

Holt McDougal Literature: Common Core Edition

6th Grade Pacing Guide

Unit/Focus: Unit 4: Writer’s Craft p. 433-574			Essential Question: Who has style?		Suggested Time Frame: within 2 nd 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 Language: *Write a literary analysis *Demonstrate command of the conventions of grammar					
Speaking and Listening: *Present a literary analysis					
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					

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 cope etiquette	lavishly mortified 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 dazzling devoted	emerald rigid torment
*“The Jacket” p. 498-507 ECOS		metaphor simile	summary	profile propeller	shrivel vicious
“The First Skateboard in the History of the World” p. 508-523		style word choice sentence structure	dialog memoir	acclaim administer agility	protest
“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 personification	pun visualize	crag dejectedly	destination ferocious leisurely 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.*

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.