



Unit-at-a-Glance

This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 1 RL.6.1, RL.6.2, RL.6.4, L.6.4a, L.6.4b	Determine Theme and Summarize: <i>The Lightning Thief</i>, Chapter 13 Opening A. Engage the Learner – L.6.4b (5 minutes) Work Time A. Read <i>The Lightning Thief</i> , Chapter 13 Excerpt – RL.6.1 (15 minutes) B. Analyze Theme: <i>The Lightning Thief</i> , Chapter 13 – RL.6.2 (10 minutes) C. Analyze a Model Summary – RL.6.2 (10 minutes) Closing and Assessment A. Reflect on Academic Mindsets (5 minutes) Homework A. Analyze Summaries: Students complete Homework: Analyze Sample Summaries: <i>The Lightning Thief</i> , Chapter 13. B. Preread Anchor Text: Students should preread chapter 14 of <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson. Students read chapter 13 of <i>The Lightning Thief</i> before practicing text-dependent questions on the themes present in the novel. Students analyze a model summary to generate criteria for an effective summary.	<ul style="list-style-type: none"> I can demonstrate understanding of the excerpt from chapter 13 of <i>The Lightning Thief</i>. (RL.6.1) I can determine a theme and how it is conveyed through details in chapter 13 of <i>The Lightning Thief</i>. (RL.6.2) I can analyze a model to identify characteristics of an effective summary. (RL.6.2) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (RL.6.4, L.6.4b) Work Time A: Gist on sticky notes Work Time B: Text-Dependent Questions: <i>The Lightning Thief</i>, Chapter 13 (RL.6.1, RL.6.2, RL.6.4, L.6.4a, L.6.4b) Closing and Assessment A: Analyze a Model Summary note-catcher (RL.6.1, RL.6.2, SL.6.1)

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Lesson 2 RL.6.1, RL.6.2	Close Read: “Theseus and the Minotaur” Opening A. Engage the Learner – RL.6.2 (5 minutes) Work Time A. Read <i>The Lightning Thief</i> , Chapter 14 Excerpt – RL.6.1 (15 minutes) B. Close Read: “Theseus and the Minotaur” – RL.6.2 (15 minutes) Closing and Assessment A. Pair Write: Summary – RL.6.2 (10 minutes) Homework A. Compare and Contrast Themes: Students complete Homework: Compare and Contrast Themes: “Theseus and the Minotaur” and <i>The Lightning Thief</i> . 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. Students read chapter 14 of <i>The Lightning Thief</i> before engaging in a close read of one of the Greek myths referenced in the novel. Students work in pairs to practice writing a summary.	<ul style="list-style-type: none"> • I can demonstrate understanding of the excerpt from chapter 14 of <i>The Lightning Thief</i>. (RL.6.1) • I can determine a theme and how it is conveyed through details in “Theseus and the Minotaur.” (RL.6.2) • I can write a summary of “Theseus and the Minotaur” without personal opinions or judgments. (RL.6.2) 	<ul style="list-style-type: none"> • Work Time A: Gist on sticky notes • Work Time B and Closing and Assessment A: Close Reading Culminating Task: “Theseus and the Minotaur” (RL.6.1, RL.6.2, W.6.10)
Lesson 3 RL.6.1, RL.6.2	Close Reading Jigsaw: “Cronus” and “Medusa” Opening A. Engage the Learner – RL.6.2 (5 minutes) Work Time A. Review Summary Writing – RL.6.2 (10 minutes) B. Jigsaw Close Read: “Cronus” and “Medusa” – RL.6.2 (20 minutes) Closing and Assessment A. Jigsaw Share – RL.6.2 (10 minutes) Homework A. Compare and Contrast Themes: Students complete Homework: Compare and Contrast Themes: Greek Myths and <i>The Lightning Thief</i> . B. Preread Anchor Text: Students should preread chapter 15 in <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson. Students dive into additional Greek myths referenced in the novel and determine their themes. Students practice collaboration by working with multiple partners to share their findings.	<ul style="list-style-type: none"> • I can write a summary of “Theseus and the Minotaur” without personal opinions or judgments. (RL.6.2) • I can determine themes in “Cronus” and “Medusa” and how they are conveyed through details. (RL.6.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RL.6.2) • Work Time A: Revision of Close Read Culminating Task: “Theseus and the Minotaur” (RL.6.1, RL.6.2, W.6.5, W.6.10) • Work Time B: Close Read Jigsaw: Greek Myths note-catcher (RL.6.1, RL.6.2, RL.6.4, W.6.10, SL.6.1, L.6.4)

