

**Heritage Peak Charter School
6th Grade English-Language Arts
Prentice Hall: Timeless Voices, Timeless Themes**

**Cluster 2
September 10 - October 5 (4 weeks)**

Cluster 2 Focus: R1.2 and LC1.5 (these standards will be tested) R1.2: Identify and interpret figurative language and words with multiple meanings. LC1.5: Spell frequently misspelled words correctly. Cluster 2 also provides instructional opportunities for these grade 6 ELA Standards: R1.3, R1.5, R3.5, R3.7, W1.1, W1.2, W1.3, W1.5, LC1.4 See TE pp. T6-T9 for California Grade 6 ELA Standards				Student Text Abbreviations		
				PH = Prentice Hall Literature: Timeless Voices, Timeless Themes SDW = Selection Support: Skills Development Workbook VS = Vocabulary and Spelling Practice Book		
Essential Standards	Other Embedded Standards	Selection and Teaching/Learning Focus	Assignments ALWAYS preview new words under “Vocabulary Development” before reading.	Suggested Days (20 total)	Formal Assessment Available?	Pages in PH literature book
R1.2 W1.2 LC1.5	R3.7 LC1.4	<p style="text-align: center;"><i>Dust of Snow/My Picture Gallery/ Saying Yes</i></p> <ul style="list-style-type: none"> •Background: History and purpose of riddles •Images in poetry •Re-reading to clarify •Homophones •Common and proper nouns •Sensory details •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 28-29 PH <input type="checkbox"/> Read “Dust of Snow” and “My Picture Gallery” <input type="checkbox"/> Answer “Review and Assess” Questions p. 31 PH <input type="checkbox"/> Read “Saying Yes” <input type="checkbox"/> Answer “Review and Assess” Questions pp. 32-33 PH (skip # 10 on p. 33) <input type="checkbox"/> “Build Vocabulary” p. 11 SDW <input type="checkbox"/> “Vocabulary Practice 19: Homophones” p. 19 SDW <input type="checkbox"/> “Build Spelling Skills” p. 12 SDW <input type="checkbox"/> “Build Grammar Skills: Common and Proper Nouns” p. 13 SDW <input type="checkbox"/> “Reading Strategy: Rereading to Clarify” p. 14 SDW <input type="checkbox"/> “Literary Analysis: Images in Poetry” p. 15 SDW <input type="checkbox"/> “Writing Lesson: Description of a Scene” p. 35 PH 	<p style="text-align: center;">Sept. 10 Sept. 11 Sept. 12</p> <p style="text-align: center;">3 days</p>		28-35

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<p>R1.5 LC1.2</p>	<p>R1.2 R3.2</p>	<p style="text-align: center;"><i>Stray</i></p> <ul style="list-style-type: none"> •Background: History and value of dogs as pets •Surprise ending •Shades of meaning •Plot •Connotations •Compound nouns •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 16-17 PH <input type="checkbox"/> Read “Stray” <input type="checkbox"/> Answer “Review and Assess” Questions p. 22 & p.23 (#1- #7) PH <input type="checkbox"/> “Build Vocabulary” p. 6 SDW <input type="checkbox"/> “Build Spelling Skills: Words That End in the ‘j’ Sound” p. 7 SDW <input type="checkbox"/> “Build Grammar Skills: Compound Nouns” p. 8 SDW <input type="checkbox"/> “Reading Strategy: Distinguishing Shades of Meaning” p. 29 SDW <input type="checkbox"/> “Vocabulary Practice 22: Connotations” p. 22 SDW 	<p>Sept. 13 Sept. 14</p> <p style="text-align: center;">2 days</p>		<p>16-25</p>
<p>R1.3 LC1.5</p>	<p>R1.2 W1.5</p>	<p style="text-align: center;"><i>from The Pigman and Me</i></p> <ul style="list-style-type: none"> •Background: Reasons for rules/laws •Internal conflict vs. external conflict •Recognizing Word Origins •Suffixes •Adjectives •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 180-181 PH <input type="checkbox"/> Read <i>from The Pigman and Me</i> <input type="checkbox"/> Answer “Review and Assess” Questions pp. 188-189 <input type="checkbox"/> “Build Vocabulary” p. 56 SDW <input type="checkbox"/> “Build Spelling Skills: Spelling the Sound shun at the End of a Word” p. 57 SDW <input type="checkbox"/> “Vocabulary Practice 8: Suffixes” p. 8 VS <input type="checkbox"/> “Build Grammar Skills: Adjectives” p. 58 SDW <input type="checkbox"/> “Reading Strategy Recognizing Word Origins” p. 59 SDW <input type="checkbox"/> Concept Development: Connotations PH p. 190 <input type="checkbox"/> Extension Activity: Research and Technology p. 191 PH (Identify emotional appeals used in 2 television advertisements. Write an explanation of each ad and tell which character from the story would be most influenced and why.) 	<p>Sept. 17 Sept. 18 Sept. 19 Sept. 20 Sept. 21</p> <p style="text-align: center;">5 days</p>	<p>YES</p>	<p>180-191</p>

