Grade 4 – *The Lightning Thief*

Companion Resources for the ELA Guidebooks
for Students with Significant Cognitive Disabilities

This past year, the Department created the Companion Resources for the ELA Guidebooks for Students with Significant Cognitive Disabilities to facilitate access and opportunity with a high-quality curriculum, improve professional learning between content area specialists and expert teachers of special education teachers, and increase options for students with the most complex needs to participate in an inclusive and least restrictive environment.

The Companion Resources are available for the 2020-2021 academic year in DRAFT form. For teachers/ schools/ systems choosing to use these Companion Resources, the Department requires you to complete a survey so that we may track implementation and solicit your feedback along the way. Thus, if you have not already, please complete the survey found at the link below.

The Companion Resources are now available in DRAFT form for teachers, schools, and systems to pilot during the 2020-2021 academic year. Please complete the brief survey linked below so that the Department can track implementation and solicit feedback in order to improve the quality of the Companion Resources.

Happy piloting!

***

We are also including related links to support your introduction to and use of the Companion Resources:

[ELA Companion Resources Survey](#)

[Training: Students with Significant Cognitive Disabilities: Companion Resources for the ELA Guidebooks, Teacher Leader Summit 2020](#)

[Guidance for Accessing and Adapting Grade-Level Text](#)

Grade 4, Unit 3 - *The Lightning Thief*

	Unit Overview	
Grade	Fourth	**Modified Unit Overview**
Guidebook Text	*The Lightning Thief*	Original and adapted versions of *The Lightning Thief*
Unit Description	We will read *The Lightning Thief* by Rick Riordan and a series of related literary texts to explore the question: *How do myths and elements of Greek mythology influence society today?* We will express our understanding through an essay that analyzes how the thoughts, words, actions of the main character, Percy, reveal a quest motif.	Students with significant cognitive disabilities will have access to both the original and adapted versions of *The Lightning Thief* by Rick Riordan to explore the question: *How do myths and elements of Greek mythology influence society today?* To address this question, students will create a permanent product in response to the question: how does the quest motif "show up" in *The Lightning Thief*?
Essential Question	*How do myths and elements of Greek mythology influence society today?*	*How do myths and elements of Greek mythology influence society today?*
Culminating Task	Students write a multiparagraph essay in response to the prompt: Explain how the quest motif is part of *The Lightning Thief*. Describe Percy's goal, the challenges he faces, and how he changes along the way. To complete this task: ● Identify the elements of a quest. ● Match each element of a quest to *The Lightning Thief*. ● Locate examples from the text to illustrate how Percy and his friends use their knowledge of mythological gods and their actions to help them on their quest. Write a multiparagraph essay that demonstrates an understanding of the text and uses proper grammar, conventions, spelling, and grade-appropriate words and phrases. Include examples of how	Create a permanent product in response to the question: how does the quest motif "show up" in *The Lightning Thief*? In order to do this, students will: ● Identify the elements of a quest in Greek mythology ● Identify and describe the quest/task Percy is faced with ● Create a timeline sequencing key details of the quest events in chronological order (using challenges as well as key details from the text) ● Describe a challenge he faces ● Describe how he is changed by the challenge ● Match each element of a quest in Greek mythology to elements of Percy's journey in *The Lightning Thief* ● Show how the thoughts, words, and actions of the main character, Percy, reveal the elements of Greek mythology

	Percy and his friends use their knowledge of mythological gods and their actions to help them on their quest. Use linking words (e.g., *another*, *for example*, *also*, *because*) to link ideas.	Your permanent product should clearly articulate the elements of a quest and connect them to Percy's own journey in *The LIghtning Thief.* Be sure to demonstrate an understanding of the text and support your ideas with evidence from it. Use linking words (e.g., *another*, *for example*, *also*, *because*) to link ideas whenever possible. **LC.RL.4.9b** Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Sections & Lessons	*10 sections, 40 lessons total*	31 Lessons total

Assessment Overview		
Guidebook Assessment		**Modified Assessment Overview**
Culminating Writing Task	Students write a multiparagraph essay in response to the prompt: Explain how the quest motif is part of *The Lightning Thief*. Describe Percy's goal, the challenges he faces, and how he changes along the way. To complete this task: ● Identify the elements of a quest. ● Match each element of a quest to *The Lightning Thief*. ● Locate examples from the text to illustrate how Percy and his friends use their knowledge of mythological gods and their actions to help them on their quest. Write a multiparagraph essay that demonstrates an understanding of the text and uses proper grammar, conventions, spelling, and grade-appropriate words and phrases. Include examples of how Percy and his friends use their knowledge of mythological gods and their actions to help them on their quest. Use linking words (e.g., *another*, *for example*, *also*, *because*) to	● Culminating writing task directions ● Exemplar student response ● Grade 4-5 writing rubric	Create a permanent product in response to the question: how does the quest motif "show up" in *The Lightning Thief*? In order to do this, students will: ● Identify the elements of a quest in Greek mythology ● Identify and describe the quest/task Percy is faced with ● Create a timeline sequencing key details of the quest events in chronological order (using challenges as well as key details from the text) ● Describe a challenge he faces ● Describe how he is changed by the challenge ● Match each element of a quest in Greek mythology to elements of Percy's journey in *The Lightning Thief* ● Show how the thoughts, words, and actions of the main character, Percy, reveal the elements of Greek mythology Your permanent product should clearly articulate the elements of a quest and connect them to Percy's own journey in *The LIghtning Thief.* Be sure to demonstrate an understanding of the text and support your ideas with evidence from it. Use linking words (e.g., *another*, *for example*, *also*, *because*) to link ideas whenever possible. **LC.RL.4.9b** Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

	link ideas.		
Cold-Read Task	Students read "Atalanta's Race." Then students answer a combination of questions.	● Assessment ● Answer key ● Answer sheet ● Narrative writing rubric	*This will be optional.*
Extension Task	Students select a mythological character and research his or her stories. Then students write and publish an explanation of how the character is a part of our lives today and create a presentation of their findings.	● Extension task directions ● Exemplar student response ● Presentation rubric ● Grade 4-5 writing rubric	*This will be optional.*

Section Overview		
Section Number	Section 1	● **Modified Section Overview**
Description	The Lightning Thief	Original text and adapted versions of *The LightningThief*
Assessment	Students write a response to the question: "Is Heracles a hero?" **Culminating task connections:** Students demonstrate their understanding of the connections between a hero and a quest. This prepares students to understand elements of a quest. Students also demonstrate their ability to develop a claim, use examples, quotes, and evidence from the text, develop a concluding statement that restates the claim, and use conventions to produce clear writing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student explain that Heracles was on a quest? ● How well does the student list the elements of a myth by using evidence from "The Face in the Pool" and "Heracles"? **Writing/ELA Skill Look Fors:** ● How well does the student provide evidence such as details and examples from the text in order to describe a character? ● How well does the student provide evidence such as details and examples from the text?	Students write a paragraph to answer the question, "Is Heracles a hero?" by describing characteristics of Heracles (e.g., strong, courageous), the quests and hardships he experienced, and his accomplishments. **Culminating task connections:** Students demonstrate their understanding of the connections between the traits of a hero and a quest - a long or difficult search for something. This prepares students to understand the elements of a quest. Students also demonstrate their ability to develop a claim using details, examples, quotes, and evidence from the text and provide a concluding statement that restates the claim. This prepares students to write short paragraphs to develop an argument using basic conventions to produce clear writing. **Reading/Knowledge Look Fors:** ● How well does the student explain that Heracles was on a quest? ● How well does the student match provided elements of a myth to "The Face in the Pool" and/or "Heracles"? **Writing/ELA Skill Look Fors:** ● How well does the student provide text-based evidence including details and examples to describe a character?

Section Length	4 lessons		3 lessons
Additional Supports for Diverse Learners	Before the Section:	During the Section:	**Additional Supports for SWSCDs** ● Original and adapted versions of *The Lightning Thief* ● Louisiana Connectors ● Essential Elements Cards - Grades 3-5 Literature ● Student Response Modes - ELA ● Videos (e.g., Let's Set the Context videos) or audio versions of the text. ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response
	The Supports Flow Chart includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	Lesson 1: Introduction to Mythology	**Modified Lesson Overview**
Description	In this lesson, students read "The Face in the Pool" from *Favorite Greek Myths* and begin to identify the elements of a myth. Students then determine the meaning of unknown words and begin to create a vocabulary display. Students also determine the sequence of major events in the text.	In this lesson, students read "The Face in the Pool" from *Favorite Greek Myths* and as needed, an adapted version to identify the elements of a myth. ● Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama (LC.RL.4.1b). ● Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 4 topic or subject area (LC.RL.4.4). ● Refer to details and examples in a text when explaining what the text says explicitly (LC.RL.4.1a).
Let's Express Our Understanding	Independently complete the sequence of events chart.	Complete a sequence of events chart.
Lesson Look-Fors	● Can students make a connection between Narcissus' actions and how it shows that he is conceited? ● Can students describe in depth a character drawing on specific details in the text?	● Can students identify how Narcissus' actions show his conceit? ● Can students match evidence of character traits from the text to a specific character?
Text(s)	"The Face in the Pool" from *Favorite Greek Myths*	"The Face in the Pool" from *Favorite Greek Myths*
Materials	**Lesson Materials:** ● "Face in Pool" Sequence of Events chart ● Semantic mapping template ● Reading Log ● Conversation stems	**Possible Supports During the Lesson:** ● choral reading or echo reading ● Transitions learning tool ● Evidence sentence starters learning tool

Additional Supports for SWSCDs:

● Original and adapted version of *"The Face in the Pool" from Favorite Greek Myths*
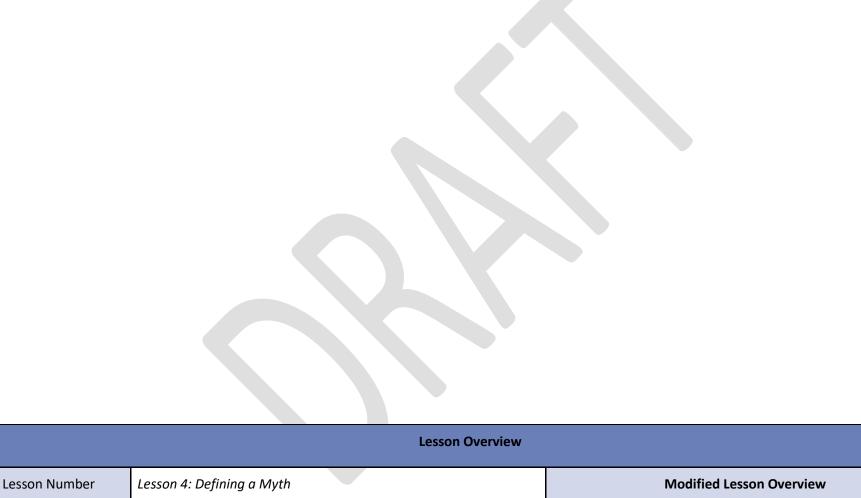● Student Response Modes
● Adapting Lesson Plans

| | learning tool | ● Guided questions | ● [Diverse Learners Guide](#)
● Images, phrases, sentences representing key concepts covered in the lesson
● Vocabulary words and student-friendly definitions
● Essential Elements Cards—[Grades 3-5 Literature](#) (LC.RL.4.1b):
  ○ Read aloud texts
  ○ Paper and crayons
  ○ Interactive white board
  ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)
  ○ Graphic organizers
  ○ Highlighted text
  ○ Preview of the text, illustrations, and details, frontloading
  ○ Pictures, objects, or tactile representations to illustrate the key details
  ○ Sentence strips that reflect text from the story that supports the key details
  ○ Videos or story boards/cards of the story for visual supports
  ○ Picture icons on graphic organizers to support non-readers and visual learners
  ○ Peer support, collaborative grouping
  ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding |

