<table>
<thead>
<tr>
<th>Text Detail</th>
<th>I think that this shows that Percy...</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I got the feeling there was a lot he wasn’t telling me about his prophecy, but I decided I couldn’t worry about that right now. After all, I was holding back information too.” <em>The Lightning Thief</em>, page 145</td>
<td></td>
</tr>
</tbody>
</table>
In appearance, the gods were supposed to resemble mortals, but they were more beautiful, strong, and tall. They resembled human beings in their feelings and habits, marrying one another and having children, and needing daily nourishment and refreshing sleep.

The Greeks believed that their gods were much smarter than men, but that the gods still had human feelings and passions. We often see the gods motivated by revenge, deceit, and jealousy. But they always punish the evildoer, especially any mortal who neglects their worship.

We often hear of the gods descending to earth to visit mankind. Often, both gods and goddesses become attached to mortals and have children with them. These children are called heroes or demigods, and were usually known for their great strength and courage. But although there were so many points of resemblance between gods and men, only the gods were immortal.

They possessed the power to make themselves invisible and could disguise themselves as men or animals. They could also transform human beings into trees, stones, or animals, either as a punishment for their misdeeds or to protect the individual from danger.

Most of these divinities lived on the summit of Mount Olympus, each possessing his or her individual home, and all meeting together on festive occasions in the council-chamber of the gods. Men built magnificent temples to their honor and worshipped the gods with the greatest solemnity.

Use this word-catcher to keep the new words you are learning in Unit 2. Mark literary words with an *
(For example: *inference)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>G</td>
<td>H</td>
<td>I</td>
<td>J</td>
</tr>
<tr>
<td>K</td>
<td>L</td>
<td>M</td>
<td>N</td>
<td>O</td>
</tr>
<tr>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
</tr>
<tr>
<td>Z</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use this space for notes.
Main Idea | The details that helped me to understand this.
---|---
Paragraph 1 | 
Paragraph 2 | 
Paragraph 3 | 
Paragraph 4 | 
Paragraph 5 | 

Exit Ticket: (You will have time for this at the very end of the lesson.)
How are gods like humans? How are they different from humans? Explain

---
---
---
---
---
I think that one of the important themes in the story “Myths and Legends” is

One reason for my thinking about this is

The words and phrases below helped me to understand the theme.

<table>
<thead>
<tr>
<th>Words</th>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Approaching Texts

Reading closely begins by considering my specific purposes for reading and important information about a text.

<table>
<thead>
<tr>
<th>I am aware of my purposes for reading:</th>
<th>I take note of information about the text:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Why am I reading this text?</td>
<td>• Who is the author?</td>
</tr>
<tr>
<td>• In my reading, should I focus on:</td>
<td>• What is the title?</td>
</tr>
<tr>
<td>⇒ The content and information about the topic?</td>
<td>• What type of text is it?</td>
</tr>
<tr>
<td>⇒ The structure and language of the text?</td>
<td>• Who published the text?</td>
</tr>
<tr>
<td>⇒ The author’s view?</td>
<td>• When was the text published?</td>
</tr>
</tbody>
</table>

### Questioning Texts

Reading closely involves:
1) Initially questioning a text to focus my attention on its structure, ideas, language and perspective then
2) questioning further as I read to sharpen my focus on the specific details in the text.

- **Structure:**
  - How is the text organized?
  - How has the author structured the sentences and paragraphs?
  - How do the text's structure and features influence my reading?

- **Topic, Information and Ideas:**
  - What information/ideas are presented at the beginning of the text?
  - What information/ideas are described in detail?
  - What stands out to me as I first examine this text?

- **Language:**
  - What words or phrases stand out to me as I read?
  - What words and phrases are powerful or unique?
  - What do the author's words cause me to see or feel?

### Analyzing Details

Reading closely involves:
1) thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text; 2) analyzing and connecting details leads me to pose further text-specific questions that cause me to re-read more deeply.