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Lesson 4 RL.6.1, RL.6.2, RL.6.9	Compare and Contrast Themes: Greek Myths and <i>The Lightning Thief</i> Opening A. Engage the Learner – RL.6.2 (5 minutes) Work Time A. Read <i>The Lightning Thief</i> , Chapter 15 Excerpt – RL.6.1 (20 minutes) B. Compare and Contrast Themes: Greek Myths and <i>The Lightning Thief</i> – RL.6.9 (15 minutes) Closing and Assessment A. Reflect on Habits of Character (5 minutes) Homework 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 15 of <i>The Lightning Thief</i> , making connections between the themes of the novel and the Greek myths they have been studying.	<ul style="list-style-type: none"> I can demonstrate understanding of the excerpt from chapter 15 of <i>The Lightning Thief</i>. (RL.6.1) I can compare and contrast the approach to similar themes in <i>The Lightning Thief</i> and Greek myths. (RL.6.9) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (RL.6.1, RL.6.2, W.6.10) Work Time A: Gist on sticky notes Work Time B: Compare and Contrast Themes: Greek Myths and <i>The Lightning Thief</i> note-catcher (RL.6.1, RL.6.2, RL.6.9, RL.6.10, W.6.10)
Lesson 5 RL.6.1, RL.6.2, RL.6.4, RL.6.9, L.6.4	Mid-Unit 2 Assessment: Themes in Greek Myths and <i>The Lightning Thief</i> Opening A. Return End of Unit 1 Assessments (5 minutes) B. Engage the Learner (5 minutes) Work Time A. Mid-Unit 2 Assessment: Compare and Contrast Themes in Literature (25 minutes) Closing and Assessment A. Track Progress – RL.6.2 (10 minutes) Homework 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 complete the Mid-Unit 2 Assessment, in which they analyze themes in a Greek myth and <i>The Lightning Thief</i> .	<ul style="list-style-type: none"> I can compare and contrast the approach to similar themes in <i>The Lightning Thief</i> and “Prometheus.” (RL.6.1, RL.6.2, RL.6.9, W.6.9a, W.6.10) I can independently read, understand, and explain the meaning of a new text. (RL.6.1, RL.6.2, RL.6.4, RL.6.10, L.6.4) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Mid-Unit 2 Assessment: Compare and Contrast Themes in Literature (RL.6.1, RL.6.2, RL.6.4, RL.6.9, RL.6.10, L.6.4) Closing and Assessment A: Track Progress (RL.6.1, RL.6.2, W.6.10)

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Lesson 6 RL.6.7, W.6.2, W.6.4, W.6.9a	Compare and Contrast Essay: Analyze a Model Opening A. Engage the Learner – W.6.10 (5 minutes) Work Time A. Read a Model Painted Essay® – W.6.2 (5 minutes) B. View Clip from Film Version of <i>The Lightning Thief</i> – RL.6.7 (10 minutes) C. Analyze a Model Painted Essay® – W.6.2 (20 minutes) Closing and Assessment A. Debrief: Painted Essay® – W.6.2 (5 minutes) Homework A. Preread Anchor Text: Students should preread chapter 16 in <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson. Students begin composing an essay comparing and contrasting <i>The Lightning Thief</i> to clips from the film version. Students apply the Painted Essay® structure to a model essay.	<ul style="list-style-type: none"> • I can determine the purpose of a model essay. (W.6.2) • I can compare and contrast the experience of reading a scene in a novel to viewing a film version of the same scene. (RL.6.7) • I can use the Painted Essay® structure to analyze a model. (W.6.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (W.6.10) • Work Time B: Compare and contrast text and film scene (RL.6.1, RL.6.7) • Work Time C: The Painted Essay® template (W.6.2, W.6.4, W.6.5, W.6.9a)
Lesson 7 RL.6.1, RL.6.4, RL.6.7, W.6.5, W.6.9a, L.6.4a, L.6.4d	Compare and Contrast Film and Text: <i>The Lightning Thief</i> Opening A. Engage the Learner – L.6.4 (5 minutes) Work Time A. Read <i>The Lightning Thief</i> , Chapter 16 Excerpt – RL.6.1 (20 minutes) B. Compare and Contrast Text and Film Scene – RL.6.7 (15 minutes) Closing and Assessment A. Reflect on Habits of Character (5 minutes) Homework 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 16 of <i>The Lightning Thief</i> and engage in a deeper comparison of the film version of the novel.	<ul style="list-style-type: none"> • I can demonstrate understanding of the excerpt from chapter 16 of <i>The Lightning Thief</i>. (RL.6.1) • I can compare and contrast what I see and hear when I read the text to what I perceive when I watch the same scene of the film. (RL.6.7) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RL.6.4, L.6.4a, L.6.4d) • Work Time A: Gist on sticky notes • Work Time B: Compare and Contrast Film and Text: <i>The Lightning Thief</i> note-catcher (RL.6.1, RL.6.7, W.6.2b, W.6.5, W.6.9a)