Lesson Overview		
Lesson Number	Lesson 2: Introduction to Mythology, Continued	**Modified Lesson Overview**
Description	In this lesson, students reread "The Face in the Pool" from *Favorite Greek Myths* and describe the main characters. Students then identify and explain the meaning of similes used in the text. Students also determine the theme of the text.	This lesson is optional.
Let's Express Our Understanding	Choose either Narcissus or Echo and write a paragraph describing the character. ● Be certain to introduce the topic and develop the topic with examples, quotes, and evidence from the text. ● Use the character's thoughts, words, and actions to support your description.	
Lesson Look-Fors	● Can students explain how Narcisse's thoughts, words, and actions make Narcisse a conceited, self-absorbed character who only thinks about himself? ● Can students describe in depth a character drawing on specific details in the text?	
Text(s)	"The Face in the Pool" from *Favorite Greek Myths*	
Materials	Lesson Materials: ● Mythological characters organizer handout ● Reading log ● paired/partner reading ● Conversation stems learning tool	Possible Supports During the Lesson: ● Transitions learning tool ● Evidence sentence starters learning tool ● Guided questions	

Lesson Overview		
Lesson Number	Lesson 3: The Myth of Heracles	**Modified Lesson Overview**
Description	In this lesson, students read "Heracles" *from D'Aulaires' Book of Greek Myths* and add to their mythology folders. Students then define what a hero is and provide characteristics of a hero.	In this lesson, students will read "Heracles" from D'Aulaires' Book of Greek Myths (and as needed, an adapted version) and begin to list the character traits of a hero. ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description (LC.RL.4.3b)
Let's Express Our Understanding	Answer the prompt "Is Heracles a hero?" in a well-developed paragraph.	Using details, examples, quotes, and evidence from the text to answer the prompt "Is Heracles a hero?" in a short paragraph
Lesson Look-Fors	● Can students explain that Heracles was on a quest? ● Can students provide evidence such as details and examples explain the text?"	● Can students identify the challenges/tasks that Heracles had to face? ● Can students match the text-based details to each challenge/task?
Text(s)	"Heracles" *from D'Aulaires' Book of Greek Myths*	"Hercules" from D'Aulaires' Book of Greek Myths

| Materials | Lesson Materials:
● Mythology folder
● Blank hero graphic organizer handout
● paired/partner reading
● Conversation stems learning tool
● Teacher talk moves | Possible Supports During the Lesson:
● choral reading or echo reading
● Guided questions | Additional Supports for SWSCDs:

● Original and adapted version of *"Heracles" from D'Aulaires' Book of Greek Myths*
● Student Response Modes
● Adapting Lesson Plans
● Diverse Learners Guide
● Images, phrases, sentences representing key concepts covered in the lesson
● Vocabulary words and student-friendly definitions
● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3b):
  o Character maps
  o Interactive white board
  o Character sorts
  o Read aloud texts
  o Content delivered using multi-
  o media (e.g., book, storyboard, video, computer, etc.)
  o Graphic organizers
  o Highlighted text
  o Preview of the text, illustrations, and details, frontloading.
  o Pictures, objects, or tactile representations to illustrate the key details.
  o Sentence strips that reflect text from the story that supports the key details
  o Videos or story boards/cards of the story for visual supports
  o Picture icons on graphic organizers to support non-
  o readers and visual learners
  o Peer support, collaborative grouping
  o Prepared objects, pictures, words, sentence strips, or recorded communication supports to |

provide access to content and facilitate responding
- o Dichotomous questions that allow for making a choice of correct versus incorrect answers
- o Simpler or shorter text of the same story with the same key events or details

Lesson Overview		
Lesson Number	*Lesson 4: Defining a Myth*	**Modified Lesson Overview**
Description	In this lesson, students define a myth. Students then explain why "The Face in the Pool" and "Heracles" are myths and begin to	In this lesson, students will define a myth. Students will use details and examples to show why "The Face in the

	understand how the influence of mythology is seen in today's society.		Pool" and "Heracles" are myths and begin to connect how mythology shows up in our world today. ● Use evidence from the text to summarize a story, poem or drama.(LC.RL.4.2a) ● Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures(LC.RL.4.9a) ● Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.(LC.RL.4.9b)
Let's Express Our Understanding	Create a "What is a Myth?" poster that could be used in a classroom to help students understand mythology.		Create a "What is a Myth?" poster that could be used in a classroom to help students understand mythology.
Lesson Look-Fors	● Can students list the elements of a myth by using evidence from "The Face in the Pool" and "Heracles"? ● Can students provide evidence such as details and examples from the text?		● Can students identify the elements of a myth by using evidence from *"The Face in the Pool"* and *"Heracles"*?
Text(s)	"The Face in the Pool" from Favorite Greek Myths and "Heracles" from D'Aulaires' Book of Greek Myths		*"The Face in the Pool"* from Favorite Greek Myths and *"Heracles"* from D'Aulaires' Book of Greek Myths
Materials	Lesson Materials: ● Mythology folder ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● choral reading or echo reading ● Guided questions	Additional Supports for SWSCDs: ● Original and adapted version of *"The Face in the Pool" from Favorite Greek Myths and "Heracles" from D'Aulaires' Book of Greek Myths* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.2a):

			o Story map graphic organizer
			o Blank storyboards
			o Pre-drawn storyboard to use for sorting
			o Picture representations describing the possible details of the specific story
			o Cloze notes with picture supports for text and students input
			o Highlighted text
			o Simplified text options
			o Errorless learning techniques
			o Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Section Overview	
Section Number	Section 2
	Modified Section Overview

Description	*The Lightning Thief*	Original text and adapted versions of *The LightningThief*
Assessment	Students write a response to the prompt: "Write the theme to 'The Weaving Contest.'" **Culminating task connections:** Students demonstrate their understanding how Arachne's thoughts, words, and actions contribute to the theme of the text. This prepares students to practice in order to analyze how Percy's thoughts, words, and actions contribute to the quest motif. Students also demonstrate their ability to form a claim, develop a response, provide evidence from the text, and use conventions to produce clear writing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student analyze Arachne's thoughts, words, and actions? ● How well does the student make a connection between Arachne's actions and the theme of the myth? **Writing/ELA Skill Look Fors:** ● How well does a student determine the theme of a text? ● How well does the student make a connection between a character and the theme of a text?	Students write a response that states the theme of 'The Weaving Contest' and supports the theme with text-based examples and details related to Arachne's thoughts, words, and actions. **Culminating task connections:** Students demonstrate their understanding of how Arachne's thoughts, words, and actions (i.e., character traits) support the theme of the myth 'The Weaving Contest' and of how a character contributes to the development of a theme in a text. This provides students with opportunities to practice writing about the relationship between a character's thoughts, words, and actions and the theme in order to analyze how Percy's thoughts, words, and actions contribute to the multiple quests/tasks with which he is faced across the text. Students also demonstrate their ability to form a claim, develop a response, support the claim by providing evidence and details from the text and use conventions including correct use of capitals, commas, and quotation marks to produce clear writing. This prepares students to develop a paragraph. **Reading/Knowledge Look Fors:** ● How well does the student describe Arachne's thoughts, words, and actions? ● How well does the student make a connection between Arachne's actions and the theme of the myth? **Writing/ELA Skill Look Fors:** ● How well does the student determine the theme of a text and make a connection between the character and the theme? ● How well does the student identify the theme of a text? ● How well does the student make a connection or show the relationship between a character and the theme of a text?

Section Length	3 lessons		3 lessons
Additional Supports for Diverse Learners	Before the Section:	During the Section:	**Additional Supports for SWSCDs** ● Original and adapted versions of *The Lightning Thief* ● Louisiana Connectors ● Essential Elements Cards - Grades 3-5 Literature ● Student Response Modes - ELA ● Videos (e.g., Let's Set the Context videos) or audio versions of the text. ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response
	The Supports Flow Chart includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview			
Lesson Number	Lesson 5: Determining context for Culminating Writing Task		**Modified Lesson Overview**
Description	In this lesson, students reread "Heracles" from *D'Aulaires' Book of Greek Myths* and select two unfamiliar words to add to their vocabulary log. Students then watch a video clip of "Hercules" and look for additional characteristics to add to the hero chart. Students are also given their independent reading assignment.		In this lesson, students reread "Heracles" from *D'Aulaires' Book of Greek Myths* and as needed, an adapted version and then watch a video clip of "Hercules" and look for additional characteristics to add to the hero chart. ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description (LC.RL.4.3b) ● Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 4 topic or subject area (LC.RL.4.4).
Let's Express Our Understanding	Write a paragraph comparing the two versions of the myth focusing on details in the film that reflect tasks in the myth.		Write a short paragraph comparing the two versions of the myth focusing on details in the film that reflect tasks in the myth.
Lesson Look-Fors	● Can students explain what descriptions from "Heracles" are presented in the movie, *Hercules*? ● Can students make a connection between the text of a story and a visual representation?		● Can students match what descriptions from "Heracles" are presented in the movie, *Hercules*? ● Can students make a connection between the text of a story and a visual representation?
Text(s)	"Heracles" *from D'Aulaires' Book of Greek Myths*		"Heracles" *from D'Aulaires' Book of Greek Myths*
Materials	Lesson Materials: ● Clips from *Hercules* ● Hero chart ● paired/partner reading ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● Modeling ● Answer frames ● Guided questions	Additional Supports for SWSCDs: ● Original and adapted version of "Heracles" *from D'Aulaires' Book of Greek Myths* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide

			- Images, phrases, sentences representing key concepts covered in the lesson - Vocabulary words and student-friendly definitions - Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3b): - Character maps - Interactive white board - Character sorts - Read aloud texts - Content delivered using multi- - media (e.g., book, storyboard, video, computer, etc.) - Graphic organizers - Highlighted text - Preview of the text, illustrations, and details, frontloading. - Pictures, objects, or tactile representations to illustrate the key details. - Sentence strips that reflect text from the story that supports the key details - Videos or story boards/cards of the story for visual supports - Picture icons on graphic organizers to support non- - readers and visual learners - Peer support, collaborative grouping - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding - Dichotomous questions that allow for making a choice of correct versus incorrect answers - Simpler or shorter text of the same story with the same key events or details

Lesson Overview		
Lesson Number	Lesson 6: Determining a Theme in a Myth	**Modified Lesson Overview**
Description	In this lesson, students read "The Weaving Contest" from *Favorite Greek Myths* and describe the characters based on their thoughts, words, and actions. Students then discuss how to find a theme in a myth and determine the theme of "The Weaving Contest."	In this lesson, students read "The Weaving Contest" from *Favorite Greek Myths* and as needed, an adapted version and describe the characters based on their thoughts, words, and actions. Students then determine the theme of "The Weaving Contest." ● Determine the theme of a story, drama, or poem; refer to text to support answer (LC.RL.4.2b) ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description (LC.RL.4.3b)
Let's Express Our Understanding	Write a theme of "The Weaving Contest."	Develop a theme of "The Weaving Contest." (What is this myth trying to teach the reader?)
Lesson Look-Fors	● Can students make a connection between Arachne's actions and the theme of the myth? ● Can students make a connection between a character and the theme of a text?	● Can students make a connection between Arachne's actions and the theme of the myth? ● Can students make a connection between a character and the theme of a text?
Text(s)	"The Weaving Contest" from *Favorite Greek Myths*	"The Weaving Contest" from *Favorite Greek Myths*
Materials	Lesson Materials: ● Sticky notes ● Semantic map ● Post reading questions handout	Possible Supports During the Lesson: ● Guided questions	Additional Supports for SWSCDs: ● Original and adapted version of "The Weaving Contest" from *Favorite Greek Myths* ● Student Response Modes

