

**Heritage Peak Charter School  
7th Grade English-Language Arts  
Prentice Hall: Timeless Voices, Timeless Themes (Bronze)**

Cluster 3 November 5 - December 14 (5 weeks)						
Cluster 3 Focus: R2.4 and LC1.3 (these standards will be tested) R2.4: Identify and trace the development of an author’s argument, point of view or perspective in text LC1.3: Identify all parts of speech and types and structures of sentences Cluster 1 also provides instructional opportunities for these grade 7 ELA Standards: R1.3, R2.1, R2.4, R3.1, R3.2, R3.3, R3.5, W1.3, W1.4, W1.6, W2.2, W2.4, W2.5, LC1.3, LC1.7 See TE pp. T6-T9 for California Grade 6 ELA Standards				Student Text Abbreviations		
				<b>PH</b> = Prentice Hall Literature: Timeless Voices, Timeless Themes <b>SDW</b> = Selection Support: Skills Development Workbook <b>VS</b> = 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 (25 total)	Formal Assessment Available?	Pages in PH literature book
R2.4, LC1.3	R2.1, W2.5	<p style="text-align: center;"><i>Our Finest Hour</i></p> <ul style="list-style-type: none"> <li>•Background: Live new broadcasts</li> <li>•Humor</li> <li>•First person point-of-view</li> <li>•Author’s Purpose</li> <li>•Subjects and predicates</li> <li>•Spelling Skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 332-333 PH</li> <li><input type="checkbox"/> Read <i>Our Finest Hour</i></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions pp. 336-337 PH</li> <li><input type="checkbox"/> “Build Vocabulary” p. 101 SDW</li> <li><input type="checkbox"/> “Vocabulary Practice 9: Suffixes” p. 9 VS</li> <li><input type="checkbox"/> “Build Spelling” p. 102 SDW</li> <li><input type="checkbox"/> “Build Grammar Skills: Subjects and Predicates” p. 103 SDW</li> <li><input type="checkbox"/> “Reading Strategy: Recognizing Author’s Purpose” p. 104 SDW</li> <li><input type="checkbox"/> “Writing Lesson: Summary of a First-Person Account” p. 339 PH</li> </ul>	Nov. 5 Nov. 6 Nov. 7  3 days		332-339

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R2.1, R2.4	W1.6	<p style="text-align: center;"><i>Burning Out at Nine</i></p> <ul style="list-style-type: none"> <li>•Background: Magazine articles</li> <li>•Author’s argument</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read “Reading Informational Materials: Magazine Articles” p. 32 PH</li> <li><input type="checkbox"/> Read “Burning out at Nine?” (note new/unfamiliar words defined at bottom)</li> <li><input type="checkbox"/> Answer “Checking Comprehension” and “Applying the Reading Strategy” questions p. 35 PH</li> <li><input type="checkbox"/> Do “Activity: Create a Schedule” p. 35 PH</li> </ul>	<p>Nov. 8 Nov. 9</p> <p style="text-align: center;">2 days</p>		32-35
R2.4, R3.5	R3.3, LC1.7, W1.3, W2.2	<p style="text-align: center;"><i>Zoo/The Hippopotamus/How the Snake Got Poison</i></p> <ul style="list-style-type: none"> <li>•Background: Scientific classification system</li> <li>•Character’s perspective</li> <li>•Tone</li> <li>•Author’s message</li> <li>•Direct and indirect objects</li> <li>•Spelling Skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 378-379 PH</li> <li><input type="checkbox"/> Read <i>Zoo</i></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions p. 382 PH</li> <li><input type="checkbox"/> Read from <i>The Hippopotamus</i></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions p. 383 PH</li> <li><input type="checkbox"/> Read <i>How the Snake Got Poison</i></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions pp. 386-387 PH</li> <li><input type="checkbox"/> Vocabulary Development Lesson p. 388 PH</li> <li><input type="checkbox"/> “Vocabulary Practice 8: Suffixes” p. 8 VS</li> <li><input type="checkbox"/> “Build Grammar Skills: Direct and Indirect Objects” p. 118 SDW</li> <li><input type="checkbox"/> “Reading Strategy: Evaluate an Author’s Message” p. 119 SDW</li> <li><input type="checkbox"/> Choice: “Writing Lesson: Summary” OR “Extension Activity: Writing,” both p. 389 PH</li> </ul>	<p>Nov. 13 Nov. 14 Nov. 15 Nov. 16</p> <p style="text-align: center;">4 days</p>	YES	378-389

