Columbus County 2014-2015

Holt McDougal Literature: Common Core Edition

6th Grade Pacing Guide

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| **Unit/Focus**:  Unit 3: The Big Idea p. 433-574 | | | **Essential Question**:  What are life’s big lessons? | | | **Suggested Time Frame**:  within 1st 9 weeks | |
| **Focus Standards** | | | | | | | |
| **Reading Literature:**  RL1-RL 5, RL10 | **Reading Informational:**  RI 1-RI13, RI15-R17 | **Writing:**  W2, W3, W3a-e,  W4-7, W10 | | **Speaking and Listening:**  SL1a-d | **Language:**  L1a-d, L2b, L3a, L4a-b, L5b, L6 | | **Technology:**  6SI1.2, 6SI1.3, 6TT1.1- 6TT1.3, 6RP1.1, 6RP1.2 |
| **Unit Tasks** | | | | | | | |
| Text Analysis: \*Determine a theme or central idea of a text and how it is conveyed through particular details  \*Analyze the impact of a specific word choice on meaning  \*Analyze how a particular sentence fits into the structure of a text and contributes to the development of the theme  \*Analyze how theme is conveyed through dialogue and stage directions  \*Determine an author’s purpose in a text  Reading: \*Integrate information presented in different media or formats to develop a coherent understanding of a topic  \*Develop strategies for reading, including monitoring, predicting, visualizing, and setting a purpose    Writing and \*Write a short story  Language: \*Vary sentence patterns  \*Demonstrate command of the conventions of punctuation    Vocabulary: \*Use context as a clue to the meaning of a word or phrase  \*Use roots and affixes as clues to the meaning of a word  \*Complete analogies  Technology: \*Use graphic design programs to create a book jacket | | | | | | | |

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| **Unit Vocabulary**  Academic Vocabulary for the unit:  \*attitude \*illustrate  \*communicate \*implicit  \*context | | |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“The Dog of Pompeii” p. 324-347  **ECOS** | theme/ central idea implicit  topic historical fiction | agonize dislodge ponder  corrupt emerge |
| \*“Nadia the Willful” p. 348-359 | conflict | banish console  clan graciousness |
| \*“Scouts Honor ” p. 360-381  **ECOS** | characters  theme  predict | congeal retort  discard retrieve  khaki simultaneously |
| “Ant and Grasshopper/The Richer, the Poorer”  p. 382-393 | classical fable moral  modern fable cultural values  cultural and historical setting | clarity inefficient  enhance intolerable  fugal lean |
| \*“Great Reads: From Esperanza Rising”  p. 394-399 **ECOS** | coming- of- age novel | n/a |
| \*“Words Like Freedom/Dreams” p. 400-405 | theme images visualize  title speaker | n/a |
| “Same Song/Without Commercials” p. 406-413 | recurring theme making inferences  contemporary context | n/a |

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

***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: Understanding Theme p. 318-323 |
| Writing Workshop: Write To Learn |
| Technology Workshop: Creating a Class Blog p. 424-425 |
| Assessment Practice p. 426-431 |

**Unit 3 project Ideas to Incorporate Technology**

* Each student should research an aspect of life inn Pompeii that they are interested in learning more about.
* In small groups create a book jacket using a graphic design program or an online resource=ce, and present the final product to the class.
* View online photographs of historical places and events and discuss what a photograph can show that written text cannot.