

Holt McDougal Literature: Common Core Edition

7th Grade Pacing Guide

Unit/Focus: ** Incorporate Novel of Choice** Unit 6: Sharing Our Stories p. 637-774			Essential Question: What can stories teach us?		Suggested Time Frame: Within the 3 rd 9 wks
Focus Standards					
Reading Literature: RL1-L3, RL10	Reading Informational: RI1, RI6, RI10	Writing: W2, W2a-f, W4-5, W7, W10	Speaking and Listening: SL1a, SL1c, SL5	Language: L1, L1b, L2, L4a, L4c-d, L5b, L6	Technology: 7TT1.1, 7RP1.1, 7RP1.2
Unit Tasks					
Text Analysis:	*Cite textual evidence to support analysis of the characteristics of myths, epics, legends, folk tales, and tall tales *Identify cultural values in myths and legends *Determine and compare recurring themes *Provide and evaluate a summary of an original text				
Reading:	*Use reading strategies, including predicting, asking questions, monitoring, and creating sensory images				
Writing and Language:	*Write a how-to explanation *Choose among simple, compound, and complex sentences to show different relationships among ideas				
Speaking and Listening:	*Give and follow oral instructions and directions				
Vocabulary:	*Understand foreign words commonly used in English *Use a dictionary to determine pronunciation and parts of speech *Understand analogies *Use a glossary				
Technology:	* Use available software to showcase internet research				

Unit Vocabulary					
Academic Vocabulary for the unit: *attribute *physical *status *task *conduct					
Story and pages	Academic Vocabulary		Context Vocabulary		
*“Prometheus/Orpheus and Eurydice” p. 646-659(ECOS)	myths monitoring		infinitely aptitude	vengeance inconsolable	ascend
*“Icarus and Daedalus/Phaethon, Son of Apollo” p. 660-673	myths cultural values theme		veer dissuade rash	cunning precipitous reel	deference sustain
“from Beowulf” p. 674-679(ECOS)	epic quests hero’s tasks	paraphrasing	n/a		
*“from Young Arthur” p. 680-689 (ECOS)	legend chronological order		grievous homage reclaim	dismount flinching upstart	melancholy taskmaster
“from Sir Gawain and the Green Knight” p. 690-705	cultural values predicting		cumbersome daunting demeaning	integrity lanky revere	sever unperturbed
*“Brer Possum’s dilemma/Waters of Gold” p. 716-731	folk tales moral summarize		commence humor jostling	perilously prime smugly	
“Sally Ann Thunder Ann Whirlwind” p. 732-741	tall tale visualize		forage gigantic	oblige varmint	
“Two Ways To Count to Ten/The Race Between Toad and Donkey” p. 742-755	theme recurring theme	fables	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.

Unit Student Workshops/Assessment Practices	
Text Analysis Workshop: Myths, Legends, Epics, and Tales	p. 640-645
Writing Workshop: Write To Learn	
Speaking and Listening Workshop: Giving and Following Oral Instructions	p. 766-767
Assessment Practice	p. 768-773