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R2.4	W1.4	<p style="text-align: center;"><i>Golden Girls</i></p> <ul style="list-style-type: none"> <li>•Background: Magazine Articles/Olympics/Women’s sports</li> <li>•Author’s Attitude</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read “Reading Informational Materials: Magazine Articles” p. 90 PH</li> <li><input type="checkbox"/> Read “Golden Girls” (see notes at bottom)</li> <li><input type="checkbox"/> Answer “Checking Comprehension” and “Applying the Reading Strategy” questions p. 93 PH</li> <li><input type="checkbox"/> Do “Activity: Examine Media Coverage” p. 93 PH</li> </ul>	<p>Nov. 26</p> <p style="text-align: center;">1 day</p>		90-93
R1.3, LC1.3	W2.2	<p style="text-align: center;"><i>Full Fathom Five/Onomatopoeia/Maestro</i></p> <ul style="list-style-type: none"> <li>•Background: Shakespeare’s <i>The Tempest</i></li> <li>•Sound Devices: onomatopoeia, alliteration, assonance, consonance</li> <li>•Clarifying word meanings</li> <li>•Predictions</li> <li>•Analogies</li> <li>•Pronoun References</li> <li>•Spelling Skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 734-735 PH</li> <li><input type="checkbox"/> Read <i>Full Fathom Five</i> and <i>Onomatopoeia</i></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions p. 737 PH</li> <li><input type="checkbox"/> Read from <i>Maestro</i></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions p. 738-739 PH (skip #1-#3, p. 739)</li> <li><input type="checkbox"/> “Build Vocabulary” p. 201 SDW</li> <li><input type="checkbox"/> “Build Grammar Skills: Interjections” p. 203 SDW</li> <li><input type="checkbox"/> “Reading Strategy: Clarifying Word Meanings” p. 204 SDW</li> <li><input type="checkbox"/> “Literary Analysis: Sound Devices” p. 205 SDW</li> <li><input type="checkbox"/> Choice: “Writing Lesson: Analysis of a Poem” OR “Extension Activity: Writing,” both p. 741 PH</li> </ul>	<p>Nov. 27</p> <p>Nov. 28</p> <p>Nov. 29</p> <p>Nov. 30</p> <p style="text-align: center;">4 days</p>		734-741

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

R3.2, LC1.2	R1.2, R3.3, R3.1	<p align="center"><i>How to Enjoy Poetry</i></p> <p>Background: History and traditions of poetry</p> <ul style="list-style-type: none"> <li>•Expository Essay</li> <li>•Author’s argument</li> <li>•Organization</li> <li>•Identifying main ideas</li> <li>•Four functions of sentences</li> <li>•Spelling Skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 542-543 PH</li> <li><input type="checkbox"/> Read <i>How to Enjoy Poetry</i></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions pp. 548-549 PH (skip # p. 685)</li> <li><input type="checkbox"/> “Build Vocabulary” p. 151 SDW</li> <li><input type="checkbox"/> “Build Spelling Skills: <i>-able</i> to <i>-ity</i>” p. 152 SDW</li> <li><input type="checkbox"/> “Build Grammar Skills: The Four Functions of Sentences” p. 153 SDW</li> <li><input type="checkbox"/> “Reading Strategy: Identifying Main Ideas” p. 154 SDW</li> <li><input type="checkbox"/> “Literary Analysis: Expository Essay” p. 155 SDW</li> </ul>	<p>Dec. 3 Dec. 4 Dec. 5 Dec. 6 Dec. 7</p> <p align="center">5 days</p>	<p align="center">B T E E N S C T H M A R K</p>	542-551
R3.6, W2.2, LC1.6	R2.6, W1.2	<p align="center"><i>Writing Workshop: Persuasive Composition</i></p> <ul style="list-style-type: none"> <li>•About Persuasive Writing</li> <li>•Reading Strategy: Identifying Evidence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read “Persuasive Essays” p. 318 PH</li> <li><input type="checkbox"/> Read “The Eternal Frontier” (professional persuasive essay) pp. 319-320</li> <li><input type="checkbox"/> Read and think about “Check Your Comprehension” and “Applying the Reading Strategy” questions p. 321 PH</li> <li><input type="checkbox"/> Writing Workshop pp 322-325 PH</li> <li>❖ Assignment Criteria</li> <li>❖ Prewriting</li> <li>❖ Read Student Model</li> <li>❖ Draft</li> <li>❖ Revise</li> <li>❖ Publish and Present</li> </ul>	<p>Dec. 10 Dec. 11 Dec. 12 Dec. 13 Dec. 14</p> <p align="center">5 days</p>		318-325

**Cluster Test/Benchmark Test #3:** Test should be given when Cluster 3 is completed; answer sheets must be scanned by noon on Friday, December 14

