

Sixth Grade	Quarter 1: EL Curriculum Map	Module 1
<b>Introduction</b>		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, <i>Destination 2025</i>.</p> <p><b>By 2025,</b></p> <ul style="list-style-type: none"> <li>● <b>80% of our students will graduate from high school college or career ready</b></li> <li>● <b>90% of students will graduate on time</b></li> <li>● <b>100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.</b></li> </ul> <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 4).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the <a href="#">TN State Standards</a>, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including <a href="#">the instructional shifts</a></p>		
<b>How to Use the Curriculum Maps</b>		
<p>The curriculum map is meant to <b>support effective planning and instruction</b>; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. The curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>This curriculum is composed of four modules. Each module consists of three units, and each unit consists of a set of lesson plans. <b>Each module provides eight weeks of instruction constituting three units.</b> The unit includes a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. The modules sequence and scaffold content aligned to CCSS for ELA &amp; Literacy. Module 1 at each grade level establishes the foundation of instructional routines used throughout the year. Individual modules culminate in an end-of-module performance task, similar to those that students will encounter on high-stakes assessments. This assessment provides information to educators on whether students in their classrooms are achieving the standards.</p> <p>Each module is designed to be adapted to a group’s specific instructional needs. Lessons are not scripts, but are intended to illustrate how instruction might be sequenced. Lessons are adaptable and allow for teacher preference and flexibility both to meet students’ needs and to meet the requirements of the shifts and the standards. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, “flex” time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		

**Structure of a Module**

Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:

- Six unit-level assessments that are almost always on-demand: students' independent work on a reading, writing, speaking, or listening task
- One final performance task that is a more supported project, often involving research.

Modules include: **daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources.** Instructional resources address the needs of all learners. Ancillary resources, including graphic organizers and collaborative protocols and formative assessment practices, apply to all modules.

**The Module Overview** provides a road map of the entire module, and includes the module's guiding questions and big ideas, a description of the final performance task, key features of the central texts, the standards addressed and assessed in the module, and long-term "I can" statements that translate the standards into student-centered targets. The Week-at-a-Glance Calendar adds detail to the description provided in the Module Overview, including the instructional focus and a brief description of assessments. A detailed description in the Module Assessments section, including the performance task, further clarifies the trajectory of instruction and the specific skills in context that students will understand by the end of the module.

The [MS English Companion Guide](#) emphasizes that literacy instruction should *integrate* the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.

**Guidance for EL Units**

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and utilize embedded protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.

**Working with High Quality Texts (60 minutes daily EL lessons)**- including listening to, reading, speaking, and writing about texts within the curriculum. The primary goal is to deliver EL lessons that provides strong and engaging instruction and learning experiences in each lesson, throughout each unit and module, and across all grade levels. Students develop expertise in the standards as they practice them with a variety of topics and tasks. The routines and protocols are consistent throughout the lessons, units, and modules, and across grade levels. This predictable structure provides scaffolds for students as they grow toward independence and accountability for their own learning.

Modules are arranged in units comprising one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds on the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s).

**Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.**

EL Curriculum is planned and developed according to the principles of Universal Design for Learning (UDL) to support

- English Language Learners (ELL)
- Accelerated learners
- Students with Disabilities (SWD)
- Students achieving and performing below grade level

**Guidance on Assessments and Tasks**

The EL Curriculum provides a full complement of assessments, including ongoing formative assessment practices and protocols in each lesson, unit-level assessments, and a culminating performance task at the conclusion of each module.

- Formative assessment practices and opportunities are embedded in and across lessons. Students self-assess against daily learning targets and receive frequent feedback from the teacher and peers.
- Each unit includes two formal assessments. Mid-unit assessments typically are reading assessments requiring text-based answers. End-of-unit assessments often require using multiple sources in a written essay.
- The final assessment for each module is a performance task. In these culminating projects, students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks incorporate the writing process, scaffolds for students, and peer critique and revision.
- Assessments offer curriculum-embedded opportunities to practice the types of skills needed on high-stakes assessments and include multiple-item formats:
  - Selected response (multiple-choice questions)
  - Short constructed response
  - Extended response, either on demand or supported
  - Speaking and listening (discussion or oral presentation)
  - Formal argumentative, explanatory, and narrative essays (involving planning, drafting, and revision)

The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: reading, writing, speaking and listening, and language.

**Unit-Level Assessments:**

- Each unit includes two assessments, most of which are “on-demand” (that is, show what you know/can do on your own).
- Mid-Unit Assessments typically, though not always, are reading assessments: text-based answers.
- End-of-Unit Assessments typically, though not always, are writing assessments: writing from sources.
- Most assessments have a heavy emphasis on academic vocabulary, particularly on determining words in context.
- Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
- The curriculum map that follows lists the title of each assessment, the standards assessed, and the assessment format, of which there are five types.
  - Selected response (multiple-choice questions)
  - Short constructed response (short-answer questions of the type that is scored using a 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using a 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)

**Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End-of-Unit 3 Assessment often addresses key components of the performance task.)

Sixth Grade	Quarter 1: EL Curriculum Map	Weeks 1-9
<b>SCS Instructional Framework</b>		

*The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.*

*The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.*

#### **In our ELA classrooms, students will:**

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and EL competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

#### **Effective ELA instruction requires research-based instructional practices which include:**

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and EL competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and EL competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

*Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.*

#### **ELA Coaching Guide**

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

Resource Toolkit	
<b>The Tennessee ELA Standards &amp; TNReady Blueprints</b>	
<b>The Tennessee State ELA Standards:</b> <a href="https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf">https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf</a>	Teachers can access the Tennessee State Standards through this link, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. These standards are new for the 2017-18 school year.
<b>TNReady Blueprints</b> <a href="https://www.tn.gov/assets/entities/education/attachments/tready_blueprints_ela_grade_9-12.pdf">https://www.tn.gov/assets/entities/education/attachments/tready_blueprints_ela_grade_9-12.pdf</a>	This document provides information about the design of TNReady assessments. Keep in mind, the TDOE advises that the blueprint “is not intended to be used solely as an instructional resource or as a pacing guide,” instead the Standards (above) should be the primary guide for instructional decision making. The blueprint provides additional clarity about how the Standards will be assessed this year.
<b>Shift 1: Regular Practice with Complex Text and its Academic Language</b>	
<b>Student Achievement Partners Text Complexity Collection:</b> <a href="http://achievethecore.org/page/642/text-complexity-collection">http://achievethecore.org/page/642/text-complexity-collection</a>	Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.
<b>Student Achievement Partners Academic Word Finder:</b> <a href="http://achievethecore.org/page/1027/academic-word-finder">http://achievethecore.org/page/1027/academic-word-finder</a>	Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text.
<b>Shift 2: Reading, Writing, and Speaking Grounded in Evidence from the Text</b>	
<b>Student Achievement Partners Text-Dependent Questions Resources:</b> <a href="http://achievethecore.org/page/710/text-dependent-question-resources">http://achievethecore.org/page/710/text-dependent-question-resources</a>	Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis.
<b>Shift 3: Building Knowledge through Content-Rich Non-Fiction</b>	
<b>Student Achievement Partners Text Set Projects Sequenced:</b> <a href="http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction">http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction</a>	Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.

## ESSA

Student success is expected for all students. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

**Module Overview: Myths: Not Just Long Ago**

In this module, students are involved in a deep study of mythology—its purposes and elements. Students will read Rick Riordan’s *The Lightning Thief* (780L), a high-interest novel about a sixth-grade boy on a hero’s journey. Some students may be familiar with this popular fantasy book. Students will read with a focus on the archetypal journey and close reading of the many mythical allusions. As they begin the novel, students also will read a complex informational text that explains the archetypal storyline of the hero’s journey that has been repeated in literature throughout the centuries. Through the close reading of literary and informational texts, they will learn multiple strategies for acquiring and using academic vocabulary. They will also build routines and expectations of discussion as they work in small groups. At the end of Unit 1, having read half of the novel, students will explain, with text-based evidence, how Percy is an archetypal hero. In Unit 2, students will continue reading *The Lightning Thief*, now more independently. In class, they will focus on the novel’s many allusions to classic myths; those allusions will serve as an entry point into a deeper study of Greek mythology. They also will continue to build their informational reading skills through the close reading of texts about the elements of myths. This work will create a conceptual framework to support students’ reading of mythology. As a whole class, students will closely read several complex Greek myths. They then will work in small groups to build expertise on one of those myths. In Unit 3, students shift their focus to narrative writing skills. This series of writing lessons will scaffold students to their final performance task in which they will apply their knowledge about the hero’s journey and the elements of mythology to create their own hero’s journey stories. **This task centers on ELA Standards RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, L.6.2, and L.6.3**

**Guiding Questions and Big Ideas**

- What is the hero’s journey?
- What makes a myth?
- Why do myths matter?
- The hero’s journey is an archetypal storyline used over the course of centuries.
- The hero’s journey helps us to better understand characters in literature and their response to challenges.
- All stories have universal elements and themes.

**Performance Task****My Hero’s Journey Narrative**

In this performance task, students will have a chance to apply their knowledge of the elements and purpose of myth, as well as their deep understanding of the hero’s journey. Through a series of narrative writing lessons, students will create their own hero’s journey story that includes key elements of myth. Students will create a hero set in the ordinary world. They will then create a problem and a series of events that align with the stages of the hero’s journey. They will use descriptive details, sensory language, and transitional phrases to create an engaging reading experience. They will write a conclusion that naturally unfolds from the series of events.

**This performance task centers on ELA Standards RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, L.6.2, and L.6.3.**

### Content Connections

This module is designed to address English Language Arts (ELA) standards. However, the module intentionally incorporates social studies content that many teachers may be teaching during other parts of the day. These intentional connections are described in the following section.

### Social Emotional Learning (SEL) Connections

EL Education curriculum is a focus on social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

Module 1 intentionally incorporates Social Emotional Learning content. These intentional connections are described below.

