

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

**Cluster 5: Author Study
January 30 – March 2 (4 weeks)**

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Materials i*n Cluster 1 provide instructional opportunities for theses 9-10 ELA Standards: R1.1*, R1.2, R2.3, R2.4, R2.5, R2.8, R3.2, R3.3*, R3.4*, R3.5, R3.7*, R3.9*, R3.11*, R3.12*, R8.3.7, W1.1, W1.2, W1.3, W1.2, W1.9*, W2.1, W2.2, W2.3, W2.5, LC1.2, LC1.3*, L1.4* *Denotes a standard assessed in Cluster 5				“Glossary of Words to Know:” pp. 1270-1284 “Writing Handbook:” pp. 1144-1170		
Essential Standards	Materials/Selections	Teaching/Learning Focus	Assignments	Interactive Reader?	Suggested Days (18 total) 1 day = 75 minutes	Pages
R2.8, R3.9, R3.12	Learning the Language of Literature: Author’s Perspective and The Active Reader: Purposes for Writing	<ul style="list-style-type: none"> •Author’s perspective in nonfiction •Interpretation of evidence •Tone •Cultural context •Portrayal of individuals •Author’s perspective in fiction 	Read! ALWAYS read the “Preparing to Read” page preceding selections and answer the “Thinking Through the Literature” questions at the end of each selection unless otherwise instructed. ALWAYS preview “Words to Know” before reading!	no	0.5	452-454
LC1.1, LC1.2, LC1.3	From <u>Grammar, Usage and Mechanics Book</u> : Chapter 5: Writing Complete Sentences Chapter 6, part 1: Using Verbs	<ul style="list-style-type: none"> •Sentence Fragments •Run-on Sentences •Principal Parts of a Verb •Verb Tense •Progressive and Emphatic Forms 	Teachers assign pages for student to learn/practice grammar skills that will be tested in Benchmark Test #5 based on <u>individual student</u> instructional or review needs.	no	1 page per day, or less (as dictated by student’s needs/mastery)	pp. 85-99 (Download the packet from the website)
R3.0, R2.5	Life and Times of Alice Walker	<ul style="list-style-type: none"> •Building Background •Distinctive characteristics of Walker’s culture •Author’s craft 	Preview article. Note basic text organizers: title, subheads, images and captions, and time line. Use subheads to create an outline/graphic organizer. As you read article, categorize information under the appropriate heading. To learn more online, follow this link: http://www.luminarium.org/contemporary/alicew/	no	.5	499-502

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R3.3, W1.2, W1.3, LC1.2, LC1.3	Everyday Use	<ul style="list-style-type: none"> •Conflict/resolution •Drawing conclusions •Character •Theme •Vocabulary 	<p>Read</p> <p>While reading, Do Active Reading SkillBuilder “Drawing Conclusions” (Answers)</p> <p>Answer “Thinking Through the Literature” questions 1-3 and 5-6 on page 513</p> <p>Do Literary Analysis SkillBuilder “Conflict Resolution” (Answers)</p> <p>Do Words to Know SkillBuilder (Answers)</p> <p>Do Grammar SkillBuilder: Active Voice and Passive Voice (Answers)</p> <p>Do Analogies (Answers)</p> <p>Choose one: Writing Option #2 (Story Sequel) or Inquiry & Research #1 (The Sharecropping System), both on page 514</p>	yes	3.5	503-513
R1.2, R2.4, R3.11	Women/ Poem at Thirty-Nine	<ul style="list-style-type: none"> •Diction •Denotation/Connotation •Imagery •Theme 	<p>Read “Women”</p> <p>Answer “Thinking Through the Literature” questions 1-4 on page 517</p> <p>Read “Poem at Thirty-Nine”</p> <p>Answer “Thinking Through the Literature” questions 1-7 on page 520 (skip #5)</p> <p>Do Active Reading SkillBuilder “Denotation/Connotation” (Answers)</p> <p>Do Literary Analysis SkillBuilder “Diction” (Answers)</p>	no	2	516-520
R3.0	On Writing Poetry	<ul style="list-style-type: none"> •Build Background •Examine author’s purpose •Comparing texts 	<p>Read “ On Writing Poetry”</p> <p>Answer “Thinking Through the Literature” questions 1-4 at bottom of page 521</p>	no	.5	521