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<p>R3.5 W1.1 LC1.5</p>	<p>R2.3</p>	<p style="text-align: center;"><i>Names/Nombres/The Southpaw/ Alone in the Nets and Literature and Culture: Women in Sports</i></p> <ul style="list-style-type: none"> •Background: Overview of immigration to the United States •Narrator or speaker •Setting a purpose for reading •Adverbs and Adjectives •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 222-223 PH <input type="checkbox"/> Read “Names/Nombres” <input type="checkbox"/> Answer “Review and Assess” Questions p. 228 PH <input type="checkbox"/> Read “The Southpaw” <input type="checkbox"/> Answer “Review and Assess” Questions p. 231 PH <input type="checkbox"/> Read “ Alone in the Nets” <input type="checkbox"/> Answer “Review and Assess” Questions pp. 234-235 (skip #12 on p. 235) <input type="checkbox"/> “Build Vocabulary” p. 71 SDW <input type="checkbox"/> “Vocabulary Practice 5: Prefixes” p. 5 VS <input type="checkbox"/> “Build Spelling Skills: <i>Your</i> and <i>You’re</i>” p. 72 SDW <input type="checkbox"/> “Build Grammar Skills: Adverbs Modifying Adjectives and Adverbs” p. 73 SDW <input type="checkbox"/> “Literary Analysis: Narrator’s Perspective” p. 75 SDW <input type="checkbox"/> Choose one: “Writing Lesson: Sports Scene ” OR “Extension Activity: Writing” (short essay) p. 237 PH <input type="checkbox"/> Read “Literature and Culture: Women in Sports” and answer questions 1-4 at the bottom p. 238 PH 	<p>Sept. 24 Sept. 25 Sept. 26 Sept. 27 Sept. 28</p> <p style="text-align: center;">5 days</p>		<p>222-238</p>
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R1.2 R3.4 LC1.5	W1.1	<p style="text-align: center;"><i>Adventures of Isabel/I'll Stay/ Wilbur Wright and Orville Wright/ Dream Dust</i></p> <ul style="list-style-type: none"> •Background: The Wright Brothers and the first airplane •Stanza •Interpreting meaning •Figurative language •Words with multiple meanings •Adjective vs. Adverb •Suffixes •Antonyms •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) "Prepare to Read" pp. 244-245 PH <input type="checkbox"/> Read "Adventures of Isabel" and "I'll Stay" <input type="checkbox"/> Answer "Review and Assess" Questions p. 247 PH <input type="checkbox"/> Read "Wilbur Wright and Orville Wright" <input type="checkbox"/> Answer "Review and Assess" Questions p. 249 PH <input type="checkbox"/> Read "Dream Dust" <input type="checkbox"/> Answer "Review and Assess" Questions pp. 250-251 (skip #7 on p. 251) <input type="checkbox"/> "Build Spelling Skills: Words That Use the Suffix <i>-ous</i>" p. 77 SDW <input type="checkbox"/> "Vocabulary Practice 9: Suffixes" p. 9 VS <input type="checkbox"/> "Build Grammar Skills: Adjective or Adverb" p. 78 SDW <input type="checkbox"/> Writing Lesson: Response to a Poem p. 253 PH 	<p>Oct. 1 Oct. 2 Oct. 3 Oct. 4 Oct. 5</p> <p style="text-align: center;">5 days</p>	B E N C H M A R K	244- 253
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Cluster Test/Benchmark Test #2: Test should be given when Cluster 2 is completed; answer sheets must be scanned by noon on Friday, October 12.

Cluster 2 is followed by a month-long study of a 6th grade (teacher-approved) novel.