- Role of social, political, and cultural interactions in the development of identity
- Personal identity is a function of an individual's culture, time, place, geography, interactions with groups, influences from institutions and lived experiences
- Development, Movement, and Interaction of Cultures
- Role of diversity within and among cultures

For additional informational on EL and **Social Emotional Learning: *Fostering Character in a Collaborative Classroom*** Please click link below:

<https://drive.google.com/file/d/1D6F8cLZ5sseD-54BW-GnvyyPLAbJ-poE/view?usp=sharing>

**Note:** You will notice throughout this curriculum map that opportunities for students to engage in social emotional learning are **in bold print** under the protocol heading. This could be discussion related to the mindsets and skills as listed above or opportunities for students to interactively engage in their learning communities.



## Sixth Grade Module 1 Unit 1: Building Background Knowledge

### Percy Jackson and the Hero's Journey

#### Unit 1 Overview

In this first unit, students build students' background understanding of the archetype of the hero's journey and its continuing significance in modern literature. Students will practice reading closely as they analyze the highly popular novel *The Lightning Thief* by Rick Riordan (780L). Some students may have already read this text. This unit, however, pushes them to read differently than they may have in the past: reading closely (with a focus on vocabulary), character analysis, and Percy Jackson as an archetypical hero. In their Mid-Unit Assessment, students will read and analyze a previously unfamiliar excerpt from *The Lightning Thief*, citing specific evidence about how Percy responds to new challenges and explaining what they can infer about Percy as a character.

In the second half of the unit, students will read complex informational text about the “hero's journey” archetype and then—through writing and discussion—use this archetype as a lens to understanding Percy's experiences. At the end of this unit, students will complete an on-demand graphic organizer and write a short response in which they read a new excerpt of the novel and explain how Percy's experience aligns with the hero's journey, citing evidence from both the novel and informational text.

#### Mid-Unit 1 Assessment: Inferring about the Main Character in *The Lightning Thief*

**This assessment centers on ELA CCSS RL.6.1 and RL.6.3.** Students will read an excerpt from chapter 4 in *The Lightning Thief*. Using a graphic organizer and multiple short constructed responses, students will describe how Percy responds to a challenge he faces in this excerpt and then what they, as readers, can infer about his strengths and weaknesses based on his response. This is a reading assessment; it is not intended to formally assess students' writing. Most students will write their responses, in which case it may also be appropriate to assess W.6.9. However, if necessary, students may dictate their answers to an adult.

#### End-of-Unit 1 Assessment: Drawing Evidence from Text: Written Analysis of How Percy's Experiences Align with “The Hero's Journey”

**This assessment centers on ELA CCSS RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9.** For this reading and writing assessment, students analyze how the tone of each text contributes to the overall meaning. Students use their strongest evidence from the novel's poem “Saigon Is Gone” and the audio text “Forgotten Ship: A Daring Rescue as Saigon Fell” to write two paragraphs in which they analyze each text in a paragraph in response to the following prompt: “In this text, what is the message each author is intending to convey about the fall of Saigon? Explain how specific word choices help create a tone that contributes to the text's meaning.”

**Required Unit Trade Book(s):** *The Lightning Thief*

**Suggested Pacing:** This unit is approximately 2.5 weeks or 13 sessions of instruction.

Unit 1 Lessons	Agenda	Daily Learning	Prioritized Task
<p><b>Lesson 1</b></p> <p><b>Engage the Reader: Close Reading Part 1 of “Shrouded in Myth”</b></p> <p><b>Lesson Vocabulary</b> learning target gist annotate prophecy fate imprisoned stunning dreaded writhing</p>	<p><b>1. Opening</b></p> <p>A. Quick Write: Responding to a Quote and Picture (10 minutes)</p> <p>B. Unpacking Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Read Aloud: “Shrouded in Myth” (5 minutes)</p> <p>B. Rereading for Gist and to Identify Unfamiliar Vocabulary: “Shrouded in Myth” (20 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Exit Ticket: Reflecting on the Learning Targets (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Finish annotating “Shrouded in Myth” for gist. Create a drawing, or series of drawings, that represent this story.</p>	<p>I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></p> <p>I can effectively engage in discussions with diverse partners about sixth grade topics, texts, and issues. <b>(SL.6.1) (6.SL.CC.1)</b></p> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Quick Write: Responding to a Quote and Picture</li> <li>Students’ annotated texts of “Shrouded in Myth”</li> <li>Exit Ticket: Reflecting on the Learning Targets</li> </ul> <p><b>Protocols</b></p> <ul style="list-style-type: none"> <li><b>Think-Pair-Share</b></li> <li><b>Fist-to-Five</b></li> </ul>	<p>Work Time B</p> <p><b>Notes:</b> <i>Students need practice getting the gist of a text and purposefully identifying unfamiliar vocabulary because these are strategies that aid in comprehension of complex text.</i></p>
<p><b>Lesson 2</b></p> <p><b>Engaging the Reader: Close reading Part 2 of “Shrouded in Myth”</b></p> <p><b>Lesson Vocabulary</b> learning target gist annotate reflect prophecy fate imprisoned</p>	<p><b>1. Opening</b></p> <p>A. Unpacking the Learning Targets and Beginning “Things Close Readers Do” Anchor Chart (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. What is Good Discussion?: Creating Group Discussion Criteria (10 minutes)</p> <p>B. Evidence Based Discussion: Text-Dependent Questions about “Shrouded in Myth” (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>I can use a variety of strategies to determine the meaning of unknown words and phrases. <b>(L.6.4) (6.L.VAU.4)</b></li> </ul>	<p>Work Time B Work Time C</p> <p><b>Notes:</b> <i>Students will be required to answer text dependent questions on the mid-unit assessment, and learning to use context clues is a priority skill since they will frequently encounter unfamiliar words in this unit.</i></p>

<p>stunning dreaded writhing</p>	<p>C. Using Context Clues to Determine Meaning: Vocabulary in “Shrouded in Myth” (15 minutes)</p> <p><b>3. Closing and Assessment</b> A. <b>Exit Ticket:</b> Reflecting on the Learning Targets (5 minutes)</p> <p><b>4. Homework</b> A. First draft read of Chapter 1: “I Accidentally Vaporize My Pre-algebra Teacher”</p>	<ul style="list-style-type: none"> <li>I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. <b>(SL.6.1) (6.SLCC.1)</b></li> <li>I can express my own ideas clearly during discussions. <b>(SL.6.1) (6.SLCC.1)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Students’ annotated texts “Shrouded in Myth” (from Lesson 1 homework)</li> <li>Exit Ticket: Reflecting on the Learning Targets</li> </ul> <p><b>Protocols</b></p> <ul style="list-style-type: none"> <li><b>Think-Pair-Share</b></li> </ul>	
<p><b>Lesson 3</b></p> <p><b>Meeting the Main Character: Launching The Lighting Thief (Chapter 1)</b></p> <p><b>Lesson Vocabulary</b> learning target annotate reflect prophecy fate imprisoned stunning</p>	<p><b>1. Opening</b> A. Unpacking the Learning Targets and Beginning B. “Things Close Readers Do” Anchor Chart (5 minutes)</p> <p><b>2. Work Time</b> A) Meeting the Main Character: A Carousel of Quotes from Chapter 1 (15 minutes) B) Whole-Group Discussion: What Do We Notice and Wonder about Percy So Far?</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>I can analyze how an author develops a narrator or speaker’s point of view. <b>(RL.6.6) (6.RL.CS.6)</b></li> <li>I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues.</li> </ul>	<p>Work Time C</p> <p><b>Notes:</b> <i>Students will be required to answer text dependent questions using evidence on the mid-unit assessment.</i></p>

<p>dreaded writhing</p>	<p>(5 minutes) C) Triad Discussion: Answering Text-Dependent Questions with Evidence (10 minutes)</p> <p><b>3. Closing and Assessment</b> A. How Do Authors Develop a Narrator or Character's Point of View? (5 minutes)</p> <p><b>4. Homework</b> A. First draft read of Chapter 2: "Three Old Ladies Knit the Socks of Death"</p>	<p>(SL.6.1) (6.SL.CC.1)</p> <p><b><u>Ongoing Assessment</u></b> Questions from the Text: Chapter 1</p> <p><b><u>Protocols</u></b> Carousel Brainstorm</p>	
<p><b>Lesson 4</b> <b>Inferring about Characters: Getting to Know Percy (Chapters 1 and 2)</b></p> <p><b><u>Lesson Vocabulary</u></b> gist inference infer cite evidence reading closely hallucinations (16) irritable (17) conjugate (18) solstice (19) delinquents (22)</p>	<p><b>1. Opening</b> A. Entrance Ticket: Comprehension Quiz, Chapter 2: 'Three Old Ladies Knit the Socks of Death' (5 minutes) B. Unpacking the Learning Targets and Adding to Our "Things Close Readers Do" Anchor Chart (5 minutes)</p> <p><b>2. Work Time</b> A. Guided Practice: Making Inferences about Characters, Revisiting Chapter 1 (10 minutes) B. Close Read of Pages 17-18: Percy Gets Expelled (15 minutes) C. Triad Discussion: Making Inferences (5 minutes)</p> <p><b>3. Closing and Assessment</b> A. Exit Ticket: How Has the Author Helped Us Get To Know Percy So Far? (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>I can use a variety of strategies to determine the meaning of unknown words and phrases. <b>(L.6.4) (6.L.VAU.4)</b></li> <li>I can describe how the characters change throughout a literary text. <b>(RL.6.3) (6.RL.KID.3)</b></li> <li>I can analyze how an author develops a narrator's or speaker's point of view. <b>(RL.6.6) (6.RL.CS.6)</b></li> <li>I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. <b>(SL.6.1) (6.SL.CC.1)</b></li> </ul>	<p>Opening A Work Time A Work Time C</p> <p><b>Notes:</b> <i>The Opening is important since students will be required to answer text dependent questions on the mid-unit assessment. Take the opportunity to provide feedback on the Entrance Ticket to guide them in improving their responses.</i></p> <p><i>It is also important to model and guide students in making inferences because they will be required to do so on the mid-unit assessment and throughout the school year. They will also use a similar graphic organizer to the one in this lesson on the mid-unit assessment.</i></p>