<table>
<thead>
<tr>
<th>I analyze the details I find through my questioning:</th>
<th>Patterns across the text:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• What does the repetition of words or phrases in the text suggest?</td>
</tr>
<tr>
<td></td>
<td>• How do details, information, or ideas change across the text?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Importance:</th>
<th>Relationships among details:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Which details are most important to the overall meaning of the text?</td>
<td>• How are details in the text related in a way that develops themes or ideas?</td>
</tr>
<tr>
<td>• Which sections are most challenging and require closer reading?</td>
<td>• What does the text leave uncertain or unstated? Why?</td>
</tr>
</tbody>
</table>

---

*From Odell Education’s “Reading Closely for Details: Guiding Questions” handout. Used by permission.*
# READING CLOSELY: APPROACHING THE TEXT

Name: ____________________________ Date: ________________________

**READING CLOSELY BEGINS BY**
considering my specific purposes for reading and important information about a text.

## GUIDING QUESTIONS

<table>
<thead>
<tr>
<th>I am aware of my purposes for reading:</th>
<th>I take note of information about the text:</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>• In my reading, should I focus on:</td>
<td>• What is the title?</td>
</tr>
<tr>
<td>⇒ The content and information about the topic?</td>
<td>• What type of text is it?</td>
</tr>
<tr>
<td>⇒ The structure and language of the text?</td>
<td>• Who published the text?</td>
</tr>
<tr>
<td>⇒ The author’s view?</td>
<td>• When was the text published?</td>
</tr>
</tbody>
</table>

Paraphrase: What does “approaching the text” mean in your own words?

________________________________________________________________________________________

________________________________________________________________________________________

Exit Ticket: Reflect (at the end of the lesson):
Which question was most helpful to you in understanding the text on your first read?

________________________________________________________________________________________

________________________________________________________________________________________

Adapted from Odell Education’s “Reading Closely for Details: Guiding Questions” handout and developed in partnership with Expeditionary Learning.
Cronus was the son of Uranus and Gaea (Mother Earth), and was the youngest of the Titans. When Gaea gave birth to other children, such as Cyclops, who looked monstrous, Uranus was not proud of them and put them in a pit under the earth. This made Gaea very angry, and she asked Cronus and his Titan brothers to rise up against their father and save their other brothers. Cronus did overthrow his father, but he did not save his monstrous brothers. Gaea, who loved all of her children, was so angered that Cronus did not help his brothers that she began to plan Cronus’ ruin.

Cronus was the god of time. He married his sister Rhea, and together they had three sons and three daughters. Cronus was afraid that his children might one day rise up against his authority, as he had against his own father, Uranus. His father had predicted that this would happen. In order to be sure that he kept power and the prophecy did not come true, Cronus attempted to escape fate by swallowing each child as soon as it was born.

This filled his wife Rhea with sorrow and anger. When it came to Zeus, her sixth and last child, Rhea was determined to save this one child at least, to love and cherish. She asked her parents, Uranus and Gaea, for advice and assistance. They told her to wrap a stone in baby-clothes and give it to Cronus. She did, and he swallowed the stone without noticing the deception.

Anxious to keep the secret of his existence from Cronus, Rhea sent the infant Zeus secretly to Crete, where he was fed, protected, and educated. Priests of Rhea beat their shields together and kept up a constant noise at the entrance, which drowned the cries of the child and frightened away all intruders.

Grown to manhood, Zeus determined to make his father restore his brothers and sisters to the light of day. The goddess Metis helped him, convincing Cronus to drink a potion, which caused him to give back the children he had swallowed. Cronus was so enraged that war between the father and son became inevitable. Zeus eventually dethroned his father Cronus, who was banished from his kingdom and deprived forever of the supreme power. Cronus’ son now became supreme god.

Which statement below best expresses Cronus’ motivation for swallowing his children?

A. Cronus liked being the Lord of the Universe.
B. Cronus loved his wife, Rhea, and feared that one of his children would harm her.
C. Cronus was afraid that one of his children would become more powerful than he was.
D. Cronus was being punished by Mother Earth.
Directions: Read the allusion to Cronus below:

Chiron pursed his lips. “Even I am not old enough to remember that, child, but I know it was a time of darkness and savagery for mortals. Kronos, the Lord of the Titans, called his reign the Golden Age because men lived innocent and free of all knowledge. But that was mere propaganda. The Titan king cared nothing for your kind except as appetizers or a source of cheap entertainment. It was only in the early reign of Lord Zeus when Prometheus the good Titan brought fire to mankind, that your species began to progress, and even then, Prometheus was branded a radical thinker. Zeus punished him severely, as you may recall. Of course, eventually the gods warmed to humans, and Western civilization was born.”

