

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

**Cluster 3  
November 5 - December 14 (5 weeks)**

Cluster 3 Focus: R3.4 and LC1.1 (these specific standards will be tested, in addition to the overall domains of Reading and Written and Oral English Language Conventions) R3.4: Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition and rhyme. LC1.1: Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. Cluster 3 also provides instructional opportunities for these grade 6 ELA Standards: R1.1, R1.2, R1.4, R3.0, R3.7, W1.1, W1.2, W1.5, W2.1, W2.4, LC1.3, LC1.5				Student Text Abbreviations		
Essential Standards	Other Embedded Standards	Selection and Teaching/Learning Focus	Assignments <i>ALWAYS preview new words under "Vocabulary Development" before reading.</i>	Suggested Days (24 total)	Formal Assessment Available?	Pages in PH literature book
R3.0 R3.4	R1.1 R1.2	<i>How to Read Literature: Strategies for Reading Poetry</i>	<input type="checkbox"/> Read "Strategies for Reading Poetry"	Nov. 5 .25 days		703
R3.4 LC1.5	R1.2, W2.4	<p style="text-align: center;"><i>The Geese/Jimmy Jet and His TV Set/The Walrus and the Carpenter</i></p> <ul style="list-style-type: none"> <li>•Background: History and origin of lyric poetry</li> <li>•Narrative Poetry</li> <li>•Lyric Poetry</li> <li>•Rhythm</li> <li>•Speaker</li> <li>•Common and proper nouns</li> <li>•Sensory details</li> <li>•Spelling Skills</li> </ul>	<input type="checkbox"/> Read (and discuss) "Prepare to Read" pp. 704-705 PH <input type="checkbox"/> Read "The Geese" and "Jimmy Jet and His TV Set" <input type="checkbox"/> Answer "Review and Assess" Questions p. 707 PH <input type="checkbox"/> Read "The Walrus and the Carpenter" <input type="checkbox"/> Answer "Review and Assess" Questions pp. 32 (all) & 36 (1-6) PH <input type="checkbox"/> "Build Vocabulary" p. 186 SDW <input type="checkbox"/> "Spelling Practice 3: Other Long Vowels" p. 32 SDW <input type="checkbox"/> "Build Grammar Skills: Regular Comparisons" p. 188 <input type="checkbox"/> "Reading Strategy: Identifying the Speaker in a Poem" p. 189 SDW <input type="checkbox"/> "Writing Lesson: Story with Dialogue" p. 715 PH	Nov. 5 Nov. 6 Nov. 7  2.75 days		704-715

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R3.4, LC1.5	R1.5	<p style="text-align: center;"><i>The Sidewalk Racer/Haiku/Limerick</i></p> <ul style="list-style-type: none"> <li>•Background: Familiarity with skateboarding</li> <li>•Special Forms of Poetry: concrete poem, haiku, limerick</li> <li>•Sensory images</li> <li>•Homophones</li> <li>•Irregular comparisons</li> <li>•Spelling Skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) "Prepare to Read" pp. 716-717 PH</li> <li><input type="checkbox"/> Read "The Sidewalk Racer"</li> <li><input type="checkbox"/> Answer "Review and Assess" Questions p. 719 PH</li> <li><input type="checkbox"/> Read "Haiku" and "Limerick"</li> <li><input type="checkbox"/> Answer "Review and Assess" Questions pp. 720 &amp; 721</li> <li><input type="checkbox"/> "Build Vocabulary" p. 191 SDW</li> <li><input type="checkbox"/> "Vocabulary Practice 20: Homophones" p. 20 SDW</li> <li><input type="checkbox"/> "Build Spelling Skills: Spelling Homophones" p. 192 SDW</li> <li><input type="checkbox"/> "Build Grammar Skills: Irregular Comparisons" p. 193 SDW</li> <li><input type="checkbox"/> "Reading Strategy: Use Your Senses" p. 194 SDW</li> </ul>	Nov. 8 Nov. 9  2 days		716-723
R3.4 LC1.3	R3.7 W1.1	<p style="text-align: center;"><i>Simile: Willow and Gingko/Fame is a Bee/April Rain Song</i></p> <ul style="list-style-type: none"> <li>•Background: Basic botany: willow and gingko trees</li> <li>•Figurative Language</li> <li>•Simile</li> <li>•Metaphor</li> <li>•Personification</li> <li>•Paraphrasing</li> <li>•Colons</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) "Prepare to Read" pp. 738-739 PH</li> <li><input type="checkbox"/> Read "Simile: Willow and Gingko" and "Fame Is a Bee"</li> <li><input type="checkbox"/> Answer "Review and Assess" Questions p. 741 PH</li> <li><input type="checkbox"/> Read "April Rain Song"</li> <li><input type="checkbox"/> Answer "Review and Assess" Questions pp. 742-743 (skip #'s 5,6, 9 &amp;10 on p. 743)</li> <li><input type="checkbox"/> "Build Vocabulary" p. 201 SDW</li> <li><input type="checkbox"/> "Vocabulary Practice 24: Specialized Vocabulary" p. 24 VS</li> <li><input type="checkbox"/> "Build Grammar Skills: Colons" p. 203 SDW</li> <li><input type="checkbox"/> "Reading Strategy: Paraphrasing" p. 204 SDW</li> <li><input type="checkbox"/> "Literary Analysis: Figurative Language" p. 205 SDW</li> <li><input type="checkbox"/> "Extension Activity: Writing" Write a poem of your own about a topic from nature. Use figurative language. p. 745 PH</li> </ul>	Nov. 13 Nov. 14  2 days	YES	738-745

