

**Heritage Peak Charter School
8th Grade English-Language Arts
Prentice Hall: Timeless Voices, Timeless Themes (Silver)**

**Cluster 2
September 10 – October 5 (4 weeks)**

Cluster 2 Focus: R1.1 and LC1.5 (these standards will be tested) R1.1: Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. LC1.5: Use correct punctuation and capitalization. Cluster 2 also provides instructional opportunities for these grade 8 ELA Standards: R3.3, R3.5, R3.6, R3.7, LC1.4, LC1.6, W1.2, W1.6, W2.1 See TE pp. T6-T9 for California Grade 8 ELA Standards				Student Text Abbreviations		
				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 (24 total)	Formal Assessment Available?	Pages in PH literature book
R1.1 LC1.4	W2.1 R3.6	from <i>I Know Why the Caged Bird Sings</i> •Background: Segregation in America •Memoir •Descriptive Details •Figurative Language •Plural and Possessive Nouns •Spelling Skills	<input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 30-31 PH <input type="checkbox"/> Read from <i>I Know Why the Caged Bird Sings</i> <input type="checkbox"/> Answer “Review and Assess” Questions pp. 38-39 PH <input type="checkbox"/> “Build Vocabulary” p. 11 SDW <input type="checkbox"/> “Build Spelling Skills: Silent <i>g</i> in <i>ign</i> ” p.12 SDW <input type="checkbox"/> “Build Grammar Skills: Plural and Possessive Nouns” p.13 SDW <input type="checkbox"/> “Reading Strategy: Analyzing Figurative Language” p.14 SDW <input type="checkbox"/> “Literary Analysis: Memoir” p. 15 SDW <input type="checkbox"/> “Writing Lesson: Memoir About a Turning Point” p.41 PH	Sept. 10 Sept. 11 Sept. 12 Sept. 13 Sept. 14 5 days		30-41

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R1.1 LC1.6	W1.3 R3.5	<p><i>The Road Not Taken/All But Blind/The Choice</i></p> <ul style="list-style-type: none"> •Background: New England landscape; “blindness” in animals •Paraphrasing •Speaker in a Poem •General and Specific Nouns •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 42-43 PH <input type="checkbox"/> Read “The Road Not Taken” <input type="checkbox"/> Answer “Review and Assess” Questions p. 45 PH <input type="checkbox"/> Read “All But Blind” <input type="checkbox"/> Answer “Review and Assess” Questions p. 47 PH <input type="checkbox"/> Read “The Choice” <input type="checkbox"/> Answer “Review and Assess” Questions pp. 49-50 PH <input type="checkbox"/> “Build Vocabulary” p. 16 SDW <input type="checkbox"/> “Build Spelling Skills: Adding –ing” p. 17 SDW <input type="checkbox"/> “Reading Strategy: Paraphrasing” p. 19 SDW <input type="checkbox"/> “Spelling Practice 6: Unstressed Endings” p. 35 VS <input type="checkbox"/> “Writing Lesson: Memo” p. 51 PH 	Sept. 17 Sept. 18 2 days		42-51
R3.6 LC1.5	R1.1	<p><i>Silver/Forgotten Language/Drum Song/If I can stop one Heart from breaking</i></p> <ul style="list-style-type: none"> •Native American (Hopi) ceremonial dances •Sound devices: rhyme, repetition, alliteration •Interpret meaning •Unconventional capitalization and punctuation in poetry •End marks •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 866-867 <input type="checkbox"/> Read “Silver” <input type="checkbox"/> Answer “Review and Assess” Questions p. 868 PH <input type="checkbox"/> Read “Forgotten Language” <input type="checkbox"/> Answer “Review and Assess” Questions p. 869 PH <input type="checkbox"/> Read “Drum Song” <input type="checkbox"/> Answer “Review and Assess” Questions p. 871 PH <input type="checkbox"/> Read “If I can stop one Heart from breaking” <input type="checkbox"/> Answer “Review and Assess” Questions pp. 872-873 PH (skip #1, p. 873) <input type="checkbox"/> “Build Vocabulary” p. 231 SDW <input type="checkbox"/> “Build Grammar Skills: End Marks” p. 233 SDW <input type="checkbox"/> “Reading Strategy: Interpret Meaning” p. 234 SDW <input type="checkbox"/> “Literary Analysis: Sound Devices” p. 235 SDW 	Sept. 19 Sept. 20 Sept. 21 3 days	YES	866-875

