

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

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

Cluster 5: Author Study January 30 – March 2 (4 weeks)				Student Resources		
Materials in Cluster 1 provide instructional opportunities for these 9-10 ELA Standards: R1.1*, R1.3, R2.3, R2.4, R2.5, R2.8, R3.2*, R3.3*, R3.4*, R3.5, R3.6, R3.7, R3.8*, R3.9, R3.11*, R3.12*, R8.3.7, W1.1, W1.2, W1.3, W1.5, W1.9*, W2.1, W2.2, W2.3, W2.5, LC1.1, LC1.2*, LC1.3*, L1.4 *Denotes a standard assessed in Cluster 5				“Glossary of Words to Know:” pp. 1232-1248 “Writing Handbook:” pp. 1142-1168		
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 •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	651-653
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 •Forming & Using Verb Tenses •Shifts in Tense 	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. 85-102 (Download the packet from the website)
R3.0, R2.5	Life and Times of Edgar Allen Poe	<ul style="list-style-type: none"> •Influences or personal events •Poe’s impact on genre •Background information 	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.poemuseum.org/	no	0.5	194-197

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R3.7, R3.11, LC1.2	Annabel Lee/The Bells	<ul style="list-style-type: none"> •Sound Devices •Understanding poetry •Repetition •Assonance •Alliteration 	<p>Read “Annabel Lee”</p> <p>Answer “Thinking Through the Literature” questions 1-4 on page 200</p> <p>Read “The Bells”</p> <p>Answer “Thinking Through the Literature” questions 1-7 on page 204 (skip #6)</p> <p>Do Activity Reading SkillBuilder “Understanding Poetry” (Answers)</p> <p>Do Literary Analysis SkillBuilder “Sound Devices” (Answers)</p> <p>Do Pronouns Cases I</p>	yes	2	198-204
R2.4, R2.5	Letter to Maria Clemm	<ul style="list-style-type: none"> •Drawing conclusions •Primary source: letter •Comparing texts 	<p>Read “ Letter to Maria Clemm”</p> <p>Answer “Thinking Through the Literature” questions 1-3 at bottom of page 206</p>	no	1	205-206
R1.0, R2.4, R2.5, R3.3, R3.6, R3.9, R3.11, W2.2, LC1.2	The Cask of Amontillado	<ul style="list-style-type: none"> •Mood •Making Inferences •Point of view •Characterization •Irony •Comparing texts •Vocabulary 	<p>Read “The Cask of Amontillado”</p> <p>Answer “Thinking Through the Literature” questions 1-8 on page 216 (skip #2)</p> <p>Do Activity Reading SkillBuilder “Making Inferences” (Answer)</p> <p>Do Literary Analysis SkillBuilder “Mood” Answers</p> <p>Do Words to Know SkillBuilder Answers</p> <p>Do Grammar SkillBuilder “Compound Verbs” Answers</p> <p>Read “The Author’s Style” (page 217) & then do “Analysis of Style” A, B & C (middle of 217)</p> <p>Do Writing Option #2 (Fortunado’s Version) p.218</p>	no	4	207-219
R2.8, R3.9, R3.12	Life and Times of Maya Angelou	<ul style="list-style-type: none"> •Build background •Author’s contributions •Effects of life’s experiences 	<p>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.</p> <p>To learn more online, follow these links:</p> <p>http://voices.cla.umn.edu/artistpages/angelouMaya.php</p> <p>http://mayaangelou.com/</p>	no	.5	918-921

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R1.0, R3.2, R3.7, R3.9, W1.2, W2.1, LC1.3	from I Know Why the Caged Bird Sings	<ul style="list-style-type: none"> •Autobiography •Understanding point of view •Allusion •Symbolism •Vocabulary 	Read “from <i>I Know Why the Caged Bird Sings</i> ” Answer “Thinking Through the Literature” questions 1-4 & 6 on page 490 Do Activity Reading SkillBuilder “Understanding Point of View” (Answers) Do Vocabulary in Action, bottom of page 491 Do Subjunctive Mood Do Writing Option #1 (Story of Influence) page 491	yes	3	480-491
R3.0, R3.12	from An Interview with Maya Angelou	<ul style="list-style-type: none"> •Examining Author’s Purpose •Primary source: interview •Audience 	Read “from An Interview with Maya Angelou” Answer “Thinking Through the Literature” questions 1-3 on page 493	no	.5	492-493
R2.3, R3.5, R3.11,	New Directions	<ul style="list-style-type: none"> •Theme •Drawing conclusions 	Read “New Directions” Answer “Thinking Through the Literature” questions 1-3 & 5-7 on page 498 Do Activity Reading SkillBuilder “Drawing Conclusions” (Answers) Do Literary Analysis SkillBuilder “Theme” (Answer) Do Inquiry & Research (Arkansas History) on page 499 leading to a short oral or written presentation	no	2	494-499
R1.3, R3.0	Encounter with Martin Luther King, Jr.	<ul style="list-style-type: none"> •Character study •Summarizing 	Read “Encounter with Martin Luther King, Jr.” Before, during and after reading do Activity Reading SkillBuilder “Summarizing” (Answers) Answer “Thinking Through the Literature” questions 1, 2, 4 & 5 on page 504 Do Literary Analysis SkillBuilder “Character Study” (Answers) Do Word Origins		1	500-506

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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. 874-879 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. 879	no	3	874-879
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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.

