Columbus County 2014-2015

Holt McDougal Literature: Common Core Edition

7th Grade Pacing Guide

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| **Unit/Focus**:  Unit 3: Lessons to Learn p. 313-449 | | | **Essential Question**:  What’s the big idea? | | | **Suggested Time Frame**:  Within the 1st 9 wks | |
| **Focus Standards** | | | | | | | |
| **Reading Literature:**  RL1-L3,RL 5,RL 7, RL10 | **Reading Informational:**  RI 1, RI6, RI9 | **Writing:**  W2, W2a-c, W3, W3a-e,  W4-7, W10 | | **Speaking and Listening:**  SL1c, SL2, SL5 | **Language:**  L1a-b, L2, L2b, L4, L4a-b, L5c, L6 | | **Technology:**  7SI1.2, 7TT1, 7TT1.1, 7TT1.3, 7SE1, 7SE1.2 |
| **Unit Tasks** | | | | | | | |
| Text Analysis: \*Determine theme, including multiple themes  \*Compare and contrast themes and characters  \*Identify and interpret symbols  \*Analyze how theme is conveyed through dialogue and stage directions  \*Cite evidence to support analysis of inferences  \*Determine and analyze author’s purpose  Reading: \*Use reading strategies, including monitoring and setting a purpose for reading  \*Identify and analyze cause and effect and sequence    Writing and \*Write an imaginative short story  Language: \*Choose among simple, compound, and complex sentences to show different relationships among ideas      Vocabulary: \*Understand and use denotation and connotation of words  \*Use general context clues to understand word meaning  \*Use Latin roots and affixes to determine word meanings  Technology: \*Create a class blog | | | | | | | |

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| **Unit Vocabulary**  Academic Vocabulary for the unit:  \*clause \*theme  \*symbol \*cultural  \*context | | |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“Amigo Brothers” p. 322-337 (ECOS) | theme  setting  compare  contrast | barrage dispel torrent  bedlam flail unbridled  clarity pensively  devastating perpetual |
| \*“The War of the Wall” p. 338-349 (ECOS) | setting conflicts  character | aroma trance inscription  masterpiece beckon |
| \*“What Do Fish Have to Do with Anything? ”  p. 350-373 (Includes a linked selection)(ECOS) | symbol inference  theme  Cultural context | contemplate retort  inevitably threshold  preoccupied urgency |
| \*“A Crush”  p. 374-385 | characters cause and effect  theme | cherish excess taut  discreetly improbable usher |
| “Spring Harvest of Snow Peas/ Eating Alone”  p. 392-397 | recurring theme  images  purpose for reading | n/a |
| \*“A Christmas Carol” p. 398-431  (Includes a media study) | theme sequence  dialogue  stage directions | accost currency  anonymous incoherent  brusque infuriated |

***\*Denotes stories that are also in The Language of Literature text books.***

***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: Understanding Theme p. 316-321 |
| Writing Workshop: Write To Learn |
| Technology Workshop: Creating a Class Blog p. 442-443 |
| Assessment Practice p. 444-449 |