EXPEDITIONARY LEARNING

Grade 6: Module 1
Overview

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; in this module, 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 which has been repeated in literature throughout the centuries. Through the close reading of literary and informational texts, students will learn multiple strategies for acquiring and using academic vocabulary. Students 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* (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 close reading of texts about the elements of myths. This 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 NYSP12 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
n 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 NYSP12 ELA Standards RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.11c, L.6.2 and L.6.3**.

Content Connections

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- 6.6 Classical civilizations developed and grew into large empires characterized by powerful centralized governments, advanced commerce and trade systems, and complex social hierarchies. The scientific and cultural achievements of these civilizations continue to affect the world today.
  - 6.6.a The classical era was marked by an increase in the number and size of civilizations.
  - 6.6.b Classical civilizations maintained social order through various political systems that corresponded to the values of their citizens.
  - 6.6.f Ancient civilizations made scientific, cultural, and political discoveries that have shaped our understanding of the world today.
- 6.7 Major religions and belief systems developed as civilizations grew, which unified societies but also became a major source of tension and conflict.
  - 6.7.a Belief systems and religions are sets of mutual values that help to explain the way the world and humanity work.
  - 6.7.b Over time, civilizations developed belief systems and religions that differed across place but shared similar themes.
  - 6.7.c Belief systems and religions unify groups of people and are woven into the social organization of societies.

CSS Standards: Reading—Literature	Long-Term Learning Targets
• RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• I can cite text-based evidence to support an analysis of literary text.
• RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• I can determine a theme based on details in a literary text. • I can summarize a literary text using only information from the text.
• RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	• I can describe how the plot evolves throughout a literary text. • I can describe how the characters change throughout a literary text.
• RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	• I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. • I can analyze how an author's word choice affects tone and meaning in a literary text.
• RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	• I can analyze how an author develops a narrator or speaker's point of view.
• RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	• I can read grade-level literary texts proficiently and independently. • I can read above-grade literary texts with scaffolding and support.

CCS Standards: Reading—Informational Text	Long-Term Learning Targets
• RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• I can cite text-based evidence to support an analysis of informational text.
• RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• I can determine the main idea of an informational text based on details in the text. • I can summarize an informational text using only information from the text.
• RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	• I can read grade-level informational texts proficiently and independently. • I can read above-grade informational texts with scaffolding and support.

Standards: Writing	Long-Term Learning Targets
• W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. a. I can introduce the topic of my text. b. I can develop the topic with relevant facts, definitions, concrete details, and quotations. c. I can use transitions to clarify relationships among my ideas. d. I can use contextually specific language/vocabulary to inform or explain about a topic. e. I can establish and maintain a formal style in my writing. f. I can construct a concluding statement or section of an informative/explanatory text.

Standards: Writing	Long-Term Learning Targets
• W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	• I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. a. I can establish a context for my narrative. b. I can introduce the narrator/characters of my narrative. c. I can organize events in a logical sequence. d. I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. e. I can use transitional words, phrases, and clauses to show passage of time in a narrative text. f. I can use precise words and phrases and sensory language to convey experiences and events to my reader. g. I can use relevant descriptive details to convey experiences and events. h. I can write a conclusion to my narrative that makes sense to a reader.
• W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
• W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	• With support from peers and adults, I can use a writing process to produce clear and coherent writing.
• W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	• I can use technology to publish a piece of writing. • I can type at least three pages of writing in a single sitting.

Standards: Writing	Long-Term Learning Targets
• W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	• I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research.
• W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• I can adjust my writing practices for different time frames, tasks, purposes, and audiences.
• W.6.11c. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).	• I can create poetry, stories, plays, and other literary forms (e.g. videos, art work).

CSS Standards: Speaking & Listening	Long-Term Learning Targets
• SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	• I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. • I can express my own ideas clearly during discussions. • I can build on others' ideas during discussions. a. I can prepare myself to participate in discussions. b. I can follow our class norms when I participate in a discussion. c. I can pose questions that help me clarify what is being discussed. d. I can pose questions that elaborate on the topic being discussed. e. I can respond to questions with elaboration and detail that connect with the topic being discussed. f. After a discussion, I can paraphrase what I understand about the topic being discussed.
CSS Standards: Language	**Long-Term Learning Targets**
• L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. a. I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. I can spell correctly.
• L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	• I can use a variety of sentence structures to make my writing and speaking more interesting. • I can maintain consistency in style and tone when writing and speaking.

CSS Standards: Language	Long-Term Learning Targets
• L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	• I can use a variety of strategies to determine the meaning of unknown words and phrases. a. I can use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of a word or phrase. b. I can use common Greek and Latin affixes (prefixes) and roots as clues to help me determine the meaning of a word (e.g., audience, auditory, audible). c. I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine or clarify the pronunciation, meaning of key words and phrases, and parts of speech. d. I can check the accuracy of my guess about the meaning of a word or phrase by using resource materials.
• L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• I can accurately use sixth-grade academic vocabulary to express my ideas. • I can use resources to build my vocabulary.

Central Texts
1. Rick Riordan, *The Lightning Thief* (New York: Hyperion Paperbacks for Children, 2005), ISBN: 0-7868-3865-3.
2. Neidl, Jessica Fisher. "Shrouded In Myth." Calliope 13.1 (2002): 10.
3. Ingri and Edgar Parin D'Aulaire, *D'Aulaire's Book of Greek Myths* (New York: Delacorte Press, 1962), ISBN: 0-440-4069-3. (One copy for Teacher Reference).
4. Berens, E. M. Myths and Legends of Ancient Greece and Rome. New York: Maynard, Merrill and Co., 1894. Web. 7 June 2013. http://www.gutenberg.org/files/22381/22381-h/22381-h.htm.
5. Berens, E. M. "Cronus (Saturn)." Myths and Legends of Ancient Greece and Rome. New York: Maynard, Merrill and Co., 1894.14-15. Web. 7 June 2013. http://www.gutenberg.org/files/22381/22381-h/22381-h.htm.
6. Lang, Jean. "Prometheus and Pandora." A Book of Myths. New York: Thomas Nelson and Sons, 1914. 1-4. Web. 7 June 2013. < http://www.gutenberg.org/files/22693/22693-h/22693-h.htm>
7. Berens, E. M. "Moiræ or Fates (Parcæ)." Myths and Legends of Ancient Greece and Rome. New York: Maynard, Merrill and Co., 1894.139-141. Web. 7 June 2013. http://www.gutenberg.org/files/22381/22381-h/22381-h.htm.
8. Guenther, Leanne. "The Story of Medusa and Athena." Web. 7 June 2013. < http://betterlesson.com/document/1707631/15-cw-the-story-of-medusa-and-athena-docx>
9. Hawthorne, Nathaniel. "Theseus Goes to Slay the Minotaur" and "Theseus and Ariadne." In Storr, Francis, ed. *Half a Hundred Hero Tales of Ulysses and the Men of Old*. New York: Henry Holt, 1911. 138-153. Web. 7 June 2013. http://www.gutenberg.org/files/41765/41765-h/41765-h.htm
10. "Key Elements of Mythology" Written by Expeditionary Learning for instructional purposes.
11. "The Hero's Journey," Adapted by Expeditionary Learning from www.mythologyteacher.com by Zachary Hamby.
12. "The Golden Key" Written by Expeditionary Learning for instructional purposes.

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: Percy Jackson and the Hero's Journey			
Weeks 1-3 (13 sessions)	• Begin The Lightning Thief. • Make inferences about character.	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can describe how the characters change throughout a literary text. (RL.6.3)	
	• Read informational article about "the hero's journey." • Analyze the stages of the hero's journey.	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can describe how the characters change through a literary text (RL.6.3) •	• Mid-Unit 1 Assessment: Inferring about the Main Character in The Lightning Thief (RL.6.1 and RL.6.3)
	• Evaluate Percy as an archetypal hero.	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can describe how the characters change through a literary text (RL.6.3) • I can cite text-based evidence to support an analysis of informational text. (RI.6.1) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)	• End of Unit 1 Assessment: Drawing Evidence from Text: Written Analysis of How Percy's Experiences Align with "The Hero's Journey" (RL.6.1, RL.6.3, RI.6.1, and W.6.9)

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Elements and Theme of Mythology in The Lightning Thief			
Weeks 4-6 (20 sessions)	• Read myths to understand their purpose and elements. • Read informational text about elements of myth.	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can determine a theme based on details in a literary text. (RL.6.2) • I can describe how the plot evolves throughout a literary text. (RL.6.3)	
	• Read key myths alluded to in *The Lightning Thief*.	• I can determine a theme based on details in a literary text. (RL.6.2) • I can determine the meaning of literal and figurative language in literary text. (RL.6.4) • I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • I can use evidence from a variety of grade appropriate text to support analysis, reflection, and research. (W.6.9)	• Mid-Unit 2 Assessment: Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus. (RL.6.1, RL.6.2, RI.6.1, W.6.2, and W.6.9.)
	• Work in groups to read and identify the elements and interpret the theme of a single myth. • Write a literary essay analyzing how understanding a classic myth deepens understanding of *The Lightning Thief*.	• I can cite text-based evidence to support an analysis of literary text (RL.6.1) • I can determine a theme based on details in a literary text. (RL.6.2) • I can determine the meaning of literal and figurative language in literary text. (RL.6.4) • I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. (W.6.9) • I can use correct grammar and usage when writing or speaking. (L.6.1)	• End of Unit 2 Assessment: Literary Analysis—Connecting Themes in "Cronus" and *The Lightning Thief* (RL.6.1, RL.6.2, W.6.2, W.6.5, W.6.9, and L.6.1a, b, c, d).

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Culminating Project: My Hero's Journey Narrative			
Weeks 7-8 (7 sessions)	• Plan a hero's journey story based on the archetypal story line.	• I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. (W.6.9)	• Mid-Unit 3 Assessment: Crosswalk Between between My Hero's Journey and "The Hero's Journey" Informational Text. (W6.2, W.6.3a, and W.6.9)
	• Write a hero's journey story based on the archetypal story line. • Critique and revise hero's journey story.	• I can describe how the characters change throughout a literary text. (RL.6.3) • I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.6.3) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) • With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) • I can use technology to publish a piece of writing. (W.6.6) • I can create poetry, stories, plays, and other literary forms (e.g. videos, art work) (W.6.11c) • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2) • I can use a variety of sentence structures to make my writing and speaking more interesting. (L.6.3) • I can maintain consistency in style and tone when writing and speaking. (L.6.3)	• End of Unit 3 Assessment: Final Draft of Hero's Journey Narrative (W.6.3 and W.6.11c) • Final Performance Task: My Hero's Journey Narrative (RI.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.11c, L.6.2 and L.6.3.)

Grade 6: Module 1
Assessment Overview

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 NYSP12 ELA Standards RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.11c, L.6.2 and L.6.3.**

Mid-Unit 1 Assessment	**Inferring about the Main Character in *The Lightning Thief*** This assessment centers on standards NYSP12 ELA CCLS RL.6.1 and RL.6.3. Students will read an excerpt from Chapter 4 in *The Lightning Thief*. Through a graphic organizer and a series of short responses, students will describe how Percy responds to a challenge he faces in this excerpt, and then what they, as readers, can infer about him based on his response. This is a reading assessment and 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 standards NYS ELA CCLS RL.6.1, RL.6.3, R.I. 6.1, and W.6.9. How do Percy's experiences in Chapter 8 align with the hero's journey? After reading Chapter 8 of *The Lightning Thief*, students will complete a graphic organizer and write a short analytical response that answers the question and supports their position with evidence from the novel and from the informational text "The Hero's Journey."

Mid-Unit 2 Assessment	**Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus** This assessment centers on NYSP12 ELA CCLS 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 "Prometheus" in class as well as an informational text about the "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 a theme of the myth) plus a one- sentence introduction and a brief conclusion to explain how an element of mythology connects to a theme of the myth. The reading standards assessed center around citing textual evidence from both the literary text "Prometheus" and the informational text "Key Elements of Mythology." Students also are assessed on their ability to determining of a 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 writing assessment.
End of Unit 2 Assessment	**Literary Analysis—Connecting Themes in Cronus and *The Lightning Thief*** This assessment addresses RL.6.1, RL.6.2, W.6.2, W.6.5, W.6.9, and L.6.1a, b, c, d. Students will write a literary analysis responding to the following prompts: "What is a theme that connects the myth of "Cronus" and *The Lightning Thief*? After reading the myth of "Cronus" and the novel *The Lightning Thief*, write a literary analysis in which you 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. You will have the opportunity to discuss the reading and your thinking with your 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.

Mid-Unit 3 Assessment	**Crosswalk between My Hero's Journey Narrative and "The Hero's Journey" Informational Text** This assessment centers on NYSP12 ELA CCLS W6.2, W.6.3a, and W.6.9. Students will 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 NYSP12 ELA CCLS W.6.3, W.6.4, and W.6.11c. 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.

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Grade 6: Module 1
Performance Task

Summary of Task

- 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 NYSP12 ELA Standards RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.11c, L.6.2, and L.6.3.**

Format

A narrative story structure that establishes a context and narrator, introduces characters, unfolds naturally across a sequence of events, uses narrative techniques such as dialogue, pacing, and description, uses transition words and phrases, includes sensory language, and concludes naturally from the narrated experiences.

Standards Assessed Through This Task

- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.11c. Create poetry, stories, plays, and other literary forms (e.g. videos, art work)
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - L.6.2b. Spell correctly.

Standards Assessed Through This Task (continued)

- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.
  - L.6.3b. Maintain consistency in style and tone.

Student-Friendly Writing Invitation/Task Description

- We have studied the hero's journey and the elements of mythology. Now, you are going to write your own version of a hero's journey; you will use narrative writing skills, the stages of the hero's journey, and elements, such as supernatural beings or creatures, found in mythology. You will bring the events of your hero's journey to life by using dialogue, description, transition phrases, and sensory language.

Key Criteria For Success (Aligned With Nysp12 Ela Ccls)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

Your hero's journey narrative will include:
- The introduction of a narrator and characters.
- A series of events that follows the stages of the hero's journey.
- Transitional words and phrases to signal when time or setting has changed.
- Sensory language and descriptive details to bring your story to life.
- A conclusion that makes sense with the series of events.
- Attention to the use of conventions and sixth-grade spelling words.

Options For Students
• Some students may dictate or record their story.
• Provide sentence frames, lists of steps, graphic organizers, and anchor charts for student reference.
• Advanced options: When writing their story, students may be challenged by using strategies such as omitting a letter or writing using alliteration. Providing a "Dead Words" list that students may not use in their writing may help them avoid clichés and other overused words

Options For Teachers
• Students may present their stories to members of the school community (i.e., as a read-aloud to younger students).
• Students may create illustrations that accompany their stories that show, or add to, the details they included in their writing.
• Students may create a reader's theater script of their story and then act it out with peers for their class.

Resources and Links
• www.rickriordan.com
• www.mythologyteacher.com

EXPEDITIONARY
LEARNING

Grade 6: Module 1
Recommended Texts

The list below includes works with a range of Lexile® text measures about the Hero's Journey and Greek mythology. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to build the academic vocabulary and fluency that the CCLS demand.

Where possible, materials in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below-grade band, within band, and above-band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)
• Grade 2–3: 420–820L
• Grade 4–5: 740–1010L
• Grade 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 2–3 band level (below 740L)			
Perseus and Medusa	Blake A. Hoena	Graphic Novel	480
The Adventures of Huckleberry Finn	Mark Twain (author), Saddleback Educational (publisher)	Graphic Novel	550
Holes	Louis Sachar (author)	Literature	600
The Battle of the Olympians and the Titans	Cari Meister (author)	Literature	600
Wild Magic	Tamora Pierce (author)	Literature	670
Eragon	Christopher Paolini (author)	Literature	710
Crispin: At the Edge of the World	Avi (author)	Literature	730

Title	Author And Illustrator	Text Type	Lexile Measure
Iris, Messenger	Sarah Deming (author)	Literature	730
The Sea of Monsters	Rick Riordan (author)	Literature	740
Coraline	Neil Gaimain (author)	Literature	740
Lexile text measures in Grade 4–5 band level (740–925L)			
A Wrinkle in Time	Madeleine L'Engle (author)	Literature	740
Mrs. Frisby and the Rats of Nimh	Robert O'Brien (author)	Literature	790
Heroes, Gods and Monsters of the Greek Myths	Bernard Evslin (author)	Literature	800
Dealing with Dragons	Patricia Wrede (author)	Literature	830
Treasury of Greek Mythology: Classic Stories of Gods, Goddesses, Heroes & Monsters	Donna Jo Napoli (author)	Literature	860
Dragon's Blood	Jane Yolen (author)	Literature	870
Harry Potter and the Sorcerer's Stone	J.K. Rowling (author)	Literature	880
The Beautiful Stories of Life: Six Greek Myths, Retold	Cynthia Rylant (author)	Literature	890*
Greek Myths	Ann Turnbull (author)	Literature	910
Lexile text measures within Grade 6–8 band level (925–1185L)			
The Golden Compass	Philip Pullman (author)	Literature	930
The Wanderings of Odysseus: The Story of the Odyssey	Rosemary Sutcliff (author)	Literature	930*

The Neverending Story	Michael Ende (author)	Literature	930
The Lion, the Witch and the Wardrobe	C.S. Lewis (author)	Literature	940
So You Want to Be a Wizard	Diane Duane (author)	Literature	960
The Wonderful Wizard of Oz	L. Frank Baum (author)	Literature	1000
The Monsters and Creatures of Greek Mythology	Don Nardo (author)	Literature	970
The Heroes and Mortals of Greek Mythology	Don Nardo (author)	Literature	990
Greek Gods and Heroes	Robert Graves (author)	Literature	990
The Blue Sword	Robin McKinley (author)	Literature	1030
Mythology: Timeless Tales of Gods and Heroes	Edith Hamilton (author)	Literature	1040
The Mythology Handbook: A Course in Ancient Greek Myths	Lady Hestia Evans (author)	Literature	1080
The Hero and the Crown	Robin McKinley (author)	Literature	1120
The Odyssey	Homer (author)	Literature	1130

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1185L)			
Black Ships Before Troy	Rosemary Sutcliff (author)	Literature	1300
The Hobbit	J.R.R. Tolkien (author)	Literature	NoLXL
Heroes in Greek Mythology Rock!	Karen Bornemann Spies (author)	Literature	NoLXL
The Adventures of Odysseus and the Tale of Troy	Padraic Colum (author)	Literature	NoLXL (YA)
Greek Mythology for Teens: Classic Myths in Today's World	Zachary Hamby (author)	Literature	NoLXL (YA)
Gods and Heroes of Ancient Greece	Gustav Schwab (author)	Literature	NoLXL (YA)
100 Characters from Classical Mythology: Discover the Fascinating Stories of the Greek and Roman Deities	Malcolm Day (author)	Literature	NoLXL (AD)
D'Aulaires' Book of Greek Myths	Ingri and Edgar Parin D'Aulaire	Literature	NoLXL

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EXPEDITIONARY LEARNING

Grade 6: Module 1: Unit 1
Overview

What is the hero's journey? How does knowledge of the hero's journey help to more deeply understand character?

This unit is designed to 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 read this text; this unit pushes them to read "differently": 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. During 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.

Guiding Questions And Big Ideas

- **What is the hero's journey?**
- **How does knowledge of the hero's journey help to more deeply understand character?**
- *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.*

Mid-Unit 1 Assessment	**Inferring about the Main Character in *The Lightning Thief*** This assessment centers on standards NYSP12 ELA CCLS RL.6.1 and RL.6.3. Students will read an excerpt from Chapter 4 in *The Lightning Thief*. Through 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, and 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 standards NYS ELA CCLS RL.6.1, RL.6.3, R.I. 6.1, and W.6.9. How do Percy's experiences in Chapter 8 align with the hero's journey? After reading Chapter 8 of *The Lightning Thief*, students will complete a graphic organizer and write a short analytical response that answers the question and supports their position with evidence from the novel and from the informational text "The Hero's Journey."

Content Connections

This module is designed to address English Language Arts 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 below.

NYS Social Studies Core Curriculum

- 6.6 Classical civilizations developed and grew into large empires characterized by powerful centralized governments, advanced commerce and trade systems, and complex social hierarchies. The scientific and cultural achievements of these civilizations continue to impact the world today.
  * 6.6.a The classical era was marked by an increase in the number and size of civilizations.
  * 6.6.b Classical civilizations maintained social order through various political systems that corresponded to the values of their citizens.
  * 6.6.f Ancient civilizations made scientific, cultural, and political discoveries that have shaped our understanding of the world today.
- 6.7 Major religions and belief systems developed as civilizations grew, which unified societies, but also became a major source of tension and conflict.
  * 6.7.a Belief systems and religions are sets of mutual values that help to explain the way the world and humanity work.
  * 6.7.b Over time, civilizations developed belief systems and religions that differed across place but shared similar themes.
  * 6.7.c Belief systems and religions unify groups of people and are woven into the social organization of societies.

Central Texts

Rick Riordan, *The Lightning Thief* (New York: Hyperion Paperbacks for Children, 2005), ISBN: 0-7868-3865-3.

Neidl, Jessica Fisher. "Shrouded In Myth." *Calliope* 13.1 (2002): 10.

"The Hero's Journey," Adapted by Expeditionary Learning from www.mythologyteacher.com by Zachary Hamby.

