



EXPEDITIONARY
LEARNING

Grade 6: Module 1

Assessment Overview



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Performance Task	<p>My Hero's Journey Narrative</p> <p>In this performance task, students will have a chance to apply their knowledge of the elements and purpose of myth as well as their deep understanding of the hero's journey. Through a series of narrative writing lessons, students will create their own hero's journey story that includes key elements of myth. Students will create a hero set in the ordinary world. They will then create a problem and a series of events that align with the stages of the hero's journey. They will use descriptive details, sensory language, and transitional phrases to create an engaging reading experience. They will write a conclusion that naturally unfolds from the series of events. This performance task centers on NYSP12 ELA Standards RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.11c, L.6.2 and L.6.3.</p>
Mid-unit 1 Assessment	<p>Inferring about the Main Character in <i>The Lightning Thief</i></p> <p>This assessment centers on standards NYSP12 ELA CCLS RL.6.1 and RL.6.3. Students will read an excerpt from Chapter 5 in <i>The Lightning Thief</i>. Through a graphic organizer and a series of short responses, students will describe how Percy responds to a challenge he faces in this excerpt, and then what they, as readers, can infer about him based on his response. This is a reading assessment and is not intended to formally assess students' writing. Most students will write their responses, in which case it may also be appropriate to assess W.6.9. However, if necessary, students may dictate their answers to an adult.</p>
End of unit 1 Assessment	<p>Drawing Evidence from Text: Written Analysis of How Percy's Experiences Align with "The Hero's Journey"</p> <p>This assessment centers on standards NYS ELA CCLS RL.6.1, RL.6.3, R.I. 6.1, and W.6.9. How do Percy's experiences in Chapter 8 align with the hero's journey? After reading Chapter 8 of <i>The Lightning Thief</i>, students will complete a graphic organizer and write a short analytical response that answers the question and supports their position with evidence from the novel and from the informational text "The Hero's Journey."</p>



Mid-unit 2 Assessment	<p>Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus</p> <p>This assessment centers on NYSP12 ELA CCLS RL.6.1, RL.6.2, RI.6.1, W.6.2, and W.6.9. For this assessment, students will write an analytical “mini-essay” responding to the following prompts: “What are significant elements of mythology in the story of ‘Prometheus’? Explain how elements of mythology contained in the plot make ‘Prometheus’ a classic myth.” “What is an important theme in the myth of ‘Prometheus’? What key details from the myth contribute to this theme?”</p> <p>Students will have read and discussed the myth “Prometheus” in class as well as an informational text about the “Key Elements of Mythology.” They will use recording forms to collect important details. Their “mini-essay” will contain two body paragraphs (one about the elements of myth that they see in “Prometheus” and one a theme of the myth) plus a one- sentence introduction and a brief conclusion to explain how an element of mythology connects to a theme of the myth. The reading standards assessed center around citing textual evidence from both the literary text “Prometheus” and the informational text “Key Elements of Mythology.” Students also are assessed on their ability to determining of a theme of a literary text. The reading standards could be assessed through the graphic organizer alone, or verbally, if necessary. This is both a reading and writing assessment.</p>
End of unit 2 Assessment	<p>Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i></p> <p>This assessment addresses RL.6.1, RL.6.2, W.6.2, W.6.5, W.6.9, and L.6.1a, b, c, d. Students will write a literary analysis responding to the following prompts: “What is a theme that connects the myth of “Cronus” and <i>The Lightning Thief</i>? After reading the myth of “Cronus” and the novel <i>The Lightning Thief</i>, write a literary analysis in which you do the following: Summarize the myth and present a theme that connects the myth and the novel; Describe how the theme is communicated in the myth; Describe how the theme is communicated in <i>The Lightning Thief</i>; Explain why myths still matter and why the author may have chosen to include this myth in the novel. You will have the opportunity to discuss the reading and your thinking with your partner before writing independently.” This is primarily a writing assessment. It is not intended to assess students’ reading of a myth; discussion is intentionally built in as a scaffold toward writing. In Lesson 18 students launch this assessment, writing their best on-demand draft. This draft is not formally assessed. The actual assessment occurs in Lesson 20, after peer feedback.</p>



Mid-unit 3 Assessment	Crosswalk between My Hero’s Journey Narrative and “The Hero’s Journey” Informational Text This assessment centers on NYSP12 ELA CCLS W.6.2, W.6.3a, and W.6.9. Students will write a paragraph explaining the ways in which their own “My Hero’s Journey” narrative follows the archetypal hero’s journey. The explanation itself addresses students’ ability to write an expository paragraph; students’ plan for their narrative addresses their ability to organize a sequence of events for a narrative.
End of unit 3 Assessment	Final Draft of Hero’s Journey Narrative This assessment centers on NYSP12 ELA CCLS W.6.3, W.6.4, and W.6.11c. Students engage in a series of writer’s craft lessons for narrative writing: They draft, revise, and submit their best independent draft of their “My Hero’s Journey” narrative.