Columbus County 2014-2015

Holt McDougal Literature: Common Core Edition

6th Grade Pacing Guide

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| **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 judgments  Reading: \*Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  \*Develop reading strategies, including paraphrasing  Writing and \*Write an online feature article  Language: \*Use compound-complex sentences  Vocabulary: \*Use Greek and Latin affixes and roots as clues to the meaning of a word  Technology: \*Integrate online resources from various web sites to create a power point presentation | | | | | | | |

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| **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 intonation  rhythm read aloud  line breaks onomatopoeia  rhyming words | n/a |
| “Sea-Fever/The Village Blacksmith”  p. 592-599 **ECOS** | rhyme | brawny sineway  repose |
| “Fall/Change” p. 600-607 | imagery refrain  sensory language | n/a |
| “Message from a Caterpillar/Fog/Two Haiku”  p. 608-613 **ECOS** | imagery paraphrasing  metaphor | n/a |
| “Windshield Wiper/Night Journey”  p. 594-603 | sound device alliteration  refrain inference  onomatopoeia | n/a |
| \*“I’m Nobody! Who Are You?/Is the Moon Tired?/Mooses” p. 628-635 **ECOS**  - | figurative language personification  simile hyperbole  metaphor | blunder lectern  cackle  dreary |
| “who knows if the moon’s/Two Limericks”  p.636-641 | form reread  free verse clarify  limerick paraphrasing | n/a |
| “Good Hotdogs/Rico’s hot dogs/Ode to an Artichoke” p. 642-655 | tone subject  images speaker  purpose 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.***

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| 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.