EXPEDITIONARY LEARNING

This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 1	Engaging the Reader: Close Reading Part 1 of "Shrouded in Myth"	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)	• I can get the gist of the text "Shrouded in Myth." • I can identify unfamiliar vocabulary in "Shrouded in Myth." • I can collaborate effectively with my peers.	• QuickWrite: Response to Quote and Picture • Students' annotated texts "Shrouded in Myth" • Exit Ticket: Reflecting on the Learning Targets	• Think-Pair-Share protocol • Fist-to-Five protocol
Lesson 2	Building Background Knowledge: Close Reading Part 2 of "Shrouded in Myth"	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4) • I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1) • I can express my own ideas clearly during discussions. (SL.6.1)	• I can cite evidence from the text when answering questions and discussing "Shrouded in Myth." • I can use context clues to determine the meaning of unfamiliar words in "Shrouded in Myth." • I can collaborate effectively with my peers. • I can express myself clearly in a group discussion.	• Students' annotated texts "Shrouded in Myth" (from Lesson 1 homework) • Exit Ticket: Reflecting on the Learning Targets	• Things Close Readers Do • Triad Talk Expectations • Think-Pair-Share protocol
Lesson 3	Meeting the Main Character: Launching *The Lightning Thief* (Chapter 1)	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6) • I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)	• I can make inferences about Percy in order to understand him as the narrator of this story. • I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief*. • I can follow our Triad Talk Expectations when I participate in a discussion.	• Questions from the Text: Chapter 1	• Making Inferences About Percy • Carousel Brainstorm protocol

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 4	Inferring about Character: Getting to Know Percy (Chapters 1 and 2)	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4) • I can describe how the characters change throughout a literary text. (RL.6.3) • I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6) • I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)	• I can make inferences about Percy citing evidence from the text. • I can use context clues to determine the meaning of unfamiliar words in Chapters 1 and 2 of *The Lightning Thief*. • I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief*. • I can follow our Triad Talk Expectations when I participate in a discussion.	• Entrance Ticket • Exit Ticket	• Things Close Readers Do (added to) • Inferring About Character: Challenges and Response • Close Reading protocol
Lesson 5	Inferring about Character: Close Reading of *The Lightning Thief* (Chapter 3)	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can describe how the characters change throughout a literary text. (RL.6.3) • I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6)	• I can get the gist of an excerpt from *The Lightning Thief*. • I can make inferences about Percy citing evidence from the text. • I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief*.	• Entrance Ticket • Exit Ticket: Actions vs. Inner Thoughts	• Things Close Readers Do (reviewed)

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 6	Vocabulary Strategies and Questions from the Text: Close Reading Part 2 of *The Lightning Thief* (Chapter 3, continued)	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can describe how the characters change throughout a literary text. (RL.6.3) • I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6) • I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4)	• I can determine the meaning of words using prefixes and context clues. • I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief*.	• Entrance Ticket • Using Prefixes recording form	• Things Close Readers Do (added to) • Back-to-Back and Face-to-Face protocol
Lesson 7	Mid-Unit 1 Assessment: Making Inferences about Percy	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can describe how the characters change throughout a literary text. (RL6.3)	• I can cite evidence from the text when answering questions and discussing a new section of *The Lightning Thief*. • I can make inferences about Percy citing evidence from the text. • I can produce clear writing about my reading of *The Lightning Thief*.	• Mid-Unit 1 Assessment	
Lesson 8	Things Close Readers Do (added to) The Hero's Journey, Part 1: What Is a Hero?	• I can cite text-based evidence to support an analysis of informational text. (RI.6.1) • I can determine the main idea of an informational text based on details in the text. (RI.6.2) • I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) • I can prepare myself to participate in discussions. (SL.6.1)	• I can practice reading closely. • I can get the gist of an excerpt of the text "The Hero's Journey." • I can gather important details and determine the main idea of an excerpt of the text "The Hero's Journey." • I can identify the characteristics of a strong paragraph.	• Lesson 8	• Things Close Readers Do (added to) • Writing with Evidence

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 9	Building Background Knowledge about the Hero's Journey, Part 2: Acts 2 and 3 Plus Focusing on Key Vocabulary in "The Hero's Journey"	• I can cite text-based evidence to support an analysis of informational text. (RI.6.1) • I can determine the main idea of an informational text based on details in the text. (RI.6.2) • I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) • I can prepare myself to participate in discussions. (SL.6.1)	• I can practice reading closely. • I can gather important details and determine the main idea of an excerpt of the text "The Hero's Journey." • I can use multiple strategies to determine the meaning of unfamiliar words in "The Hero's Journey." • I can make connections between Percy Jackson and "The Hero's Journey."	• "The Hero's Journey" recording form (begun in Lesson 8) • Vocabulary in "The Hero's Journey" recording form • Exit Ticket	• Inferring About Character: Challenges and Response • Close Reading protocol
Lesson 10	Selecting Evidence and Partner Writing: Aligning "The Hero's Journey" and *The Lightning Thief*	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can describe how the plot evolves throughout a literary text. (RL.6.3) • I can cite text-based evidence to support an analysis of informational text. (RI.6.1) • I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.6.4)	• I can explain the relationship between a quote from *The Lightning Thief* and a quote from "The Hero's Journey." • I can select evidence from "The Hero's Journey" that aligns with The *Lightning Thief*. • I can write a paragraph (with a partner) to describe how excerpts in *The Lightning Thief* align to "The Hero's Journey," citing evidence from both texts.	• Entrance Ticket • Selecting Evidence recording form • Partner Writing paragraph	• Writing with Evidence anchor chart

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 11	Selecting Evidence: "The Hero's Journey" and *The Lightning Thief* (Chapter 6)	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can cite text-based evidence to support an analysis of informational text. (RI.6.1) • I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. (W.6.9)	• I can get the gist of an excerpt from *The Lightning Thief*. • I can answer questions using evidence about an excerpt from *The Lightning Thief*. • I can select evidence from both *The Lightning Thief* and "The Hero's Journey" that shows how Percy is on a hero's journey.	• Text-Dependent Questions • Selecting Evidence graphic organizer • Exit Ticket: Reflecting on Learning Targets	• Things Close Readers Do (reviewed)
Lesson 12	Writing with Evidence: Percy and the Hero's Journey (Chapter 7)	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can cite text-based evidence to support an analysis of informational text. (RI.6.1) • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)	• I can select evidence from both *The Lightning Thief* and "The Hero's Journey" that shows how Percy is on a hero's journey. • I can write a paragraph describing how Percy's experiences align with "The Hero's Journey." •	• Writing with Evidence: Percy and the Hero's Journey (Chapter 7) • •	

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 13	End of Unit 1 Assessment: Drawing Evidence from Text: Written Analysis of How Percy's Experiences Align with "The Hero's Journey"	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can cite text-based evidence to support an analysis of informational text. (RI.6.1) • I can describe how the characters change throughout a literary text. (RL6.3) • I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. (W.6.9)	• I can select evidence from both *The Lightning Thief* and "The Hero's Journey" that shows how Percy is on a hero's journey. • I can write a summary of an excerpt from *The Lightning Thief*. • I can write a paragraph explaining how Percy's experiences align with the hero's journey.	• End of Unit 1 Assessment	• Back-to-Back and Face-to-Face protocol

Optional: Experts, Fieldwork, And Service

• Experts: N/A

• Fieldwork: Take the class to a local art museum to see the influence of Greek mythology and culture on works of art across the centuries.

• Service: N/A

Optional: Extensions

• Consider coordinating with a Social Studies teacher to study in depth the ways in which myths both shaped and were shaped by wider Greek culture and beliefs. How did myths help to explain the way the world and humanity work? How did Greek mythology influence the beliefs of other cultures?

• With a visual arts teacher, students can create their own visual representations of important moments in Greek mythology that they have read.

Preparation and Materials

- Binders or Journals: Students will be receiving many recording forms, graphic organizers, and texts throughout this module. It is suggested that students have a binder in which to collect these materials and refer back to them. Alternately, teachers who prefer to use notebooks or journals can use the recording forms and graphic organizers as a template with which to model for students to create these structures independently.

- Evidence Flags: Students will be using evidence flags to mark parts of The Lightning Thief in which they did important thinking or found evidence to support a specific question. Evidence flags are strips of sticky notes (either purchased this way or full-sized sticky notes cut up). Students will need a baggie of these to keep at school and a baggie of these to keep at home.

- Question Baskets: Multiple lessons ask students to engage in question-based discussions. Questions are provided in supporting materials for the lesson they are needed; however, they must be cut into individual question strips, folded, and placed in baskets or baggies from which students will pull them.

Grade 6: Module 1: Unit 1: Lesson 1

Engaging the Reader: Close Reading Part 1 of "Shrouded in Myth"

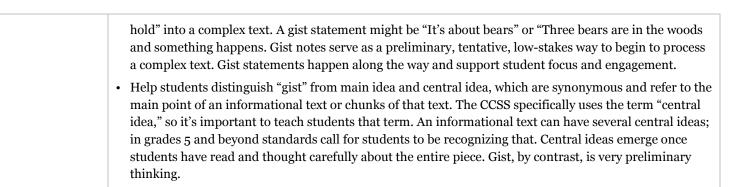| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can cite text-based evidence to support an analysis of literary text. (RL.6.1)
I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1) |

Supporting Learning Targets	Ongoing Assessment
• I can get the gist of the text "Shrouded in Myth." • I can identify unfamiliar vocabulary in "Shrouded in Myth." • I can collaborate effectively with my peers.	• QuickWrite: Response to Quote and Picture • Students' annotated texts "Shrouded in Myth" • Exit Ticket: Reflecting on the Learning Targets

Agenda	Teaching Notes

1. Opening
    A. Quick Write: Responding to a Quote and Picture (10 minutes)
    B. Unpacking Learning Targets (5 minutes)
2. Work Time
    A. Read Aloud: "Shrouded in Myth" (5 minutes)
    B. Rereading for Gist and to Identify Unfamiliar Vocabulary: "Shrouded in Myth" (20 minutes)
3. Closing and Assessment
    A. Exit Ticket: Reflecting on the Learning Targets (5 minutes)
4. Homework
    A. Finish annotating "Shrouded in Myth" for gist. Create a drawing, or series of drawings, that represent this story.
	• These first two lessons are designed to engage students in the world of mythology before they begin the novel *The Lighting Thief*. Lesson 1 begins with a "mystery" quote and picture, in order for students to uncover the focus of the module. Do not tell them the topic in advance.
	
	• This lesson introduces simple routines or "protocols" that will be used throughout the modules to promote student engagement, collaboration, and self-assessment. Review the cold call, Think-Pair-Share, and Fist-of-Five protocols (Appendix 1).
	
	• Note that time is spent deconstructing the learning targets with students at the beginning of this lesson. This gives students a clear vision for what learning will focus on for each lesson. This research-based strategy supports struggling learners most. Using learning targets is also a powerful way to teach academic vocabulary.
	
	• This lesson also introduces close reading practices that will be built on throughout this module. These include: reading to get the gist, annotating the text, chunking a text, and recognizing unfamiliar vocabulary.
	
	• Gist is an early or emerging understanding of a chunk of text. When we ask students to come up with a gist statement, we are asking them simply to share their "initial thinking" of what a text is "mostly about." It's a check for understanding and entry point to complex text -- the first step to see if the students are even in the same room as you. Gist notes are simple and could be wrong: envision them as the sort of initial annotations a student might scribble in the margins as he or she is trying to get a "toe

| | hold" into a complex text. A gist statement might be "It's about bears" or "Three bears are in the woods and something happens. Gist notes serve as a preliminary, tentative, low-stakes way to begin to process a complex text. Gist statements happen along the way and support student focus and engagement. |
| | • Help students distinguish "gist" from main idea and central idea, which are synonymous and refer to the main point of an informational text or chunks of that text. The CCSS specifically uses the term "central idea," so it's important to teach students that term. An informational text can have several central ideas; in grades 5 and beyond standards call for students to be recognizing that. Central ideas emerge once students have read and thought carefully about the entire piece. Gist, by contrast, is very preliminary thinking. |

Agenda	Teaching Notes (continued)
	• Note that in many lessons, the teacher reads a portion of the text aloud. During these read-alouds, students are expected to be looking at the text and actively reading in their heads. The teacher reads aloud slowly, fluently, without interruption or explanation. This read-aloud process, when done in this fashion, promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page.
	• Post the learning targets where all students can see them.
	• Post both the quote from "Shrouded in Myth" and the image of Perseus (see supporting materials) so all students can see both documents.

Lesson Vocabulary	Materials
learning target, gist, annotate, reflect; prophecy, fate, imprisoned, stunning, dreaded, writhing	• Quote from "Shrouded in Myth" (charted or projected)
	• Image of sculpture of Perseus and head of Medusa (one large copy or projected).
	• QuickWrite: Studying a Quote and Image recording form (one per student)
	• Examples of Nonlinguistic Representations of Learning Target Vocabulary (for teacher reference)
	• "Shrouded in Myth" (one per student and one to display)

Opening	Meeting Students' Needs

A. Quick Write: Responding to a Quote and Picture (10 minutes)
• Tell students that today they are launching into a new and exciting study. Ask them to read the quote and look at the picture; they will give clues as to what they will be studying in the weeks to come. **Display the quote from "Shrouded in Myth"** and the **image of sculpture of Perseus** holding the head of Medusa in view of the whole class.
 	
• Distribute **QuickWrite: Studying a Quote and Image recording form** to each student. Tell students that a "QuickWrite" is exactly what it sounds like. The goal is to just get their ideas down in a couple of minutes, without worrying at all about spelling and mechanics.
 	
• Invite students to first read the quote and then QuickWrite for 2 minutes.
 	
• Circulate to observe students' reading of this complex text and responding in writing. Make note of students who begin work independently easily, and those who may need more support in future activities.
 	
• Ask students to stop where they are with their writing. Ask students to turn and talk to a partner:
 	
   ∗ "Where do you think this quote came from? Why do you think that?"
 	
• Encourage students to refer to specific words or sentences in the text to support their thinking.
 	
• Invite students to first look at the image and then QuickWrite for 2 minutes. Ask:
 	
   ∗ "How is this image related to the quote you just read? What do you see that makes you think that?" Again, ask students to discuss with a partner, then invite whole class shares, and encourage students to be specific, relating a detail in the image to a detail in the text.
 	
• Finally, ask for brief whole group discussion:
 	
   ∗ "Based on this quote and this image, what do you think we will be studying in the weeks to come?"
 	
• Congratulate students on their entry into the world of mythology, and their effort to discuss a text using specific evidence from the text to support their thinking. Tell them that both of these—the topic of mythology and the skill of using evidence when discussing reading—lie at the heart of their learning for the next several weeks, including the reading of a novel and several classic myths, as well as the writing of their own myths. Here we go!
	• "Shrouded in Myth" is a complex text. In this lesson and future lessons, student will be supported in reading this myth multiple times. For this engagement experience, consider pulling select students into a small group for greater support or shared reading.
	
	• Many students will benefit from seeing questions posted on the Smartboard or via a document camera but reveal questions one at a time to keep students focused on the question at hand.
	
	• Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.

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Opening	Meeting Students' Needs
B. Practicing Observing Closely: I Notice/I Wonder (10 minutes)	• Use thoughtful grouping:
• Direct students' attention to the learning targets for today's lesson. Tell students that *learning targets* are helpful tools in understanding their own learning goals. Targets will be part of every lesson. They are "I can…" statements that they are striving to be able to do in any given lesson or series of lessons.	• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
• Read aloud as students read along with today's learning targets:	• Provide an illustrated anchor chart of question words (e.g., for the word *when*, use a picture of a clock) to assist students needing additional support with learning the structure to ask questions.
* "I can get the gist of the text 'Shrouded in Myth.'"	
* "I can identify unfamiliar vocabulary in 'Shrouded in Myth.'"	
* "I can collaborate effectively with my peers."	
• Define *gist* as the initial, preliminary sense of what a text is mostly about. Tell students they will talk about this more later in the lesson.	
• Explain the process of Think-Pair-Share if it is unfamiliar to the class. This is a simple protocol they will use often in which you will pose a question or prompt and they will:	
1. Take a few seconds to think about the question or prompt.	
2. Pair up with someone next to them, regardless of who it is, just a "next-door neighbor," not someone "around the block" from them, and take turns sharing their thinking about the question or prompt.	
3. Share with the whole class any thoughts they had, conclusions they came to, questions they still have, etc.	
• Ask students to Think-Pair-Share:	
* "Based on these learning targets, what do you think your learning today will be?"	
• Listen for responses like: "We will be talking to each other" or "We will be trying to get a basic sense of a myth."	

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Work Time	Meeting Students' Needs
A. Read Aloud: "Shrouded in Myth" (5 minutes) • Distribute **"Shrouded in Myth"** to each student. Tell students that this is the text from which you found the quote they read at the beginning of the lesson. It is a retelling of the myth of Perseus. Ask students to read in their heads as you read this myth aloud. (This promotes fluency.) • After reading, explain to students that often, the first time they read a text is just to get the flow of the text and become familiar with its structure from beginning to end. • Invite students to Think-Pair-Share: * "What do you notice about this text? What do you wonder?" • Listen for general "notices" and "wonders," which at this point likely will be about the text's topic, plot, and perhaps structure. Tell students they will continue to dig into this text during the next few days.	
B. Rereading for Gist and to Identify Unfamiliar Vocabulary: "Shrouded in Myth" (20 minutes) • Tell students that they will now reread this text independently with new purposes: to get the *gist* and to identify unfamiliar vocabulary that they encounter. Go into more detail about what it means to "get the gist." • Say: "'Getting the gist' means just getting your very first sense of what smaller sections of text are mostly about. It's a way to just keep track of your early thinking about a text: your initial sense of what it is mostly about. It helps to write 'gist notes' in the margins to keep track of this early thinking. This is just your first 'scratching the surface' understanding." • Display "Shrouded in Myth" using a **document camera**. (or chart the first paragraph.) Tell students that in a narrative, or story, like this one, they can divide the text into smaller chunks of one to two paragraphs. Tell them that if they are struggling with a text, dividing it into smaller chunks can make the reading more manageable. • Reread the first "chunk" of "Shrouded in Myth" from "A long, long, long time ago…" to "…had other plans." Tell students that after reading a chunk of text, readers often annotate a text for the gist in the margin. Define the word *annotate* as "to make notes on the text." Point out the word root "note." • Ask students to Think-Pair-Share: * "What was the gist of this section? What is your initial sense of what this part of the text was it mostly about?" • Listen for answers like: "A king was given a prophecy, so he locked up his daughter." Model writing the gist of this first chunk in the margin of the text. Write: "A king locks up his daughter" in the margin, emphasizing that not every detail is noted in the gist.	• Select students may benefit from a version of the text that has already been broken into chunks, making it explicit when to stop and annotate for gist. (See Supporting Materials.) • Select students may need more frequent checks for understanding and guided practice when annotating for gist for the first time. Consider pulling these students into a small group, checking in with them periodically, and discussing the gist of a section before students write it.

Work Time (continued)	Meeting Students' Needs
• Tell students that as they reread, they have a second purpose as well: to identify and circle unfamiliar vocabulary. Go back to the first section of the text. Tell students that in a text like this one, some words are difficult because they are complex vocabulary; other words are difficult because they are names of people and places. • Remind them that names of people and places are proper nouns, and can often be distinguished because they begin with a capital letter. Identify some of these "people and places" words such as *Acrisios*, *Argos*, and *Danae*. Tell students that it is not important to determine the meaning of these words; students should try their best to read and pronounce them and then move on. • Tell students that for the other complex words, it is important to notice these words (instead of avoiding them) and then try to determine their meaning: these often are the types of words that will show up in other texts they read. Tell students that for now, as they reread, they should just pay attention to the words they don't know, and circle them. In the next lesson, they will learn more about determining their meaning. Model circling words such as *fate* and *imprisoned*. • Give students the remaining 10 minutes to continue independently, reading a chunk, annotating for gist, and circling unfamiliar works. Tell students that it is fine if they do not finish annotating the entire text; they will complete it for homework tonight. Continue to reassure them that jotting notes about the gist is just a way for them to start making sense of the text. • Circulate to observe which students are annotating and circling words; encourage them with these important practices that will support them in close reading. Check students' annotations, guiding them toward short general statements of important events in the text. • If students are not making any annotations, probe, asking them "what is your basic sense of what this chunk is mostly about?" Remind them it's fine if their gist is short, or even wrong. It's just a start. Model annotating as needed, and help students realize that even strong readers make annotations so that later they can quickly reread and find key passages. If students are not circling words, point out a complex vocabulary words and ask students for the meaning. If students are not able to define the word for you, then point out "It's fine if you don't know that word yet. That's what I want you paying attention to for now: just noticing what hard words you don't know. Remind them of the importance of circling these words.	• Select students may find it helpful to determine the gist of smaller chunks of the text at a time. Consider calling this "bite size" reading: when we are having trouble eating something, we take smaller bites of it before moving on. • For students that struggle with reading grade-level text, consider chunking the text for them on to separate sheets of paper. This make the reading of complex text more manageable and allow them to focus on one small section at a time. • Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text. When students annotate the text by circling these words it can also provide a formative assessment for the teacher. • To further support ELL students consider providing definitions of challenging vocabulary in student's home language. Resources such as Google translate and bilingual translation dictionaries can assist with one word translation.

Closing and Assessment	Meeting Students' Needs
A. Fist of Five: Reflecting on the Learning Targets (5 minutes) • Ask a student volunteer to read each learning target aloud the learning target. Prompt all students to raise their hands to represent how they feel about their ability to meet each learning target at this moment, using the Fist to Five protocol. Refer students to the **Fist to Five chart** to cue their hand raising. This self-assessment helps students to rate themselves on a continuum from 0 (fist), meaning far from the target, to five (five fingers), having solidly met the target. • Describe to the students any patterns that you notice in this early self-assessment. (Ex. "I see that a number of students are holding up 2s or 3s for 'getting the gist'. This right where I expected us to be since this is something that takes practice. We will revisit 'getting the gist' through out the module so we are likely to gain confidence in this area.")	• Review of learning targets reinforces key academic vocabulary. Consider creating a word wall with these terms to reinforce throughout the unit.

Homework	Meeting Students' Needs
A. Reread "Shrouded in Myth" • If you did not complete annotating for the "gist" in class, complete that. It is fine if you just have a general sense of what each chunk is about. After reading, try representing this story through a drawing or series of drawings that show your understanding.	

EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 1: Lesson 1
Supporting Materials

EXPEDITIONARY LEARNING

Teacher directions: Use chart paper or a document camera to display this image and quote for the whole class as part of "Engaging the Reader."

When Perseus grew up, Polydectes gave him a series of challenging tasks to complete. Armed with a sword made by the god Hermes, winged sandals, and a shiny bronze shield given to him by the goddess Athena, Perseus slew the dreaded monster Medusa. This hideous creature had writhing snakes for hair, elephant-like tusks for teeth, and blood-red eyes. Whoever looked at her was instantly turned to stone.

EXPEDITIONARY LEARNING

Name:

Date:

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1. Where do you think this quote came from? Why do you think this?

_____

_____

_____

_____

_____

Study the picture posted at the front of the room.

2. How is this picture of a sculpture connected to the quote? What details made you think this?

_____

_____

_____

_____

_____

EXPEDITIONARY LEARNING

Record

Notice

Wondering

Explain

Discuss

DISCUSS: Image Copyright Jacek Chabraszewski, 2013. Used under license from Shutterstock.com.

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RECORD: Image Copyright Kamira, 2013. Used under license from Shutterstock.com.

WONDERING: Image Copyright Ollyy, 2013. Used under license from Shutterstock.com..

A long, long, long time ago, even before Perseus was born, his grandfather, Acrisios, the king of Argos, was given a prophecy that he would someday be killed by his grandson. To protect himself from this fate, the terrified king imprisoned his only daughter, Danae, in an underground dungeon so that she could never marry or have children. Certain that he would never be a grandfather, Acrisios relaxed. But Zeus, the great father of the gods, had other plans.

Zeus had been watching Danae and thought she was stunning—too beautiful to resist. He turned himself into golden rain and poured through the bronze bars in the roof of her elaborate dungeon. As the rain fell upon Danae, its magical powers caused a child to begin growing within her. Nine months later, she gave birth to a son and named him Perseus.

Outraged as well as frightened when he learned of a grandson's birth, Acrisios enclosed mother and son in a chest, which he flung into the sea. After drifting about for a long time, the chest finally washed up on a distant island. A fisherman found it and brought it to his brother, King Polydectes, who took Perseus and his mother into his palace.

When Perseus grew up, Polydectes gave him a series of challenging tasks to complete. Armed with a sword made by the god Hermes, winged sandals, and a shiny bronze shield given to him by the goddess Athena, Perseus slew the dreaded monster Medusa. This hideous creature had writhing snakes for hair, elephant-like tusks for teeth, and blood-red eyes. Whoever looked at her was instantly turned to stone.

As success followed success, Perseus began to think about the stories he had heard about his grandfather, Acrisios. So, after a brief visit to his mother, the young hero set sail for Argos. Before he reached it, however, Acrisios got word that his long-lost grandson was coming and fled the city, for he still feared the prophecy.

While waiting for Acrisios to return, Perseus attended festival games being held in a neighboring town. A skilled athlete, Perseus entered the discus contest. As he prepared to throw it, he lost control and the heavy disk went hurtling into the crowd, striking a man and killing him. Alas, the tragic prophecy had proved true—the dead spectator was Acrisios. Perseus was so troubled about the accident that he chose to leave Argos and build his own city—the legendary Mycenae.