	<p><b>4. Homework</b> A. None</p>	<p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Entrance Ticket</li> <li>Exit Ticket</li> </ul> <p><b>Protocols</b></p> <ul style="list-style-type: none"> <li>Close Reading</li> </ul>	
<p><b>Lesson 5</b></p> <p><b>Inferring about Characters: Close Reading of The Lightning Thief (Chapter 3)</b></p> <p><b>Lesson Vocabulary</b> gist, inference context clues dyslexic (38) resent (39) stalk (40) broad (40) hallucination (40)</p>	<p><b>1. Opening</b> A. Entrance Ticket: Comprehension Quiz, Chapter 3: “Grover Unexpectedly Loses His Pants” (5 minutes) B. Unpacking the Learning Targets and Reviewing Our “Things Close Readers Do” Anchor Chart (5 minutes)</p> <p><b>2. Work Time</b> A. Getting the Gist: Pages 38–40 (10 minutes) B. Rereading to Make Inferences about Percy: Choosing Important Details (15 minutes) C. Triad Discussion: Making Inferences (10 minutes)</p> <p><b>3. Closing and Assessment</b> A. Exit Ticket: Actions vs. Inner Thoughts (5 minutes)</p> <p><b>4. Homework</b> A. First draft read of Chapter 4 “My Mother Teaches Me Bullfighting”</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>I can describe how the characters change throughout a literary text. <b>(RL.6.3) (6.RL.KID.3)</b></li> <li>I can analyze how an author develops a narrator’s or speaker’s point of view. <b>(RL.6.6) (6.RL.CS.6)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Entrance Ticket</li> <li>Exit Ticket: Actions vs. Inner Thoughts</li> </ul>	<p>Opening A Work Time B Work Time C</p> <p><b>Notes:</b> <i>The Opening gives students practice with answering text dependent questions.</i></p> <p><i>Students will be required to make inferences about the main character on the mid-unit assessment. These activities lead to greater independence using this skill.</i></p>
<b>Lesson 6</b>	<b>1. Opening</b>	<ul style="list-style-type: none"> <li>I can cite text-based</li> </ul>	

<p><b>Vocabulary Strategies and Questions from the Text: Close Reading Part 2 of The Lightning Thief (Chapter 3, Continued)</b></p> <p><b><u>Lesson Vocabulary</u></b>  prefix  disgorge (6)  overhead (8)  impatiently (10)  discouraged (21)  unexpectedly (29)</p>	<p>A. Checking Evidence Flags (5 minutes)  B. Unpacking the Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Vocabulary: Using Prefixes to Determine Word Meaning (15 minutes)  B. Triad Discussions: Questions from the Text, Pages 38–40 (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. <b>Back-to-Back and Face-to-Face</b> (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Reread favorite section of <i>The Lightning Thief</i> and use Finding Words with Prefixes recording form</p>	<p>evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></p> <ul style="list-style-type: none"> <li>I can describe how the characters change throughout a literary text. <b>(RL.6.3) (6.RL.KID.3)</b></li> <li>I can analyze how an author develops a narrator's or speaker's point of view. <b>(RL.6.6) (6.RL.CS.6)</b></li> <li>I can use a variety of strategies to determine the meaning of unknown words and phrases. <b>(L.6.4) (6.L.VAU.4)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>Entrance Ticket</li> <li>Using Prefixes recording form</li> </ul> <p><b><u>Protocols</u></b></p> <ul style="list-style-type: none"> <li><b>Back-to-Back and Face-to-Face</b></li> </ul>	<p>Work Time B</p> <p><b>Notes:</b>  <i>The questions that students will answer are very similar to the questions they will see on the mid-unit assessment.</i></p>
<p><b>Lesson 7</b></p> <p><b>Mid-Unit 1 Assessment: Making Inferences about Percy</b></p> <p><b><u>Lesson Vocabulary</u></b>  best lines  assessment</p>	<p><b>1. Opening</b></p> <p>A. Unpacking Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Mid-Unit 1 Assessment: Making Inferences about Percy (35 minutes)</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>I can describe how the characters change throughout a literary text. <b>(RL.6.3) (6.RL.KID.3)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b>  Mid-Unit 1 Assessment</p>	<p>Work Time A</p> <p><b>Notes:</b>  <i>Work Time A is a summative assessment for students to demonstrate their levels of proficiency with the skills taught in this unit thus far.</i></p>

	<p><b>3. Closing and Assessment</b></p> <p>A. Share: Three-Word Description and Silent Mingle (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Catch up on reading or reread favorite sections.</p>	<p><u><b>Protocols</b></u></p> <p>None</p>	
<p><b>Lesson 8</b></p> <p><b>The Hero’s Journey, Part 1: What is a Hero?</b></p> <p><u><b>Lesson Vocabulary</b></u></p> <p>hero          hero’s journey          align          archetype          psychologist          mythological          embark          supernatural          trial          ordeal</p>	<p><b>1. Opening</b></p> <p>A. Quick Write: What Is a Hero? (5 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Close Read: “The Hero’s Journey” (Introduction and “Act 1: Separation”) (20 minutes)</p> <p>B. Writing with Evidence: Studying a Model Paragraph (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Exit Ticket: How Has Your Idea of “Hero” Changed? (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. With the text “The Hero’s Journey,” add to recording form for Introduction and Act 1; do a first draft read of the rest of the text and take gist notes.</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text. <b>(RI.6.1) (6.RI.KID.1)</b></li> <li>I can determine the main idea of an informational text based on details in the text. <b>(RI.6.2) (6.RI.KID.2)</b></li> <li>I can use a variety of strategies to determine word meaning in informational texts. <b>(RI.6.4) (6.RI.CS.4)</b></li> <li>I can prepare myself to participate in discussions. <b>(SL.6.1) (6.SL.CC.1)</b></li> </ul> <p><u><b>Ongoing Assessment</b></u></p> <ul style="list-style-type: none"> <li>QuickWrite</li> <li>Annotated text “The Hero’s Journey”</li> <li>The Hero’s Journey recording form</li> </ul>	<p>Work Time A          Work Time B</p> <p><b>Notes:</b>  <i>It is important for students to comprehend and determine the central ideas in the text, “The Hero’s Journey” because they will use when writing the End of Unit Assessment.</i></p> <p><i>The model paragraph is an exemplar for the End of Unit assessment, so students need to know how it was drafted.</i></p>

		<ul style="list-style-type: none"> <li>Exit Ticket</li> </ul> <p><b>Protocols</b> None</p>	
<p><b>Lesson 9</b></p> <p><b>Building Background Knowledge About the Hero’s Journey, Part 2: Acts 2 and 3 Plus Focusing on Key Vocabulary in “The Hero’s Journey”</b></p> <p><b>Lesson Vocabulary</b> hero hero’s journey archetype uneventful embark supernatural bestow trials ordeal</p>	<p><b>1. Opening</b> A. Unpacking Learning Targets and Sharing Gist Notes (5 minutes)</p> <p><b>2. Work Time</b> A. Close Read: “The Hero’s Journey” Acts Two and Three (20 minutes) B. Vocabulary in “The Hero’s Journey” (15 minutes)</p> <p><b>3. Closing and Assessment</b> A. Exit Ticket: Making Connections between “The Hero’s Journey” and <i>The Lightning Thief</i> (5 minutes)</p> <p><b>4. Homework</b> A. First draft reading of Chapter 5 in <i>The Lightning Thief</i></p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text. <b>(RI.6.1) (6.RI.KID.1)</b></li> <li>I can determine the main idea of an informational text based on details in the text. <b>(RI.6.2) (6.RI.KID.2)</b></li> <li>I can use a variety of strategies to determine word meaning in informational texts. <b>(RI.6.4) (6.RI.CS.4)</b></li> <li>I can prepare myself to participate in discussions. <b>(SL.6.1) (6.SL.CC.1)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>“The Hero’s Journey” recording form (begun in Lesson 8)</li> <li>Vocabulary in “The Hero’s Journey” recording form</li> <li>Exit Ticket</li> </ul> <p><b>Protocols</b></p>	<p>Work Time A Closing and Assessment A</p> <p><b>Notes:</b> <i>Students must continue to comprehend and determine the central ideas in the text, “The Hero’s Journey” because they will use this text when completing the End of Unit Assessment.</i></p> <p><i>It is also important for students to begin making connections between informational and literary texts.</i></p>

<p><b>Lesson 10</b></p> <p><b>Selecting Evidence and Partner Writing: Aligning “The Hero’s Journey” and The Lightning Thief (Chapter 5)</b></p> <p><u>Lesson Vocabulary</u>  hero’s journey  align  archetype  claim  meadow (58)  satyr (59)  recoil (60)  archery (62)  metaphysical (67)</p>	<p><b>1. Opening</b></p> <p>A. Unpacking Learning Targets (5 minutes)</p> <p>B. Connecting “The Hero’s Journey” and The Lightning Thief: Carousel of Quotes (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Independently Selecting Evidence in Informational Texts: Aligning Percy’s Experiences with the Hero’s Journey (15 minutes)</p> <p>B. Partner Writing: Using Evidence from Two Texts (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reflecting on the Learning Targets (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. First draft read of Chapter 6: “I Become Supreme Lord of the Bathroom”</p>	<ul style="list-style-type: none"> <li>• Close Reading</li> <li>• I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>• I can describe how the plot evolves throughout a literary text. <b>(RL.6.3) (6.RL.KID.3)</b></li> <li>• I can cite text-based evidence to support an analysis of informational text. <b>(RI.6.1)(6.RI.KID.1)</b></li> <li>• I can adjust my writing practices for different time frames, tasks, purposes, and audiences. <b>(W.6.4) (6.W.PDW.4)</b></li> </ul> <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> <li>• Entrance Ticket</li> <li>• Selecting Evidence Recording form</li> <li>• Partner Writing paragraph</li> </ul>	<p>Work Time A  Work Time B</p> <p><b>Notes:</b>  <i>Students must see the connections between the Hero’s Journey and Percy Jackson in order to write about it on the End of Unit assessment. In this lesson they get scaffold practice with both making the connections and writing about those connections.</i></p>
<p><b>Lesson 11</b></p> <p><b>Selecting: “The Hero’s Journey” and The Lightning Thief (Chapter 6)</b></p> <p><u>Lesson Vocabulary</u>  gist  excerpt  evidence  archetype  align</p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Read-Aloud of Quote from Chapter 6 (5 minutes)</p> <p>B. Unpacking Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Close Read: Percy Explores Camp Half-Blood (15 minutes)</p> <p>B. Triad Collaboration to Choose Evidence: Connecting Percy’s Experience with “The Hero’s</p>	<ul style="list-style-type: none"> <li>• I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>• I can cite text-based evidence to support an analysis of informational text. <b>(RI.6.1)(6.RI.KID.1)</b></li> <li>• I can use evidence from a variety of grade appropriate</li> </ul>	<p>Work Time B</p> <p><b>Notes:</b>  <i>Students will practice selecting evidence in literary and informational texts that align to one another. This skill is</i></p>

