

Holt McDougal Literature: Common Core Edition

6th Grade Pacing Guide

Unit/Focus: Unit 1: What’s Happening? P. 25-188			Essential Question: What makes a good story?		Suggested Time Frame: Within 1 st 9 weeks
Focus Standards					
Reading Literature: RL1, RL3, RL5, RL 7, RL9, RL10	Reading Informational: RI1- RI7, RIO	Writing: W1a-e, W2-W6, W9a, W10	Speaking and Listening: SL1a-d, SL2-SL4	Language: L1, L1b-c, L2, L3b, L4b-c, L5, L5c, L6	Technology: 6RP1.1, 6RP1.2, 6SE1.1, 6SE1.2, 6TT1.2, 6TT1.3
Unit Tasks					
Text Analysis:	* Describe how a story’s or drama’s plot unfolds *Describe how characters respond as the plot moves toward a resolution *Analyze how a sentence, scene, or stanza contributes to the development of the setting or plot *Compare authors’ purposes and draw conclusions about texts				
Reading:	*Cite textual evidence to support inferences drawn from the text *Integrate ideas across texts				
Writing and Language:	*Support an opinion *Use intensive pronouns correctly *Maintain pronoun-antecedent agreement *Identify and correct sentence fragments and run-on sentences *Use commas in compound sentences correctly				
Speaking and Listening:	*Participate in a discussion				
Vocabulary:	*Use roots and affixes as clues to the meaning of a word *Use a dictionary or thesaurus to determine or clarify the precise meaning of a word				
Technology:	*Use the internet to research a group project				

Unit Vocabulary				
Academic Vocabulary for the unit: * affect * impact * analyze * provide * evidence				
Story and pages	Academic Vocabulary		Context Vocabulary	
*“The School Play” p. 36-45 ECOS	plot exposition rising action	falling action resolution/denouement climax	narrative relentless prop	smirk
“The Good Deed” p. 46-65	climax conflict	external conflict internal conflict	accusation generic impaired	incredibly pert trite
*“All Summer in a Day” p. 66-85 ECOS	plot setting		Apparatus Immense Resilient	savor slacken tumultuously
*“Lob’s Girl” p.86-103	foreshadowing		agitate erupt reluctant	melancholy atone decisively
*“From: Wood Song” p. 114-125	author’s purpose conflict	imagery suspense	coherent eject hibernation	novelty scavenge truce
“The Horse Snake” p. 126-141	chronological order memoirs		assume gait nocturnal	petrify stealthily succumb
“The Walrus and the Carpenter” p. 142-149	narrative poem		n/a	
“The Prince and the Pauper” p. 150-169 ECOS	n/a		affliction imposter pauper	recollection sane successor

**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 flexibility to select from the stories in each unit. Teachers are not expected to use every story within an entire unit.

Unit Student Workshops/Assessment Practices	
Text Analysis Workshop: What Makes a Good Story?	p. 28-33
Writing Workshop: Write To Learn	
Speaking and Listening Workshop: Participating in a Discussion	p. 180-181
Assessment Practice	p. 182-187

Unit 1 Project Ideas to Incorporate Technology

- Have student conduct individual research on the nature and theory of memory. Research the relationship between long-term and short-term memory to further understand the way humans remember (or forget!)
- Divide students into small groups. Ask them to research a real dog that was extraordinary.
- Have students work in small groups to create an advertisement about the story they have just read.