



## Unit-at-a-Glance

This unit is approximately 3 weeks or 16 sessions of instruction.

Lesson and Focus CCS Standards 	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 1</b> RL.6.1, RI.6.1, L.6.4b	<b>Discover Our Topic: Greek Mythology</b>  <b>Opening</b> A. Engage the Learner – W.6.10 (5 minutes) <b>Work Time</b> A. Infer the Topic – RL.6.1 (15 minutes) B. Introduce the Performance Task and Module Guiding Questions (10 minutes) C. Launch the Text: <i>Percy Jackson and the Olympians: The Lightning Thief</i> (10 minutes) <b>Closing and Assessment</b> A. Reflect on Learning Targets (5 minutes) <b>Homework</b> A. Read and Reflect: Students read and reflect on the guiding questions for the module and discuss them with their families. Students should consider how the guiding questions make them feel. They may sketch or write about their ideas. B. Preread Anchor Text: Students should preread chapter 1 in <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson.  In this lesson, students participate in the Infer the Topic protocol by engaging with the texts they will read throughout the module. Students are also introduced to the performance task and the guiding questions for the module. Finally, the anchor chart for the module is introduced.	<ul style="list-style-type: none"> <li>I can infer the topic of this module from the resources. (RL.6.1, RI.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 1, Lesson 1 (W.6.10)</li> <li>Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RL.6.1, RI.6.1)</li> </ul>

 Unit-at-a-Glance summaries outline the gist of lessons including the standards, learning targets, and work products students will create.

 Focus standards are the focus of explicit instruction in lessons in preparation for assessments.

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<b>Lesson 2</b> L.6.4c, L.6.4d	<b>Establish Reading Routines: <i>The Lightning Thief</i>, Chapter 1</b>  <b>Opening</b> A. Engage the Learner – W.6.10 (5 minutes) B. Reflect on the Module Guiding Questions (5 minutes) <b>Work Time</b> A. Read <i>The Lightning Thief</i> , Chapter 1 Excerpt – SL.6.1 (20 minutes) B. Launch Vocabulary Logs – L.6.4 (10 minutes) <b>Closing and Assessment</b> A. Reflect on Learning Targets (5 minutes) <b>Homework</b> A. Review Plot: Students complete Homework: Plot Review: <i>The Lightning Thief</i> , chapter 1. B. Preread Anchor Text: Students should preread chapter 2 in <i>The Lightning Thief</i> In preparation for studying an excerpt from the chapter in the next lesson.  In this lesson, students reflect on the module guiding questions and begin reading the novel, using the reading routines introduced.	<ul style="list-style-type: none"> <li>• I can show empathy and respect as I listen to my classmates.</li> <li>• I can find the gist of chapter 1 of <i>The Lightning Thief</i>.</li> <li>• I can determine the difference between academic and domain-specific vocabulary. (L.6.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 1, Lesson 2 (W.6.10)</li> <li>• Work Time A: Gist on sticky notes</li> <li>• Work Time B: Vocabulary form (L.6.4c, L.6.4d)</li> </ul>
<b>Lesson 3</b> RL.6.4, RL.6.6, L.6.4	<b>Analyze Point of View: <i>The Lightning Thief</i>, Chapters 1 and 2</b>  <b>Opening</b> A. Engage the Learner – L.6.4 (5 minutes) B. Strategies to Answer Selected Response Questions (5 minutes) <b>Work Time</b> A. Read <i>The Lightning Thief</i> , Chapter 2 Excerpt (15 minutes) B. Analyze Point of View: <i>The Lightning Thief</i> , Chapter 1 – RL.6.6 (15 minutes) <b>Closing and Assessment</b> A. Reflect on Learning Targets (5 minutes) <b>Homework</b> A. Determine Unfamiliar Vocabulary: Students complete Homework: Unfamiliar Vocabulary: <i>The Lightning Thief</i> , Chapter 2. B. Preread Anchor Text: Students should preread chapter 3 in <i>The Lightning Thief</i> In preparation for studying an excerpt from the chapter in the next lesson.  In this lesson, students continue to read the novel and engage in their first QuickWrite, identifying the narrator's point of view in the first chapter and practicing using text evidence to support their response.	<ul style="list-style-type: none"> <li>• I can identify strategies to answer selected response questions.</li> <li>• I can find the gist of chapter 2 of <i>The Lightning Thief</i>.</li> <li>• I can explain Percy's point of view toward Mr. Brunner in chapter 1 of <i>The Lightning Thief</i>. (RL.6.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 1, Lesson 3 (RL.6.4, L.6.4)</li> <li>• Work Time A: Gist on sticky notes</li> <li>• Work Time B: QuickWrite: Point of View: <i>The Lightning Thief</i>, Chapter 1 (RL.6.1, RL.6.4, RL.6.6, W.6.5, W.6.10, L.6.4)</li> </ul>