<p>cloven (77) pursue (78) pavilion (79) centaur (82) caduceus (83) patron (85)</p>	<p>Journey” (15 minutes) <b>3. Closing and Assessment</b> A. Exit Ticket: Reflecting on the Learning Targets (5 minutes) <b>4. Homework</b> A. First draft read of Chapter 7, “My Dinner Goes Up in Smoke”</p>	<p>texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></p> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Text-Dependent Questions</li> <li>• Selecting Evidence graphic organizer</li> <li>• Exit Ticket: Reflecting on Learning Targets</li> </ul>	<p><i>needed to complete the End of Unit assessment.</i></p>
<p><b>Lesson 12</b></p> <p><b>Writing with Evidence: Percy and the Hero’s Journey (Chapter 7)</b></p> <p><b><u>Lesson Vocabulary</u></b> Evidence paragraph</p>	<p><b>1. Opening</b> A. Unpacking Targets and Engaging the Reader: Favorite Lines of Chapter 7 (5 minutes) <b>2. Work Time</b> A. Independent Writing: How Does Percy’s Experience Align with “The Hero’s Journey”? (25 minutes) B. Writing with Evidence: Peer Feedback (10 minutes) <b>3. Closing and Assessment</b> A. Share (5 minutes) <b>4. Homework</b> A. First draft read of Chapter 8, “We Capture a Flag”</p>	<ul style="list-style-type: none"> <li>• I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>• I can cite text-based evidence to support an analysis of informational text. <b>(RI.6.1)(6.RI.KID.1)</b></li> <li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> <li>• I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b> Independent Writing paragraph</p> <p><b><u>Protocols</u></b></p>	<p>Work Time A Work Time B</p> <p><b>Notes:</b> <i>In this lesson, students independently perform the same task they must perform on the End of Unit Assessment.</i></p>

		None	
<p><b>Lesson 13</b></p> <p><b>End of Unit 1 Assessment: Drawing Evidence from Text: Written Analysis of How Percy’s Experiences align with “The Hero’s Journey”</b></p> <p><b>Lesson Vocabulary</b> (Do not pre-teach any vocabulary for this assessment. Students may use their texts and notes as resources during the assessment.)</p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Back-to-Back/Face-to-Face (5 minutes)</p> <p>B. Unpacking Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. End of Unit 1 Assessment (30 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Share: “I use to ... but now I ...” (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 9 of <i>The Lightning Thief</i>.</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>I can cite text-based evidence to support an analysis of informational text. <b>(RI.6.1) (6.RI.KID.1)</b></li> <li>I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></li> </ul> <p><b>Ongoing Assessment</b> End of Unit 1 Assessment</p> <p><b>Protocols</b> <b>Back-to-Back and Face-to-Face</b></p>	<p>Work Time A</p> <p><b>Notes:</b> <i>Work Time A is a summative assessment for students to demonstrate their levels of proficiency with the skills taught in this unit.</i></p>



## Sixth Grade Module 1 Unit 2: Elements and Themes of Mythology in *The Lightning Thief*

### Unit 2 Overview

In this second unit of module 1, students will delve deeply into mythology: its purpose, elements, and themes that align with themes in *The Lightning Thief*. While they continue to read *The Lightning Thief* independently, students will closely read multiple myths. In the first half of the unit, they will use an informational text, “Key Elements of Mythology,” to better understand the elements and themes of the myths they read. In their Mid-Unit Assessment, students will read the myth of Prometheus and write an analytical mini-essay identifying the elements of mythology present in the myth, describing a theme of the myth, and explaining how key details contribute to the central ideas.

In the second half of the unit, students will read, think, talk, and write about the myths alluded to in *The Lightning Thief*. They will determine the themes of myths and how they align with ideas in the novel. As students build toward writing a literary analysis, the teacher will model writing skills using the myth of Cronus. In small expert groups, students will practice these skills using myths they are reading. For their End-of Unit Assessment, students will write a literary analysis summarizing the myth of Cronus, identifying a common theme between the myth of Cronus and *The Lightning Thief*, and explaining why the author chose to include this myth in the novel.

#### Mid-Unit 2 Assessment: Analytical Mini-Essay about Elements and Themes of the Myth of Prometheus

**This assessment centers on ELA CCSS RL.6.1, RL.6.2, RI.6.1, W.6.2, and W.6.9.** For this assessment, students will write an analytical mini-essay responding to the following prompts:

- What are significant elements of mythology in the story of Prometheus?
- Explain how elements of mythology contained in the plot make Prometheus a classic myth.
- What is an important theme in the myth of Prometheus?
- What key details from the myth contribute to this theme?

Students will have read and discussed the myth of Prometheus in class as well as an informational text, “Key Elements of Mythology.” They will use recording forms to collect important details. Their mini-essay will contain two body paragraphs (one about the elements of myth that they see in Prometheus and one about the theme of the myth) plus a one-sentence introduction and a brief conclusion to explain how an element of mythology connects to the theme in a myth. The reading standards assessed center around citing textual evidence from both the literary text of Prometheus and the informational text, “Key Elements of Mythology.” Students also are assessed on their ability to determine the theme of a literary text. The reading standards could be assessed through the graphic organizer alone or verbally if necessary. This is both a reading and a writing assessment.

#### End-of-Unit 2 Assessment: Literary Analysis—Connecting Themes in Cronus and *The Lightning Thief*

**This assessment addresses W.6.2, W.6.5, W.6.9, and L.6.1.a, b, c, d.** Students will write a literary analysis responding to the following prompt: “What is a theme that connects the myth of Cronus and The Lightning Thief?” After reading the myth of Cronus and *The Lightning Thief*, they will write a literary analysis in which they do the following:

- Summarize the myth and present a theme that connects the myth and the novel.
- Describe how the theme is communicated in the myth.
- Describe how the theme is communicated in *The Lightning Thief*.
- Explain why myths still matter and why the author may have chosen to include this myth in the novel.

They will have the opportunity to discuss the reading and their thinking with a partner before writing independently. This is primarily a writing assessment. It is not intended to assess students’ reading of a myth; discussion is intentionally built in as a scaffold toward writing. In Lesson 18, students launch this assessment, writing their best on-demand draft. This draft is not formally assessed. The actual assessment occurs in Lesson 20, after peer feedback.

**Required Unit Trade Book(s):** *The Lightning Thief*

**Suggested Pacing:** This unit is approximately 2 weeks or 10 sessions of instruction.

Unit 2 Lessons	Agenda	Daily Learning	Prioritized Task
<p><b>Lesson 1</b></p> <p><b>Writing with Evidence: Percy and the Hero's Journey (Chapter 7)</b></p> <p><b><u>Lesson Vocabulary</u></b> evidence paragraph</p>	<p><b>1. Opening</b></p> <p>A. The Lightning Thief: Making inferences in Chapter 9 (10 minutes)</p> <p>B. Unpacking the Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Read-Aloud: "Myths and Legends" (8 minutes)</p> <p>B. Clarifying Vocabulary, Rereading, and Annotating the Text (10 minutes)</p> <p>C. Triad Discussion: Synthesizing Details to Infer the Main Idea of "In Olden Times" (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Exit Ticket: How Are Gods Like Humans? How are they Different from Humans? (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 10 of The Lightning Thief. Mark references to Cronus in the chapter.</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text <b>(RL.6.1) (6 RL.KID.1)</b></li> <li>I can effectively engage in discussions with diverse partners about sixth grade topics, texts, and issues. <b>(SL.6.1) (6.SL.CC.1)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b> Independent Writing paragraph</p>	<p>Work Time B Work Time C</p> <p><b>Notes:</b> <i>Students apply and refine their ability to synthesize text-based details to determine and discuss main ideas in myths.</i></p>
<p><b>Lesson 2</b></p>	<p><b>1. Opening</b></p> <p>A. <i>The Lightning Thief</i>: Routine:</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest</li> </ul>	<p>Work Time B Closing and Assessment A</p>

<p><b>Building Background Knowledge: The Myth of Cronus</b></p> <p><u>Lesson Vocabulary</u> prediction inference (review) close reading paraphrase</p>	<p>Sharing Evidence Flags (8 minutes) B. Unpacking the Learning Targets (2 minutes)</p> <p><b>2. Work Time</b> A. Image Analysis: Making Predictions (10 minutes) B. An Introduction to the Odell Education Resource “Reading Closely: Guiding Questions” handout (10 minutes)</p> <p><b>3. Closing and Assessment</b> A. Reading for Gist and Selected-Response Questions: The Myth of Cronus (15 minutes)</p> <p><b>4. Homework</b> A. Read Chapter 11. Use your evidence flags to mark any allusions to classic myths. B. Complete the homework assignment: The Lightning Thief: Understanding the Allusion to Cronus in Chapter 10.</p>	<p>support for my analysis of a literary text. <b>(RL.6.1) (6.RL.KID.1)</b></p> <ul style="list-style-type: none"> <li>I can determine a theme based on details in a literary text. <b>(RL.6.2) (6.RL.KID.2)</b></li> </ul> <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> <li><b>Predictions</b></li> <li><b>Selected-response</b></li> <li>Understanding a Key Allusion to Cronus in Chapter 10 of The Lightning Thief</li> </ul>	<p><b>Notes:</b> <i>Students are introduced to the Odell Ed Guiding Questions tool which they will use throughout the unit. Also, they have an opportunity to read, analyze a new text, and answer a selected response question.</i></p>
<p><b>Lesson 3</b></p> <p><b>Using Details to Determine Theme: The Myth of Cronus</b></p> <p><u>Lesson Vocabulary</u> topic theme thematic statement universal</p>	<p><b>1. Opening</b> A. The Lightning Thief: Routine (7 minutes) B. Unpacking the Learning Targets (3 minutes)</p> <p><b>2. Work Time</b> A. Engaging the Reader: Text-Dependent Questions (5 minutes) B. Mini-Lesson: What Is a Theme? (15 minutes) C. Chalk Talk: A Theme in the</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of a literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>I can determine a theme based on details in a literary text. <b>(RL.6.2) (6.RL.KID.2)</b></li> </ul> <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> <li>Understanding the Allusion in</li> </ul>	<p>Work Time A Work Time B Work Time C Closing and Assessment A</p> <p><b>Notes:</b> <i>Students must understand theme, so it is important to move from a more general understanding of the topic of a piece of literature to a more specific thematic statement.</i></p>