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R3.7 LC1.5	R1.1	<p style="text-align: center;"><i>New World/Lyric 17/For My Sister Molly Who in the Fifties</i></p> <ul style="list-style-type: none"> •Background: Rotation of the earth on its axis •Background: Poetry’s ancient tradition •Imagery •Using your senses •Punctuation and capitalization of dialogue and quotations •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 876-877 PH <input type="checkbox"/> Read “New World” <input type="checkbox"/> Answer “Review and Assess” Questions p. 879 PH <input type="checkbox"/> Read “Lyric 17” <input type="checkbox"/> Answer “Review and Assess” Questions p. 881 PH <input type="checkbox"/> Read “For My Sister Molly Who in the Fifties” <input type="checkbox"/> Answer “Review and Assess” Questions pp. 884-885 PH (skip #'s 1, 9 & 10 on p. 885) <input type="checkbox"/> “Vocabulary Development Lesson” p. 886 PH <input type="checkbox"/> “Vocabulary Practice 13: Word Roots” p. 13 VS <input type="checkbox"/> “Build Grammar Skills: Punctuation and Capitalization of Dialogue and Quotations” p. 238 SDW <input type="checkbox"/> “Reading Strategy: Using Your Senses” p. 239 SDW <input type="checkbox"/> “Literary Analysis: Imagery” p. 240 SDW 	Sept. 24 Sept. 25 2 days		876-887
R1.1 R3.5 LC1.5	R3.3	<p style="text-align: center;"><i>The Dark Hills/Incident in a Rose Garden</i></p> <ul style="list-style-type: none"> •Background: Poets’ exploration of the cycles and seasons, stages and patterns of life •Figurative language: simile, metaphor, personification •Comparing and contrasting •Capitalization of titles •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 888-889 PH <input type="checkbox"/> Read “The Dark Hills” <input type="checkbox"/> Answer “Review and Assess” Questions p. 891 PH <input type="checkbox"/> Read “Incident in a Rose Garden” <input type="checkbox"/> Answer “Review and Assess” Questions pp. 894-895 PH (skip #9, p. 895) <input type="checkbox"/> “Build Vocabulary” p. 241 SDW <input type="checkbox"/> “Build Grammar Skills: Capitalization of Titles” p. 243 SDW <input type="checkbox"/> “Reading Strategy: Comparing and Contrasting” p. 244 SDW <input type="checkbox"/> “Literary Analysis: Figurative Language” p. 245 	Sept. 26 Sept. 27 Sept. 28 3 days	B T E E N S C T H M A R K	888-897

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W2.1	W1.2, W1.6	<p><i>Writing Workshop: Narration: Autobiographical Writing</i></p> <ul style="list-style-type: none"> •Tells the story of a memorable <i>event, person, period</i> or <i>situation</i> in the writer’s life. •Consistent point of view •First-person point of view (use <i>I, me</i>, etc.) •Clear sequence •Logical order •Must have central conflict, problem or change in perspective (or it will be BORING!) •Vivid details (use sensory images) •Include dialogue 	<ul style="list-style-type: none"> □ Read entire Writing Workshop, pp. 88-91 PH ❖ Assignment Criteria: Review the assignment criteria carefully. Think back to the first selection in this cluster, the excerpt <i>from I Know Why the Caged Bird Sings</i>. It is an autobiographical memoir that models all of the assignment criteria. ❖ Prewriting: Choose a topic that is not too broad. See the model Blueprint in the text. Note that the writer did not just pick baseball in general but used the blueprint to brainstorm exciting events/moments in his baseball career. Consider what kind of audience you are writing for and what you want the purpose of your narrative to be. ❖ Read Student Model: Read it at least twice. Note the highlighted areas where the writer has incorporated characteristics of a successful autobiographical narrative. ❖ Draft: Be sure to identify the conflict early on. Organize the events that lead up to and resolve the conflict in chronological order, or, the order in which they happened. Add lots of details to bring your narrative to life. It may be clear in your head because, after all, this a story about your life, but readers need to know more! Stick to the first-person point of view. ❖ Revise: Revise, or change, your sentences for better variety. You don’t want all of them to start with “I” or “then.” Find words that are vague or dull and replace them with vivid, precise nouns and verbs. ❖ Publish and Present: Share your story with others! 	<p>Oct. 1 Oct. 2 Oct. 3 Oct. 4 Oct. 5</p> <p style="text-align: center;">5 days</p>	n/a	88-91
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Cluster Test/Benchmark Test #2: Test should be given when Cluster 2 is completed; answer sheets must be scanned by noon on Friday, September 14.

Cluster 2 is followed by a month-long study of a 8th grade (teacher-approved) novel.