

## GRADE 6, MODULE 1: UNIT 1, LESSON 7

## MID-UNIT 1 ASSESSMENT: MAKING INFERENCES ABOUT PERCY

## LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

I can describe how the characters change throughout a literary text. (RL.6.3)

I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.6.4)

## SUPPORTING LEARNING TARGETS

- I can cite evidence from the text when answering questions and discussing a new section of *The Lightning Thief*.
- I can make inferences about Percy citing evidence from the text.
- I can produce clear writing about my reading of *The Lightning Thief*.

## ONGOING ASSESSMENT

- Mid-Unit 1 Assessment

## GRADE 6, MODULE 1: UNIT 1, LESSON 7

## MID-UNIT 1 ASSESSMENT: MAKING INFERENCES ABOUT PERCY

AGENDA	TEACHING NOTES
1. Opening A. Unpacking Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 1 Assessment: Making Inferences about Percy (35 minutes) 3. Closing and Assessment A. Share: Three-Word Description and Silent Mingle (5 minutes) 4. Homework: Catch up on reading, or reread favorite sections.	<ul style="list-style-type: none"> <li>For some students, this assessment may require more than the 35 minutes allotted. Consider providing students time over multiple days if necessary.</li> <li>If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.</li> <li>If students finish their Mid-Unit Assessment early, they may go back and read their favorite sections of <i>The Lightning Thief</i>.</li> <li>In advance: Consider students who need testing accommodations: extra time, separate location, scribe, etc.</li> </ul>

LESSON VOCABULARY	MATERIALS
best lines, assessment	<ul style="list-style-type: none"> <li>Equity sticks</li> <li>Mid-Unit Assessment (one per student)</li> <li>Blank sheets of paper (one per student)</li> <li>Mid-Unit Assessment (Answer Key for Teacher Reference)</li> </ul>

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OPENING	MEETING STUDENTS' NEEDS
<p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite a volunteer to read today's learning targets as others read along.<ul style="list-style-type: none"><li>* "I can make inferences about Percy citing evidence from the text."</li><li>* "I can answer questions about <i>The Lightning Thief</i> using evidence from the text."</li><li>* "I can produce clear writing about my reading of <i>The Lightning Thief</i>."</li></ul></li><li>• Think-Pair-Share:<ul style="list-style-type: none"><li>* "Are there any words in these learning targets that repeat? What can you infer based on this?"</li></ul></li><li>• Listen for students noticing the strong emphasis on citing evidence—a skill they have been practicing. Explain the writing learning target, saying that it is through their writing today that they will show these new skills and communicate their understanding of the text.</li></ul>	<ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, but helps challenged learners the most.</li><li>• Some students may benefit from being given sentence starters for Think-Pair-Share.</li></ul>

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## MID-UNIT 1 ASSESSMENT: MAKING INFERENCES ABOUT PERCY

WORK TIME	MEETING STUDENTS' NEEDS
<p><b>A. Mid-Unit 1 Assessment: Making Inferences about Percy (35 minutes)</b></p> <ul style="list-style-type: none"><li>Say: “Today you will get to meet the learning targets and show all the great learning you’ve done in a Mid-Unit Assessment.”</li><li>Clarify the word <i>assessment</i> if there is confusion. Explain that the assessment will ask them to do many things that they have already done in thinking about Percy’s challenges, his responses, and the inferences they can make based on them. Tell students they can make use of their novel, evidence flags, and notes from class to help them complete this assessment.</li><li>Distribute the assessment to each student. Circulate as students work, noting who is having difficulty and may need redirecting.</li><li>If students finish their <b>Mid-Unit Assessment</b> early, they may go back and read their favorite sections of <i>The Lightning Thief</i>.</li></ul>	<ul style="list-style-type: none"><li>For ELLs, consider providing extended time for tasks and answering questions in class discussions. ELLs receive extended time as an accommodation on NY State assessments.</li></ul>

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## MID-UNIT 1 ASSESSMENT: MAKING INFERENCES ABOUT PERCY

CLOSING AND ASSESSMENT	MEETING STUDENTS' NEEDS
<p><b>A. Share: Three-Word Description and Silent Mingle (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Give each student a <b>blank sheet of white paper</b>. Invite students to write three words that describe Percy Jackson as a character. For example, they may write, “Troubled,” “Brave,” and “Friend.” After 2 minutes of thinking and writing time, tell students they will now do a “silent mingle.” Give directions:           <ol style="list-style-type: none"> <li>Stand up with your paper held out in front of you.</li> <li>Silently walk around the room meeting up with different partners.</li> <li>Read your partner’s three words and allow them to read yours.</li> <li>Move on to a new partner and repeat.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>The Silent Mingle activity acts as a physical and mental release for students’ focus after the Mid-Unit Assessments. Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success. This closing activity is meant to help students synthesize their current understandings of the character in the novel in a low-stakes structure.</li> </ul>
HOMEWORK	MEETING STUDENTS' NEEDS
<ul style="list-style-type: none"> <li>Catch up on any reading you may have missed in <i>The Lightning Thief</i>, or reread one of your favorite scenes.</li> </ul>	

**Mid-Unit Assessment: Making Inferences about Percy**

Name:	
Date:	

In the previous lesson, you did some thinking about Chapter 4: “My Mother Teaches Me Bullfighting.” On this assessment, you get a chance to show what you know about how to analyze this novel on your own. You may use your novel, your evidence flags, and any notes in your journals from our work together for this assessment.