<p>convey prophecy deception inevitable Dethroned</p>	<p>Cronus Myth Related to Parent-Child Relationships (10 minutes)</p> <p><b>3. Closing and Assessment</b> A. Exit Ticket: Connecting Themes in the Myth of Cronus to The Lightning Thief, Chapter 12 (5 minutes)</p> <p><b>4. Homework</b> A. Read Chapter 12 of The Lightning Thief: What do you think are the three most important moments in the chapter? Why?</p>	<p>Chapter 10 (from homework)</p> <ul style="list-style-type: none"> <li>Chalk Talk charts</li> </ul>	<p><i>Reinforce with students that reading for details and connecting (synthesizing) the details will help them begin to infer theme since theme is almost never directly stated in literature. Students apply this understanding as they synthesize details from the myth Cronus to determine and articulate a theme related to parent-child relationships.</i></p>
<p><b>Lesson 4</b></p> <p><b>What Makes a Myth a Myth? Comparing “Cronus” and “Shrouded in Myth”</b></p> <p><b>Lesson Vocabulary</b> pivotal moment compare comparison contrast (v) elements theme</p>	<p><b>1. Opening</b> A. The Lightning Thief: Routine (10 minutes)</p> <p><b>2. Work Time</b> A. Comparing “Cronus” and “Shrouded in Myth”: A Carousel of Quotes and Venn Diagram (15 minutes) B. Close Reading, Part 1: Getting the Gist of “The Key Elements of Mythology”(15 minutes)</p> <p><b>3. Closing and Assessment</b> A. Exit Ticket: The Most Important Thing (5 minutes)</p> <p><b>4. Homework</b> A. Read Chapter 13 of The Lightning Thief. While reading, record at least five questions that you have about the chapter.</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>I can determine a theme based on details in a literary text. <b>(RL.6.2) (6.RL.KID.2)</b></li> <li>I can cite text-based evidence to support an analysis of informational text. <b>(RI.6.1)(6.RI.KID.1)</b></li> <li>I can determine the main idea of an informational text based on details in the text. <b>(RI.6.2) (6.RI.KID.2)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Chalk Talk charts</li> <li>Exit Ticket: The Most Important Thing</li> </ul>	<p>Work Time A Work Time B</p> <p><b>Notes:</b> <i>Students compare two stories to construct knowledge about the common elements of myth. This knowledge will then be reinforced, or revised, through the reading of the informational text “Key Elements of Mythology.” This informational text will be used as they complete their Mid-Unit Assessment, so they must gain a deep understanding of it.</i></p>

		<b>Protocol</b>	
<p><b>Lesson 5</b></p> <p><b>Building Vocabulary: Working with Words About the Key Elements of Mythology</b></p> <p><b>Lesson Vocabulary</b> clarifying probing glossary synonym definition antonym symbol docent archetype supernatural origins separation duality fate prophecy struggle for power</p>	<p><b>1. Opening</b></p> <p>A. The Lightning Thief: Routine (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Close Reading, Part 2: Vocabulary: Making Word Models of Key Terms of Mythology (20 minutes)</p> <p>B. Gallery Walk of Word Models (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Debrief: How Vocabulary Helps Us Understand Key Elements of Mythology (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 14 of The Lightning Thief. Purpose: What is the role of the supernatural in Chapter 14?</p>	<p><b>Carousel</b></p> <ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text. <b>(RI.6.1) (6.RI.KID.1)</b></li> <li>I can use a variety of strategies to determine the meaning of unknown words and phrases. <b>(L.6.4) (6.L.VAU.4)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Word models</li> <li>Observations of student thinking about vocabulary</li> </ul>	<p>Work Time A Work Time B</p> <p><b>Notes:</b> <i>It is important for students to develop an understanding of domain-specific vocabulary about mythology because they will use it as they read, write, and engage in discussion across the unit.</i></p>
<p><b>Lesson 6</b></p> <p><b>Connecting Literary and Informational Texts: Cronus and “The Myth of Mythology</b></p> <p><b>Lesson Vocabulary</b> evidence-based connection theme revelation</p>	<p><b>1. Opening</b></p> <p>A. Unpacking Learning Targets and Triad Discussions (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Making Connections between Informational and Literary Texts: A Carousel of Quotes (15 minutes)</p> <p>B. Thinking and Taking Notes about Theme: How Do the</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of a literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>I can determine a theme based on details in a literary text. <b>(RL.6.2) (6.RL.KID.2)</b></li> </ul>	<p>Work Time A Work Time B</p> <p><b>Notes:</b> <i>Students are focusing on the thinking involved in connecting informational and literary texts and determining theme in this lesson. They will have to do this independently on the Mid-Unit Assessment.</i></p>

<p>mortality (connected to moral, mortuary, mortician) quenched</p>	<p>Elements of Mythology Help Us Understand Theme? (15 minutes)</p> <p><b>3. Closing and Assessment</b> A. Reflecting on Learning Targets (5 minutes)</p> <p><b>4. Homework</b> A. Read Chapter 15 of The Lightning Thief. Use evidence flags to mark any allusions to Greek myths you find.</p>	<p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Carousel of Quotes charts</b></li> <li>• Notes: Connecting Elements of Mythology and Theme graphic organizer</li> </ul> <p><b>Protocols</b> None</p>	
<p><b>Lesson 7</b></p> <p><b>Analyzing the Model Analytical Mini-Essay: “Elements of Mythology and Theme of Cronus”</b></p> <p><b>Lesson Vocabulary</b> supporting details claim element of mythology theme decreased skeptically proposition temperamental marooned</p>	<p><b>1. Opening</b> A. Engaging the Reader: Text-Dependent Vocabulary Questions from Chapter 15 of The Lightning Thief (5 minutes)</p> <p><b>2. Work Time</b> A. Analyzing a Model Mini-Essay (15 minutes) B. Partner Work: How This Author Might Have Planned the Analytical Mini-Essay (20 minutes)</p> <p><b>3. Closing and Assessment</b> A. Feedback: Comparing Our Graphic Organizers to the Author’s (5 minutes)</p> <p><b>4. Homework</b> A. Read Chapter 16 of The Lightning Thief. With your evidence flags, mark three allusions (references) to myths, stories, or characters you find. Also record any new or challenging vocabulary for a discussion at the beginning</p>	<ul style="list-style-type: none"> <li>• I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. <b>(RI.6.5) (6.RL.CS.5)</b></li> <li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> <li>• With support from peers and adults, I can use a writing process to produce clear and coherent writing. <b>(W.6.5) (6.W.PDW.5)</b></li> <li>• I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></li> </ul>	<p>Work Time A Work Time B</p> <p><b>Notes:</b> <i>These activities are important for students to learn how to build a Mini-Essay using information gathered on Elements of Myth Graphic Organizer and Theme Graphic Organizer.</i></p>

	of the next lesson.	<p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>• Elements of Myth graphic organizer (for the model miniessay)</li> <li>• Theme graphic organizer (for the model mini-essay)</li> </ul> <p><b>Protocols</b> None</p>	
<p><b>Lesson 8</b></p> <p><b>Exploring Allusions to Myths in The Lightning Thief: Close Reading Part 1 of “Prometheus”</b></p> <p><b>Lesson Vocabulary</b> allusion gist in vain defied wrath downfall</p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Sharing Unfamiliar Vocabulary from Chapter 16 of The Lightning Thief (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Engaging the Reader: Pages 155–156 of The Lightning Thief (5 minutes)</p> <p>B. Looking Closely at Vocabulary in the Prometheus Allusion in The Lightning Thief (10 minutes)</p> <p>C. Close Read, Part 1 of the Myth of Prometheus: Getting the Gist (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Self Assessing Achievement of Learning Targets (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 17: How does Percy show he is a hero in this chapter</p>	<ul style="list-style-type: none"> <li>• I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>• I can analyze how an author’s word choice affects tone and meaning in a literary text. <b>(RL.6.4) (6.RL.CS.4)</b></li> <li>• I can use a variety of strategies to determine the meaning of unknown words and phrases. <b>(L.6.4) (6.L.VAU.4)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>• Myth of Prometheus annotated for the gist</li> </ul> <p><b>Protocols</b> None</p>	<p>Work Time A Work Time C</p> <p><b>Notes:</b> <i>Allusions in The Lightning Thief serve as an entry point to a deeper study of specific myths. In this lesson, students are introduced to the myth of Prometheus through an allusion to it in “The Lightning Thief.”</i></p>
<p><b>Lesson 9</b></p> <p><b>Analyzing Details in “Prometheus” for Elements of Mythology and Theme</b></p>	<p><b>1. Opening</b></p> <p>A. The Lightning Thief Routine: Purpose for Reading Chapter 17 (5 minutes)</p>	<ul style="list-style-type: none"> <li>• I can determine a theme based on details in a literary text. <b>(RL.6.2) (6.RL.KID.2)</b></li> <li>• I can cite text-based evidence to</li> </ul>	<p>Work Time A Work Time B</p> <p><b>Notes:</b> <i>Students have learned how to</i></p>