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<b>Lesson 4</b> RL.6.6, L.6.4a	<b>Analyze Point of View: <i>The Lightning Thief</i>, Chapter 3</b>  <b>Opening</b> A. Strategies to Determine the Meaning of Unfamiliar Vocabulary – L.6.4a (10 minutes) <b>Work Time</b> A. Read <i>The Lightning Thief</i> , Chapter 3 Excerpt – SL.6.1 (15 minutes) B. Analyze Point of View: <i>The Lightning Thief</i> , Chapter 2 – RL.6.6 (15 minutes) <b>Closing and Assessment</b> A. Reflect on Academic Mindsets (5 minutes) <b>Homework</b> A. Determine Unfamiliar Vocabulary: Students complete Homework: Unfamiliar Vocabulary: <i>The Lightning Thief</i> , Chapter 3.  In this lesson, students continue to read the novel and build on their understanding of point of view by identifying text evidence that reveals the narrator's changing perspective. Students engage in a second QuickWrite, tracking the development of the narrator's point of view toward one other character over the first two chapters, in preparation for the mid-unit assessment.	<ul style="list-style-type: none"> <li>• I can identify strategies to determine the meaning of unfamiliar vocabulary. (L.6.4)</li> <li>• I can find the gist of chapter 3 of <i>The Lightning Thief</i>.</li> <li>• I can explain how the author develops Percy's point of view toward Mr. Brunner in chapter 2 of <i>The Lightning Thief</i>. (RL.6.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 1, Lesson 4 (RL.6.4, L.6.4a)</li> <li>• Work Time A: Gist on sticky notes</li> <li>• Closing and Assessment A: QuickWrite: Point of View: <i>The Lightning Thief</i>, Chapter 2 (RL.6.1, RL.6.4, RL.6.6, W.6.10, L.6.4)</li> </ul>
<b>Lesson 5</b> RI.6.1, RI.6.2, RI.6.4, L.6.4a, L.6.4b, L.6.4c, L.6.4d	<b>Close Read: Informational Text: “Why Ancient Greek Mythology Is Still Relevant Today”</b>  <b>Opening</b> A. Engage the Learner – L.6.4b (5 minutes) <b>Work Time</b> A. Construct Anchor Charts (5 minutes) B. Close Read: “Why Ancient Greek Mythology Is Still Relevant Today” – RI.6.2 (15 minutes) C. Language Dive: “Why Ancient Greek Mythology Is Still Relevant Today,” Paragraph 10 – L.6.4 (15 minutes) <b>Closing and Assessment</b> A. Reflect on Academic Mindsets (5 minutes) <b>Homework</b> A. Connect Texts: Students complete Homework: Quick Write 3: Connections between <i>The Lightning Thief</i> and “Why Ancient Greek Mythology Is Still Relevant Today.” B. Preread Anchor Text: Students should preread chapter 4 in <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson.  In this lesson, students build their knowledge of Greek mythology and its relevance today by reading an informational text on the topic and participating in a Language Dive.	<ul style="list-style-type: none"> <li>• I can determine a central idea of an informational text and how it is conveyed through details. (RI.6.2)</li> <li>• I can summarize an informational text. (RI.6.2)</li> <li>• I can determine the meanings of unfamiliar words and phrases in a text. (L.6.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 1, Lesson 5 (L.6.4b)</li> <li>• Work Time A: Close Read: “Why Ancient Greek Mythology Is Still Relevant Today” note-catcher (RI.6.1, RI.6.2, RI.6.4, RI.6.10, W.6.10, L.6.4a)</li> <li>• Work Time C: Language Dive note-catcher (RI.6.1, RI.6.2, RI.6.4, SL.6.1, L.6.4a, L.6.4b, L.6.4c, L.6.4d)</li> </ul>