	● Evidence chart handout
	● Mythological figures chart handout
	● Reading log
			● [Adapting Lesson Plans](#)
			● [Diverse Learners Guide](#)
			● Images, phrases, sentences representing key concepts covered in the lesson
			● Vocabulary words and student-friendly definitions
			● Essential Elements Cards—[Grades 3-5 Literature](#) (LC.RL.4.3b):
			
			   o Character maps
			   o Interactive white board
			   o Character sorts
			   o Read aloud texts
			   o Content delivered using multi-
			   o media (e.g., book, storyboard, video, computer, etc.)
			   o Graphic organizers
			   o Highlighted text
			   o Preview of the text, illustrations, and details, frontloading.
			   o Pictures, objects, or tactile representations to illustrate the key details.
			   o Sentence strips that reflect text from the story that supports the key details
			   o Videos or story boards/cards of the story for visual supports
			   o Picture icons on graphic organizers to support non-
			   o readers and visual learners
			   o Peer support, collaborative grouping
			   o Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
			   o Dichotomous questions that allow for making a choice of correct versus incorrect answers

		o Simpler or shorter text of the same story with the same key events or details

	Lesson Overview	
Lesson Number	Lesson 7: Revising and Editing a Paragraph	**Modified Lesson Overview**
Description	In this lesson, students reread "The Weaving Contest" from *Favorite Greek Myths*. Students then revise and edit paragraphs on theme and write a final draft of a paragraph.	In this lesson, students reread "The Weaving Contest" from *Favorite Greek Myths* and as needed, an adapted version . Students then revise and edit paragraphs on theme and write a final draft of a paragraph. ● Determine the theme of a story, drama, or poem; refer to text to support answer (LC.RL.4.2b) ● Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures (LC.RL.4.9b) ● Provide evidence from texts when producing permanent products. (LC.W.4.9)
Let's Express Our Understanding	Write a final draft of your paragraph on the theme of "The Weaving Contest."	Write a final draft of your short paragraph on the theme of "The Weaving Contest."
Lesson Look-Fors	● Can students explain the difference between writing and editing? ● Can students revise and edit a paragraph?	● Can students explain the difference between writing and editing? ● Can students revise and edit a paragraph?
Text(s)	"The Weaving Contest" from *Favorite Greek Myths*	"The Weaving Contest" from *Favorite Greek Myths*
Materials	Lesson Materials: ● A highlighter ● Sticky notes	Possible Supports During the Lesson: ● Student-friendly	Additional Supports for SWSCDs:

	● Paragraph on the theme of "The Weaving Contest"
	● Evidence chart handout
	● Conversation stems learning tool
	● Teacher talk moves
		synonyms	● Original and adapted version of "The Weaving Contest" from *Favorite Greek Myths*
			● Student Response Modes
			● Adapting Lesson Plans
			● Diverse Learners Guide
			● Images, phrases, sentences representing key concepts covered in the lesson
			● Vocabulary words and student-friendly definitions
			● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.2b):
			   ○ Story map graphic organizer
			   ○ Blank storyboards
			   ○ Pre-drawn storyboard to use for sorting
			   ○ Picture representations describing the possible details of the specific story
			   ○ Cloze notes with picture supports for text and students input
			   ○ Highlighted text
			   ○ Simplified text options
			   ○ Errorless learning techniques
			   ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Section Overview		
Section Number	Section 3	**Modified Section Overview**
Description	*The Lightning Thief*	Original text and adapted versions of *The LightningThief*
Assessment	Students write a response to the prompt: "Note any thoughts, words, or actions of Percy and Grover that help you learn more about the characters." **Culminating task connections:** Students demonstrate their understanding of Percy's thoughts, words, and actions. This prepares students to analyze how Percy's thoughts, words, and actions contribute to the quest motif. Students also demonstrate their ability to form a claim, provide textual evidence and use conventions to produce clear writing>. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student describe Percy as a troubled youth who has difficulty fitting in? ● How well does the student explain how Percy is becoming curious and confused about his life? **Writing/ELA Skill Look Fors:** ● How well does the student describe in depth a character?	Students write a response to the prompt: "Identify any thoughts, words, or actions of Percy and any thoughts, words, or actions of Grover from the text, 'The Lighting Thief' that help you learn more about each of the characters. **Culminating task connections:** Students demonstrate their understanding of Percy's thoughts, words, and actions. This prepares students to analyze how Percy's thoughts, words, and actions contribute to the quest motif or recurring events. Students also demonstrate their ability to form a claim, provide textual evidence and use conventions including correct use of capitals, commas, and quotation marks to produce clear writing. This prepares students to write a paragraph. **Reading/Knowledge Look Fors:** ● How well does the student describe Percy as a youth who has difficulty fitting in? ● How well does the student explain how Percy is becoming curious and confused about his life?

	● How well does the student students provide evidence such as details and examples from the text in order to describe a character?		**Writing/ELA Skill Look Fors:** ● How well does the student describe a character's traits? ● How well does the student provide evidence such as details and examples from the text in order to describe a character's traits?
Section Length	2 lessons		2 lessons
Additional Supports for Diverse Learners	Before the Section: -Support for Foundational Skills -Support for Reading Fluency Fluency Task *The Lightning Thief* -Support for Knowledge Demands Let's Set the Context video *Religious Beliefs in Ancient Greece *"Characters in Greek Mythology" *"Settings in Greek Myths"	During the Section: -Support for Language *Protocol for Explicitly *Teaching Vocabulary *Vocabulary Task for "Satyr" *Language Links from *The Lightning Thief* -Support for Meaning *Additional text-dependent questions for Lesson 9	**Additional Supports for SWSCDs** ● Original and adapted versions of *The Lightning Thief* ● Louisiana Connectors ● Essential Elements Cards - Grades 3-5 Literature ● Student Response Modes - ELA ● Videos (e.g., Let's Set the Context videos) or audio versions of the text. ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 03 of Grade 04 *The Lightning Thief* ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response .
	The Supports Flow Chart includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	Lesson 8: *The Lightning Thief* Introduction	**Modified Lesson Overview**
Description	In this lesson, students begin reading *The Lightning Thief*, look for evidence of mythology in the text, and begin a reading log.	In this lesson, students begin reading *The Lightning Thief*, and as needed, an adapted version and look for evidence of mythology in the text. ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description (LC.RL.4.3b) ● Describe character motivation (e.g., actions, thoughts, words); use details from text to support description (LC.RL.4.3c)
Let's Express Our Understanding	Write down the main characters in Chapter 1 and describe them based on their thoughts, actions, and words.	Identify the main characters in Chapter 1 and describe them based on their thoughts, actions, and words in the text.
Lesson Look-Fors	● Can students describe Percy as a troubled youth who has difficulty fitting in? ● Can students provide evidence such as details and examples from the text in order to describe a character?	● Can students describe Percy as a youth who has difficulty fitting in? ● Can students match evidence of character traits from the text to a specific character?
Text(s)	*The Lightning Thief* by Rick Riordan	*The Lightning Thief* by Rick Riordan

Materials	Lesson Materials:	Possible Supports During the Lesson:	Additional Supports for SWSCDs:
			● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3b): - Character maps - Interactive white board - Character sorts - Read aloud texts - Content delivered using multi- - media (e.g., book, storyboard, video, computer, etc.) - Graphic organizers - Highlighted text - Preview of the text, illustrations, and details, frontloading. - Pictures, objects, or tactile representations to illustrate the key details. - Sentence strips that reflect text from the story that supports the key details - Videos or story boards/cards of the story for visual supports - Picture icons on graphic organizers to support non- - readers and visual learners - Peer support, collaborative grouping - Prepared objects, pictures, words, sentence strips, or recorded communication supports to

			provide access to content and facilitate responding
			o Dichotomous questions that allow for making a choice of correct versus incorrect answers
			o Simpler or shorter text of the same story with the same key events or details

Lesson Overview			
Lesson Number	Lesson 9: Describing Characters: Three Old Ladies Knit Socks of Death		**Modified Lesson Overview**
Description	In this lesson, students read chapter 2, "Three Old Ladies Knit the Socks of Death." Students then identify prepositional phrases and how they are used in writing. Students also describe the main characters of *The Lightning Thief*.		In this lesson, students read chapter 2, "Three Old Ladies Knit the Socks of Death" and as needed, an adapted version Students describe the main characters of *The Lightning Thief*. ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. (LC.RL.4.3b)
Let's Express Our Understanding	Using text evidence, complete the character evidence chart to show what kind of character each is.		Using text evidence, complete the character evidence chart to show what kind of traits each character possesses.
Lesson Look-Fors	● Can students explain how Percy is becoming curious and confused about his life? ● Can students provide evidence such as details and examples from the text in order to describe a character?		● Can students explain how Percy is becoming curious and confused about his life? ● Can students provide evidence such as details and examples from the text in order to describe a character?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials: ● *The Lightning Thief* character chart ● Reading log ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● Audio Recording ● choral reading or echo reading ● Guiding questions	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

- Essential Elements Cards—Grades 3-5 Literature LC.RL.4.3b):

  - o Character maps
  - o Interactive white board
  - o Character sorts
  - o Read aloud texts
  - o Content delivered using multi-
  - o media (e.g., book, storyboard, video, computer, etc.)
  - o Graphic organizers
  - o Highlighted text
  - o Preview of the text, illustrations, and details, frontloading.
  - o Pictures, objects, or tactile representations to illustrate the key details.
  - o Sentence strips that reflect text from the story that supports the key details
  - o Videos or story boards/cards of the story for visual supports
  - o Picture icons on graphic organizers to support non-
  - o readers and visual learners
  - o Peer support, collaborative grouping
  - o Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
  - o Dichotomous questions that allow for making a choice of correct versus incorrect answers
  - o Simpler or shorter text of the same story with the same key events or details

Section Overview		
Section Number	Section 4	**Modified Section Overview**
Description	*The Lightning Thief*	Original text and adapted versions of *The LightningThief*
Assessment	Students write a response to the question: "Is Percy a hero?"

Culminating task connections:
Students demonstrate their understanding of Percy's thoughts, words, and actions. This prepares students to analyze how Percy's thoughts, words, and actions contribute to the quest motif.

Students also demonstrate their ability to form a claim, provide textual evidence and use conventions to produce clear writing>. This prepares students to write a literary analysis.

Reading/Knowledge Look Fors:
● How well does the student explain what a quotation reveals about Percy?
● How well does the student explain that Percy is beginning to show bravery and courage, both characteristics of a hero?
Writing/ELA Skill Look Fors:
● How well does the student describe in depth a character drawing on specific details? | Students write a paragraph to answer the question: "Is Percy a hero?" by describing Percy's character traits (e.g., actions, deeds, dialogue, description , motivation, interactions). This could include a description of how Percy is strong and brave, the quests and hardships he experiences, and his accomplishments.

Culminating task connections:
Students demonstrate their understanding of Percy's thoughts, words, and actions. This prepares students to describe how Percy's thoughts, words, and actions contribute to the quest motif.

Students also demonstrate their ability to develop a claim, provide textual evidence and use conventions including correct use of capitals, commas, quotation marks, and choose words and phrases that appropriately convey ideas to produce clear writing. This prepares students to develop a paragraph to describe literature.

Reading/Knowledge Look Fors:

● How well does the student match quotations from the text to Percy's character traits?
● How well does the student identify evidence in the text to support that Percy is beginning to show bravery and |

	● How well does the student provide evidence such as details and examples from the text in order to describe a character?	courage, both characteristics of a hero? **Writing/ELA Skill Look Fors:** ● How well does the student describe in depth a character using specific text-based details?
Section Length	6 lessons	6 lessons
Additional Supports for Diverse Learners	Before the Section: Support for Foundational Skills Support for Reading Fluency -Fluency Task *The Lightning Thief* Support for Knowledge Demands -Let's Set the Context video *"Religious Beliefs in Ancient Greece *"Characters in Greek Mythology" *"Settings in Greek Myths"	During the Section: -Support for Language *Protocol for Explicitly Teaching Vocabulary *Language Links from *The Lightning Thief* -Support for Meaning *Additional text-dependent questions for Lesson 13	**Additional Supports for SWSCDs** ● Original and adapted versions of *The Lightning Thief* ● Louisiana Connectors ● Essential Elements Cards - Grades 3-5 Literature ● Student Response Modes - ELA ● Videos (e.g., Let's Set the Context videos) or audio versions of the text. ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 04 of Grade 04 *The Lightning Thief* ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response
	The Supports Flow Chart includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.	

Lesson Overview		
Lesson Number	Lesson 10: Determining the Meaning of Words and Phrases in Texts: Grover Unexpectedly Loses His Pants	**Modified Lesson Overview**
Description	In this lesson, students read chapters 3 and 4 of *The Lightning Thief* and define unknown words based on context. Students then determine the meaning of similes as used in the text.	In this lesson, students read chapters 3 and 4 of *The Lightning Thief* and as needed, an adapted version. Students will define unknown words based on context. Students then determine the meaning of similes as used in the text. ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. (LC.RL.4.3b) ● Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 4 topic or subject area. (LC.RL.4.4)
Let's Express Our Understanding	Add the following similes to the figurative language chart in your reading log: ● "Gabe could sniff out money like a bloodhound…" (p. 31) ● "Her smile is as warm as a quilt." (p. 33)	Add the following similes to the figurative language chart in your reading log: ● "Gabe could sniff out money like a bloodhound…" (p. 31) ● "Her smile is as warm as a quilt." (p. 33)
Lesson Look-Fors	● Can students characterize Sally as Percy's mother and someone who is protective and caring? ● Can students provide evidence such as details and examples from the text in order to describe a character?	● Can students identify Sally as Percy's mother and someone who is protective and caring? ● Can students match such details and examples from the text in order to describe a character?

Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan

Materials	Lesson Materials:
	● Sticky notes
	● Figurative language chart
	● *The Lightning Thief* character chart
	● Vocabulary log
	● Reading log
	● paired/partner reading
	● Conversation stems learning tool
	● Teacher talk moves
		Possible Supports During the Lesson:
		● Audio Recording
		● Student-friendly synonyms
		● Guiding questions
			Additional Supports for SWSCDs:
			
			● Original and adapted version of *"The Lightning Thief"*
			● Student Response Modes
			● Adapting Lesson Plans
			● Diverse Learners Guide
			● Images, phrases, sentences representing key concepts covered in the lesson
			● Vocabulary words and student-friendly definitions
			● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3b):
			   o Character maps
			   o Interactive white board
			   o Character sorts
			   o Read aloud texts
			   o Content delivered using multi-
			   o media (e.g., book, storyboard, video, computer, etc.)
			   o Graphic organizers
			   o Highlighted text
			   o Preview of the text, illustrations, and details, frontloading.
			   o Pictures, objects, or tactile representations to illustrate the key details.
			   o Sentence strips that reflect text from the story that supports the key details
			   o Videos or story boards/cards of the story for visual supports
			   o Picture icons on graphic organizers to support non-
			   o readers and visual learners
			   o Peer support, collaborative grouping

			o Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding o Dichotomous questions that allow for making a choice of correct versus incorrect answers o Simpler or shorter text of the same story with the same key events or details

Lesson Overview			
Lesson Number	Lesson 11: Connecting Text and Film-THe Battle with the Minotaur		**Modified Lesson Overview**
Description	In this lesson, students read about Percy's battle with the Minotaur in *The Lightning Thief* and complete the sequence of events flow chart. Students then watch a video clip of Percy's fight with the Minotaur and explain how the video clip depicts descriptions from the text. Students also listen to the myth of Theseus and describe how Theseus is a hero.		In this lesson, students read about Percy's battle with the Minotaur in *The Lightning Thief* and as needed, an adapted version. Students then complete the sequence of events flow chart. Students then watch a video clip of Percy's fight with the Minotaur and explain how the video clip depicts descriptions from the text. Students also listen to the myth of Theseus and describe how Theseus is a hero. ● Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (LC.RI.4.5b) ● Use evidence from the text to summarize a story, poem or drama. (LC.RL.4.2a)
Let's Express Our Understanding	Add to the hero chart to show what type of characters Percy and Theseus are.		Add to the hero chart to show what type of characters Percy and Theseus are.
Lesson Look-Fors	● Can students provide a sequence of events of Percy's battle with the Minotaur? ● Can students provide evidence such as details and examples from the text?		● Can students organize the sequence of events of Percy's battle with the Minotaur in chronological order? ● Can students provide evidence such as details and examples from the text?

Text(s)	*The Lightning Thief* by Rick Riordan	*The Lightning Thief* by Rick Riordan

Materials	**Lesson Materials:**
	● Flow chart
	● Hero chart
	● Venn Diagram
	● Conversation stems learning tool
		Possible Supports During the Lesson:
		● Audio Recording
		● Guiding questions
			Additional Supports for SWSCDs:
			
			● Original and adapted version of *"The Lightning Thief"*
			● Student Response Modes
			● Adapting Lesson Plans
			● Diverse Learners Guide
			● Images, phrases, sentences representing key concepts covered in the lesson
			● Vocabulary words and student-friendly definitions
			● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.2a):
			
			   o Story map graphic organizer
			   o Blank storyboards
			   o Pre-drawn storyboard to use for sorting
			   o Picture representations describing the possible details of the specific story
			   o Cloze notes with picture supports for text and students input
			   o Highlighted text
			   o Simplified text options
			   o Errorless learning techniques
			   o Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

o

Lesson Overview			
Lesson Number	Lesson 12: Summarizing a Literary Text: I Play Pinochle with a Horse		**Modified Lesson Overview**
Description	In this lesson, students read chapter 5 of *The Lightning Thief* and summarize the text up until chapter 5. Students are then introduced to the Extension Task and begin selecting topics to research.		In this lesson, students read chapter 5 of *The Lightning Thief* and as needed, an adapted version, and summarize the text up until chapter 5. ● Use evidence from the text to summarize a story, poem or drama. (LC.RL.4.2a)
Let's Express Our Understanding	Summarize chapters 1-5 of *The Lightning Thief*.		Create a list of events summarizing chapters 1-5 of *The Lightning Thief*.
Lesson Look-Fors	● Can students explain that Grover is a satyr, the creature killed by Percy is the Montaur, Mr. Brunner is Chiron, and that chapter 5 references Greek gods and nymphs? ● Can students provide evidence such as details and examples from the text?		● Can students explain that Grover is a satyr, the creature killed by Percy is the Mintaur, Mr. Brunner is Chiron? ● Can students provide evidence such as details and examples from the text?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials:	Possible Supports During the	Additional Supports for SWSCDs:

	● Sticky notes
	● Mythological characters in *The Lightning Thief* chart
	● Reading log
	● Conversation stems learning tool
	● Teacher talk moves
		Lesson:
		● Audio Recording
		● choral reading or echo reading
		● Guiding questions
			● Original and adapted version of *"The Lightning Thief"*
			● Student Response Modes
			● Adapting Lesson Plans
			● Diverse Learners Guide
			● Images, phrases, sentences representing key concepts covered in the lesson
			● Vocabulary words and student-friendly definitions
			● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.2a):
			   o Story map graphic organizer
			   o Blank storyboards
			   o Pre-drawn storyboard to use for sorting
			   o Picture representations describing the possible details of the specific story
			   o Cloze notes with picture supports for text and students input
			   o Highlighted text
			   o Simplified text options
			   o Errorless learning techniques
			   o Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview			
Lesson Number	Lesson 13: Describing Characters: I Become Supreme Lord of the Bathroom		**Modified Lesson Overview**
Description	In this lesson, students read chapter 6 of *The Lightning Thief*, add words to their vocabulary chart, and describe Percy using evidence from the text.		In this lesson, students read chapter 6 of *The Lightning Thief* and as needed, an adapted version , and describe Percy using evidence from the text. ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. (LC.RL.4.3b)
Let's Express Our Understanding	Write three or four sentences answering, "Is Percy a hero?" Use evidence from the text in your answer. Share your answer with a classmate.		Write two or four sentences answering, "Is Percy a hero?" Use evidence from the text in your answer.
Lesson Look-Fors	● Can students explain what a quote from the text reveals about Percy? ● Can students describe in depth a character drawing on specific details?		● How well does the student match quotations from the text to Percy's character traits? ● Can students describe in depth a character using specific text based details?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials: ● Sticky notes ● Vocabulary log ● paired/partner reading ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● Audio Recording ● choral reading or echo reading ● Guiding questions	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

- Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3b):
  - Character maps
  - Interactive white board
  - Character sorts
  - Read aloud texts
  - Content delivered using multi-
  - media (e.g., book, storyboard, video, computer, etc.)
  - Graphic organizers
  - Highlighted text
  - Preview of the text, illustrations, and details, frontloading.
  - Pictures, objects, or tactile representations to illustrate the key details.
  - Sentence strips that reflect text from the story that supports the key details
  - Videos or story boards/cards of the story for visual supports
  - Picture icons on graphic organizers to support non-
  - readers and visual learners
  - Peer support, collaborative grouping
  - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
  - Dichotomous questions that allow for making a choice of correct versus incorrect answers
  - Simpler or shorter text of the same story with the same key events or details

Lesson Overview			
Lesson Number	Lesson 14: Beginning the Extension Task		**Modified Lesson Overview**
Description	In this lesson, students read chapter 7 of *The Lightning Thief*, add to their mythological figures chart, and continue research on their Extension Task.		*This lesson is optional*
Let's Express Our Understanding	Write three of four sentences answering, "Is Percy a hero?" Use evidence from the text in your answer. Share your answer with a classmate.		
Lesson Look-Fors	● Can students explain that the first step in researching the mythological figure is to research through reading further texts or doing Internet search? ● Can students conduct short research projects that build knowledge through investigation of different aspects of a topic?		
Text(s)	*The Lightning Thief* by Rick Riordan		
Materials	Lesson Materials: ● Mythological figures chart handout ● Research materials ● paired/partner reading ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● Audio Recording ● Student-friendly synonyms ● Evidence sentence starters learning tool ● Guiding questions	

Lesson Overview			
Lesson Number	Lesson 15: Describing Characters and Continuing the Research Process: We Capture a Flag		**Modified Lesson Overview**
Description	In this lesson, students read chapter 8 of *The Lightning Thief* and complete the character evidence chart. Students then continue working on their Extension Task research projects.		In this lesson, students read chapter 8 of *The Lightning Thief* and as needed, an adapted version, and complete the character evidence chart. ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. (LC.RL.4.3b) ● Use evidence from the text to summarize a story, poem or drama. (LC.RL.4.2a) ● Provide evidence from texts when producing permanent products. (LC.W.4.9)
Let's Express Our Understanding	Using the note-taking strategies practiced in Lesson 14, begin collecting information on your selected mythological figure and share your findings with a classmate.		Using text evidence, complete the character evidence chart by describing the traits each character possesses
Lesson Look-Fors	● Can students explain what a quote from the text reveals about Percy? ● Can students provide evidence such as details and examples from the text in order to describe a character?		● How well does the student match quotations from the text to Percy's character traits? ● Can students provide evidence such as details and examples from the text in order to describe a character?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials: ● Index cards ● Character evidence	Possible Supports During the Lesson: ● Audio Recording	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"*

	chart handout
	● Research materials
	● paired/partner reading
	● Conversation stems learning tool
	● Teacher talk moves
		● Student-friendly synonyms
		● Evidence sentence starters learning tool
		● Guiding questions
			● Student Response Modes
			● Adapting Lesson Plans
			● Diverse Learners Guide
			● Images, phrases, sentences representing key concepts covered in the lesson
			● Vocabulary words and student-friendly definitions
			● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3b):
			   o Character maps
			   o Interactive white board
			   o Character sorts
			   o Read aloud texts
			   o Content delivered using multi-
			   o media (e.g., book, storyboard, video, computer, etc.)
			   o Graphic organizers
			   o Highlighted text
			   o Preview of the text, illustrations, and details, frontloading.
			   o Pictures, objects, or tactile representations to illustrate the key details.
			   o Sentence strips that reflect text from the story that supports the key details
			   o Videos or story boards/cards of the story for visual supports
			   o Picture icons on graphic organizers to support non-
			   o readers and visual learners
			   o Peer support, collaborative grouping
			   o Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
			   o Dichotomous questions that allow for making a choice of correct versus incorrect answers

DRAFT

			o Simpler or shorter text of the same story with the same key events or details

Section Overview		
Section Number	Section 5	**Modified Section Overview**
Description	*The Lightning Thief*	Original text and adapted versions of *The LightningThief*
Assessment	Students write a response to the question: "What is the stated purpose of Percy's quest?" **Culminating task connections:** Students demonstrate their understanding of Percy's quest and a quest in mythology. This prepares students to analyze how Percy's quest reveals a quest motif.	Students write a response to the question: "What is the stated purpose of Percy's quest in the text?" **Culminating task connections:** Students demonstrate their understanding of Percy's quest and a quest in mythology. This prepares students to describe how Percy's quest reveals a quest motif.

