

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

Cluster 3 November 5 – December 14 (5 weeks)						
Cluster 3 Focus: R2.3 and LC1.4 (these standards will be tested) R2.3: Find similarities and differences between texts in the treatment, scope and organization of ideas. LC1.4: Edit written manuscripts to ensure that correct grammar is used. Cluster 3 also provides instructional opportunities for these grade 8 ELA Standards: R1.3, R2.3, R2.5, R2.7, R3.1, 3.5, R3.6, W1.2, W1.3, W1.6, W2.4, W2.6, LC1.1, LC1.3, LC1.4 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 (23 total)	Formal Assessment Available?	Pages in PH literature book
R1.3, R2.3 LC1.4	W1.2, W1.3	from <i>E-Mail from Bill Gates</i> •Background: familiarity with e-mail function and format •Magazine articles and journalism •Using context clues •Pronouns and antecedents •Spelling Skills	<input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 52-53 PH <input type="checkbox"/> Read from <i>E-Mail from Bill Gates</i> <input type="checkbox"/> Answer “Review and Assess” Questions pp. 58 PH <input type="checkbox"/> “Build Vocabulary” p. 21 SDW <input type="checkbox"/> “Build Spelling Skills: Adding <i>-tion</i> ” p. 22 SDW <input type="checkbox"/> “Build Grammar Skills: Pronouns and Antecedents” p. 23 SDW <input type="checkbox"/> “Reading Strategy: Context Clues” p. 24 SDW <input type="checkbox"/> “Literary Analysis: Magazine Article” p. 25 SDW <input type="checkbox"/> “Writing Lesson: Comparison of Forms of Communication” p. 61 PH	Nov. 5 Nov. 6 Nov. 7 3 days		52-61

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R2.3	R2.7	<p style="text-align: center;"><i>How to Be Polite Online from Netiquette</i></p> <ul style="list-style-type: none"> •About magazine articles •Reading strategy: headings •"Portmanteau" words (netiquette) •Author's style 	<ul style="list-style-type: none"> <input type="checkbox"/> Read "Magazine Articles" p. 62 PH <input type="checkbox"/> Read "How to Be Polite Online from Netiquette pp. 63-64 PH <input type="checkbox"/> Write answers to Questions 1-6; do "Activity: Use Online Etiquette" and "Comparing Informational Materials: Compare Articles" p. 65 PH <input type="checkbox"/> "Vocabulary Practice 23: Commonly Misused Words" p. 23 VS 	<p>Nov. 8 Nov. 9</p> <p style="text-align: center;">1 day</p>		62-65
R2.3 W1.1 LC1.3		<p style="text-align: center;"><i>Harriet Tubman: Guide to Freedom</i></p> <ul style="list-style-type: none"> •Background: "Free" states vs. "Slave States" and the Underground Railroad •Third-person narrative •Setting a purpose for reading •Transitive and Intransitive Verbs •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) "Prepare to Read" pp. 128-129 PH <input type="checkbox"/> Read <i>Harriet Tubman: Guide to Freedom</i> <input type="checkbox"/> Answer "Review and Assess" Questions p. 138-139 PH <input type="checkbox"/> "Build Vocabulary" p. 46 SDW <input type="checkbox"/> "Vocabulary Practice 10: Word Roots" p. 10 VS <input type="checkbox"/> "Build Spelling Skills: Using c to Spell the s sound" p. 47 SDW <input type="checkbox"/> "Build Grammar Skills: Transitive and Intransitive Verbs" p. 48 SDW <input type="checkbox"/> "Reading Strategy: Setting a Purpose for Reading" p. 49 SDW <input type="checkbox"/> "Literary Analysis: Third-Person Narrative" p. 50 SDW <input type="checkbox"/> Do "Extension Activity: Research and Technology" p. 141 PH 	<p>Nov. 13 Nov. 14 Nov. 15 Nov. 16</p> <p style="text-align: center;">4 days</p>	YES	128-141

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R2.3	R3.5	<i>Paul Revere: Fact and Fiction</i>	<input type="checkbox"/> Read “Paul Revere: Fact and Fiction” p. 310 PH <input type="checkbox"/> Read “The Deposition: Draft” pp. 311-313 PH (see definitions and notes at the bottom) <input type="checkbox"/> Answer “Connecting Literature and History” Questions p. 313 PH <input type="checkbox"/> “Writing Lesson: Comparison-and-Contrast Essay” p. 309 PH	Nov. 26 Nov. 27 2 days		310-313
R2.3 LC1.1	R3.1, R3.6	<i>Paul Revere’s Ride</i>	<input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 300-301 <input type="checkbox"/> Read “Paul Revere’s Ride” <input type="checkbox"/> Answer “Review and Assess” Questions p. 457-458 PH <input type="checkbox"/> “Build Vocabulary” p. 96 SDW <input type="checkbox"/> “Vocabulary Practice 19: Homophones” p. 19 <input type="checkbox"/> “Build Grammar Skills: Prepositional Phrases” p. 98 SDW <input type="checkbox"/> “Reading Strategy: Recognizing Author’s Purpose” p. 99 SDW	Nov. 28 Nov. 29 Nov. 30 3 days		300-309

