

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

**Cluster 4
January 3 – January 31 (4.4 weeks)**

<p>Cluster 4 Focus: R3.3 and LC1.1 (these standards will be tested) R3.3: Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. LC1.1: Use correct and varied sentences types and sentences openings to present a lively and effective personal style. Cluster 4 also provides instructional opportunities for these grade 8 ELA Standards: R3.2, R3.4, R3.5, R3.7, W1.1, W1.3, W1.6, LC1.1, LC1.4, LC1.6</p> <p>See TE pp. T6-T9 for California Grade 8 ELA Standards</p>	Student Text Abbreviations PH = Prentice Hall Literature: Timeless Voices, Timeless Themes SDW = Selection Support: Skills Development Workbook VS = Vocabulary and Spelling Practice Book
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Essential Standards	Other Embedded Standards	Selection and Teaching/Learning Focus	Assignments <i>ALWAYS preview new words under "Vocabulary Development" before reading.</i>	Suggested Days (20 total)	Formal Assessment Available?	Pages in PH literature book
R3.3, LC1.4	R3.4, W1.1, W1.6	<p style="text-align: center;"><i>Up the Slide</i></p> <ul style="list-style-type: none"> •Background: The Yukon Territory and the Yukon Gold Rush •Conflict •Historical Context •Predicting •Principal parts of regular verbs •Spelling Skills 	<input type="checkbox"/> Read (and discuss) "Prepare to Read" pp. 154-155 PH <input type="checkbox"/> Read <i>Up the Slide</i> <p style="text-align: center;">AND</p> <input type="checkbox"/> While reading, complete "Reading Strategy: Predicting" p. 24 SDW <input type="checkbox"/> Answer "Review and Assess" Questions pp. 162-163 PH <input type="checkbox"/> "Vocabulary Development Lesson" p. 164 PH <input type="checkbox"/> "Build Spelling Skills: Spelling <i>ough</i> Correctly" p. 57 SDW <input type="checkbox"/> "Build Grammar Skills: Principal Parts of Regular Verbs" p. 58 SDW <input type="checkbox"/> "Literary Analysis: Conflict with Nature" p. 60 SDW <input type="checkbox"/> "Writing Lesson: Yukon Description" p. 165 PH	Jan. 3 Jan. 4 Jan. 5 3 days	yes	154-165

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R3.2, R3.3	R3.4	<p style="text-align: center;"><i>from Hatchet</i></p> <ul style="list-style-type: none"> •Compare and contrast characters and situations •Conflicts with nature 	<ul style="list-style-type: none"> <input type="checkbox"/> Read “Conflicts with Nature” introduction (in blue box) p. 166 PH <input type="checkbox"/> Read excerpt from <i>Hatchet</i> by Gary Paulsen pp. 166-169 PH <input type="checkbox"/> Answer “Connecting Literature Past and Present “ questions #'s 1-7 p. 169 <input type="checkbox"/> “Vocabulary Practice 3: Prefixes” p. 3 VS 	<p>Jan. 6 Jan. 9</p> <p style="text-align: center;">2 days</p>	no	166-169
R3.3, R3.4, LC1.1	W1.1, W1.3, W1.6	<p style="text-align: center;"><i>The Finish of Patsy Barnes/ Tears of Autumn</i></p> <ul style="list-style-type: none"> •Background: Jockeys and horse racing; arranged marriages •Setting •Mood •Tone •Asking questions •Simple and compound sentences •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>The Finish of Patsy Barnes</i> <input type="checkbox"/> Answer “Review and Assess” Questions p. 563 PH <input type="checkbox"/> Read <i>Tears of Autumn</i> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> While reading, complete “Reading Strategy: Asking Questions” p. 49 SDW <input type="checkbox"/> Answer “Review and Assess” Questions pp. 570-571 <input type="checkbox"/> “Build Vocabulary” p. 166 SDW <input type="checkbox"/> “Vocabulary Practice 10: Word Roots” p. 10 VS <input type="checkbox"/> “Build Grammar Skills: Simple and Compound Sentences” p. 168 SDW <input type="checkbox"/> “Literary Analysis: Setting” p. 170 SDW <input type="checkbox"/> Do “Writing Lesson: Comparison and Contrast” p. 573 PH 	<p>Jan. 10 Jan. 11 Jan. 12 Jan. 13</p> <p style="text-align: center;">4 days</p>	yes	554-573

