

GRADE 6, MODULE 1: UNIT 1 OVERVIEW**UNIT 1, BUILDING BACKGROUND KNOWLEDGE: PERCY JACKSON AND THE HERO’S JOURNEY****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.*

Lesson	Lesson Title	Long-Term Targets	Supporting Targets
Lesson 1	Engaging the Reader: Close Reading Part 1 of “Shrouded in 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 effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)	<ul style="list-style-type: none">• 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.
Lesson 2	Building Background Knowledge: Close Reading Part 2 of “Shrouded in 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 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)	<ul style="list-style-type: none">• 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.

Lesson 3	Meeting the Main Character: Launching <i>The Lightning Thief</i> (Chapter 1)	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 <i>The Lightning Thief</i>. • I can follow our Triad Talk Expectations when I participate in a discussion.
Lesson 4	Inferring about Character: Getting to Know Percy (Chapters 1 and 2)	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 <i>The Lightning Thief</i>. • I can cite evidence from the text when answering questions and discussing Percy's character in <i>The Lightning Thief</i>. • I can follow our Triad Talk Expectations when I participate in a discussion.
Lesson 5	Inferring about Character: Close Reading of <i>The Lightning Thief</i> (Chapter 3)	<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) • I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6) 	<ul style="list-style-type: none"> • I can get the gist of an excerpt from <i>The Lightning Thief</i>. • 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 <i>The Lightning Thief</i>.

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Lesson 6	Vocabulary Strategies and Questions from the Text: Close Reading Part 2 of <i>The Lightning Thief</i> (Chapter 3, continued)	<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) 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) 	<ul style="list-style-type: none"> 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 <i>The Lightning Thief</i>.
Lesson 7	Mid-Unit 1 Assessment: Making Inferences about Percy	<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"> I can cite evidence from the text when answering questions and discussing a new section of <i>The Lightning Thief</i>. I can make inferences about Percy citing evidence from the text. I can produce clear writing about my reading of <i>The Lightning Thief</i>.
Lesson 8	Things Close Readers Do (added to) The Hero's Journey, Part 1: What Is a Hero?	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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	Lesson Title	Long-Term Targets	Supporting Targets
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"	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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."
Lesson 10	Selecting Evidence and Partner Writing: Aligning "The Hero's Journey" and <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 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) 	<ul style="list-style-type: none"> I can explain the relationship between a quote from <i>The Lightning Thief</i> and a quote from "The Hero's Journey." I can select evidence from "The Hero's Journey" that aligns with <i>The Lightning Thief</i>. I can write a paragraph (with a partner) to describe how excerpts in <i>The Lightning Thief</i> align to "The Hero's Journey," citing evidence from both texts.

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Lesson 11	Selecting Evidence: “The Hero’s Journey” and <i>The Lightning Thief</i> (Chapter 6)	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • I can get the gist of an excerpt from <i>The Lightning Thief</i>. • I can answer questions using evidence about an excerpt from <i>The Lightning Thief</i>. • I can select evidence from both <i>The Lightning Thief</i> and “The Hero’s Journey” that shows how Percy is on a hero’s journey.
Lesson 12	Writing with Evidence: Percy and the Hero’s Journey (Chapter 7)	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • I can select evidence from both <i>The Lightning Thief</i> 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.” •

Lesson	Lesson Title	Long-Term Targets	Supporting Targets
Lesson 13	End of Unit 1 Assessment: Drawing Evidence from Text: Written Analysis of How Percy’s Experiences Align with “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 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. (RL.6.3)• 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">• I can select evidence from both <i>The Lightning Thief</i> and “The Hero’s Journey” that shows how Percy is on a hero’s journey.• I can write a summary of an excerpt from <i>The Lightning Thief</i>.• I can write a paragraph explaining how Percy’s experiences align with the hero’s journey.