Thinking Deeply about Vocabulary

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Heard Before</th>
<th>Never Heard</th>
<th>What it means in the passage.</th>
<th>Context Clue or Strategy I used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. mortals</td>
<td>X</td>
<td>Humans</td>
<td>I used my background knowledge and the sentence to figure out the meaning</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 1-0, pages 155-156

<table>
<thead>
<tr>
<th>This I learned from the passage.</th>
<th>Words and phrases that helped me to learn this.</th>
<th>Removing/Explanation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is the key idea that Rick Riordan is expressing about Cronus in this passage?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Use the chart below to record the things you notice and wonder about as you view the illustrations of Cronus and Rhea.

<table>
<thead>
<tr>
<th>Things I Notice</th>
<th>Things I Wonder About</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ abuse of power</td>
<td>☐ mothering</td>
</tr>
<tr>
<td>☐ action vs. apathy</td>
<td>☐ nature</td>
</tr>
<tr>
<td>☐ beating the odds</td>
<td>☐ need for change</td>
</tr>
<tr>
<td>☐ beauty</td>
<td>☐ obligation</td>
</tr>
<tr>
<td>☐ coming of age</td>
<td>☐ parent-child</td>
</tr>
<tr>
<td>☐ corruption</td>
<td>☐ relationships</td>
</tr>
<tr>
<td>☐ courage</td>
<td>☐ peace</td>
</tr>
<tr>
<td>☐ effects of the past</td>
<td>☐ peer pressure</td>
</tr>
<tr>
<td>☐ faith</td>
<td>☐ perseverance</td>
</tr>
<tr>
<td>☐ fall from grace</td>
<td>☐ power of the mind vs. authority</td>
</tr>
<tr>
<td>☐ family</td>
<td>☐ prejudice</td>
</tr>
<tr>
<td>☐ fate</td>
<td>☐ price of progress</td>
</tr>
<tr>
<td>☐ fear</td>
<td>☐ pride</td>
</tr>
<tr>
<td>☐ fear of failure</td>
<td>☐ quest for knowledge</td>
</tr>
<tr>
<td>☐ freedom</td>
<td>☐ religion</td>
</tr>
<tr>
<td>☐ friendship</td>
<td>☐ revenge</td>
</tr>
<tr>
<td>☐ greed</td>
<td>☐ secrecy</td>
</tr>
<tr>
<td>☐ hate</td>
<td>☐ security/safety</td>
</tr>
<tr>
<td>☐ heritage</td>
<td>☐ seizing the moment</td>
</tr>
<tr>
<td>☐ heroes</td>
<td>☐ survival</td>
</tr>
<tr>
<td>☐ honesty</td>
<td>☐ the overlooked</td>
</tr>
<tr>
<td>☐ innocence</td>
<td>☐ the road not taken</td>
</tr>
<tr>
<td>☐ justice</td>
<td>☐ war</td>
</tr>
<tr>
<td>☐ love</td>
<td>☐ winners and losers</td>
</tr>
<tr>
<td>☐ loyalty</td>
<td></td>
</tr>
<tr>
<td>☐ manipulation</td>
<td></td>
</tr>
</tbody>
</table>
In the lesson, you explored the idea of themes concerning parent-child relationships in the Cronus myth such as: “A mother will put her love for her children above every other relationship.”

Now, think of the parent-child relationships in *The Lightning Thief*. What is a theme around parent-child relationships in this story? What message about this topic does Rick Riordan convey through details?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
In the lesson, you explored the idea of themes concerning parent-child relationships in the Cronus myth such as: “A mother will put her love for her children above every other relationship.”