- Background: The events of Paul Revere’s ride
- Historical characters
- Author’s purpose
- Prepositional phrases
- Spelling Skills

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R2.3, LC1.4	R3.5	<p style="text-align: center;"><i>Hokusai: The Old Man Mad About Drawing/ Not to Go With the Others</i></p> <ul style="list-style-type: none"> •Background: Woodcut pictures/Imprisonment and persecution by the Gestapo •Biographical narratives •Author’s main points •Using <i>who</i> and <i>whom</i> •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 634-635 PH <input type="checkbox"/> Read <i>Hokusai: The Old Man Mad About Drawing</i> and <input type="checkbox"/> While reading, complete “Reading Strategy: Identifying the Author’s Main Points” p. 189 SDW <input type="checkbox"/> Answer “Review and Assess” Questions pp. 638 PH <input type="checkbox"/> Read “Not to Go With the Others” <input type="checkbox"/> Answer “Review & Assess” Questions pp.642-643PH <input type="checkbox"/> Do “Vocabulary Development Lesson” p. 644 PH <input type="checkbox"/> “Build Spelling Skills: Words with Silent <i>g</i>” p. 187 SDW <input type="checkbox"/> “Build Grammar Skills: Using <i>Who</i> and <i>Whom</i>” p. 188 SDW <input type="checkbox"/> “Literary Analysis: Biographical Narrative” p. 190 SDW 	<p>Dec. 3 Dec. 4 Dec. 5 Dec. 6 Dec. 7</p> <p style="text-align: center;">5 days</p>		634-645
R2.3, LC1.4	W2.4, R3.5	<p style="text-align: center;"><i>Forest Fire/Debbie</i></p> <ul style="list-style-type: none"> •Background: Forest fires: strategies for combating and preventing •Essays: narrative and descriptive •Setting a purpose •Pronoun-antecedent agreement •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 646-647 PH <input type="checkbox"/> Read <i>The Secret</i> AND <input type="checkbox"/> Before, during and after reading complete “Reading Strategy: Setting a Purpose for Reading” p. 194 SDW <input type="checkbox"/> Answer “Review and Assess” Questions p. 651 PH <input type="checkbox"/> Read Debbie <input type="checkbox"/> Answer “Review and Assess” Questions pp. 658-659 PH <input type="checkbox"/> “Build Vocabulary” p. 191 SDW <input type="checkbox"/> “Build Spelling Skills: Using <i>g</i> to Spell the Sound of <i>j</i>” p. 192 SDW <input type="checkbox"/> “Build Grammar Skills: Pronoun-Antecedent Agreement” p. 193 SDW <input type="checkbox"/> “Literary Analysis: Essay” p. 195 PH <input type="checkbox"/> “Writing Lesson: Persuasive Letter” p. 661 PH 	<p>Dec. 10 Dec. 11 Dec. 12 Dec. 13 Dec. 14</p> <p style="text-align: center;">5 days</p>	B T E E N S C T H M A R K	646-661

Cluster 3
November 5 – December 14 (5 weeks)

W2.6, LC1.4	R2.5, W1.2, W1.6	<p><i>Writing Workshop: Exposition: Explanation of a Process</i></p> <ul style="list-style-type: none"> •About Instructions •Following steps in a sequence 	<ul style="list-style-type: none"> <input type="checkbox"/> Read "Instructions" p. 506 PH <input type="checkbox"/> Read "A Simple Shadow Puppet" (professional instructions) pp. 507-508 <input type="checkbox"/> Read and think about "Check Your Comprehension" and "Applying the Reading Strategy" questions p. 509 <input type="checkbox"/> Writing Workshop pp. 510-513 PH ❖ Assignment Criteria ❖ Prewriting ❖ Read Student Model ❖ Draft ❖ Revise <p>Publish and Present</p>	<p>Dec. 17 Dec. 18 Dec. 19 Dec. 20 Dec. 21</p> <p style="text-align: center;">5 days</p>	506-513
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Cluster Test/Benchmark Test #3: Test should be given when Cluster 3 is completed; answer sheets must be scanned by Thursday, December 20.