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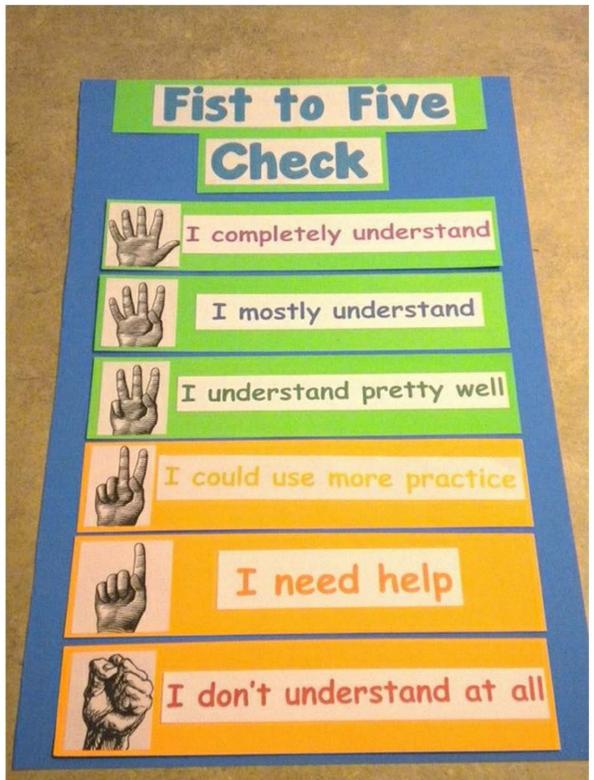

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Open Source image from http://classroomcollective.tumblr.com/post/25456453723

Grade 6: Module 1: Unit 1: Lesson 2
Building Background Knowledge:
Close Reading Part 2 of "Shrouded in Myth"

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can cite text-based evidence to support an analysis of literary text. (RL.6.1) I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4) I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1) I can express my own ideas clearly during discussions. (SL.6.1)	
Supporting Learning Targets	**Ongoing Assessment**
• I can cite evidence from the text when answering questions and discussing "Shrouded in Myth." • I can use context clues to determine the meaning of unfamiliar words in "Shrouded in Myth." • I can collaborate effectively with my peers. • I can express myself clearly in a group discussion.	• Students' annotated texts "Shrouded in Myth" (from Lesson 1 homework) • Exit Ticket: Reflecting on the Learning Targets

Agenda	Teaching Notes

1. **Opening**
 	
   A. Unpacking the Learning Targets and Beginning "Things Close Readers Do" Anchor Chart (5 minutes)
 	
 2. **Work Time**
 	
   A. What is Good Discussion?: Creating Group Discussion Criteria(10 minutes)
 	
   B. Evidence Based Discussion: Text-Dependent Questions about "Shrouded in Myth" (10 minutes)
 	
   C. Using Context Clues to Determine Meaning: Vocabulary in "Shrouded in Myth" (15 minutes)
 	
 3. **Closing and Assessment**
 	
   A. Exit Ticket: Reflecting on the Learning Targets (5 minutes)
 	
 4. **Homework**
 	
   A. First draft read of Chapter 1: "I Accidentally Vaporize My Pre-algebra Teacher"
	• This lesson introduces the structure for discussions that will carry students through the novel. Time is given for students to explicitly set expectations for working in groups. Build on existing norms and routines for collaborative work in your classroom. The focus on effective collaboration ties directly to SL.6.1. Discussion is a vital support as students work with text throughout the modules.
	
	 • Students are introduced to the ideas of a "close reading" and will start to build a class anchor chart titled "Things Close Readers Do." In future lessons, students add to their practices of close reading and conduct close readings of a more complex text with continued support and feedback from the teacher.
	
	 • This lesson builds on students' early work with close reading from Lesson 1. It includes a brief guided practice with using context clues to determine word meanings. This may be new to some students and review for others. This skill is consistently reinforced throughout future lessons, since it is particularly important as students work with increasingly complex text, and relates directly to CCSS RL.6.4 and L.6.4.
	
	 • In advance: Create triads: groups of three students that will work together to read, think, talk, and write about *The Lightning Thief* and other texts. Use intentional grouping. Heterogeneous groups support students in discussing texts and answering questions about text.
	
	 • For homework, students do a "first draft" read of Chapter 1. Be prepared to explain this phrase to students, since it signals an important approach to reading they will be learning throughout the modules. See Closing and Assessment, Part A, for details.

Lesson Vocabulary	Materials
learning target, gist, annotate, reflect; prophecy, fate, imprisoned, stunning, dreaded, writhing	• Things Close Readers Do anchor chart (new; teacher-created; see Work Time A) • Half a sheet of chart paper (one per triad) • Markers (one per triad) • Triad Talk Expectations anchor chart (new; teacher-created; see Work Time A) • Baskets or bowls for "Question Baskets" (one per triad) • Questions for "Question Baskets" (one for each triad) (see supporting materials) • Index cards (five per student) • "Shrouded in Myth" (from Lesson 1; students' annotated copies) • Exit Ticket: Reflecting on the Learning Targets (one per student)

Opening	Meeting Students' Needs
A. What is Good Discussion?: Creating Group Discussion Criteria (10 minutes)	• Taking time to ask for students' ideas about norms for discussion can greatly enhance student buy-in for setting clear expectations for students' group work.
• Tell student that much of the important work they will be doing, in reading, thinking, and writing, will be done in a small group called a triad. Ask students if they can connect the word *triad* with other words they know. Based on these words, how many members do they think will be in their groups? Listen for students to recognize the root "tri" as "three" (they may mention tricycles, triplets, triathlons, etc.). Point out to students that throughout lessons, they will often pause to think about words in this way; this will help them build their vocabulary, which helps them become better readers.	
• Arrange students so they are sitting in their triads. Give each group a **half piece of chart paper** and a **marker**. Ask:	• Consider allowing select students to draw picture representations of good discussion behaviors on their chart paper as an alternative for listing or writing sent
∗ "When working in a group, what are important *expectations* you should have for one another?"	
• Define expectation as something you can look forward to or count on.	• Provide sentence frames to support ELLs in discussion. For example: "One expectation I have for our group is _____, and this will help our group because_____."
• Tell students they will have the next few minutes to discuss with one another specific expectations they should have for group work and discussion. They should write five expectations they have on their chart paper, and then select the one they agree is most important. Circulate and support triads in this work, ensuring there is a balance of voices in discussion as well as consensus on what is written on their charts.	
• After five minutes of discussion and writing, bring students back to whole group. Invite each triad to share what they believe is the most important expectation they agreed upon. As students share, begin to chart their responses on the **Triad Talk Expectations anchor chart**. Listen for responses such as: "We should take turns speaking and listen to each other," "We should speak respectfully," "We should all be prepared." Tell students that these are the class-wide expectations to which they will be held as they begin their exciting work in the world of mythology.	

Opening	Meeting Students' Needs
B. Evidence Based Discussion: Text-Dependent Questions about "Shrouded in Myth" (10 minutes)	• "Shrouded in Myth" is a complex text. In future lessons, student will be supported in reading this myth multiple times. For this engagement experience, consider pulling select students into a small group for greater support or shared reading.
• Distribute the **Question Baskets** to each triad. Give students directions:	
1. Pull a question from the basket and read it aloud to your triad.	
2. Each of you silently think about the question, on your own.	
3. Go back to the text, and underline a place where you think you have found evidence for the answer.	
4. As a triad, discuss the answer and the evidence each of you found.	
5. Remember to follow your Triad Talk Expectations.	
• Tell students that they should have their **annotated text**, **"Shrouded in Myth"** with them. They will be using this as a reference to answer questions, find evidence, and in discussion with their triads. Review with students the words *cite* and *evidence*. Tell students that to cite something is to give a "quote" from the text. Evidence is the "proof" of their thinking about texts they read. Emphasize the importance of these words. Say something like: "Using evidence to support your thinking is at the heart of being a careful and analytical reader, so we will be working a lot with this idea."	• Consider providing select students with a pre-highlighted version of the text in which evidence for text-dependent questions has been identified. This allows students to focus on relevant sections of text as they match evidence with questions.
• Give students 10 minutes to discuss in triads as many questions as the time allows. Reassure them that it is more important to have a careful discussion, citing evidence, than it is to race through all the questions.	• Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.
• Circulate and listen in and support groups in their work. Listen to see how well students are following their group expectations; point out specific positive behaviors you see that are helping students collaborate effectively. Also ask probing questions to help students find and underline evidence to answer questions.	
• Refocus students whole group. Briefly share about each question, using this opportunity to identify and address any misconceptions about the text.	

Opening	Meeting Students' Needs

C. Using Context Clues to Determine Meaning: Vocabulary in "Shrouded in Myth" (15 minutes)
• Focus students whole group. Be sure they have their annotated text, "Shrouded in Myth." Remind them of the important reading work they started in the previous lesson when they circled unfamiliar words.
• Ask students to Think-Pair-Share:
  * "What do you do when you come across a word that you do not know the meaning of?"
• Listen for answers like: "I move past it" or "I try to figure it out by using other words in its place." (These are common strategies often taught in lower grades.)
• Tell students that, as they get older, it's still important to know when to "move past" words. But increasingly, they can also learn to recognize that words they do not understand are an exciting opportunity! Every time they encounter a word they do not understand, they get to learn a new word! This will help them become increasingly proficient readers.
• Tell students that the first strategy they should use when encountering a word they do not know the meaning of is using "context clues." Ask students if they are familiar with either of these words: *context* or *clues*. Tell students that "context" means what is going on around something. Ask: "What is your context right now?" or "In what context would you give someone a gift?" Listen for answers like "school" or "for a special occasion like a birthday or holiday."
• Think-Pair-Share:
  * "So what are 'context clues?'"
• Guide students toward the idea that context clues is using all that is happening around a word as clues to what the word might mean.
• Display "Shrouded in Myth" using a document camera. Read the sentence: "A long, long, long time ago, even before Perseus was born, his grandfather, Acrisios, the king of Argos, was given a prophecy that he would someday be killed by his grandson."
• Circle the word *prophecy*. Think-Pair-Share:
  * "Are there any clues in or around the word 'prophecy' that help to determine its meaning?"
	• Consider providing the meaning of words for select students, inviting them to create pictures or word associations on their cards that will support them in understanding and remembering the meaning.
	• To further support ELL students consider providing definitions of challenging vocabulary in student's home language. Resources such as Google translate and bilingual translation dictionaries can assist with one word translation.

Work Time	Meeting Students' Needs
• After students have shared ideas, model as needed. For example: "It says that this 'prophecy' tells about what will happen 'someday.' So, it must be something about telling the future. Also, 'prophecy' sounds like 'prophet' and a prophet tells the future. So I think a prophecy is like a 'prediction' or a 'message.'"	
• Distribute five **index cards** to each student. Still with the word *prophecy*, model how to complete the index card:	
1. Write the word *prophecy* on an index card.	
2. On the back of the same index card, write the meaning.	
3. Visualize the word in your mind. On the same side of the card as the meaning, draw a picture of what you visualize.	
• Ask students to work in pairs to repeat the process with the words *imprisoned, stunning, dreaded, and writhing.*	
• As students talk in pairs, circulate to listen in, in order to gauge students' ability to use context clues and their understanding of these key terms. Notice patterns of misconceptions to address in a brief think-aloud if needed.	
• Have each pair find another pair to share their index cards with. If needed, model using context clues with at least one more of the words students worked with.	
• Consider using model student cards as a display of vocabulary for the whole class. Alternatively students could attach the cards in their journals or binders as a reference tool.	

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Closing and Assessment	Meeting Students' Needs

A. Exit Ticket: Reflecting on the Learning Targets (5 minutes)
• Distribute an **Exit Ticket: Reflecting on the Learning Targets**. Tell them that *reflecting*, or thinking back on, our learning is a very important and powerful process for learners, both children and adults.
• Review the exit ticket with students. Ask them to read the four learning targets they had today, and think: "Was I able to do these?" If they felt they were able to meet the learning target, they should give evidence or proof. Point out that the word *evidence* is everywhere: They can't escape it! If they feel they did not meet the learning target they can describe what was challenging for them, and what goal they have moving forward.
• Tell students that for their exit ticket, they will just focus on the first two targets. Give students 3 minutes to complete this reflection. It is their "ticket" to exit today's lesson.
• Distribute student's texts: *The Lightning Thief*. Ask students to examine the image on the cover. Ask students to Think-Pair-Share:
   * "What do you notice?"
   * "What do you wonder?"
• Discuss that some students may have read this book before, and some have not. Either way is great. Readers often reread texts to uncover more layers of meaning. Reading the book this time will probably be quite different, since they will be going in depth in the study of Percy as a character, and studying the fascinating myths on which this book is based.
• Tell students that a "first draft" read is just like they did with the myth in the first lesson: reading a text for a first time to get a general sense of it. It's fine and normal, on this first draft read, that readers don't understand everything yet. Rereading is a habit students will be practicing throughout the year.
	• Review of learning targets reinforces key academic vocabulary. Consider creating a word wall with these terms to reinforce throughout the unit.

Homework	**Meeting Students' Needs**
A. Reread "Shrouded in Myth" • Do a "first draft" read of Chapter 1, "I Accidentally Vaporize My Pre-algebra Teacher," in *The Lightning Thief*. Your purpose for reading tonight is to get to know the main character, Percy. What do you notice about him? What do you wonder? *Note: Many of your students may have read The Lightning Thief already, or seen the movie version. Tell those students that this will be a very different reading experience. They will be going much deeper analyzing character, focusing on vocabulary, and reading several of the myths mentioned in this novel.*	• Consider providing an audiotaped version of this text to support struggling readers. Be sure, however, that they read the text silently in their heads as they listen to the audio version.

Grade 6: Module 1: Unit 1: Lesson 2
Supporting Materials

Directions: these bullets are added to the chart during class, with students.

- Get the gist of what a text is mostly about.
- Cite evidence
- Use context clues to figure out word meanings

Directions for the Teacher:
- Make a copy of this question set for each triad.
- Cut this into strips of individual questions.
- Place the questions in a basket or bowl.
-

1. What makes Acrisios sure he will never have a grandson?

----

2. Why was Zeus so drawn to Danae? How did Zeus get to her?

----

3. Is this a realistic story? Why or why not?

----

4. How was the prophecy from the beginning of the story fulfilled?

----

5. Is Perseus a hero? What evidence supports your opinion?

Name:

Date:

Directions:
* Read the learning target.
* Think and Respond: Did I meet this learning target?
* Provide Evidence: How did I meet the target? or What do I need to do to meet this target next time?

"I can cite evidence from the text when answering questions and discussing 'Shrouded in Myth.'"

Did you meet this learning target?

What is your evidence for your answer?

I can use context clues to determine the meaning of unfamiliar words in "Shrouded in Myth."

Did you meet this learning target?

What is your evidence for your answer?

Grade 6: Module 1: Unit 1: Lesson 3

Meeting the Main Character:
Launching *The Lightning Thief* (Chapter 1)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence to support an analysis of literary text. (RL.6.1)
I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6)
I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)

Supporting Learning Targets	Ongoing Assessment
• I can make inferences about Percy in order to understand him as the narrator of this story. • I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief*. • I can follow our Triad Talk Expectations when I participate in a discussion.	• Questions from the Text: Chapter 1

Agenda	Teaching Notes
1. **Opening** A. Unpacking the Learning Targets and Beginning B. "Things Close Readers Do" Anchor Chart (5 minutes) 2. **Work Time** 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? (5 minutes) C. Triad Discussion: Answering Text-Dependent Questions with Evidence (10 minutes) 3. **Closing and Assessment** A. How Do Authors Develop a Narrator or Character's Point of View? (5 minutes) 4. **Homework** A. First draft read of Chapter 2: "Three Old Ladies Knit the Socks of Death"	• Ideally, students would routinely sit in their triads at the beginning of class. Many discussion, reading, and writing routines rely on this structure. If the class has another seating chart or routine, preview each lesson to determine the best time for students to transition to triads (typically at the start of Work Time). • In advance: Create the charts for the "Carousel of Quotes": one quote per half sheet of chart paper. (See Supporting Materials) • In advance: Prepare the quotes for the Carousel. Ten charts total. Each quote is posted twice (on two separate pieces of chart paper). This way, students can stay in their triads, and not too many students are clumped around a single chart. Post the 10 charts on the walls around the room. • Review: Carousel Brainstorm protocol (Appendix 1).

Lesson Vocabulary	Materials
learning target, annotate, reflect; prophecy, fate, imprisoned, stunning, dreaded, writhing	• Triad Talk Expectations anchor chart (from Lesson 2) • Quotes for "Carousel of Quotes" (for teacher reference; see teaching note above for preparation) • Chart paper (10 half sheets; see teaching note above regarding Carousel) • *The Lightning Thief* (book; one per student) • Making Inferences About Percy anchor chart (new; teacher-created; see model in supporting materials) • Markers (preferably a different color for each triad) • Questions from the Text: Chapter 1, "I Accidentally Vaporize My Pre-algebra Teacher" (one per student) • "Evidence flags" (sticky notes: the smallest size available or larger sizes cut into strips) (Two baggies of evidence flags per student: one bag each for use during class and one bag for use at home) • Exit ticket (one per student) • Homework: Purpose for Reading—Chapter 2 (one per student)

Opening	Meeting Students' Needs
A. Engaging the Reader: Read Aloud of pages 1-4 of *The Lightning Thief* (5 minutes) • Read aloud pages 1–4, as students follow along in their own copy. Think-Pair-Share: "What is this chapter mostly about so far?" Listen for answers like: "It's mostly about Percy, and how he gets in trouble a lot," or "It's about how Percy is a half-blood, and goes to a special school." Tell students that they will be returning to look more closely at these page, and reading closely for character, during the lesson today.	• Be sure to set clear expectations that students read along silently in their heads as you read the text aloud. Hearing the text read slowly, fluently, without interruption or explanation promotes fluency for students: they are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page.

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Opening	Meeting Students' Needs

B. Unpacking the Learning Targets (5 minutes)
• Read the learning targets:
   * "I can make inferences about Percy in order to understand him as the narrator of this story."
   * "I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief*."
   * "I can follow our Triad Talk Expectations when I participate in a discussion."
• Ask students to identify important words in the learning targets. Circle the word *inference*. Explain that an inference is a thought process a reader makes to understand the meaning of text, or even an image. When you infer, you pay attention to the details in front of you, and you use other information (from the text, or your background knowledge) to mentally fill in the gaps between the details that are actually said or shown, and what the author expects the reader to understand.
• Ask students to Think-Pair-Share:
   * "Now that we know these important words, restate the first learning target in your own words."
• Repeat this process with the second learning target, focusing on the words *cite* and *evidence*. Remind students of the definition of cite as "to quote something" and evidence as "proof." Tell students that they will be working a lot with citing evidence in the following lessons.
	• Reviewing academic vocabulary words benefits all students developing academic language.

Work Time	Meeting Students' Needs
A. Meeting the Main Character: A Carousel of Quotes from Chapter 1 (15 minutes) • Remind students that every time they work with this novel they will be with their triad. Review with students the **Triad Talk Expectations anchor chart.** • Tell students that they are going to practice their Triad Talk Expectations once again. Tell students that one great way to get to know a text is to revisit it multiple times. They have already read the first few pages of *The Lightning Thief* to get the flow of it. Now they are going to look closely at specific details from those same pages with their triads. • Briefly review the Carousel Brainstorm protocol with students. Point out the charts hanging around the room. Tell them that you have already chosen details for them to analyze, something they will do independently in the future. • Give directions: 1. Discuss with your triads "I Notice" and "I Wonder" about the main character/narrator, Percy (based on the quote). 2. Write your "notices" and "wonders" on the chart below the quote. 3. When signaled, rotate to the next quote and repeat this process. • Tell students that there are five different quotes around the room, and triads will have 2 minutes per quote. Consider modeling the direction and expectations for movement. • Distribute **markers** to students. Each triad should have a different color marker set. Point this out to students, and tell them this is to keep everyone accountable for what they write. Remind students to share the responsibility of writing. Each group is accountable for at least one notice and one wonder per quote. • Ask each triad to stand by a separate quote. • Begin. Give students 2 minutes at each chart. • Circulate and support them in their thinking about the character based on the text. If students are struggling, do not explain the quote; instead, ask them probing questions like: "Why do you think the narrator uses this word?" or "What does this make you curious about the main character?"	• Select students may benefit from a set of vocabulary cards for words that cannot be determined by the context of the quote. • Consider providing the quotes ahead of time to select students to provide additional time for them to formulate ideas and questions. • Allowing students to discuss their thinking with their peers before writing helps to scaffold student comprehension of the quote as well as assist in language acquisition for ELLs.

Work Time	Meeting Students' Needs
B. Whole-Group Discussion: What Do We Notice and Wonder about Percy So Far? (5 minutes) • Ask students to return to sit with their triad. Focus students whole group. Ask: * "What have we learned about Percy Jackson so far?" • As students share, begin the **Making Inferences About Percy anchor chart**. This will help visual learners make the connection between what the text says and what they can infer about Percy. Students may initially share superficial facts, such as "He is 12 years old" or "He gets in trouble a lot." • Tell students that authors use many methods to help readers get to know the characters and develop characters' point of view: actions, *dialogue*, inner thoughts, etc. If needed, review the term *dialogue*: speech between two people. Point out that when the *narrator*, or person telling the story, is also a character IN the story, then readers also get to know what that character is thinking. • Push students' discussion by referring to specific quotes. This may sound like: "When Grover has to pull Percy back in his seat when Nancy Bobofit is throwing her lunch, what does this action tell us about Percy?" Listen for answers such as: "He has a short temper" or "He is a protective friend." Encourage students to use these quotes to see multiple perspectives of the main character.	• Posting sentence starters for discussions gives students an entry point into the discussion as well as scaffolds toward complete, properly formulated sentences. Consider posting phrases such as: "This quote made me wonder …" and "When I read this, I noticed that …"

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Work Time	Meeting Students' Needs
C. Triad Discussion: Answering Text-Dependent Questions with Evidence (10 minutes) • Tell students they now will revisit this section of text, pages 1–4. Point out that this is their third interaction with the same text: once with you, once through studying details, and now to answer questions. Explain how rereading is important practice that all great readers, even adults, do with complex texts. Each time you revisit a text you notice new details and make new connections. • Distribute **one bag of evidence flags** to each student. Tell them that these will be used to mark places in the text where they did important thinking, made realizations, or found evidence. Give directions: 1. Read the questions. 2. Reread pages 1–4, keeping the questions in mind. 3. When you find any evidence, mark that page with an evidence flag. 4. After reading, discuss the questions with your triad. 5. Write the answer to the question in your own words, using a complete sentence. 6. Copy the sentence or two from the text that you are using as evidence for you answer. • Distribute **Questions from the Text: Chapter 1, "I Accidentally Vaporize My Pre-Algebra Teacher."** • Circulate and support students as they read and discuss these questions. For students who need more supporting, consider asking them to read aloud excerpts to you (in order to gauge fluency) or asking why they chose the evidence they chose (in order to gauge comprehension). • If students need support in defining the word *probation*, ask them to use the context to help them determine the word meaning, asking: "If he is more likely to get blamed because he is *on probation*, what does probation likely tell the reader about Percy?" If students still cannot determine meaning, tell them that "probation" means "a period of time to test a person's behavior, usually after they have already been in trouble."' • After 10 minutes, ask students to remain in their triads but focus whole group.	• Select students will benefit by focusing on a limited number of questions. Consider assigning these students a specific question within their group, emphasizing the importance of finding textual evidence. In this case, the quality of the answer is more important than the quantity of questions answered. • For discussion questions, consider providing sentence starters to help students begin. Examples include: "Percy is the kind of student who …" "I know this because …" "Grover gets bullied because …" "My evidence for this is …" Post these sentence starters in a place visible to all students.

Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: Reflecting on the Learning Targets (5 minutes) • Ask: * "How does the author of *The Lightning Thief* help readers get to know Percy as a character in Chapter 1?" • Distribute Exit Tickets and give students 5 minutes to complete. Remind students to write in complete sentences. • Preview homework. Distribute a **second bag of evidence flags** to students. Tell them that this set is meant for homework and should be kept at their house.	

Homework	Meeting Students' Needs
• Do a "first draft" read of Chapter 2: "Three Old Ladies Knit the Socks of Death." Use the **Homework: Purpose for Reading-—Chapter 2** to focus your reading. Use your evidence flags to mark the specific areas in the book that support your answer. *Note: If concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the "slushy time" during the day—right before or after lunch, during "down time" between other tasks, as they enter the classroom in the morning, or just before dismissal, as time for reading the novel or independent reading. In addition, students likely to need additional support should pre-read this novel with support during intervention or other support periods. Pre-reading with support will allow students to spend class periods rereading and focusing on evidence.*	

EXPEDITIONARY LEARNING

Grade 6: Module 1: Unit 1: Lesson 3
Supporting Materials

Directions:

Write each of these quotes at the top of a separate piece of chart paper.

Use each quote twice so that groups can remain small as they move throughout the room.

Divide the rest of the chart paper into a two-column T-chart.

At the top of the left-hand column, write "I Notice …"

At the top of the right-hand column, write, "I Wonder …"

1. "If you're a normal kid, reading this because you think it's fiction, great. Read on."

2. "Am I a troubled kid? Yeah. You could say that."

3. "But Mr. Brunner, our Latin teacher, was leading this trip, so I had hopes."

4. "I hoped the trip would be okay. At least, I hoped that for once I wouldn't get in trouble."

5. "Grover tried to calm me down. 'It's okay. I like peanut butter.' He dodged another piece of Nancy's lunch. 'That's it.' I started to get up, but Grover pulled me back to my seat.

Page	What the text says... (e.g. actions, thoughts, dialogue)	What this makes me think about Percy...

EXPEDITIONARY
LEARNING

Name:

Date:

Read each question.
Go back and reread Chapter 1, pages 1-4 with these questions in mind.
After reading, discuss the questions with your Triad.
Answer each question with complete sentences. Use evidence from the text to prove your answer.

1. What kind of student was Percy?

Evidence:

2. Why is Grover bullied by the other students?

Evidence:

3. What kind of student was Percy?

_____

_____

Evidence:

_____

GRADE 6: MODULE 1: UNIT 1: LESSON 3

Exit Ticket: How do authors develop a narrator on character's point of view?

Name:

Date:

What is the most important thing you learned about Percy in Chapter 1? How did the author show this about Percy? Write in complete sentences and provide one specific example as evidence from the text.

Name:

Date:

What challenges does Percy face in this chapter? How does he respond?

As you read, think about these questions. Use your evidence flags to mark specific passages in the text to discuss with your triad. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.

Grade 6: Module 1: Unit 1: Lesson 4
Inferring about Character:
Getting to Know Percy (Chapters 1 and 2)

EXPEDITIONARY
LEARNING

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence to support an analysis of literary text. (RL.6.1) I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4) I can describe how the characters change throughout a literary text. (RL.6.3) I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6) I can effectively engage in discussions with diverse partners about 6th grade topics, texts, and issues. (SL.6.1)

Supporting Learning Targets	Ongoing Assessment
• I can make inferences about Percy citing evidence from the text. • I can use context clues to determine the meaning of unfamiliar words in Chapters 1 and 2 of *The Lightning Thief*. • I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief* • I can follow our Triad Talk Expectations when I participate in a discussion.	• Entrance Ticket • Exit Ticket

Agenda	Teaching Notes

1. **Opening**
 	
  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)
 	
2. **Work Time**
 	
  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)
 	
3. **Closing and Assessment**
 	
  A. Exit Ticket: How Has the Author Helped Us Get To Know Percy So Far? (5 minutes)
 	
4. **Homework**
	• This lesson and Lesson 5 continue to build students' skills with close reading. Students revisit passages they read earlier, now focusing on specific details in order to make inferences about Percy. Lesson 5 will require students to complete tasks with greater independence as they move toward the Mid-Unit Assessment.
	
	• This lesson introduces a new routine: a comprehension quiz Entrance Ticket. The purpose of this routine is to keep students accountable for independent reading of the novel as well as a formative assessment to check student comprehension during independent reading.
	
	• Review: Helping Students Read Closely and Close Reading protocol (Appendix 1).

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Lesson Vocabulary	Materials
gist, inference, infer, cite, evidence, reading closely; hallucinations (16), irritable (17), conjugate (18), solstice (19), delinquents (22)	• Entrance Ticket: Chapter 2: 'Three Old Ladies Knit the Socks of Death' (one per student) • Things Close Readers Do anchor chart (from Lesson 2)—today's focus: making inferences and talking to others about the text • Inferring About Character: Challenges and Response recording form (one per student) • Inferring About Character: Challenges and Responses anchor chart (new; teacher-created) • Inferring About Character: Challenges and Response in Chapter 2 (For Teacher Reference; use this to create the Inferring About Character anchor chart) • Exit Ticket: How has the author helped us get to know Percy? (one per student) • Homework: Purpose for Reading—Chapter 3 (one per student)

Opening	Meeting Students' Needs
A. Entrance Ticket: Chapter 2: 'Three Old Ladies Knit the Socks of Death' (5 minutes) • Introduce students to the new routine of the comprehension quiz entrance. Explain that this entrance ticket will be a daily practice as they read *The Lightning Thief*. This routine is designed to assess whether students read and understood the basics of the text assigned for homework. Remind students that their homework reading is a "first draft" read; they are not expected to understand everything. But it is important that they feel accountable for the reading, practice reading on their own, and try their best. • Distribute the quiz, and give students five minutes to complete it. Collect students' work to review and/or assess.	• These comprehension quizzes are meant to gauge students' understand of the basic sense of events in a chapter. • Some students may benefit from receiving this quiz the day before so they have more time with the text and the questions.

Work Time	Meeting Students' Needs

A. Guided Practice: Making Inferences about Characters, Revisiting Chapter 1 (10 minutes)
• Remind students that author use many methods to help readers to learn about characters. Some of these methods are more direct than others; while sometimes authors tell the reader directly about a character, often the reader must infer understandings about the character based on their actions and words. One of the best ways to make inferences about characters is to see how they respond to challenges they face.
• Invite students to open their texts: *The Lightning Thief* to page 3, and read along as you read to them from "All the way into the city…" to "Grover pulled me back to my seat."
• Remind students that up to this point, they have learned primarily about Percy's difficulties in school, but here the author shows another side to him. Think-Pair-Share:
  * "What is the challenge facing Percy in this scene?" and * "How does he respond to that challenge?"
• Orient students to the **Inferring About Character: Challenges and Response anchor chart**. As students share out, fill in in the "Challenge" and "Response" columns. Listen for answers like, "His best friend is being harassed" and "He tries to get up and defend him."
• Think-Pair-Share:
  * "Based on Percy's response to this challenge what can you tell about Percy that the author does not directly tell you?
• If students do not readily see this connection, guide them toward the idea that in order for Percy to respond this way, he must be a protective friend. Fill in the "I can infer…" column of the anchor chart.
	• ELLs may be confused by the use of the word challenge in this context. Define this as a problem or difficulty the character experiences.

Work Time	Meeting Students' Needs
B. Close Read of Pages 16-18: Percy Gets Expelled (15 minutes) • Transition students into their triad seating. Tell students that they will now return to Chapter 2 to do a close reading of a section. Tell students that reading closely means reading a text multiple times for understanding, important details, and to answer questions from the text. Invite students to open their copies of *The Lightning Thief* to page 16. Invite students to read along as you read aloud from "The freak weather…" to "…with him thinking I hadn't tried." • After reading, ask students to discuss with their triads: "What is the gist of this section of text?" Review the word *gist* as the 'your initial sense of what the text, or a chunk, is mostly about.' Remind students that getting the gist is just early work. • Distribute the **Inferring About Character: Challenges and Response recording form** to each student. Tell them that they are going to return to the same passage, but this time, they are zooming in and looking closely for important details in the text. In this case, the important details they are looking for are the challenges Percy is facing, and the ways in which he responds to those challenges, the way they did during guided practice. • Circulate and support students as they complete this stage of the close reading. Some students may need assistance in determining which details are important. Remind students that during this time they are only completing the first two columns, "challenge" and "response." (They will return to the third column "I can infer that…" with their triads). • After ten minutes, stop students in their work. Ask them to compare the details they collected with the other members of their triad. Tell them that in a moment they will be working with their triads to make inferences, so it is important they first come to a consensus on the details. • Before moving into the next phase of group work, tell students you would like to pause and briefly look closely at some of the vocabulary they encountered during this section. Direct students' attention to page 17 and the sentence "I started feeling cranky and irritable most of the time." • Think-Pair-Share: "Can you use the skill of using context clues, or clues found in the text around a word, or clues within the word, to help define the word *irritable*?" Students should use the word "cranky" to help them define this word as "easily annoyed." Point out to students the root word word "irritate" and the suffix "able" so it means "able to be irritated." • Repeat this with the word *solstice* on pages 19 and 20, guiding students to use the idea that there is both a "summer solstice" and "winter solstice" to define it as a particular day in both of those seasons. Tell students that these are the days when the sun is at specific points marking the beginning of summer and winter. The word *solstice* comes from from the Latin word "sol" meaning "sun."	• Now that they know which details they are looking for, some students may benefit from doing the second close read as a focused read aloud. If possible, consider pulling these students into a small group to listen to the text, collect evidence, and then return to their triad for the discussion.

Work Time	Meeting Students' Needs
C. Triad Discussion: Making Inferences (5 minutes) • After they have finished comparing their "Challenges" and "Response" columns, invite students to work with their triads to complete the final column "I can infer…" Remind students of the Triad Talk Expectations. Remind them that readers understand texts more deeply when they talk to other readers. Even the best readers sometimes miss important details, or can find it difficult to make inferences, and can benefit from another perspective. Also remind them that being able to collaborate effectively with others will help them later in life (at work, in college, and at home or with friends). • Circulate and support students in their work. Listen for students to be asking each other questions like "What does this tell us about Percy *as a person*?" Coach and model as needed; do not give answers, but instead model the type of questioning students should be doing to collaborate effectively.	• Consider providing select students with note cards of questions they can ask during group discussions. This might include: "What is our evidence for this?" and "What does this part tell us about the character?"

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Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: How Has the Author Helped Us Get to Know Percy So Far? (5 minutes) • Tell students that author's use several ways to help their readers understand and get to know a character: actions, dialogue, inner-thoughts, etc. Encourage students to keep thinking: "How have we gotten to know Percy so far? How has the author made choices in his writing to make that happen?" • Distribute **Exit Tickets** for students to complete. Remind students to write in full sentences and to use evidence from the text to support their thinking. • Collect students' Exit Tickets as formative assessment data: review to see how well students are understanding the development of the narrator so far.	

Homework	Meeting Students' Needs
• Do a "first draft" read of Chapter 3: 'Grover Unexpectedly Loses His Pants.' Use the **Homework: Purpose for Reading—Chapter 3** question to focus your reading and use your evidence flags to mark the specific areas in the book that support your answer. *Note: In the next lesson students will work with dictionaries to complete a vocabulary activity. Each triad will need one dictionary or access to an online dictionary.*	

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EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 1: Lesson 4
Supporting Materials

- Get the gist of what a text is mostly about.
- Cite evidence
- Use context clues to figure out word meanings
- Make inferences based on details in the text
- Talk with others about the text

EXPEDITIONARY LEARNING

Name:

Date:

1. What news does the headmaster of Yancy Academy send to Percy's mom?

_____

_____

_____

2. Who's conversation does Percy overhear? What are they discussing?

_____

_____

_____

3. How do Percy and Grover travel back to NYC?

_____

_____

_____

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EXPEDITIONARY
LEARNING

Name:

Date:

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

Page	Challenge	Response	I can infer that...
Example: pg. 3	Nancy Bobofit was harassing Grover on the bus. "Nancy Bobofit was throwing wads of sandwich that stuck in his curly brown hair."	Percy wants to defend Grover by standing up to Nancy Bobofit. " 'That's it.' I started to get up, but Grover pulled me back to my seat."	Percy is a very protective friend, and does not like to see people get bullied.

EXPEDITIONARY
LEARNING

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

Page	Challenge	Response	I can infer that...
page 17	Everyone is denying that Ms. Dodd's ever existed, including Grover.	Percy gets irritable and cranky. His grades slip to Ds and Fs. He snaps and yells at a teacher.	Percy can have a short temper and sometimes can not control his reactions.
page 17	Percy gets expelled from Yancy Academy.	He thinks it is okay because he is homesick and wants to be with his mom. He realizes he will miss Grover and Mr. Brunner.	Percy really cares and thinks about about the people in his life.
page 18	Percy thinks he is going to fail his mythology exam.	He decides to go to talk to Mr. Brunner, either to get help or to apologize for how poorly he is about to do.	Percy can be responsible and thoughtful, especially when it comes to people he cares about.

GRADE 6: MODULE 1: UNIT 1: LESSON 4

Exit Ticket: How has the author helped
us get to know Percy?

Name:

Date:

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

How has the author, Rick Riordan, helped us to get to know Percy so far in *The Lightning Thief*?
Write in full sentences and use evidence from the text to support your thinking.

Name:

Date:

What does Percy think about in this chapter?
What do we learn about him based on these thoughts?

As you read, think about these questions. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags

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Grade 6: Module 1: Unit 1: Lesson 5

Inferring about Character:
Close Reading of *The Lightning Thief* (Chapter 3)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence to support an analysis of literary text. (RL.6.1) I can describe how the characters change throughout a literary text. (RL.6.3) I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6)

Supporting Learning Targets	Ongoing Assessment
• I can get the gist of an excerpt from *The Lightning Thief*. • I can make inferences about Percy citing evidence from the text. • I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief*.	• Entrance Ticket • Exit Ticket: Actions vs. Inner Thoughts

Agenda	Teaching Notes

1. **Opening**
   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)
2. **Work Time**
   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)
3. **Closing and Assessment**
   A. Exit Ticket: Actions vs. Inner Thoughts (5 minutes)
4. **Homework**
   A. First draft read of Chapter 4 "My Mother Teaches Me Bullfighting"
	• During the Opening of this lesson, students review (but do not officially add to) the "Things Close Readers Do" anchor chart. However, if your students have noticed/named other "things" that close readers do, seize this opportunity and add those to the chart as well.
	
	• Students will be working with Chapter 3 in the next two lessons. In this lesson, students focus on the skills of getting the gist and making inferences. In the following lesson they will focus on vocabulary strategies and answering questions with evidence.
	
	• Continue to reinforce that "getting this gist" is just about getting an early or emerging understanding of a chunk of text (see Lesson 1 teaching notes). Asking students to jot down or share their sense of the gist of a text is a check for understanding and entry point or "toe hold" into a complex text. Gist notes are simple and could be wrong: they serve as a preliminary, tentative, low-stakes way to begin to process a complex text. Gist statements happen along the way and support student focus and engagement. Help students distinguish "gist" from main idea and central idea. Central ideas emerge once students have read and thought carefully about the entire piece. Gist, by contrast, is very preliminary thinking.
	
	• Remember that the focus of students' work is making inferences about character, primarily based on the character's response to challenges. For homework, students will be asked to identify Percy's challenges, and his response to those challenges.

Lesson Vocabulary	Materials
gist, inference, context clues; dyslexic (38), resent (39), stalk (40), broad (40), hallucination (40)	• Entrance Ticket: Comprehension Quiz, Chapter 3: "Grover Unexpectedly Loses His Pants" (one per student) • Things Close Readers Do anchor chart (begun in Lesson 2) • Sticky notes (full size to write the gist of sections of *The Lightning Thief*) (3–4 per student) • Evidence flags • Exit Ticket: Actions vs. Inner Thoughts (one per student) • Homework: Purpose for Reading—Chapter 4 (one per student)

Opening	Meeting Students' Needs
A. Entrance Ticket: Comprehension Quiz, Chapter 3: "Grover Unexpectedly Loses His Pants" (5 minutes) • Congratulate students on their work digging into this novel. Continue to build excitement. • Ask them to complete the **entrance ticket: comprehension quiz**. • After they are done, briefly address any clarifying questions that students may have about the basic events of the chapter. Reinforce that the purpose of the quiz is simply to encourage them to keep up with their reading, and to see what they understand about the basic events and what we are learning about Percy. Remind them that they will frequently reread key sections in class, focusing on key details as they practice becoming close readers.	• These comprehension quizzes are meant to gauge students' understand of the basic sense of events in a chapter. • Some students may benefit from receiving this quiz the day before so they have more time with the text and the questions.

B. Unpacking the Learning Targets and Reviewing Our "Things Close Readers Do" Anchor Chart (5 minutes)
• Use a total participation technique, such as equity sticks, to invite students to read today's learning targets:
   * "I can get the gist of an excerpt from *The Lightning Thief*."
   * "I can make inferences about Percy citing evidence from the text."
   * "I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief*."
• Ask students which important words are becoming familiar to them. Circle words such as *inferences*, *citing*, and *evidence*.
• Clarify any confusion about the meaning of these words. Tell students that you will focus on *context clues* later in the lesson.
• Focus students on the **Things Close Readers Do anchor chart**. Remind them that they have added to this chart several times. Tell them that today, they will continue to practice close reading, keeping these "things" in mind. (Note: If your students have noticed/named other "things close readers do," add those to the chart at this time as well).
	• Research indicates that cold calling (in this case use of equity sticks) improves student engagement and critical thinking. Be sure to prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before students are asked questions.

Work Time	Meeting Students' Needs
A. Getting the Gist: Pages 38–40 (10 minutes) • Remind students to sit with their triads during the reading of this novel. Tell students that since they already did a "first draft" reading of the chapter (for homework), they now will focus in more detail on one key section of the chapter. • Invite students to open their books to page 38. Tell them that today they will be closely reading a section of the text starting with "Eventually I got up the nerve," and ending on page 40 with "… and I didn't want that." • Distribute **sticky notes** to each student. • Remind students that they have been practicing reading for gist: getting an initial and very general sense of what a text is mostly about. Now they are going to focus on this section, and consider the gist of each two to three paragraphs as they reread. It's not as formal as finding the "main idea"; rather gist is just your first scratching of the surface of a complex text. • Tell students that, unlike in the last lesson, when they discussed the gist with their triads, today they will work more independently first. Instruct them to stop every two to three paragraphs and jot a gist statement on a sticky note, and place it on the book: "What is your initial sense of what this section of the text is mostly about?" (Tell students that if even if they already feel they have the "gist," they should still chunk the text and stop and paraphrase. It is fine if they also want to pay attention to important details about Percy as they reread.) • Give students about 10 minutes to reread and jot gist statements on their sticky notes. Circulate and support students as they work. Help students to find appropriate places to stop and write the gist. (Some students may need to stop after every paragraph, which is fine.) • After 10 minutes, stop and ask students to discuss their gist notes with their triads.	• Select students may find it helpful to determine the gist of smaller chunks of the text at a time. Consider calling this "bite-size" reading: When we have trouble eating something, we take smaller bites of it before moving on.

Work Time	Meeting Students' Needs

B. Rereading to Make Inferences about Percy: Choosing Important Details (15 minutes)
 	
• Tell students they will now go back to the text once more. Their purpose for reading this time is to zoom in close and collect important details that help them to think more deeply about character.
 	
• Remind students of the important work they began in the last lesson, making inferences about Percy based on the challenges he faced and his response to those challenges. Tell students that having a character face challenges is just one way an author helps readers to get to know the characters. Another place readers can make inferences about characters is through their inner thoughts, especially when the character is the narrator, as is the case with Percy.
 	
• Tell students that as they reread this time, they should watch for details about Percy that help them to better understand him as a character. Ask and post the following questions to focus students:
 	
  * "What is Percy thinking during this episode in the text?"
 	
  * "What does that make you think about Percy?"
 	
• Ask students to place an evidence flag at any point where they can infer something about Percy based on the text.
 	
• Circulate and support students as they read and think. Check how well individual students are meeting the target, by probing (e.g., ask them to read aloud examples of inner thought, then ask, "What does this make you understand about Percy?").
 	
• After 7 or 8 minutes, pause students in their work. Ask them to share one of their inferences with their triad. As students share, probe:
 	
  * "What in the text helped you figure that out?"
	• Consider providing select students with more direction in identifying moments of "inner-thought." Do this by posting key phrases that signal a character is thinking such as "I thought …" "I wondered …" "I felt …" or "I considered …" This will direct students toward the passage beginning with "I wondered …" on page 38 and "I felt …" on page 39. Providing this scaffold lets students focus their time on the important thinking involved in making inferences.

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Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: Actions vs. Inner Thoughts (5 minutes) • Distribute the **Exit Ticket: Actions vs. Inner Thoughts** to each student. Tell them you want to consider all they have learned about Percy in the last couple of chapters. Remind them that the author has used both actions as well as Percy's inner thoughts to help them get to know the character. Tell them you now want to know which one they think has revealed more about Percy: his actions or his thoughts. Remind them of the importance of using evidence, like an example from the text, when answering this type of question, and to write in full sentences. • Give students 3 minutes to respond. Circulate and support students as they write, encouraging them to show you a spot in the text where they learned something important about Percy as a character. • Distribute the **Homework: Purpose for Reading—Chapter 4** to each student. Remind students that when reading for chapters, they have a specific purpose for reading to keep in mind. For this chapter, it is to look for challenges that Percy faces, and how he responds to those challenges. Remind students to mark these events with their evidence flags.	• Using entrance/exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or prior to the next lesson.

Homework	Meeting Students' Needs
• Do a "first draft" read of Chapter 4: "My Mother Teaches Me Bullfighting." Use the Purpose for Reading—Chapter 4 to focus your reading and use your evidence flags to mark the specific areas in the book that support your answer.	

EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 1: Lesson 5
Supporting Materials

Name:

Date:

1. What did Percy's mother, Sally, want to do with her life? Why didn't she?

2. Where do Percy and his mother go? Why is this place special?

3. Who shows up to get Percy and his mother in the middle of the night? What is strange about him?

Name:

Date:

What has been more important so far in helping you to learn about Percy as a character, his actions or his inner thoughts? Hint: There is not a single "right" answer to this question. Just decide which you think has been more important, and choose one example from the novel to support your answer. Write in full sentences.

Name:

Date:

What challenges does Percy face in this chapter? How does he respond?

As you read, think about these questions. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.

