The Bryan Allen Stevenson School of Excellence
DRAFT ELA Unit Plan - February 2022

Grade Level: 6th Grade Subject: ELA	Theme: How do the things we create help us to understand ourselves and our communities?

Unit Topic & Summary
From EL: "In Unit 2, students will continue to read excerpts from The Lightning Thief. They will also analyze the Greek myths highlighted in the novel and compare themes and topics in the Greek myths with those evident in The Lightning Thief. In the second half of the unit, students write a literary analysis essay using the Painted Essay structure comparing and contrasting watching parts of The Lightning Thief movie with reading about the same events in the novel." In addition to exploring the central themes of the ELA anchor texts, students will also analyze the cross-grade level theme of defining community by making connections between the unit's anchor texts, additional informational texts, and their own experiences through structured discussion experiences and short writing assignments.

End of Unit Goals	
Identity Goals	**Service-Learning Goals**
Students will explore what stories tell them about what their community values.	Students will explore the relationship between community needs and the stories we tell.
Intellectual Goals	**Criticality Goals**
Students will understand how myths are passed forward.	Students will explore myths from other cultures.

Skill Goals & Content Standards

↺   Read several Greek myths featured in the anchor
↺   Identify themes
↺   Compare and Contrast different representations of the same story
↺   Compose an informational essay using a compare and contrast structure
↺   Follow a peer critique protocol to revise writing

RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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

RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.9 - 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.

RL.6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

W.6.9a - 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").

W.6.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.6.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

L.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.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.

Text Set*
The Lightning Thief by Rick Riordan *Percy Jackson & The Olympians: The Lightning Thief (2010)*, excerpts from the movie Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia" Various Myths as retold by S.E. Schlosser PBS Myths and Heroes Website Britannica Middle School Myths Entry

End of Unit Performance Assessment
The unit concludes with an End-of-Unit Assessment that asks students to write a four-paragraph essay comparing and contrasting the Lotus-Eaters scene from the film version of The Lightning Thief with the same scene in the novel. (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)

Learning Outline**	
Identity Objective: Explore the themes in myths.	**Total Lesson Time (in minutes):** approx. 225 minutes

	Day(s) in Unit: approx. 5
Intellectual Objective: Explore why we have myths today. *Criticality Objective:* Explore a myth from another culture. *Service Objective:* Explore how community needs are represented in myths. *Skill Objective & Target Standard(s):* I can demonstrate understanding I can determine a theme and how it is conveyed through details I can write a summary. I can compare and contrast the approach to similar themes I can independently read, understand, and explain the meaning of a new text. RL.6.1, RL.6.2, RL.6.4, RL.6.9, L.6.4a, L.6.4b *Lesson Texts:* "The Lightning Thief" by Rick Riordan Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia" Various Myths as retold by S.E. Schlosser Britannica Middle School Myths Entry Additional texts to support student learning, if necessary. *Lesson Assessment:* How are the themes between related print texts alike and different?	
Identity Objective: Explore what the themes in myths reveal about culture. *Intellectual Objective:* Explore the impact of myths on society. *Criticality Objective:* Explore a myth from another culture. *Service Objective:* Explore how community needs are represented in myths. *Skill Objective & Target Standard(s):* I can demonstrate understanding I can plan an essay I can compare and contrast visual texts and print texts RL.6.1, RL.6.7, W.6.2a, W.6.2b, W.6.4, W.6.5, W.6.9a, , L.6.4a, L.6.4d *Lesson Texts:* The Lightning Thief by Rick Riordan Percy Jackson & The Olympians: The Lightning	**Total Lesson Time (in minutes):** approx. 270 minutes **Day(s) in Unit:** approx. 6

Thief (2010), excerpts from the movie [PBS Myths and Heroes Website](#) Additional texts to support student learning, if necessary. *Lesson Assessment:* How are the themes between related texts in different mediums alike and different?	
End of Unit Assessment *Skill Objective & Target Standard(s):* I can write an essay in which I compare and contrast I can provide kind, specific, and helpful feedback to peers. I can use feedback to revise my 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 *Lesson Texts:* *The Lightning Thief* by Rick Riordan *Percy Jackson & The Olympians: The Lightning Thief (2010)*, excerpts from the movie	**Total Lesson Time (in minutes):** approx. 180 minutes **Day(s) in Unit:** approx. 4

*Additional texts will be added to help support students in meeting all unit objectives.

**Teachers are encouraged to use their professional judgement to modify and adjust the learning outline to fit their students. The goal is for teachers to help students reach proficiency on stated objectives. The learning outline is a guideline, first and foremost.

End of Unit 2 Assessment: Compare and Contrast Essay

(Example for Teacher Reference)

Part I: Write an Essay

Use all rows on the Grade 6 Informative/Explanatory Writing rubric and the sample proficient response to assess student writing. Save a copy of the scored essays to use as a baseline assessment. These pieces can be used to measure the progress of individual students throughout the year, as well as to identify common instructional needs in a class. Evidence of mastery of the Reading standards should be recorded in row "A" of the rubric.

