# 4th Grade Literacy Curriculum Guide Module 3
## 2014-2015

**Unit Name:**

*The Lightning Thief* and Greek Mythology

**Module 3: 11/10/14 – 12/05/15 (Number of Days=17)**

**TLI Reading Focus:** Literary Analysis

**TLI Writing Focus:**

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### Unit Overview:

In this unit, students will explore the influence of ancient Greek mythology on literature and the arts. They will investigate the factors for courage and heroism. They will examine a novel (extended text), several short texts and articles through close reading and other reading strategies. They will cite and collect evidence to inform and to explain topics. Students will develop analytical and narrative writing by producing assigned writing tasks, as well as completing a research project.

### Performance Tasks:

Students will:
- Explore the connection between the novel, *The Lightning Thief* and an auditory or visual presentation of the novel. Students will answer the following questions in essay form, 1. How do images of the book (photos, illustrations, movies, voice recordings) help you “see” the characters, events, and settings? 2. How is seeing (hearing) dialogue different from reading it?
- As part of a group, conduct a research project comparing versions of a Greek myth. After reading two or more versions, the group will write their own version of the myth and present it to the class in a creative way.

### Essential Questions:

- How has Greek Mythology influenced our culture?
- What responsibilities do parents and children have toward one another?
- What makes a hero?
- What does it mean to have courage?

### Building Background Knowledge Prior to Teaching:

Please refer to the [North Carolina Unpacked Standards](https://www.ncpublicschools.org/docs/standards/curriculum/maps/11-07-09/11-07-09-standards-textbooks.pdf)

Explanations and Examples in this document reference the Arizona, Delaware, North Carolina and Ohio Departments of Education.
# Reading Complex Texts
**RL/RI.4.10**

<table>
<thead>
<tr>
<th>5-9 Short Texts</th>
<th>1 Extended Text</th>
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<tbody>
<tr>
<td>Literature</td>
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<td>Literature</td>
<td>The Lightning Thief by Rick Rordian</td>
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### Routine Writing
Develop and Convey Understanding

- Journaling: Students will respond to daily reading and read aloud by writing summaries in journals.
- Quick Write: What does it mean to have courage? Tell about a time when you or someone you know has acted courageously? Do you know a hero? Tell the story and explain why you think this person is a hero.
- Writer’s workshops: Determine the main idea or theme of the articles and other texts. Refer to the reading text to answer questions explicitly or by making inferences.

### 3-4 Analyses
Focus on Inform and Explain

- Textual Analysis: Students will write analyses to inform and explain their understanding of the key concepts of courage and heroism in writers’ workshops.
- Compare and contrast the points of view from which The Lightning Thief and other selected texts are narrated. Use specific information from the texts to explain the difference between the narrations.

### 1 Research Project
Integrate knowledge from sources when composing

- Conduct research on one of the well-known Greek myths, Medusa, Perseus, Prometheus, Atlas, Echo and Narcissus, Midas and the Golden Touch, Pandora, Athena and Arachne. Students should find two versions of the myth and then write their own version.

### 2-3 Narratives
Convey Experiences

- Writers’ Workshop: Students will develop narratives describing real or imagined experiences and characters.
- Write about a time when someone was your hero and protected you or saved you from a dilemma.

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### For Reading and Writing in Each Module

<p>| Cite Evidence RL/RI.4.1 | Analyze Content RL/RI.4.2-9, SL.4.2-3 | Study and Apply Grammar L.4.1-3, SL.4.6 | Study and Apply Vocabulary L.4.4-6 | Conduct Discussions SL.4.1 | Report Findings SL.4.4-6 |</p>
<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<tr>
<td>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
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<td>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</td>
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<td>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</td>
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<td>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about text.</td>
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<td>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
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<td>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</td>
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<td>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
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<td>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<td>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.)</td>
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<td>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses</td>
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<td>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag.)</td>
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<td>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</td>
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<td>g. Correctly use frequently confused words (e.g., to, too, two, there, their.)*</td>
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<td>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<td>a. Choose words and phrases to convey ideas precisely.*</td>
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<td>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<td>a. Explain the meaning of simple similes and metaphors (e.g, as pretty as a picture) in context.</td>
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<td>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
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### 4th Grade ELA Writing Standards – Embedded into All Modules

**Text Types and Purposes**

1. **Write opinion pieces** on topics or texts, supporting a point of view with reasons and information.  
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  
   b. Provide reasons that are supported by facts and details.  
   c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).  
   d. Provide a concluding statement or section related to the opinion presented.

2. **Write informative/explanatory texts** to examine a topic and convey ideas and information clearly.  
   a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  
   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
   c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).  
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
   e. Provide a concluding statement or section related to the information or explanation presented.

3. **Write narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
   b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.  
   c. Use a variety of transitional words and phrases to manage the sequence of events.  
   d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  
   e. Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing**

4. **Produce clear and coherent writing** in which the development and organization are appropriate to task, purpose, and audience.  
5. With guidance and support from peers and adults, develop and **strengthen writing as needed by planning, revising, and editing**.  
6. With some guidance and support from adults, **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 one page in a single sitting**.

**Research to Build and Present Knowledge**

7. Conduct **short research projects** that build knowledge through investigation of different aspects of a topic.  
8. Recall relevant information from experiences or **gather relevant information** from print and digital sources; **take notes and categorize information**, and provide a list of sources.

9. **Draw evidence from literary or informational texts** to support analysis, reflection, and research.  
   a. Apply **grade 4 Reading standards** to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).  
   b. Apply **grade 4 Reading standards** to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**Range of Writing**

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.
### Context for Instruction

#### Reading Workshop Block Schedule

- **Familiar or Independent Reading**—15 minutes daily
- **Word Study**—Whole Group—15-20 minutes daily
- **Book Talk**—5 Minutes
- **Read Aloud**—Whole Group—15 minutes
  - Vocabulary Instruction—5-10 minutes (Tied to Read Aloud)
  - Strategy based reading mini-lesson—15 minutes

### Reading Period

- **Guided Reading**
  - Small group meet with teacher
  - Comprehension focus
- **Literature Discussion**
  - Student-led literature discussion
  - Teacher set purpose for learning and facilitate discussion
- **Independent Reading**
  - Students Reading Independently
  - Students respond to text in reading response log/notebook

#### Writing Workshop Block Schedule

- **Language Standards (conventions)**—Whole Group 10-15 minutes daily
- **Write Aloud/Modeling**—Whole Group—20 Minutes
  - Strategy based writing mini-lesson using anchor text or passages

### Writing Period

- **Guided Writing**
  - Small Group meets with teacher
  - Writing focus
- **Independent Writing**
  - Teacher sets purpose for writing
  - Students write independently for a minimum of 30 minutes
- **Conferencing**
  - Teacher holds individual writing conferences for at least 3 students daily

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*Teachers should follow this guide to plan daily literacy instruction. Students must participate in daily reading and writing.*
<table>
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<tr>
<th>CCCS Focus Standards</th>
<th>Explanation of Standard</th>
<th>Instructional Activities and Strategies</th>
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</table>
| **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | **Explicit explanation** is referring directly to the text to explain comprehension. When students are asked to explain their thinking they can respond with either a direct quote from the text, make a connection within the text, or beyond the text. **Inference** is using information from the text to determine how a character is feeling based on their actions or thoughts even though an emotion may not be explicitly stated or inferring that a stormy setting may lead to rain in the story. Students will provide references to details and examples in the text when explaining what the text says explicitly and when explaining inferences drawn from the text. Teacher and students will create anchor chart for making inferences. | **Literary Graphic Organizer** As a class, we will keep a chart with the categories listed below of the stories and poems we read. As the chart is filled in, we will use the information to talk about what we learned from literature.  
- Title and author  
- Type of literature (story or poem)  
- Main character(s)  
- Problem  
- Solution  
- Summary (using the “Somebody-Wanted-But-So” strategy)  

**CCSS Graphic Organizers- Laura Candler**  
**Step by Step Predictions Graphic Organizer**  
[Graphic Organizers--Step by Step Predictions](#)  

**Post-its**  
Write your own response on a sticky note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in. (RF.4.3, RL.4.1, RL.4.2, RL.4.5, L.4.4)  

**Becoming a Journalist**  
Teach the four Ws and H (who, what, when, where and how) as a way to simplify summarization. Ask students to answer questions using a graphic organizer as a prewrite based on what they have read. Once the five questions are answered, have them reduce their answers to a single sentence to
Teacher and students together will create anchor chart for textual evidence.

**Pinterest Anchor Chart for Making Inferences**

**Sample Questions:**
- Who finished the race first? How do you know? Use details or examples from the story to support your answer.
- What is so special about Mario? How do you know? Use details and/or examples from the story to support your answer.
- Where does the story take place? How do you know? Use details and/or examples from the story to support your answer.

**Pinterest Anchor Chart Textual Evidence Sentence Starters**

- On page ____, it said...
- The author wrote...
- The graphic showed...
- An example is...
- In the text it said...
- I know because...

produce a concise summary.
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**CCCS Focus Standards**

**RL.4.2**
Determine a **theme** of a story, drama, or poem from details in the text; **summarize** the text.

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**Explanation of Standard**

The emphasis of this standard is employing strategies to analyze and apply knowledge of the structure and elements of literature. Guide students to use details to **summarize** the purpose of the story.

Teacher models **summarizing** from the text to support the theme of a story. The teacher will combine the key points in order to demonstrate generalized meaning or theme (a broader view). Students will practice strategies of **inference**. **Inference** is a guess or conclusion based on evidence, clues made by the author plus the reader’s own background knowledge.

