

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

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

Cluster 4 Focus: R2.6 and LC1.7 (these standards will be tested)				Student Text Abbreviations		
R2.6: Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping LC1.7: Spell derivatives correctly by applying the spellings of bases and affixes Cluster 4 also provides instructional opportunities for these grade 7 ELA Standards: R1.2, R2.0, R2.1, R2.2, R3.1, R3.3, R3.4, R3.5, W1.2, W1.3, W2.3, W2.5, LC1.2 See TE pp. T6-T9 for California Grade 7 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 (19 total)	Formal Assessment Available?	Pages in PH literature book
		<i>How to Read Literature: Use Strategies for Reading Nonfiction</i>	<input type="checkbox"/> Read!	10 minutes	n/a	515
R2.6, LC1.2	R3.1, W1.3, W2.5	<i>Rattlesnake Hunt/from Barrio Boy/I Am a Native of North America/All Together Now</i> •Background: The broad genre of essays •Narrative essay •Expository essay •Personal essay •Reflective essay •Persuasive essay •Evaluating support •Bias •Stereotyping •Infinitives and infinitive phrases •Spelling Skills	<input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 516-517 PH <input type="checkbox"/> Read <i>Rattle Snake Hunt</i> <input type="checkbox"/> Answer “Review and Assess” Questions p. 522 <input type="checkbox"/> Read from <i>Barrio Boy</i> <input type="checkbox"/> Answer “Review and Assess” Questions p. 527 <input type="checkbox"/> Read <i>I Am a Native of North America</i> <input type="checkbox"/> Answer “Review and Assess” Questions p. 531 <input type="checkbox"/> Read <i>All Together Now</i> <input type="checkbox"/> Answer “Review and Assess” Questions pp. 534-535 <input type="checkbox"/> “Build Vocabulary” p. 166 SDW <input type="checkbox"/> “Build Spelling Skills: <i>it</i> Sound Spelled <i>ate</i> ” p. 167 SDW	Jan. 3 Jan. 4 Jan. 5 Jan. 6 4 days	yes	516-537

Cluster 4
January 3 – January 27 (4 weeks)

		<p><i>Rattlesnake Hunt/from Barrio Boy/I Am a Native of North America/All Together Now</i> continued</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Do “Grammar Lesson: Infinitives and Infinitive Phrases” p. 536 PH <input type="checkbox"/> “Reading Strategy: Determining Main Points” p. 196 SDW <input type="checkbox"/> “Literary Analysis: Essay” p. 170 SDW <input type="checkbox"/> “Writing Lesson: Summary of an Essay” p. 537 PH 			
R3.1	R2.0, LC1.7	<p style="text-align: center;"><i>My Furthest Back Person</i></p> <ul style="list-style-type: none"> •Background: Tracing one’s ancestry •Personal essay •Dialogue •Breaking down long sentences •Collective nouns •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 44-45 PH <input type="checkbox"/> Read <i>My Furthest Back Person</i> <input type="checkbox"/> Answer “Review and Assess” Questions pp. 54-55 PH <input type="checkbox"/> “Build Vocabulary” p. 16 SDW <input type="checkbox"/> “Build Spelling Skills: Adding Prefixes” p. 17 SD <input type="checkbox"/> “Grammar Lesson: Collective Nouns” p. 56 PH <input type="checkbox"/> “Reading Strategy: Breaking Down Long Sentences” p. 19 SDW <input type="checkbox"/> “Extension Activity: Research and Technology” p. 57 PH Try to do this if you can. Write a short review of one element of the film. 	<p>Jan. 9 Jan. 10 Jan. 11</p> <p style="text-align: center;">3 days</p>	yes	44-57
R2.6	R3.4, LC1.7	<p style="text-align: center;"><i>The Boxer’s Heart: How I Fell in Love with the Ring/Billy Elliot</i></p> <ul style="list-style-type: none"> •Stereotypes •Comparing themes across texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Read “Characters and Stereotypes” p. 310 PH <input type="checkbox"/> Answer: How are stereotypes harmful to a group of people? How are stereotypes harmful to individuals? <input type="checkbox"/> Read “The Boxer’s Heart: How I Fell in Love with the Ring” and “Billy Elliot” <input type="checkbox"/> Answer “Connecting Literature and Culture” questions #’s 2,3,4 & 6, citing specific examples of the evidence used by the authors in your answers. <input type="checkbox"/> “Spelling Practice 6: Adding Suffixes That Begin with Vowels” p. 35 VS 	<p>Jan. 12</p> <p style="text-align: center;">1 day</p>	no	310-313