Now, think of the parent-child relationships in *The Lightning Thief*. What is a theme around parent-child relationships in this story? What message about this topic does Rick Riordan convey through details?

**Possible Parent-Child Relationships in *The Lightning Thief***

<table>
<thead>
<tr>
<th>Parent</th>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percy Jackson</td>
<td>Sally Jackson (mom)</td>
</tr>
<tr>
<td>Percy Jackson</td>
<td>Poseidon (dad)</td>
</tr>
<tr>
<td>Annabeth</td>
<td>Athena (mom)</td>
</tr>
<tr>
<td>Annabeth</td>
<td>Dad</td>
</tr>
</tbody>
</table>

A parent and a child relationship in *The Lightning Thief* is ____________________________ (child name)

and _____________________________. An important detail about this relationship is ____________________________ (parent name)

This details shows _____________________________.

Therefore, a *theme* conveyed through this relationship ____________________________
While reading Chapter 12, use your evidence flags to mark important events in the chapter. Important events could be defined as: moments in which the character makes an important realization, moments in which the plot changes in some way, or moments that change the relationship between two characters.

What do you think are the three most important events in this chapter? Why?
Venn Diagram: Comparing and Contrasting “Cronus” and “Shrouded in Myth”

Name: 
Date: 

“Shrouded in Myth”

“Cronus”
Myths are stories that explain the world and humans’ experiences. Mythological stories and characters reflect a culture’s past and traditions and, most importantly, tell the story of the values and beliefs that are central to a culture, and to the human race.

The universal appeal of myths is, in part, a result of **elements** that are typical or common across most myths. These repeated elements include symbols, themes, patterns, and characters. These elements help to develop and communicate the theme of a myth. Common themes in myths include the struggle between the forces of good and evil, the quest of a hero, or the origin of some aspect of the natural world.

<table>
<thead>
<tr>
<th>Parent</th>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tension between Opposing Forces in the Universe</strong></td>
<td>Myths are often structured around the tensions between opposing forces in the universe, like light versus dark and good versus evil. Often the main characters in myths have responsibility for resolving conflicts between these opposing forces; for example, heroes fighting to overcome evil monsters.</td>
</tr>
<tr>
<td><strong>A Struggle for Power</strong></td>
<td>The struggle for power in a myth occurs between two opposing forces. This struggle for power may be between two supernatural forces, a supernatural force and a mortal, or two members of a single family. This struggle may be a result of desire for control, vanity, or jealousy. Often this struggle ends with punishment or even death.</td>
</tr>
<tr>
<td><strong>Explanation of the Origins of Life and the Natural World</strong></td>
<td>Many myths come from humans’ early desire to explain the origins of life and the natural world. They try making sense of the wonders of the world they perceived. Myths often attempt to answer the fundamental questions: How did the world come to be? Who are we? What is our purpose on earth? Because ancient people could not rely on science, they told these stories to provide an explanation about where we came from and how things came to be.</td>
</tr>
<tr>
<td><strong>Fate and Prophecy</strong></td>
<td>The idea of fate, and its overwhelming power, is a central theme in many myths. Neither gods nor humans seem able to escape fate, despite many attempts to do so. Making this theme even more prominent, many myths begin with a prophecy. This prophecy then shapes the actions and interactions of the various characters of the myth.</td>
</tr>
<tr>
<td><strong>Supernatural or Non-human Characters</strong></td>
<td>Some of the characters in myths are often non-human even though they possess human qualities and emotions. These characters might include gods, goddesses, and supernatural beings. These non-human characters often possess super-human powers and use them to interact with our human world by, for example, controlling the weather. Gods and goddesses may also visit the human world by disguising themselves in different forms.</td>
</tr>
<tr>
<td><strong>A Quest or Completion of a Task</strong></td>
<td>Myths often tell stories of human characters who travel between worlds to complete a task; for example, finding someone or something. Often this involves travel between the present world and other worlds like Mount Olympus, the home of the gods, or the Underworld, which is hidden beneath the Earth and is the kingdom of the dead.</td>
</tr>
</tbody>
</table>
Today I learned that myths

I also learned that myths

, and

But the most important thing about myths is

1. At each chart, a member of your triad should read the quotes aloud. You should take turns doing this.

2. Discuss with your triad:
   * “How are these two quotes connected?”
   * “What element of mythology is present in the myth of Cronus?”