Students will **summarize** text from their notes.

**Theme** is the overarching message or universal idea of the text. It is not bound by time or space and is generally true for all people throughout all times (e.g., it’s always better to work together, honesty is the best policy). It requires thinking BEYOND the text to identify the theme.

The central message or lesson is now referred to as **theme** (a unifying idea that is a recurrent element in literary or artistic work.)

Teacher will model the process of determining a **theme** by thinking aloud using a well-known story (e.g., *Three Little Pigs*: collaboration or working together brings success; *The Boy Who Cried Wolf*: honesty is the best policy).

Making meaning and determining **theme** gives readers a more complete picture of the text and enables them to **summarize** and/or describe textural elements.

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**Instructional Activities and Strategies**

**Informational Text Graphic Organizer**

As a class, we will keep a chart of information learned about the 12 major Greek gods. As the chart is filled in, we will use the information to talk about what we learned from reference books on Greek mythology.

- Each of the Greek gods.
- What was their specialty?
- What are some interesting facts?
- What are the words and phrases we should know? (e.g., Achilles heel, etc.)

**Post It**

Write your own response on a sticky note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in.

(RF.4.3, RI.4.1, RL.4.2, RL.4.4, RI.4.9, L.4.4)

**Main Idea – Supporting Details Sort**

Write the main idea and three to four supporting details from a selected text, each on its own note card. After students have read or heard the text read aloud, place them in small groups. Give each group a set of note cards. Allow small groups to discuss each note card and determine which of the cards has the main idea and which have supporting details. As students’ comfort level with this activity increases, they can become card developers for their classmates.

**Sample Questions:**

- What is the theme of _____ (text title)? What are the details in the story/drama/poem that help the reader determine this theme.
- Summarize the story/drama/poem. What details from the story/drama/poem should be included in the summary?
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Teacher and students together will create anchor chart for themes.

Pinterest Themes Anchor Chart
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<td><strong>RL.4.3</strong></td>
<td>This standard asks for the student to examine the elements of literature. A graphic organizer may assist students to understand the complexities of the characters, settings (e.g., time of day, year historical period, place), and events through listing details. Students will complete graphic organizers to show the relationship of the main character to others in text, or to show the sequence of emotions connected to events.</td>
<td><strong>Literature Response</strong>&lt;br&gt;Ask students to make a list of the characters they've read about so far in <em>The Lightning Thief</em>. They should then find quotes about the characters from the text. This should be descriptions of the character or something the character said. (&lt;RL.4.1, RL.4.3&gt;)&lt;br&gt;<strong>Sample Questions:</strong>&lt;br&gt;• Where does the story take place? Why is that important? Which specific details from the story support your answer?&lt;br&gt;• Explain how Percy feels about Mrs. Dodds. Use specific details from the drama in your explanation. When do you first suspect that something may be unusual/supernatural about Mrs. Dodds?&lt;br&gt;• Explain Percy’s home life. Use specific details from the story in your explanation.&lt;br&gt;• What word best describes Percy? Which specific details from the story support your answer?&lt;br&gt;• What leads Percy to believe that Grover and Brunner think he’s in danger? Use specific details from the drama in your explanation.&lt;br&gt;• Explain how Percy’s actions help the reader understand him. Use specific details from the story in your explanation.&lt;br&gt;<strong>Paired Reading/Buddy Reading</strong>&lt;br&gt;Provide a cooperative learning structure by giving each student a paired reading bookmark and model the skill. Students can refer to the book mark as they practice paired reading. [Paired Reading Bookmark]&lt;br&gt;<strong>CCSS Graphic Organizers- Laura Candler</strong>&lt;br&gt;Stick Figure Character Map [Graphic Organizers Stick Figure Character Map]&lt;br&gt;Folded Flapper Activity: To describe a setting in a...</td>
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To describe a character in depth, create a multi-column chart with the headings **Character Thoughts**, **Character Words**, and **Character Actions**. List specific supporting details from the story or drama in the columns under each heading.
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| **RL.4.5**           | Teachers begin by introducing each **genre** to the students and adding information to a graphic organizer as each genre is introduced. Students will complete a graphic organizer of elements of each genre. Students will be able to use information from the graphic organizer to write or to speak about the text. | **Literary Graphic Organizer**<br>As a class, we will keep a chart with the categories listed below of the stories and poems we read. As the chart is filled in, we will use the information to talk about what we learned from literature.  
- Title and author
- Type of literature (story or poem)
- Main character(s)
- Setting (geography, season and/or weather)
- Summary (using the “Somebody-Wanted-But-So” strategy)
  
**Post Its**<br>Write your own response on a sticky note, white board, or in your journal and share it with a partner before each section of the class chart is filled in. (RF.4.4a, RF.4.4b, RL.4.1, RL.4.2, RL.4.3, RL.4.5, L.4.5a)  

**Categorizing Structural Elements**<br>Create a three-column chart. Label each column with a literary form (i.e., poetry, drama, narrative). Have students brainstorm the structural elements that are common to each. Encourage students to provide examples of each genre from their own reading to include on the chart. Post the chart and revisit it throughout the year to add or refine elements or to add other examples. Have students use the chart to classify pieces of literature and informational text that they read independently. The chart also can be used as a guide for setting up and running a student-led classroom library that is organized by genre.  

**Sample Questions:** |
• Explain the major differences between poems, dramas, and prose. Use examples from your reading in your explanation.
• What are the structural elements of a story? How do they contribute to the telling of a story or the relaying of a message? How do they help the reader understand the story or message?
• What are the structural elements of a poem? How do they contribute to a poem? How do they help the reader understand the poem or its message?
• What are the structural elements of a drama? How do they contribute to the drama? How do they help the reader understand the drama or message?

CCSS Graphic Organizers- Laura Candler

**Graphic Organizers Three Column Attribute Chart**

Use a three-column attribute chart to explain major differences between poems, drama, and prose, and to refer to the structural elements of poems and drama. Title the far left column **Genre** and label the boxes below the title with the words, **Poetry, Prose, and Drama.** Title the next column, **Examples** and the far right column, **Structural Elements.** After reading several examples of poetry, prose and plays, list examples of each in the second column and distinguishing structural characteristics like verse, rhythm, stanzas, paragraphs, casts of characters, dialogue, scripts, etc.

**TLI CORE Unit Guide**

**TLI Related Reading Guide**
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<tr>
<td><strong>RL.4.6</strong></td>
<td>The emphasis of this standard is the identification of the techniques used by the author to influence the readers’ feelings and attitudes. The <strong>point of view</strong> of the narrator can impact the way that events are perceived through the use of techniques of characterization. <strong>First person point of view</strong> can allow the reader to greater understanding of the emotions and thoughts of the character. This causes the reader to relate and forge a bond with the character or narrator. <strong>Third person point of view</strong> is more versatile because when the narrator reveals a character, readers will perceive emotions, thoughts, and attitudes based on both the third person narration and their own background knowledge. Teachers may create a focus or word wall to emphasize signal words and phrases used by first person, or narrator. Teachers may provide two sample passages; one written in first person point of view, one written in third person point of view for students to compare. Teachers may ask students to discuss why one point of view would be more effective than the other. Students may complete a graphic organizer (e.g., two-column, t-chart or Venn diagram) for comparing and contrasting the strengths and weaknesses of the two passages. The <strong>Craft and Structure</strong> helps readers.</td>
<td><strong>Research Project/Bio-Poem</strong> Read a biography and other informational text about famous heroes. What can you learn about yourself from reading these biographies? Write a bio-poem about the person you read about that includes important facts you think your classmates should know. Include audio or visual displays in your presentation, as appropriate. Share your poem with your class. (RI.4.1, RL.4.6, RI.4.8, RI.4.9, W.4.2, W.4.7, SL.4.4, SL.4.5, L.4.1, L.4.2) <strong>Sample Questions:</strong> • Why does the author tell the story in the third-person point of view instead of the first-person point of view? • How would the story be different if it had been told in the first-person point of view rather than the third-person point of view? • Is telling the story from the first-person point of view effective? Why or why not? Use examples from the story to support your answer. • Which story is more effective—the one told from the first-person point of view or the one told from the third-person point of view? Why? Use examples from both texts in your answer. • Compare and contrast the point of view from which ____ (text title) and ____ (text title) are narrated. Use examples from both texts in your comparison.</td>
</tr>
</tbody>
</table>
• develop an understanding of the use of figurative language
• examine the structure of literary genre
• determine point of view

and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. Label the columns **Story**, **Title** and **Narrator’s Point of View**. As you read each story, record the title on the left and the details about the narrator’s point of view on the right.
<table>
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<tr>
<th>CCCS Focus Standards</th>
<th>Explanation of Standard</th>
<th>Instructional Activities and Strategies</th>
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<tbody>
<tr>
<td><strong>RL.4.7</strong></td>
<td>Make connections between the <strong>text of a story or drama and a visual or oral presentation</strong> of the text, identifying where each version reflects specific descriptions and directions in the text.</td>
<td><strong>Art Appreciation</strong> Look at how Greek Mythology is portrayed in the various art selections (see Art, Music, and Media). What adjectives would you use to describe the Greek gods and demi-gods in those selections? Choose your favorite painting and write a conversation that could have occurred between the portrayed characters. (RL.4.7, W.4.3) <strong>CCSS Graphic Organizers- Laura Candler</strong> <strong>Graphic Organizers T-Chart</strong> Create a <strong>T-Chart</strong> to compare a written text with a visual, dramatic, or oral version of the same text. Title one column <strong>Written Text</strong> and the other <strong>Presentation</strong>, and list details showing the connections between the two. Identify where each version reflects specific descriptions and directions in the text. <strong>Sample Questions:</strong> • How is reading _____ (a drama) the same and different from viewing the drama? Use examples from each version to support your answer. • How does watching a play help a reader understand stage directions? • How is reading _____ (text title) the same and different from viewing a filmed version? Use examples from each version to support your answer. • How is reading _____ (text title) the same and different from hearing an oral presentation of it? Use examples from each version to support your answer. <strong>Reciprocal Teaching</strong> The purpose of reciprocal teaching is to facilitate...</td>
</tr>
</tbody>
</table>

Students will use 2-column notes, a Venn diagram, or other graphic organizer to compare notes from the text and notes from a visual or oral presentation to make a connection.

