-1283 “Writing Handbook”: pp. 1144-1170	
Essential Standards	Materials/Selections	Teaching/Learning Focus	Assignments ALWAYS read the “Preparing to Read” page preceding selections! ALWAYS preview “Words to Know” before reading!	Suggested Days (38 total) 1 day = 90 minutes	Pages
R2.0, R2.1, R2.8	Learning the Language of Literature: Nonfiction & The Active Reader: Reading Nonfiction	<ul style="list-style-type: none"> •Biography •Autobiography •Essay •Personal Essay •Memoir 	Read!	WEEK 7 Sept. 24 0.5 days	104-106
R2.3, R2.8, R3.2, R3.5, R3.12, W1.1, W2.3, W2.6, LC1.2, LC1.3	Dial Versus Digital	<ul style="list-style-type: none"> •Expository essay •Analyzing text structure •Fact and Opinion •Theme •Tone 	__ Read “Dial Versus Digital” __ Write answers for “Thinking Through the Literature” questions 1-5 & 7 on p. 110 __ Do Literary Analysis SkillBuilder “Expository Essay” __ Do Activities and Explorations #1: Personal Interview (adjust: interview 2 or 3 older adults; summarize findings in several paragraphs)	Sept. 24 Sept. 25 1.5 days	107-111
R1.1, R2.3, R3.2, R3.5, R3.7, R3.11, R3.12, W1.3, W2.1, LC1.2, LC1.3	Montgomery Boycott	<ul style="list-style-type: none"> •Memoir •Cause and effect •Biographical sketch •Historical fact and personal opinion •Figurative language •Vocabulary: Words to Know 	__ Read “Montgomery Boycott” __ Do Active Reading SkillBuilder “Cause and Effect” __ Write answers for “Thinking Through the Literature” questions 1-7 on p. 133 __ Do “Vocabulary in Action” Exercise p. 134 __ Do Grammar SkillBuilder: Adverbs __ Do Writing Option #1: Historic Diary p. 134	Sept. 26 Sept. 27 Sept. 28 3 days	124-135

R2.3, R2.5, R2.8	Real World Link: A Eulogy to Dr. Martin Luther King, Jr.	<ul style="list-style-type: none"> •Reading for information •Persuasive Rhetoric •Inquiry and research 	<p>__Read "A Eulogy to Dr. Martin Luther King, Jr."</p> <p>__Explore Kennedy's persuasive rhetoric:</p> <ol style="list-style-type: none"> 1. ethical appeal 2. repetition 3. parallelism <p>Each technique is denoted by a blue circled number to the right. Read about each; answer all questions asked and complete all activities specified.</p>	<p>WEEK 8</p> <p>Oct. 1</p> <p>0.5 days</p>	136-137
R3.2, R3.5	Learning the Language of Literature: Theme & The Active Reader: Drawing Conclusions	<ul style="list-style-type: none"> •Theme expressed through setting •Theme expressed through character •Theme expressed through plot •Theme in nonfiction 	Read!	<p>Oct.1</p> <p>0.5 days</p>	321-323
R1.1, R2.3, R3.2, R3.5, R3.7, R3.11, W2.1, W2.2, LC1.2, LC1.3, LC1.4	Through the One-Way Mirror & The Border: A Glare of Truth	<ul style="list-style-type: none"> •Theme in nonfiction •Comparison and contrast •Tone •Figurative Language •Comparing texts 	<p>__Read "Through the One-Way Mirror"</p> <p>__Write answers for "Thinking Through the Literature" questions 1-4 on p. 173</p> <p>__Read "The Border: A Glare of Truth"</p> <p>__Write answers for "Thinking Through the Literature" questions 1, 3, 4, 5 & 7 on p. 178</p> <p>__Do Active Reading SkillBuilder "Comparison and Contrast"</p> <p>__Do Words to Know SkillBuilder</p> <p>__Do Grammar SkillBuilder: Abstract and Concrete Nouns</p> <p>__Do Writing Option #3 "Heritage Essay" p. 179</p>	<p>Oct. 2</p> <p>Oct. 3</p> <p>Oct. 4</p> <p>Oct. 5</p> <p>4 days</p>	170-180
W1.2, W1.9, W2.2, LC1.2	Writing Workshop: Persuasive Essay	<ul style="list-style-type: none"> •Write a persuasive essay •Use written text as a model for writing •Revise draft to write effective introductions •Correct sentence fragments 	<ul style="list-style-type: none"> • Read the Writing Prompt p. 616. It's about an issue that concerns you. Think long and hard and pick an issue that you have true feelings about but that is not so huge and complicated that you cannot write about it in 3-4 word-processed pages. • Review "Basics in a Box." • Study and analyze student model pp. 617-618 • This link provides support materials for: Prewriting, Drafting, Revising, Editing & Proofreading (see pp. 619-620) • Mini lesson: Assessment Practice (Revising & Editing) p. 621 	<p>WEEK 9</p> <p>Oct. 8</p> <p>Oct. 9</p> <p>Oct. 10</p> <p>Oct. 11</p> <p>4 days</p>	616-621

