



## Unit-at-a-Glance

This unit is approximately 3 weeks or 12 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 1</b> RL.6.1, RL.6.4, SL.6.4, SL.6.5	<b>Introduce the Performance Task</b>  <b>Opening</b> A. Engage the Learner – RL.6.4 (5 minutes) <b>Work Time</b> A. Read <i>The Lightning Thief</i> , Chapter 19 Excerpt – RL.6.1 (20 minutes) B. Analyze Performance Task Model – SL.6.5 (10 minutes) <b>Closing and Assessment</b> A. Share Independent Research Reading – RI.6.10 (10 minutes) <b>Homework</b> A. 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.  Students read chapter 19 of <i>The Lightning Thief</i> , then learn the details of the performance task by analyzing a model. Students share their learning from the independent research reading assignment.	<ul style="list-style-type: none"> <li>I can demonstrate understanding of the excerpt from chapter 19 of <i>The Lightning Thief</i>. (RL.6.1)</li> <li>I can analyze a model to identify characteristics of an effective slideshow presentation. (SL.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (RL.6.4)</li> <li>Work Time A: Gist on sticky notes</li> <li>Work Time A: Annotations on Model Slideshow (SL.6.4, SL.6.5)</li> </ul>
<b>Lesson 2</b> RI.6.1, RI.6.2	<b>Close Read: “Hestia”</b>  <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. Language Dive: “Hestia,” Paragraph 1 – SL.6.1 (10 minutes) B. Close Read: “Hestia” – RI.6.2 (15 minutes) C. Determine Central Idea and Write Summary – RI.6.2 (10 minutes) <b>Closing and Assessment</b> A. Whole Group Critique – RI.6.2 (5 minutes) <b>Homework</b> A. 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.  Students move away from the novel to build background on another Greek figure, Hestia. They read an informational text and identify a central idea to include in a summary. They also engage in a Language Dive to further explore the concept of central idea.	<ul style="list-style-type: none"> <li>I can determine a central idea and how it is conveyed through details in “Hestia” (informational text). (RI.6.2)</li> <li>I can write a summary of “Hestia” without personal opinions or judgments. (RI.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>Work Time A: Language Dive: “Hestia” note-catcher</li> <li>Work Time B: Close Read: “Hestia” note-catcher (RI.6.1, RI.6.2, RI.6.4, L.6.4)</li> <li>Work Time C: Language Dive Final Practice and Close Reading Culminating Task (RI.6.1, RI.6.2, W.6.10)</li> </ul>

