

# GRADE 7

## Unit Six: Myths, Legends, and Tales

days

Through analysis of the text in Unit 6, students cite textual evidence to support analysis of the characteristics of myths, epics, legends, folk tales, and tall tales. Students identify cultural values in myths and legends, determine and compare recurring themes, and provide and evaluate a summary of an original text. Students use reading strategies, including predicting, asking questions, monitoring, and creating sensory images. In writing, students create a how-to explanation and choose among simple, compound, and complex sentences to show different relationships among ideas. Vocabulary is built by understanding foreign words commonly used in English, using a dictionary to determine pronunciation and parts of speech, understanding analogies, and using a glossary. Finally, students improve speaking and listening skills by giving and following oral instructions and directions.

### Learning Targets:

I can refer to the text to find several examples to support my thoughts and inferences about a story. (RL.1)

I can explain how elements of a story work together. (RL.3)

I can read and understand stories, dramas and poems at my grade level and above (with help where needed). (RL.10)

I can organize my writing with a clear introduction and use appropriate strategies and formats to help explain my topic. (W.2a)

I can use formatting (ex: headings), graphics (ex: charts & tables) and multimedia to add clarification to my writing. (W.2a)

I can develop a topic using appropriate facts, definitions, details, quotations or other information and examples. (W.2b)

I can use appropriate transitions to present clear connections between my ideas and concepts. (W.2c)

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I can use precise wording and specific vocabulary to teach others about a topic. (W.2d)

I can establish and maintain a formal style in presenting written information. (W.2e)

I can write a conclusion that follows from and supports the information and explanations I presented. (W.2f)

I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience. (W.4)

I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults. (W.5)

I can use different forms of technology to create and publish my writing. (W.6)

I can appropriately link to and cite the different technology sources I have used in my writing. (W.6)

I can use technology to interact and collaborate with others. (W.6)

I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic. (W.10)

I can come to discussions prepared to share my ideas because I have read or studied the required material. (SL.1a)

I can participate in discussions more effectively by using examples and evidence from the text to help me reflect on the ideas in the discussion. (SL.1a)

I can ask questions about a topic to encourage others to respond and stay on topic during discussions. (SL.1c)

I can give a presentation using multimedia and visual displays to explain my claims and make my point clearly. (SL.5)

I can make a guess about a word or phrase's meaning and then check my understanding using reference materials. (L.4d)

I can use the relationships between words to help me better understand each of the individual words (ex: synonym/antonym or analogy). (L.5b)

**Academic Vocab:** attribute, conduct, physical, status, task

**Content Vocab:** analogy, chronological order, epic, legend, myth, paraphrase, tale

## Literature

	Common Core State Standard	Assessment	Resources
	<b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RL.7.1</a> Cite several pieces of textual evidence	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Text Analysis Workshop: Myths, Legends, Epics, and Tales - Holt McDougal</li> <li>Prometheus/ Orpheus and</li> </ul>

	to support analysis of what the text says explicitly as well as inferences drawn from the text.		Eurydice - Holt McDougal <ul style="list-style-type: none"> <li>• from Beowulf - Holt McDougal</li> <li>• from Young Arthur - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.RL.7.3</a> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<ul style="list-style-type: none"> <li>• Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>• Text Analysis Workshop: Myths, Legends, Epics, and Tales - Holt McDougal</li> <li>• From Beowulf - Holt McDougal</li> <li>• from Young Arthur - Holt McDougal</li> </ul>
	Range of Reading and Level of Text Complexity: <a href="#">CCSS.ELA-Literacy.RL.7.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>• Unit 6 Assessment -Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>• Text Analysis Workshop: Myths, Legends, Epics, and Tales - Holt McDougal</li> <li>• Prometheus/ Orpheus and Eurydice - Holt McDougal</li> <li>• From Beowulf - Holt McDougal</li> </ul>

## Writing

	Common Core State Standard	Assessment	Resources
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	<p><a href="#"><u>CCSS.ELA-Literacy.W.7.2.a</u></a>  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> <li>• How-to Manual</li> </ul>	<ul style="list-style-type: none"> <li>• “How-to” Explanation - Holt McDougal</li> </ul>
	<p><a href="#"><u>CCSS.ELA-Literacy.W.7.2.b</u></a>  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<ul style="list-style-type: none"> <li>• How-to Manual</li> </ul>	<ul style="list-style-type: none"> <li>• “How-to” Explanation - Holt McDougal</li> </ul>
	<p><a href="#"><u>CCSS.ELA-Literacy.W.7.2.c</u></a>  Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> <li>• How-to Manual</li> </ul>	<ul style="list-style-type: none"> <li>• “How-to” Explanation - Holt McDougal</li> </ul>
	<p><a href="#"><u>CCSS.ELA-Literacy.W.7.2.d</u></a>  Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> <li>• How-to Manual</li> </ul>	<ul style="list-style-type: none"> <li>• “How-to” Explanation - Holt McDougal</li> </ul>
	<p><a href="#"><u>CCSS.ELA-Literacy.W.7.2.e</u></a>  Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> <li>• How-to Manual</li> </ul>	<ul style="list-style-type: none"> <li>• “How-to” Explanation - Holt McDougal</li> </ul>
	<p><a href="#"><u>CCSS.ELA-Literacy.W.7.2.f</u></a>  Provide a concluding statement or section that follows from and supports</p>	<ul style="list-style-type: none"> <li>• How-to Manual</li> </ul>	<ul style="list-style-type: none"> <li>• “How-to” Explanation - Holt McDougal</li> </ul>

	the information or explanation presented.		
	<b>Production and Distribution of Writing:</b> <a href="#">CCSS.ELA-Literacy.W.7.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<ul style="list-style-type: none"> <li>• How-to Manual</li> </ul>	<ul style="list-style-type: none"> <li>• “How-to” Explanation - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.7.5</a> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 <a href="#">here</a> .)	<ul style="list-style-type: none"> <li>• How-to Manual</li> </ul>	<ul style="list-style-type: none"> <li>• “How-to” Explanation - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.7.6</a> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<ul style="list-style-type: none"> <li>• How-to Manual</li> </ul>	<ul style="list-style-type: none"> <li>• “How-to” Explanation - Holt McDougal</li> </ul>

	<p>Range of Writing:</p> <p><a href="#">CCSS.ELA-Literacy.W.7.10</a></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>• How-to Manual</li> </ul>	<ul style="list-style-type: none"> <li>• “How-to” Explanation - Holt McDougal</li> </ul>
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## Speaking and Listening

	Common Core State Standard	Assessment	Resources
	<p><a href="#">CCSS.ELA-Literacy.SL.7.1.a</a></p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and Listening Workshop: Giving and Following Oral Instructions - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.SL.7.1.c</a></p> <p>Pose questions that elicit elaboration</p>	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and Listening Workshop: Giving and</li> </ul>

	and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		Following Oral Instructions - Holt McDougal
	<a href="#">CCSS.ELA-Literacy.SL.7.5</a> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and Listening Workshop: Giving and Following Oral Instructions - Holt McDougal</li> </ul>

## Language

	Common Core State Standard	Assessment	Resources
	<a href="#">CCSS.ELA-Literacy.L.7.4.d</a> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none"> <li>• Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>• Prometheus/ Orpheus and Eurydice - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.L.7.5.b</a> Use the relationship between particular words (e.g., synonym/antonym,	<ul style="list-style-type: none"> <li>• Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>• from Young Arthur - Holt McDougal</li> </ul>

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	<b>analogy) to better understand each of the words.</b>		
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