Readers who are able to **Integrate their Knowledge and Ideas** are:
- making **connections**
- making **comparisons** across texts
- developing an **understanding of themes** and topics

The elements of a text, which are **illustrations and modes of presentation**, enhance the meaning of the text.

Students must link the reading of the text in a story to listening and viewing the same story. They should make connections by comparing what they read to what they visualize and hear.
Teachers, please use this space for notes.

Group effort between the teacher and students by creating dialogue around specific segments of text. The teacher or a student assumes the role of facilitator. The dialogue is structured around four strategies: **summarizing**, **question generating**, **clarifying**, and **predicting**.

- **Summarizing** gives participants the opportunity to identify and integrate important information in the text. Text can be summarized across sentences, across paragraphs and/or across the passage.

- **Question generating** requires participants to identify the kind of information significant enough to provide substance for a question. This information is presented in question form and is used to self-test.

- **Clarifying** text understanding alerts readers to the fact there may be reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar/difficult concepts). Readers should know the effects of such roadblocks to comprehension and take necessary measures to restore meaning (e.g., reread, ask for help).

- **Predicting** occurs when students hypothesize what might occur next. In order to do this successfully, students must activate relevant background knowledge. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings and questions imbedded in the text are useful means of anticipating what might occur next. Information adapted from www.ncrel.org.
<table>
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<tr>
<td>RL.4.9</td>
<td>As readers refine their ability to <strong>compare and contrast</strong> texts with similar themes, topics, and patterns that cross time and culture, they develop a broader understanding of themselves and the world around them.</td>
<td><strong>Literary Graphic Organizer</strong>&lt;br&gt;As a class, we will keep a chart with the questions and categories listed below of the mythologies, stories and poems we’ve read. As the chart is filled in, we will use the information to talk about what we learned from literature.&lt;br&gt;• Title and author&lt;br&gt;• Text structure(s) used&lt;br&gt;• Type of narration (first-person, third-person)&lt;br&gt;• Character(s) (major and minor)&lt;br&gt;• Does this character remind you of other characters? Who/why?&lt;br&gt;• What information was changed that shows you this is a myth?&lt;br&gt;• What did you learn from the major characters?&lt;br&gt;• Summary</td>
</tr>
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<td></td>
<td><strong>Compare and contrast</strong> the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
<td><strong>Post It</strong>&lt;br&gt;Write your response on a Sticky note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in.&lt;br&gt;<strong>Graphic Organizer Three Column Attribute Chart</strong>&lt;br&gt;To compare and contrast the treatment of a similar topic in literature from different cultures, create a three-column attribute chart. Choose one topic to explore and locate stories from different cultures that deal with that topic. In the far left column, list the story titles. Title the next column <strong>Culture</strong> and list information relevant to each culture. Title the</td>
</tr>
</tbody>
</table>
Compare and Contrast Good and Evil in Different Texts Anchor Chart

Teachers, please use this space for notes.

far right column Treatment of Topic and include information about story elements like character traits, setting, and plot, as well as similarities and differences in how the stories treat the topic.

CCSS Graphic Organizers – Laura Candler

Graphic Organizer

Students will complete graphic organizers to assist in comparing different structures or details. (RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.6, RL.4.9)

Sample Questions:
• ______ (text title) and _____ (text title) have similar themes. How are the authors’ treatments of that theme alike and different? Which author is more effective in relaying this theme? Why? Use examples from both texts to support your answer. (Texts selected should be stories, myths, and traditional literature from different cultures.)
• ______ (text title) and _____ (text title) have similar topics. How are the authors’ treatments of that topic alike and different? Which text is more interesting? Why? Use examples from both texts to support your answer. (Texts selected should be stories, myths, and traditional literature from different cultures.)
• Both ______ (text title) and _____(text title) are quest tales. How are the patterns of events alike...
and different? Which text is more interesting? Why? Use examples from both texts to support your answer. (Texts selected should be stories, myths, and traditional literature from different cultures.)

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</table>
| L.4.1 (a,b,d,f,g)    | Students need regular exposure to grammar and usage through direct instruction. The students will have a variety of opportunities to participate in grammar and usage activities which increase in complexity through the year. | Class Discussion/Reflective Essay  
As a class, summarize what was learned in this unit as it relates to the essential question ("?").  
Following the class discussion, write your response in your journal. Work with a partner to edit and strengthen your writing before sharing with your teacher. (W.4.9a,b, W.4.4, W.4.5, L.4.1a,b,c,d,e,f,g, L.4.2a,b,c,d) |
| a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | Teachers will demonstrate the use of the parts of speech through modeling, identifying use in literature, and providing opportunities for correcting samples. Teachers and students will be aware that grammatical errors such as shifts in verb tense may frequently occur in student writing. Students can practice editing pieces to ensure consistent usage. | Convention Mini-Lessons  
Plan weekly mini-lesson during writer’s workshop on conventions by focusing on errors found in student-generated writing. Use these lessons to create an accumulated list of conventions and their corresponding uses. This posted list can be used as a prompt for writing (i.e., select one of the statements about ending punctuation and use that tool in your writing today). That skill should be the focus of editing in that day’s writers’ workshop as application. |
| b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | Students create grammar journals for easy resource. |  |
| c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. | Teachers provide sentences, phrases or passages for students to identify and correct errors. |  |
| d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). | Teachers provide sentence-stems for students to practice correct Standard English grammar orally and in writing. |  |
| e. Form and use prepositional phrases. | Teachers and students create anchor charts of common conventions for easy resource. |  |
| f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | Language conventions are most effective when taught as a part of the writing workshop. Specific mini-lessons may be taught for 10-15 minutes. One suggestion would be to plan a 10-15 minute |  |
| g. Correctly use frequently confused words (e.g., to, too, two; there, their). |  |  |
language lesson prior to beginning writer’s workshop, then connecting to the context of writing during the writer’s workshop and reinforcing during editing mini-lessons or conferencing.

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</table>
**L.4.3 (a)**

Use *knowledge of language* and its *conventions* when writing, speaking, reading, or listening.

a. Choose words and phrases to *convey ideas* precisely.

**Formal vs. Informal**

To help students distinguish between formal and informal language, create a T-Chart with a list of informal words and phrases on one side and their formal translations on the other. Emphasize that there is a place for both styles of language; the important thing is to understand when to use which. Examples of words/phrases that could be used:

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello. How are you?</td>
<td>What’s up?</td>
</tr>
<tr>
<td>wound</td>
<td>Boo - boo</td>
</tr>
<tr>
<td>Get into trouble.</td>
<td>Get in hot water.</td>
</tr>
<tr>
<td>impressed</td>
<td>Blown away</td>
</tr>
</tbody>
</table>

**Class Discussion**

Let’s compare and contrast how the earth and sky are treated in myths and in traditional folktales. Look back in the stories and poems we’ve read for specific lines or paragraphs in order to find specific details. (SL.4.1a, b, c, RL.4.9, L.4.3a, b, c)

**Ellipses and Question Marks**

Discuss the purpose of ellipsis (e.g., *The door opened and there was...*) and use question marks to engage a reader: how one can be used to suggest things to be left to the reader’s imagination, and how the other can be used to raise questions in the reader’s mind. Encourage students to watch for instances of this use in their own reading. (Adapted from the United Kingdom, located at http://nationalstrategies.standards.dcsf.gov.uk/node/257798.)
<table>
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### CCCS Focus Standards

<table>
<thead>
<tr>
<th>L.4.5 (a,b)</th>
<th>Explanation of Standard</th>
<th>Instructional Activities and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>This standard emphasizes the non-literal interpretations of language which are applied to derive meaning from text. Through read-aloud stories, teacher modeling, and active engagement, students will further develop their understanding of figurative language. Students will interpret words in many contexts. Students highlight and discuss figurative language as it is encountered in text. Students illustrate the literal and figurative meanings of figurative language (e.g., He lost his head, running on empty, frog in my throat). Students research the origins of selected idioms to reinforce their meanings.</td>
<td><strong>Narrative Writing</strong> As your class discusses Greek myths, begin outlining your own narrative about an original character by starting with filling in the categories listed in the graphic organizer below. Before you begin writing, re-examine the characters in stories and poems we’ve read in this unit, recalling character traits, examples of personification, and lists of synonyms and/or figurative language you want to use. Make sure to plan a sequence of events that makes sense and think about key details to include. You will have the opportunity to work with a partner to revise, edit, and improve your story so that it can be published on a class webpage for others to see. Once the story is written, you will be asked to add audio recordings and visual displays to enhance it.</td>
</tr>
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</table>

| a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. | **Proverbs, Idioms and Unusual Expressions** Brainstorm the definitions of proverb and idiom. Write proverbs about natural elements on the leaves and petals of flower images. Post the images around the classroom. Ask students to pick a proverb to explain. Encourage students to listen for |
| b. Recognize and explain the meaning of common idioms, adages, and proverbs. | |

<table>
<thead>
<tr>
<th>Name of animal</th>
<th>Habitat</th>
<th>Diet</th>
<th>Protection/body facts</th>
<th>Enemies</th>
<th>Life expectancy</th>
<th>Interesting facts</th>
</tr>
</thead>
</table>

Teachers, you may use this page for notes.