Cluster 4
January 3 – January 27 (4 weeks)

R1.2, R3.3	LC1.7, W1.2	<p style="text-align: center;"><i>Two Kinds</i></p> <ul style="list-style-type: none"> •Background: Fleeing from communist China to the United States •Characters' Motives •Character traits •Roots •Affixes •Common and proper nouns •Spelling skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) "Prepare to Read" pp. 14-15 PH <input type="checkbox"/> Read <i>Two Kinds</i> <input type="checkbox"/> Answer "Review and Assess" Questions pp. 28 (all) and p. 29 2-5 & 8 PH <input type="checkbox"/> "Build Vocabulary" p. 6 SDW <input type="checkbox"/> "Build Spelling Skills: Adding Suffixes to Words Ending in y" p. 7 SDW <input type="checkbox"/> "Build Grammar Skills: Common and Proper Nouns" p. 8 SDW <input type="checkbox"/> "Reading Strategy: Applying Word Identification Strategies" p. 9 SDW <input type="checkbox"/> "Literary Analysis: Characters' Motives" p. 10 SDW <input type="checkbox"/> "Writing Lesson: Story Told by a Different Narrator" 	<p>Jan. 13 Jan. 17 Jan. 18</p> <p style="text-align: center;">3 days</p>	yes	14-31
R2.6, R3.5		<p style="text-align: center;"><i>New Exhibit: Let the Good Times Roll: A Tribute to Rhythm and Blues</i></p> <ul style="list-style-type: none"> •Examples, purposes and characteristics of press releases •Author's point of view •Bias, or, "loaded language" 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) "Press Release" p. 488 PH <input type="checkbox"/> Read <i>New Exhibit: Let the Good Times Roll: A Tribute to Rhythm and Blues</i> (pp. 489-490 PH) <input type="checkbox"/> Write answers to "Check Your Comprehension" & "Applying the Reading Strategy" questions 1-8 p. 491 <input type="checkbox"/> Find several examples of "loaded language" in the press release. Why does the author use this type of language? <input type="checkbox"/> Do "Contrasting Informational Materials: Press Releases and Reviews" p. 491. Locate the music review online <input type="checkbox"/> Vocabulary Practice 22: Connotations: p. 22 VS 	<p>Jan. 19</p> <p style="text-align: center;">1 day</p>	no	488-491

Cluster 4
January 3 – January 27 (4 weeks)

R2.6	LC1.7, W2.3	<p style="text-align: center;"><i>Nolan Ryan</i></p> <ul style="list-style-type: none"> •Background: Baseball records and achievements •Biography •Author's bias •Distinguishing fact and opinion •Appositives and appositive phrases •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) "Prepare to Read" pp. 570-571 PH <input type="checkbox"/> Read <i>Nolan Ryan</i> <input type="checkbox"/> Answer "Review and Assess" Questions pp. 576-577 PH <input type="checkbox"/> "Build Vocabulary" p. 161 SDW <input type="checkbox"/> "Build Spelling Skills: Add Suffixes to Words Ending With e" p. 162 SDW <input type="checkbox"/> "Build Grammar Skills: Appositives and Appositive Phrases" p. 163 SDW <input type="checkbox"/> "Literary Analysis: Biography" p. 165 SDW <input type="checkbox"/> "Writing Lesson: Biography" p. 579 PH 	<p>Jan. 20 Jan. 23 Jan. 24</p> <p style="text-align: center;">3 days</p>	B T E E N S C T H M A R K	570-579
W1.1, W1.3		<p style="text-align: center;"><i>Writing Workshop: Exposition: Summary</i></p> <ul style="list-style-type: none"> •About Summaries •Paraphrasing •Reading Strategy: Identifying Evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing Workshop pp 322-325 PH ❖ Assignment Criteria ❖ Prewriting (Look over the table of contents of your literature book as well as textbooks from other subject areas for a text/idea to summarize.) ❖ Read Student Model ❖ Draft (Be sure to paraphrase rather than copy the author's words exactly.) ❖ Revise (Review transitional words and make sure that your summary has plenty). ❖ Publish and Present 	<p>Jan. 25 Jan. 26 Jan. 27</p> <p style="text-align: center;">3 days</p>	no	398-401

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.