Columbus County 2014-2015

 Holt McDougal Literature: Common Core Edition

6th Grade Pacing Guide

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| **Unit/Focus**:  Unit 2: Person To Person P. 189-314 | **Essential Question**: Which characters are unforgettable? | **Suggested Time Frame**:  within 1st 9 weeks |
|  **Focus Standards** |
| **Reading Literature:**RL1, RL3,RL 4-6, RL9-10  | **Reading Informational:** RI1,RI4, RI6,RI9, RI10 | **Writing:**W2,W2a-e, W3, W4-5, W9a, W10 | **Speaking and Listening:** SL1,SL1a,SL1c-d, SL2, SL5 | **Language:**L1, L1a, L2,L2b, L3a-b L4a-d, L6 | **Technology:**6TT1.1, 6TT1.3, 6SI1.2, 6RP1.1 |
| **Unit Tasks** |
| Text Analysis: \*Analyze character and character traits as well as how a character responds or changes as the plot moves toward a resolution \*Explain how an author develops the point of view of the narrator in a text \*Compare and contrast one author’s presentation of events with that of another Reading: \*Determine figurative and connotative meanings of words and phrases as they are used in texts \*Develop reading strategies including monitoring, predicting, setting a purpose for reading, and connectingWriting and \*Write a comparison-contrast essayLanguage: \*Use correct pronoun case and adjectives and adverbs correctly  Speaking and \*Ask questions and paraphrase ideasListening:Vocabulary: \*Explain the meaning of word roots and affixes\*Use a glossary to determine syllabication and pronunciation\*Use context clues to help determine the meaning of wordsTechnology: \* Create a presentation using various aspects of available technology |

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| **Unit Vocabulary**Academic Vocabulary for the unit:  \*convey \*interact  \* create \*qualities \*influence |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“Eleven” p. 198-205 **ECSO** |  first person point of viewimagery | alley invisibleexcept raggedy |
| \*“Ghost of the Lagoon” p. 206-219 | third person point of viewpredict | lagoon restlesspursuit tensereef vulnerable |
| “Jeremiah’s Song” p. 220-233 **ECOS** | conversational voice monitor dialect clarify | condition strokediagnosis setback |
| \*“President Cleveland, Where Are You?/ Aaron’s Gift” p.234-259 | cultural and historical settingcustomspurpose  | allot divulge obsessassassinate incredulous skirmishcontempt massacre stalemate |
| \*“From: Smallville” p. 260-263 (media study) | facial expressions close-upsbody language medium shotscostumes camera movement | n/a |
| “The Life and Adventures of Nat Love”  p. 264-273 **ECOS** | autobiography descriptive languagepersonal narrative tone | impressionable profoundintensity resounding |
|  “The Red Guards” p. 274-287 | convey interactcreate qualitiesinfluence | acrid leniencyaggressive zealousconfiscate |
| \*”Life Doesn’t Frighten Me/ On Turning Ten” p. 288-295 | narratorspeaker | n/a |

***\*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 the***

 ***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: Character and Point of View p. 192-197 |
| Writing Workshop: Write To Learn |
| Speaking and Listening Workshop: Asking Questions and Paraphrasing Ideas p. 306-307 |
| Assessment Practice p. 308-313 |

**Unit 2 Project Ideas to Incorporate Technology**

* Have student recount the plot of “Eleven” in a newscast. Present the newscast to the class.
* Students do research in small groups on some aspect of the South Pacific Islands. Create a visual display to show what they learned.
* Students do research on popular heroes of the past and the present.