

**Heritage Peak Charter School  
9th Grade College Prep English  
McDougal Littell: The Language of Literature**

| Cluster 4: Poetry<br>January 9 – January 27 (3 weeks)  |   |   |   |   |  |  |
|--|---|---|---|---|--|--|
| Materials in Cluster 4 provide instructional opportunities for these 9-10 ELA Standards:<br>R1.0, *R1.1, *R1.2, R2.0, R2.2, R2.4, R3.0, *R3.5, *R3.7, R3.9, R3.10, *R3.11, W1.1, W1.2, W1.3, W1.4, W1.7, W1.9, W2.1, W2.3, *LC1.2, *LC1.3<br><br>*Denotes a standard assessed in Cluster 4 |   |   |   | Student Resources   |  |  |
|  |   |   |   | “Glossary of Words to Know:” pp. 1232-1247<br>“Writing Handbook:” pp. 1142-1168 |  |  |
| Essential Standards  | Materials/Selections  | Teaching/Learning Focus   | Assignments<br><i>ALWAYS read the “Preparing to Read” page preceding selections!.<br/>ALWAYS preview “Words to Know” before reading!</i>  | Interactive Reader?   | Suggested Days<br>(21 total)<br>1 day = 90 minutes               | Pages  |
| R2.0, R3.7   | Learning the Language of Literature: Poetry<br><i>and</i><br>The Active Reader: Poetry                      | <ul style="list-style-type: none"> <li>•Form</li> <li>•Sound</li> <li>•Speaker</li> <li>•Figurative language and imagery</li> </ul>   | Read!   | no  | 0.5  | 138-140  |
| LC1.1, LC1.2, LC1.3  | From <u>Grammar, Usage and Mechanics Book</u> :<br>Chapter 9: Using Modifiers<br>Chapter 10: Capitalization | <ul style="list-style-type: none"> <li>•Using adjectives and adverbs</li> <li>•Problems with modifiers</li> <li>•Using comparisons</li> <li>•Problems with comparisons</li> </ul> | Teachers assign pages for student to learn/practice grammar skills that will be tested in Benchmark Test #4 based on individual instructional or review needs.  | no  | 1 page per day, or less (as dictated by student’s needs/mastery) | pp. 151-174<br>available in packet OR scanned<br>Mon. 1/10 |
| R1.1, R3.0, R3.5, R3.7, R3.10, W1.2, W1.4, W2.1  | Song of the Open Road/<br>The Road Not Taken  | <ul style="list-style-type: none"> <li>•Rhyme scheme, free verse</li> <li>•Paraphrasing</li> <li>•Speaker</li> <li>•Metaphor</li> </ul>   | Read “Song of the Open Road”<br>Answer “Thinking Through the Literature” questions 1-3 on page 289<br>Read “The Road Not Taken”<br>Answer “Thinking Through the Literature” questions 1, 3, 4 & 6 on page 291<br>Do <a href="#">Activity Reading SkillBuilder</a> “Paraphrasing”<br>Do <a href="#">Literary Analysis SkillBuilder</a> “Rhyme Scheme/Free Verse”<br>Writing Option: “Path Description,” page 292 | yes   | 2  | 288-292  |