R2.0, R2.3, R2.8	Real World Link: <i>from To Make a Nation</i>	<ul style="list-style-type: none"> •Reading for information •Distinguishing fact from opinion •Inquiry and research 	<p>__Read excerpt from magazine article “To Make a Nation”</p> <p>__Explore distinguishing fact from opinion: read “Reading for Information” column on the right, then answer the “Your Turn” questions 1-6.</p>	<p>WEEK 10</p> <p>Oct. 15</p> <p>0.5 days</p>	181-182
W1.1, W1.4, W2.2	Getting a Job	<ul style="list-style-type: none"> •Narrative nonfiction •Identifying cause and effect in nonfiction •Character •Aphorisms •Conflict •Dialogue •Description 	<p>__Read “Getting a Job”</p> <p>__Do Active Reading SkillBuilder “Identifying Cause and Effect in Nonfiction”</p> <p>__Write answers for “Thinking Through the Literature” questions 1-5 & 7 on p. 417</p> <p>__Do Literary Analysis SkillBuilder “Narrative Nonfiction”</p> <p>__Do Words to Know SkillBuilder</p>	<p>Oct. 15</p> <p>Oct. 16</p> <p>1.5 days</p>	411-418
R2.3, R3.2, R3.3, R3.7, R3.9, R3.12, W1.3, W2.1, LC1.3	<i>From Farewell to Manzanar</i>	<ul style="list-style-type: none"> •Memoir •Connecting •Autobiography •Tone •Conflict •Comparing literature 	<p>__Read from “Farewell to Manzanar”</p> <p>__Do Active Reading SkillBuilder “Connecting”</p> <p>__Write answers for “Thinking Through the Literature” questions 1-7 on p. 613</p> <p>__Do Inquiry & Research #2: Reparations Bill. Summarize your findings in 1-2 type written, double spaced pages. Remember to document your sources (see pp. 1166-1168)</p>	<p>Oct. 17</p> <p>Oct. 18</p> <p>Oct. 19</p> <p>3 days</p>	602-614
R1.1, R3.5, R3.11, R3.12, W1.3, W1.5, LC1.3	<i>From Night, Nobel Prize Acceptance Speech and Doris Lessing’s Nobel Prize Acceptance Speech</i>	<ul style="list-style-type: none"> •Style •Memoir •Connecting •Tone •Diction •Imagery •Dialogue •Rhetoric •Comparing literature 	<p>__Read “Comparing Literature: Learning from History” p. 592</p> <p>__Read <i>from Night</i></p> <p>__Do Active Reading SkillBuilder “Connecting”</p> <p>__Do Literary Analysis SkillBuilder “Style”</p> <p>__Read <i>from</i> “Nobel Prize Acceptance Speech”</p> <p>__Write answers for “Thinking Through the Literature” questions 1-8 on p. 600</p> <p>__Do Vocabulary in Action Exercise: Context Clues p. 601</p> <p>__Read Doris Lessing’s Speech in CP 10 Workbook</p> <p>__Complete Depth of Knowledge Activities</p>	<p>WEEK 11</p> <p>Oct. 22</p> <p>Oct. 23</p> <p>Oct. 24</p> <p>Oct. 25</p> <p>Oct. 26</p> <p>5 days</p>	592-601

Cluster Test/Benchmark Test #2: Expository & Narrative Nonfiction Test may be given when Cluster 2 is completed;
answer sheets must be scanned by noon on Friday, November 2

<p>CCS Reading (Information): 1, 2, 4, 5, 6,8</p> <p>Writing: 1a, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2f, 4, 10</p>	<p>ERW Module: Facebook: The Social Networking Dilemma</p>	<ul style="list-style-type: none"> •Analysis of text structure •Identify and trace development of author's argument •Summary of article •Response to complex ideas •Construct argument in response to a writer's conclusions 	<p>___Complete all of the activities in the module. ___On-Demand timed Writing Assignment: Your teacher will schedule approximately 75 minutes on site the week of Nov. 13 – Nov. 16 for you to plan and write a culminating essay.</p>	<p>WEEK 12 WEEK 13 WEEK 14</p> <p>Oct. 29 – Nov. 16</p> <p>14 days</p>	<p align="center"><i>not in textbook</i></p>
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