Sample Proficient Response: Scorepoint 3, for Teacher Reference:

What if it were up to you to prevent a war among the three most powerful Greek gods? What if you and your two closest friends found yourselves on a dangerous journey to restore peace? That's exactly what happens to Percy Jackson in *The Lightning Thief* by Rick Riordan. In both the book and the movie, Percy is a relatively normal twelve-year-old boy who finds out he is the son of the Greek God Poseidon. Wrongly accused of stealing Zeus's lightning bolt, Percy and his friends go on a quest to find it and return it to Zeus. Along the way, they encounter challenges and difficulty but are able to persevere. One challenge they face is getting caught at The Lotus Casino on their way to Los Angeles. A comparison of the end of chapter 16 of the book and the same scene of the movie reveals both similarities and differences.

> W.6.2d, L.6.6: Precise language and domain-specific vocabulary well chosen for task, purpose, and audience. Introduction incorporates topic.

> W.6.2a: Effectively communicated and strongly maintained focus. Focus statement explains essay topic.

> W.6.2a: Clear, logical progression with strong connections between and among ideas. Paragraph links to first part of focus statement about similarities.

Much of what happens in the movie and the book when Percy, Grover, and Annabeth arrive at the Lotus Hotel and Casino is the same. The novel describes the three friends walking up to the hotel, where the "entrance was a huge neon flower, the petals lighting up and blinking. No one was going in or out, but the glittering chrome doors were open, spilling out air-conditioning that smelled like flowers—lotus blossom . . ." (257). Similarly, in the movie, we see the trio outside a bright, wild, loud, and enticing building with everything one might want, from food to fun. In both versions, once inside, they all get caught up in everything that the Lotus has to offer. In both, Percy is the one who realizes what is happening. He works to break the spell he and his friends have been under. In both, they escape so that they can keep focused on their larger goal and continue their journey west. In a movie that is, overall, very different from the novel, keeping much of this scene the same makes the movie instantly recognizable to anyone who has read the book.

> W.6.2b: Effectively uses various elaborative techniques. Quoted and paraphrased evidence from novel and movie is integrated, relevant, and specific.

Although the setting and outcome is the same in both, the characters of Grover and Annabeth are very different. In the book, Grover is awkward and self-conscious. He is described as "scrawny," "with acne and the start of a wispy beard on his chin," and "an easy target." In the film version, Grover is filled with confidence. He is the center of attention as he performs onstage, singing and dancing with swagger. The change in Grover's character makes him less relatable to readers who are also self-conscious and makes him more like a stereotypical teenage boy. Likewise, in the film, Annabeth is just interested in gambling, snacking, and dancing. In the novel, Annabeth is very different. She is captivated by "brainiac stuff," like watching *National Geographic*, playing trivia games, and building a holographic city. One of Annabeth's main strengths is her intelligence. This is clearer in the novel than in the film, where her intelligence is not highlighted as much. The film reduces the complexities of these two characters. It is harder to see the qualities that define their characters and solidify the trio's friendship.

This scene in both the book and the movie revolves around Riordan's strong setting and how they become trapped in the Lotus Casino. Although the way the characters are depicted is very different, the outcome of the scene is the same. In both the novel and the film version, the three friends eventually figure out what's happening and work together to leave the hotel to return to their important quest. Perhaps the biggest similarity between the book and the movie is the feeling of strength and power both readers and viewers experience as they make this fantastic journey alongside Percy and his friends.

W.6.2c: Appropriate transitions create cohesion and clarify relationships among ideas and concepts. *Although* transitions from similarities and links to next paragraph about differences.

W.6.2b: Effectively uses various elaborative techniques. Evidence from source material is integrated, relevant, and specific. Impact of differences on the viewer is described in detail.

W.6.2a: Well-chosen formatting, graphics, or multimedia enhances comprehension. Format follows Painted Essay® structure; predictable structure enhances comprehension.

W.6.2f: Conclusion follows from and supports information or explanation and offers ideas about impact on viewer.

W.6.4, W.6.2e: Establishes and maintains formal style and objective tone. The word *I* isn't used. Mostly compound and complex sentences.

Part II: Revise an Essay

Students revise the draft of their essays comparing and contrasting *The Lightning Thief* film with the text, focusing on linking words and phrases, specifically those that signal contrast and other logical relationships. Students use a word processor to type a final draft of their essay.

Use the following rubric and the changes highlighted on the draft to assess student progress.

	Advanced	**Proficient**	**Developing**	**Beginning**
Revises	Makes revisions suggested as well as additional revisions that improve the quality of the piece	Responds positively to feedback, making most revisions suggested	Responds to feedback, making some revisions suggested	Few or no changes made
Edits	Makes corrections suggested and identifies and corrects other errors in grammar, usage, or mechanics	Responds positively to feedback, making all corrections suggested	Responds to feedback, making most corrections suggested	Few or no changes made

End of Unit 2 Assessment: Compare and Contrast Essay

Name: _____ Date:_____

Part I: Write an Essay

Throughout this unit, you have been planning an essay comparing and contrasting a scene of *The Lightning Thief* movie with the same scene in the book. In this assessment, you will draft the essay you have been planning.