Proverbs that can be added to their flower petals/leaves. For example:
- As right as rain ............... Don’t beat around the bush
- Out on a limb ................ The grass is always greener
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</thead>
</table>
| LP.4.3.1f            | Language conventions are most effective when taught as a part of the writing workshop. Specific mini-lessons may be taught for 10-15 minutes. One suggestion would be to plan a 10-15 minute language lesson prior to beginning writer’s workshop, then connecting to the context of writing during the writer’s workshop and reinforcing during editing mini-lessons or conferencing. | **Convention Mini-Lessons**  
Plan weekly mini-lessons on conventions by focusing on errors found in student-generated writing. Use these lessons to create an accumulated list of conventions and their corresponding uses. This posted list can be used as a prompt for writing (i.e., select one of the statements about ending punctuation and use that tool in your writing today). |
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<th>Explanation of Standard</th>
<th>Instructional Activities and Strategies</th>
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</thead>
</table>
| LP.4.3.1i Produce simple, compound, and complex sentences | Language conventions are most effective when taught as a part of the writing workshop. Specific mini-lessons may be taught for 10-15 minutes. One suggestion would be to plan a 10-15 minute language lesson prior to beginning writer’s workshop, then connecting to the context of writing during the writer’s workshop and reinforcing during editing mini-lessons or conferencing. | **Convention Mini-Lessons**
Plan weekly mini-lessons on conventions by focusing on errors found in student-generated writing. Use these lessons to create an accumulated list of conventions and their corresponding uses. This posted list can be used as a prompt for writing (i.e., select one of the statements about ending punctuation and use that tool in your writing today). |
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<tr>
<td>Teachers, you may use this page for notes.</td>
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</table>
Standards | Extended Text: *The Lightning Thief* Mini-Lesson | Language and Routine Writing in “My Reading Journal” | Related Resources And Vocabulary
--- | --- | --- | ---
**RL.4.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Before beginning “The Lightning Thief”: November 10-12, 2104 | Language
Teachers will add key academic and literary vocabulary to classroom word wall and refer to them throughout this unit of instruction. | Websites:
*youtube* Video: Laura Candler creating a reading journal
*youtube*, interactive word walls overview
**TLI Related Reading Guide**
Mythology Study Guide
Heroes of Greek Mythology

**RL.4.2** - Determine a theme of a story, drama or poem from details in the text; summarize the text. | Prior to introducing the book, the subject of Greek mythology will need to be introduced to the students. The links to the right have been provided to assist you in building background information with the students. | Routine Writing
Students need to keep a reading journal and chart characteristics of the 12 major Greek gods and Gods and demi-gods addressed in *The Lightning Thief.*
Refer to link in related resources column for creating reading journals. | **Myths Related to the Novel (By Chapter)**

**RL.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. | **Short Text/Articles**
“Ancient Greeks: Gods and Heroes”
“Help Wanted in Ancient Greece”
“Kronos Dethroned”
“Who’s Who of Greek Gods” | **Mini-Lessons:**
- Determine the Theme
- The Hero’s Journey
- Elements of Fiction
- Characterization
- Summarizing
- Textual Evidence
- Determine Key Details
- Main Idea
- Author Study
- Mythology | **Websites:**
http://www.mythweb.com/

Websites:
*http://www.mythweb.com/hercules/index.html*

http://www.theoi.com

**L.4.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**a.** Choose words and phrases to convey ideas precisely.* |

**Other standards taught:**
SL.4.1, SL.4.6, W.4.8, W.4.10 **
• Greek Influence on present
• Author’s purpose
• Introduce the Essential Question

Mini-Lesson: Determining author’s purpose

Determine Author’s Purpose Activity

The Hero’s Journey
As students read The Lightning Thief apply the steps of the Hero’s Journey as Percy undertakes the quest. Also, apply the steps of the Hero’s Journey to other heroes that are studied during the module.

Teach the steps of the Hero’s Journey using the attached document and the information found in the link in the Related Resources column. As you share the information about the Hero’s Journey, create an anchor chart with students to be used as a resource. Throughout this module, the Hero’s Journey will be applied to the characters in the literary and informational reading. These documents explain the Hero’s Journey.

The Stages of the Hero’s Journey

Hero’s Journey - You Tube Video

• Chart of characteristics of myths and legends (and their differences)
• List of mythological characters, including a description of their physical appearance, important traits, and a brief summary of their stories.
• Visual representation of the connections between various mythological characters and their stories.
• Research notes on a myth.
• Research notes on the mythological characters in the story.

http://www.historyforkids.org/learn/greeks/
Author Study Rick Riordan

Art Appreciation
Look at how Greek Mythology is portrayed in the various art selections (see Art, Music, and Media). What adjectives would you use to describe the Greek gods and demi-gods in those selections? Choose your favorite painting and write a conversation that could have occurred between the portrayed characters. (RL.4.7, W.4.3)

Greek and Roman Art | The Metropolitan Museum of Art

Greek Wrestlers Art
<table>
<thead>
<tr>
<th>Standards</th>
<th>Extended Text: The Lightning Thief Mini-Lesson</th>
<th>Language and Routine Writing in “My Reading Journal”</th>
<th>Related Resources And Vocabulary</th>
</tr>
</thead>
</table>
| **RL.4.1**- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Section One: November 13-19, 2014 Chapters 1-6 The Lightning Thief **Mini-lessons:**  
- Character Development  
- Point of View  
- Context Clues  
- Using Reference materials  
- Affixes and Root Words  
- Purpose for Reading  
- Questioning Techniques  
- Compare and Contrast  
- Relative pronouns and adverbs  
- Narrative  
- Making Inferences  
- Textual Evidence  
- Progressive Verb Tense  
- Adjective Order  
- Fragments and Run-ons  
- Similes and Metaphors | **Language**  
RF.4.3, L.4.4, L.4.5, L.4.6  
Target Fundamental Lesson VO011  
Use context clues to determine the meaning of multiple-meaning words.  
Throughout the reading of the novel, students will encounter vocabulary with Greek and Latin origin. Vocabulary instruction needs to focus on these words during the study of the novel. The link to the right will provide you with a resource for information on words from Ancient Greece. Students will use a vocabulary journal to record vocabulary entries throughout the module.  
Students will keep a vocabulary list in their reading journals and enter words | **Academic Vocabulary**  
- interpret  
**Text Vocabulary**  
- civilization  
- encounter  
- ignorance  
- primal  
- superstition  
**TLI CORE Unit Guide**  
The Learning Odyssey/Compass Learning  
Words from Ancient Greece  
English Words from Greek Gods  
Rick Riordan Teacher’s Resources to the Lightning Thief |

**Greek Sculpture**
point of view from which different stories are narrated, including the difference between first- and third-person narrations.

L.4.1 (a,b,d,f,g)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

e. Form and use prepositional phrases.

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

g. Correctly use frequently confused words (e.g., to, too, two; there, their).

- Idioms, Adages, and proverbs

**Mini-lesson: Characterization**

Explain to students that characterization is the technique or method that authors use to develop their characters. For example, an author may tell you what a character is like, or show you what the character is like through the character’s own thoughts, words or actions. An author may also let you know what a character is like by telling you what others think or say about the character. A writer uses these techniques of characterization to make the characters in a book come alive for the reader.

**Point of View**

Explain to students that since The Lightning Thief is written from Percy’s point of view, many of the characters are presented through Percy’s thoughts and opinions about them.

or phrases they are not familiar with.

Teacher and students will add new vocabulary to the interactive word wall. Teachers will add academic and literary vocabulary from all reading and writing lessons.

Struggling students may need to keep an individual word wall for their guided reading and writing. Have them create a folder and write or paste their words in. They should bring these to their guided reading lessons and use in independent writing.

**Writing**

What does Percy think of these characters?
- Mr. Brunner
- Grover
- Sally
- Annabeth

What do these characters think of Percy? Be sure to cite evidence from the text.

**Quick Write**

Summarize what Chiron tells Percy about the location of Olympus.

Students will summarize the reading passage in their reading journals each day.

http://www.readwritethink.org/quick_write_draw.pdf
L.4.3 (a)-Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases to convey ideas precisely.

L.4.5 (a, b)-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.

Other standards taught:
<table>
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<th>Language and Routine Writing in “My Reading Journal”</th>
<th>Related Resources And Vocabulary</th>
</tr>
</thead>
</table>
| **RL.4.1**- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | *The Lightning Thief* Chapter 1 Mini-lesson Use the attachment of the structural elements of prose, poetry and drama to teach these to the students. Discuss the differences between drama elements and story elements. Create an anchor chart of these structural elements. | Language: Refer to new vocabulary added to classroom word wall. Teach vocabulary lessons based on word wall. Teacher students how to make and use a vocabulary flapper. Use the link below to access an example and template. [Vocabulary Flapper Laura Candler](#) | Vocabulary  
• disgorge  
• vitally  
• paraphrase  
• deficit  
• Kleptomania  
• Metropolitan  
• Chaperone  
• Vaporize  |
| **RL.4.2**-Determine a theme of a story, drama or poem from details in the text; summarize the text. | **RL.4.3**-Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.**RL.4.4** | **RL.4.4** | Using the reader’s theater script of Chapter 1 “I Accidentally Vaporize My Pre-algebra Teacher”, students will perform the drama. This will take a few days to practice. Assign roles to students and allow time to practice fluency of script before performing. This could be a literacy center or a “take it to your seat” activity. |
**RL.4.5** - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**L.4.3 (a)** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

  a. Choose words and phrases to convey ideas precisely.