<p><b>Lesson Vocabulary</b> reflect elements of myth theme claim</p>	<p><b>2. Work Time</b> A. Close Reading, Part 2: Identifying Details of Elements of Myth and Theme in Prometheus (15 minutes) B. Partner Writing: Planning Mini-Essays Using Graphic Organizers (20 minutes)</p> <p><b>3. Closing and Assessment</b> A. Debrief: How Did the Graphic Organizers Help You Understand the Elements of Mythology and Theme of Prometheus? (5 minutes)</p> <p><b>4. Homework</b> A. Complete graphic organizers. Read Chapter 18 of The Lightning Thief. Use evidence flags to mark key elements of mythology you notice.</p>	<p>support an analysis of informational text. <b>(RI.6.1) (6.RI.KID.1)</b></p> <ul style="list-style-type: none"> <li>I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Elements of Myth graphic organizer</li> <li>Theme graphic organizer</li> </ul> <p><b>Protocols</b> None</p>	<p><i>recognize what makes a myth a myth and to identify the themes in a myth by reading closely for details of mythological elements. They have practiced using two graphic organizers— Elements of Myth, and Theme—to become familiar with how to use them to organize their thinking. They will be using these organizers to organize their thinking for the mid-unit assessment.</i></p>
<p><b>Lesson 10</b></p> <p><b>Drafting an Analytical Mini-Essay: Using Partner Talk and Graphic Organizers to Guide Thinking</b></p> <p><b>Lesson Vocabulary</b> analytical draft</p>	<p><b>1. Opening</b> A. Unpacking Learning Targets (3 minutes)</p> <p><b>2. Work Time</b> A. Studying the Model: How Did the Writer Move from the Graphic Organizer to the Analytical Mini-Essay about the Myth of Cronus? (5 minutes) B. Guided Writing: Using the Elements of Mythology Graphic Organizer to Draft a First Body Paragraph (15 minutes) C. Writing: Using the Theme Graphic Organizer to Draft a Second Paragraph (20 minutes)</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text. <b>(RI.6.1) (6.RI.KID.1)</b></li> <li>I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> <li>With support from peers and adults, I can use a writing</li> </ul>	<p>Work Time A Work Time B Work Time C</p> <p><b>Notes:</b> <i>Students will actually draft their own literary analysis in this lesson with the support of the teacher. They will use the graphic organizers completed in Lesson 9 for this task.</i></p>

	<p><b>3. Closing and Assessment</b>                  A. Reflecting on the Learning Targets (2 minutes)</p> <p><b>4. Homework</b>                  A. Catch up on your reading from <i>The Lightning Thief</i>, or re-read your favorite excerpts.</p>	<p>process to produce clear and coherent writing. <b>(W.6.5) (6.W.PDW.5)</b></p> <ul style="list-style-type: none"> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></li> </ul> <p><b>Ongoing Assessment</b>                  Partner Writing: Analytical Mini-Essay recording form (two body paragraphs)</p> <p><b>Protocols</b>                  None</p>	
<p><b>Lesson 11</b></p> <p><b>Mid-Unit 2 Assessment: Writing an Analytical Mini-Essay about Mythological Elements and Them</b></p> <p><b>Lesson Vocabulary</b>                  revise                  feedback                  criteria                  critique</p>	<p><b>1. Opening</b>                  A. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b>                  A. Partner Writing: Crafting an Introduction and Conclusion (10 minutes)                  B. Peer Critique of Analytical Mini-Essays (10 minutes)                  C. Mid-Unit Assessment: Using Feedback to Revise and Write a Polished Version of an Analytical Mini-Essay (20 minutes)</p> <p><b>3. Closing and Assessment</b>                  A. Stars and Steps (3 minutes)</p> <p><b>4. Homework</b>                  A. Catch up on reading in <i>The Lightning Thief</i>, or reread favorite sections. Come ready</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>I can cite text-based evidence to support analysis of an informational text. <b>(RI.6.1) (6.RI.KID.1)</b></li> <li>I can determine a theme based on details in a literary text. <b>(RL.6.2) (6.RL.KID.2)</b></li> <li>I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> <li>I can produce clear and coherent writing that is</li> </ul>	<p>Work Time A                  Work Time B                  Work Time C</p> <p><b>Notes:</b>  <i>All of these activities equip students to be able to draft a quality mini-essay as their Mid-Unit Assessment.</i></p>

	<p>to share a key element of mythology or theme that you noticed.</p>	<p>appropriate to task, purpose, and audience. <b>(W.6.4)</b> <b>(6.W.PDW.4)</b></p> <ul style="list-style-type: none"> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. <b>(W.6.5)</b> <b>(6.W.PDW.5)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Partner Writing: Analytical mini-essay recording form (introduction and conclusion)</li> <li>Final draft of the analytical mini-essay</li> </ul> <p><b>Protocols</b> None</p>	
<p><b>Lesson 12</b></p> <p><b>Determining Theme: Reading Myths in “Expert Groups”</b></p> <p><b>Lesson Vocabulary</b> allusion gist theme criteria extent conveys logically insightful “The Fates” --</p> <ul style="list-style-type: none"> <li>destinies, wielded, distaff, terminate, moral, inexorable, prophetic</li> </ul>	<p><b>1. Opening</b></p> <p>A. Connecting Themes in Myths and The Lightning Thief: Introducing End of Unit Assessment Prompt (5 minutes)</p> <p>B. Unpacking Learning Targets (3 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Initial Read: Expert Group Myths, Getting the Gist, and Determining Key Vocabulary (15 minutes)</p> <p>B. Carousel: What Are the Themes of the Expert Group Myths? (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Introducing the TN Writing</p>	<ul style="list-style-type: none"> <li>I can determine a theme based on details in a literary text. <b>(RL.6.2)</b> <b>(6.RL.KID.2)</b></li> <li>I can use a variety of strategies to determine word meaning in informational texts. <b>(RI.6.4)</b> <b>(6.RI.CS.4)</b></li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2)</b> <b>(6.W.TTP.2)</b></li> </ul> <p><b>Ongoing Assessment</b> Expert group myth annotated for gist</p>	<p>Opening A Work Time A Work Time B</p> <p><b>Notes:</b> <i>These activities are designed to help students focus more deeply on connecting themes of myths to themes in The Lightning Thief. Also, to help set purpose, students see the end of unit assessment prompt.</i></p>

<p>“The Story of Medusa and Athena” --</p> <ul style="list-style-type: none"> <li>maiden, awed, priestesses wavered, vain</li> </ul> <p>“Theseus and the Minotaur” --</p> <ul style="list-style-type: none"> <li>ambition, woe, hastening, maidens, habitation, dismal, appalled, yielded, labyrinth, trod, vessel, monarch</li> </ul>	<p>Rubric and Focusing on Row 1 (12 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 19 of The Lightning Thief and consider this question: “What does the scene in the throne room tell you about each of the three friends: Annabeth, Grover, and Percy?” Record your answer on the Homework: Purpose for Reading sheet and support your answer with evidence from the text.</p>	<p><b>Protocols</b></p> <p>None</p>	
<p><b>Lesson 13</b></p> <p><b>Connecting the Theme of the Expert Group Myth to a Theme in The Lightning Thief and to Life Lessons</b></p> <p><b>Lesson Vocabulary</b></p> <p>command of evidence analysis reflection develop the topic relevant well-chosen facts definitions concrete detail quotations sustain relevant evidence</p>	<p><b>1. Opening</b></p> <p>A. The Lightning Thief Routine: Purpose for Reading— Chapter 19 (8 minutes)</p> <p>B. Introduce the Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Reading Column 2 of the TN Writing Rubric and Applying to the Model Essay (12 minutes)</p> <p>B. Chalk Talk: How Does the Theme of Your Expert Group Myth Connect to The Lightning Thief? (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Expert Group Discussion: What Life Lessons Can You Learn from the Theme of Your Expert Group Myth? (8 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 20 of The</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <p>Exit ticket: How Is Mythology Important Today?</p> <p><b>Protocol</b></p> <p><b>Chalk Talk</b></p>	<p>Work Time B Closing and Assessment A</p> <p><b>Notes:</b></p> <p><i>This group work serves as a scaffold for the thinking students will need to do for the end of unit assessment, in which all students will write about the Cronus myth.</i></p>

	Lightning Thief and Answer the Text-Dependent Questions		
<p><b>Lesson 14</b></p> <p><b>Building Writing Skills: Receiving Feedback and Varying Sentence Structures</b></p> <p><u>Lesson Vocabulary</u> feedback strengths goals rubric variety structure compound complex</p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: The Lightning Thief— Discussing Homework Questions from Chapter 20 (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Processing Feedback from Mid-Unit 2 Assessment (10 minutes)</p> <p>B. Writing Mini Lesson: Sentence Variety (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Applying Writing Skill: Revising One Paragraph of Mid-Unit 2 Assessment Mini-Essay for Sentence Variety (5 minutes)</p> <p>B. Sharing: How Did Adding Sentence Variety Improve Your Writing? (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Make a prediction about Zeus and Percy’s interaction when Percy returns the lightning bolt.</p> <p>B. Read Chapter 21. Check whether your prediction was right.</p>	<ul style="list-style-type: none"> <li>I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> <li>I can use a variety of sentence structures to make my writing and speaking more interesting. <b>(L.6.3) (6.L.KL.3)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Mid-unit assessment</li> <li>Strengths and Goals index card</li> <li>Sentence Variety: Keeping Readers Engaged recording form</li> </ul> <p><b>Protocols</b> None</p>	<p>Work Time A Work Time B Closing and Assessment A</p> <p><b>Notes:</b> <i>Students use feedback from their mid-unit assessment, as well as the TN Writing rubric, to identify their individual writing strengths and set goals for their own analytical writing.</i></p>
<p><b>Lesson 15</b></p> <p><b>Planning for Writing: Revisiting</b></p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: The Lightning Thief—Chapter 21</p>	<ul style="list-style-type: none"> <li>I can determine a theme based on details in a literary text.</li> </ul>	<p>Work Time A Work Time B Closing and Assessment A</p>

