Columbus County 2014-2015

Holt McDougal Literature: Common Core Edition

6th Grade Pacing Guide

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| **Unit/Focus**:  Unit 1: What’s Happening? P. 25-188 | | | **Essential Question**:  What makes a good story? | | **Suggested Time Frame**:  Within 1st 9 weeks | |
| **Focus Standards** | | | | | | |
| **Reading Literature:**  RL1, RL3, RL5, RL 7, RL9, RL10 | **Reading Informational:**  RI1- RI7, RI0 | **Writing:**  W1a-e, W2-W6, W9a, W10 | **Speaking and Listening:**  SL1a-d, SL2-SL4 | **Language:**  L1, L1b-c, L2, L3b, L4b-c, L5, L5c, L6 | | **Technology:**  6RP1.1, 6RP1.2, 6SE1.1, 6SE1.2, 6TT1.2, 6TT1.3 |
| **Unit Tasks** | | | | | | |
| Text Analysis: \* Describe how a story’s or drama’s plot unfolds  \*Describe how characters respond as the plot moves toward a resolution  \*Analyze how a sentence, scene, or stanza contributes to the development of the setting or plot  \*Compare authors’ purposes and draw conclusions about texts    Reading: \*Cite textual evidence to support inferences drawn from the text  \*Integrate ideas across texts    Writing and \*Support an opinion  Language: \*Use intensive pronouns correctly  \*Maintain pronoun-antecedent agreement  \*Identify and correct sentence fragments and run-on sentences  \*Use commas in compound sentences correctly  Speaking and \*Participate in a discussion  Listening:  Vocabulary: \*Use roots and affixes as clues to the meaning of a word  \*Use a dictionary or thesaurus to determine or clarify the precise meaning of a word  Technology: \*Use the internet to research a group project | | | | | | |

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| **Unit Vocabulary**  Academic Vocabulary for the unit:  \*affect \*impact  \* analyze \*provide  \*evidence | | |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“The School Play” p. 36-45  **ECOS** | plot falling action  exposition resolution/denouement  rising action climax | narrative smirk  relentless  prop |
| “The Good Deed” p. 46-65 | climax external conflict  conflict internal conflict | accusation incredibly  generic pert  impaired trite |
| \*“All Summer in a Day” p. 66-85  **ECOS** | plot  setting | Apparatus savor  Immense slacken  Resilient tumultuously |
| \*“Lob’s Girl” p.86-103 | foreshadowing | agitate melancholy  erupt atone  reluctant decisively |
| \*“From: Wood Song” p. 114-125 | author’s purpose imagery  conflict suspense | coherent novelty  eject scavenge  hibernation truce |
| “The Horse Snake” p. 126-141 | chronological order  memoirs | assume petrify  gait stealthily  nocturnal succumb |
| “The Walrus and the Carpenter” p. 142-149 | narrative poem | n/a |
| “The Prince and the Pauper” p. 150-169  **ECOS** | n/a | affliction recollection  imposter sane  pauper successor |

***\*Denotes stories that are also in The Language of Literature text book.***

***Note to Teachers: The Common Core Essential Standards focus on teaching quality, rigorous lessons. Therefore, this pacing guide allows teachers flexibility to select from the stories in each unit. Teachers are not expected to use every story within an entire unit.***

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| Unit Student Workshops/Assessment Practices |
| Text Analysis Workshop: What Makes a Good Story? p. 28-33 |
| Writing Workshop: Write To Learn |
| Speaking and Listening Workshop: Participating in a Discussion p. 180-181 |
| Assessment Practice p. 182-187 |

**Unit 1 Project Ideas to Incorporate Technology**

* Have student conduct individual research on the nature and theory of memory. Research the relationship between long-term and short-term memory to further understand the way humans remember (or forget!)
* Divide students into small groups. Ask them to research a real dog that was extraordinary.
* Have students work in small groups to create an advertisement about the story they have just read.