

# Holt McDougal Literature: Common Core Edition

## 7<sup>th</sup> Grade Pacing Guide

<b>Unit/Focus:</b> Unit 3: Lessons to Learn p. 313-449			<b>Essential Question:</b> What’s the big idea?		<b>Suggested Time Frame:</b> Within the 1 <sup>st</sup> 9 wks
<b>Focus Standards</b>					
<b>Reading Literature:</b>  RL1-L3,RL 5,RL 7, RL10	<b>Reading Informational:</b>  RI 1, RI6, RI9	<b>Writing:</b>  W2, W2a-c, W3, W3a-e, W4-7, W10	<b>Speaking and Listening:</b>  SL1c, SL2, SL5	<b>Language:</b>  L1a-b, L2, L2b, L4, L4a-b, L5c, L6	<b>Technology:</b>  7SI1.2, 7TT1, 7TT1.1, 7TT1.3, 7SE1, 7SE1.2
<b>Unit Tasks</b>					
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 Language: *Write an imaginative short story *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					

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 bedlam clarity devastating	dispel flail pensively perpetual	torrent unbridled
*“The War of the Wall” p. 338-349 (ECOS)	setting character	conflicts	aroma masterpiece	trance beckon	inscription
*“What Do Fish Have to Do with Anything? ” p. 350-373 (Includes a linked selection)(ECOS)	symbol theme Cultural context	inference	contemplate inevitably preoccupied	retort threshold urgency	
*“A Crush” p. 374-385	characters theme	cause and effect	cherish discreetly	excess improbable	taut 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 dialogue stage directions	sequence	accost anonymous brusque	currency incoherent 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.***

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