Columbus County 2014-2015

 Holt McDougal Literature: Common Core Edition

6th Grade Pacing Guide

|  |  |  |
| --- | --- | --- |
| **Unit/Focus**:  Unit 5: Word Pictures p. 575-672 | **Essential Question**: What makes a poem a poem? | **Suggested Time Frame**:  within 2nd 9 weeks |
|  **Focus Standards** |
| **Reading Literature:**RL1,RL4-7, RL10  | **Reading Informational:**RI1-RI2, RI10 | **Writing:**W2, W2a-f,W3, W4-W8, W10 | **Speaking and Listening:** SL1c-d, SL5 | **Language:**L1, L1c-d, L2a, L3a, L4b, L6 | **Technology:**6RP 1.1, 6SI1.2, 6TT1.1-6TT1.3 |
| **Unit Tasks** |
| Text Analysis: \*Analyze sound devices, including rhyme, rhythm, meter, refrain, alliteration, and onomatopoeia  \*Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings \*Analyze the impact of a specific word choice on meaning and tone \*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 or judgmentsReading: \*Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text \*Develop reading strategies, including paraphrasingWriting and \*Write an online feature articleLanguage: \*Use compound-complex sentencesVocabulary: \*Use Greek and Latin affixes and roots as clues to the meaning of a wordTechnology: \*Integrate online resources from various web sites to create a power point presentation |

|  |
| --- |
| **Unit Vocabulary**Academic Vocabulary for the unit:  \*associations \*reaction  \*device \*specific \*insight |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“Analysis of Baseball/Alone in the Nets”  p. 584-591 | line intonationrhythm read aloudline breaks onomatopoeiarhyming words | n/a |
| “Sea-Fever/The Village Blacksmith”  p. 592-599 **ECOS** | rhyme | brawny sinewayrepose |
| “Fall/Change” p. 600-607 | imagery refrainsensory language | n/a |
| “Message from a Caterpillar/Fog/Two Haiku”  p. 608-613 **ECOS** | imagery paraphrasingmetaphor | n/a |
| “Windshield Wiper/Night Journey”  p. 594-603 | sound device alliterationrefrain inferenceonomatopoeia | n/a |
| \*“I’m Nobody! Who Are You?/Is the Moon Tired?/Mooses” p. 628-635 **ECOS**- | figurative language personificationsimile hyperbolemetaphor | blunder lecterncackledreary |
| “who knows if the moon’s/Two Limericks”  p.636-641 | form rereadfree verse clarifylimerick paraphrasing | n/a |
| “Good Hotdogs/Rico’s hot dogs/Ode to an Artichoke” p. 642-655 | tone subjectimages speakerpurpose for reading | 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 Poetry p. 578-582 |
| Writing Workshop: Write To Learn |
| Technology Workshop: Updating an Online Feature Article p. 664-665 |
| Assessment Practice p. 666-671 |

**Unit 5 project Ideas to Incorporate Technology**

* Using online resources search for limericks and other nonsense poems for children and create a power point to share information.
* Use computers to research artichokes or other vegetables. Have students create an informational poster on the topic and deliver an oral report using these facts.
* Do research on sports in other countries using the computer and prepare a visual aid to present to the class.