Grade 6: Module 1: Unit 1: Lesson 6
Vocabulary Strategies and Questions from the Text: Close Reading Part 2 of *The Lightning Thief* (Chapter 3, Continued)

GRADE 6: MODULE 1: UNIT 1: LESSON 6
Vocabulary Strategies and Questions from the Text:
Close Reading Part 2 of The Lightning Thief (Chapter 3, continued)

**EXPEDITIONARY
LEARNING**

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence to support an analysis of literary text. (RL.6.1) I can describe how the characters change throughout a literary text. (RL.6.3) I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6) I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4)

Supporting Learning Targets	Ongoing Assessment
• I can determine the meaning of words using prefixes and context clues. • I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief*.	• Entrance Ticket • Using Prefixes recording form

Agenda	Teaching Notes

1. **Opening**
   A. Checking Evidence Flags (5 minutes)
   B. Unpacking the Learning Targets (5 minutes)
2. **Work Time**
   A. Vocabulary: Using Prefixes to Determine Word Meaning (15 minutes)
   B. Triad Discussions: Questions from the Text, Pages 38–40 (15 minutes)
3. **Closing and Assessment**
   A. Back-to-Back and Face-to-Face (5 minutes)
4. **Homework**
   A. Reread favorite section of *The Lightning Thief* and use Finding Words with Prefixes recording form
	• The questions in Triad Discussions: Questions from the Text closely parallel the types of questions asked in the Mid-Unit Assessment. This lesson thus provides scaffolding for students, and also gives you rich formative assessment data about the types of questions and skills with which students are comfortable or struggling.
	
	• Instead of an entrance quiz, students share their evidence flags. This serves as an informal assessment strategy to help gauge students' authentic engagement with the reading.
	
	• This lesson introduces a new routine, the use of "equity sticks," to encourage total participation. Prepare equity sticks in advance: popsicle sticks (one stick for each student, with the student's name)
	
	• Note that although students read Chapter 4 for homework, that chapter is not a formal focus of this lesson. Instead, students continue to go into more depth with Chapter 3. In Lesson 7, students are more formally assessed on their ability to independently analyze a portion of Chapter 4.
	
	• In advance: Prepare Chapter 3 Questions from the Text in "Question Baskets." See directions in supporting materials.
	
	• In advance: Review Back-to-Back and Face-to-Face protocol (Appendix 1).

GRADE 6: MODULE 1: UNIT 1: LESSON 6
Vocabulary Strategies and Questions from the Text:
Close Reading Part 2 of The Lightning Thief (Chapter 3, continued)

Lesson Vocabulary	Materials
prefix; disgorge (6), overhead (8), impatiently (10), discouraged (21), unexpectedly (29)	• Equity sticks • Document camera or chart paper • Prefix List (one per student) • Using Prefixes: Determining the Meaning of Unfamiliar Words (one per student) • Question baskets (one per triad) • Chapter 3 Questions from the Text (one set of questions per triad, cut into strips and placed in Question Baskets) • *The Lightning Thief* ^ (book; one per student) • Things Close Readers Do anchor chart (begun in Lesson 2)—today's focus: pay attention to vocabulary, use prefixes to determine word meanings • Homework: Finding Words with Prefixes (one per student)

Opening	Meeting Students' Needs

A. Checking Evidence Flags (5 minutes)
• Invite students to sit with their triads. Tell students that their use of evidence flags is becoming an important part of their learning to be close and careful readers, and you would like to celebrate that by giving them the opportunity to share some of their thinking and use of evidence flags today. Remind students that their purpose in reading Chapter 4 was to recognize moments when Percy faced a challenge and then identify how he responded to that challenge.
• Ask students to use the next 5 minutes to take turns sharing with their triad one of the places in the text they flagged. Tell students they should read aloud the excerpt they flagged and then explain why they thought it was important.
    ∗ "What was the challenge Percy faced?"
    ∗ "How did he respond?"
• Circulate and listen to these discussions, noting students who are using evidence flags purposefully and those who may need more support in this routine.
• After this discussion, briefly address any clarifying questions students may have about the basic events of the chapter. Reinforce that the purpose of the evidence flags is to help them focus on what we are learning about Percy. Remind them that they will frequently reread key sections in class, focusing on key details as they practice becoming close readers.
	• Many students will benefit from seeing questions posted on the Smartboard or via a document camera but reveal questions one at a time to keep students focused on the question at hand.
	
	• For students needing additional supports and ELLs, consider providing smaller chunks of text, sometimes just a few sentences, for a close read. Teachers can check in on students' thinking as they speak about their text.

GRADE 6: MODULE 1: UNIT 1: LESSON 6
Vocabulary Strategies and Questions from the Text:
Close Reading Part 2 of The Lightning Thief (Chapter 3, continued)

Opening	Meeting Students' Needs
B. Unpacking the Learning Targets (5 minutes) • Explain to students that throughout the year, they will be accountable for sharing their thinking in class. You will use various techniques to make sure everyone gets to participate. Use a total participation technique, such as **equity** sticks, to invite students to read today's learning targets: * "I can determine the meaning of words using prefixes and context clues" * "I can answer questions about *The Lightning Thief* using evidence from the text." • Focus students on the first target. Tell them that they have been practicing using context clues to figure out unfamiliar words in the text. They will continue to use this strategy. But today they will also practice a new way to figure out words: thinking about the first part of the word, or the prefix. Define prefix: a letter or group of letters attached to the beginning of a word that partly indicates its meaning. Point out that the word prefix itself has a prefix in it: "pre" which means "before." • Ask students to Think-Pair-Share: * "What other words do you know that has the letters "pre" at the start?" • Invite students to share out. Probe for meaning: * "How does that word relate to "before"?" • Tell students they will learn a lot more about prefixes in this lesson.	• Careful attention to learning targets throughout a lesson engages, supports, and holds students accountable for their learning. Consider revisiting learning targets throughout the lesson so that students can connect their learning with the activity they are working on.

GRADE 6: MODULE 1: UNIT 1: LESSON 6
Vocabulary Strategies and Questions from the Text:
Close Reading Part 2 of The Lightning Thief (Chapter 3, continued)

Work Time	Meeting Students' Needs

A. Vocabulary: Using Prefixes to Determine Word Meaning (15 minutes)
• Tell students that today they will continue focusing on Chapter 3, which includes a lot of rich information about Percy. They will work on Chapter 4 more in the next lesson.
• Post the title of Chapter 3, "Grover Unexpectedly Loses His Pants," on a **document camera** or on **chart paper**.
• Think-Pair-Share:
   * "What do you notice about the word 'unexpectedly?'"
• Listen for answers like: "I see the word 'expect.'" Probe, encouraging students to offer a definition for the word "expect."
• Students may recognize that un- is a prefix, but may not be able to recall the meaning of the word.
• At this point, connect the study of prefixes and suffixes to the novel by reminding students that one of the central characters, Mr. Brunner, is a Latin teacher, and Percy studies Latin. Explain that one reason people study Latin is because it helps understand vocabulary in English. A lot of English words and word parts come from Latin. Prefixes are an example of this.
• Say: "Let's look closely at the prefix 'un-.' How does the prefix 'un-' change the meaning of the word 'expect?'"
• Think-Pair-Share:
   * "Can you think of other words that begin with the prefix 'un-?'"
• Allow time for students to discuss other words that begin with a prefix with their partner or small group. Distribute the **Prefix List** to each student. Tell students these are the most common prefixes found in English. Knowing these can help you unlock the meaning to countless words.
• Distribute the **Using Prefixes: Determining the Meaning of Unfamiliar Words**. Give directions:
1. Read each passage from **The Lightning Thief**.
2. Use your knowledge of prefixes, your prefix list, and context clues to help you determine the meaning of words.
• Circulate and support students as they work. If a student gets stuck, make sure they are using both strategies they have learned so far: using context clues and using prefixes. If they are still struggling, consider giving them the root word definition so they still have the opportunity to work with the prefix.
	• Consider starting select students with the definitions of the root words. This will allow them to focus their time on working with prefixes.

GRADE 6: MODULE 1: UNIT 1: LESSON 6
Vocabulary Strategies and Questions from the Text:
Close Reading Part 2 of The Lightning Thief (Chapter 3, continued)

Work Time	Meeting Students' Needs
B. Triad Discussions: Questions from the Text, Pages 38–40 (15 minutes) • Ask students to come together in their triads. Tell them they will be revisiting the excerpt from *The Lighting Thief* they were working with in the last lesson: pages 38–40. Tell students that in the next lesson they will have an assessment of their reading of *The Lightning Thief*, and that the questions they are about to work with in their triads are very similar to the ones they will see in the assessment. • Distribute a **question basket** to each triad. Give directions: 1. Rotate responsibility: Take turns drawing questions from the basket and reading them. 2. All members of the triad should be searching for the evidence in *The Lightning Thief* to answer the question. 3. All voices should be heard. • As students discuss these questions, circulate and support to ensure equity in voices and participation. Remind students to read aloud passages from *The Lightning Thief* as evidence that supports their thinking, and to tell their peers what page to look at as they read.	• Text-dependent questions can only be answered by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding. • To further support select students either provide the questions for discussions ahead of time, or focus their attention on a single question that they can use for the discussion. Emphasize that the most important aspect of this activity is using evidence from the text.

GRADE 6: MODULE 1: UNIT 1: LESSON 6
Vocabulary Strategies and Questions from the Text:
Close Reading Part 2 of The Lightning Thief (Chapter 3, continued)

Closing and Assessment	Meeting Students' Needs
A. Back-to-Back/Face-to-Face (5 minutes) • Commend students on their work using prefixes to determine word meanings. Briefly focus students on the **Things Close Readers Do anchor chart**. Add the following to the chart: 　∗ Pay attention to vocabulary 　∗ Use prefixes to determine word meanings • Ask students to stand back-to-back with the person who sits next to them. Tell them you will pose a question, and then will give them 10 seconds of "think time." After this think time, you will say "Face-to-Face" at which point the students need to turn around and share their ideas. You will do this for three questions. 1. What is an example of a word that begins with a prefix? 2. What is an important challenge Percy has faced so far in *The Lightning Thief*? 3. What is the most important thing you have learned about Percy so far in this novel? Support your thinking with a specific example from the book. • Distribute the **Homework: Finding Words with Prefixes** to each student. Tell them that tonight they are going to reread their favorite section of the novel so far, perhaps the part they found most exciting, funny, or interesting. While reading they are going on a hunt for words that begin with prefixes. Tell students to challenge themselves to find as many words as they can and record them on their homework sheet.	• Using entrance/exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or prior to the next lesson.

Homework	Meeting Students' Needs
• Tonight for homework reread your favorite part of *The Lightning Thief* so far. In that section, see how many different words you can identify that begin with a prefix. Use your prefix list to help you.	

Grade 6: Module 1: Unit 1: Lesson 6
Supporting Materials

Prefix	Meaning	Example
anti-	against	antifrost
de-	opposite	defrost
dis-	not; opposite of	disagree
en-, em-	cause of	encode, embrace
fore-	before	forecast
in-, im-	in	infield
in-, im-, il-, ir-	not	injustice, impossible
inter-	between	interact
mid-	middle	midway
mis-	wrongly	misfire
non-	not	nonsense
over-	beyond	overlook
pre-	before	prefix
re-	again	return
sem; semi-	half	semicircle
sub-	under	submarine
super-	over or above	superstar
trans-	across	transport
un-	not	unfriendly
under-	below	undersea

Name:

Date:

Directions: Read each sentence from *The Lightning Thief*. Use your knowledge of prefixes and the context to determine the meaning of the **bolded** word in each sentence.

Sentence	Word Meaning	How did I determine the meaning of the word?
Zeus did indeed feed Kronos a mixture of mustard and wine, which made him **disgorge** his other five children who, of course, being immortal gods, had been living and growing up completely undigested in the Titan's stomach. (page 6)		
Overhead, a huge storm was brewing, with clouds blacker than I'd ever seen over the city. (page 8)		
She was standing at the museum entrance, way at the top of the steps, gesturing **impatiently** at me to come on. (page 10)		

Sentence	Word Meaning	How did I determine the meaning of the word?
"Percy," he said. "Don't be **discouraged** about leaving Yancy. It's … it's for the best." (page 21)		

Teacher Directions: Make a copy of this question set for each triad.
Cut this into strips of individual questions.
Place the questions in a basket or bowl.

---

1. What is an example of a challenge Percy faces in pages 38–40? How does he respond?

----

2. What does Percy say that he regrets? What does this tell the reader about him?

----

3. How does Percy's mom describe his dad in this scene?

----

4. At the bottom of page 39, Percy says he's "not normal." What does he mean? Why does he say it?

- Get the gist of what a text is mostly about.
- Cite evidence
- Use context clues to figure out word meanings
- Make inferences based on details in the text
- Talk with others about the text
- Pay attention to vocabulary
- Use prefixes to determine word meanings

Name:

Date:

Directions: Reread your favorite section of *The Lightning Thief* so far. While reading, try to identify as many different words as you can that begin with a prefix. Make a list of these words in the space below. Use your prefix list to help you.

Grade 6: Module 1: Unit 1: Lesson 7

Mid-Unit 1 Assessment:

Making Inferences from Percy

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence to support an analysis of literary text. (RL.6.1)   I can describe how the characters change throughout a literary text. (RL6.3)

Supporting Learning Targets	Ongoing Assessment
• I can cite evidence from the text when answering questions and discussing a new section of *The Lightning Thief*. • I can make inferences about Percy citing evidence from the text. • I can produce clear writing about my reading of *The Lightning Thief*.	• Mid-Unit 1 Assessment

Agenda	Teaching Notes

1. **Opening**
   A. Unpacking Learning Targets (5 minutes)
 2. **Work Time**
   A. Mid-Unit 1 Assessment: Making Inferences about Percy (35 minutes)
 3. **Closing and Assessment**
   A. Share: Three-Word Description and Silent Mingle (5 minutes)
 4. **Homework**
   B. Catch up on reading, or reread favorite sections.
	• For some students, this assessment may require more than the 35 minutes allotted. Consider providing students time over multiple days if necessary.
	
	 • If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.
	
	 • If students finish their Mid-Unit Assessment early, they may go back and read their favorite sections of *The Lightning Thief*.
	
	 • In advance: Consider students who need testing accommodations: extra time, separate location, scribe, etc.

Lesson Vocabulary	Materials
best lines, assessment	• Equity sticks
	• Mid-Unit Assessment: Making Inferences about Percy (one per student)
	• Blank sheets of paper (one per student)
	• Mid-Unit Assessment: Making Inferences about Percy (Answers for Teacher Reference)

Opening	Meeting Students' Needs

A. Unpacking Learning Targets (5 minutes)
• Invite a volunteer to read today's learning targets as others read along.
    ∗ "I can make inferences about Percy citing evidence from the text."
    ∗ "I can answer questions about *The Lightning Thief* using evidence from the text."
    ∗ "I can produce clear writing about my reading of *The Lightning Thief*."
• Think-Pair-Share:
    ∗ "Are there any words in these learning targets that repeat? What can you infer based on this?"
• Listen for students noticing the strong emphasis on citing evidence—a skill they have been practicing. Explain the writing learning target, saying that it is through their writing today that they will show these new skills and communicate their understanding of the text.
	• Learning targets are a research-based strategy that helps all students, but helps challenged learners the most.
	
	• Some students may benefit from being given sentence starters for Think-Pair-Share.

Work Time	Meeting Students' Needs
• **A. Mid-Unit 1 Assessment: Making Inferences about Percy (35 minutes)** • Say: "Today you will get to meet the learning targets and show all the great learning you've done in a Mid-Unit Assessment." • Clarify the word *assessment* if there is confusion. Explain that the assessment will ask them to do many things that they have already done in thinking about Percy's challenges, his responses, and the inferences they can make based on them. Tell students they can make use of their novel, evidence flags, and notes from class to help them complete this assessment. • Distribute the **Mid-Unit Assessment: Making Inferences about Percy** to each student. Circulate as students work, noting who is having difficulty and may need redirecting. • If students finish their Mid-Unit Assessment early, they may go back and read their favorite sections of *The Lightning Thief*.	• For ELLs, consider providing extended time for tasks and answering questions in class discussions. ELLs receive extended time as an accommodation on NY State assessments.

Closing and Assessment	Meeting Students' Needs
A. Share: Three-Word Description and Silent Mingle (5 minutes) • Give each student a **blank sheet of white paper**. Invite students to write three words that describe Percy Jackson as a character. For example, they may write, "Troubled," "Brave," and "Friend." After 2 minutes of thinking and writing time, tell students they will now do a "silent mingle." Give directions: 1. Stand up with your paper held out in front of you. 2. Silently walk around the room meeting up with different partners. 3. Read your partner's three words and allow them to read yours. 4. Move on to a new partner and repeat.	• The Silent Mingle activity acts as a physical and mental release for students' focus after the Mid-Unit Assessments. Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success. This closing activity is meant to help students synthesize their current understandings of the character in the novel in a low-stakes structure.

Homework	Meeting Students' Needs
• Catch up on any reading you may have missed in *The Lightning Thief*, or reread one of your favorite scenes.	

Grade 6: Module 1: Unit 1: Lesson 7
Supporting Materials

Name:

Date:

In the previous lesson, you did some thinking about Chapter 4: "My Mother Teaches Me Bullfighting." On this assessment, you get a chance to show what you know about how to analyze this novel on your own. You may use your novel, your evidence flags, and any notes in your journals from our work together for this assessment.

1. What is your general sense of happens in this chapter? Just write a one- to two-sentence gist statement: After a first read, what was your initial sense of what this chapter was mostly about?

2. Part A. Reread pages 52–56 and think about the challenges Percy faces, and his response to those challenges in the form of choices he makes during this episode in the novel. Complete the T-Chart below, citing evidence from the text. Be sure to actually "quote" sections of the text in your response.

Challenge	Response
1.	
2.	

3. Part B: What do Percy's choices tell us about his strengths in this section? Cite evidence from the text to support your answer.

_____

_____

_____

_____

4. We all have strengths and weakness. Based on the choices Percy made on pages 52–56, do you have a good opinion of him? Why or why not? Cite evidence from the text to support your answer.

_____

_____

_____

_____

5. How do the events of this scene show how Percy has changed as a character from the beginning of the novel up to this point? Cite evidence from the text to support your answer. You may use your novel, your evidence flags, and any notes in your journals from our work together.

_____

_____

_____

_____

In the previous lesson, you did some thinking about Chapter 4: "My Mother Teaches Me Bullfighting." On this assessment, you get a chance to show what you know about how to analyze this novel on your own. You may use your novel, your evidence flags, and any notes in your journals from our work together for this assessment.

1. What is your general sense of happens in this chapter? Just write a one- to two-sentence gist statement: After a first read, what was your initial sense of what this chapter was mostly about?

Basically, in this chapter, Percy and his mother go to the beach where Percy's parents met to spend time together. While there, Grover shows up and Percy's mom realizes he is in danger. They try to get away, but are caught by the Minotaur. I think that the Minotaur kills Percy's mom, but Percy kills the Minotaur and saves Grover.

1. Part A. Reread pages 52–56 and think about the challenges Percy faces, and his response to those challenges in the form of choices he makes during this episode in the novel. Complete the T-Chart below, citing evidence from the text. Be sure to actually "quote" sections of the text in your response.

[Note: There are multiple correct answers to this question. Sample responses below.]

Challenge	Response
1. The Minotaur makes Percy's mother dissolve, and is about to do the same thing to Grover. "The monster hunched over, snuffling my best friend, as if he were about to lift Grover up and make him dissolve too." (page 53)	Percy decides to fight the Minotaur instead of running away from it. "I couldn't allow that. I stripped off my red rain jacket. 'Hey!' I screamed, waving the jacket, running to one side of the monster." (page 53)
2. Percy's mother is gone, and he is hurt, so he wants to give up. "My head felt like it was splitting open. I was weak and scared and trembling with grief. I'd just seen my mother vanish. I wanted to lie down and cry." (page 55)	He fights his feelings and finds energy to drag Grover to safety. "… there was Grover, needing my help, so I managed to haul him up and stagger down into the valley." (pages 55–56)

3. Part B: What do Percy's choices tell us about his strengths in this section? Cite evidence from the text to support your answer.

Percy's choices in this section tell us that one of his strengths is his loyalty to his friend. When he was in danger, he could have escaped and saved his own life. But he showed loyalty by choosing to stay and fight to help his friend. He says, "… there was Grover, needing my help." Percy's only weakness in this section is becoming frozen by his fear. When his mother tells him to run, he can't. The text says, "But I just stood there, frozen in fear, as the monster charged her."

4. We all have strengths and weakness. Based on the choices Percy made on pages 52–56, do you have a good opinion of him? Why or why not? Cite evidence from the text to support your answer.

Based on the choices he made in this section, I have a great opinion of Percy. He chose to fight the Minotaur to save his friend's life, and he also fought his own hurt and exhaustion to drag Grover into safety. He says, "I was crying, calling for my mother, but I held on to Percy—I wasn't going to let him go." The only time Percy showed fear was when the monster was about to attack his mother, and I think anybody would show fear in that situation.

5. How do the events of this scene show how Percy has changed as a character from the beginning of the novel up to this point? Cite evidence from the text to support your answer. You may use your novel, your evidence flags, and any notes in your journals from our work together.

The events of this scene show that Percy has changed because he chooses to stay with his friend. Earlier in the book, Percy "ditches" Grover at the bus station because he is only thinking about himself and what he wants. In this scene, Percy does not think about what he wants; in fact, he does the opposite of what he wants. He says he "wanted to lie down and cry" but then he makes his decision based on what his friend needs. He helps Grover.

Grade 6: Module 1: Unit 1: Lesson 8
The Hero's Journey, Part 1: What is a Hero?

EXPEDITIONARY
LEARNING

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence to support an analysis of informational text. (RI.6.1)   I can determine the main idea of an informational text based on details in the text. (RI.6.2)   I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)   I can prepare myself to participate in discussions. (SL.6.1)

Supporting Learning Targets	Ongoing Assessment
• I can practice reading closely. • I can get the gist of an excerpt of the text "The Hero's Journey." • I can gather important details and determine the main idea of an excerpt of the text "The Hero's Journey." • I can identify the characteristics of a strong paragraph.	• QuickWrite • Annotated text "The Hero's Journey" • The Hero's Journey recording form • Exit Ticket

Agenda	Teaching Notes

1. **Opening**
    A. QuickWrite: What Is a Hero? (5 minutes)
    B. Unpacking the Learning Targets (5 minutes)
 2. **Work Time**
    A. Close Read: "The Hero's Journey" (Introduction and "Act 1: Separation") (20 minutes)
    B. Writing with Evidence: Studying a Model Paragraph (10 minutes)
 3. **Closing and Assessment**
    A. Exit Ticket: How Has Your Idea of "Hero" Changed? (5 minutes)
 4. **Homework**
    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.
	• This purpose of the next two lessons is to build students' background knowledge about the important archetype of the hero's journey. Students' understanding of a hero will evolve throughout these lessons. The ultimate objective is for students to apply their new understandings to Percy's experiences in *The Lightning Thief*.
	
	 • In this lesson, students focus on just the introduction and "Act 1: Separation." Students continue working with this text for homework, and during Lesson 9.
	
	 • Continue to reinforce the purpose of gist notes as needed: they are a useful way to capture one's preliminary sense of what a text, or chunk of text, is mostly about. Gist notes are "low stakes" and not as formal as finding the main or central idea, or summarizing a text.