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<b>Lesson 6</b> RL.6.1, RL.6.4, RL.6.9, L.6.4	<b>Launch Independent Research Reading</b>  <b>Opening</b> A. Engage the Learner – RL.6.4 (5 minutes) B. Share QuickWrite – RL.6.9 (5 minutes) <b>Work Time</b> A. Read <i>The Lightning Thief</i> , Chapter 4 Excerpt – RL.6.1 (15 minutes) B. Launch Independent Research Reading (15 minutes) <b>Closing and Assessment</b> A. Reflect on Habits of Character (5 minutes) <b>Homework</b> A. Determine Unfamiliar Vocabulary: Students complete Homework: Unfamiliar Vocabulary: <i>The Lightning Thief</i> , Chapter 4. B. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  In this lesson, students continue to read the novel and choose independent research reading texts.	<ul style="list-style-type: none"> <li>I can demonstrate understanding of the excerpt from chapter 4 of <i>The Lightning Thief</i>. (RL.6.1)</li> <li>I can select a research reading text that I want to read.</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (RL.6.4, W.6.10, L.6.4)</li> <li>Opening B: QuickWrite from Unit 1 homework (RL.6.9, W.6.10)</li> <li>Work Time A: Gist on sticky notes</li> </ul>
<b>Lesson 7</b> RL.6.1, RL.6.4, L.6.4, L.6.5a	<b>Analyze Figurative Language: <i>The Lightning Thief</i>, Chapters 4 and 5</b>  <b>Opening</b> A. Engage the Learner – L.6.5a (5 minutes) <b>Work Time</b> A. Read <i>The Lightning Thief</i> , Chapter 5 Excerpt – RL.6.1 (20 minutes) B. Figurative Language: <i>The Lightning Thief</i> , Chapter 5 – L.6.5a (15 minutes) <b>Closing and Assessment</b> A. Exit Ticket: Personification – L.6.5a (5 minutes) <b>Homework</b> A. Identify Figurative Language: Students complete Homework: Unfamiliar Vocabulary and Figurative Language: <i>The Lightning Thief</i> , Chapter 5. B. Preread Anchor Text: Students should finish reading chapter 5 (pages 71–74) and preread chapter 6 in <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson.  In this lesson, students continue to read the anchor text, <i>The Lightning Thief</i> , and analyze the narrator's developing point of view.	<ul style="list-style-type: none"> <li>I can demonstrate understanding of the excerpt from chapter 5 of <i>The Lightning Thief</i>. (RL.6.1)</li> <li>I can interpret figurative language in <i>The Lightning Thief</i>. (L.6.5a)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (RL.6.4, W.6.10, L.6.5a)</li> <li>Work Time A: Gist on sticky notes</li> <li>Work Time B: Analyze Figurative Language note-catcher (RL.6.1, RL.6.4, L.6.4, L.6.5a)</li> <li>Closing and Assessment A: Exit Ticket (L.6.5a, W.6.10)</li> </ul>

