

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

**Cluster 5: Drama
January 30 – February 11 (3 weeks)**

Cluster 5 Focus: R3.6 and LC1.2 (these standards will be tested)				Student Text Abbreviations		
R3.6: Identify and analyze features of themes conveyed through characters, actions and images. LC1.2: Identify and properly use indefinite pronouns and present perfect, past perfect and future perfect verb tenses; ensure that verbs agree with compound sentences. Cluster 5 also provides instructional opportunities for these grade 6 ELA Standards: R2.4, R3.0, R3.1, W1.2, W1.3, W1.6, W2.4 See TE pp. T6-T9 for California Grade 6 ELA Standards				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 <i>ALWAYS</i> preview new words under “Vocabulary Development” before reading.	Suggested Days (14 total)	Formal Assessment Available?	Pages in PH literature book
R3.1, R2.4		<i>Drama</i> •Elements of Drama •Dialogue •Theme	<input type="checkbox"/> Read (and discuss) this introduction to drama (near the front of the book) <input type="checkbox"/> Write answers to the three questions set off by blue bubbles.	Jan 30 .25 days	no	IN6-IN7
R 3.1, R2.4		<i>How to Read Literature: Strategies for Reading Drama</i> •Summarize a scene •Distinguish fact from fantasy	<input type="checkbox"/> Read (and discuss) these tips for reading drama	Jan 30 .25 days	no	611

Cluster 5: Drama
January 30 – February 11 (3 weeks)

R2.4. R3.0	R3.6, W1.3, LC1.2	<p align="center"><i>The Phantom Tollbooth, Act I</i></p> <ul style="list-style-type: none"> •Elements of drama •Stage directions •Summarizing •Subject and verb agreement •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” p. 612-613 PH <input type="checkbox"/> Read <i>Act I, Scenes i and ii</i> <input type="checkbox"/> Write answers to the “Literary Analysis,” “Reading Strategy,” “Critical Viewing” and “Reading Check” questions that you find in the margins of the play. <input type="checkbox"/> Answer “Review and Assess” Questions pp. 633 and 634 (skip #7, p. 634) <input type="checkbox"/> “Build Vocabulary” p. 171 SDW <input type="checkbox"/> “Build Spelling Skills: Spelling Words with <i>tion</i> and <i>sion</i>” p. 172 SDW <input type="checkbox"/> “Build Grammar Skills: Subject and Verb Agreement” p. 173 SDW <input type="checkbox"/> “Reading Strategy: Summarizing” p. 174 SDW <input type="checkbox"/> “Literary Analysis: Elements of Drama” p. 175 SDW <input type="checkbox"/> “Vocabulary Practice 11: Word Roots” p. 11 VS <input type="checkbox"/> “Extension Activity: Writing” p. 635 	<p>Jan. 30 Jan. 31 Feb. 1 Feb. 2 Feb. 3</p> <p align="center">4.5 days</p>	yes	612-635
------------	----------------------	--	--	--	-----	---------

Cluster 5: Drama
January 30 – February 11 (3 weeks)

R3.6	W2.4, LC1.2	<p align="center"><i>The Phantom Tollbooth, Act II</i></p> <ul style="list-style-type: none"> •Theme •Images •Wordplay •Indefinite pronouns •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” p. 636 PH <input type="checkbox"/> Read <i>Act II, Scenes I and II</i> <input type="checkbox"/> Write answers to the “Literary Analysis,” “Reading Strategy,” “Critical Viewing” and “Reading Check” questions that you find in the margins of the play. <input type="checkbox"/> Answer “Review and Assess” Questions pp. 660-661 (skip #6, p. 661) <input type="checkbox"/> “Build Vocabulary” p. 176 SDW <input type="checkbox"/> “Build Spelling Skills: The Sound <i>zhds</i> Spelled cious” p. 177 SDW <input type="checkbox"/> “Build Grammar Skills: Indefinite Pronouns” p. 178 SDW <input type="checkbox"/> “Reading Strategy: Recognizing Word Play” p. 179 SDW <input type="checkbox"/> “Literary Analysis: Theme” p. 180 SDW <input type="checkbox"/> “Vocabulary Practice 28: Specialized Vocabulary” p. 28 VS 	<p>Feb. 6 Feb. 7 Feb. 8 Feb. 9 Feb. 10</p> <p align="center">5 days</p>	<p align="center">B T E E N S C T H M A R K</p>	637-660
------	----------------	---	---	---	---	---------

Cluster 5: Drama
January 30 – February 11 (3 weeks)

W2.4	W1.2, W1.3, W1.6	<p align="center"><i>Writing Workshop</i> <i>Response to Literature</i></p> <ul style="list-style-type: none"> •Clear organization •Interpretation •Textual Evidence •Summary •Personal response/feelings 	<ul style="list-style-type: none"> <input type="checkbox"/> Read entire Writing Workshop, pp. 694-697 PH <input type="checkbox"/> Prewriting: Consider the play that you just read in this cluster OR another story or reading selection in this book that is memorable. Use a Pentad to help focus your topic. <input type="checkbox"/> Re-read Student Model <input type="checkbox"/> Drafting: Determine your main idea(s) about the literature. Organize and justify your interpretation (read textbook carefully in this section!). You may write by hand or on the computer. <input type="checkbox"/> Revising: Revise your draft for organization using “Color-code related details.” Add a quotation or two following the model. 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>Feb. 13 Feb. 14 Feb. 15 Feb. 16</p> <p>4 days</p>	n/a	694-697
------	---------------------	---	---	--	-----	---------

Cluster Test/Benchmark Test #5: Drama Test should be given when Cluster 5 is completed.
 Answer sheets must be scanned by noon on Friday, March 2.