Lesson Vocabulary	Materials
hero, hero's journey, align, archetype; psychologist, mythological, embark, supernatural, trial, ordeal	• QuickWrite: What Is a Hero? recording form (one per student) • "The Hero's Journey" text (one per student) • "The Hero's Journey" recording form (one per student) • Things Close Readers Do anchor chart (begun in Lesson 2)-—today's focus: scan the text for structure, annotate the text • Model Paragraph: Writing with Evidence from Two Texts (one per student and one to display) • Writing with Evidence anchor chart (new; co-created with students during Work Time B) • Exit Ticket: How Has Your Idea of "Hero" Changed? (one per student)

Opening	Meeting Students' Needs
A. QuickWrite: What is a Hero? (5 minutes) • Distribute the **QuickWrite: What Is a Hero? recording form** to each student. Tell them that there are no limits or expectations on this. They should respond with whatever they feel to be true, as long as they are able to support their thinking with examples or reasons.	• Provide sentence starters for students who may have difficulty getting started. Examples for this activity may include "I believe a hero is ..." "I think this because ..." "An example of a person who is a hero is ..." • Consider having students who struggle with on-demand writing to talk with a partner before they respond in writing to the question.

Opening	Meeting Students' Needs

B. Unpacking the Learning Targets (5 minutes)
• Read the learning targets with students, or invite a student to read the learning targets aloud:
 	
    * "I can practice reading closely."
 	
    * "I can get the gist of an excerpt of the text 'The Hero's Journey.'"
 	
    * "I can gather important details and determine the main idea of an excerpt of the text 'The Hero's Journey.'"
 	
    * "I can describe one act of 'The Hero's Journey' to the other members of my triad."
 	
• Ask students to Think-Pair-Share:
 	
    * "What words seem most important in these targets?" Ask a few students to share out.
 	
• Focus on the phrase *hero's journey*. Do not define it; simply tell students they will be reading more about this during the lesson.
 	
• Then focus on the phrase reading closely. Remind students of the anchor chart they have been building together to name "things close readers do." Tell them that later in the lesson, they will again take time to step back and list specific things they have been practicing.
 	
• Ask students to show a quick thumbs-up if they understand the targets, or thumbs-down if not. Clarify as needed.	

Work Time	Meeting Students' Needs
A. Close Read: "The Hero's Journey" (Introduction and "Act 1: Separation") (20 minutes) • Distribute **"The Hero's Journey" text**. Encourage students to quickly scan the text for the structure. Point out the sections with subheadings. • Invite students to read the introduction and "Act 1: Separation." Remind them that in the first reading of a close read, they are reading just to get oriented to the text. • After 5 minutes, pause students in their work and ask them to focus whole group. Tell them that now that they are oriented to the text, they will reread to annotate for the gist. The purpose is to help begin to get a sense of what this chunk of text is mostly about. This will help them begin to locate the most important information by building on what you know and making connections to unfamiliar words and phrases to make meaning.	• Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.

Work Time (continued)	Meeting Students' Needs

• Give directions:
  1. As you read, circle words that are unfamiliar.
  2. After each paragraph, write the gist in the margins (your very preliminary sense of what that paragraph is mostly about).
• Circulate and support students as they read. For students who need more support, ask them to practice telling you the gist of a section before writing it in the margin.
• After 10 minutes, ask students to talk to a partner to compare what they wrote for their gist statements.
• Explain to students that the text "The Hero's Journey" is one of many pieces of writing that describes "the hero's journey." Many of these writings have different names for the stages, or a different number of steps that the hero goes through; but they are all similar in that they are attempting to describe an *archetype*.
• Define *archetype* as a model after which other things are copied or repeated, like a pattern. Stories, for example, have character archetypes: the hero, the mentor, the maiden, and the villain. They are different characters in each story, with different names, but in every story they are present. The hero's journey is the archetype of a storyline or narrative; many stories follow the same pattern.
• Distribute **"The Hero's Journey" recording form**. Invite students to revisit their annotated text one last time with their partner. Tell them that the purpose of this reread is to identify the most important details. (Define *important details* as quotes from the text that are essential to the author's meaning and purpose.)
• Briefly model with the introduction. A model might sound like "'Joseph Campbell' seems important since he is mentioned so many times. He was a *psychologist*, so knew a lot about people. And '*mythology*' is important; I know that's what we are studying. I'm also thinking this idea of 'discovered' or 'described' patterns is important; that relates back to that idea of *archetype* we talked about. I don't totally get it yet, but I still think it's an important detail to write down and come back to later."
• Ask students to work with a partner to record on their form the four parts of "Act 1: Separation" as well as important details. Tell them that it is fine if they do not completely finish; this will be part of their homework as well.
• Be sure students notice the repeating structure of the examples from *The Hobbit* and *The Wonderful Wizard of Oz*. Encourage them to be thinking of other stories they know that might also be good examples.
	• For students who struggle with following multiple-step directions, consider displaying these directions using a document camera or Smartboard. Another option is to type up these instructions for students to have in hand.
	• For students needing additional supports, you may want to provide a partially filled-in graphic organizer.

Work Time (continued)	Meeting Students' Needs
• Briefly refocus students whole group. Focus them on the **Things Close Readers Do anchor chart** (from previous lessons). Invite students to name new "things" they did during this lesson. Be sure that these two get mentioned; add them to the chart: * Scan the text for structure * Annotate the text	
B. Writing with Evidence: Studying a Model Paragraph (15 minutes) • Distribute **Model Paragraph: Writing with Evidence from Two Texts** to each student. Ask students to read it once to just to get the gist of it. • Once students have read it once and thought about the gist, invite them to Think-Pair-Share to go deeper: * "What is the purpose of this paragraph? What does the author want the reader to learn or understand?" • Listen for answers like: "The author is trying to prove that Percy is on a 'hero's journey'" or "The author wants the reader to understand how *The Lightning Thief* connects to 'The Hero's Journey.'" • Tell students they will be writing with this same purpose, to show how Percy's experiences in *The Lightning Thief* align with "The Hero's Journey." Invite students to read the model paragraph once more. • Read and post the following directions: 1. Now that you know *why* the author wrote this (to show how Percy's experiences in *The Lightning Thief* align with the journey described in "The Hero's Journey"), you will read to see *how* the author achieved their purpose. 2. Read again, keeping in mind the following questions: a. How did the author achieve his/her purpose of showing how Percy's experiences aligned with "The Hero's Journey?" b. What writing strategies did the author use to make their purpose clear?" 3. Underline any important words or phrases the author used. 4. Annotate in the margin to show your thinking. • Give students a few minutes to read and annotate the model paragraph. • Then give students 2 to 3 minutes to share their thinking and writing with their writing partner.	• Providing models of expected work supports all learners but especially supports challenged learners. • Many students will benefit from seeing questions posted on the Smartboard or via a document camera but reveal questions one at a time to keep students focused on the question at hand.

Work Time (continued)	Meeting Students' Needs
• Consider using equity sticks to invite some students to share with the whole group. Ask:	
* "How did the author achieve his/her purpose of showing Percy's experience as a 'hero's journey?'"	
* "What did the author do to make this an effective paragraph?"	
• As students share, use their suggestions to co-create a new Writing with Evidence anchor chart. Guide students toward the following criteria:	
* Introduce the paragraph by making a claim about how Percy's experiences align with "the hero's journey."	
* Use quotes from both texts as evidence to support the claim.	
* Write a sentence making it clear how the evidence from the two texts is connected.	
* Close the paragraph with a clear concluding statement.	

Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: How Has Your Idea of "Hero" Changed? (5 minutes) • Distribute **Exit Ticket: What is a Hero?** Remind students that they started class with one idea or conception of a hero. In their exit ticket, they should describe how their idea of "hero" has changed or shifted. If it hasn't changed, how can they include this new learning and the idea of a journey into their old idea about *hero*?	• Using entrance/exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or prior to the next lesson. Pairing entrance tickets with exit tickets allows both teachers and students to track students' progress from the start to the end of the lesson.

Homework	Meeting Students' Needs
• Keep working with the text "The Hero's Journey." First, on your recording form, add any more important details about the introduction or the section "Act 1: Separation." Then do a "first draft" read of the remainder of "The Hero's Journey." Make some gist notes in the margins; it's fine if you don't understand everything at first. (You don't have to fill out the recording form for Acts 2 or 3 yet.) As you read, begin to consider how these stages of the hero's journey apply to Percy Jackson.	

Grade 6: Module 1: Unit 1: Lesson 8
Supporting Materials

EXPEDITIONARY LEARNING

Name:

Date:

What or who do you think of when you think of the word "hero?" Provide reasons or examples to support your response.

Introduction:

Joseph Campbell, an American psychologist and mythological researcher, wrote a famous book titled *The Hero with a Thousand Faces*. Campbell discovered many common patterns that are in many hero myths and stories from around the world. He described several basic stages that almost every hero goes through.

Act 1: Separation

The Ordinary World

Heroes exist in a world that is considered ordinary or **uneventful** by those who live there. Often people in the ordinary world consider the heroes odd. They possess some ability or characteristic that makes them feel out-of-place.

The Wonderful Wizard of Oz: Dorothy in Kansas
The Hobbit: Bilbo Baggins in Hobbiton

The Call to Adventure

Usually there is a discovery, some event, or some danger that starts them on the heroic path. Heroes find a magic object or discover their world is in danger. In some cases, heroes happen upon their quest by accident.

The Wonderful Wizard of Oz: The tornado
The Hobbit: Gandalf the wizard arrives

Entering the Unknown

As they **embark** on their journey, the heroes enter a world they have never experienced before. It might be filled with **supernatural** creatures, breathtaking sights, and the constant threat of death. Unlike the heroes' home, this outside world has its own rules, and they quickly learn to respect these rules as their endurance, strength, and courage are tested time and time again.

The Wonderful Wizard of Oz: Dorothy must learn the rules of Oz
The Matrix: Neo must come to grips with the realities and unrealities of the Matrix

Supernatural Aid/Meeting with the Mentor

Supernatural does not have to mean magical. There are plenty of hero stories that don't have wizards or witches. Supernatural means "above the laws of nature."

Heroes are almost always started on their journey by a character who has mastered the laws of the outside world and come back to bestow this wisdom upon them. This supernatural character often gives them the means to complete the quest. Some of the time the gift is simply wisdom. Other times it is an object with magical powers. In every instance it is something the hero needs to succeed.

The Hobbit: Gandalf
Star Wars: Obi-Wan Kenobi
Cinderella: Fairy Godmother

Act 2: Initiation and Transformation

Allies/Helpers

Every hero needs a helper, much like every superhero needs a sidekick. Most heroes would fail miserably without their helpers. For example, in the Greek hero story of Theseus, Minos' daughter Ariadne helps Theseus find his way through the Labyrinth. She does this by holding one end of a golden thread while Theseus works his way inward to slay the Minotaur. Without her help, Theseus would never have fulfilled his quest. He also would not have found his way out of the maze once he did.

Lord of the Rings: Samwise Gamgee
The Wonderful Wizard of Oz: The Tin Woodsman, Scarecrow, and Cowardly Lion

The Road of Trials

The road of **trials** is a series of tests, tasks, or ordeals that the person must undergo to begin the transformation. Often the person fails one or more of these tests, which often occur in threes. The heroes progress through this series of tests, a set of obstacles that make them stronger, preparing them for their final showdown.

The Supreme Ordeal

At long last they reach the Supreme **Ordeal**, the obstacle they have journeyed so far to overcome. All the heroes' training and toil comes into play now. The journey has hardened them, and it's time for them to show their prowess. Once this obstacle is overcome, the tension will be relieved. The worst has passed, and the quest, while not officially over, has succeeded.

Lord of the Rings: Mount Doom
The Wonderful Wizard of Oz: Defeating the Wicked Witch

Act 3: The Return

The Magic Flight

After the heroes complete the Supreme Ordeal and have the reward firmly in hand, all that is left is for them is to return home. Just because the majority of the adventure has passed doesn't mean that the return journey will be smooth sailing. There are still lesser homebound obstacles to overcome. At some point the hero must often escape with the reward. This can sometimes take the form of a chase or battle.

The Hobbit: The Battle of Five Armies
The Lord of the Rings: Return to Hobbiton

Confronting the Father

In this step the person must confront whatever holds the ultimate power in his or her life. In many myths and stories this is the father, or a father figure who has life and death power. Although this step is most frequently symbolized by an encounter with a male person or god, it does not have to be a male, just someone or thing with incredible power.

Master of Two Worlds/Restoring the World

Success on the heroes' quest is life-changing, for them and often for many others. By achieving victory, they have changed or preserved their original world. Often they return with an object or personal ability that allows them to save their world.

The heroes have also grown in spirit and strength. They have proved themselves worthy for marriage, kingship, or queenship. Their success in the supernatural worlds allows them to return and be heroes in their own world.

Lord of the Rings: Frodo saves the Shire
The Wonderful Wizard of Oz: Dorothy rids Oz of the Wicked Witch

Name:

Date:

Act	Central Idea/Stages in the Act	Important Details and Questions
Introduction		
Separation		
Initiation and Transformation		
The Return		

- Get the gist of what a text is mostly about.
- Cite evidence
- Use context clues to figure out word meanings
- Make inferences based on details in the text
- Talk with others about the text
- Pay attention to vocabulary
- Use prefixes to determine word meanings
- Scan the text for structure
- Annotate the text

Percy Jackson, the main character in *The Lightning Thief*, is following the path of the hero in "The Hero's Journey." Percy Jackson is a boy who is not accepted by many people around him. In "The Hero's Journey" it says that heroes "possess some ability or characteristic that makes them feel out-of-place." In *The Lightning Thief*, Percy says, "I have dyslexia and attention deficit disorder and I had never made above a C- in my life." In this quote, Percy expresses his feelings of exclusion because of his learning differences. This shows that Percy is like the archetype of a hero because he also has characteristics that make him feel out of place.

Name:

Date:

Now that you have read and discussed "The Hero's Journey," reflect on the idea of "hero" that you had at the beginning of class. Has it changed? How? If it hasn't changed, how can this idea of a hero's "journey" become part of your idea of a "hero?"

Grade 6: Module 1: Unit 1: Lesson 9

Building Background Knowledge About the Hero's Journey, Part 2: Acts 2 and 3 Plus Focusing on Key Vocabulary in "The Hero's Journey"

GRADE 6: MODULE 1: UNIT 1: LESSON 9
Building Background Knowledge About the Hero's Journey, Part 2:
Acts 2 and 3 Plus Focusing on Key Vocabulary in "The Hero's Journey"

EXPEDITIONARY LEARNING

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence to support an analysis of informational text. (RI.6.1) I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) I can prepare myself to participate in discussions. (SL.6.1)

Supporting Learning Targets	Ongoing Assessment
• I can practice reading closely. • I can gather important details and determine the main idea of an excerpt of the text "The Hero's Journey." • I can use multiple strategies to determine the meaning of unfamiliar words in "The Hero's Journey." • I can make connections between Percy Jackson and "The Hero's Journey.	• "The Hero's Journey" recording form (begun in Lesson 8) • Vocabulary in "The Hero's Journey" recording form • Exit Ticket

Agenda	Teaching Notes

1. **Opening**
   A. Unpacking Learning Targets and Sharing Gist Notes (5 minutes)
2. **Work Time**
   A. Close Read: "The Hero's Journey" Acts Two and Three (20 minutes)
   B. Vocabulary in "The Hero's Journey" (15 minutes)
3. **Closing and Assessment**
   A. Exit Ticket: Making Connections between "The Hero's Journey" and *The Lightning Thief* (5 minutes)
4. **Homework**
   A. First draft reading of Chapter 5 in *The Lightning Thief*
	• Students continue working with the text "The Hero's Journey" (from Lesson 8). Reinforce with students the importance of the concepts in this text: the hero's journey archetype will help them understand more about Percy Jackson's experiences, and will also serve as the foundation for students' own writing during Unit 3.
	
	• This text is challenging, both because of its vocabulary and because of the many abstract concepts. Withhold explaining too much, as students will understand more as they continue to reread, write, talk, and focus on key vocabulary. Encourage students as they persevere, and give specific positive praise when they are referring directly to the text.

GRADE 6: MODULE 1: UNIT 1: LESSON 9
Building Background Knowledge About the Hero's Journey, Part 2:
Acts 2 and 3 Plus Focusing on Key Vocabulary in "The Hero's Journey"

Lesson Vocabulary	Materials
hero, hero's journey, archetype; uneventful, embark, supernatural, bestow, trials, ordeal	• "The Hero's Journey" text (from Lesson 8; one per student) • "The Hero's Journey" recording form (from Lesson 8; one per student) • Vocabulary in "The Hero's Journey": Strategies for Finding Word Meaning recording form (one per student) • Exit Ticket: Making Connections between "The Hero's Journey" and *The Lightning Thief* (one per student) • Homework: Purpose for Reading—Chapter 5 (one per student)

Opening	Meeting Students' Needs

A. Unpacking Learning Targets and Sharing Gist Notes (5 minutes)
 • Read the learning targets with students, or invite a student to read the learning targets aloud
     * "I can practice reading closely."
     * "I can gather important details and determine the main idea of an excerpt of the text 'The Hero's Journey.'"
     * "I can use context clues to determine the meaning of unfamiliar words in 'The Hero's Journey.'"
     * "I can make connections between Percy Jackson and "The Hero's Journey."
 • Students should recognize several of these targets from the previous lesson. Ask students to Think-Pair-Share: "What words seem most important in these targets?" Ask a few students to share out.
 • Ask students to show a quick thumbs up if they understand the targets, or thumbs down if not. Clarify as needed.
 • Ask students to get out their article, **"The Hero's Journey"** (from Lesson 8). Remind students that it is fine if they didn't totally understand the article: they were just supposed to make gist notes with their initial sense of what the text is mostly about. They will keep digging deeper. Invite students to turn and talk with a partner for two minutes, to share their gist notes at this point.	

GRADE 6: MODULE 1: UNIT 1: LESSON 9
Building Background Knowledge About the Hero's Journey, Part 2:
Acts 2 and 3 Plus Focusing on Key Vocabulary in "The Hero's Journey"

Work Time	Meeting Students' Needs
A. Close Read: "The Hero's Journey" Acts Two and Three (20 minutes) • Invite students to sit in their triads for this portion of the lesson. • Tell students that they now will continue to reread **"The Hero's Journey" text** and collect important details on their **"The Hero's Journey" recording form**. Remind students that they began to collect important details in the first act "The Separation" in Lesson 8. Review the meaning of *important detail* as a quote from the text that is essential to the author's meaning and purpose. Tell student they will have time to discuss the important details they chose between each act, but should first try it out on their own. • Circulate and support students as they read. After 7-8 minutes, pause students in their reading. Invite students to use two minutes to share with each other the important details they recorded for "Act Two: Initiation and Transformation." • Circulate to listen in and gauge students' understanding, as well as patterns of confusion that may need to be clarified later with whole group. Listen for students to notice details that relate directly to the subheadings (e.g. that heroes need a "sidekick" which is like a helper or ally). Watch for students to be referring to specific words in the text. • Focus students briefly whole group to give specific positive praise when they do so. Do not spend a lot of time explaining the text; they will keep working with it and will uncover more on their own. • Allow students to continue reading "Act Three: The Return" for an additional 7-8 minutes before sharing their ideas again with their triads. • Consider inviting a few whole class shares in order to clear up any misconceptions or confusion about Acts Two and Three of "The Hero's Journey."	

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GRADE 6: MODULE 1: UNIT 1: LESSON 9
Building Background Knowledge About the Hero's Journey, Part 2:
Acts 2 and 3 Plus Focusing on Key Vocabulary in "The Hero's Journey"

Work Time (continued)	Meeting Students' Needs
B. Vocabulary in "The Hero's Journey" (15 minutes) • Tell students that today they are going to turn their attention to vocabulary in "The Hero's Journey." Remind them that paying attention to vocabulary, and using strategies like context clues or prefixes to figure out word meanings, are "things close readers do" • Think-Pair-Share: * "What two strategies for finding word meaning have we learned so far this year?" Remind students of these two strategies: using context clues and using root words and prefixes. • Distribute the **Vocabulary in "The Hero's Journey": Strategies for Finding Word Meaning recording form**. Tell students that they should begin by reading the sentence and thinking about the bolded word. Think, "Can I use context clues around this word to help me determine the meaning? Does the word have a prefix and root word that can help me determine the meaning?" Remind students to refer to their Prefix List and "The Hero's Journey" as necessary. • Circulate and support students as they work. After ten minutes, invite students to meet in their triads to discuss each word. • Collect students' annotated texts and both of their recording forms to informally assess. • Emphasize to students that as they continue to read challenging texts in the coming months and years, they will often encounter vocabulary they don't know. It is important to have lots of different ways to figure out words.	• Consider posting vocabulary words during this lesson so students have a visual reference. • Consider giving select students pre-highlighted recording forms that highlight key words showing the relationship between the quotes. (see Supporting Materials)

GRADE 6: MODULE 1: UNIT 1: LESSON 9
Building Background Knowledge About the Hero's Journey, Part 2:
Acts 2 and 3 Plus Focusing on Key Vocabulary in "The Hero's Journey"

Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: What is the most important connection between Percy's experiences and "The Hero's Journey"? Why? (5 minutes) • Preview homework. • Distribute an **Exit Ticket** to each student. Tell them you would like them to independently consider the same question you posed to the class: * "What is the most important connection between Percy's experiences and 'The Hero's Journey'? Why?" • Remind students to support their thinking with reasons. (Student responses may vary). • Collect students' Exit Tickets.	

Homework	Meeting Students' Needs
• Do a "first draft" read of Chapter 5: "I Played Pinochle With a Horse." Use the **Homework: Purpose for Reading—Chapter 5** question to focus your reading and use your evidence flags to mark the specific areas in the book that support your answer. *Note: Review students' recording forms and annotated articles from today's lesson to assess for comprehension. It is important students understand the arc of the hero's journey in order to complete the reading and writing leading up to and including the End of Unit Assessment.*	

EXPEDITIONARY LEARNING

Grade 6: Module 1: Unit 1: Lesson 9
Supporting Materials

Name:

Date:

Word in Context	Meaning of the Word	What strategy did you use to find the meaning?
Heroes exist in a world is considered ordinary or **uneventful** by those who live there.		
As they **embark** on their journey, the heroes enter a world they have never experienced before		
It might be filled with **supernatural** creatures, breathtaking sights, and the constant threat of death.		

Word in Context	Meaning of the Word	What strategy did you use to find the meaning?
Heroes are almost always started on their journey by a character who has mastered the laws of the outside world and come back to **bestow** this wisdom upon them.		
At long last they reach the Supreme **Ordeal**, the obstacle they have journeyed so far to overcome.		

Name:

Date:

Think about the informational article you just read and the novel you have been reading.

What connections do you see between Percy's experiences in *The Lightning Thief* and "The Hero's Journey"?

Name:

Date:

Percy has just survived a traumatic night and is now in a completely unfamiliar and strange setting. This presents a unique challenge. How does Percy respond to this challenge? What inferences can you make based on his response? Consider his interactions with other characters as well as his inner thoughts.

Use your **evidence flags** to mark places in the text that show your thinking.