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<b>Lesson 8</b> RL.6.1, RL.6.3, RL.6.4, RL.6.6, L.6.4, L.6.5a	<b>Analyze Point of View: <i>The Lightning Thief</i>, Chapter 6</b>  <b>Opening</b> A. Engage the Learner – RL.6.6 (5 minutes) <b>Work Time</b> A. Read <i>The Lightning Thief</i> , Chapter 6 Excerpt – RL.6.3 (15 minutes) B. Complete Text-Dependent Questions: <i>The Lightning Thief</i> , Chapter 6 – RL.6.6 (15 minutes) <b>Closing and Assessment</b> A. Review Text-Dependent Questions: <i>The Lightning Thief</i> , Chapter 6 – RL.6.6 (10 minutes) <b>Homework</b> A. Identify Figurative Language: Students complete Homework: Simile: <i>The Lightning Thief</i> , Chapter 6. B. Preread Anchor Text: Students should preread chapter 7 of <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson.  This lesson is the first in a series of three (Lessons 8, 9, and 10) that focuses on the ways Riordan uses language and that continues to explore how he develops Percy's point of view.	<ul style="list-style-type: none"> <li>I can demonstrate understanding of the excerpt from chapter 6 of <i>The Lightning Thief</i>. (RL.6.3)</li> <li>I can interpret figurative language in <i>The Lightning Thief</i>. (L.6.5a)</li> <li>I can explain how the author develops Percy's point of view toward Mr. Brunner in <i>The Lightning Thief</i>. (RL.6.6)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (RL.6.1, RL.6.6, W.6.10)</li> <li>Work Time A: Gist on sticky notes</li> <li>Work Time B: Text-Dependent Questions: <i>The Lightning Thief</i>, Chapter 6 (RL.6.1, RL.6.4, RL.6.6, W.6.10, L.6.4, L.6.5a)</li> </ul>
<b>Lesson 9</b> RL.6.1, RL.6.3, RL.6.4, L.4.1f, L.6.4, L.6.5a, L.6.5b, L.6.5c	<b>Analyze Unfamiliar Words and Phrases: <i>The Lightning Thief</i>, Chapter 7</b>  <b>Opening</b> A. Engage the Learner – L.4.1f (5 minutes) <b>Work Time</b> A. Language Dive: <i>The Lightning Thief</i> , Page 96 – L.6.5 (10 minutes) B. Read <i>The Lightning Thief</i> , Chapter 7 Excerpt – RL.6.3 (15 minutes) C. Complete Text-Dependent Questions: <i>The Lightning Thief</i> , Chapter 7 – L.6.4 (10 minutes) <b>Closing and Assessment</b> A. Review Text-Dependent Questions for Chapter 7 – L.6.4 (5 minutes) <b>Homework</b> A. Determine Word Relationships: Students complete Homework: Language Dive Practice: Word Relationships: <i>The Lightning Thief</i> , Chapter 7 in Unit 1 Homework. B. Preread Anchor Text: Students should preread chapter 8 of <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson.  This lesson is the second in a series of three (Lessons 8, 9, and 10) that focuses on the ways Riordan uses language and that continues to explore how he develops Percy's point of view.	<ul style="list-style-type: none"> <li>I can use word relationships to determine meaning in <i>The Lightning Thief</i>. (L.6.5)</li> <li>I can determine the meanings of unfamiliar words and phrases in chapter 7 of <i>The Lightning Thief</i>. (L.6.4)</li> <li>I can demonstrate understanding of the excerpt from chapter 7 of <i>The Lightning Thief</i>. (RL.6.3)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (L.4.1f)</li> <li>Work Time A: Language Dive: <i>The Lightning Thief</i>, Page 96 note-catcher (RL.6.1, RL.6.4, L.6.4, L.6.5b, L.6.5c, SL.6.1)</li> <li>Work Time B: Gist on sticky notes</li> <li>Work Time C: Text-Dependent Questions: <i>The Lightning Thief</i>, Chapter 7 (RL.6.1, RL.6.4, L.6.4, L.6.5a)</li> </ul>