---

<table>
<thead>
<tr>
<th>Standards</th>
<th>Extended Text: <em>The Lightning Thief</em> Mini-Lesson</th>
<th>Language and Routine Writing in “My Reading Journal”</th>
<th>Related Resources And Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.4.3</strong> - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words or actions).</td>
<td><em>The Lightning Thief</em> Chapters 2 and 3</td>
<td>Literary Analysis When describing his mother, Percy says, “She’s the best person in the world, which just proves my theory that the best people get the rottenest luck.” Explain this quote from the text. Is this quote an accurate description of Percy’s mom? Cite evidence from the text to support your answer. “The best people get the worst luck.” Do you agree? What evidence in the text supports your answer?</td>
<td>Vocabulary - Pulverize - Solstice - Utensil - Confound</td>
</tr>
<tr>
<td><strong>RL.4.2</strong> - Determine a theme of a story, drama or poem from details in the text; summarize the text.</td>
<td><strong>Mini-lesson</strong> Model how to cite evidence from a text to support your response. Model how to write a summary with the first 3 chapters of the text.</td>
<td></td>
<td>TLI CORE Unit Guide Writingfix: family picture book prompt for writing poetry</td>
</tr>
<tr>
<td><strong>RL.4.5</strong> - Explain major differences between poems, drama, and prose, and refer to the structural elements of poetry, prose, and drama.</td>
<td></td>
<td></td>
<td>Refer to these webpages for ideas on creating a poetry writing activity based on family. The mentor text for</td>
</tr>
</tbody>
</table>
poems (e.g. verse, rhythm, meter) and drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

As students read the novel, periodically have them summarize an event or a chapter from the text.

**RL.4.2**-Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**RL.4.9**-Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

---

**Literary Analysis**
Identify the theme in the poem, *Invictus*, and compare it to the decision of Sally Jackson to sacrifice herself to save her son and Grover in chapter 3 of *The Lightning Thief*. In your opinion, is her decision similar to the theme of the poem? Provide evidence from the two texts to support your answer.

---

**Vocabulary**
- goading
- rebellious
- pursed
- nauseous
- sympathy
- lumber
- vivid

**Invictus**

**TLI CORE Unit Guide**

---

**Related Resources And Vocabulary**

**Vocabulary**
- disintegrate
- holographic
- agony
- wedged
- hastily
- conscious

**Writing Opinions**
http://homeworktips.about.com/od/essaywriting/a/opinion.htm

**FCRR Student Activity Root Hoot**
quest) in stories, myths, and traditional literature from different cultures.

**L.4.3 (a)** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases to convey ideas precisely.

**Other standards taught:**
W.4.1, RF.4.3a

---

### Literature Analysis
Annabeth is the daughter of Athena, the goddess of wisdom and warfare. Read the description of Athena in this guide. Look at some of the myths about Athena, including the stories of Arachne, Medusa and the founding of Athens. Annabeth like her mother in what ways? Cite evidence from the text to support your answer.

### Textual Analysis
Grover tells Percy, “I wasn’t faking being your friend.” Based on Grover’s actions, would you say this is true? Write one or two paragraphs in which you give examples from the text to support your opinion.

---

**Standards**

<table>
<thead>
<tr>
<th>RL.4.4</th>
<th>Determine the <strong>meaning of words and phrases</strong> as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.4.1 (a,b,d,f,g)</td>
<td>Demonstrate command of the conventions of standard English</td>
</tr>
</tbody>
</table>

**Extended Text: The Lightning Thief**

**Mini-Lesson**

Section 2: November 20-25, 2014
Chapters 7-11

**Mini-lessons:**
- Allusion
- Context Clues
- Progressive Verb Tense
- Relative Pronouns
- Figurative Language
- Similes and Metaphors
- Adages, Idioms, and Proverbs

**Language and Routine Writing in “My Reading Journal”**

**Language:**
- Target Fundamental Lesson LC017
  Identify the principal parts of grade-level-appropriate regular and irregular verbs
- Target Fundamental Lessons LC032
  Use adjectives and adverbs

**Homograph Activity**

**Related Resources**

**Academic Vocabulary**
- principle

**Literary Vocabulary**
- alliance
- endure
- gamble
- resigned
- rivalry

**Do the go link here**

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Stories of Athena, Arachne, and Medusa may be found on the following websites:

- Stories from Greek Mythology
- The Story of Medusa and Athena
- The Story of Arachne

---

**PEEL TLI CORE Unit Guide**
**grammar and usage** when writing or speaking.

a. Use **relative pronouns** (who, whose, whom, which, that) and relative adverbs (where, when, why).

b. Form and use the **progressive** (e.g., I was walking; I am walking; I will be walking) **verb tenses**.

e. Form and use **prepositional phrases**.

f. Produce **complete sentences**, recognizing and correcting inappropriate **fragments and run-ons**.

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<table>
<thead>
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<tbody>
<tr>
<td>a. Correctly use <strong>frequently confused words</strong> (e.g., to, too, two; there, their).</td>
<td></td>
</tr>
<tr>
<td><strong>L.4.5 (a,b)</strong></td>
<td><strong>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</strong></td>
</tr>
<tr>
<td>c. Explain the meaning of simple <strong>similes and metaphors</strong> (e.g., as pretty as a picture) in context.</td>
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<tr>
<td>d. Recognize and explain the meaning of common <strong>idioms, adages, and proverbs</strong>.</td>
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<tr>
<td>e. Demonstrate understanding of words by relating them to their opposites (<strong>antonyms</strong>) and to</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prepositional Phrases</strong></td>
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<td></td>
<td><strong>Antonyms and Synonyms</strong></td>
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<tr>
<td></td>
<td><strong>Homographs</strong></td>
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<td></td>
<td><strong>Making Predictions</strong></td>
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<td></td>
<td><strong>Reading Strategies</strong></td>
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<td></td>
<td><strong>Compare and Contrast</strong></td>
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</tbody>
</table>

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**Reading Strategies Activity**

**Mini-Lesson: Allusion**

Set the purpose for reading. Tell the students that at beginning of the unit they read and studied several of the Greek myths that are alluded to in the Lightning Thief. Display the word allusion on the board or document camera. Briefly explain that an allusion is a reference to something. It comes from the Greek word for allude, which means to “play beside.” Explain that Rick Riordian made many allusions to Greek myths in the Lightning Thief and knowing more about these allusions will help them understand Percy and his journey more deeply. It may be helpful to think of an allusion as one story “playing beside” another. Give them an example by reading from the text and then reading part of the myth that they either give students a worksheet you have created or have students make a chart in their reading journal. Tell them they are to collect and write words or phrases that are allusions and that they will use these words as a reference for their reading, writing and discussions in this unit.

**Writing**

“Read to find out how Percy’s true identity is revealed and what happened as a result.” Students will use the Reading Journals to record their purpose for reading and take notes on what they discover, predict/confirm, learn, etc., as they read.

**Textual Analysis**

Before Percy’s true father is revealed, what clues does the author give you that Percy is Poseidon’s son? Why do you think the author chose to give readers these clues? Write a paragraph that explains the clues and why do you think the author gave them to readers.

---

**The Learning Odyssey/Compass Learning**

**Activities for RL.4.1-10**
words with similar but not identical meanings (*synonyms*).

then finding and reading the allusion in “The Lightning Thief.”

<table>
<thead>
<tr>
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<th>Language and Routine Writing in “My Reading Journal”</th>
<th>Related Resources Vocabulary</th>
</tr>
</thead>
</table>
| **RL.4.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | *The Lightning Thief* Chapter 8  
**Chapter 8 Close Read**  
The link to the right will provide you with background information on Poseidon that may be printed for students. | **Literary Analysis**  
Percy discovers who his father is in chapter 8. Were you surprised when he finally learns the truth that he is the son of Poseidon? What hints are dropped before the revelation? How does Percy’s personality fit/not fit the god Poseidon? | **Vocabulary**  
- charisma  
- parapet  
- obsidian  
- mesmerize  
- stalactite  
- levitate  
- chide  
*Poseidon* |
**RL.4.3** Describe in depth a character, setting or event in a story or drama drawing on specific details in the text.

**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

---

**The Lightning Thief Chapter 9**

**Analysis**

Based on the newspaper article Percy finds under his door, what is happening in the real world while Percy is in camp?

How do you think the Oracle’s prophecy will come true for Percy? How will he be betrayed by a friend? In your opinion, what does it mean “he will fail to save what matters most in the end”?