<p><b>“Key Elements of Mythology” and Determining a Theme in the Myth of Cronus</b></p> <p><b>Lesson Vocabulary</b> Note: Students have read both the myth of Cronus and the “Elements of Mythology” in Lessons 2–5. Continue to reinforce vocabulary as needed.</p>	<p>Prediction (10 minutes) B. Unpacking Learning Targets (5 minutes)</p> <p><b>2. Work Time</b> A. Reread Cronus (5 minutes) B. Carousel: Key Elements of Myth in Cronus (10 minutes)</p> <p><b>3. Closing and Assessment</b> A. Determining a Theme of the Myth of Cronus: Beginning the Theme Graphic Organizer (15 minutes)</p> <p><b>4. Homework</b> A. Read Chapter 22 of <i>The Lightning Thief</i>: Why does Percy have such trouble making a decision about his future? B. Complete the Determining Theme graphic organizer for the Cronus myth if you did not do so in class.</p>	<p><b>(RL.6.2) (6.RL.KID.2)</b></p> <ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text. <b>(RI.6.1) (6.RI.KID.1)</b></li> <li>I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></li> </ul> <p><b>Ongoing Assessment</b> Theme graphic organizer: The Myth of Cronus</p> <p><b>Protocol</b> Carousel</p>	<p><b>Notes:</b> <i>This lesson begins a sequence of lessons leading up to students’ end of unit assessment, in which they will write a literary analysis connecting a theme of the Cronus myth to a theme in <i>The Lightning Thief</i>.</i></p>
<p><b>Lesson 16</b></p> <p><b>Planning for Writing: Revisiting Studying Model Writing and Determining a Theme in <i>The Lightning Thief</i></b></p> <p><b>Lesson Vocabulary</b> structure argument claim</p>	<p><b>1. Opening</b> A. Engaging the Reader: <i>The Lightning Thief</i> – Chapter 22 (5 minutes) B. Unpacking Learning Target (2 minutes)</p> <p><b>2. Work Time</b> A. Studying a Model Essay: “Connecting Theme in Prometheus and <i>The Lightning Thief</i>” and Creating Structure of a Literary Analysis Anchor Chart (18</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.6.1)</b></li> <li>I can identify the argument and specific claims in a text. <b>(RI.6.8) (6.RI.KI.8)</b></li> <li>I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></li> </ul>	<p>Work Time A Work Time B</p> <p><b>Notes:</b> <i>Students are preparing to write their second essay of this unit, which is a longer essay connecting a theme of a myth to a theme communicated in the novel <i>The Lightning Thief</i>.</i></p>

	<p>minutes)</p> <p>B. Determining a Theme in <i>The Lightning Thief</i> (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Inner Circle / Outer Circle: Sharing Themes in <i>The Lightning Thief</i> (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Complete Theme graphic organizer for a theme in <i>The Lightning Thief</i>.</p>	<p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Theme graphic organizer: <i>The Lightning Thief</i></li> </ul> <p><b>Protocols</b></p> <p>None</p>	
<p><b>Lesson 17</b></p> <p><b>Planning for Writing: Introduction and Conclusion of a Literary Analysis</b></p> <p><b>Lesson Vocabulary</b></p> <p>coherence organization style precise transitions skillful varied unified whole enhance</p>	<p><b>1. Opening</b></p> <p>A. Sharing Theme Graphic Organizers: The Lightning Thief (5 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Planning an Introduction Paragraph (12 minutes)</p> <p>B. Planning a Concluding Paragraph (12 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reading TN Writing Rubric—Column 1 (14 minutes)</p> <p><b>4. Homework</b></p> <p>A. Interpreting the meaning of the Percy's prophecy: Text-Dependent Questions</p> <p>B. Complete planning for introduction and conclusion paragraphs</p>	<ul style="list-style-type: none"> <li>I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Introduction Paragraph graphic organizer</li> <li>Conclusion Paragraph graphic organizer</li> </ul> <p><b>Protocols</b></p> <p>Structure of a Literary Analysis</p>	<p>Opening A Work Time A Work Time B</p> <p><b>Notes:</b></p> <p><i>Students plan the introductory and concluding paragraphs of their literary analysis essay using graphic organizers.</i></p>
<p><b>Lesson 18</b></p> <p><b>Launching the End of Unit Assessment: Drafting Literary Analysis</b></p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: <i>The Lightning Thief</i>—Interpreting Percy's Prophecy (5 minutes)</p> <p>B. Unpacking Learning Targets</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> </ul>	<p>Work Time A Work Time B</p> <p><b>Notes:</b></p>

<p><b>Lesson Vocabulary</b> draft domain-specific vocabulary</p>	<p>(2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Preparing to Draft: Review End of Unit Assessment Prompt, Model Essay, and Structure of a Literary Analysis Anchor Chart (10 minutes)</p> <p>B. Drafting Literary Analysis (25 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Debrief: How Did You Use Your “Stars and Steps” to Improve Your Writing? (3 minutes)</p> <p><b>4. Homework</b></p> <p>A. Reread the model essay and the TN Writing Rubric. Think about how to improve your own draft essay.</p>	<ul style="list-style-type: none"> <li>I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> </ul> <p><b>Ongoing Assessment</b> Draft Literary Analysis</p> <p><b>Protocols</b> <b>Concentric Circles</b></p>	<p><i>Students begin to draft their literary analysis, which is their end of unit assessment.</i></p>
<p><b>Lesson 19</b></p> <p><b>Peer Critique and Pronoun Mini-Lesson: Receiving Feedback and Varying Sentence Structures</b></p> <p><b>Lesson Vocabulary</b> peer critique pronoun</p>	<p><b>1. Opening</b></p> <p>A. Continue Drafting Literary Analysis (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Peer Critique: Draft Literary Analysis (15 minutes)</p> <p>B. Language Mini-Lesson: Pronouns (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Begin Revising Draft Literary Analysis Based on Stars and Steps (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Based on your “stars” and</p>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> <li>I can use correct grammar and usage when writing or speaking. <b>(L.6.1) (6.L.CSE.1)</b></li> <li>I can use the proper case of pronouns in my writing.</li> </ul>	<p>Opening A Work Time A Work Time B Closing and Assessment A</p> <p><b>Notes:</b> <i>Students are given time to finish drafting their literary analysis. They will also reread and revise their writing.</i></p>

	<p>“steps,” continue revising your literary analysis.</p>	<ul style="list-style-type: none"> <li>• I can use intensive pronouns (e.g., myself, ourselves).</li> <li>• I can correct inappropriate shifts in pronoun number and person.</li> <li>• I can correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>• Pronoun Sentences</li> <li>• Draft Literary Analysis (from Lesson 18)</li> </ul> <p><b>Protocols</b></p> <p>Pronoun Anchor Charts</p>	
<p><b>Lesson 20</b></p> <p><b>End of Unit Assessment, Part 2: Final Draft of Literary Analysis</b></p> <p><b>Lesson Vocabulary</b>                  self-assessing                  control of conventions                  demonstrates command                  capitalization                  punctuation                  error                  hinder</p>	<p><b>1. Opening</b>                  A. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b>                  A. Reading TN Writing Rubric—Column 4 (10 minutes)                  B. Writing a Final Draft of a Literary Analysis (25 minutes)</p> <p><b>3. Closing and Assessment</b>                  A. Self-Assessing against the TN Writing Rubric (8 minutes)</p> <p><b>4. Homework</b>                  A. The Lightning Thief: How is Percy a Hero? Answer the question using evidence from the novel to support your ideas.</p>	<ul style="list-style-type: none"> <li>• I can cite text-based evidence to support an analysis of literary text. <b>(RL.6.1) (6.RL.KID.1)</b></li> <li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> <li>• I can use correct grammar and usage when writing or speaking. <b>(L.6.1) (6.L.CSE.1)</b></li> </ul> <p><b>Ongoing Assessment</b>                  Final literary analysis</p> <p><b>Protocols</b>                  None</p>	<p>Work Time A                  Work Time B</p> <p><b>Notes:</b>  <i>Students write their final, best version of their draft and self-assess their final version</i></p>



## Sixth Grade Module 1 Unit 3: My Hero's Journey Narrative

### Elements and Themes of Mythology in *The Lightning Thief*

#### Unit 3 Overview

This short unit is the culmination of the study of the hero's journey in Unit 1 and the elements and themes of mythology in Unit 2. Students write their own "hero's journey" narrative that follows the stages of the archetypal hero's journey and contains elements and a theme of classic mythology. Students revisit the informational text, "The Hero's Journey," from Unit 1 and use this to plan their own narrative. This serves as scaffolding toward the Final Performance Task. For the Mid-Unit Assessment, students write an expository paragraph in which they explain the ways in which their narrative follows the archetype. Students then engage in a series of writer's craft lessons around narrative writing as they draft their narrative. As an End-of-Unit Assessment, students write their best independent drafts of their "My Hero's Journey" narrative before they revise and publish it.

#### Mid-Unit 3 Assessment: Crosswalk between My Hero's Journey and "The Hero's Journey" Informational Text

**This assessment centers on ELA CCSS W.6.3 and W.6.4.** Students write a paragraph explaining the ways in which their own "My Hero's Journey" narrative follows the archetypal hero's journey. The explanation itself addresses students' ability to write an expository paragraph; students' plan for their narrative addresses their ability to organize a sequence of events for a narrative.

#### End-of-Unit 3 Assessment: Final Draft of Hero's Journey Narrative

**This assessment centers on ELA CCSS W.6.3 and W.6.4.** Students engage in a series of writer's craft lessons for narrative writing: They draft, revise, and submit their best independent draft of their "My Hero's Journey" narrative.

#### Required Unit Trade Book(s): *The Lightning Thief*

**Suggested Pacing:** This unit is approximately 2 weeks or 10 sessions of instruction.

Unit 3 Lessons	Agenda	Daily Learning	Prioritized Task
<p><b>Lesson 1</b></p> <p><b>“The Hero’s Journey”:</b> Using a Graphic Organizer to Deconstruct Percy Jackson’s Hero’s Journey and Plan a New Hero’s Journey Narrative</p> <p><b>Lesson Vocabulary</b>  hero’s journey  archetype  narrative</p>	<p><b>1. Opening</b></p> <p>A. Launching Independent Reading (10 minutes)</p> <p>B. Unpacking the Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Revisiting “The Hero’s Journey” from Unit 1 through the of Percy Jackson in The Lightning Thief (20 minutes)</p> <p>B. Brainstorming: “My Hero’s Journey” (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. <b>Exit Ticket:</b> “Hero Profile” (3 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue working on the Narrative Story Line— Hero’s Journey graphic organizer with ideas for your own hero’s journey narrative.</p> <p>B. Independent reading.</p>	<ul style="list-style-type: none"> <li>I can describe how the plot evolves throughout a literary text. <b>(RL.6.3) (6.RL.KID.3)</b></li> <li>I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense: <ul style="list-style-type: none"> <li>a. I can establish a context for my narrative. <b>(W.6.3) (6.W.TTP.3)</b></li> <li>c. I can organize event in a logical sequence. <b>(W.6.3) (6.W.TTP.3)</b></li> </ul> </li> <li>I can effectively engage in discussions with diverse partners about sixth- grade topics, texts, and issues. <b>(SL.6.1) (6.SL.CC.1)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Narrative Story Line—Hero’s Journey graphic organizer (completed with Percy Jackson’s hero’s journey)</li> <li>Narrative Story Line—Hero’s Journey graphic organizer (completed with ideas for students’ own hero’s journey narrative)</li> </ul> <p><b>Protocols</b> None</p>	<p>Work Time A Work Time B</p> <p><b>Notes:</b> <i>Students are not actually writing stories in this lesson, but they begin to plan the hero character, context, and events in their narrative.</i></p>

