Columbus County 2014-2015

Holt McDougal Literature: Common Core Edition

7th Grade Pacing Guide

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| **Unit/Focus**:  Unit 4: Finding a Voice p. 451-550 | | | **Essential Question**:  What’s your style? | | | **Suggested Time Frame: within the 2nd 9 wks** | |
| **Focus Standards** | | | | | | | |
| **Reading Literature:**  RL1-L6, RL10 | **Reading Informational:**  RI1, RI3-4, RI6 | **Writing:**  W1-5, W9a, W10 | | **Speaking and Listening:**  SL2, SL4, SL6 | **Language:**  L1, L1a, L1c, L2,  L4b-c, L5b | | **Technology:**  7TT1.1-7TT1.3, 7RP1.1 |
| **Unit Tasks** | | | | | | | |
| Text Analysis: \*Identify and analyze mood, tone, and irony  \*Identify and analyze elements of style, including word choice, sentence structure, imagery, and dialogue  \*Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings  Reading: \*Use evidence to support what a text says explicitly  \*Make inferences  \*Identify characteristics of science fiction  \*Determine a writer’s point of view  Writing and \*Write a response to literature  Language: \*Understand prepositions and prepositional phrases  \*Recognize misplaced and dangling modifiers  Speaking and \*Present a critique  Listening:    Vocabulary: \*Understand synonyms  \*Use Latin and Greek roots as clues to the meaning of words  Technology: \* Create an electronic slideshow | | | | | | | |

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| **Unit Vocabulary**  Academic Vocabulary for the unit:  \*communicate \*style  \*interpret \*illustrate  \*describe | | |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“Dark They Were, and Golden-Eyed”(ECOS)  p. 460-481 | mood setting  plot  character | convivial forlorn recede  dwindle muse subtly  flimsy pendulum |
| \*“A Day’s Wait” p. 482-495 | style tone  word choice dialogue  sentence structure make inferences | detached evidently  epidemic covey  slack |
| \*“The People Could Fly” p. 496-503 | folk tale summarize  style | croon shuffle  snagged glinty |
| “Breaking the Ice” p. 510-515 | tone writer’s point of view  style making inferences | n/a |
| “One Perfect Rose/ Song for an April Dusk”  p. 516-521 | irony line rhyming  tone rhythm  speaker theme | n/a |
| “maggie and milly and molly and may/ who are you , little i/ old age sticks” p. 522-531  (Includes a media study)(ECOS) | monitor  clarify | 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: Mood and Style p. 454-459 |
| Writing Workshop: Write To Learn |
| Speaking and Listening Workshop: Presenting a Critique p. 542-543 |
| Assessment Practice p. 544-549 |