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R3.7, R3.11, W2.2, W2.3	<i>from</i> In Search of Our Mother's Gardens	<ul style="list-style-type: none"> •Author's perspective •Symbol •Generalizations •Vocabulary 	Read "from In Search of Our Mother's Gardens" (pay attention to the footnotes—they are important! Answer "Thinking Through the Literature" questions 1, 2, 3, 5 & 6 on page 527 Do Active Reading SkillBuilder "Main Idea" (Answers) Do Literary Analysis SkillBuilder "Author's Perspective" (Answers) Do Words to Know SkillBuilder (Answers) Do Possessive Nouns (Answers) Do Writing Option #1 (Personal Response) page 529	no	2	522-529
R3.0, R2.5	Life and Times of John Steinbeck	<ul style="list-style-type: none"> •Build background •Author's craft •Influence of historical context 	Preview article. Note basic text features: title, subheads, images and captions, and time line. Use subheads to create an outline/graphic organizer. As you read article, categorize information under the appropriate heading. To learn more online, follow these links: http://www.pbs.org/wgbh/americanexperience/dustbowl/ http://www.edstephan.org/Steinbeck/	no	.5	918-921
R3.12, W1.2, LC1.2	The Flood/The Grapes of Wrath: Photo Essay	<ul style="list-style-type: none"> •Social criticism •Author's purpose •Direct commentary •Vocabulary 	Read "The Flood" Answer "Thinking Through the Literature" questions 1-3 on page 925 Read "The Grapes of Wrath: Photo Essay" Answer "Thinking Through the Literature" questions 1, 2, 4, 6 & 7 on page 933 Do Active Reading "Author's Purpose" (Answers) Do Literary Analysis "Social Criticism" (Answers) Do Words to Know (Answers) Do Grammar (Answers) Do Writing Option (Letter to the Editor) p. 934	no	2	922-933

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R3.8, R3.11, W1.3, LC1.2	from Travels with Charley	<ul style="list-style-type: none"> •Comic irony •Word Choice •Hyperbole 	Read “from Travels with Charley” While reading, do Active Reading “Word Choice” Answers Answer “Thinking Through the Literature” questions 1, 2, 4 & 5 on page 539 Do Literary Analysis “Comic Irony” (Answers) Do Subordinating Conjunctions (Answers) Do Inquiry & Research (Animal Defense) p. 940	no	2	935-940
R2.3, R2.9, W1.2	Letter to Edith Mirrielees/ from Nobel Prize Acceptance Speech	<ul style="list-style-type: none"> •Tone and audience •Alliteration •Comparing Texts •Author’s purpose 	Read “Letter to Edith Mirrielees” Answer “Thinking Through the Literature” questions 1-3 on page 943 Read “from Nobel Prize Acceptance Speech” Answer “Thinking Through the Literature” questions 1 & 4-6 on page 945 Do Literary Analysis “Tone and Audience” (Answers) Read and study “Key Aspects of Steinbeck’s Style” on page 946 Do “Applications” (Changing Style) on page 946	no	1.5	941-947
W1.1, W1.9, W2.3 a, W2.3b, W2.3c, LC1.3, LC1.4	Writing Workshop: Cause- and-Effect Essay	<ul style="list-style-type: none"> •Write a Cause-and-Effect Essay •Use a written text as a model for writing •Revise for effective transitions •Correct misplaced modifiers 	Read pp. 800-805 Prewriting , Peer Response, Revising/Editing/Proofreading, Student Models, and Rubric for Evaluation of Cause-and-Effect Essay (all resources to use while writing essay available from above “Prewriting” link) Do Assessment Practice “Revising and Editing,” p. 805	no	3	861-866

Cluster Test/Benchmark Test #5: Author Study Test may be given when Cluster 5 is completed; answer sheets should be scanned by noon on Friday, March 4.