<p><b>Lesson 2</b></p> <p><b>“The Hero’s Journey”:</b> Analyzing a Model Narrative and Continuing to Plan a New Hero’s Journey Narrative</p> <p><u>Lesson Vocabulary</u> Analyze archetype</p>	<p><b>1. Opening</b></p> <p>A. Continuing the Hero’s Profile (5 minutes)</p> <p>B. Unpacking the Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Analyzing the Model Narrative for Content and Structure (20 minutes)</p> <p>B. Continuing to Make Notes on My Hero’s Journey (5 minutes)</p> <p>C. Writing: Formalizing a Plan for My Hero’s Journey Narrative (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Mix and Mingle: My Hero’s Journey (3 minutes)</p> <p><b>4. Homework</b></p> <p>A. Complete your Hero’s Journey Narrative: Plan graphic organizer (ignore the question at the very bottom)</p> <p>B. Independent reading</p>	<ul style="list-style-type: none"> <li>I can describe how the plot evolves throughout a literary text. <b>(RL.6.3) (6.RL.KID.3)</b></li> <li>I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. <b>(W.6.3) (6.W.TTP.3)</b></li> <li>I can effectively engage in discussions with diverse partners about sixth- grade topics, texts, and issues. <b>(SL.6.1) (6.SL.CC.1)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Exit Ticket: Hero’s Profile (from Lesson 1)</li> <li>Narrative Story Line—Hero’s Journey graphic organizer (completed with the model narrative’s hero’s journey)</li> <li>Narrative Story Line—Hero’s Journey graphic organizer (completed with ideas for their own hero’s journey narrative)</li> <li>Hero’s Journey Narrative: Plan graphic organizer</li> </ul>	<p>Work Time B</p> <p><b>Notes:</b> <i>Students analyze a model narrative and deconstruct it using the same Narrative Story Line—Hero’s Journey graphic organizer that they used in Lesson 1. They will update their initial plans for their own hero’s journey narratives and transition to the more formal Hero’s Journey Narrative: Plan graphic organizer, which will help them begin to organize their initial notes and thinking in preparation to write their narrative.</i></p>
<p><b>Lesson 3</b></p> <p><b>Mid-Unit Assessment</b> and Establishing a Context for My Hero’s Journey Narrative</p> <p><u>Lesson Vocabulary</u> align</p>	<p><b>1. Opening</b></p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Review of Paragraph Writing and Mid-Unit 3 Assessment: Crosswalk between My Hero’s Journey Narrative and</p>	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> <li>I can write narrative texts</li> </ul>	<p>Work Time B</p> <p><b>Notes:</b> <i>Students write an explanatory paragraph in which they provide two examples from their plan that align with the stages of the hero’s journey, and then provide corresponding</i></p>

<p>establish context engage orient</p>	<p>“The Hero’s Journey” Informational Text (20 minutes) B. Mini Lesson: Establishing a Context for a Narrative (10 minutes) C. Planning and Drafting: Establishing a Context for My Hero’s Journey (10 minutes)</p> <p><b>3. Closing and Assessment</b> A. Debrief: Where Are You in Drafting the Beginning of Your Story? (3 minutes)</p> <p><b>4. Homework</b> A. Finish drafting the beginning of your hero’s journey narrative B. Independent reading</p>	<p>about real or imagined experiences using relevant details and event sequences that make sense. <b>(W.6.3) (6.W.TTP.3)</b></p> <ul style="list-style-type: none"> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment: Crosswalk between My Hero’s Journey Narrative and “The Hero’s Journey” Informational Text</li> <li>Hero’s Journey Narrative: Plan graphic organizer</li> </ul>	<p><i>evidence from the informational article.</i></p>
<p><b>Lesson 4</b></p> <p><b>Writing: Getting Feedback, Setting Goals, And Drafting</b></p> <p><b>Lesson Vocabulary</b> Expository informational narrative modes (of writing) sequence structure strategy</p>	<p><b>1. Opening</b> A. Unpacking Learning Targets (2 minutes) B. Setting Goals Based on Feedback: End of Unit 2 Assessment (10 minutes)</p> <p><b>2. Work Time</b> A. Reflecting on My Hero’s Journey Narrative Plan (10 minutes) B. Drafting: Applying Feedback and Using Goals (20 minutes)</p> <p><b>3. Closing and Assessment</b> A. Exit Ticket: Narrative Story Line—Checking My Progress (3 minutes)</p>	<ul style="list-style-type: none"> <li>I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. <b>(W.6.3) (6.W.TTP.3)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Exit ticket: Narrative Story Line—Checking My Progress</li> </ul> <p><b>Protocols</b> None</p>	<p>Work Time B</p> <p><b>Notes:</b> <i>After processing feedback, students move into drafting.</i></p>

	<b>4. Homework</b> A. Continue drafting B. Continue independent reading		
<b>Lesson 5</b>  <b>Writing to Show, Not Tell: Dialogue, Sensory Words, and Strong Action Verbs</b>  <u>Lesson Vocabulary</u> vividly, dialogue, sensory language, strong action verb	<b>1. Opening</b> A. Independent Reading Review (5 minutes)  <b>2. Work Time</b> A. Mini Lesson: Analyzing the Use of Dialogue, Sensory Words, and Strong Action Verbs in the Model Narrative: “The Golden Key” (20 minutes) B. Applying the Mini Lesson to Draft Narratives (15 minutes)  <b>3. Closing and Assessment</b> A. Exit Ticket: How Do Writers Make Their Stories Show, Not Tell? (5 minutes)  <b>4. Homework</b> A. Complete the draft of your hero’s journey story. Remember to use all that you have learned about using dialogue, sensory language, and strong verb choice to create writing that “shows.” B. Continue independent reading.	<ul style="list-style-type: none"> <li>I can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <b>(W.6.3) (6.W.TTP.3)</b></li> <li>b. Use narrative techniques, such as dialogue, pacing, and descriptions to develop experiences, events, and/or characters.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Draft narratives</li> <li>Exit ticket: How Do Writers Make Their Stories Show, Not Tell?</li> </ul> <p><b>Protocols</b> None</p>	Work Time B  <b>Notes:</b> <i>Students focus on narrative writing techniques that will help them “show, don’t tell” in their stories. The focus is on using dialogue, sensory language, and strong action verbs.</i>

<p><b>Lesson 6</b></p> <p><b>Writing: Analyzing the Conclusion of “The Golden Key” and Drafting a Compelling Conclusion for the Hero’s Journey Narrative</b></p> <p><u><b>Lesson Vocabulary</b></u> Conclusion compelling</p>	<p><b>1. Opening</b> A. Unpacking the Learning Targets (5 minutes)</p> <p><b>2. Work Time</b> A. Analyzing the Similarities and Differences between a Conclusion in Analytical Writing and Narrative Writing (10 minutes) B. Analyzing the Compelling Qualities of the Conclusion of the Model Narrative, “The Golden Key” (10 minutes) C. Drafting a Compelling Conclusion (10 minutes)</p> <p><b>3. Closing and Assessment</b> A. Peer Critique of Conclusion (10 minutes)</p> <p><b>4. Homework</b> A. Use the steps from your peer critique to make revisions to your draft. B. Continue independent reading.</p>	<ul style="list-style-type: none"> <li>I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. <b>(RL.6.5) (6.RL.CS.5)</b></li> <li>I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. <b>(W.6.3) (6.W.TTP.3)</b></li> <li>I can write a conclusion to my narrative that makes sense to a reader. <b>(W.6.3) (6.W.TTP.3)</b></li> </ul> <p><u><b>Ongoing Assessment</b></u></p> <ul style="list-style-type: none"> <li>Venn Diagram: Similarities and Differences between Conclusions in Analytical Writing and Narratives</li> <li>Draft hero’s journey narrative conclusion</li> <li>What Makes the Conclusion of “The Golden Key” Compelling? note-catcher</li> <li>Narrative Conclusion: Stars and Steps recording form</li> </ul>	<p>Work Time B</p> <p><b>Notes:</b> <i>Students determine the differences between the conclusion of a piece of analytical writing and the conclusion of a narrative in order to recognize that conclusions differ in their contents according to their writing modes. They will then draft their own conclusions.</i></p>
<p><b>Lesson 7</b></p> <p><b>End of Unit Assessment— Final Draft of Hero’s Journey Narrative</b></p> <p><u><b>Lesson Vocabulary</b></u> transitional words and phrases</p>	<p><b>1. Opening</b> A. Unpacking the Learning Targets (2 minutes)</p> <p><b>2. Work Time</b> A. Mini Lesson: Using Transitions to Show Shifts in Time and Place (10 minutes) B. Revising Hero’s Journey</p>	<ul style="list-style-type: none"> <li>I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. <b>(W.6.3) (6.W.TTP.3)</b></li> <li>I can produce clear and coherent writing that is</li> </ul>	<p>Work Time B</p> <p><b>Notes:</b> <i>Students will edit their narratives with transition words and phrases to improve the reader’s understanding of the narrative.</i></p>

	<p>Narrative for Strong Transitions (5 minutes)                  C. Final Draft of Hero's Journey (25 minutes)</p> <p><b>3. Closing and Assessment</b>                  A. Fist to Five: How Well Does Your Hero's Journey Narrative Follow the Hero's Journey Archetype? (3 minutes)</p> <p><b>4. Homework</b>                  A. Finish up the final draft of your hero's journey story.                  B. Independent reading.</p>	<p>appropriate to task, purpose, and audience.  <b>(W.6.4) (6.W.PDW.4)</b></p> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>End of Unit 3 Assessment: Final Draft of Hero's Journey Narrative</li> </ul> <p><b><u>Protocols</u></b>                  None</p>	
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