Columbus County 2014-2015

Holt McDougal Literature: Common Core Edition

6th Grade Pacing Guide

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| **Unit/Focus**:  Unit 7: Life Stories p. 799-890 | | | **Essential Question**:  What makes a person larger than life? | | | **Suggested Time Frame**:  within 4th 9 weeks | |
| **Focus Standards** | | | | | | | |
| **Reading Literature:**  RL1- RL2 | **Reading Informational:**  RI1-RI7, RI9- RI10 | **Writing:**  W1,W2, W3a-e, W4-W7, W10 | | **Speaking and Listening:**  SL1, SL5 | **Language:**  L1e, L2,L3a, L4a-b, L5b-c, L6 | | **Technology:**  6RP1.1, 6SE1.1, 6SE1.2,6SI1.2, 6SI1.3 |
| **Unit Tasks** | | | | | | | |
| Text Analysis: \*Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text  \*Determine an author’s point of view in a text  \*Compare and contrast one author’s presentation of evens with that of another  Reading: \*Determine the meaning of words and phrases as they are used in a text, including figurative meanings  \*Trace chronological order using signal words    Writing and \*Write a personal narrative  Language: \*Use colons correctly  \*Capitalize proper nouns correctly  Vocabulary: \*Use affixes as clues to the meaning of a word  \*Use the relationship between particular words to better understand each of the words  \*Verify the preliminary determination of the meaning of a word or phrase  Technology: \* Apply internet research to create and present classroom projects | | | | | | | |

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| **Unit Vocabulary**  Academic Vocabulary for the unit:  \*achieve \*conclude  \*appreciate \*obvious  \*characteristics | | |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“Matthew Henson at the Top of the World”  p. 808-831 **ECOS** | biography contrast  compare contemporary | ardent prestige  expedition manifestation feasibility resourcefulness |
| \*“From The Story of My Life” p. 832-843  **ECOS** | autobiography  monitoring | consciousness tangible  repentance uncomprehending  sensation |
| “Under the Royal Palms: A Childhood in Cuba” p. 844-849 | memoir | turret  machete |
| “From Spellbinder: The Life of Harry Houdini” p. 850-859 | anecdotes descriptions  examples chronological order  statements | certify obstacle  commence devise |
| “Media Study: From Houdini: The Great Escape” (film clip) p. 860-863 **ECOS** | documentary footage  formal interview  informal voice-over narration | n/a |
| “In a Neigborhood in Los Angeles/For Gwen, 1969” p. 864-871 | characterization evaluative  literal universal  interpretive | 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: Biography and Autobiography p. 802-807 |
| Writing Workshop: Write To Learn |
| Technology: Producing a Documentary p. 882-883 |
| Assessment Practice p. 884-889 |

**Unit 7 Project Ideas to Incorporate Technology**

* Use the internet to research careers in the service industry. Create a class collage.
* Using a computer research various periods of Harry Houdini’s life, and create a mural tracing his life in chronological order.
* Students should research five or six living poets and create a brochure for a conference on poetry called “Voices of America.”