

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

**Cluster 5: Drama
February 1 – February 16 (2.6 weeks)**

Cluster 5 Focus: R3.2, R3.4, LC1.4 (these standards will be tested)				Student Text Abbreviations		
R3.2: Evaluate structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved. R3.4: Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text. LC1.4: Edit written manuscripts to ensure that correct grammar is used. Cluster 5 also provides instructional opportunities for these grade 8 ELA Standards: R2.0, R3.0, W1.1, W1.2, W1.3, W2.1, LC1.6 See TE pp. T6-T9 for California Grade 8 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 preview new words under “Vocabulary Development” before reading.</i>	Suggested Days (13 total)	Formal Assessment Available?	Pages in PH literature book
R3.0, R2.0		<i>Drama</i> •Staging •Historical context •Plot and subplot •Dialogue	<input type="checkbox"/> Read (and discuss) this introduction to drama (near the front of the book) <input type="checkbox"/> Write answers to the four questions set off by blue bubbles.	Feb. 1 .25 days	no	IN6-IN7
R 3.0, R2.0		<i>How to Read Literature: Strategies for Reading Drama</i> •Analyze the historical context •Picture the action	<input type="checkbox"/> Read (and discuss) these tips for reading drama	Feb. 1 .25 days	no	697

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R3.4, R3.0	W1.3, W2.1, LC1.4. LC1.6	<p style="text-align: center;"><i>The Diary of Anne Frank, Act I</i></p> <ul style="list-style-type: none"> •Background: Nazi persecution of European Jews •Staging •Stage directions •Historical context •Subject and verb agreement •Spelling skills 	<p>DAY 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” p. 698-699 PH <input type="checkbox"/> Read <i>Act I, Scene i</i> <input type="checkbox"/> Write answers to the “Literary Analysis,” “Reading Strategy,” “Critical Viewing” and “Reading Check” questions that you find in the margins of the play. <p>DAY 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read <i>Act I, Scenes ii and iii</i> <input type="checkbox"/> Write answers to the “Literary Analysis,” “Reading Strategy,” “Critical Viewing” and “Reading Check” questions that you find in the margins of the play. <p>DAY 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read <i>Act I, Scenes iv and v</i> <input type="checkbox"/> Write answers to the “Literary Analysis,” “Reading Strategy,” “Critical Viewing” and “Reading Check” questions that you find in the margins of the play. <p>DAYS 4 & 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answer “Review and Assess” Questions pp. 745 and 746 <input type="checkbox"/> “Build Vocabulary” p. 201 SDW <input type="checkbox"/> “Build Spelling Skills: Spelling <i>ie</i> or <i>ei</i>” p. 202 SDW <input type="checkbox"/> “Build Grammar Skills: Subject and Verb Agreement” p. 203 SDW <input type="checkbox"/> “Reading Strategy: Be Aware of Historical Context” p. 204 SDW <input type="checkbox"/> “Vocabulary Practice 24: Commonly Confused Words” p. 24 VS <input type="checkbox"/> “Extension Activity: Biographical Writing” p. 747 	Feb. 1 Feb. 2 Feb. 3 Feb. 6 Feb. 7 4.5 days	yes	
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R3.2	LC1.4, LC1.6	<p align="center"><i>The Diary of Anne Frank, Act II</i></p> <ul style="list-style-type: none"> •Plot •Subplot •Dialogue •Picture the action •Verb agreement with indefinite pronouns 	<ul style="list-style-type: none"> <input type="checkbox"/> Read (and discuss) “Prepare to Read” p. 748 PH <p>DAY 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read <i>Act II, Scenes i and ii</i> <input type="checkbox"/> Write answers to the “Literary Analysis,” “Reading Strategy,” “Critical Viewing” and “Reading Check” questions that you find in the margins of the play. <p>DAY 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read <i>Act II, Scenes i and ii</i> <input type="checkbox"/> Write answers to the “Literary Analysis,” “Reading Strategy,” “Critical Viewing” and “Reading Check” questions that you find in the margins of the play. <p>DAYS 3-5</p> <ul style="list-style-type: none"> <input type="checkbox"/> “Literary Analysis: Plot and Subplot ” p. 210 SDW <input type="checkbox"/> Answer “Review and Assess” Questions pp. 778-779 (skip #2, p. 779) <input type="checkbox"/> “Build Vocabulary” p. 206 SDW <input type="checkbox"/> “Build Spelling Skills: Using <i>tu</i> to Spell the Sound of <i>choo</i>” p. 207 SDW <input type="checkbox"/> “Build Grammar Skills: Verb Agreement with Indefinite Pronouns” p. 208 SDW <input type="checkbox"/> “Reading Strategy: Picturing the Action” p. 209 SDW <input type="checkbox"/> “Vocabulary Practice 5: Suffixes” p. 5 VS 	<p>Feb. 8 Feb. 9 Feb. 10 Feb. 13</p> <p>4 days</p>	yes	749-781
R3.2, R3.4, LC1.4		<p align="center">Cluster Test/Benchmark Test #5: Drama Test should be given when reading and assignments from Cluster 5 are completed. Answer sheets must be scanned by noon on Friday, March 2.</p>				

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W2.2	W1.1, W1.2, W1.3, W1.6	<p style="text-align: center;"><i>Writing Workshop</i> <i>Response to Literature: Critical Review</i></p> <ul style="list-style-type: none"> •Recognition of literary elements •Strong focus •Interpretation •Textual evidence/details •Literary elements and terms •Understanding of audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Read entire Writing Workshop, pp. 798-801 PH <input type="checkbox"/> Prewriting: Consider the play that you just read in this cluster OR another story or reading selection in this book that is memorable. Use Hexagon to help gather details. Include several literary elements (see list on p. 798). Re-read Student Model. <input type="checkbox"/> Drafting: Determine your main idea(s) about the work's effect on you. Provide supporting details for your main idea. Last, summarize your assessment. (Read "Drafting" section carefully!) You may write by hand or on the computer. <input type="checkbox"/> Revising: Revise your draft for location of strongest idea. Repeat to add emphasis when appropriate. Get at least one other reader to read your draft and give you feedback. <input type="checkbox"/> Editing: Look over your essay for errors in spelling, grammar, conventions and word choice. Make corrections. Write or print out a final draft. 	Feb. 14 Feb. 15 Feb. 16 Feb. 17 4 days	n/a	799-801
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