**Vocabulary**

- crevice
- feigned
- cowered
- prevail
- chaos

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<table>
<thead>
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<th>Language and Routine Writing in “My Reading Journal”</th>
<th>Related Resources Vocabulary</th>
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</thead>
</table>
| **RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | The Lightning Thief Chapter 10 Stories of Poseidon, Athena, and Medusa The links to the right will provide information you may share with students, specifically two differing | One of the stories Annabeth refers to in chapter 10 is Poseidon meeting his girlfriend in the temple of Athena. Research the myth. Compare and contrast your research to the story Annabeth told in chapter 10. Was Annabeth’s point of view the same as the narrations you researched? State the point of view (first- or third- | **Vocabulary**
- propaganda
- eternal
- impulsive
- melancholy
- obscures
- hyperventilating

Medusa and Athena
<table>
<thead>
<tr>
<th>RL.4.1</th>
<th>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</th>
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<tbody>
<tr>
<td></td>
<td><strong>The Lightning Thief</strong> Chapter 11 <strong>Analysis</strong> Describe what Percy did with Medusa’s head at the end of chapter 11. Why do you think he did this? <strong>Vocabulary</strong> faltered, shrill, scornfully, aroma, cherish, groggy, trance, impertinent</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>RL.4.1</th>
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<tr>
<td>RL.4.3</td>
<td>Describe in depth a character, setting, or even in a story or drama, drawing on specific details in the text</td>
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<tr>
<td>RL.4.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</td>
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</tbody>
</table>
| L.4.1 (a,b,d,f,g) | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
  a. Use relative pronouns (who, whose, whom, which, that) and |

| **Section Three: December 1-5, 2014**  **Chapters 12-17** | **Purpose for Reading**  
“Read to find out what challenges Percy, Annabeth, and Grover face as they continue their quest.” Students will use their Reading Journals to record their purpose for reading and take notes on what they discover, predict/confirm, learn, etc., as they read.  
**Textual Analysis**  
In Homer’s Odyssey, Odysseus’s men arrive on the island of the Lotus-Eaters, where they eat the fruit and flowers of the lotus plant. The food makes them forget their homes and their mission. They want to stay on this island forever. Because of this story, the lotus has become a symbol of forgetfulness. How is this story from Ancient Greece and the symbolism of the lotus related to the events of Chapter 16? **Academic Vocabulary** Symbol, Literary Vocabulary Compelled, Deception, Influence, Proposition, Revelation |

| **Phrases in Greek Mythology**  **Powerpoint** | **Poseidon, Athena, and Medusa** TLI CORE Unit Guide | **The Learning Odyssey/Compass Learning** |
relative adverbs (where, when, why).

b. Form and use the **progressive** (e.g., I was walking; I am walking; I will be walking) **verb tenses**.

d. Order **adjectives** within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

f. Produce **complete sentences**, recognizing and correcting inappropriate **fragments and run-ons**.

Correctly use **frequently confused words** (e.g., to, too, two; there, their).

**L.4.5 (a,b)**

Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**.

a. Explain the meaning of simple **similes and metaphors** (e.g., as pretty as a picture) in context.

b. Recognize and explain the meaning of common **idioms, adages, and proverbs**.

c. Demonstrate understanding of words by relating them to their opposites **(antonyms)** and to words with similar but not identical meanings **(synonyms)**.

Grover suggests that Percy mailed Medusa’s head to Olympus to please Poseidon. What is Percy’s response? What do you think Grover means when he replies by saying, “Whatever’?
Other standards taught:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Extended Text: <em>The Lightning Thief</em> Mini-Lesson</th>
<th>Language and Routine Writing in “My Reading Journal”</th>
<th>Related Resources Vocabulary</th>
</tr>
</thead>
</table>
| **RL.4.1**-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | *The Lightning Thief* Chapter 12 | **Analysis**
Describe the place Percy sees in his dream. What terrible realization does Percy make toward the end of the dream? What does the voice want from him? | **Vocabulary**
- Indignantly
- Nostalgic
- Despair
- Chasm
- Treacherous
- Paralyzed |
| **RL.4.3**-Describe in depth a character, setting, or even in a story or drama, drawing on specific details in the text. | **Mini-Lesson**
Explain to students that an author’s style is the way he or she uses language. Two authors could tell the same story, but words they use and the way they arrange the words into sentences would be very different. | **Describe the fight at the Arch.** What message does the woman in the water bring to Percy? What is her warning? | |
<p>| <strong>RL.4.6</strong>-Compare and contrast the | | | |</p>
<table>
<thead>
<tr>
<th><strong>Point of View</strong></th>
<th><strong>Author's Style</strong></th>
<th><strong>Other Standards Taught</strong></th>
<th><strong>Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
<td>The author's style includes sentence structure, sentence length, word choice and the use of humor. Read excerpts of different mentor texts to analysis author's style.</td>
<td>RL.4.6, W.4.4, W.4.10</td>
<td>Veered, Decreased, Skeptically, Quivered, Temperamental, Defunct, Marooned, Vicious, Complicated, Submerged, Subsiding</td>
</tr>
<tr>
<td><strong>Other Standards Taught:</strong> L.4.6, W.4.4, W.4.10</td>
<td><strong>Mini-Lesson: Word Choice</strong></td>
<td><strong>Analysis</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **RL.4.3** Describe in depth a character, setting, or even in a story or drama, drawing on specific details in the text. | The Lightning Thief
Chapter 15 | Annabeth says, “Even strength has to bow to wisdom.” Do you think that is true? Would you rather be exceptionally strong or exceptionally wise? Why? |
| **RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | **Vocabulary** |
| **LP.4.3.1i** Produce simple, compound, and complex sentences | **Mini-Lesson: Word Choice** | **Writing** |
| **Other Standards Taught:** L.4.6, W.4.4, W.4.10 | **Analysis** | In writer’s workshop, students will apply word choice mini-lesson strategies to their writing by adding vivid adjectives and sentence combination. |
| **Guided Practice** | **Vocabulary** |
| Pass out the picture cards and Vis-à-Vis markers. Have students work in | **Vocabulary** |
| | **Vocabulary** |

- Veered
- Decreased
- Skeptically
- Quivered
- Temperamental
- Defunct
- Marooned
- Vicious
- Complicated
- Submerged
- Subsiding
small groups to generate specific verbs that tell about the action in the pictures. Ask students to write the verbs on the cards. After about ten minutes, share the pictures and verbs orally.

1. Have students explain which words they like best and why. Remind them to write their favorite words on their Awesome Action Words sheet. This list will be a useful resource for students to use later. They may keep these lists in their working writing folders.

2. Review by reminding students that our favorite authors use good, strong verbs. Writers use specific verbs to make stories interesting and vivid.

Follow-up activities
- Have students post their Awesome Action Words on a classroom bulletin board or poster, and regularly add new words.
- Have students change the meaning of a sentence in their writing by substituting a synonym with a slightly different shade of meaning.

**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing

<table>
<thead>
<tr>
<th>The Lightning Thief Chapters 16, 17</th>
<th>Describe the entrance to the Underworld. If you were standing in that line, would you rather choose EZ</th>
</tr>
</thead>
</table>

**Vocabulary**
- Sarcastic
- Defenseless
inferences from the text.

Death and go straight to Asphodel, or risk being judged for your actions on earth? Why?

In chapter 18, Grover says, “Most people, well, they just lived. Nothing special, good or bad.” Do you think this is true? Do you think people are good by nature, or bad, or just neutral? Explain your answer.

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</tr>
</thead>
<tbody>
<tr>
<td>RL.4.4</td>
<td>Section 4: December 8-12, 2015 Chapters 18-22</td>
<td>Purpose for Reading “Read to find out the identity of the Lightning Thief.” Students may use their Reading Journals to record the purpose for reading and take notes on what they discover, predict/confirm, learn, etc., as they read.</td>
<td>Academy Vocabulary • Communicate Literary Vocabulary • Predicament • Pretense • Restrained • Sacrifice • Tragic</td>
</tr>
<tr>
<td>L.4.5 (a,b)</td>
<td>Mini-lessons: • Plot • Figurative Languages • Idioms, Adages, and Proverbs</td>
<td>Textual Analysis</td>
<td></td>
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Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

After meeting Poseidon, Percy tells Annabeth, “If he’d tried to apologize, or told me he loved me, or even smiled—that would have felt fake. Like a human dad, making some lame excuse for not being around.” Does this statement reveal a positive or negative attitude toward Poseidon, or both? Explain.

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</thead>
<tbody>
<tr>
<td>RL.4.1</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Literary Analysis: What terrible choice faces Percy when he decides to use the pearls? Would you have made the same choice he does? Why or why not?</td>
<td>Vocabulary</td>
</tr>
<tr>
<td></td>
<td><em>The Lightning Thief</em> Chapter 19</td>
<td></td>
<td>• Eons</td>
</tr>
<tr>
<td></td>
<td><em>Chapter 19 Close Read</em> (will be deleted soon)</td>
<td></td>
<td>• Grotesquely</td>
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<td></td>
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<td>• Charisma</td>
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<td></td>
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<td>• Arrogant</td>
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<td></td>
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<td>• Ultimatum</td>
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<td>• Defy</td>
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<td></td>
<td></td>
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<td>• yield</td>
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**RL.4.2** - Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**RL.4.5** - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