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Lesson 8 RL.6.1, RL.6.7, W.6.2a, W.6.4, W.6.5, W.6.9a	Compare and Contrast Essay: Plan Introduction Opening A. Engage the Learner – RL.6.7 (5 minutes) Work Time A. Compare and Contrast Text and Film Scene – RL.6.7 (5 minutes) B. Language Dive: Compare and Contrast Model Essay Focus Statement – W.6.2a (10 minutes) C. Plan an Introduction – W.6.2a (20 minutes) Closing and Assessment A. Reflect on Habits of Character (5 minutes) Homework A. Plan Introduction: Students review and revise their focus statements and plan for their introduction to make sure they are responding to the prompt. B. Preread Anchor Text: Students should preread chapter 17 in <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson. Students engage in a Language Dive to better understand the structure of a focus statement. They also begin planning the introduction to their compare and contrast essay.	<ul style="list-style-type: none"> I can compare and contrast what I see and hear when I read the text to what I perceive when I watch the same scene of the film. (RL.6.7) I can plan the introduction of a compare and contrast essay with a strong focus statement. (W.6.2a) 	<ul style="list-style-type: none"> Work Time A: Compare and Contrast Film and Text: <i>The Lightning Thief</i> note-catcher (RL.6.1, RL.6.7, W.6.2b, W.6.5, W.6.9a) Work Time B: Language Dive: Focus Statement (W.6.2a, SL.6.1) Work Time C: Introduction: Informative/ Explanatory Writing Plan graphic organizer (RL.6.1, RL.6.7, W.6.2a, W.6.4, W.6.5, W.6.9a)
Lesson 9 RL.6.1, RL.6.7, W.6.2a, W.6.2b, W.6.4, W.6.5, W.6.9a	Compare and Contrast Essay: Plan Proof Paragraph 1 Opening A. Engage the Learner – W.6.2a (5 minutes) Work Time A. Read <i>The Lightning Thief</i> , Chapter 17 Excerpt – RL.6.1 (20 minutes) B. Plan Proof Paragraph 1 – W.6.2b (15 minutes) Closing and Assessment A. Pair Share – RL.6.7 (5 minutes) Homework A. Plan Proof Paragraph 1: Students review and revise their plan for their second Proof Paragraph to make sure they are accurately contrasting the experiences of seeing the film and reading the novel. B. Preread Anchor Text: Students should preread chapter 18 in <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson. Students read chapter 17 of <i>The Lightning Thief</i> and begin planning the first paragraph of their compare and contrast essay.	<ul style="list-style-type: none"> I can demonstrate understanding of the excerpt from chapter 17 of <i>The Lightning Thief</i>. (RL.6.1) I can compare and contrast what I see and hear when I read the text to what I perceive when I watch the same scene of the film. (RL.6.7) I can plan the first Proof Paragraph of a compare and contrast essay. (W.6.2b) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (W.6.2a, W.6.5) Work Time A: Gist on sticky notes Work Time B: Proof Paragraph 1: Informative/ Explanatory Writing Plan graphic organizer (RL.6.1, RL.6.7, W.6.2b, W.6.4, W.6.5, W.6.9a)

