



EXPEDITIONARY
LEARNING

Grade 6: Module 1

Overview



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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 NJSLs **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.**

Guiding Questions And Big Ideas

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

Performance Task

My Hero's Journey Narrative

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

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.



NJSLs: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> • RL.6.1. Cite textual evidence & make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> • I can cite text-based evidence to support an analysis of literary text.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can determine a theme based on details in a literary text. • I can summarize a literary text using only information from the text.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can describe how the plot evolves throughout a literary text. • I can describe how the characters change throughout a literary text.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. 	<ul style="list-style-type: none"> • I can analyze how an author develops a narrator or speaker’s point of view.
<ul style="list-style-type: none"> • RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. 	<ul style="list-style-type: none"> • I can read grade-level literary texts proficiently and independently. • I can read above-grade literary texts with scaffolding and support.



NJSLS: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none">• RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">• I can cite text-based evidence to support an analysis of informational text.
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none">• I can read grade-level informational texts proficiently and independently.• I can read above-grade informational texts with scaffolding and support.



NJSLs: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">• 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 and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, 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/academic style, approach, and form.f. Provide a concluding statement or section that follows from the information or explanation presented.	<ul style="list-style-type: none">• 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.



NJSLs: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. a. I can introduce the narrator/characters of my narrative. b. I can organize events in a logical sequence. b. I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. c. I can use transitional words, phrases, and clauses to show passage of time in a narrative text. d. I can use precise words and phrases and sensory language to convey experiences and events to my reader. d. I can use relevant descriptive details to convey experiences and events. e. I can write a conclusion to my narrative that makes sense to a reader.
<ul style="list-style-type: none"> • W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> • I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • With support from peers and adults, I can use a writing process to produce clear and coherent writing.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can use technology to publish a piece of writing. • I can type at least three pages of writing in a single sitting.



NJSLs: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> • 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”). 	<ul style="list-style-type: none"> • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research.
<ul style="list-style-type: none"> • W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> • I can adjust my writing practices for different time frames, tasks, purposes, and audiences.
<ul style="list-style-type: none"> • W.6.11c. Create poetry, stories, plays, and other literary forms (e.g. videos, art work). 	<ul style="list-style-type: none"> • I can create poetry, stories, plays, and other literary forms (e.g. videos, art work).



NJSLs: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. c. I can pose questions that elaborate on the topic being discussed. c. I can respond to questions with elaboration and detail that connect with the topic being discussed. d. After a discussion, I can paraphrase what I understand about the topic being discussed.
NJSLs: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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/voice. b. Maintain consistency in style and tone.* 	<ul style="list-style-type: none"> • 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.



NJSLs: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> • I can use a variety of strategies to determine the meaning of unknown words and phrases. <ol style="list-style-type: none"> 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.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Begin <i>The Lightning Thief</i>. • Make inferences about character. 	<ul style="list-style-type: none"> • 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) 	
	<ul style="list-style-type: none"> • Read informational article about “the hero’s journey.” • Analyze the stages of the hero’s journey. 	<ul style="list-style-type: none"> • 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) • 	<ul style="list-style-type: none"> • Mid-Unit 1 Assessment: Inferring about the Main Character in <i>The Lightning Thief</i> (RL.6.1 and RL.6.3)
	<ul style="list-style-type: none"> • Evaluate Percy as an archetypal hero. 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Read myths to understand their purpose and elements. • Read informational text about elements of myth. 	<ul style="list-style-type: none"> • 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) 	
	<ul style="list-style-type: none"> • Read key myths alluded to in <i>The Lightning Thief</i>. 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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.)
	<ul style="list-style-type: none"> • 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 <i>The Lightning Thief</i>. 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • End of Unit 2 Assessment: Literary Analysis—Connecting Themes in “Cronus” and <i>The Lightning Thief</i> (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)	<ul style="list-style-type: none"> Plan a hero’s journey story based on the archetypal story line. 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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)
	<ul style="list-style-type: none"> Write a hero’s journey story based on the archetypal story line. Critique and revise hero’s journey story. 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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.)



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Assessment Overview



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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 NJSLS 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 <i>The Lightning Thief</i> This assessment centers on NJSLS RL.6.1 and RL.6.3. Students will read an excerpt from Chapter 4 in <i>The Lightning Thief</i> . 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 NJSLS 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 <i>The Lightning Thief</i> , 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 NJSLs 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 determine 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 NJSLs 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 NJSLs W.6.2, 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 NJSLs 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.