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 connecting  Writing and \*Write a comparison-contrast essay  Language: \*Use correct pronoun case and adjectives and adverbs correctly      Speaking and \*Ask questions and paraphrase ideas  Listening:  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 words  Technology: \* 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 view  imagery | alley invisible  except raggedy |
| \*“Ghost of the Lagoon” p. 206-219 | third person point of view  predict | lagoon restless  pursuit tense  reef vulnerable |
| “Jeremiah’s Song” p. 220-233  **ECOS** | conversational voice monitor  dialect clarify | condition stroke  diagnosis setback |
| \*“President Cleveland, Where Are You?/ Aaron’s Gift” p.234-259 | cultural and historical setting  customs  purpose | allot divulge obsess  assassinate incredulous skirmish  contempt massacre stalemate |
| \*“From: Smallville” p. 260-263  (media study) | facial expressions close-ups  body language medium shots  costumes camera movement | n/a |
| “The Life and Adventures of Nat Love”  p. 264-273 **ECOS** | autobiography descriptive language  personal narrative tone | impressionable profound  intensity resounding |
| “The Red Guards”  p. 274-287 | convey interact  create qualities  influence | acrid leniency  aggressive zealous  confiscate |
| \*”Life Doesn’t Frighten Me/ On Turning Ten”  p. 288-295 | narrator  speaker | 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.