

**Heritage Peak Charter School  
7th Grade English-Language Arts  
Prentice Hall: Timeless Voices, Timeless Themes**

**Cluster 6: Legends, Folktales and Myths  
February 27 – March 23 (4 weeks)**

**Cluster 6 Focus: R3.0 and LC1.4 (these standards will be tested)**

**R3.0:** In grade 7, you will read and respond to historically or culturally significant works of literature that will both reflect and enhance your studies of history and social science.

**LC1.4:** Demonstrate the mechanics of writing (e.g., quotation marks, commas at the end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

**Cluster 6 also provides instructional opportunities for these grade 6 ELA Standards:**

R2.0, R2.1, R3.1, R3.3, R3.4, W1.4, W2.2, W2.3, LC1.5

See TE pp. T6-T9 for California Grade 6 ELA Standards

**Student Text Abbreviations**

**PH** = Prentice Hall Literature:  
Timeless Voices, Timeless Themes  
**SDW** = Selection Support: Skills  
Development Workbook  
**VS** = Vocabulary and Spelling  
Practice Book

<b>Essential Standards</b>	<b>Other Embedded Standards</b>	<b>Selection and Teaching/Learning Focus</b>	<b>Assignments ALWAYS preview new words under “Vocabulary Development” before reading.</b>	<b>Suggested Days (20 total)</b>	<b>Formal Assessment Available?</b>	<b>Pages in PH literature book</b>
R3.0, R2.0		<i>Folk Literature</i>  •Legend •Folk Tale •Myth •Fable	<input type="checkbox"/> Read (and discuss) this introduction to folk tales (near the front of the book)  <input type="checkbox"/> Write answers to the four questions set off by blue bubbles.	Feb. 27  .25 days	no	IN10- IN11
R 3.0, R2.0		<i>How to Read Literature: Use Strategies for Reading Legends, Folk Tales, and Myths</i>  •Reread or read ahead •Identify the cultural context •Make predictions	<input type="checkbox"/> Read (and discuss) these tips for reading Legends, Folk Tales and Myths.	Feb. 27  .25 days	no	775

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R3.1	W2.3, LC1.5	<p><i>Popocatepetl and Ixtlaccihuatl: Mexican Legend</i></p> <ul style="list-style-type: none"> <li>•Background: The Aztec Indians and the twin volcanoes of Popocatepetl and Ixtlaccihuatl</li> <li>•Legends</li> <li>•Oral tradition</li> <li>•Rereading or reading ahead</li> <li>•Parentheses and Brackets</li> <li>•Spelling Skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 776-777 PH</li> <li><input type="checkbox"/> Read <i>Popocatepetl and Ixtlaccihuatl: Mexican Legend</i> AND</li> <li><input type="checkbox"/> While reading, do “Reading Strategy: Rereading or Reading Ahead” p. 214 SDW</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions 1-7 &amp; 1-8 (skip #2) pp. 784-785</li> <li><input type="checkbox"/> “Build Vocabulary” p. 211 SDW</li> <li><input type="checkbox"/> “Build Spelling Skills: Long e Words With ie” p. 212 SDW</li> <li><input type="checkbox"/> “Build Grammar Skills: Parentheses and Brackets” p. 213 SDW</li> <li><input type="checkbox"/> “Literary Analysis: Legend” p. 215 SDW</li> <li><input type="checkbox"/> “Vocabulary Practice 6 &amp; 7: Suffixes” pp. 6-7 VS</li> <li><input type="checkbox"/> Writing: “Research Summary” Find two or three articles on the internet to read on how mountains are formed; then write a summary. Pay careful attention to “Revising” (add as many introductory and transitional words as you can to improve clarity) p. 787</li> </ul>	<p>Feb. 27 Feb. 28 Feb. 29 Mar. 1 Mar. 2</p> <p>4.5 days</p>	yes	776-787
R2.1	W1.4	<p><i>Tenochtitlan: Inside the Aztec Capital</i></p> <ul style="list-style-type: none"> <li>•Social Studies Articles</li> <li>•Locating Information</li> <li>•Visual features of article</li> <li>•Examples of Aztec architecture, engineering, art, and lifestyle</li> <li>•Almanacs as a library resource</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) “About Social Studies Articles” and “Reading Strategy” p. 788 PH</li> <li><input type="checkbox"/> Read <i>Tenochtitlan: Inside the Aztec Capital</i></li> <li><input type="checkbox"/> Answer “Check Your Comprehension” and “Applying the Reading Strategy” Questions 1-6 p. 795</li> <li><input type="checkbox"/> Do “Contrasting Informational Materials: Articles and Almanacs” p. 795</li> <li><input type="checkbox"/> “Vocabulary Practice 20: Homophones” p. 20 VS</li> </ul>	<p>Mar. 5 Mar. 6</p> <p>2 days</p>	no	788-795