**RL.4.9** - Compare and contrast the treatment of similar themes and topics and patterns of events in

<table>
<thead>
<tr>
<th><strong>The Lightning Thief</strong></th>
<th><strong>Literary Analysis</strong></th>
<th><strong>Vocabulary</strong></th>
</tr>
</thead>
</table>
| Chapter 20              | Percy shows a lot of courage in chapter 20 as he faces Ares in battle. He also has had to watch some of his dreams die as he has followed the course of his quest. Compare and contrast the theme of the poem “Sometimes” with the theme in chapter 20 of the text. Include the views of both texts regarding courage, overcoming hardships, unfulfilled | • distress  
• impeding  
• morphed  
• spectators  
• deflected |
<p>| Poem “Sometimes”        | by Unknown Author    | <em>Sometimes</em>   |
| Mini-lesson             | Read the poem “Sometimes” with the students. Discuss the theme of the poem. | <em>Poetry Terms</em> |
|                         |                      |               |</p>
<table>
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<th>Language and Routine Writing in “My Reading Journal”</th>
<th>Related Resources Vocabulary</th>
</tr>
</thead>
</table>
| **RL.4.1**-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | *The Lightning Thief* Chapter 21 | Literary Analysis  
Describe Percy's meeting with his father. On page 341, Percy says, “In a strange way, I was glad that Poseidon was so distant”. Does this make sense to you? Explain your answer. | Vocabulary  
- Ruptured  
- Evade  
- Banished  
- Restrained  
- contemplating |
<table>
<thead>
<tr>
<th>Standards</th>
<th>Short Texts: Mini-Lessons</th>
<th>Routine Writing</th>
<th>Related Resources and Vocabulary</th>
</tr>
</thead>
</table>
| **RL.4.4**-Determine the **meaning of words and phrases** as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | **TLI Related Reading Guide** p.1-3 Background Resources: (Websites) “Ancient Greeks: Gods and Heroes,” “Help Wanted in Ancient Greece,” “Kronos Dethroned,” “Who’s Who of Greek Gods,” | **TLI Related Reading Guide** SAS p.59 Write one paragraph comparing the point of view used in the three stories with point of view used in The Lightning Thief. Write a second explaining the strengths of each point | Vocabulary
  - devising
  - unanimous
  - rummaged
  - vengeance
  - bided |
| **RL.4.9**-Compare and contrast the treatment of similar **themes and** |  |  |  |
**Topics** (e.g., opposition of good and evil) and **patterns of events** (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**L.4.5 (a,b)**
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple **similes and metaphors** (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common **idioms, adages, and proverbs**.

Other standards taught:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Short Texts: Mini-Lessons</th>
<th>Routine Writing</th>
<th>Related Resources and Vocabulary</th>
</tr>
</thead>
</table>
| **RL.4.1** | **TLI Related Reading Guide**, p.17-21 | **TLI Related Reading Guide**, p.60-61, 63, Answer comprehension questions as quick writes. | Literary Vocabulary  
- inherit  
- hoist  
- victims  
- sacrifices  
- cunning  
- insatiable  
- gore  
- corridors |
| “A Map of String”  
“**The Myth of The Minotaur**” | **Mini-Lessons:**  
- Metaphor  
- Simile  
- Drama  
- Narrative | **Analysis**  
A metaphor is a comparison of two different things that says, “______ is _______.” For example, we might say that a cute child is a “little angel” or |  

- “Theseus and The Minotaur”  
“**The First Wings**”  
“Pluto, Grimm Lord of the Underworld” |
in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**RL.4.9** - Compare and contrast the treatment of similar **themes and topics** (e.g., opposition of good and evil) and **patterns of events** (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**L.4.5 (a,b)**
Demonstrate understanding of **figurative language**, **word relationships**, and **nuances in word meanings**.

- Explain the meaning of simple **similes and metaphors** (e.g., as pretty as a picture) in context.

- Recognize and explain the meaning of common **idioms, adages, and proverbs**.

Other standards taught:
RF 4.3, L.4.4-4.6, RL.4.10, RL.4.10, W.4.8-10

<table>
<thead>
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<tbody>
<tr>
<td><strong>RL.4.1</strong> - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>TLI Related Reading Guide, p. 23-28 &quot;Head Over Hooves&quot; &quot;A History Mystery: The Bull Leapers of Knossos&quot;</td>
<td>TLI Related Reading Guide, p. 64-67 Writing</td>
<td>Vocabulary</td>
</tr>
<tr>
<td><strong>RL.4.3</strong> - Describe in depth a character, setting, or even in a story or drama, drawing on specific details in the text</td>
<td>Mini-Lessons: • Sidebars • Idioms</td>
<td></td>
<td>• execute • scholar • variation • anatomically • feat • deciphered • fantastic</td>
</tr>
</tbody>
</table>
**L.4.1 (a,b,d,f,g)**- Demonstrate command of the conventions of standard English *grammar and usage* when writing or speaking.

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<tbody>
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<td>a.</td>
<td>Use <strong>relative pronouns</strong> (who, whose, whom, which, that) and relative adverbs (where, when, why).</td>
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<td>b.</td>
<td>Form and use the <strong>progressive</strong> (e.g., I was walking; I am walking; I will be walking) <em>verb tenses</em>.</td>
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<tr>
<td>c.</td>
<td>Use <strong>modal auxiliaries</strong> (e.g., can, may, must) to convey various conditions.</td>
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<td>d.</td>
<td>Order <strong>adjectives</strong> within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</td>
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<td>e.</td>
<td>Form and use <strong>prepositional phrases</strong>.</td>
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<tr>
<td>f.</td>
<td>Produce <strong>complete sentences</strong>, recognizing and correcting inappropriate <em>fragments and run-ons</em>.</td>
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<tr>
<td>g.</td>
<td>Correctly use <strong>frequently confused words</strong> (e.g., to, too, two; there, their).</td>
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**L.4.3 (a)**- Use *knowledge of language* and its *conventions* when writing, speaking, reading, or listening.

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<tbody>
<tr>
<td>a.</td>
<td>Choose words and phrases to</td>
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- Similes
- Metaphors
- Point of View
convey ideas precisely.

**L.4.5 (a,b)**
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

Other standards taught:
W.4.1, W.4.2, W.4.8-4.10, RF.4.3, RF.4.4, RI.4.1, RI.4.2, RI.4.4, RI.4.7-10, L.4.4-4.6

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| **RL.4.1**-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | **TLI Related Reading Guide**, p. 31-34
“Flash!! Lightning Lore”
“What Are the Odds?: Lightning”
“Anatomy of a lightning stroke”
**Mini-lessons**
- Interactive Graphics
- Text features
- Narrative | **TLI Related Reading Guide**, p. 67-77
Narrative Writing Task p.77
**Purpose for Reading**
“Read to learn what ancient myths say about the origins of lightning and thunder” Students will respond in their Reading Journals | Vocabulary
- Awesome
- Supreme
- Pitching
- Hurl
- Bombard
- Odds
- Volts |
traditional literature from different cultures.

**L.4.1 (a,b,d,f,g)**Demonstrate command of the conventions of standard English *grammar and usage* when writing or speaking.

a. Use **relative pronouns** (who, whose, whom, which, that) and relative adverbs (where, when, why).

B. Form and use the **progressive** (e.g., I was walking; I am walking; I will be walking) **verb tenses**.

C. Use **modal auxiliaries** (e.g., can, may, must) to convey various conditions.

d. Order **adjectives** within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

e. Form and use **prepositional phrases**.

f. Produce **complete sentences**, recognizing and correcting inappropriate **fragments and run-ons**.

g. Correctly use **frequently confused words** (e.g., to, too, two; there, their)

**L.4.3 (a)**Use **knowledge of language** and its **conventions** when writing, speaking, reading, or listening.

b. Choose words and phrases to **convey ideas** precisely.

**L.4.5 (a,b)**
Demonstrate understanding of

“Based on what you see and read in the interactive graphic, what is the purpose of the tree in the formation of a lightning stroke.”

- Literally
- Precautions
- Anatomy
- Stepped Leader
- Streamer
- Charge
- Attraction
- Resistance
- Circuit
- surge
figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of simple **similes and metaphors** (e.g., as pretty as a picture) in context.

b. Recognize and explain the meaning of common **idioms, adages, and proverbs**.

**Other standards taught:**
RF.4.3, RF.4.4, RI.4.1-5, RI.4.7, RI.4.10, L.4.4-4.6, W.4.1, W.4.9, W.4.10

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<td><strong>RL.4.1</strong></td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td><strong>TLI Related Reading Guide</strong>, p. 39-43 From “History of the Peloponnesian War” “The Plague of Athens-The Illness that Helped End the Peloponnesian War”</td>
<td><strong>Literary Vocabulary</strong></td>
</tr>
<tr>
<td><strong>RL.4.2</strong></td>
<td>Determine a theme of a story, drama or poem from details in the text; summarize the text.</td>
<td><strong>TLI Related Reading Guide</strong>, p. 72-77 Students will respond to comprehension questions as quick writes.</td>
<td>• inflammation</td>
</tr>
<tr>
<td><strong>RL.4.3</strong></td>
<td>Describe in depth a character, setting, or event in a story or drama,</td>
<td><strong>Purpose for Reading</strong> “Read to find out one good thing about the plague of Athens” Students will respond in their Reading Journals.</td>
<td>• suffused</td>
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<tr>
<td></td>
<td><strong>Mini-lessons:</strong></td>
<td></td>
<td>• fetid</td>
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<tr>
<td></td>
<td>• Summarizing</td>
<td></td>
<td>• abated</td>
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<td>• Inferences</td>
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<td>• livid</td>
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<td>• pustules</td>
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<td>• cistern</td>
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<td>• assuaged</td>
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<td></td>
<td></td>
<td></td>
<td>• induced</td>
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drawing on specific details in the text.

**L.4.1 (a,b,d,f,g)** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **a.** Use *relative pronouns* (who, whose, whom, which, that) and relative adverbs (where, when, why).
- **B.** Form and use the *progressive* (e.g., I was walking; I am walking; I will be walking) verb tenses.
- **c.** Use *modal auxiliaries* (e.g., can, may, must) to convey various conditions.
- **d.** Order *adjectives* within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- **e.** Form and use *prepositional phrases*.
- **f.** Produce *complete sentences*, recognizing and correcting inappropriate fragments and run-ons.
- **g.** Correctly use *frequently confused words* (e.g., to, too, two; there, their).

