Columbus County 2014-20015

 Holt McDougal Literature: Common Core Edition

6th Grade Pacing Guide

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| **Unit/Focus**: \*INCORPORATE NOVEL OF CHOICE Unit 6: Timeless Tales p. 673-798 | **Essential Question**: Why do we tell stories? | **Suggested Time Frame**:  within 3rd 9 weeks |
|  **Focus Standards** |
| **Reading Literature:**RL1-RL5, RL7, RL10  | **Reading Informational:**RI2, RI3, RI7 | **Writing:**W2, W2a-f, W3, W4-5, W7, W10 | **Speaking and Listening:** SL1, SL1d,SL2, SL4, SL5 | **Language:**L1, L1a, L2, L2b, L3a-b, L4a-c, L5b, L6 | **Technology:**6TT1.1, 6RP1.1, 6RP1.2 |
| **Unit Tasks** |
| Text Analysis: \*Analyze characteristics of myths, legends, tall tales, and folk tales  \*Determine a central idea of a text and how it is conveyed through particular details \*Provide a summary of the text distinct from personal opinions and judgments \*analyze in detail how a key idea is introduced, illustrated, and elaborated in a textReading: \*Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text \*Integrate information presented in different formats as well as in words to develop a coherent understanding of a topicWriting and \*Write a how-to explanationLanguage: \*Write a compare-contrast essay \*Use capitalization and punctuation conventions correctly \*Vary sentence patterns for meaningSpeaking and \*Give and follow oral instructions Listening:Vocabulary: \*Use Greek and Latin affixes and roots as clues to the meaning of a word \*Gather vocabulary knowledge when considering a word or phrase important to comprehension \*Understand analogies  \*Use the relationship between particular words to better understand each of the wordsTechnology: \* Use available software to showcase internet research |

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| **Unit Vocabulary**Academic Vocabulary for the unit:  \*circumstance \*significant  \*contribute \*tradition \*element |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“The Story of Ceres and Proserpina”  p. 682-691 | classic myths effect cause | barren fertilechariot shrouded  |
| “Apollo’s Tree: The Story of Daphne and Apollo/Arachne” p. 692-711  **ECOS** | cultural valuespredict | distorted indignantly ominous exquisite obscure sacredimmensely obstinacy |
| “The Chenoo” p. 712-723 **ECOS** | legend inferencessymbols theme | clearing proceedinspect sibling |
| “Damon and Pythias” p. 724-735 | narrator | desperately persuade tyrantharsh proclaim |
| “Uncle Septimus’s Beard” p. 736-745 | tall tale visualizehyperbole | assert incidentimposing inspiration |
| “The Crane Maiden/ Aunty Misery”  p. 746-759 |  folk talessummarize | hospitality mournful tauntinevitable snare  |
| “Yeh-Shen: A Cinderella Story from China/ Sootface: An Ojibwas Cinderella Story”  p. 760-779 | universal theme | banquet embracecollapse glisteningeldest |

***\*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: Myths, Legends, and Tales p. 676-681 |
| Writing Workshop: Write To Learn |
| Speaking and Listening Workshop: Giving and Following Oral Instructions p. 790-791 |
| Assessment Practice p. 792-797 |

**Unit 6 Project Ideas to Incorporate Technology**

* Using the internet research recommended ways of dealing with bullies. Create a presentation for the class.
* Research a famous person from history and write a brief tall tale about that person.
* In small groups search the internet for folk tales from around the world. Choose a favorite and plan a retelling for the class.