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<p>R3.4 LC1.1</p>	<p>R1.4</p>	<p style="text-align: center;"><i>A Dream Within a Dream/The Spring and the Fall/Ankylosaurus</i></p> <ul style="list-style-type: none"> <li>•Background: Dinosaurs</li> <li>•Rhyme</li> <li>•Tone</li> <li>•Drawing Inferences</li> <li>•Complete Sentences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) "Prepare to Read" pp. 364-365 PH</li> <li><input type="checkbox"/> Read "A Dream Within a Dream"</li> <li><input type="checkbox"/> Answer "Review and Assess" Questions p. 367 PH</li> <li><input type="checkbox"/> Read "The Spring and the Fall"</li> <li><input type="checkbox"/> Answer "Review and Assess" Questions p. 369 PH</li> <li><input type="checkbox"/> Read "Ankylosaurus"</li> <li><input type="checkbox"/> Answer "Review and Assess" Questions pp. 370 (all) &amp; 371 (1-6)</li> <li><input type="checkbox"/> "Build Vocabulary" p. 106 SDW</li> <li><input type="checkbox"/> "Build Spelling Skills: The <i>ow</i> Sound Spelled <i>ough</i>" p. 107 SDW</li> <li><input type="checkbox"/> "Build Grammar Skills: Complete Sentences" p. 108 SDW</li> <li><input type="checkbox"/> "Reading Strategy: Drawing Inferences" p. 109 SDW</li> <li><input type="checkbox"/> "Vocabulary Practice 2: Prefixes" p. 2 SDW</li> </ul>	<p>Nov. 15 Nov. 16</p> <p style="text-align: center;">2 days</p>		<p>366-371</p>
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<p>R1.3 LC1.5</p>	<p>R1.2 W1.5</p>	<p style="text-align: center;"><i>Wind and water and stone/February Twilight/The Fairies Lullaby/ Cynthia in the Snow/Parade</i></p> <ul style="list-style-type: none"> <li>•Background: The tradition of circus parades</li> <li>•Sound Devices: onomatopoeia, alliteration, repetition</li> <li>•Punctuation</li> <li>•Commas and semicolons</li> <li>•Spelling Skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 724-725 PH</li> <li><input type="checkbox"/> Read “Wind and water and Stone” and “February Twilight”</li> <li><input type="checkbox"/> Answer “Review and Assess” Questions p. 727 PH</li> <li><input type="checkbox"/> Read “The Fairies’ Lullaby” and “Cynthia in the Snow”</li> <li><input type="checkbox"/> Answer “Review and Assess” Questions p. 729 PH</li> <li><input type="checkbox"/> Read “Parade”</li> <li><input type="checkbox"/> Answer “Review and Assess” Questions pp. 730 – 731 (skip #9) PH</li> <li><input type="checkbox"/> “Build Vocabulary” p. 196 SDW</li> <li><input type="checkbox"/> “Build Spelling Skills: Exceptions to the <i>ie/ei</i> rule” p. 197 SDW</li> <li><input type="checkbox"/> “Build Grammar Skills: Commas and Semicolons” p. 198 SDW</li> <li><input type="checkbox"/> “Reading Strategy: Read According to Punctuation” p. 199 SDW</li> <li><input type="checkbox"/> Literary Analysis: Sound Devices p. 200 SDW</li> <li><input type="checkbox"/> Writing Lesson: Response to a Poem p. 733 SDW</li> </ul> <p>Prewriting: Jot down your ideas using a graphic organizer. Be sure each paragraph has a topic sentence.</p> <p>Drafting: Identify and EXPLAIN examples that illustrate your points within each paragraph.</p>	<p>Nov. 26 Nov. 27 Nov. 28 Nov. 29 Nov. 30</p> <p style="text-align: center;">5 days</p>		<p style="text-align: center;">180-191</p>