	Students also demonstrate their ability to form a claim, develop a response, provide textual evidence, and use conventions to produce clear writing>. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student explain how Percy shows that he is becoming a hero in this chapter. ● How well does the student make a connection between Percy's quest and a quest in mythology? **Writing/ELA Skill Look Fors:** ● How well does the student provide evidence such as details and examples from the text in order to describe a character?		Students also demonstrate their ability to develop a response, provide textual evidence, and use conventions including correct use of capitals, commas, quotation marks, and choose words and phrases that appropriately convey ideas to produce clear writing. This prepares students to develop a paragraph to describe literature. **Reading/Knowledge Look Fors:** ● How well does the student identify evidence in the text that shows Percy is becoming a hero in Chapter 10? ● How well does the student match connections between Percy's quest and a quest in mythology? **Writing/ELA Skill Look Fors:** ● How well does the student provide text-based evidence including details and examples to describe a character?
Section Length	5 lessons		5 lessons
Additional Supports for Diverse Learners	Before the Section: Support for Foundational Skills -Support for Reading Fluency *Fluency Task *"Try Something New for 30 Days" -Support for Knowledge Demands *Let's Set the Context video *"Religious Beliefs in Ancient Greece *"Characters in Greek Mythology" *"Settings in Greek Myths"	During the Section: -Support for Language *Protocol for Explicitly Teaching Vocabulary *Language Links from *The Lightning Thief* -Support for Meaning *Additional text-dependent questions for Lesson 16	**Additional Supports for SWSCDs** ● Original and adapted versions of *The Lightning Thief* ● Louisiana Connectors ● Essential Elements Cards - Grades 3-5 Literature ● Student Response Modes - ELA ● Videos (e.g., Let's Set the Context videos) or audio versions of the text. ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 05 of Grade 04 *The Lightning Thief* ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words)

			● Writing rubric/criteria for development and evaluation of a response
	The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	Lesson 16: Defining the Quest in *The Lightning Thief*	**Modified Lesson Overview**
Description	In this lesson, students read chapter 9 of *The Lightning Thief* and take notes on the Oracle to add to the mythological figures chart. Students then begin a quest journal to trace Percy's actions along his quest.	In this lesson, students read chapter 9 of *The Lightning Thief* and as needed, an <u>adapted version</u>, and take notes on the Oracle to add to the mythological figures chart. Students then begin a quest timeline to trace Percy's actions along his quest. ● Compare the treatment of patterns of events (e.g., the

			quest) in stories, myths, and traditional literature from different cultures. (LC.RL.4.9b) ● Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (LC.RI.4.5b)
Let's Express Our Understanding	Begin writing in your reading log tracing the events and actions of Percy's quest. Answer the following questions: ● What is the stated purpose of Percy's quest? ● What talent does Annabeth possess to aid on the quest? ● Use details and examples from the text to support your thinking.		Begin creating a quest timeline tracing the events and actions of Percy's quest in order to answer the following questions: ● What is the stated purpose of Percy's quest? ● What special ability does Annabeth have that will help Percy complete his quest? ● Use details and examples from the text to support your thinking.
Lesson Look-Fors	● Can students explain the prophecies from the Oracle? ● Can students provide evidence such as details and examples from the text?		● Can students provide text-based evidence including details and examples from the text to explain the prophecies from the Oracle?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials: ● Mythological figures chart handout ● Reading log ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● Audio Recording ● choral reading or echo reading ● Modeling Think Aloud ● Guiding questions	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

Lesson Overview			
Lesson Number	Lesson 17: Taking Notes from Print and Digital Sources		**Modified Lesson Overview**
Description	In this lesson, students read chapter 10 and complete the magical items handout. Students continue to work on their Extension Task.		In this lesson, students read chapter 10 and complete the magical items handout. ● Provide evidence from texts when producing permanent products. (LC.W.4.9) ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. (LC.RL.4.3b)
Let's Express Our Understanding	Write a paragraph describing how Percy shows that he is becoming a hero in this chapter.		Write a short paragraph describing how Percy shows that he is becoming a hero in this chapter.
Lesson Look-Fors	● Can students paraphrase their research information? ● Can students paraphrase a source?		● Can students identify evidence in the text that shows Percy is becoming a hero in Chapter 10? ● Can students provide text-based evidence including details and examples to describe a character?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials: ● Index cards ● Magical items handout ● Reading log	Possible Supports During the Lesson: ● Audio Recording ● choral reading or echo reading ● Evidence sentence starters learning tool ● Guiding questions	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

			● Essential Elements Cards—[Grades 3-5 Literature](#) (LC.RL.4.3b): o Character maps o Interactive white board o Character sorts o Read aloud texts o Content delivered using multi- o media (e.g., book, storyboard, video, computer, etc.) o Graphic organizers o Highlighted text o Preview of the text, illustrations, and details, frontloading. o Pictures, objects, or tactile representations to illustrate the key details. o Sentence strips that reflect text from the story that supports the key details o Videos or story boards/cards of the story for visual supports o Picture icons on graphic organizers to support non- o readers and visual learners o Peer support, collaborative grouping o Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding o Dichotomous questions that allow for making a choice of correct versus incorrect answers o Simpler or shorter text of the same story with the same key events or details

Lesson Overview			
Lesson Number	Lesson 18: Describing an Event in a Story		**Modified Lesson Overview**
Description	In this lesson, students read chapter 11 of *The Lightning Thief* and add to their 3 column organizer showing the magical items that they read. Students then fill in the mythological figure chart row for Medusa. Students also continue to work on their Extension Task.		In this lesson, students read chapter 11 of *The Lightning Thief* and as needed, an adapted version, and add to their 3 column organizer showing the magical items that they read. Students then fill in the mythological figure chart row for Medusa. ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a) ● Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.(LC.RL.4.9b)
Let's Express Our Understanding	Write a summary of Percy, Annabeth, and Grover's battle with Medusa.		Match events that happened during the battle with Medusa to the character (Percy, Grover, Annabeth). Identify the order in which the events occurred in the text to develop a summary.
Lesson Look-Fors	● Can students make a connection between Percy's quest and a quest in mythology? ● Can students make connections in the text?		● Can students make connections between Percy's quest and a quest in mythology?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials: ● A highlighter ● Index cards ● Anchor chart that describes the traits of a	Possible Supports During the Lesson: ● Audio Recording ● Guiding questions	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans

			[Diverse Learners Guide](#) - Images, phrases, sentences representing key concepts covered in the lesson - Vocabulary words and student-friendly definitions - Essential Elements Cards—[Grades 3-5 Literature](#) (LC.RL.4.3a): - Graphic organizers (Web) - Interactive whiteboard and/or chart paper - Read aloud texts - Content delivered using multi -media (e.g., book, storyboard, video, computer, etc.) - Prepared objects, pictures, words, sentence strips, or recorded communication supports to - Provide access to content and facilitate responding - Dichotomous questions that allow for making a choice of correct versus incorrect answers - Simpler or shorter text of the same story with the same key events or details

hero (previously created)
- 3 column organizer handout
- Mythological figures chart handout
- Reading log
- [paired/partner reading](#)
- [Conversation stems](#) learning tool
- [Teacher talk moves](#)

Lesson Overview			
Lesson Number	Lesson 19: Describing a Theme of a Story		**Modified Lesson Overview**
Description	In this lesson, students read chapters 12 and 13 of *The Lightning Thief* and add information to their mythological figures chart. Students then discuss Percy as a hero.		In this lesson, students read chapters 12 and 13 of *The Lightning Thief* and as needed, an adapted version, and add information to their mythological figures chart Students then discuss Percy as a hero. ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a) ● Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. (LC.RL.4.9a)
Let's Express Our Understanding	Create a timeline or flowchart showing the events of the two chapters.		Create a timeline showing the events of the two chapters.
Lesson Look-Fors	● Can students determine themes that are being developed in *The Lightning Thief*? ● Can students provide evidence such as details and examples from the text to support the theme?		● Can students choose themes that are being developed in *The Lightning Thief*? ● Can students provide evidence such as details and examples from the text to support the theme?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials: ● Mythological figures chart handout ● Reading log ● paired/partner reading ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● Audio Recording ● Guiding questions	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson

			● Vocabulary words and student-friendly definitions
			● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3a):
			   o Graphic organizers (Web)
			   o Interactive whiteboard and/or chart paper
			   o Read aloud texts
			   o Content delivered using multi
			   o -media (e.g., book, storyboard, video, computer, etc.)
			   o Prepared objects, pictures, words, sentence strips, or recorded communication supports to
			   o Provide access to content and facilitate responding
			   o Dichotomous questions that allow for making a choice of correct versus incorrect answers
			   o Simpler or shorter text of the same story with the same key events or details

Lesson Overview			
Lesson Number	Lesson 20: Taking Notes from Print and Digital Sources-Continuing Research		**Modified Lesson Overview**
Description	In this lesson, students read chapter 14 of *The Lightning Thief* and discuss specific events and their importance for Percy. Students continue to work on the Extension Task.		In this lesson, students read chapter 14 of *The Lightning Thief* and as needed, an adapted version, and discuss specific events and their importance for Percy. ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. (LC.RL.4.3b) ● Provide evidence from texts when producing permanent products. (LC.W.4.9)
Let's Express Our Understanding	Write a paragraph explaining how Percy's father is becoming important to Percy using evidence from the chapter.		Write a short paragraph explaining how Percy's father is becoming important to Percy using evidence from the chapter.
Lesson Look-Fors	● Can students explain what a quote from the text reveals about Percy? ● Can students provide evidence such as details and examples from the text in order to describe a character?		● Can students match quotations from the text to describe Percy's character in chapter 14? ● Can students provide evidence such as details and examples from the text in order to describe a character?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials: ● Index Cards ● Actions and events chart ● Research materials ● Reading log ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● Audio Recording ● Guiding question	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

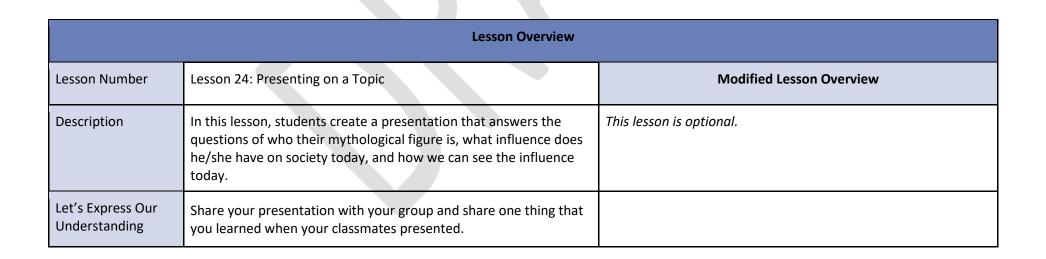|			● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3b):
			o Character maps
			o Interactive white board
			o Character sorts
			o Read aloud texts
			o Content delivered using multi-
			o media (e.g., book, storyboard, video, computer, etc.)
			o Graphic organizers
			o Highlighted text
			o Preview of the text, illustrations, and details, frontloading.
			o Pictures, objects, or tactile representations to illustrate the key details.
			o Sentence strips that reflect text from the story that supports the key details
			o Videos or story boards/cards of the story for visual supports
			o Picture icons on graphic organizers to support non-
			o readers and visual learners
			o Peer support, collaborative grouping
			o Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
			o Dichotomous questions that allow for making a choice of correct versus incorrect answers
			o Simpler or shorter text of the same story with the same key events or details

Section Overview	
Section Number	Section 6
Description	*The Lightning Thief*
Assessment	Students complete the extension task by writing an essay, creating a multimedia presentation, and presenting presentations to the class. **Culminating task connections:** Students demonstrate their understanding of how their chosen mythological character is a part of our lives today. This prepares students to analyze how elements of *The Lightning Thief* are part of our lives today. Students also demonstrate their ability to form a claim, develop a response, provide textual evidence, and use conventions to produce clear writing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student express understanding of how the chosen character influences literature and language today ● How well does the student create a presentation on their chosen mythological figure's influence on society and literature or language? **Writing/ELA Skill Look Fors:** ● How well does the student create a presentation on their chosen mythological figure's influence on society and literature or language?

