Columbus County 2014-2015

Holt McDougal Literature: Common Core Edition

6th Grade Pacing Guide

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| **Unit/Focus**:  Unit 4: Writer’s Craft p. 433-574 | | | **Essential Question**:  Who has style? | | | **Suggested Time Frame**:  within 2nd 9 weeks | |
| **Focus Standards** | | | | | | | |
| **Reading Literature:**  RL1, RL3-7, RL9-10 | **Reading Informational:**  RI1- RI2, RI4-7, RI10 | **Writing:**  W2, W2a-f, W3,W4, W5, W9a, W10 | | **Speaking and Listening:**  SL 1,SL2, SL4, SL6 | **Language:**  L1, L2, L3, L3a,  L4a-d, L5a, L6 | | **Technology:**  6TT1.1-6TT1.3, 6RP1.1 |
| **Unit Tasks** | | | | | | | |
| Text Analysis: \*Analyze the impact of a specific word choice on meaning and tone  \*Analyze how a particular sentence, paragraph, or section fits in the overall structure and contributes to the development of ideas  \*Describe how a story’s plot unfolds in a series of episodes  \*Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings  Reading: \*Cite textual evidence to support what the text says explicitly as well as inferences drawn from the text    Writing and \*Write a literary analysis  Language: \*Demonstrate command of the conventions of grammar  Speaking and \*Present a literary analysis  Listening:    Vocabulary: \*Verify the preliminary determination of the meaning of a word by checking the inferred meaning in a dictionary  \*Use context clues and affixes as clues to the meaning of a word  Technology: \* Create an electronic slideshow | | | | | | | |

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| **Unit Vocabulary**  Academic Vocabulary for the unit:  \*aspect \*perceive  \*distinctive \*sensory  \*interpret | | |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“All American Slurp” p. 442-457 | tone  imagery | consumption lavishly  cope mortified  etiquette revolting |
| “The True Story of the Three Little Pigs”  p. 458-467 | rule of three  motif | n/a |
| \*“Tuesday of the Other June” p. 468-491  **ECOS** | sensory language  imagery | daze emerald  dazzling rigid  devoted torment |
| \*“The Jacket” p. 498-507  **ECOS** | metaphor summary  simile | profile shrivel  propeller vicious |
| “The First Skateboard in the History of the World” p. 508-523 | style dialog  word choice memoir  sentence structure | acclaim protest  administer  agility |
| “The Morning Walk/There is No Word for Goodbye” p. 524-531 | recurring theme  contemporary context  make inferences | n/a |
| \*”The Phantom Tollbooth, Act One”  p. 532-551 | humor pun  personification visualize | crag destination leisurely  dejectedly ferocious surmise |

***\*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: Mood and Style Sensory Language, Imagery, and Style p. 436-439 |
| Writing Workshop: Write To Learn |
| Speaking and Listening Workshop: Giving an Oral Response to Literature p. 566-567 |
| Assessment Practice p. 568-573 |

**Unit 4 Project Ideas to Incorporate Technology**

* Divide students into groups and have each one research an aspect of wolves, and develop a short oral presentation from the information.
* Using online resources have students create a pamphlet or handout that might be distributed at a new student orientation.
* Divide students into small groups and have each group research teenage fashion trends for a particular decade. Create an electronic slideshow showing what they learned.