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R2.7, LC1.1		<p><i>Always to Remember: The Vision of Maya Ling</i></p> <ul style="list-style-type: none"> •Background: The Vietnam Veterans Memorial •Biographical profile •Internal consistency •Prepositional phrases as Adjectives •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 314-315 <input type="checkbox"/> Read <i>Always to Remember: The Vision of Maya Ling</i> <input type="checkbox"/> Answer “Review and Assess” Questions p. 322-323 PH (skip #8, p. 323) <input type="checkbox"/> “Build Vocabulary” p. 101 SDW <input type="checkbox"/> “Build Spelling Skills: Spelling <i>-ant</i> vs. <i>-ent</i>” p. 102 SDW <input type="checkbox"/> “Build Grammar Skills: Prepositional Phrases as Adjectives and Adverbs” p. 103 SDW <input type="checkbox"/> “Reading Strategy: Evaluating Internal Consistency of Text” p. 104 SDW 	<p>Jan. 17 Jan. 18</p> <p style="text-align: center;">2 days</p>	yes	314-325
R3.5	R3.7, LC1.6, W1.3	<p style="text-align: center;"><i>Thank You, Ma’am</i></p> <ul style="list-style-type: none"> •Background: Harlem; Urban dialect •Theme •Stated theme •Implied theme •Character’s motives •Responding to the character’s actions •Principal parts of Verbs •Analogy •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 170-171 <input type="checkbox"/> Read <i>Thank You Ma’am</i> <input type="checkbox"/> Answer “Review and Assess” Questions pp. 176-177 PH (skip #’ 10 & 11, p. 177) <input type="checkbox"/> “Build Vocabulary” p. 61 SDW <input type="checkbox"/> “Build Spelling Skills: Spelling Words with <i>mis-</i>” p. 62 SDW <input type="checkbox"/> “Build Grammar Skills: Principal Parts of Irregular Verbs” p. 63 SDW <input type="checkbox"/> “Reading Strategy: Responding to Characters’ Actions” p. 64 SDW <input type="checkbox"/> Literary Analysis: Theme” p. 65 SDW <input type="checkbox"/> Do “Writing Lesson: Letter of Guidance” p. 179 PH 	<p>Jan. 19 Jan. 20 Jan. 23</p> <p style="text-align: center;">3 days</p>	no	170-179

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R3.3, LC1.1	R3.2, LC1.6	<p style="text-align: center;"><i>A Ribbon for Baldy/The White Umbrella</i></p> <ul style="list-style-type: none"> •Background: Growing corn/Asian American experience •Character traits •Predicting •Subjects and predicates •Spelling Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 378-379 PH <input type="checkbox"/> Read <i>A Ribbon for Baldy</i> AND <input type="checkbox"/> Before, during and after reading complete “Reading Strategy: Predicting” p. 124 SDW <input type="checkbox"/> Answer “Review and Assess” Questions p. 383 PH <input type="checkbox"/> Read <i>The White Umbrella</i> <input type="checkbox"/> Answer “Review and Assess” Questions pp. 392-393 <input type="checkbox"/> “Build Vocabulary” p. 121 SDW <input type="checkbox"/> “Build Spelling Skills: Using the Spelling <i>xr</i>” p. 122 SDW <input type="checkbox"/> “Build Grammar Skills: Subjects and Predicates” p. 123 SDW 	<p>Jan. 24 Jan. 25 Jan. 26</p> <p style="text-align: center;">3 days</p>	B T E E N S C H M A R K	378-395
W2.6, LC1.4	R2.5, W1.2, W1.6	<p style="text-align: center;"><i>Writing Workshop: Response to Literature: Critical Review</i></p> <ul style="list-style-type: none"> •Critical reviews • 	<ul style="list-style-type: none"> <input type="checkbox"/> Read entire Writing Workshop pp. 798-801 PH ❖ Assignment Criteria ❖ Prewriting (consider choosing a selection from this cluster) ❖ Read Student Model: “The Ransom of Red Chief” ❖ Draft ❖ Revise (Get at least one other reader to read your draft and give you feedback. Also, use the “Rubric for Self-Assessment”) ❖ Edit for grammar, mechanics and spelling ❖ Publish (print or write final copy) and Present 	<p>Jan. 27 Jan. 30 Jan. 31</p> <p style="text-align: center;">3 days</p>	no	798-801

Cluster Test/Benchmark Test #4: Test should be given when Cluster 4 is completed.
Answer sheets must be scanned by Friday, February 3.

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