3. After discussing, use your triad’s marker to write your thinking on the chart.

4. Using a sheet of paper and tape, cover your response so the next group can begin their thinking with a “clean slate.”
<table>
<thead>
<tr>
<th>Element of Mythology in Cronus (from “The Key Elements of Mythology”):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>“First Draft” Theme Idea: (What does the myth “teach” about the element of myth?)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Details from the myth: (that support this theme)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Detail from Cronus</th>
<th>Detail from Cronus</th>
<th>Detail from Cronus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Odell Education resource: “Forming Evidence-based Claims”
Element of Mythology in Cronus (from “The Key Elements of Mythology”)
An element from “The Key Elements of Mythology” that shows up in Cronus is

“First Draft” Theme Idea: (What does the myth “teach” about the element of myth?)
A theme of the myth of Cronus is

Details from the myth: (that support this theme)

<table>
<thead>
<tr>
<th>Detail from Cronus</th>
<th>Detail from Cronus</th>
<th>Detail from Cronus</th>
</tr>
</thead>
<tbody>
<tr>
<td>One detail from Cronus is</td>
<td>A second detail from Cronus is</td>
<td>Finally,</td>
</tr>
</tbody>
</table>

Adapted from Odell Education resource: “Forming Evidence-based Claims”
The story of Cronus is a classic myth that shows the theme of a mother’s love.

All myths contain significant elements of mythology. In the myth of Cronus, the text says, “This filled his wife Rhea with sorrow and anger. When it came to Zeus, her sixth and last child, Rhea was determined to save this one child at least, to love and cherish.” One significant element of mythology is that the characters are often non-human, but they have human emotions and qualities. Rhea is a non-human Titan, but she has human emotions such as sadness and loneliness. In the Cronus text it also says, “She asked her parents, Uranus and Gaea, for advice and assistance. They told her to wrap a stone in baby-clothes and give it to Cronus. She did, and he swallowed the stone without noticing the deception.” Many myths contain a struggle for power. This struggle can be between members of the same family. This shows a wife tricking her husband in order to save her child. These elements of mythology help define this story as a classic myth.

An important theme in the myth of Cronus is a mother’s love for her children. Mother Earth’s love for her other children is so powerful that it makes her want to destroy her son Cronus. The text says, “Cronus did overthrow his father, but he did not save his monstrous brothers. Gaea, who loved all of her children, was so angered that Cronus did not help his brothers that she began to plan Cronus’ ruin.” Also, Rhea’s love for her children is what makes her trick her husband. In the myth, it says, “Anxious to keep the secret of his existence from Cronus, Rhea sent the infant Zeus secretly to Crete, where he was fed, protected, and educated.” Both these examples show the power of mother’s love for her children.

This classic myth shows how a mother’s struggle to save her children became the origin of the gods and Greek culture.
In our study of mythology, we have learned key elements present in most myths. What key elements of mythology are present in the myth of Cronus?

<table>
<thead>
<tr>
<th>Detail from the Cronus myth</th>
<th>Detail from the Cronus myth</th>
</tr>
</thead>
<tbody>
<tr>
<td>My thinking about this detail…</td>
<td>My thinking about this detail…</td>
</tr>
</tbody>
</table>
## THEME GRAPHIC ORGANIZER (FOR BODY PARAGRAPH 2)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

### FOCUSING QUESTION

What is your first draft idea for a theme in the myth of Cronus?