1. What happens in this chapter? Just write a one- to two-sentence gist: What is this chapter mostly about?

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2. Part A. Reread pages 52–56 and think about the challenges Percy faces, and his response to those challenges in the form of choices he makes during this episode in the novel. Complete the T-Chart below, citing evidence from the text. Be sure to actually “quote” sections of the text in your response.

Challenge	Response
1.	
2.	

**Mid-Unit Assessment: Making Inferences about Percy**

Name:	
Date:	

2. Part B. Make an inference: What do Percy's choices on page 52–56 tell us about his strengths and weaknesses? Cite evidence from the text to support your answer.

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3. We all have strengths and weakness. Based on the choices Percy made on pages 52–56, do you have a good opinion of him? Why or why not? Cite evidence from the text to support your answer.

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4. How do the events of this scene show how Percy has changed as a character from the beginning of the novel up to this point? Cite evidence from the text to support your answer. You may use your novel, your evidence flags, and any notes in your journals from our work together.

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**Mid-Unit Assessment: Making Inferences about Percy  
(Answer Key for Teacher Reference)**

Name:	
Date:	

In the previous lesson, you did some thinking about Chapter 4: “My Mother Teaches Me Bullfighting.” On this assessment, you get a chance to show what you know about how to analyze this novel on your own. You may use your novel, your evidence flags, and any notes in your journals from our work together for this assessment.

1. What happens in this chapter? Just write a one- to two-sentence gist: What is this chapter mostly about?

**In this chapter, Percy and his mother go to the beach where Percy’s parents met to spend time together. While there, Grover shows up and Percy’s mom realizes he is in danger. They try to get away, but are caught by the Minotaur. The Minotaur kills Percy’s mom, but Percy kills the Minotaur and saves Grover.**

2. Part A. Reread pages 52–56 and think about the challenges Percy faces, and his response to those challenges in the form of choices he makes during this episode in the novel. Complete the T-Chart below, citing evidence from the text. Be sure to actually “quote” sections of the text in your response.

[Note: There are multiple correct answers to this question. Sample responses below.]

Challenge	Response
<p>1.</p> <p>The Minotaur makes Percy’s mother dissolve, and is about to do the same thing to Grover.</p> <p>“The monster hunched over, snuffling my best friend, as if he were about to lift Grover up and make him dissolve too.” (page 53)</p>	<p>Percy decides to fight the Minotaur instead of running away from it.</p> <p>“I couldn’t allow that. I stripped off my red rain jacket. ‘Hey!’ I screamed, waving the jacket, running to one side of the monster.” (page 53)</p>
<p>2.</p> <p>Percy’s mother is gone, and he is hurt, so he wants to give up.</p> <p>“My head felt like it was splitting open. I was weak and scared and trembling with grief. I’d just seen my mother vanish. I wanted to lie down and cry.” (page 55)</p>	<p>He fights his feelings and finds energy to drag Grover to safety.</p> <p>“... there was Grover, needing my help, so I managed to haul him up and stagger down into the valley.” (pages 55–56)</p>

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Mid-Unit Assessment: Making Inferences about Percy  
(Answer Key for Teacher Reference)

Name:	
Date:	

2. Part B. Make an inference: What do Percy’s choices on page 52–56 tell us about his strengths and weaknesses? Cite evidence from the text to support your answer.

Percy’s choices in this section tell us that one of his strengths is his loyalty to his friend. When he was in danger, he could have escaped and saved his own life. But he showed loyalty by choosing to stay and fight to help his friend. He says, “... there was Grover, needing my help.” Percy’s only weakness in this section is becoming frozen by his fear. When his mother tells him to run, he can’t. The text says, “But I just stood there, frozen in fear, as the monster charged her.”

3. We all have strengths and weakness. Based on the choices Percy made on pages 52–56, do you have a good opinion of him? Why or why not? Cite evidence from the text to support your answer.

Based on the choices he made in this section, I have a great opinion of Percy. He chose to fight the Minotaur to save his friend’s life, and he also fought his own hurt and exhaustion to drag Grover into safety. He says, “I was crying, calling for my mother, but I held on to Percy—I wasn’t going to let him go.” The only time Percy showed fear was when the monster was about to attack his mother, and I think anybody would show fear in that situation.

4. How do the events of this scene show how Percy has changed as a character from the beginning of the novel up to this point? Cite evidence from the text to support your answer. You may use your novel, your evidence flags, and any notes in your journals from our work together.

The events of this scene show that Percy has changed because he chooses to stay with his friend. Earlier in the book, Percy “ditches” Grover at the bus station because he is only thinking about himself and what he wants. In this scene, Percy does not think about what he wants; in fact, he does the opposite of what he wants. He says he “wanted to lie down and cry” but then he makes his decision based on what his friend needs. He helps Grover.

**2 Point Rubric: Writing From Sources/Short Response**

<b>2 POINT RESPONSE</b>	The features of a 2 point response are: <ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability.</li></ul>
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<b>1 POINT RESPONSE</b>	The features of a 1 point response are: <ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt.</li><li>• Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.</li><li>• Incomplete sentences or bullets</li></ul>
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<b>0 POINT RESPONSE</b>	The features of a 0 point response are: <ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate.</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable.</li></ul>
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