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Lesson 10 RL.6.1, RL.6.7, W.6.2b, W.6.4, W.6.5, W.6.9a	Compare and Contrast Essay: Plan Proof Paragraph 2 Opening A. Engage the Learner – W.6.2b (5 minutes) Work Time A. Read <i>The Lightning Thief</i> , Chapter 18 Excerpt – RL.6.1 (20 minutes) B. Plan Proof Paragraph 2 – W.6.2b (15 minutes) Closing and Assessment A. Pair Share – RL.6.7 (5 minutes) Homework A. Plan Proof Paragraph 2: Students review and revise their plan for their second Proof Paragraph to make sure they are accurately contrasting the experiences of seeing the film and reading the novel. Remind students that, at this time, they are only planning, not drafting, their second Proof Paragraph. B. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. They then select a prompt and write a response in their independent reading journal. Students read chapter 18 of <i>The Lightning Thief</i> and begin planning the second paragraph of their compare and contrast essay.	<ul style="list-style-type: none"> I can demonstrate understanding of the excerpt from chapter 18 of <i>The Lightning Thief</i>. (RL.6.1) I can compare and contrast what I see and hear when I read the text to what I perceive when I watch the same scene of the film. (L.6.7) I can plan the second Proof Paragraph of a compare and contrast essay. (W.6.2b) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (W.6.2b) Work Time A: Gist on sticky notes Work Time B: Proof Paragraph 2: Informative/Explanatory Writing Plan graphic organizer (RL.6.1, RL.6.7, W.6.2b, W.6.4, W.6.5, W.6.9a)
Lesson 11 RL.6.1, RL.6.7, W.6.2a, W.6.2f, W.6.4, W.6.5, W.6.9a	Compare and Contrast Essay: Plan Conclusion Opening A. Engage the Learner – W.6.2a (5 minutes) Work Time A. Language Dive: Reflection – W.6.2f (15 minutes) B. Plan a Conclusion – W.6.2f (20 minutes) Closing and Assessment A. Pair Share – RL.6.7 (5 minutes) Homework A. Plan Conclusion: Students review and revise the plan for their conclusion to make sure they are adequately wrapping up their essay. 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. Students engage in a Language Dive to better understand the structure of a concluding paragraph before beginning to compose their own.	<ul style="list-style-type: none"> I can compare and contrast what I see and hear when I read the text to what I perceive when I watch the same scene of the film. (RL.6.7) I can plan the conclusion of a compare and contrast essay with a strong reflection. (W.6.2f) 	<ul style="list-style-type: none"> Work Time A: Language Dive: Reflection (W.6.2f) Work Time B: Conclusion: Informative/Explanatory Writing Plan graphic organizer (RL.6.1, RL.6.7, W.6.2f, W.6.4, W.6.5, W.6.9a)

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Lessons 12–13 RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, L.6.2b, L.6.6	End of Unit 2 Assessment: Compare and Contrast Film and Text: <i>The Lightning Thief</i> Opening A. Return Mid-Unit 2 Assessments (5 minutes) B. Engage the Learner (5 minutes) Work Time A. End of Unit 2 Assessment: Write Compare and Contrast Essay (65 minutes) Closing and Assessment A. Track Progress – W.6.2 (15 minutes) Homework 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 complete the End of Unit 2 Assessment by synthesizing their draft paragraphs into a cohesive essay.	<ul style="list-style-type: none"> I can write an essay in which I compare and contrast what I see and hear when I read the text to what I perceive when I watch the same scene of the film. (RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.6, W.6.9a, W.6.10, L.6.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: End of Unit 2 Assessment: Write Compare and Contrast Essay (RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6) Closing and Assessment A: Track Progress (W.6.2, W.6.10)
Lesson 14 RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6	End of Unit 2 Assessment: Revise Compare and Contrast Essay Opening A. Engage the Learner – W.6.2 (5 minutes) Work Time A. Language Dive: Appropriate Transitions – W.6.2c (10 minutes) B. Introduce Peer Critique Protocol – W.6.5 (10 minutes) C. Peer Critique – W.6.5 (10 minutes) Closing and Assessment A. End of Unit 2 Assessment Revision – W.6.2 (10 minutes) Homework A. Preread Anchor Text: Students should preread chapter 19 in <i>The Lightning Thief</i> in preparation for studying an excerpt from the chapter in the next lesson. Students engage in a Language Dive to better understand transition phrases. They also complete a peer critique, giving and receiving kind and constructive feedback.	<ul style="list-style-type: none"> I can provide kind, specific, and helpful feedback to peers. (W.6.5) I can use feedback to revise my essay. (W.6.2) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (W.6.2, W.6.10) Work Time A: Language Dive: Compare and Contrast Model Essay, Appropriate Transitions note-catcher (W.6.2c, SL.6.1, L.6.6) Closing and Assessment A: End of Unit 2 Assessment (RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.6)