Columbus County 2014-2015

Holt McDougal Literature: Common Core Edition

7th Grade Pacing Guide

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| **Unit/Focus**:  Unit 1: Weaving a Story P. 25-180 | | | **Essential Question**:  What makes a story unforgettable? | | **Suggested Time Frame**:  Within 1st 9 wks | |
| **Focus Standards** | | | | | | |
| **Reading Literature:**  RL1, RL3- 5, RL 7, RL10 | **Reading Informational:**  RI1, RI3, RI5-6 | **Writing:**  W1-7, W9a, W10 | **Speaking and Listening:**  SL2-SL4 | **Language:**  L1, L1c, L2,L2b, L3, L3a, L4, L4a-b, L4d, L5a-b, L6 | | **Technology:**  7SI1, 7SI1.1-7SI1.2, 7TT1, 7TT1.2-7TT1.3, 7SE1-7SE1.2 |
| **Unit Tasks** | | | | | | |
| Text Analysis: \* Identify stages of plot; analyze plot development  \*Analyze how setting shapes plot  \*Identify conflict, flashback, and foreshadowing  \*Analyze the structure an author uses to organize a text, including chronological order  Reading: \*Use reading strategies, including connecting and predicting    Writing and \*Write an argument  Language: \*Spell possessives correctly  \*Recognize and correct misplaced modifiers    Vocabulary: \*Understand and use prefixes, suffixes, and word roots  \*Understand analogies  Technology: \*Create a persuasive podcast | | | | | | |

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| **Unit Vocabulary**  Academic Vocabulary for the unit:  \*contemporary \*structure  \* influence \*identify  \*element | | |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“Seventh Grade” p. 34-45, (ECOS) | plot falling action connecting  exposition resolution  rising action climax | quiver ferocity  linger sheepishly  portly unison |
| “The Last Dog” p. 46-65, (ECOS) | setting  sequence  flashback | copious foray posterity  disembodied foresighted reproof  evasive languish |
| \*“Thank You, M’am” p. 66-75 | conflict internal conflict  external conflict inference | barren mistrust  frail presentable |
| \*“Rikki­-tikki-tavi” p.76-95(ECOS) | suspense  foreshadowing  prediction | valiant cower consolation  revive gait singe  cunningly fledgling |
| \*“from Exploring the Titanic” p. 102-121 | narrative nonfiction  chronological order | accommodations novelty ghastly  adjoining prophecy  moderate feverishly |
| \*“from An American Childhood” p. 122-131 | setting  cause and effect | improvise revert spherical  perfunctorily righteous translucent  redundant simultaneously |
| \*“Casey at the Bat” p. 132-137 | narrative poem repetition rhythm  sound devices rhyme | n/a |
| \*“The Monsters Are Due on Maple Street” p. 138-153 | conflict stage directions  dialogue teleplay | assent converging revelation  antagonism incriminate  contorted optimistic |
| (Media Study) “from Back to the Future”  p. 154-161, (ECOS) | n/a | shot editing  close-up shot sequence  reaction shot sound  low-angle shot sound effects |

***\*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 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: Plot, Setting, and Character p. 28-33 |
| Writing Workshop: Write To Learn |
| Technology Workshop: Creating a Persuasive Podcast p. 172-173 |
| Assessment Practice p. 174-179 |