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<b>Lesson 10</b> RL.6.1, RL.6.3, RL.6.4, RL.6.6, L.4.1f, L.6.4, L.6.5c	<b>Analyze Word Choice and Point of View: <i>The Lightning Thief</i>, Chapter 8</b>  <b>Opening</b> A. Engage the Learner – L.4.1f (5 minutes) <b>Work Time</b> A. Language Dive: <i>The Lightning Thief</i> , Page 96 – L.6.5c (10 minutes) B. Read <i>The Lightning Thief</i> , Chapter 8 Excerpt – RL.6.3 (20 minutes) <b>Closing and Assessment</b> A. QuickWrite: Point of View: <i>The Lightning Thief</i> , Chapter 8 – RL.6.6 (10 minutes) <b>Homework</b> A. Analyze Connotation: Students complete Homework: Language Dive Practice: Connotation: <i>The Lightning Thief</i> , Chapter 8. B. Preread Anchor Text: Students should preread chapter 9 of <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson.  This lesson is the final in a series of three (Lessons 8, 9, and 10) that focuses on the ways Riordan uses language and that continues to explore how he develops Percy's point of view.	<ul style="list-style-type: none"> <li>I can use differences among word connotations to determine meaning in <i>The Lightning Thief</i>. (L.6.5c)</li> <li>I can demonstrate understanding of the excerpt from chapter 8 of <i>The Lightning Thief</i>. (RL.6.3)</li> <li>I can explain how the author develops Percy's point of view toward Mr. Brunner in <i>The Lightning Thief</i>. (RL.6.6)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (L.4.1f)</li> <li>Work Time A: Language Dive: <i>The Lightning Thief</i>, Page 96 note-catcher (RL.6.1, RL.6.4, L.6.4, L.6.5c, SL.6.1)</li> <li>Work Time B: Gist on sticky notes</li> <li>Closing and Assessment A: QuickWrite: Point of View, <i>The Lightning Thief</i>, Chapter 8 (RL.6.1, RL.6.4, RL.6.6, L.6.4, L.6.5c, W.6.10)</li> </ul>
<b>Lesson 11</b> RL.6.1, RL.6.4, RL.6.6, L.6.4a, L.6.4c, L.6.4d, L.6.5, L.6.6	<b>Mid-Unit 1 Assessment: Analyze Language and Point of View: <i>The Lightning Thief</i>, Chapter 9</b>  <b>Opening</b> A. Engage the Learner – L.6.4 (5 minutes) <b>Work Time</b> A. Mid-Unit 1 Assessment: Analyze Language and Point of View: <i>The Lightning Thief</i> , Chapter 9 (35 minutes) <b>Closing and Assessment</b> A. Review Point of View – RL.6.6 (5 minutes) <b>Homework</b> A. Preread Anchor Text: Students should preread chapter 10 of <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson.  In this lesson, students complete the Mid-Unit 1 Assessment, in which they apply their understanding of vocabulary, figurative language, word relationships, word connotations, and point of view to chapter 9.	<ul style="list-style-type: none"> <li>I can interpret figurative language and use word relationships and connotations to determine meaning in <i>The Lightning Thief</i>. (L.6.5)</li> <li>I can explain how the author develops Percy's point of view toward Mr. Brunner in <i>The Lightning Thief</i>. (RL.6.6)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (RL.6.4, L.6.4c, L.6.4d)</li> <li>Work Time A: Mid-Unit 1 Assessment: Analyze Language and Point of View: <i>The Lightning Thief</i>, Chapter 9 (RL.6.1, RL.6.4, RL.6.6, RL.6.10, L.6.4a, L.6.4c, L.6.4d, L.6.5, L.6.6)</li> </ul>

