

# Holt McDougal Literature: Common Core Edition

## 6<sup>th</sup> Grade Pacing Guide

<b>Unit/Focus:</b> *INCORPORATE NOVEL OF CHOICE Unit 6: Timeless Tales p. 673-798			<b>Essential Question:</b> Why do we tell stories?		<b>Suggested Time Frame:</b> within 3 <sup>rd</sup> 9 weeks
<b>Focus Standards</b>					
<b>Reading Literature:</b>  RL1-RL5, RL7, RL10	<b>Reading Informational:</b>  RI2, RI3, RI7	<b>Writing:</b>  W2, W2a-f, W3, W4-5, W7, W10	<b>Speaking and Listening:</b>  SL1, SL1d,SL2, SL4, SL5	<b>Language:</b>  L1, L1a, L2, L2b, L3a-b, L4a-c, L5b, L6	<b>Technology:</b>  6TT1.1, 6RP1.1, 6RP1.2
<b>Unit Tasks</b>					
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 text					
Reading: *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 topic					
Writing and Language: *Write a how-to explanation *Write a compare-contrast essay *Use capitalization and punctuation conventions correctly *Vary sentence patterns for meaning					
Speaking and Listening: *Give and follow oral instructions					
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 words					
Technology: * Use available software to showcase internet research					

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 cause	effect	barren chariot	fertile shrouded
“Apollo’s Tree: The Story of Daphne and Apollo/Arachne” p. 692-711 <b>ECOS</b>	cultural values predict		distorted exquisite immensely	indignantly obscure obstinacy ominous sacred
“The Chenoo” p. 712-723 <b>ECOS</b>	legend symbols	inferences theme	clearing inspect	proceed sibling
“Damon and Pythias” p. 724-735	narrator		desperately harsh	persuade proclaim tyrant
“Uncle Septimus’s Beard” p. 736-745	tall tale hyperbole	visualize	assert imposing	incident inspiration
“The Crane Maiden/ Aunty Misery” p. 746-759	folk tales summarize		hospitality inevitable	mournful snare taunt
“Yeh-Shen: A Cinderella Story from China/ Sootface: An Ojibwas Cinderella Story” p. 760-779	universal theme		banquet collapse eldest	embrace glistening

***\*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: 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.