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

Cluster 6: Functional Documents (3 weeks)						

| Materials in Cluster 6 provide instructional opportunities for theses 9-10 ELA Standards: R1.2, R2.0,* R2.1, R2.2, *R2.3, R2.4, *R2.5, *R2.6, *R2.7, R2.8, R3.0, W1.2, W2.5, LC1.1, LC1.2, *LC1.3, *LC1.4 *Denotes a standard assessed in Cluster 6 | | | | **Student Resources** "Glossary of Words to Know:" pp. 1232-1248 "Writing Handbook:" pp. 1142-1168 | | |

Essential Standards	Materials/Selections	Teaching/Learning Focus	Assignments		Suggested Days (15 total) 1 day = 75 minutes	Pages
LC1.1, LC1.3	Grammar, Usage and Mechanics: Chapter 11 (punctuation)	•Periods & other end marks •Commas •Semicolons •Colons •Quotation Marks •Other punctuation	Teachers assign pages for student to learn/practice grammar skills that will be tested in Benchmark Test #6 based on <u>individual student</u> instructional or review needs.		1 page per day, or less (as dictated by student's needs/mastery)	pp. 175-189 (Download the packet from the website)
R2.0	Reading Handbook: Reading for Different Purposes	•Reading for information •Functional reading	Read!		.25	1122-1123
R3.0, R2.5	Practice Reading for Information: "Who Killed My Daughter? Lois Duncan Searches for Answers"	•Read to be informed •Analyze a magazine article •Determine writer's motives	*Follow the strategies on p. 1123 for reading for information.* *Write down your purpose for reading. *Explain/describe any design features. *Describe the text structure and note important signal words. *Take notes as you read. *Map the information in the article using the graphic organizer Sequence Chain, or one of your own choosing. *Write down 5 new or less familiar words from the article along with definitions. *Evaluate the information by writing a one-paragraph summary.		1	757-758

Cluster 6: Functional Documents
(3 weeks)

R2.7	Practice Functional Reading: Bus Schedule, etc.	•Read a schedule •Read a workplace document •Read a public document •Read a map •Obtain relevant information	*Follow the strategies on p. 1123 for functional reading.* For each item that you read: *Identify and write down your purpose for reading. *Explain/describe the headings, labels, signal letters or numbers, steps, etc. *Note any graphics and tell what they contribute *Re-read as many times as necessary Read "Bus Schedule" Answer "Practice and Apply" questions 1-5 p. 1138 Read "Workplace Document" Answer "Practice and Apply" questions 1-5 p. 1139 Read "Public Document" Answer "Practice and Apply" questions 1-6 p. 1140 Read "Map" Answer "Practice and Apply" questions 1-5 p. 1141		1.75	1138-1141
R2.0	Reading Handbook: Reading Different Formats	•Reading Online Text •Reading a newspaper or magazine article •Reading an encyclopedia article	Read!		.25	1125
R2.0, R2.7	Reading for Information	•Skills for reading informational materials •Strategies for text organization	Read! Answer all of the "Practice and Apply" questions pp. 1133-1137		1	1128-1137

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R2.1, R2.2, R2.7	Practice Reading Different Formats	•An online text (website) •A newspaper article •An encyclopedia article	On your own, locate one of each of the formats of reading for information of no less than three paragraphs each. Choose topics that interest you. When considering the encyclopedia article, do not choose a topic that is too broad, such as "China." Narrow it down to a smaller topic under the larger umbrella, such as "The Great Wall of China." 1) Read the text. 2) Choose a graphic organizer (p. 1132) that best matches the organizational structure and pattern of the information in the text. Draw the graphic organizer (full page) and fill it in with the main points in each text. 3) Create a bibliography with all three sources listed in MLA style (see "Following MLA Manuscript Guidelines" & MLA Documentation: Electronic Sources" pp. 1165-1166).		3.75	
W2.5	Business Writing	•Key Techniques •Business Letter	Read!		.25	1167-1168
R2.0, R2.5, R2.8, W1.2, W2.5, LC1.2	Unfinished Business	•Analyze an interview •Main idea •Formal invitation	Do "Connect to Your Life" activity on p. 260 Read *Unfinished Business* Answer "Thinking Through the Literature" questions 1-8 on page 269 Do Activity Reading SkillBuilder "Identifying the Main Idea" (Answers) Do Words to Know SkillBuilder (Answers) » Compose a business letter to the author, Elisabeth Kübler-Ross, inviting her to your school or church to speak to teenagers about death and dying. Explain what you hope to gain from her visit and indicate some questions that you and your peers would like her to answer. Provide details of when, where, how long, etc. » Follow standard business letter format (refer to p. 1167). Make up any reasonable address for the author. The body of the letter should be at least three solid paragraphs. The letter must be type written and carefully edited. Alignment, spacing, punctuation and capitalization matter A LOT!		2.75	260-271

Cluster 6: Functional Documents **(3 weeks)**						
R1.2, R2.1, R2.2, R2.3, R2.4, R2.6, R2.7, R2.8	Released STAR Questions	•Reading functional documents •Reading informational materials	Read the selections and choose the best answer for each question.		1	handout
Cluster Test/Benchmark Test #6: Functional Documents Test may be given when Cluster 6 is completed. Answer sheets should be scanned by noon on the Friday one week following the end of the cluster (or per site instructions).						