REMEMBER: A well-written informational piece:

• Clearly states a focus and stays focused throughout the piece.

• Uses accurate and relevant examples, details, and quotations to explain your thinking.

• Groups information logically, in a way that makes your thinking clear to the reader.

• Follows rules of writing (spelling, punctuation, and grammar).

Now, begin work on your essay. Manage your time carefully so that you can do the following:

1. Draft your essay.

2. Use the Informative/Explanatory Writing Checklist to revise and edit your essay.

Part II: Revise an Essay

In the first part of this assessment, you wrote the first draft of your essay comparing and contrasting a scene in *The Lightning Thief* movie with the same scene in the book. In this part of the assessment, you will revise and edit your piece using the peer feedback you have received.

Manage your time carefully so you can do the following:

3. Read the draft of your essay.

4. Read the feedback and consider how you can use this feedback to improve your work.

5. Revise your essay, clearly marking what revisions you have made.

– Add transition words and phrases to connect the ideas in your piece, and underline the linking words you have already used.

– Correct any spelling, punctuation, or grammar mistakes.

Grade 6 Informative/Explanatory Writing Rubric				
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
Reading Comprehension				
	4 - Advanced	**3 - Proficient**	**2 - Developing**	**1 - Beginning**
R.6.1 W.6.9	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus, adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus, weakly supported by textual evidence	Does not demonstrate understanding or shows a misunderstanding of ideas, offering a focus unsupported by textual evidence
Organization/Purpose³				
	4 - Advanced	**3 - Proficient**	**2 - Developing**	**1 - Beginning**
W.6.2a	Focus is effectively communicated and strongly maintained	Focus is clear and consistently maintained	Focus is somewhat unclear and/ or insufficiently maintained	Focus is confusing or ambiguous
W.6.2a	Introduces a topic clearly, previewing what is to follow	**Introduces a topic clearly**	Introduction is weak or confusing	Introduction is missing or off-topic
W.6.2f	Concluding statement or section follows from and supports the information or explanation presented	**Concluding statement or section follows from the explanation or information presented**	Conclusion is weak or confusing	Conclusion is missing or off-topic
W.6.2a	Clear, logical progression of ideas from beginning to end with strong connections between and among ideas	**Organizes ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect**	Uneven progression of ideas from beginning to end, inconsistent or unclear connections between and among ideas	Ideas have an unclear progression or seem to be randomly ordered; frequent extraneous ideas may be evident
W.6.2c	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	**Uses appropriate transitions to clarify the relationships among ideas and concepts**	Inconsistently or incorrectly uses transitions to establish the relationships among ideas	Lack of transitions makes the relationship between ideas unclear
W.6.2a	Formatting, graphics, or multimedia used are well chosen to enhance comprehension	**Includes formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension**	Formatting, graphics, or multimedia used do not significantly aid comprehension	Formatting, graphics, or multimedia used are poorly chosen, distracting, or interfere with comprehension

³ W.6.4 is reflected in all descriptors.

Evidence/Elaboration				
	4 - Advanced	**3 - Proficient**	**2 - Developing**	**1 - Beginning**
W.6.2b	Effective use of a variety of elaborative techniques; comprehensive evidence (facts, definitions, details, quotations, or other information and examples) from the source material is integrated, relevant, and specific	**Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples**	Topic is insufficiently developed with facts and details from source materials; evidence may be imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas is vague or confusing
W.6.2d L.6.6	Precise language and domain-specific vocabulary is well chosen for task, purpose and audience	**Uses precise language and domain-specific vocabulary to inform about or explain the topic**	Appropriately uses some general academic and domain-specific vocabulary words	Uses a basic vocabulary and/or incorrectly uses general academic and domain-specific vocabulary words
W.6.2e W.6.4	Establishes and maintains a formal style and objective tone	**Establishes and consistently maintains a formal style**	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
L.6.3	Syntactic variety enhances meaning, interest, and style	**Varies sentence patterns for meaning, interest, and style**	Lacks sentence variety	Sentence structure simple and/or repetitive
Conventions[4]				
	4 - Advanced	**3 - Proficient**	**2 - Developing**	**1 - Beginning**
L.6.1	Few, if any, errors in grammar and usage	Some errors in the **conventions of standard English grammar and usage** are present, but no systematic pattern of errors is displayed	Frequent errors in grammar or usage may obscure meaning	Errors in grammar and usage are frequent and severe, and meaning is often obscured
L.6.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of the **conventions of standard English capitalization, punctuation, and spelling**	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and/or spelling are frequent and severe, and meaning is often obscured

[4] See Grade 6 Language standards 1 and 2 for specific expectations.