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|   |   |   |   |    |     |         |
|---|---|---|---|----|-----|---------|
| R1.0, R1.1, R2.4, R3.5, R3.7                          | Theme for English B/The Writer          | <ul style="list-style-type: none"> <li>•Theme in poetry</li> <li>•Making generalizations</li> <li>•Speaker</li> <li>•Extended metaphor</li> </ul> | <p>Read "Theme for English B"<br/>           Answer "Thinking Through the Literature" questions 1-4 on page 468<br/>           Read "The Writer" and Literary Link: "The Artist: A Chinese Fable"<br/>           Answer "Thinking Through the Literature" questions 1, 2, 3 &amp; 5 on page 471<br/>           Do <a href="#">Activity Reading SkillBuilder</a> "Making Generalizations"<br/>           Do <a href="#">Literary Analysis SkillBuilder</a> "Theme in Poetry"<br/>           Do <a href="#">Figurative Language</a><br/>           Read and complete exercise "Building Vocabulary: Analyzing Word Parts--Affixes" p.473</p>  | no | 2.5 | 466-473 |
| R2.2, R2.3, R3.0, R3.5, R3.7, 3.11, W1.3, W1.7, LC1.3 | The Sharks/A Narrow Fellow in the Grass | <ul style="list-style-type: none"> <li>•Mood</li> <li>•Analyzing word choice</li> <li>•Speaker</li> </ul>   | <p>Read "The Sharks"<br/>           Answer "Thinking Through the Literature" questions 1-3 on page 553<br/>           Read " A Narrow Fellow in the Grass"<br/>           Answer "Thinking Through the Literature" questions 1-4 &amp; 6-7 on page 555<br/>           Do <a href="#">Activity Reading SkillBuilder</a> "Analyzing Word Choice"<br/>           Do <a href="#">Literary Analysis SkillBuilder</a> "Mood"<br/>           Do <a href="#">Commonly Confused Verbs II</a><br/>           Do "Inquiry &amp; Research: Animal Pros and Cons."<br/>           Use one source of printed media and one or more internet resources to locate information. Create a works cited page for your sources (<a href="#">Preparing a Works Cited List</a>).</p> | no | 2   | 552-556 |
| R3.4, R3.5, R3.7, R3.9, R3.11                         | Lineage/The Courage That My Mother Had  | <ul style="list-style-type: none"> <li>•Sound devices</li> <li>•Drawing conclusions about the speaker</li> <li>•Imagery</li> </ul>                | <p>Read "Lineage"<br/>           Answer "Thinking Through the Literature" questions 1-3 on page 609<br/>           Read "The Courage That My Mother Had"<br/>           Answer "Thinking Through the Literature" questions 1, 3, 4,5 &amp; 7 on page 553<br/>           Do <a href="#">Activity Reading SkillBuilder</a> "Drawing Conclusions About the Speaker"<br/>           Do <a href="#">Literary Analysis SkillBuilder</a> "Sound Devices"</p>   | no | 2   | 608-612 |

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|--------------------------------------|--|---|---|-----|---|---------|
| R1.2, R3.5,<br>R3.7, R3.11,<br>LC1.2 | A Voice/The Journey                                | <ul style="list-style-type: none"> <li>•Author’s perspective and diction</li> <li>•Understanding diction</li> <li>•Connotation</li> <li>•Theme</li> </ul>   | <p>Read “ A Voice”<br/>           Do <a href="#">Activity Reading SkillBuilder</a> “Understanding Diction” while reading<br/>           Answer “Thinking Through the Literature” questions 1-4 on page 682<br/>           Read “ The Journey”<br/>           Answer “Thinking Through the Literature” questions 1-3 on page 684<br/>           Do <a href="#">Literary Analysis SkillBuilder</a> “Author’s Perspective and Diction”<br/>           Do Grammar: <a href="#">Making Compound Predicates Parallel</a><br/>           Read and complete exercise “Building Vocabulary: Denotation and Connotation” p. 686</p> | yes | 3 | 680-685 |
| W1.1, W1.4,<br>W1.9, W2.3,<br>LC1.2  | Writing Workshop:<br>Comparison-and-Contrast Essay | <ul style="list-style-type: none"> <li>•Write a comparison-and-Contrast Essay</li> <li>•Use a written text as a model for writing</li> <li>•Revise a draft to add transitions</li> <li>•Use parallel structure to join sentence parts of equal value</li> </ul> | <p>Read pp. 390-395<br/> <a href="#">Prewriting</a>, Elaboration, Peer Response, Revising/Editing/Proofreading, Student Models, and Rubric for Evaluation of Character Sketch (all resources available from above “Prewriting” link)</p>  | no  | 3 | 390-395 |

**Cluster Test/Benchmark Test #4: Poetry** Test may be given when Cluster 4 is completed; answer sheets must be scanned by noon on Friday, February 4.



