Columbus County 2014-2015

Holt McDougal Literature: Common Core Edition

7th Grade Pacing Guide

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| **Unit/Focus**:  Unit 7: Writing a Life p. 775-897 | | | **Essential Question**:  How do we share our stories? | | | **Suggested Time Frame**: within the 4th 9 wks | |
| **Focus Standards** | | | | | | | |
| **Reading Literature:**  RL1, RL4, RL9-RL10 | **Reading Informational:**  RI1-RI3,RI5- RI6,  RI9- RI10 | **Writing:**  W2, W3a-e, W4-5, W10 | | **Speaking and Listening:**  SL1, SL1a-c,SL2, SL5 | **Language:**  L1, L2, L4b, L5a, L5c | | **Technology:**  7RP1.1, 7SE1.1, 7SE1.2,7SI1.2, 7SI1.3 |
| **Unit Tasks** | | | | | | | |
| Text Analysis: \*Identify purpose and characteristics of biography, autobiography, personal essay, historical drama, and diary  \*Compare and contrast a fictional portrayal of a character and a historical account of the same period  \*Analyze the interactions between individuals, events, and ideas in a text    Reading: \*Identify chronological order  \*Make inferences and draw conclusions  \*Summarize  Writing and \*Write a personal narrative  Language: \*Use correct capitalization  \*Use conjunctive adverbs  Speaking and \*Conduct an interview  Listening: \*Present an anecdote  Vocabulary: \*Understand and use Latin and Anglo-Saxon roots  \*Understand Anglo-Saxon affixes    Technology: \* Apply internet research to create and present classroom projects | | | | | | | |

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| **Unit Vocabulary**  Academic Vocabulary for the unit:  \*demonstrate \*link  \*goal \*undertake  \*impact | | |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“Eleanor Roosevelt” p. 784-803(ECOS) | biography  chronological order | prominent migrant wavering  compassionate grave brooding  impoverished dominate |
| \*“Names/Nombres” p. 804-813 | personal essay connect  writer’s message  anecdotes | ironically specify  chaotic merge  convoluted |
| “from It’s Not About the Bike/from 23 Days in July” p. 814-825 (ECOS) | theme make inferences  author’s purpose | culminate prestigious stance  perception recessed terse |
| \*“The Noble Experiment” p. 832-855 | autobiography  summarize | camouflage insinuation speculate  capitalize integrated taunt  disillusionment retaliate  eloquence shrewdly |
| “Clara Barton: Battlefield Nurse/ from The War Diary of Clara Barton” p. 856-873 (ECOS) | historical-related writings diary  historical drama compare and contrast | n/a |
| “My Mother Enters the Work Force/Washington Monument by Night” p. 874-879 | figurative language infer  paraphrase  speaker | 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: Biography and Autobiography p. 778-783 |
| Writing Workshop: Write To Learn |
| Speaking and Listening Workshop: Conducting and Interview p. 890-891 |
| Assessment Practice p. 892-897 |