Grade 6: Module 1: Unit 1: Lesson 10
Selecting Evidence and Partner Writing: Aligning "The Hero's Journey" and *The Lightning Thief* (Chapter 5)

EXPEDITIONARY
LEARNING

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence to support an analysis of literary text. (RL.6.1) I can describe how the plot evolves throughout a literary text. (RL.6.3) I can cite text-based evidence to support an analysis of informational text. (RI.6.1) I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.6.4)

Supporting Learning Targets	Ongoing Assessment
• I can explain the relationship between a quote from *The Lightning Thief* and a quote from "The Hero's Journey." • I can select evidence from "The Hero's Journey" that aligns with The *Lightning Thief*. • I can write a paragraph (with a partner) to describe how excerpts in *The Lightning Thief* align to "The Hero's Journey," citing evidence from both texts.	• Entrance Ticket • Selecting Evidence recording form • Partner Writing paragraph

Agenda	Teaching Notes
1. **Opening** A. Unpacking Learning Targets (5 minutes) B. Connecting "The Hero's Journey" and *The Lightning Thief*: Carousel of Quotes (10 minutes) 2. **Work Time** A. Independently Selecting Evidence in Informational Texts: Aligning Percy's Experiences with the Hero's Journey (15 minutes) B. Partner Writing: Using Evidence from Two Texts (10 minutes) 3. **Closing and Assessment** A. Reflecting on the Learning Targets (5 minutes) 4. **Homework** A. First draft read of Chapter 6: "I Become Supreme Lord of the Bathroom"	• Review Carousel Brainstorm protocol (Appendix 1). • In advance: Prepare the four quotes on the Carousel of Quotes handout on chart paper around the room (one chart per quote). Consider making two charts with the exact same quote, so there are eight charts total. • In this lesson students begin to practice analyzing the text in writing. This is an initial low-stakes writing task. Note that the focus of this unit has primarily been on close reading. The writing here is intended to address W.6.9 more broadly, rather than all the specific aspects of W.6.2. Unit 2 devotes much more time to heavily scaffolding students' writing (W.6.2). Here, the goal is more to "write about your reading." The lesson reviews and reinforces work with paragraph writing that many students may have had in previous grades, and serves as a scaffold for their End of Unit Assessment in Lesson 13. • In Work Time C, students write on their own, but have a partner to think with. In advance: Place students in writing partnerships. It is easier for students to plan and write in pairs than in their usual triads. They will be doing this with a writing partner. Consider strategic writing partnerships that will support students in this process.

Lesson Vocabulary	Materials
hero's journey, align, archetype, claim; meadow (58), satyr (59), recoil (60), archery (62), metaphysical (67)	• Carousel of Quotes: Connecting *The Lightning Thief* and the "The Hero's Journey" (one per student) • Carousel of Quotes: Connecting *The Lightning Thief* and the "The Hero's Journey" (for Teacher Reference) • Chart paper for Quote Charts (four or eight pieces) • Markers (one per triad, different colors) • Equity sticks • Selecting Evidence from "The Hero's Journey" (one per student) • Partner Writing: Using Evidence from Two Texts (one per student) • Writing with Evidence anchor chart (co-created with students during Lesson 8). • Homework: Purpose for Reading—Chapter 6 (one per student)

Opening	Meeting Students' Needs

A. Unpacking Learning Targets (5 minutes)
• Read the learning targets:
  * "I can explain the relationship between a quote from *The Lightning Thief* and a quote from "The Hero's Journey."
  * "I can select evidence from "The Hero's Journey" that aligns with *The Lightning Thief*."
  * "I can write a paragraph (with a partner) to describe how excerpts in *The Lightning Thief* align to 'The Hero's Journey,' citing evidence from both texts."
• Zoom in on the word *align*. Tell students that this means to line up or make parallel. Point out that students may have been able to figure this out since it sounds like the word "line" and the root "lign" actually means "line." Tell students that today they are going to try to "line up" what is happening to Percy with the steps they read about in the article "The Hero's Journey" from the previous lesson.
• Ask students to show a quick thumbs-up if they understand the targets, or thumbs-down if not. Some students may be unclear about the third target; reassure them that it will become clearer as they dig into Work Time.
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

Opening (continued)	Meeting Students' Needs

B. Connecting "The Hero's Journey" and *The Lightning Thief*: A Carousel of Quotes (10 minutes)
• Ask students to work in their triads for this part of the lesson. Tell student that a very important reading skill they will be using, now and many times in their future reading lives, is to make connections and describe the relationship between two texts. It's almost like thinking about how two texts "talk to each other." Tell students that this is something they probably do without realizing it, but today they will think about these connections, talk about them, and write about them.
• Think-Pair-Share:
  * "When you think about *The Lightning Thief* and 'The Hero's Journey,' how do think these two texts are related?"
• Listen for answers like: "Maybe they are related because Percy is a hero" or "They are related because Percy is going to go on a journey." Confirm similar initial comments.
• Tell students that you have selected quotes from both *The Lightning Thief* and "The Hero's Journey" to help them think more about the relationship between the two texts. Using chart paper or a document camera, show students the first set of connected quotes: "I have dyslexia and attention deficit disorder and I had never made above a C- in my life" and "Heroes possess some ability or characteristic that makes them feel out-of-place."
• Think-Pair-Share:
  * "What is the relationship between these two quotes?" Listen for answers like: "These quotes are related because Percy's has characteristics that make him feel out of place, and this is a challenge many heroes face."
• Distribute the **Carousel of Quotes: Connecting The Lightning Thief and 'The Hero's Journey' recording form**. Tell students they will have a few minutes to silently read these quotes, think about them, and jot down their initial ideas about the relationships between them. Circulate and support students as they work.
	• For students needing additional supports, you may want to consider using the Carousel of Quotes: Connecting *The Lightning Thief* and "The Hero's Journey" recording form (more scaffolded version) in the supporting materials of this lesson. This version has key words highlighted to support students in making connections between quotes.
	
	• For students who struggle with following multiple-step directions, consider displaying these directions using a document camera or Smartboard. Another option is to type up these instructions for students to have in hand.

Opening (continued)	Meeting Students' Needs
• After 2 to 3 minutes, pause students in their independent work. Tell them that now that they have read and thought independently, you would like for them to discuss their thinking with their triads. Direct students' attention to the **quote charts** hanging around the room. Tell students that these charts have the same quotes as their recording forms. Distribute **markers** to each triad and assign each triad a starting point. Give directions: 1. At each chart, let a different member of your triad read the two quotes aloud. 2. Give each person a chance to share their thinking from their recording forms. 3. Discuss the relationship between these quotes. 4. Using your triad marker, use the space below the quotes to write the relationship between them. 5. Move to the next chart with a new pair of quotes. • Students will have just 6 to 7 minutes for this part of the activity. Consider using a timer to move students efficiently from one chart to the next. Note that it is not essential that all groups get to all four charts. • Ask students to begin. Circulate to listen and to gauge how well students are beginning to connect the concepts from the archetypal journey with specific events from the novel. • After 6 to 7 minutes, ask students to return to their seats. Ask: * "What is the most important connection between Percy's experiences and 'The Hero's Journey?' Why" • As time permits, use **equity sticks** to call on a few students to share their thinking with the class.	

Work Time	Meeting Students' Needs
A. Independently Selecting Relevant Evidence in Informational Texts: Aligning Percy's Experiences with the Hero's Journey (15 minutes) • Tell students that you have created a graphic organizer similar to the one from their Carousel of Quotes. Show students **Selecting Evidence from "The Hero's Journey" recording form**. Point out that you have already pulled excerpts and quotes from *The Lightning Thief* in order to get them started. However, unlike in the Carousel of Quotes, they will be responsible for finding a quote from "The Hero's Journey." • Give students directions: 1. Read the excerpt from *The Lightning Thief*. 2. Think: Does this excerpt align with the archetype of "the hero's journey?" 3. Go back to "The Hero's Journey" to confirm your thinking and gather evidence. 4. Discuss your findings with your triad. 5. If Percy's experience does align, complete the graphic organizer with the stage of the hero's journey Percy is at, as well as the quote from "The Hero's Journey" that is your evidence. • Tell students that they will have about 10 minutes to work in their triads. Invite students to begin. Circulate to listen in and support as needed. Challenge students to refer directly back to each text, and probe: "What is the connection you're noticing? Why is that important?" Encourage students in this early work of analyzing texts. • After about 10 minutes, refocus students whole group. Ask: * "How do Percy's experiences align with the hero's journey?" Invite volunteers to share their connections with the class.	• Many students may benefit from a charted list of these directions. • To further support select students, consider creating a more scaffolded version of the Selecting Evidence from "The Hero's Journey" recording form. For example, you can highlight key words and phrases from the novel (similar to the more scaffolded version of the Carousel of Quotes: Connecting *The Lightning Thief* and the "The Hero's Journey" recording form). Additionally you can partially fill in the recording form or provide an additional example.

Work Time (continued)	Meeting Students' Needs
B. Partner Writing: Using Evidence from Two Texts (10 minutes) • Distribute **Partner Writing: Using Evidence from Two Texts.** Tell students that that they are now going to use the evidence they just collected to do some writing. They will make a *claim* about Percy based on evidence from the text. • Remind students of the important work they did studying the model paragraph in Lesson 8. Direct students' attention to the **Writing with Evidence anchor chart**. Review the criteria students helped to create when writing with evidence. • Point out that students have already collected the necessary evidence for writing a paragraph that answers the question: * "How do Percy's experiences align with the hero's journey?" • Think-Pair-Share: "We decided that a strong paragraph begins with a topic sentence, and that a topic sentence tells what the paragraph is going to be about. What would be an example of a strong topic sentence for the paragraph we are going to write today?" Guide students toward a sentence like: "Percy's experiences in *The Lightning Thief* align with 'The Hero's Journey' in several important ways." Setting students up with a topic sentence will help get them started and guide their writing. • Give directions: 1. With your partner, study the model paragraph and the criteria from Lesson 8. 2. Together, choose one stage of the hero's journey from the Selecting Evidence from "The Hero's Journey" recording form that you want to use in your writing. 3. On your own, draft a paragraph using evidence from both texts. 4. After finishing the paragraph, trade papers. Review the criteria again. Did your partner meet each part of the criteria? • Circulate and support students as they write. Push students to elaborate in their writing by asking questions like: "How are those two quotes related?" and "What does this tell us about Percy?" • After 7 to 8 minutes of writing, remind students to trade their writing and complete the criteria checklist at the bottom of their Partner Writing: Using Evidence from Two Texts recording form. • Collect these writing samples as a formative assessment.	• Many students may benefit from a charted list of these directions. • Consider giving select students a personal copy of the Model Paragraph from Lesson 8. Having this model next to them will guide them in their organization and word choice.

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GRADE 6: MODULE 1: UNIT 1: LESSON 10
Selecting Evidence and Partner Writing:
Aligning "The Hero's Journey" and The Lightning Thief (Chapter 5)

Closing and Assessment	Meeting Students' Needs

A. Reflecting on the Learning Targets (5 minutes)
• Gather students back in a whole group. Read the learning target:
  ∗ "I can write a paragraph (with a partner) to describe how excerpts in *The Lightning Thief* align to "The Hero's Journey," citing evidence from both texts."
• Ask students to give you "fist to five" on this target. Explain that a fist means that they struggled meeting the learning target, five means that they really understood and accomplished, three means they struggled a little but they are getting there, and they can use any number in between.
• Think-Pair-Share:
  ∗ "What was most difficult about this learning target?"
	• Checking in with learning targets helps students self-assess their own learning. This research-based strategy supports struggling learners most.

Homework	Meeting Students' Needs
• Do a "first draft" read of Chapter 6: "I Become Supreme Lord of the Bathroom." Use the **Homework: Purpose for Reading—Chapter 6** question to focus your reading. Use your evidence flags to mark the specific areas in the book that support your answer. *Note: Review students' Selecting Evidence graphic organizers, as well as their writing, as formative assessment. These activities are building toward the End of Unit Assessment in Lesson 10, so it is important to see where students are experiencing difficulty.*	

EXPEDITIONARY LEARNING

Grade 6: Module 1: Unit 1: Lesson 10
Supporting Materials

EXPEDITIONARY LEARNING

Name:

Date:

Quote from *The Lightning Thief*	Quote from "The Hero's Journey"	Explain the relationship between these two quotes
"I have dyslexia and attention deficit disorder and I had never made above a C- in my life."	"Heroes possess some ability or characteristic that makes them feel out-of-place."	These quotes are related because Percy has characteristics that make him feel out of place, and this is a challenge many heroes face.
"With a yelp, I dodged and felt talons slash the air next to my ear. I snatched the ballpoint pen out of the air, but when it hit my hand, it wasn't a pen anymore. It was a sword—Mr. Brunner's bronze sword, which he always used on tournament day."	"Heroes find a mystic object or discover their world is in danger."	
"I remember Mr. Brunner's serious expression, his thousand-year-old-eyes. *I will accept only the best from you, Percy Jackson.*"	"The mentor often gives the hero the means to complete the quest. Some of the time the gift is simply wisdom."	

Quote from *The Lightning Thief*	Quote from "The Hero's Journey"	Explain the relationship between these two quotes
"Grover blushed right down to his Adam's apple. 'Look, Percy I kind of have to protect you.'"	"Every hero needs a helper much like every hero needs a sidekick. Most heroes would fail miserably without their helpers."	
"His neck was a mass of muscle and fur leading up to his enormous head, which had a snout as long as my arm, snotty nostrils with a gleaming brass ring, cruel black eyes and horns …"	"As they embark on their journey, the heroes enter a world they have never experienced before. It might be filled with supernatural creatures, breathtaking sights, and the constant fear of death."	

EXPEDITIONARY
LEARNING

Name:

Date:

Quote from *The Lightning Thief*	Quote from "The Hero's Journey"	Explain the relationship between these two quotes
"I have **dyslexia** and **attention deficit disorder** and I had never made above a C- in my life."	"Heroes possess some ability or **characteristic** that makes them feel **out-of-place.**"	These quotes are related because Percy has characteristics that make him feel out of place, and this is a challenge many heroes face.
"With a yelp, I dodged and felt talons slash the air next to my ear. I snatched the **ballpoint pen** out of the air, but when it hit my hand, it wasn't a pen anymore. It was **a sword—Mr. Brunner's bronze sword**, which he always used on tournament day."	"Heroes find a **mystic (magical) object** or discover their world is in danger."	
"I remember **Mr. Brunner's** serious expression, his thousand-year-old-eyes. *I will accept only the best from you, Percy Jackson.*"	"The mentor often gives the hero the means to complete the quest. Some of the time the gift is simply **wisdom**."	

Quote from *The Lightning Thief*	Quote from "The Hero's Journey"	Explain the relationship between these two quotes
"**Grover** blushed right down to his Adam's apple. 'Look, Percy I kind of have to **protect** you.'"	"Every hero needs a helper much like every hero needs a sidekick. Most heroes would fail miserably without their helpers."	
"His neck was a mass of muscle and fur leading up to his enormous head, which had a snout as long as my arm, snotty nostrils with a gleaming brass ring, cruel black eyes and horns …"	"As they embark on their journey, the heroes enter a world they have never experienced before. It might be filled with **supernatural creatures**, breathtaking sights, and the **constant fear of death**."	

Name:

Date:

Do Percy's experiences in *The Lightning Thief* align with the hero's journey?		
Stage of the "Hero's Journey"	Archetype of the Hero's Journey: Quote from "The Hero's Journey"	Percy's Experience: Quote from *The Lightning Thief*
The Ordinary World	"They possess some ability or characteristic that makes them feel out-of-place."	"But Mr. Brunner expected me to be as good as everybody else, despite the fact that I have dyslexia and attention deficit disorder and I had never made above a C- in my life." (page 7)
		"The freak weather continued, which didn't help my mood. One night, a thunderstorm blew out the windows in my dorm room. A few days later, the biggest tornado every spotted in the Hudson Valley touched down only fifty miles from Yancy Academy." (page 17)

Do Percy's experiences in *The Lightning Thief* align with the hero's journey?		
Stage of the "Hero's Journey"	Archetype of the Hero's Journey: Quote from "The Hero's Journey"	Percy's Experience: Quote from *The Lightning Thief*
		"The landscape was dotted with buildings that looked like ancient Greek architecture—an open-air pavilion, an amphitheater, a circular arena—except that they all looked brand new, their white marble columns sparkling in the sun. In a nearby sandpit, a dozen high school-age kids and satyrs played volleyball." (page 62)
		"The truth is, I can't be dead. You see, eons ago the gods granted my wish. I could continue the work I loved. I could be a teacher of heroes for as long as humanity needed me." (82)

Name:

Date:

I can write a paragraph (with a partner) to describe how excerpts in *The Lightning Thief* align to "The Hero's Journey," citing evidence from both texts.

"How do Percy's experiences align with the hero's journey?"

After choosing evidence from both *The Lightning Thief* and "The Hero's Journey," write a paragraph that shows how Percy's experiences align with the hero's journey. Remember to use evidence from both texts. Use the criteria checklist to make sure you have met all criteria for writing a strong paragraph.

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Criteria Checklist:

Did you …

_____ begin your paragraph with a topic sentence that makes a claim?

_____ use evidence from *The Lightning Thief* that supports your claim?

_____ use evidence from "The Hero's Journey" that supports your claim?

_____ make it clear how the quotes are connected?

_____ close the paragraph with a clear concluding statement?

Name:

Date:

Percy's new environment just means new kinds of challenges. What types of challenges does Percy face in this chapter? How does he respond?

As you read, think about these questions. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.

Grade 6: Module 1: Unit 1: Lesson 11

Selecting Evidence: "The Hero's Journey" and *The Lightning Thief* (Chapter 6)

EXPEDITIONARY LEARNING

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence to support an analysis of literary text. (RL.6.1) I can cite text-based evidence to support an analysis of informational text. (RI.6.1) I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. (W.6.9)

Supporting Learning Targets	Ongoing Assessment
• I can get the gist of an excerpt from *The Lightning Thief*. • I can answer questions using evidence about an excerpt from *The Lightning Thief*. • I can select evidence from both *The Lightning Thief* and "The Hero's Journey" that shows how Percy is on a hero's journey.	• Text-Dependent Questions • Selecting Evidence graphic organizer • Exit Ticket: Reflecting on Learning Targets

Agenda	Teaching Notes

1. **Opening**
   A. Engaging the Reader: Read-Aloud of Quote from Chapter 6 (5 minutes)
   B. Unpacking Learning Targets (5 minutes)
2. **Work Time**
   A. Close Read: Percy Explores Camp Half-Blood (15 minutes)
   B. Triad Collaboration to Choose Evidence: Connecting Percy's Experience with "The Hero's Journey" (15 minutes)
3. **Closing and Assessment**
   A. Exit Ticket: Reflecting on the Learning Targets (5 minutes)
4. **Homework**
   B. First draft read of Chapter 7, "My Dinner Goes Up in Smoke"
	• This lesson continues the series of lessons scaffolding students toward writing with evidence.
	
	• The text-dependent questions for the close-reading excerpt intentionally scaffold students toward finding appropriate evidence when connecting Percy's experience to "The Hero's Journey."
	
	• Students again briefly review the "Things Close Readers Do" anchor chart (during Opening, Part B). Hold on to this chart. In Unit 2, students work with a resource that gives them even more details about close reading, and will refer back to the chart they helped to build.

Lesson Vocabulary	Materials
gist, excerpt, evidence, archetype, align; cloven (77), pursue (78), pavilion (79), centaur (82), caduceus (83), patron (85)	• Things Close Readers Do anchor chart (begun in Lesson 2) • Equity sticks • Sticky notes (3–4 for each student) • Text-Dependent Questions: Excerpt from Chapter 6, "I Become Supreme Lord of the Bathroom" (one per student) • Evidence flags (3–4 for each student) • Selecting Evidence: Percy Jackson and "The Hero's Journey" graphic organizer (for Chapter 6) (one per student) • Exit Ticket: Reflecting on the Learning Targets (one per student) • Homework: Purpose for Reading—Chapter 7 (one per student)

Opening	Meeting Students' Needs
A. Engaging the Reader: Read-Aloud of Quote from Chapter 6 (5 minutes) • Invite students to open their text of *The Lightning Thief* to page 86. Remind students of the meaning of the word *archetype* from Lesson 8: a character or a story line that repeats again and again over time. Ask students to read along as your read aloud from "I shook my head …" to "Chiron calls them archetypes. Eventually, they re-form." • Think-Pair-Share: * "How is the meaning of archetype that we learned connected to this idea of the minotaur as an archetype?" • Listen for answers like: "Just like the same characters and stories keep showing up, monsters like the minotaur keep showing up, even when you kill them."	• Some students may benefit from being given sentence starters for Think-Pair-Share. For example: "I think the minotaur is an archetype because_____," or "Base on our learning targets, I think we will be _____ today."

Opening (continued)	Meeting Students' Needs

B. Unpacking Learning Targets (5 minutes)
• Invite students to read along as you read the learning targets
  * "I can get the gist of an excerpt from *The Lightning Thief*."
 	
  * "I can answer questions using evidence about an excerpt from *The Lightning Thief*."
 	
  * "I can select evidence from both *The Lightning Thief* and 'The Hero's Journey' that shows how Percy is on a hero's journey."
 	
• Think-Pair-Share: "Based on today's learning targets, what do you think we will be doing in today's lesson?" Listen for responses like: "We will be closely reading parts of *The Lightning Thief*" and "We will be trying to make a connection between Percy and 'The Hero's Journey.'" Listen for students to refer to *evidence*, and point out that they will be rereading both texts to identify how they connect.
• Briefly review the **Things Close Readers Do anchor chart** (from previous lessons). Invite students to read the bullets aloud. Emphasize the the heart of close reading is paying careful attention to the actual words in the text: that is why "evidence" is so important.	

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Opening (continued)	Meeting Students' Needs
B. Connecting "The Hero's Journey" and *The Lightning Thief*: A Carousel of Quotes (10 minutes) • Ask students to work in their triads for this part of the lesson. Tell student that a very important reading skill they will be using, now and many times in their future reading lives, is to make connections and describe the relationship between two texts. It's almost like thinking about how two texts "talk to each other." Tell students that this is something they probably do without realizing it, but today they will think about these connections, talk about them, and write about them. • Think-Pair-Share: 　* "When you think about *The Lightning Thief* and 'The Hero's Journey,' how do think these two texts are related?" • Listen for answers like: "Maybe they are related because Percy is a hero" or "They are related because Percy is going to go on a journey." Confirm similar initial comments. • Tell students that you have selected quotes from both *The Lightning Thief* and "The Hero's Journey" to help them think more about the relationship between the two texts. Using chart paper or a document camera, show students the first set of connected quotes: "I have dyslexia and attention deficit disorder and I had never made above a C- in my life" and "Heroes possess some ability or characteristic that makes them feel out-of-place." • Think-Pair-Share: 　* "What is the relationship between these two quotes?" Listen for answers like: "These quotes are related because Percy's has characteristics that make him feel out of place, and this is a challenge many heroes face." • Distribute the **Carousel of Quotes: Connecting The Lightning Thief and 'The Hero's Journey' recording form**. Tell students they will have a few minutes to silently read these quotes, think about them, and jot down their initial ideas about the relationships between them. Circulate and support students as they work.	• For students needing additional supports, you may want to consider using the Carousel of Quotes: Connecting *The Lightning Thief* and "The Hero's Journey" recording form (more scaffolded version) in the supporting materials of this lesson. This version has key words highlighted to support students in making connections between quotes. • For students who struggle with following multiple-step directions, consider displaying these directions using a document camera or Smartboard. Another option is to type up these instructions for students to have in hand.