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R3.4, LC1.4	W2.2	<p><i>The People Could Fly/The Lion and the Statue/  The Fox and the Crow/  All Stories Are Anansi's</i></p> <ul style="list-style-type: none"> <li>•Background: Stories from enslaved Africans vs. tales from ancient Greece (different situations and purposes)</li> <li>•Folk Tales and Fables</li> <li>•Cultural Context</li> <li>•Theme</li> <li>•Moral</li> <li>•Quotation marks</li> <li>•Spelling Skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) "Prepare to Read" pp. 778-779 PH</li> <li><input type="checkbox"/> Read <i>The People Could Fly</i></li> <li><input type="checkbox"/> Answer "Review and Assess" Questions 1-5 p. 901</li> <li><input type="checkbox"/> Read <i>The Lion and the Statue</i> and <i>The Fox and the Crow</i></li> <li><input type="checkbox"/> Answer "Review and Assess" Questions 1-5 p. 803</li> <li><input type="checkbox"/> Read <i>All Stories Are Anansi's</i></li> <li><input type="checkbox"/> Answer "Review and Assess" Questions 1-5 &amp; 1-9 pp. 808-809</li> <li><input type="checkbox"/> "Build Vocabulary" p. 216 SDW</li> <li><input type="checkbox"/> "Build Grammar Skills: Quotation Marks" p. 218 SDW</li> <li><input type="checkbox"/> "Reading Strategy: Recognizing Cultural Context" p. 219 SDW</li> <li><input type="checkbox"/> "Literary Analysis: Folk Tales and Fables" p. 220 SDW</li> <li><input type="checkbox"/> "Spelling Practice 11: Foreign Words and Spellings" p. 40 VS</li> <li><input type="checkbox"/> Writing Lesson: "Essay on Cultural Context" p. 811</li> </ul>	<p>Mar. 7  Mar. 8  Mar. 9  Mar. 12  Mar. 13  Mar. 14</p> <p>6 days</p>	yes	796-811
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**Cluster 6: Legends, Folktales and Myths**  
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R3.3	W2.1, LC1.4	<p align="center"><i>Phaëthon, Son of Apollo/Demeter and Persephone/Icarus and Daedalus</i></p> <ul style="list-style-type: none"> <li>•Background: The main Greek gods and goddesses</li> <li>•Myths</li> <li>•Characterization</li> <li>•Making predictions</li> <li>•Using Commas</li> <li>•Spelling Skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) "Prepare to Read" pp. 812-813 PH</li> <li><input type="checkbox"/> While reading each of the myths in this set, do "Reading Strategy: Making Predictions" p. 224 SDW</li> <li><input type="checkbox"/> Read <i>Phaëthon, Son of Apollo</i></li> <li><input type="checkbox"/> Answer "Review and Assess" Questions 1-6 p. 817</li> <li><input type="checkbox"/> Read <i>Demeter and Persephone</i></li> <li><input type="checkbox"/> Answer "Review and Assess" Questions 1-5 p. 821</li> <li><input type="checkbox"/> Read <i>Icarus and Daedalus</i></li> <li><input type="checkbox"/> Answer "Review and Assess" Questions 1-6 &amp; 2-9 pp. 824-825</li> <li><input type="checkbox"/> "Build Vocabulary" p. 221 SDW</li> <li><input type="checkbox"/> "Build Spelling Skills: The <i>sw</i> Sound Spelled <i>su</i>" p. 222 SDW</li> <li><input type="checkbox"/> "Build Grammar Skills: Using Commas in a Series With Dependent Clauses" p. 223 SDW</li> <li><input type="checkbox"/> "Literary Analysis: Myth" p. 225 SDW</li> <li><input type="checkbox"/> "Vocabulary Practice 23: Commonly Misused Words" p. 23 VS</li> <li><input type="checkbox"/> Writing Lesson: "Myth" p. 827</li> </ul>	<p>Mar. 15 Mar. 16 Mar. 19 Mar. 20 Mar. 21 Mar. 22 Mar. 23</p> <p align="center">7 days</p>	<p align="center">B T E E N S C T H M A R K K</p>	<p align="center">812-827</p>
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**Cluster Test/Benchmark Test #6: Legends, Folk Tales and Myths** Test should be given when Cluster 6 is completed.  
 Answer sheets must be scanned by noon on Friday, March 30.

