

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

**Cluster 4
January 3 – January 27 (4 weeks)**

Cluster 4 Focus: R2.6 and LC1.1 (these standards will be tested) R2.6: Determine the adequacy and appropriateness of the evidence for an author’s conclusions. LC1.1: Use simple, compound and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. Cluster 4 also provides instructional opportunities for these grade 6 ELA Standards: R1.4, R2.3, R2.7, R2.8, R3.7, W1.1, W1.2, W1.4, W1.6, W2.4, LC 1.1, LC1.3, LC1.4, LC1.5 See TE pp. T6-T9 for California Grade 6 ELA Standards				Student Text Abbreviations		
Essential Standards	Other Embedded Standards	Selection and Teaching/Learning Focus	Assignments <i>ALWAYS</i> preview new words under “Vocabulary Development” before reading.	Suggested Days (19 total)	Formal Assessment Available?	Pages in PH literature book
R2.6 R2.8	W1.4	<i>Gentle Giants in Trouble</i> •Cause-and-Effect Articles •Organization of subject matter •Explanations •Evidence	<input type="checkbox"/> Read (and discuss) “Cause-and-Effect Articles” p. 254 <input type="checkbox"/> Read introductory paragraph of “Gentle Giants in Trouble” p. 255 PH <input type="checkbox"/> Write a short response discussing the paragraph’s effect (consider length, tone, appeal/interest) <input type="checkbox"/> Read rest of “Gentle Giants in Trouble” pp. 255- 256 <input type="checkbox"/> Write answers to “Check Your Comprehension” & “Applying the Reading Strategy” questions 1-7 p. 256 <input type="checkbox"/> Do “Activity” & “Comparing Informational Materials” p. 257 PH (Select and copy the correct graphic organizer from the bottom of p. 257 to analyze the two articles you find; fill in the spaces to demonstrate understanding of causes and effects.) <input type="checkbox"/> “Vocabulary Practice 21: Analogies” p. 21 VS	Jan 3 1 day	no	254-257

PH = Prentice Hall Literature: Timeless Voices, Timeless Themes
SDW = Selection Support: Skills Development Workbook
VS = Vocabulary and Spelling Practice Book

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R3.7	R2.0, LC1.4	<p style="text-align: center;"><i>from Exploring the Titanic</i></p> <ul style="list-style-type: none"> •Background: Underwater exploring cameras and robots •Suspense •Atmosphere •Distinguishing between fact and opinion •Compound adjectives •Kinds of sentences •Spelling skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 378-379 PH <input type="checkbox"/> Read <i>from Exploring the Titanic</i> <input type="checkbox"/> Answer “Review and Assess” Questions pp. 386-387 (skip #10, p. 387) <input type="checkbox"/> “Build Vocabulary” p. 111 SDW <input type="checkbox"/> “Build Spelling Skills: The Sound <i>zhun</i> Spelled <i>-sion</i>” p. 112 SDW <input type="checkbox"/> “Build Grammar Skills: Kinds of Sentences” p. 113 SDW <input type="checkbox"/> “Reading Strategy: Distinguishing between Fact and Opinion” p. 114 SDW 	<p>Jan 4 Jan 5 Jan 6</p> <p style="text-align: center;">3 days</p>	no	378-389
R 2.3		<p style="text-align: center;"><i>California’s Much-Maligned Salton Sea—Is a Desert Oasis for Wildlife</i></p> <ul style="list-style-type: none"> •Environmental emergencies •Main idea •Cause-and-effect relationship 	<ul style="list-style-type: none"> <input type="checkbox"/> Read “Environmental Emergencies” p. 588 PH <input type="checkbox"/> Read first two paragraphs of article p. 589 PH <input type="checkbox"/> Identify and write down all the vivid details in the first two paragraphs <input type="checkbox"/> Read rest of article pp. 589-591 <input type="checkbox"/> Choose a graphic organizer from the above lesson that allows you to map out the cause-and-effect relationships presented in this article. Fill in the spaces with the information. <input type="checkbox"/> Think back to the preceding selection “Turkeys,” which you read in Cluster 1. Answer the “Thematic Connection” questions in the margins pp. 589-590 (total of 3). Also include the manatees from “Gentle Giants in Trouble” in your answers. <input type="checkbox"/> “Vocabulary Practice 3: Prefixes” p. 3 VS 	<p>Jan 9</p> <p style="text-align: center;">1 day</p>	no	588-590