This Section is Optional

	● How well does the student develop and strengthen writing as needed by planning, revising, and editing?		
Section Length	4 lessons		
Additional Supports for Diverse Learners	Before the Section:	During the Section:	
	The Supports Flow Chart includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview			
Lesson Number	Lesson 21: Planning the Extension Task-Categorizing Notes		**Modified Lesson Overview**
Description	In this lesson, students will use information from their research to complete the planning document. Students then research further areas of the task that they need information for.		*This lesson is optional.*
Let's Express Our Understanding	Share your research with a partner, and add, remove, of change the information you have gathered based on the conversation with your partner.		
Lesson Look-Fors	● Can students explain that they are supposed to express their understanding of how their chosen character influences literature and language today? ● Can students conduct short research projects that build knowledge through investigation of different aspects of a topic?		
Text(s)	*The Lightning Thief* by Rick Riordan		
Materials	Lesson Materials: ● Index Cards ● Notes taken during the unit ● Access to Internet resources ● Research materials ● Extension Task planning document ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● Guiding questions	

Lesson Overview			
Lesson Number	Lesson 22: Writing a First Draft of the Extension Task		**Modified Lesson Overview**
Description	In this lesson, students use the information from their research to write a first draft one-page explanation of how their chose mythological figure is part of our lives today.		*This lesson is optional.*
Let's Express Our Understanding	Begin writing your first draft.		
Lesson Look-Fors	- Can students write a paragraph that introduces the main idea and begins to develop the topic? - Can students introduce a topic clearly?		
Text(s)	*The Lightning Thief* by Rick Riordan		
Materials	Lesson Materials: - Index Cards - Notes taken during the unit - Access to Internet resources - Research materials - Extension Task planning document - Conversation stems learning tool	Possible Supports During the Lesson: - Sentence frames - shared writing - Model using student examples or mentor texts - ELA Guidebook Grammar Guide - WriteAlong lessons to target a skill or concept - Guiding questions	

Lesson Overview		
Lesson Number	Lesson 23: Revising and Editing the Extension Task	**Modified Lesson Overview**
Description	In this lesson, students revise and edit their essays in preparation for publishing.	*This lesson is optional.*
Let's Express Our Understanding	Write your final draft.	
Lesson Look-Fors	- Can students edit and revise their essay for the Extension Task? - Can students develop and strengthen writing as needed by planning, revising, and editing?	
Text(s)	*The Lightning Thief* by Rick Riordan	
Materials	Lesson Materials: - First draft - Extension Task rubric - Research materials - Conversation stems learning tool	Possible Supports During the Lesson: - shared writing - Model using student examples or mentor texts - ELA Guidebook Grammar Guide - WriteAlong lessons to target a skill or concept	

Lesson Overview		
Lesson Number	Lesson 24: Presenting on a Topic	**Modified Lesson Overview**
Description	In this lesson, students create a presentation that answers the questions of who their mythological figure is, what influence does he/she have on society today, and how we can see the influence today.	*This lesson is optional.*
Let's Express Our Understanding	Share your presentation with your group and share one thing that you learned when your classmates presented.	

Lesson Look-Fors	● Can students create a presentation on their chosen mythological figure's influence on society and literature or language? ● Can students provide details and examples to prove a claim?	
Text(s)	*The Lightning Thief* by Rick Riordan	
Materials	Lesson Materials: ● Sample presentation (not included) ● Typed essay ● Computer access	Possible Supports During the Lesson: ● Guiding questions

Section Overview		
Section Number	Section 7	**Modified Section Overview**
Description	*The Lightning Thief*	Original text and adapted versions of *The LightningThief*
Assessment	Students write a response to the question: "How do Percy's actions in this chapter define him as a hero?" **Culminating task connections:** Students demonstrate their understanding of how Percy's words, thoughts, and actions make him a hero. This prepares students to be able to describe Percy's goal, the challenges he faces, and how he changes on his quest. Students also demonstrate their ability to form a claim, develop a response, provide textual evidence, and use conventions to produce clear writing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student make a connection between Percy's actions and how they define him as being a hero? ● How well does the student make a connection between Percy's dream and his life? **Writing/ELA Skill Look Fors:** ● How well does the student describe in depth a character?	Students write a response to the question: "How do Percy's actions in this chapter define him as a hero?" by describing how Percy's characteristic traits are similar to those of a hero (e.g., strong, courageous, challenging quests and hardships, and accomplishments). **Culminating task connections:** Students demonstrate their understanding of how Percy's words, thoughts, and actions make him a hero. This prepares students to be able to describe Percy's goal, the challenges he faces, and how he changes on his quest. Students also demonstrate their ability to develop a claim, provide textual evidence and use conventions including correct use of capitals, commas, quotation marks, and choose words and phrases and linking words and phrases (e.g., another, for example also, because) to appropriately convey ideas to produce clear writing. This prepares students to develop multiple paragraphs to describe literature. **Reading/Knowledge Look Fors:** ● How well does the student make a connection between Percy's actions and how they define him as being a hero? ● How well does the student make a connection between Percy's dream and his life? **Writing/ELA Skill Look Fors:** ● How well does the student describe in depth a character by citing multiple examples of text-based evidence?

	● How well does the student provide evidence such as details and examples from the text in order to describe a character?	
Section Length	5 lessons	5 lessons

Additional Supports for Diverse Learners	Before the Section:
	Support for Foundational Skills
	-Support for Reading Fluency
	   Fluency Task
	*"Winter Dusk"
	-Support for Knowledge Demands
	   Let's Set the Context video
	*"Religious Beliefs in Ancient Greece"
	*"Characters in Greek Mythology"
	*"Settings in Greek Myths"
		During the Section:
		-Support for Language
		*Protocol for Explicitly Teaching Vocabulary
		*Language Links from *The Lightning Thief*
		-Support for Meaning
		*Additional text-dependent questions for Lesson 25
			Additional Supports for SWSCDs
			● Original and adapted versions of *The Lightning Thief*
			● Louisiana Connectors
			● Essential Elements Cards - Grades 3-5 Literature
			● Student Response Modes - ELA
			● Videos (e.g., Let's Set the Context videos) or audio versions of the text.
			● IEP Goals
			● Assistive Technology
			● Additional Supports for Diverse Learners specific for Section 07 of Grade 04 *The Lightning Thief*
			● English Language Arts Guidebook Reading Support
			● Word lists (e.g., passage- or text-specific words, high frequency words, transitional words and phrases, sensory details, adjectives)
			● Writing rubric/criteria for development and evaluation of a response

	The Supports Flow Chart includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.	

Lesson Overview			
Lesson Number	Lesson 25: Describing Characters: Is Percy a Hero?		**Modified Lesson Overview**
Description	In this lesson, students read chapter 15 of *The Lightning Thief* and Ares to the mythological chart. Students will then describe characters based on their thoughts, actions, and words.		In this lesson, students read chapter 15 of *The Lightning Thief* and as needed, an adapted version, and add details about Ares to the mythological chart. Students will then describe characters based on their thoughts, actions, and words. ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a)
Let's Express Our Understanding	Write down the answer to the following question: ● In this chapter, Annabeth says "Even strength has to bow to wisdom." What events in this chapter prove that show is correct?		Locate in the text the situation that refers to the following question: ● In this chapter, Annabeth says "Even strength has to bow to wisdom." What events in this chapter prove that she is correct?
Lesson Look-Fors	● Can students make a connection between Percy's actions and how they define him as being a hero? ● Can students provide evidence such as details and examples from the text in order to describe a character?		● Can students make a connection between Percy's actions and how they define him as being a hero? ● Can students describe in depth a character by citing multiple examples of text-based evidence??
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials:	Possible Supports During the	Additional Supports for SWSCDs:

	● Mythological characters chart
	● Vocabulary log
	● Reading log
	● paired/partner reading
	● Conversation stems learning tool
	● Teacher talk moves
		Lesson:
		● Audio Recording
		● Guiding questions
			● Original and adapted version of *"The Lightning Thief"*
			● Student Response Modes
			● Adapting Lesson Plans
			● Diverse Learners Guide
			● Images, phrases, sentences representing key concepts covered in the lesson
			● Vocabulary words and student-friendly definitions
			● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3a):
			    o Graphic organizers (Web)
			    o Interactive whiteboard and/or chart paper
			    o Read aloud texts
			    o Content delivered using multi
			    o -media (e.g., book, storyboard, video, computer, etc.)
			    o Prepared objects, pictures, words, sentence strips, or recorded communication supports to
			    o Provide access to content and facilitate responding
			    o Dichotomous questions that allow for making a choice of correct versus incorrect answers
			    o Simpler or shorter text of the same story with the same key events or details

Lesson Overview			
Lesson Number	Lesson 26: Describing Character		**Modified Lesson Overview**
Description	In this lesson, students read chapter 16 of *The Lightning Thief* and add two unfamiliar words to their vocabulary log. Students then answer a question about Percy's dream.		In this lesson, students read chapter 16 of *The Lightning Thief* and as needed, an adapted version. Students then answer a question about Percy's dream. ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. (LC.RL.4.3b)
Let's Express Our Understanding	Write down the answer to the following question: ● In the hotel, the three friends play different games. What are the games and what does the game each one plays tell you about the character? Use details and examples from the text to support your thinking.		Write down the answer to the following question: ● In the hotel, the three friends play different games. What are the games and what does the game each one plays tell you about the character? Use details and examples from the text to support your thinking.
Lesson Look-Fors	● Can students make a connection between Percy's dream and his life? ● Can students make connections in the text?		● Can students make a connection between Percy's dream and his life? ● Can students make connections in the text?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials: ● Vocabulary log ● Reading log ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● Audio Recording ● Guiding questions	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

- Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3b):

  o Character maps
  o Interactive white board
  o Character sorts
  o Read aloud texts
  o Content delivered using multi-
  o media (e.g., book, storyboard, video, computer, etc.)
  o Graphic organizers
  o Highlighted text
  o Preview of the text, illustrations, and details, frontloading.
  o Pictures, objects, or tactile representations to illustrate the key details.
  o Sentence strips that reflect text from the story that supports the key details
  o Videos or story boards/cards of the story for visual supports
  o Picture icons on graphic organizers to support non-
  o readers and visual learners
  o Peer support, collaborative grouping
  o Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
  o Dichotomous questions that allow for making a choice of correct versus incorrect answers
  o Simpler or shorter text of the same story with the same key events or details

Lesson Overview			
Lesson Number	Lesson 27: Summarizing a Story		**Modified Lesson Overview**
Description	In this lesson, students read chapter 17 of *The Lightning Thief* and add Procrustes to their mythological characters chart. Students will also add to their quest log.		In this lesson, students read chapter 17 of *The Lightning Thief* and as needed, an adapted version, and add Procrustes to their mythological characters chart. ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a)
Let's Express Our Understanding	Write down a summary of the events of the chapter in either a paragraph, timeline, or visually with a graphic summary.		Write a summary of the events of the chapter in either a short paragraph, timeline, or visually with a graphic summary.
Lesson Look-Fors	● Can students explain how wisdom can be more powerful to Percy than physical strength? ● Can students provide evidence such as details and examples from the text?		● Can students understand how wisdom (creating a plan) can be more powerful (helpful) to Percy than physical strength? ● Can students provide evidence such as details and examples from the text?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials: ● Mythological characters chart handout ● Reading log ● paired/partner reading ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● Audio Recording ● Guiding questions	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide

			- Images, phrases, sentences representing key concepts covered in the lesson - Vocabulary words and student-friendly definitions - Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3a): - Graphic organizers (Web) - Interactive whiteboard and/or chart paper - Read aloud texts - Content delivered using multi -media (e.g., book, storyboard, video, computer, etc.) - Prepared objects, pictures, words, sentence strips, or recorded communication supports to - Provide access to content and facilitate responding - Dichotomous questions that allow for making a choice of correct versus incorrect answers - Simpler or shorter text of the same story with the same key events or details

Lesson Overview			
Lesson Number	Lesson 28: Describing the Setting in a Story		**Modified Lesson Overview**
Description	In this lesson, students read chapter 18 of *The Lightning Thief*, answer questions about the text, and add to their Reading logs.		In this lesson, students read chapter 18 of *The Lightning Thief*, and as needed, an adapted version, and answer questions about the text. ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).(LC.RL.4.3a) ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. (LC.RL.4.3b)
Let's Express Our Understanding	Write down the setting and describe the entrance to the Underworlds and the events that follow Percy and his friends to enter.		Locate the part of the chapter where the author describes the setting in a way that helps to visualize the Underworld.
Lesson Look-Fors	● Can students explain that Annabeth's actions make her a caring character who feels sorry for a lonely creature? ● Can students provide evidence such as details and examples from the text in order to describe a character?		● Can students explain that Annabeth's actions make her a caring character who feels sorry for a lonely creature? ● Can students provide evidence such as details and examples from the text in order to describe a character?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials: ● Sticky notes ● Reading log ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● Audio Recording ● choral reading or echo reading ● Guiding questions	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

			● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3a):
			○ Graphic organizers (Web)
			○ Interactive whiteboard and/or chart paper
			○ Read aloud texts
			○ Content delivered using multi
			○ -media (e.g., book, storyboard, video, computer, etc.)
			○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to
			○ Provide access to content and facilitate responding
			○ Dichotomous questions that allow for making a choice of correct versus incorrect answers
			○ Simpler or shorter text of the same story with the same key events or details