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<b>Lesson 12</b> RL.6.1, RL.6.2, RL.6.3, RL.6.4, L.6.4b	<b>Introduce Themes in <i>The Lightning Thief</i></b>  <b>Opening</b> A. Determine Unfamiliar Words – L.6.4b (5 minutes) B. Engage the Learner (5 minutes) <b>Work Time</b> A. Read <i>The Lightning Thief</i> , Chapter 10 Excerpt – RL.6.3 (15 minutes) B. Introduce Theme – RL.6.2 (15 minutes) <b>Closing and Assessment</b> A. QuickWrite: Theme in <i>The Lightning Thief</i> – RL.6.2 (5 minutes) <b>Homework</b> A. Analyze Point of View: Students complete Homework: Lesson 12: Point of View: <i>The Lightning Thief</i> , Chapter 10. B. Preread Anchor Text: Students should preread chapter 11 of <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson.  This lesson acts as an introduction to the literacy concept of theme. Students will engage in a deeper dive of this concept in Unit 2. Their examination of the narrator's point of view thus far in the novel should begin to reveal the themes, or messages, that the author believes are important.	<ul style="list-style-type: none"> <li>• I can demonstrate understanding of the excerpt from chapter 10 of <i>The Lightning Thief</i>. (RL.6.3)</li> <li>• I can identify themes in <i>The Lightning Thief</i>. (RL.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (L.6.4b)</li> <li>• Work Time A: Gist on sticky notes</li> <li>• Closing and Assessment A: QuickWrite: Theme in <i>The Lightning Thief</i> (RL.6.1, RL.6.2, W.6.10)</li> </ul>
<b>Lesson 13</b> RL.6.1, RL.6.3, SL.6.1b, L.6.4	<b>Generate Discussion Norms</b>  <b>Opening</b> A. Engage the Learner – L.6.4 (5 minutes) <b>Work Time</b> A. Read <i>The Lightning Thief</i> , Chapter 11 Excerpt – RL.6.3 (20 minutes) B. Generate Discussion Norms – SL.6.1b (15 minutes) <b>Closing and Assessment</b> A. Reflect on Academic Mindsets (5 minutes) <b>Homework</b> A. Analyze Point of View: Students complete Homework: Point of View: <i>The Lightning Thief</i> , Chapter 11. B. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  In this lesson, students continue to read the novel before observing a practice discussion. They then work together to generate norms for discussion as part of their preparation for the end of unit text-based discussion during Lesson 15–16.	<ul style="list-style-type: none"> <li>• I can demonstrate understanding of the excerpt from chapter 11 of <i>The Lightning Thief</i>. (RL.6.3)</li> <li>• I can generate norms for a productive discussion. (SL.6.1b)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (RL.6.4, L.6.4)</li> <li>• Work Time A: Gist on sticky notes</li> <li>• Work Time B: Discussion Norms (SL.6.1b)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 14</b> RL.6.1, RL.6.3, SL.6.1a, SL.6.1b	<p><b>Prepare for Text-Based Discussion: <i>The Lightning Thief</i>, Chapters 1–12</b></p> <p><b>Opening</b>            A. Engage the Learner – RL.6.3 (5 minutes)</p> <p><b>Work Time</b>            A. Generate Discussion Norms – SL.6.1b (5 minutes)            B. Prepare for a Text-Based Discussion – RL.6.3 (25 minutes)</p> <p><b>Closing and Assessment</b>            A. Peer Feedback – SL.6.1a (10 minutes)</p> <p><b>Homework</b>            A. Preread Anchor Text: Students should preread chapter 12 of <i>The Lightning Thief</i>, paying careful attention to pages 188–196, in preparation for the End of Unit 1 Assessment.</p> <p>In this lesson, students prepare for a text-based discussion in which they will analyze how Percy responds to and changes as a result of the events during the first half of <i>The Lightning Thief</i>. This lesson gives students an opportunity to prepare for the upcoming end of unit assessment discussion by synthesizing their understanding of the novel so far and to think about how the events have impacted Percy.</p>	<ul style="list-style-type: none"> <li>I can prepare for a text-based discussion about how Percy Jackson changes in response to events. (RL.6.3)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (RL.6.1, RL.6.3, W.6.10)</li> <li>Worktime A: Discussion Norms (SL.6.1b)</li> <li>Work Time B and Closing and Assessment A: Prepare for Text-Based Discussion: <i>The Lightning Thief</i>, Chapters 1–12 note-catcher (RL.6.1, RL.6.3, SL.6.1a)</li> </ul>
<b>Lessons 15–16</b> RL.6.1, RL.6.3, SL.6.1a, SL.6.1b	<p><b>End of Unit 1 Assessment: Text-Based Discussion: <i>The Lightning Thief</i>, Chapters 1–12</b></p> <p><b>Opening</b>            A. Return Mid-Unit Assessments (10 minutes)            B. Engage the Learner (5 minutes)</p> <p><b>Work Time</b>            A. Read <i>The Lightning Thief</i>, Chapter 12 Excerpt – RL.6.1 (15 minutes)            B. End of Unit 1 Assessment: Text-Based Discussion: <i>The Lightning Thief</i>, Chapters 1–12 (45 minutes)</p> <p><b>Closing and Assessment</b>            A. Track Progress – SL.6.1 (15 minutes)</p> <p><b>Homework</b>            A. Independent Research Reading: Students read independently for 20 minutes and select a prompt to respond to in their independent reading journals.            B. Preread Anchor Text: Students should preread chapter 13 of <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>In this lesson, students continue reading the novel and then complete the end of unit assessment, in which they complete a group discussion about how Percy responds to and changes as a result of the events during the first half of the novel and answer short response questions requiring them to quote accurately from the text and to determine key events from the first half of the novel.</p>	<ul style="list-style-type: none"> <li>I can demonstrate understanding of the excerpt from chapter 11 of <i>The Lightning Thief</i>. (RL.6.1)</li> <li>I can use evidence from the text to support my ideas during a text-based discussion. (RL.6.1, RL.6.3, SL.6.1a)</li> <li>I can follow discussion norms to have an effective text-based discussion. (SL.6.1b)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: Gist on sticky notes</li> <li>Work Time B: End of Unit 1 Assessment: Text-Based Discussion: <i>The Lightning Thief</i>, Chapters 1–12 (RL.6.1, RL.6.3, RL.6.10, SL.6.1a, SL.6.1b)</li> <li>Closing and Assessment A: Track Progress: Collaborative Discussion (SL.6.1a, SL.6.1b)</li> </ul>