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<b>Lesson 3</b> RI.6.1, RI.6.7, W.6.7, W.6.8, W.6.9b	<b>Research a Greek God</b> <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. Research a Greek God – RL.6.7 (30 minutes) <b>Closing and Assessment</b> A. Pair Share – W.6.5 (10 minutes) <b>Homework</b> A. 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.  Students conduct research to find out more about a Greek god (or figure from a traditional story) on which to base their new character for their rewritten narrative scene.	<ul style="list-style-type: none"> <li>I can research my Greek god or goddess, gathering needed information for my project from informational texts. (W.6.7)</li> </ul>	<ul style="list-style-type: none"> <li>Work Time A: Greek God Research note-catcher (RI.6.1, RI.6.7, RI.6.9, RI.6.10, W.6.7, W.6.8, W.6.9b)</li> </ul>
<b>Lesson 4</b> RI.6.1, RI.6.2, L.6.4a, L.6.4c, L.6.4d, L.6.6	<b>Mid-Unit 3 Assessment: “Helios”</b> <b>Opening</b> A. Return End of Unit 2 Assessments (5 minutes) <b>Work Time</b> A. Mid-Unit 3 Assessment: “Helios” (25 minutes) <b>Closing and Assessment</b> A. Track Progress – W.6.2 (15 minutes) <b>Homework</b> A. Preread Anchor Text: Students preread chapter 20 of <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in this lesson.  Students complete the mid-unit assessment, in which they practice determining a central idea of a text and writing a summary, as they have done in previous lessons.	<ul style="list-style-type: none"> <li>I can independently read, understand, and explain the meaning of a new text. (RI.6.1, RI.6.2, RI.6.4, RI.6.10, L.6.4a, L.6.4c, L.6.4d, L.6.6)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: Mid-Unit 3 Assessment: “Helios” (RI.6.1, RI.6.2, RI.6.4, RI.6.10, L.6.4a, L.6.4c, L.6.4d, L.6.6)</li> <li>Closing and Assessment A: Track Progress (RI.6.1, RI.6.2, W.6.10)</li> </ul>
<b>Lesson 5</b> RL.6.1, RL.6.3, W.6.3, W.6.4	<b>Plan a Narrative: Analyze a Model</b> <b>Opening</b> A. Engage the Learner – RL.6.3 (5 minutes) <b>Work Time</b> A. Read <i>The Lightning Thief</i> , Chapter 20 Excerpt – RL.6.1 (20 minutes) B. Analyze a Model – W.6.3 (15 minutes) <b>Closing and Assessment</b> A. Debrief: Narrative Writing Checklist – W.6.3 (5 minutes) <b>Homework</b> A. Preread Anchor Text: Students preread chapter 21 of <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson.  Students read chapter 20 of <i>The Lightning Thief</i> . They begin preparing for the end of unit assessment by analyzing a model narrative and how it differs from the original text.	<ul style="list-style-type: none"> <li>I can demonstrate understanding of the excerpt from chapter 15 of <i>The Lightning Thief</i>. (RL.6.1)</li> <li>I can analyze a model to identify characteristics of an effective narrative. (W.6.3)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (RI.6.1, RL.6.3)</li> <li>Work Time A: Gist on sticky notes</li> <li>Work Time B: Annotations on Model Narrative: “Greek God: Hypnos” (RL.6.3, W.6.3, W.6.4, W.6.10)</li> <li>Closing and Assessment A: Discussion of Narrative Writing checklist (RL.6.3, W.6.3, W.6.4)</li> </ul>

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<b>Lesson 6</b> RL.6.1, W.6.3a, W.6.3e, W.6.4, W.6.5	<b>Plan a Narrative: Character</b>  <b>Opening</b> A. Engage the Learner – W.6.3 (5 minutes) <b>Work Time</b> A. Read <i>The Lightning Thief</i> , Chapter 21 Excerpt – RL.6.1 (20 minutes) B. Plan Character – W.6.3 (15 minutes) <b>Closing and Assessment</b> A. Pair Share – W.6.5 (5 minutes) <b>Homework</b> A. Preread Anchor Text: Students preread chapter 22 of <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson.  Students begin planning their narratives, developing a character profile for their original character, a child of the Greek figure they researched in Lesson 3. They will also begin zeroing in on the scene in which they want to insert this character.	<ul style="list-style-type: none"> <li>• I can demonstrate understanding of the excerpt from chapter 21 of <i>The Lightning Thief</i>. (RL.6.1)</li> <li>• I can create a character profile for my new character. (W.6.3a)</li> <li>• I can choose an appropriate action scene for my character to join in <i>The Lightning Thief</i>. (W.6.3e)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (W.6.3)</li> <li>• Work Time A: Gist on sticky notes</li> <li>• Work Time B: Narrative Writing Plan graphic organizer (W.6.3, W.6.4, W.6.5)</li> </ul>
<b>Lesson 7</b> RL.6.1, W.6.3, W.6.4, W.6.5	<b>Plan a Narrative: Scene</b>  <b>Opening</b> A. Engage the Learner – W.6.3a (5 minutes) <b>Work Time</b> A. Read <i>The Lightning Thief</i> , Chapter 22 Excerpt – RL.6.1 (20 minutes) B. Plan Scene – W.6.3 (15 minutes) <b>Closing and Assessment</b> A. Pair Share – W.6.5 (5 minutes) <b>Homework</b> A. 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.  Students read from the final chapter in the anchor text, <i>The Lightning Thief</i> . They continue to plan their narratives, using their analysis of the model narrative to determine where to insert their new character. Students strategically edit the original scene, determining what to keep and what to change.	<ul style="list-style-type: none"> <li>• I can demonstrate understanding of the excerpt from chapter 22 of <i>The Lightning Thief</i>. (RL.6.1)</li> <li>• I can determine where to insert my new character into and plan to revise the original scene so that it doesn't change the outcome of the story. (W.6.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (W.6.3a)</li> <li>• Work Time A: Gist on sticky notes</li> <li>• Work Time B: Narrative Writing Plan graphic organizer (W.6.3, W.6.4, W.6.5)</li> </ul>