Lesson Overview			
Lesson Number	Lesson 29: Describing the Characters in a Story		**Modified Lesson Overview**
Description	In this lesson, students read chapter 19 of *The Lightning Thief*, answer questions about the text, and identify information they learn about Percy and Annabeth based on their words and actions.		In this lesson, students read chapter 19 of *The Lightning Thief* and as needed, an adapted version , answer questions about the text, and identify information they learn about Percy and Annabeth based on their words and actions. ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. (LC.RL.4.3b) ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).(LC.RL.4.3a)
Let's Express Our Understanding	Write a summary of the friends' interaction with Hades including the new challenge that Percy now faces because of this conversation.		Write a short summary of the friends' interaction with Hades including the new challenge that Percy now faces because of this conversation.
Lesson Look-Fors	● Can students explain what a quotation reveals about Annabeth and percy? ● Can students provide evidence such as details and examples from the text in order to describe a character?		● Can students explain Annabeth referring to in the quotation that connects Percy and Annabeth? ● Can students provide evidence such as details and examples from the text in order to describe a character?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials: ● Sticky notes ● Reading log ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● Audio Recording ● choral reading or echo reading ● Guiding questions	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide

			• Images, phrases, sentences representing key concepts covered in the lesson
			• Vocabulary words and student-friendly definitions
			• Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3a):
			    ○ Graphic organizers (Web)
			    ○ Interactive whiteboard and/or chart paper
			    ○ Read aloud texts
			    ○ Content delivered using multi
			    ○ -media (e.g., book, storyboard, video, computer, etc.)
			    ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to
			    ○ Provide access to content and facilitate responding
			    ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers
			    ○ Simpler or shorter text of the same story with the same key events or details

Section Overview		
Section Number	Section 8	**Modified Section Overview**
Description	*The Lightning Thief*	Original text and adapted versions of *The Lightning Thief*
Assessment	Students write a response to the prompt: "Pretend that you are Percy and write a letter to Chiron telling him a lesson that you have learned through your quest." **Culminating task connections:** Students demonstrate their understanding of how Percy's abilities make him a hero. This prepares students to analyze how Percy's actions contribute to a quest motif. Students also demonstrate their ability to use conventions to produce clear writing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student make connections between Percy's abilities and him being a hero? ● How well does the analyze a quotation and explain how it reveals that Poseidon is telling Percy that as a hero his life will not be easy or happy? **Writing/ELA Skill Look Fors:** ● How well does the student analyze what a quotation reveals about a character? ● How well does the student provide evidence such as details and examples from the text in order to describe a character?	Students write a response to the prompt: "Percy is the main character in the book, *The Lightning Thief.* Chiron is another character in the book. He pretends to be Percy's Latin teacher. In this writing activity, you are going to write a letter from Percy to Chiron. In the letter, Percy tells Chiron about a lesson he has learned through his quest" **Culminating task connections:** Students demonstrate their understanding of how Percy's abilities make him a hero. This prepares students to make connections between Percy's actions and how they support a quest motif. Students also demonstrate their ability to use conventions including correct use of capitals, commas, quotation marks, and uses words and phrases and and linking words and phrases (e.g., another, for example also, because) that appropriately convey ideas to produce clear writing. This prepares students to develop multiple paragraphs to describe literature. **Reading/Knowledge Look Fors:** ● How well does the student make connections between Percy's abilities and him being a hero? ● How well does the student explain a provided quotation to show that Poseidon tells Percy that as a hero his life will not be easy or happy? **Writing/ELA Skill Look Fors:**

		● How well does the student identify words, phrases, or details in a quotation that show something about a character? ● How well does the student provide text-based evidence including details and examples to describe a character?
Section Length	3 lessons	3 lessons
Additional Supports for Diverse Learners	**Before the Section:** Support for Foundational Skills -Support for Reading Fluency Fluency Task *"The Mystic Meaning" -Support for Knowledge Demands Let's Set the Context video *"Religious Beliefs in Ancient Greece *"Characters in Greek Mythology" *"Settings in Greek Myths"	**During the Section:** -Support for Language *Protocol for Explicitly Teaching Vocabulary -Support for Meaning *Additional text-dependent questions for Lesson 31	**Additional Supports for SWSCDs** ● Original and adapted versions of *The Lightning Thief* ● Louisiana Connectors ● Essential Elements Cards - Grades 3-5 Literature ● Student Response Modes - ELA ● Videos (e.g., Let's Set the Context videos) or audio versions of the text. ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 08 of Grade 04 *The Lightning Thief* ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, high frequency words, transitional words and phrases, sensory details, adjectives) ● Writing rubric/criteria for development and evaluation of a response
	The Supports Flow Chart includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.	

Lesson Overview		
Lesson Number	Lesson 30: Describing the Characters and Events in a Story- I Battle My jerk Relative	**Modified Lesson Overview**
Description	In this lesson, students read chapter 20 of *The Lightning Thief*, answer questions about the text, and add to their Reading log.	In this lesson, students read chapter 20 of *The Lightning Thief* and as needed, an adapted version , answer questions about the text. ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. (LC.RL.4.3b) ● Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (LC.RI.4.5b)
Let's Express Our Understanding	Using your notes and text, create a timeline of the quest from when Percy leaves Camp Halfblood to this point in the text.	Using the text, create a timeline of the quest from when Percy leaves Camp Halfblood to this point in the text.

Lesson Look-Fors	● Can students make connections between Percy's abilities and him being a hero? ● Can students provide evidence such as details and examples from the text in order to describe a character?		● How well does the student make connections between Percy's abilities and him being a hero? ● Can students provide evidence such as details and examples from the text in order to describe a character?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials: ● Sticky notes ● Reading log ● paired/partner reading ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● Audio Recording ● choral reading or echo reading ● Student-friendly synonyms ● Guiding questions	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3b): o Character maps o Interactive white board o Character sorts o Read aloud texts o Content delivered using multi- o media (e.g., book, storyboard, video, computer, etc.) o Graphic organizers o Highlighted text o Preview of the text, illustrations, and details, frontloading. o Pictures, objects, or tactile representations to illustrate the key details. o Sentence strips that reflect text from the story that supports the key details o Videos or story boards/cards of the story for visual supports

			o Picture icons on graphic organizers to support non-
			o readers and visual learners
			o Peer support, collaborative grouping
			o Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
			o Dichotomous questions that allow for making a choice of correct versus incorrect answers
			o Simpler or shorter text of the same story with the same key events or details

Lesson Overview		
Lesson Number	Lesson 31: Determining the theme of a Story	**Modified Lesson Overview**
Description	In this lesson, students read chapter 21 of *The Lightning Thief*, and add to their magical items chart when characters uses one of the items listed. Students them practice determining the theme of a story.	In this lesson, students read chapter 21 of *The Lightning Thief*, and as needed, an adapted version, and add to their magical items chart when characters use one of the items listed. Students then practice determining the theme of a story. ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. (LC.RL.4.3b) ● Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. (LC.RL.4.9a)

Let's Express Our Understanding	Pretend that you are Percy and write a letter to Chiron telling him a lesson that you have learned through your quest.		Students write a response to the prompt: "Percy is the main character in the book, *The Lightning Thief.* Chiron is another character in the book. He pretends to be Percy's Latin teacher. In this writing activity, you are going to write a letter from Percy to Chiron. In the letter, Percy tells Chiron about a lesson he has learned through his quest"
Lesson Look-Fors	● Can students analyze a quotation and explain how it reveals that Poseidon is telling Percy that as a hero his life will not be easy or happy? ● Can students analyze what a quotation reveals about a character?		● Can students explain a provided quotation to show that Poseidon tells Percy that as a hero his life will not be easy or happy? ● Can students provide text-based evidence including details and examples to describe a character?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan
Materials	Lesson Materials: ● Magical items handout ● Reading log ● Conversation stems learning tool ● Teacher talk moves	Possible Supports During the Lesson: ● Audio Recording choral reading or echo reading ● Student-friendly synonyms ● Guiding questions	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3b): o Character maps o Interactive white board o Character sorts o Read aloud texts o Content delivered using multi- o media (e.g., book, storyboard, video, computer, etc.) o Graphic organizers o Highlighted text

			o Preview of the text, illustrations, and details, frontloading.
			o Pictures, objects, or tactile representations to illustrate the key details.
			o Sentence strips that reflect text from the story that supports the key details
			o Videos or story boards/cards of the story for visual supports
			o Picture icons on graphic organizers to support non-
			o readers and visual learners
			o Peer support, collaborative grouping
			o Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
			o Dichotomous questions that allow for making a choice of correct versus incorrect answers
			o Simpler or shorter text of the same story with the same key events or details

Lesson Overview		
Lesson Number	Lesson 32: Solving the Mystery	**Modified Lesson Overview**
Description	In this lesson, students read chapter 22 of *The Lightning Thief*, answer questions about the text, and add to their Reading log.	In this lesson, students read chapter 22 of *The Lightning Thief*, and as needed, an adapted version, answer questions about the text. ● Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. (LC.RL.4.3b) ● Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (LC.RL.4.9b)

Let's Express Our Understanding	Write how the prophecy from the Oracle for the quest has been fulfilled.		Describe how the prophecy from the Oracle for the quest has been fulfilled.
Lesson Look-Fors	● Can students make the connection between what Chiron told Percy and what Poseidon told Percy? ● Can students provide evidence such as details and examples from the text?		● Can students determine what is similar about what Chiron and Poseidon told Percy? ● Can students provide evidence such as details and examples from the text?
Text(s)	*The Lightning Thief* by Rick Riordan		*The Lightning Thief* by Rick Riordan

Materials	Lesson Materials:
	● Reading log
	● Conversation stems learning tool
	● Teacher talk moves
		Possible Supports During the Lesson:
		● Audio Recording
		● choral reading or echo reading
		● Student-friendly synonyms
		● Guiding questions
			Additional Supports for SWSCDs:
			
			● Original and adapted version of *"The Lightning Thief"*
			● Student Response Modes
			● Adapting Lesson Plans
			● Diverse Learners Guide
			● Images, phrases, sentences representing key concepts covered in the lesson
			● Vocabulary words and student-friendly definitions
			● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3b):
			
			   ○ Character maps
			   ○ Interactive white board
			   ○ Character sorts
			   ○ Read aloud texts
			   ○ Content delivered using multi-
			   ○ media (e.g., book, storyboard, video, computer, etc.)
			   ○ Graphic organizers
			   ○ Highlighted text
			   ○ Preview of the text, illustrations, and details, frontloading.
			   ○ Pictures, objects, or tactile representations to illustrate the key details.

			o Sentence strips that reflect text from the story that supports the key details o Videos or story boards/cards of the story for visual supports o Picture icons on graphic organizers to support non- o readers and visual learners o Peer support, collaborative grouping o Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding o Dichotomous questions that allow for making a choice of correct versus incorrect answers o Simpler or shorter text of the same story with the same key events or details

Section Overview		
Section Number	Section 9	*This Section is Optional*
Description	*The Lightning Thief*	
Assessment	Students are given approximately 40 minutes to answer the following prompt: "Why does Atalanta run after the apple and lose the race? What does she think about the events of the story?	