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<p>R3.4 LC1.1</p>	<p>W1.2</p>	<p><i>Abuelito Who/The Open Road/Life Doesn't Frighten Me/who knows if the moon's</i></p> <ul style="list-style-type: none"> <li>•Background: Poets create their own rules</li> <li>•Free Verse</li> <li>•Tone</li> <li>•Drawing Inferences</li> <li>•Compound Transition Words</li> <li>•Subordinating Conjunctions</li> <li>•Spelling Skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) "Prepare to Read" pp. 298-299 PH</li> <li><input type="checkbox"/> Read "Abuleito Who"</li> <li><input type="checkbox"/> Answer "Review and Assess" Questions p. 301 PH</li> <li><input type="checkbox"/> Read "The Open Road"</li> <li><input type="checkbox"/> Answer "Review and Assess" Questions p. 303 PH</li> <li><input type="checkbox"/> Read "Life Doesn't Frighten Me"</li> <li><input type="checkbox"/> Answer "Review and Assess" Questions p. 305 PH</li> <li><input type="checkbox"/> Read "who knows if the moon's"</li> <li><input type="checkbox"/> Answer "Review and Assess" Questions pp. 306-307 PH</li> <li><input type="checkbox"/> "Build Vocabulary" p. 91 SDW</li> <li><input type="checkbox"/> "Build Spelling Skills: Compound Transition Words" p. 92 SDW</li> <li><input type="checkbox"/> "Build Grammar Skills: Subordinating Conjunctions " p. 93 SDW</li> <li><input type="checkbox"/> Writing Lesson: Portrait p. 309 PH</li> </ul>	<p>Dec. 3 Dec. 4 Dec. 5 Dec. 6 Dec. 7</p> <p>5 days</p>	<p style="text-align: center;">B T E E N S C T H M A R K</p>	<p>244-253</p>
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W2.1	W1.5	<p style="text-align: center;"><i>Writing Workshop</i>  <i>Autobiographical Narrative</i></p> <ul style="list-style-type: none"> <li>•Timeline</li> <li>•Suspense</li> <li>•Dialogue</li> <li>•Lead</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read entire Writing Workshop, pp. 90-93 PH</li> <li><input type="checkbox"/> Prewriting: Use a quicklist to generate a topic. Then narrow your topic to focus on/develop the most interesting part. Make a timeline.</li> <li><input type="checkbox"/> Re-read Student Model</li> <li><input type="checkbox"/> Drafting: Determine the correct order of events. Focus on the conflict (see the “Focus on the Conflict” flowchart on p. 92). Use detail (try describing with figurative language) and include some dialogue.</li> <li><input type="checkbox"/> Revising: Revise your draft drawing an arrow from each paragraph to the next. What is the relationship? Does make the best sense? Insert transition words where needed. How is your lead? Could it be stronger? Replace vague or general nouns with precise ones. Get at least one other reader to read your draft and give you feedback.</li> <li><input type="checkbox"/> Editing: Look over your essay for errors in spelling, grammar, conventions and word choice. Check subject-verb agreement. Make corrections. Write or print out a final draft.</li> </ul>	<p>Dec. 10  Dec. 11  Dec. 12  Dec. 13  Dec. 14</p> <p style="text-align: center;">5 days</p>	n/a	90-93
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