**L.4.3 (a)** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **h.** Choose words and phrases to
**convey ideas** precisely.

**L.4.5 (a,b)**
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

  a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

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**Other standards taught:**

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</thead>
</table>
| **RL.4.2** | Mini-lessons:  
  - Writing a research paper  
  - Exploring and selecting topics  
  - Documentation  
  - Taking Notes | | |
| **RL.4.3** | | | |
**RL.4.4** Determine the **meaning of words and phrases** as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**RL.4.7** Make connections between the **text of a story or drama and a visual or oral presentation** of the text, identifying where each version reflects specific descriptions and directions in the text.

**L.4.1 (a,b,d,f,g)** Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking.

a. Use **relative pronouns** (who, whose, whom, which, that) and relative adverbs (where, when, why).

b. Form and use the **progressive** (e.g., I was walking; I am walking; I will be walking) **verb tenses**.

   a. Use **modal auxiliaries** (e.g., can, may, must) to convey various conditions.
   
   b. Order **adjectives** within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

   c. Form and use **prepositional phrases**.

   d. Produce **complete sentences**, recognizing and correcting inappropriate **fragments and run-ons**.
e. Correctly use frequently confused words (e.g., to, too, two; there, their).

L.4.3 (a)-Use knowledge of language and its conventions when writing, speaking, reading, or listening.

f. Choose words and phrases to convey ideas precisely.

Other standards taught:
RI.4.3, RI.4.7, L. 4-7, RL.4.10, W.4.3-4.10, L.4.2, L.4.6

**Writer’s Workshop: Performance Task/Research Project (7-10 days)**

<table>
<thead>
<tr>
<th>PERFORMANCE TASK</th>
<th>PLANNING</th>
<th>DRAFTING</th>
<th>REVISING/EDITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLI Related Reading Guide, pps. 46-51</td>
<td>Explore topics (1 Day)</td>
<td>Write a Rough Draft (1 Day)</td>
<td>Edit and Revise/Peer-Teacher Review (1-2 days)</td>
</tr>
<tr>
<td>As part of a group, students will research one of the well-known Greek myths. The group will write the myth after reading two or more versions and present it to the class in</td>
<td>Divide students into groups and assign each group one of the well-known Greek myths from the list in TLI Related Reading Guide, p. 46. Direct students to read at least two</td>
<td>After students have recorded their information, have them organize the information in some logical fashion. Write the draft of the myth. Be sure to review the TLI Scoring Rubric with</td>
<td>Have students read their first drafts. Does the new version of the myth include all the information needed to tell the story? Students might also</td>
</tr>
</tbody>
</table>
a creative way. The research project should include conducting research, taking notes, and providing a Bibliography, a final paper and a presentation. As part of a group, conduct a research project comparing versions of a Greek myth. After reading two or more versions, the group will write their own version of the myth and present it to the class in a creative way. Teachers will need to coordinate time for library research, access to school computers, and home computers.

<table>
<thead>
<tr>
<th>versions of the myth.</th>
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</table>

**Gather information/take notes in computer lab/library (1-2 Days)**

Students will gather information from reliable sources. Suggest that students use reputable websites, such as an .edu, .gov, or .org site. They can also use books and magazine articles. Information for the research project can come from various media, including websites, books, newspapers or magazine articles.

**Focus the Central Idea for the Research Report**

Once each group has two versions of the selected myth, they will create a third version based on what the versions have in common and, where versions differ. Each group will decide how they want to present their version of the myth, such as a play or puppet show, powerpoint presentation, video, webpage, poem, or poster.

**Take Notes (1-2 Days)**

Have students take notes as they read. Remind them to paraphrase the information and record it on note cards. The should include several important quotations and be sure to use quotation marks correctly. Source information should include basic bibliographic information, such as author, title, city of publication, the publisher, the year of publication, and page numbers for specific pieces.

<table>
<thead>
<tr>
<th>students.</th>
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</table>

**Proofread**

After students have revised their story, have them proofread their writing. They should look for and correct any errors in spelling, capitalization, punctuation, and grammar.

**Make a Clean Copy**

After students have finished revising and proofreading, have them make a clean copy. If possible, students should create the final copy using a keyboard.

**Display or Present (1-2 Days)**

Students may present the information to their classmates in one of the forms listed previously.
of information. Source information for a web site should include the title; the author and sponsor, if given, the home page; and the date accessed.

| WRITING WORKSHOP  
(Management, Conventions, Process  
Mini Lesson Ideas) | NARRATIVE WRITING MINI LESSON  
 IDEAS | OPINION WRITING  
 MINI LESSONS | RELATED RESOURCES |
|---------------------------------------------------------------|---------------------------------|------------------|------------------|
| Establish a writing routine: For guidelines, refer to “Guiding Readers and Writers: Chapter 5: Developing Accomplished Writers” by Irene Fountas and Gay Su Pinnell | Writing an ending for narrative  
Tells students, “I’m going to read you an example of an imaginative narrative. It is called *Ghost Hour’s, Spook’s Hour.*” Read the story to the climax (“‘Help!’, the blob yelled”). Stop reading, close the book, and | Fact and Opinion  
Define fact and opinion. Facts can be all or some of the following: can be proven, real for all people and places, can be duplicated, can be observed, historical, or 100 percent true. Opinions refer to a particular person’s (or group’s) feeling, | ending a narrative writing  
Learnnc: facts and opinions |
| The writer’s workshop: For guidelines, | | | |
Writing an introduction
Discuss the purpose of an introduction. Have a student introduce himself to the class. What kinds of things would an introduction include? Read an exciting opening paragraph from a novel or short story. What about this paragraph makes you want to continue to read?
Introduce the term “hook” and its purpose of hooking the reader’s interest so that they want to read more.
Review the term “key words” in a prompt.
Give several techniques by using the Techniques That Will Hook your Readers worksheet:
- dialogue
- a question
- a vivid description
- an interesting fact
- sound effect
Use the overhead to show examples of children’s level 4 writing. Have the students try to locate the hook and identify the technique that was used.
Display a narrative prompt. Have the students identify key words in the prompt.
Students should choose a technique for hooking their readers and write only the introduction for a narrative based on the given prompt. Have them underline the hook and circle any key

Narrowing your topic
Display the top portion of the transparency. For each numbered choice, let students select which choice would be the best one for a story with one main event. Students may indicate their choices with a thumbs-up or thumbs-down signal as the teacher reads each choice. Correct responses include:
1. The Scary Roller Coaster Ride
2. Getting Lost at the Fair
3. Winning the Sack Race
Discuss the reasons for the selections.

Learnnc: narrowing your topic

<table>
<thead>
<tr>
<th>Thought, judgment, belief, estimate, and/or anything that is not 100 percent true and can’t be proven. Have students distinguish between facts and opinions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o All people must breathe to live.</td>
</tr>
<tr>
<td>o All people love basketball.</td>
</tr>
<tr>
<td>o Blue is the best color.</td>
</tr>
<tr>
<td>o He is stupid.</td>
</tr>
<tr>
<td>o Abraham Lincoln was a United States president.</td>
</tr>
<tr>
<td>o North Carolina is a southern state.</td>
</tr>
<tr>
<td>o I don’t like broccoli.</td>
</tr>
<tr>
<td>o Fire needs oxygen to burn.</td>
</tr>
<tr>
<td>o Pizza tastes great.</td>
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<td>o Most people have two arms and legs.</td>
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</tbody>
</table>

Ask students to identify books where facts can be found (encyclopedia, dictionary, almanac, atlas, text books, Guinness Book of World Records, etc.). Ask students to identify books where opinions can be found. (Autobiographies, self-help books, novels, journals, etc.) Students should distinguish which parts of a newspaper are factual and which are opinion. Ask them to identify the following:

| O letters to the editor |
| o restaurant reviews |
| o sports scores |
| o weather prediction |
| o birth announcements |
| o rainfall measurements |
| o advice columns |
In small groups have the students read their introductions aloud. Have the group members try to identify the hook and the technique that was used (there may be more than one technique used in the paragraph). Use more than one prompt and have students vary the techniques used for writing their hook. Introductions are kept in the writing folder as works in progress to be completed as further steps in the writing process are taught.

<table>
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<th>Point of View</th>
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<td>Writing a closing</td>
<td>Personal Narrative Writing</td>
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<td>Using the word wall</td>
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<td>Using a journal to get ideas</td>
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<td>Graphic organizers</td>
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<tr>
<td>Using simple, compound and complex sentences</td>
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<td>Using quotations</td>
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<td>Writing for Your audience</td>
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<td>Writing on demand</td>
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<td>Text forms</td>
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<td>Reference materials</td>
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<td>Greek root words</td>
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<td>Using indentations to signal paragraphs</td>
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<td>Develop writing stamina</td>
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<td>Turn and talk- sharing with peers and receiving feedback</td>
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<td>Workshop Expectations</td>
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<td>Peer Sharing</td>
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</table>

- astrology reports
- obituaries
- calendar of events
- wedding announcements
- movie reviews

Cut out newspaper and magazine advertisements and separate facts and opinions. Students will be amazed to recognize that 99 percent of ads are opinions. Have students write a list of their opinion about various topics. Tell them they will keep this in their writing journal and will use later for ideas for writing. For complete lesson refer to link in related resources column.