	Write a narrative that tells the story from Atalanta's point of view. Refer to details from the story in your narrative. Be sure to describe the events of the story and include Atalanta's thoughts, words, and actions from her point of view using evidence from the text. Be sure to observe the conventions of standard English."		
	Culminating task connections: Students demonstrate their understanding of the main character's thoughts, words, and actions. This prepares students to analyze Percy's thoughts, words, and actions. Students also demonstrate their ability to use conventions to produce clear writing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student write a narrative from Atalanta's point of view? ● How well does the student describe the events in the story and include Atalanta's thoughts, words, and actions? **Writing/ELA Skill Look Fors:** ● How well does the student identify supporting evidence for specific text dependent questions? ● How well does the student write a narrative to develop imagined experiences using effective technique, descriptive detail, and clear event sequences?		
Section Length	2 lessons		
Additional Supports for Diverse Learners	Before the Section:	During the Section:	
	The Supports Flow Chart includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	Lesson 33: Cold-read task, Multiple-Choice Questions	**Modified Lesson Overview**
Description	In this lesson, students demonstrate their ability to read, understand, and express understanding of a new text through multiple choice questions for the cold-read task.	This lesson is optional.
Let's Express Our Understanding	Students are given approximately 40 minutes to read and answer 6 questions. ● Read these sentences from the passage. 　○ "One day, a youth named Hippomenes arrived in Atalanta's kingdom. He saw a crowd of people gathered and walked over to them. Hippomenes soon learned that a race was about to begin, and what the <u>consequences</u> were for those who lost." 　○ Which is the meaning of the word *consequences* in the passage? ● Which quotation from the passage **best** helps to demonstrate Hippomenes's understanding of the word *consequences*? ● Why does the king create such a terrible result for the men who lose their races against Atalanta? ● Which sentence from paragraph 1 **best** supports the answer to Part A? ● Which sentences **best** summarize the passage? ● Select the words which best describe Atalanta at the beginning and end of the story. Write those words in the boxes below. Then provide evidence from the passage to support each selected adjective. ● Why does Hippomenes state that if Atalanta beat him in a race, "truly she will have accomplished something"? ● Which sentence from the passage **best** supports the answer to Part A? ● What is the theme of the passage?	

	● Which sentence from the passage **best** supports the answer to Part A?	
Lesson Look-Fors	● Can students accurately respond to text dependent questions on a cold-read assessment? ● Can students identify supporting evidence for specific text dependent questions?	
Text(s)	"Atalanta's Race"	
Materials	Lesson Materials: ● Cold-read task ● Cold-read task answer sheet	Possible Supports During the Lesson:

Lesson Overview		
Lesson Number	Lesson 34: Cold-read task, Essay Question	**Modified Lesson Overview**
Description	In this lesson, students demonstrate their ability to read, understand, and express understanding of a new text by writing a multi-paragraph essay.	*This lesson is optional.*

Let's Express Our Understanding	Students are given approximately 40 minutes to answer the following prompt:
	● Read this sentence from paragraph 10.
	  ○ "Atalanta quickly changed direction and went to find the apple, for the shiny object had distracted her."
	  ○ Why does Atalanta run after the apple and lose the race? What does she think about the events of the story? Write a narrative that tells the story from Atalanta's point of view. Refer to details from the story in your narrative. Be sure to describe the events of the story and include Atalanta's thoughts, words, and actions from her point of view using evidence from the text. Be sure to observe the conventions of standard English.	

Lesson Look-Fors	● Can students tell a narrative from Atalanta's point of view? ● Can students write a narrative to develop imagined experiences using effective technique, descriptive detail, and clear event sequences?	
Text(s)	"Atalanta's Race"	
Materials	Lesson Materials: ● Cold-read task ● Cold-read task answer sheet	Possible Supports During the Lesson:	

Section Overview	

Section Number	Section 10	**Modified Section Overview**
Description	*The Lightning Thief*	Original text and adapted versions of *The LightningThief*
Assessment	Students will produce an essay for the culminating writing task. **Culminating task connections:** Students demonstrate their understanding of how the quest motif is part of *The Lightning Thief*. Students also demonstrate their ability to form a claim, develop a response, provide textual evidence, and use conventions to produce clear writing. **Reading/Knowledge Look Fors:** ● How well does the student explain the quest motif in *The Lightning Thief*? ● How well does the student describe Percy's goal, the challenges he faces, and how he changes along the way? **Writing/ELA Skill Look Fors:** ● How well does the student use knowledge of language and its conventions when writing? ● How well does the student provide evidence such as details and examples to explain the text?	Students will produce a multi-paragraph essay for the culminating writing task. **Culminating task connections:** Students demonstrate their understanding of how the quest motif is part of *The Lightning Thief*. Students also demonstrate their ability to develop a claim, develop a multi-paragraph response, provide textual evidence, and use conventions including correct use of capitals, commas, quotation marks, and choose words and phrases that appropriately convey ideas to produce clear writing. **Reading/Knowledge Look Fors:** ● How well does the student identify and describe the quest motif in *The Lightning Thief*? ● How well does the student describe Percy's goal, the challenges he faces, and how he changes along the way? **Writing/ELA Skill Look Fors:** ● How well does the student use words and phrases and linking words and phrases (e.g., another, for example also, because) to convey ideas in writing; and use capitals, commas, and quotation marks correctly to produce clear writing. and its conventions when writing? ● How well does the student provide text-based evidence such as details and examples to articulate the elements of

		a quest and connect them to Percy's own journey in *The Lightning Thief?*
Section Length	6 lessons	6 lessons

| Additional Supports for Diverse Learners | Before the Section: | During the Section: | **Additional Supports for SWSCDs**
 ● Original and adapted versions of *The Lightning Thief*
 Louisiana Connectors
 ● Essential Elements Cards - Grades 3-5 Literature
 ● Student Response Modes - ELA
 ● Videos (e.g., Let's Set the Context videos) or audio versions of the text.
 ● IEP Goals
 ● Assistive Technology
 ● English Language Arts Guidebook Reading Support
 ● Word lists (e.g., passage- or text-specific words and high frequency words)
 ● Word lists (e.g., passage- or text-specific words, high frequency words, transitional words and phrases, sensory details, adjectives)
 ● Writing rubric/criteria for development and evaluation of a response |
| | The Supports Flow Chart includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson. | | |

Lesson Overview		
Lesson Number	Lesson 35: Planning the Culminating Writing Task	**Modified Lesson Overview**
Description	In this lesson, students review the Culminating Writing Task directions. Students then explain how the quest motif is part of *The Lightning Thief* and describe Percy's goal, the challenges he faces, and how he changes along the way.	In this lesson, students review the Culminating Writing Task directions. Students then explain how the quest motif is part of *The Lightning Thief* and describe Percy's goal, the challenges he faces, and how he changes along the way. ● Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. (LC.RL.4.9a) ● Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (LC.RL.4.9b) ● Provide evidence from texts when producing permanent products. (LC.W.4.9)
Let's Express Our Understanding	Share your planning document with a partner and revise where you see fit.	Complete your planning document.
Lesson Look-Fors	● Can students explain how the quest motif is part of *The Lightning Thief*? ● Can students provide evidence such as details and examples to explain the text?	● Can students identify and describe the quest motif in *The Lightning Thief*? ● Can students provide evidence such as details and examples to explain the text?
Text(s)	*The Lightning Thief*	*The Lightning Thief*

| Materials | Lesson Materials:
● Culminating Writing Task planning handout
● Culminating Writing Task directions handout | Possible Supports During the Lesson:
● Guiding questions | Additional Supports for SWSCDs:

● Original and adapted version of *"The Lightning Thief"*
● Student Response Modes
● Adapting Lesson Plans
● Diverse Learners Guide
● Images, phrases, sentences representing key concepts covered in the lesson
● Vocabulary words and student-friendly definitions |

Lesson Overview		
Lesson Number	Lesson 36: Describing a Quest and Identifying Mythological Influences	**Modified Lesson Overview**
Description	In this lesson, students find evidence of the influence of mythology on literature from *The Mountain Meets the Moon*. Students then create a timeline of the quest from *Where the Mountain Meets the Moon*. They will also compare the quests in *Where the Mountain Meets the Moon* and *The Lightning Thief*.	This lesson is optional.
Let's Express Our Understanding	Write a paragraph describing whether Minli is a hero citing her thoughts, words, or actions as evidence explaining why or why not.	
Lesson Look-Fors	● Can students explain the similarities of the quests in *The Lightning Thief* and *Where the Mountain Meets the Moon*? ● Can students provide evidence such as details and examples to explain the text?	
Text(s)	● *The Lightning Thief* ● *Where the Mountain Meets the Moon*	
Materials	Lesson Materials: ● A highlighter ● Index cards ● Reading log	Possible Supports During the Lesson: ● Evidence sentence starters learning tool	

	● Conversation stems learning tool ● Teacher talk moves	● Guiding questions	

Lesson Overview			
Lesson Number	Lesson 37: Writing the Rough Draft of the Culminating Writing Task		**Modified Lesson Overview**
Description	In this lesson, students review the Culminating Writing Task directions. Students then begin to plan their rough drafts.		In this lesson, students review the Culminating Writing Task directions. Students then begin to plan their rough drafts. ● Use precise language and domain-specific vocabulary to inform about or explain the topic. (LC.W.4.2e) ● Provide evidence from texts when producing permanent products. (LC.W.4.9)
Let's Express Our Understanding	Discuss any challenges that the assignment is presenting to you and offer ideas to help your classmates improve.		Discuss any challenges that the assignment is presenting to you.
Lesson Look-Fors	● Can students develop a topic sentence that introduces the purpose of the quest, trace Percy's actions on the quest, and explain how Percy changes along the quest? ● Can students provide evidence such as details and examples to explain the text?		● Can students develop a topic sentence that introduces the purpose of the quest, trace Percy's actions on the quest, and explain how Percy changes along the quest? ● Can students provide evidence such as details and examples to explain the text?
Text(s)	*The Lightning Thief*		*The Lightning Thief*
Materials	Lesson Materials: ● Planning document	Possible Supports During the Lesson:	Additional Supports for SWSCDs:

| | handout
● Reading log | ● [shared writing](#)
● Model using [student examples](#) or [mentor texts](#)
● [ELA Guidebook Grammar Guide](#)
● [WriteAlong](#) lessons to target a skill or concept
● Guiding questions | ● Original and [adapted version](#) of *"The Lightning Thief"*
● [Student Response Modes](#)
● [Adapting Lesson Plans](#)
● [Diverse Learners Guide](#)
● Images, phrases, sentences representing key concepts covered in the lesson
● Vocabulary words and student-friendly definitions |

Lesson Overview		
Lesson Number	Lesson 39: Editing the Rough Draft of the Culminating Writing Task	**Modified Lesson Overview**
Description	In this lesson, students review the Culminating Writing Task directions. Students then begin editing their rough drafts.	In this lesson, students review the Culminating Writing Task directions. Students then begin editing their rough drafts. ● With guidance and support from peers and adults, edit permanent products for clarity and meaning. (LC.W.4.5c)
Let's Express Our Understanding	● Read your rough draft silently. ● Look for areas where you may have made errors in writing such as grammar or punctuation. ● Trade papers with a partner and peer edit each other's papers. ● Mark any suggestions using sticky notes.	● Review your rough draft. ● Look for areas where you may have made errors in writing such as grammar or punctuation. ● Discuss any suggestions orally.
Lesson Look-Fors	● Can students evaluate their partner's draft? ● Can students provide feedback on their partner's draft?	● Can students evaluate their draft? ● Can students make suggested changes to their draft?

Text(s)	*The Lightning Thief*		*The Lightning Thief*
Materials	Lesson Materials: ● Sticky notes ● Rough draft ● Reading log	Possible Supports During the Lesson: ● shared writing ● Model using student examples or mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons to target a skill or concept ● Guiding questions	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

Lesson Overview			
Lesson Number	Lesson 40: Publishing the Culminating Writing Task		**Modified Lesson Overview**
Description	In this lesson, students check their essays and type their final drafts in order to create a published copy.		In this lesson, students check their essays and produce their final drafts in order to create a published copy. ● Produce an informative/explanatory permanent product which introduces a topic clearly and groups related information. (LC.W.4.2a) ● With guidance and support from adults, use technology to produce and publish permanent products(e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products). (LC.W.4.6)
Let's Express Our Understanding	Type your final draft to create a published copy of your Culminating Writing		Produce your final draft to create a published copy of your Culminating Writing
Lesson Look-Fors	● Can students create and publish their final draft for the culminating writing task that clearly responds to the prompt? ● Can students provide evidence from the text to support their response, use conventions to produce a clearly written essay, and publish a final draft?		● Can students create and publish their final draft for the culminating writing task that clearly responds to the prompt? ● Can students provide evidence from the text to support their response, use conventions to produce a clearly written essay, and publish a final draft?
Text(s)	*The Lightning Thief*		*The Lightning Thief*
Materials	Lesson Materials: ● Revised and edited copy of the Culminating Writing Task ● Reading log	Possible Supports During the Lesson:	Additional Supports for SWSCDs: ● Original and adapted version of *"The Lightning Thief"* ● Student Response Modes ● Adapting Lesson Plans ● Diverse Learners Guide

			- Images, phrases, sentences representing key concepts covered in the lesson - Vocabulary words and student-friendly definitions