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R2.7	LC1.5, W2.4	<p style="text-align: center;"><i>Letter to Scottie/Olympic Diary</i></p> <ul style="list-style-type: none"> •Background: Published journals •Letters •Audience •Author's purpose •Subject and object pronouns •Spelling skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) "Prepare to Read" pp. 540-541 PH <input type="checkbox"/> Read <i>Letter to Scottie</i> <input type="checkbox"/> Answer "Review and Assess" Questions pp. 544 <input type="checkbox"/> Read Olympic Diary <input type="checkbox"/> Answer "Review and Assess" Questions pp. 548-549 <input type="checkbox"/> "Build Spelling Skills: <i>ie/ei</i> rule" p. 157 SDW <input type="checkbox"/> "Build Grammar Skills: Subject and Object Pronouns" p. 158 SDW <input type="checkbox"/> "Reading Strategy: Understand the Author's Purpose" p. 159 SDW <input type="checkbox"/> "Writing Lesson: Letter to an Author" p. 551 PH 	Jan 10 Jan 11 2 days	yes	540-551
R2.3	W1.1, LC1.3	<p style="text-align: center;"><i>A Backwoods Boy/Jackie Robinson: Justice at Last</i></p> <ul style="list-style-type: none"> •Background: History of baseball •Historical account •Main Ideas •Conjunctions •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) "Prepare to Read" pp. 314-315 PH <input type="checkbox"/> Read "A Backwoods Boy" <input type="checkbox"/> Answer "Review and Assess" Questions p. 324 PH <input type="checkbox"/> Read "Jackie Robinson: Justice at Last" <input type="checkbox"/> Answer "Review and Assess" Questions pp. 328-329 PH <input type="checkbox"/> "Build Vocabulary" p. 96 SDW <input type="checkbox"/> "Build Spelling Skills: The Suffix <i>-tude</i>" p. 97 SDW <input type="checkbox"/> "Build Grammar Skills: Conjunctions Joining Sentences" p. 98 SDW] <input type="checkbox"/> "Reading Strategy: Determining Main Ideas" p. 99 SDW <input type="checkbox"/> "Literary Analysis: Historical Accounts" p. 100 SDW <input type="checkbox"/> "Writing Lesson: Writer's Choice" p. 331 PH 	Jan 12 Jan 13 Jan 17 3 days	yes	314-331

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W2.5	W1.2, W1.6	<p style="text-align: center;"><i>Writing Workshop</i> <i>Persuasion: Persuasive Composition</i></p> <ul style="list-style-type: none"> •A position on an issue •Argument •Counterargument •Evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Read entire Writing Workshop, pp. 340-343 PH <input type="checkbox"/> Prewriting: Consider a topic that you read about in this cluster’s selections OR another topic that you feel strongly about. Gather evidence and make a list of arguments and counterarguments. <input type="checkbox"/> Re-read Student Model <input type="checkbox"/> Drafting: Craft a good, strong thesis statement. Work to support each point and create clear organization as you write (by hand or on the computer). <input type="checkbox"/> Revising: Revise to strengthen support and images. Get at least one other reader to read your draft and give you feedback. <input type="checkbox"/> Editing: Look over your essay for errors in spelling, grammar, conventions and word choice. Make corrections. Write or print out a final draft. 	<p>Jan 24 Jan 25 Jan 26 Jan 27</p> <p style="text-align: center;">4 days</p>	n/a	340-343
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Cluster Test/Benchmark Test #4: Reading Comprehension (Focus on Informational Materials) Test should be given when Cluster 4 is completed.
Answer sheets must be scanned by noon on Friday, February 3.