Work Time	Meeting Students' Needs
A. Close Read: Percy Explores Camp Half-Blood (pages 78–82) (15 minutes)	• Encourage students who are having difficulty with the text to stop and write the gist for smaller sections of text. Continue to emphasize that getting the gist is just a very first pass to get a general sense of the text; it's fine if students are confused or wrong.
• Tell students that they will be closely reading an excerpt from *The Lightning Thief*, Chapter 6, "I Become Supreme Lord of the Bathroom." Direct students' attention to the Things Close Readers Do anchor chart. Ask:	
∗ "What does it mean to closely read a text? How do you start? What do you do next?"	
• Using **equity sticks,** invite whole class shares. Listen for responses like: "First you just read for the flow, to get to know the text," "You read to get the gist and choose unfamiliar words," "You choose important details," and "You read to answer questions about the text."	
• Distribute **sticky notes** to each student. Remind students that they have already read to get the flow of the text during their "first draft" reading for homework.	• Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.
• Invite student to open *The Lightning Thief* to page 78. Give directions:	
1. Read from the bottom of page 78 starting with "As we got closer …" to page 82 "… Annabeth is waiting for us."	
2. Stop every few paragraphs and write the gist on a sticky note and place it in your book.	
• Circulate and support students in their reading. Ask students to rehearse saying the gist of a section aloud before writing it on a sticky note. Practicing verbally allows students to get immediate feedback.	• Consider pulling small groups of students who need additional support and work with them in a more guided setting.
• After 5 minutes, ask students to stop and share their gist writing with their triads.	
• Distribute **Text-Dependent Questions**: **Excerpt from Chapter 6, "I Become Supreme Lord of the Bathroom."** Tell students that answering questions, and using evidence in their answers, is an important step in reading something closely because it draws their attention to parts of the text that they may have missed. Give directions:	
1. Read the questions so you know what to look for when you reread.	
2. Reread the passage, keeping the questions in mind.	
3. Use an **evidence flag** to mark places in the text connected to one of the questions.	
4. Answer the questions on your graphic organizer. Be sure to use evidence to support your answer.	
• Give students 10 minutes to work on their own.	
• Then prompt students to share their answers and evidence with their triad.	

Work Time (continued)	Meeting Students' Needs

B. Triad Collaboration to Choose Evidence: Connecting Percy's Experience with "The Hero's Journey" (15 minutes)
 	
• Distribute the **Selecting Evidence: Percy Jackson and "The Hero's Journey" graphic organizer (Chapter 6)** to each student. Tell students that they are going to continue the very important work they have begun to make the connection between Percy's experiences in *The Lightning Thief* and the archetypal storyline of the hero's journey—a story structure that has been repeated across countless stories over time. They read about that archetypal journey in the article "The Hero's Journey." But today, instead of being given the evidence, their triad will work as reading detectives, on the hunt for evidence!
 	
• Tell students that in the passage they just read closely, there are multiple examples of Percy being on a hero's journey. Give and post directions:
 	
  1. On your graphic organizer, I have included which stages of "The Hero's Journey" show up in the passage of *The Lightning Thief* you read closely.
 	
  2. Review these section in "The Hero's Journey" to remind yourself what happens in each of those stages.
 	
  3. Think: "In the passage from *The Lightning Thief* that we just read closely, how does this stage of the hero's journey show up?"
 	
  4. Go back to the passage in Chapter 6 of *The Lightning Thief* and choose a specific scene that shows Percy experiencing that stage in "the hero's journey."
 	
  5. Go back to "The Hero's Journey" and choose a quote that clearly connects to Percy's experience.
 	
• Tell students that they should work with the other members of their triads to complete their work.
	• Consider providing a partially filled-in chart (i.e., with page numbers) to those who need additional support.
	
	• For students who struggle with following multiple-step directions, consider displaying these directions using a document camera or Smartboard. Another option is to type up these instructions for students to have in hand.

Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: Reflecting on the Learning Targets (5 minutes) • Distribute **Exit Ticket: Reflecting on the Learning Targets** to each student. Tell students that selecting connecting evidence from two texts was a new challenge for them, and you are curious about how they felt doing this task. Explain the 1–5 rating system they will be using, where 1 represents very easy and 5 represents very challenging. • Give students 5 minutes to quietly reflect in writing on today's learning target.	• Consider having students who struggle with on-demand writing to talk with a partner before they respond in writing to the question.

Homework	Meeting Students' Needs
• Do a "first draft" read of Chapter 7, "My Dinner Goes Up in Smoke." Use the **Homework: Purpose for Reading—Chapter 7** question to focus your reading and use your evidence flags to mark the specific areas in the book that support your answer. *Note: Review students' graphic organizers from this lesson as a formative assessment. This activity is building toward the End of Unit Assessment in Lesson 10, so it is important to see where students are experiencing difficulty.*	

Grade 6: Module 1: Unit 1: Lesson 11
Supporting Materials

Name:

Date:

1. What new and surprising sights does Percy encounter in this passage? Choose one and describe it. Cite evidence to support your answer.

2. What does Percy learn about Chiron in this passage? Cite evidence to support your answer.

EXPEDITIONARY
LEARNING

Name:

Date:

Stage of the "Hero's Journey"	Percy's Experience: Quote from The Lightning Thief	Archetype of the Hero's Journey: Quote from "The Hero's Journey"
Entering the Unknown		
Supernatural Aid/ Meeting with the Mentor		
Allies/Helpers		

Name:

Date:

"I can choose evidence from both *The Lightning Thief* and 'The Hero's Journey' that shows how Percy is on a hero's journey."

On a scale from 1 to 5 (1 being very easy, 5 being very challenging) how did this learning target feel for you today?

1—Very Easy	2—Somewhat Easy	3—Somewhere in Between	4—Somewhat Challenging	5—Very Challenging

What makes this learning target either easy or challenging for you?

Name:

Date:

How are Percy's experiences in this chapter align with "The Hero's Journey"?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.

Grade 6: Module 1: Unit 1: Lesson 12

Writing with Evidence: Percy and the Hero's Journey (Chapter 7)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence to support an analysis of literary text. (RL.6.1) I can cite text-based evidence to support an analysis of informational text. (RI.6.1) I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

Supporting Learning Targets	Ongoing Assessment
• I can select evidence from both *The Lightning Thief* and "The Hero's Journey" that shows how Percy is on a hero's journey. • I can write a paragraph describing how Percy's experiences align with "The Hero's Journey."	• Independent Writing paragraph

Agenda	Teaching Notes

1. **Opening**
   A. Unpacking Targets and Engaging the Reader: Favorite Lines of Chapter 7 (5 minutes)
2. **Work Time**
   A. Independent Writing: How Does Percy's Experience Align with "The Hero's Journey"? (25 minutes)
   B. Writing with Evidence: Peer Feedback (10 minutes)
3. **Closing and Assessment**
   A. Share (5 minutes)
4. **Homework**
   A. First draft read of Chapter 8, "We Capture a Flag"
	• At the end of this lesson, collect student writing as a formative assessment. Notice what students are doing well, and where they need additional support. Writing with evidence will be become increasingly important and complex throughout the module.
	
	• Review Peer Critique (see Appendix)

Lesson Vocabulary	Materials
Evidence, paragraph	• Equity sticks
	• Selecting Evidence: Percy Jackson and "The Hero's Journey" (Chapter 7) (one per student)
	• Peer Feedback: Checking for Criteria (one per student)
	• Homework: Purpose for Reading—Chapter 8 (one per student)

Opening	Meeting Students' Needs

A. Unpacking Targets and Engaging the Reader: Favorite Lines of Chapter 7 (5 minutes)
• Read the targets:
  * "I can select evidence from both *The Lightning Thief* and 'The Hero's Journey' that shows how Percy is on a hero's journey."
  * "I can write a paragraph describing how Percy's experiences align with 'The Hero's Journey.'"
• Focus students on the second target
• Activate student thinking with a Think-Pair-Share:
  * "What does the word 'paragraph' mean to you? What does a paragraph include?"
• Tell students you would love to hear more of their favorite lines from Chapter 7, "I Become Supreme Lord of the Bathroom." Remind students what a "favorite line" might be: a short excerpt (often one sentence) that is either funny, intriguing, thought-provoking, or has beautiful language.
• Give students 2 minutes of searching time, then invite them to share their favorite line with a partner. Use **equity sticks** to invite a couple of students to share with the whole class.
	• ELLs and other students may benefit from pictorial representations of learning targets. For example, for targets involving evidence, you might use a magnifying glass.

Work Time	Meeting Students' Needs
A. Independent Writing: How Does Percy's Experience Align with "The Hero's Journey"? (25 minutes) • Tell students that today is the first time they are going to go through the writing process completely independently. In previous lessons, they chose evidence with help from you, they collected evidence with their triad, and they wrote in partnerships. Congratulate students on their learning and how much they have accomplished already. Tell them you cannot wait to see what they can do on their own! • Distribute the **Selecting Evidence: Percy Jackson and "The Hero's Journey" (Chapter 7)** to each student. Tell them that this looks almost exactly like the assessment they will be doing in Lesson 13 coming up. Tell students that they will be focusing their work on pages 93–95 in Chapter 7. In this excerpt there are several examples of Percy having experiences that align to the hero's journey. Tell students that in Chapter 7, from pages 93–95, Percy's experience can be aligned to four different parts of "The Hero's Journey": 1. "Entering the Unknown" 2. "Supernatural Aid" 3. "Allies and Helpers" 4. "The Road of Trials" • Give students the following directions: 1. Reread the four parts of "The Hero's Journey" listed before closely reading pages 93–95 in *The Lightning Thief*. This will help focus your reading as you find evidence. 2. Choose one experience in *The Lightning Thief* and match it with a stage of the hero's journey. 3. Gather evidence from *The Lightning Thief*. 4. Gather evidence from "The Hero's Journey." 5. Use your graphic organizer to help you write the paragraph. • Circulate as students work and notice where students are encountering difficulty. This assignment closely aligns with the assessment students will be completing in Lesson 13, so this is a great opportunity to do some "research" on where students need additional support or instruction.	• Consider posting directions for students to reference. This promotes independence and supports students who struggle with multi-step directions. • Consider providing claim sentences or sentence starters to students who may have a difficult time getting started. • Consider putting the stages of the hero's journey as well as the directions on a chart. This will assist students who have difficulty with multi-step directions.

Work Time (continued)	Meeting Students' Needs
B. Writing with Evidence: Peer Feedback (10 minutes) • After students have completed their independent gathering of evidence and writing a paragraph, ask them to trade their work with their writing partner from Lesson 11. Remind students of the process they completed in that lesson, in which they checked their partner's writing against the criteria. • Distribute the **Peer Feedback: Checking for Criteria recording form** to each to student. Ask students to take the next 10 minutes to read their partners' writing, and complete the checklist.	• Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of the learning target.

Closing and Assessment	Meeting Students' Needs
A. Share: What can we learn about Percy, as a hero, based on his response to a challenge he faces? (5 minutes) • Gather the students in a whole group. Review the learning targets with students. Ask students to Think-Pair-Share: "We have learned a lot about Percy based on how he responds to challenges he has faced. How does one of these challenges help us to see him as a hero?" Cold call a few students to share their ideas about this.	• Some students may benefit from being privately prompted before they are called upon in cold call. Although cold call is a participation technique that necessitates random calling, it is important to set a supportive tone so that use of cold call is a positive experience for all.

Homework	Meeting Students' Needs
• Do a "first draft" read of Chapter 8, "We Capture a Flag." Use the **Homework: Purpose for Reading, Chapter 8** question to focus your reading and use your evidence flags to mark the specific areas in the book that support your answer.	

Grade 6: Module 1: Unit 1: Lesson 12
Supporting Materials

Name:

Date:

Stage of the "Hero's Journey"	Percy's Experience: Challenge and Response Quote from *The Lightning Thief*	Quote from "The Hero's Journey"

What can we learn about Percy, as a hero, based on his response to a challenge he faces?

How do Percy's experiences in Chapter 7 align with the hero's journey? After reading the excerpt from Chapter 7 of *The Lightning Thief* and "The Hero's Journey," write a constructed response that begins with a short summary of Chapter 7. Then focus on one experience in *The Lightning Thief* and show how Percy's experience aligns to a stage in "The Hero's Journey." Conclude by describing what we can learn about Percy as a hero from his response to a challenge he faces. Use evidence from both texts to support your response.

Name:

Date:

Read the criteria below. Read your partner's paragraph, keeping this checklist in mind. If your partner meets the criteria, place
a √. If your partner needs to revise this because they did not meet the criteria, place a X.

Criteria Checklist:

Did your writing partner …

_____ begin your paragraph with a topic sentence that makes a claim?

_____ use evidence from *The Lightning Thief* that supports their claim?

_____ use evidence from "The Hero's Journey" that supports their claim?

_____ make it clear how the quotes are connected?

_____ close the paragraph with a clear concluding statement?

Name:

Date:

How are Percy's experiences in this chapter aligned to "The Hero's Journey"?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.

Grade 6: Module 1: Unit 1: Lesson 13

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

GRADE 6: MODULE 1: UNIT 1: LESSON 13
End of Unit 1 Assessment: Drawing Evidence from Text: Written
Analysis of How Percy's Experiences with "The Hero's Journey"

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence to support an analysis of literary text. (RL.6.1) I can cite text-based evidence to support an analysis of informational text. (RI.6.1) I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. (W.6.9)

Supporting Learning Targets	Ongoing Assessment
• I can select evidence from both *The Lightning Thief* and "The Hero's Journey" that shows how Percy is on a hero's journey. • I can write a summary of an excerpt from *The Lightning Thief*. • I can write a paragraph explaining how Percy's experiences align with the hero's journey.	• End of Unit 1 Assessment

Agenda	Teaching Notes

1. **Opening**
   A. Engaging the Reader: Back-to-Back/Face-to-Face (5 minutes)
   B. Unpacking Learning Targets (5 minutes)
2. **Work Time**
   A. End of Unit 1 Assessment (30 minutes)
3. **Closing and Assessment**
   A. Share: "I use to … but now I …" (5 minutes)
4. **Homework**
   A. Read Chapter 9 of *The Lightning Thief*.
	• This assessment is "open book": students may use their texts, notes, and other resources. However, unless they have specific accommodations, students should work independently.
	
	• In advance: Consider students who need testing accommodations: extra time, separate location, scribe, etc.

GRADE 6: MODULE 1: UNIT 1: LESSON 13
End of Unit 1 Assessment: Drawing Evidence from Text: Written
Analysis of How Percy's Experiences with "The Hero's Journey"

Lesson Vocabulary	Materials
(Do not pre-teach any vocabulary for this assessment. Students may use their texts and notes as resources during the assessment.)	• Questions for Back-to-Back/Face-to-Face (For Teacher Reference) • End of Unit 1 Assessment: How Percy's Experiences Align with "The Hero's Journey" (one per student) • End of Unit 1 Assessment: How Percy's Experiences Align with "The Hero's Journey" (Answers for Teacher Reference) • 2 Point Rubric: Writing From Sources/Short Response

Opening	Meeting Students' Needs
A. Engaging the Reader: Back-to-Back/Face-to-Face (5 minutes) • Tell students that they will participate in a quick discussion activity that is both fun and will help them quickly review some big ideas for their assessment today. The game is called Back-to-Back/Face-to-Face. Give directions: 1. When you say, "Go," students are to silently walk around the room at a slow place. 2. When you say, "Stop," students should stop, find the nearest person to them and stand "back-to-back" with them. 3. You will ask them a question. Students should remain back-to-back, and they have about 15 seconds of think time. 4. When you say, "Face-to-face," students should turn around and take 1 minute to share their thoughts. 5. When you say, "Go," the process starts again. • Use the **Questions for Back-to-Back/Face-to-Face** (in Supporting Materials).	• Consider providing copies of Questions for Back-to-Back and Face-to-Face (in supporting materials) to select students who struggle with auditory processing.

B. Unpacking Learning Targets (5 minutes)
 • Invite students to return to their seats. Ask a volunteer to read today's learning targets while the rest of the class reads along.
     * "I can select evidence from both *The Lightning Thief* and 'The Hero's Journey' that shows how Percy is on a hero's journey."
     * "I can write a summary of an excerpt from *The Lightning Thief*."
     * "I can write a paragraph explaining how Percy's experiences align with the hero's journey."
 • Tell students that these learning targets should look very familiar because these are the targets they have been doing for the past few lessons.	

GRADE 6: MODULE 1: UNIT 1: LESSON 13
End of Unit 1 Assessment: Drawing Evidence from Text: Written
Analysis of How Percy's Experiences with "The Hero's Journey"

Work Time	Meeting Students' Needs
A. End of Unit 1 Assessment (30 minutes) • Congratulate students on all the hard work they have done over past weeks getting to know Percy Jackson and studying "The Hero's Journey." Tell students that today they will meet their learning targets and show all the learning they have accomplished in an End of Unit Assessment. • Tell students that in this assessment they will be rereading an excerpt from Chapter 8. They will use Percy's experiences in this chapter to answer questions, complete a graphic organizer about Percy and the hero's journey, and then write a paragraph. Remind them that this task is very similar to what they have been practicing for the past few lessons. • Give each student the **End of Unit 1 Assessment: How Percy's Experiences Align with "The Hero's Journey."** • Circulate as students work, noting who is having difficulty and may need redirecting. • If students finish early, encourage them to preview the list of recommended texts, and browse books if available.	• For ELLs, consider providing extended time for tasks and answering questions in class discussions. ELLs receive extended time as an accommodation on NY State assessments.

GRADE 6: MODULE 1: UNIT 1: LESSON 13

End of Unit 1 Assessment: Drawing Evidence from Text: Written
Analysis of How Percy's Experiences with "The Hero's Journey"

Closing and Assessment	Meeting Students' Needs
A. Share: "I used to … but now I …" (5 minutes) • Gather students back in the whole group, preferably in a circle. Say: "You have learned many things throughout our study of *The Lightning Thief* and you have most likely changed your mind about ideas you had, ideas about Percy, ideas about myths, ideas about heroes." • Tell students you are going to do a quick "go around" where everyone will share how they learned something new, or changed their thinking about something. They will do this by saying "I used to … but now I …" • Give an example: "I used to think that I couldn't read a long book like this, but now I know I just have to break it up into smaller pieces" or "I used to think Percy was … but now I think …" • Give students a moment to think, and then go around to hear students' comments.	• Post the sentence frame "I used to_____, but now I_____" for students to refer to if they get stuck.

Homework	Meeting Students' Needs
• Read Chapter 9 of *The Lightning Thief*.	

Grade 6: Module 1: Unit 1: Lesson 13
Supporting Materials

6. What is a hero?

7. Is Percy Jackson a hero?

8. How has Percy Jackson changed from the beginning of the book until now?

GRADE 6: MODULE 1: UNIT 1: LESSON 13
End of Unit 1 Assessment: How Percy's Experiences
Align with "The Hero's Journey"

EXPEDITIONARY
LEARNING

....

Name:

....

Date:

....

Standards addressed:

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

How do Percy's experiences in Chapter 8 align with the hero's journey?

After reading pages 107–112 of Chapter 8 in *The Lightning Thief*, complete the graphic organizer and write a constructed response that answers the question and supports your position with evidence from the novel and from the informational text.

Directions:

1. Reread these four parts of "The Hero's Journey" before closely reading pages 107–112 in *The Lightning Thief*. This will help focus your reading as you find evidence.

   (In Chapter 8, from pages 107–112, Percy's experience can be aligned to four different parts of the hero's journey):

   • "Entering the Unknown"
   • "Supernatural Aid"
   • "Allies and Helpers"
   • "The Road of Trials"

GRADE 6: MODULE 1: UNIT 1: LESSON 13
End of Unit 1 Assessment: How Percy's Experiences
Align with "The Hero's Journey"

2. Choose one experience in *The Lightning Thief* and match it with a stage of the hero's journey.

3. Gather evidence from *The Lightning Thief*.

4. Gather evidence from "The Hero's Journey."

5. Complete Part 1, the Choosing Evidence graphic organizer to help you plan your paragraph.

6. Complete Part 2, the paragraph. Write your paragraph on the lines provided.

EXPEDITIONARY
LEARNING

Name:

Date:

Part 1, Graphic Organizer: Choosing Evidence: Percy Jackson and "The Hero's Journey" (Chapter 8)

Stage of the "Hero's Journey"	Percy's Experience: Challenge and Response Quote from *The Lightning Thief*	Quote from "The Hero's Journey"

What can we learn about Percy, as a hero, based on his response to a challenge he faces?

Part 2, Paragraph prompt: ***How do Percy's experiences in Chapter 8 align with the hero's journey?*** After reading the excerpts from Chapter 8 of *The Lightning Thief* and "The Hero's Journey," write a constructed response that begins with a short summary of the beginning of Chapter 8. Then focus on one experience in *The Lightning Thief* and show how Percy's experience aligns to a stage in "The Hero's Journey." Conclude by describing what we can learn about Percy as a hero from his response to a challenge he faces. Use evidence from both texts to support your response.

Focus on one experience in *The Lightning Thief*, and show how that experience aligns to "The Hero's Journey."

GRADE 6: MODULE 1: UNIT 1: LESSON 13
End of Unit 1 Assessment: How Percy's Experiences Align
with "The Hero's Journey" (Answers for Teacher Reference)

Part 1, Graphic Organizer: Choosing Evidence: Percy Jackson and "The Hero's Journey" (Chapter 8)

Stage of the "Hero's Journey"	Percy's Experience: Challenge and Response Quote from *The Lightning Thief*	Quote from "The Hero's Journey"
Entering the Unknown	"Despite all that, I liked camp. I got used to the morning fog over the beach, the smell of hot strawberry fields in the afternoon, even the weird noises of monsters in the woods at night." Challenge: Percy lost his mother and has been forced into a new, strange place. Response: Percy has begun to find his place there and even like it.	"As they embark on their journey, the heroes enter a world they have never experienced before. It might be filled with supernatural creatures, breathtaking sights, and the constant threat of death."

What can we learn about Percy, as a hero, based on his response to a challenge he faces?

We can learn from this that Percy is a hero who is able to adapt to new and difficult challenges.

Part 2, Paragraph prompt: ***How do Percy's experiences in Chapter 8 align with the hero's journey?*** After reading the excerpts from Chapter 8 of *The Lightning Thief* and "The Hero's Journey," write a constructed response that begins with a short summary of the beginning of Chapter 8. Then focus on one experience in *The Lightning Thief* and show how Percy's experience aligns to a stage in "The Hero's Journey." Conclude by describing what we can learn about Percy as a hero from his response to a challenge he faces. Use evidence from both texts to support your response.

Focus on one experience in *The Lightning Thief*, and show how that experience aligns to "The Hero's Journey."

In Chapter 8, Percy has begun to settle into Camp Half-Blood and into a routine. However, he is still struggling with the loss of his mother and he is having a hard time figuring out his talents. One experience in Chapter 8 that shows Percy on a hero's journey is his coming to a new setting. In The Lightning Thief, it says, "Despite all that, I liked camp. I got used to the morning fog over the beach, the smell of hot strawberry fields in the afternoon, even the weird noises of monsters in the woods at night." This aligns to the Entering the Unknown stage of the hero's journey. In "The Hero's Journey," it says, "the heroes enter a world they have never experienced before. It might be filled with supernatural creatures, breathtaking sights, and the constant threat of death." Percy is surrounded by supernatural creatures like monsters and cool sights like the field of strawberries. And he's definitely scared he is going to die. Percy's response to this challenge shows that he is a hero who can adapt to new and difficult challenges.

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	• Valid inferences and/or claims from the text where required by the prompt
	• Evidence of analysis of the text where required by the prompt
	• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt
	• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt
	• Complete sentences where errors do not impact readability

1-point Response	The features of a 1-point response are:
	• A mostly literal recounting of events or details from the text as required by the prompt
	• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt
	• Incomplete sentences or bullets

0-point Response	The features of a 0-point response are:
	• A response that does not address any of the requirements of the prompt or is totally inaccurate
	• No response (blank answer)
	• A response that is not written in English
	• A response that is unintelligible or indecipherable

[1]From New York State Department of Education, October 6, 2012.