

Holt McDougal Literature: Common Core Edition

6th Grade Pacing Guide

Unit/Focus: Unit 8: Know the Facts p. 891-1006			Essential Question: Can information be trusted?		Suggested Time Frame: within 4 th 9 weeks
Focus Standards					
Reading Literature: (n/a)	Reading Informational: RI2- RI10	Writing: W1, W1a-e, W2, W5, W7, W10	Speaking and Listening: SL1-SL4	Language: L1, L2, L2b, L3, L3b L4a-c, L5, L5b, L6	Technology: 6TT1.1-6TT1.3, 6SI1.1
Unit Tasks					
Text Analysis:	*Determine a central idea and how it is conveyed through particular details; provide a summary of the text *Analyze how a sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas *Analyze the structure an author uses to organize a text *Determine the meaning of words and phrases as they are used in a text, including connotative meanings *Trace and evaluate the argument and specific claims in a text				
Writing and Language:	*Write a persuasive essay *Capitalize and punctuate titles correctly				
Vocabulary:	*Use Greek and Latin as clues to the meaning of a word *Use context as a clue to the meaning of a word or phrase				
Technology:	*Integrate information gathered from different forms of media				

Unit Vocabulary					
Academic Vocabulary for the unit: *adequate *purpose *authority *structural *concept					
Story and pages		Academic Vocabulary		Context Vocabulary	
“SuperCroc” p. 898-907 ECOS		text features subheadings graphic aids	captions summarize	expert extinct fossil	species predator
“Bird Brains” p. 908-915		main ideas proposition supports facts	statistics example expert opinions	complexity engage mimic perception	variation
“The First Emperor/Digging Up the Past” p. 916-931 ECOS		synthesize information		archaeological barbarian surpass immortality	ancestor dedicate excavation preservation
“Media Study: News Reports” p. 932-935		thorough interviews	sound bites quotes	n/a	
“What Video Games Can Teach Us/The Violent Side of Video Games” p. 942-951		argument claim vague language	irrelevant examples faulty reasoning	captivate simulate precise	complicated
“Should Wild Animals Be Kept as Pets?” p. 952-959		persuasive techniques emotional appeals appeals to authority	loaded language preview skim	captivity domesticate instinctive	unsuitable
“No Thought of Reward” p. 960-965		author’s message implied	persuasion rhetorical question	appreciate contribute	dedication
“Start the Day Right!” p. 966-971 ECOS		public service announcement persuasive		propaganda	
“Shine-n-Grow: Hair Repair That Really Works!” p. 972-977 ECOS		logic faulty reasoning false cause hasty generalization	overgeneralization logical fallacies circular reasoning	n/a	

“Brain Breeze” p. 978-983 ECOS	propaganda	name-calling	n/a
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	bandwagon appeal stereotype	snob appeal endorsement	
Media Study: Persuasive Techniques in Commercials p. 984-987 ECOS	customer awareness target audience demographics		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.*

Unit Student Workshops/Assessment Practices	
Text Analysis Workshop: Reading for Information	p. 894-897
Text Analysis Workshop: Argument and Persuasion	p. 936-941
Writing Workshop: Write To Learn	
Speaking and Listening Workshop: Giving a Persuasive Speech	p. 998-999
Assessment Practice	p. 1000-1005

Unit 8 Project Ideas to Incorporate Technology

- Divide student into small groups and ask them to create a field guide about crocodiles. Publish the guides in the form of a slide show. Present the field guides to the class.
- Brainstorm with students a list of people who have devoted themselves to help others or to champion an important cause. Have groups of students research a person from the list and use the information to prepare a script for a short documentary about the individual.
- Have students research wartime propaganda and present the findings to the class.
- Students will work in small groups to create a new product. Working cooperatively, they will create a commercial for the product and present it to the class.