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<b>Lesson 8</b> W.6.3, W.6.4, W.6.5	<b>Plan a Narrative: Scene (continued)</b>  <b>Opening</b> A. Engage the Learner – W.6.3a (5 minutes) <b>Work Time</b> A. Compare Model with Text – W.6.3 (10 minutes) B. Plan Scene – W.6.3 (10 minutes) C. Language Dive: <i>The Lightning Thief</i> , Page 356 – W.6.3 (15 minutes) <b>Closing and Assessment</b> A. Pair Share – W.6.5 (5 minutes) <b>Homework</b> A. 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.  Students use this final lesson to plan their narrative before writing it for the End of Unit 3 Assessment in Lesson 9. They also engage in one last Language Dive focused on point of view, a key aspect of their narrative.	<ul style="list-style-type: none"> <li>I can determine where to insert my new character into and plan to revise the original scene so that it doesn't change the outcome of the story. (W.6.3)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (W.6.3a)</li> <li>Work Time A: Model Narrative: Comparison with Text (W.6.3a, W.6.3e, W.6.5)</li> <li>Work Time B: Narrative Writing Plan graphic organizer (W.6.3, W.6.4, W.6.5)</li> <li>Work Time C: Language Dive: <i>The Lightning Thief</i>, Page 356 (W.6.3)</li> </ul>
<b>Lesson 9</b> W.6.3, W.6.4, W.6.6	<b>End of Unit 3 Assessment: Write a Narrative</b>  <b>Opening</b> A. Return Mid-Unit 3 Assessments (5 minutes) <b>Work Time</b> A. End of Unit 3 Assessment: Write a Narrative (25 minutes) <b>Closing and Assessment</b> A. Track Progress: Narrative Writing – W.6.3 (15 minutes) <b>Homework</b> A. 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.  Students use their plans to write their narratives for the End of Unit 3 Assessment. Students also begin preparing for the performance task, in which they create a multimedia presentation of their narrative to share with their peers.	<ul style="list-style-type: none"> <li>I can revise a scene of <i>The Lightning Thief</i> to insert a new character. (W.6.3, W.6.4, W.6.6, W.6.10)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: End of Unit 3 Assessment: Write a Narrative (W.6.3, W.6.4, W.6.6, W.6.10)</li> <li>Closing and Assessment A: Track Progress (W.6.3, W.6.10)</li> </ul>

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<b>Lessons 10–11</b> SL.6.4, SL.6.5, L.6.3a	<b>Prepare for the Performance Task</b> <b>Opening</b> A. Engage the Learner – L.6.3a (5 minutes) <b>Work Time</b> A. Review Performance Task (15 minutes) B. Prepare Presentations – SL.6.5 (60 minutes) <b>Closing and Assessment</b> A. Partner Share – SL.6.4 (10 minutes) <b>Homework</b> A. 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 the final lessons of this module, students create a multimedia presentation explaining their narrative choices: choice of Greek god (or a character from another traditional story), new character choices, choice of scene from <i>The Lightning Thief</i> to revise, and how and why they revised that scene. Students will present to a live audience, including reading aloud their revised scene.	<ul style="list-style-type: none"> <li>I can create an effective multimedia presentation using slideshow software. (SL.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (L.6.3a)</li> <li>Work Time B: Performance Task presentations (SL.6.4, SL.6.5)</li> </ul>
<b>Lesson 12</b> SL.6.4, SL.6.5	<b>Performance Task Presentations</b> <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. Performance Task Presentations (30 minutes) <b>Closing and Assessment</b> A. Review Guiding Questions and Big Ideas – SL.6.1 (10 minutes) <b>Homework</b> <ul style="list-style-type: none"> <li>None for this lesson.</li> </ul> Students present their performance tasks to conclude Unit 3 and Module 1.	<ul style="list-style-type: none"> <li>I can clearly and confidently present my multimedia project to an audience. (SL.6.4, SL.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>Work Time A: Performance Task presentations (SL.6.4, SL.6.5)</li> </ul>