<table>
<thead>
<tr>
<th>DETAIL FROM THE CRONUS MYTH</th>
<th>DETAIL FROM THE CRONUS MYTH</th>
<th>DETAIL FROM THE CRONUS MYTH</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DETAIL FROM THE CRONUS MYTH</th>
<th>DETAIL FROM THE CRONUS MYTH</th>
<th>DETAIL FROM THE CRONUS MYTH</th>
</tr>
</thead>
</table>

### MY THINKING ABOUT THIS DETAIL

<table>
<thead>
<tr>
<th>MY THINKING ABOUT THIS DETAIL</th>
<th>MY THINKING ABOUT THIS DETAIL</th>
<th>MY THINKING ABOUT THIS DETAIL</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MY THINKING ABOUT THIS DETAIL</th>
<th>MY THINKING ABOUT THIS DETAIL</th>
<th>MY THINKING ABOUT THIS DETAIL</th>
</tr>
</thead>
</table>

### HOW I CONNECT THESE DETAILS

<table>
<thead>
<tr>
<th>HOW I CONNECT THESE DETAILS</th>
</tr>
</thead>
</table>

### CLAIM

What is an important theme in this myth?
With your evidence flags, mark three allusions (references) to myths, stories, or characters you find. Then below, record any new or challenging vocabulary for a discussion at the beginning of the next lesson.

<table>
<thead>
<tr>
<th>Word</th>
<th>Location (page number, paragraph member)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Humane</td>
<td>Page 242, paragraph 4</td>
</tr>
</tbody>
</table>

Allusions to Greek Myths/Stories/Characters:

<table>
<thead>
<tr>
<th>Page Number</th>
<th>What is the myth, story, or character alluded to?</th>
</tr>
</thead>
</table>

Name: ____________________________________________
Date: ____________________________________________
Use the chart below to record the things you notice and wonder about as you view the illustrations of Cronus and Rhea.

1. Why do you think Kronos called his reign a Golden Age?
2. What does Golden Age mean in this context?
3. What is a Golden Age?
4. Did Chiron believe the reign of Kronos really was a Golden Age? Why or why not?
5. What does innocent mean in this context?
6. Are there any other meanings of innocent?
7. The text says, “Prometheus was branded a radical thinker.” What does branded mean in this context? Was he literally branded—did he have “literal thinker” burned onto his skin?
8. What is a radical thinker?
9. Why was Prometheus branded a “radical thinker?”
READING CLOSELY: QUESTIONING TEXTS

Name........................................................................................................ Date .........................................................

READING CLOSELY INVOLVES:
1) initially questioning a text to focus my attention on its structure, ideas, language and perspective
   THEN
2) questioning further as I read to sharpen my focus on the specific details in the text

GUIDING QUESTIONS

I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:

Structure:
• How is the text organized?
• How has the author structured the sentences and paragraphs?
• How do the text’s structure and features influence my reading?

Topic, Information and Ideas:
• What information/ideas are presented at the beginning of the text?
• What information/ideas are described in detail?
• What stands out to me as I first examine this text?
• What do I learn about the topic as I read?
• How do the ideas relate to what I already know?
• What is this text mainly about?
• What information or ideas does the text present?

Language:
• What words or phrases stand out to me as I read?
• What words and phrases are powerful or unique?
• What do the author’s words cause me to see or feel?
• What words do I need to define to better understand the text?
• What words or phrases are critical for my understanding of the text?
• What words and phrases are repeated?

Perspective:
• Who is the intended audience of the text?
• What is the author saying about the topic or theme?
• What is the author’s relationship to the topic or themes?
• How does the author’s language show his/her perspective?
The world, as first it was, to the Greeks was a sunless world in which land, air, and sea were mixed up together, over which ruled a deity called Chaos. A giant race of Titans lived on this newly made earth. One of the mightiest Titans was Prometheus.

Prometheus and his brother Epimetheus were trusted to give special gifts, abilities, and instincts to the beasts, birds, and fishes of the world. They also were given the task of making a creature lower than the gods, less great than the Titans, yet in knowledge and in understanding higher than the beasts and birds and fishes. This being was called Man.

Prometheus took some clay from the ground at his feet, moistened it with water, and made it into an image, in form like the gods. Into its nostrils Eros breathed the spirit of life, Pallas Athené gave it a soul, and the first Man looked wonderingly round on the earth.

Prometheus, proud of the beautiful thing of his own creation, wanted to give Man a worthy gift, but no gift remained for him. He was naked, unprotected, more helpless than any of the beasts. And Prometheus pitied him more than the animals, since Man had a soul to suffer. Surely Zeus, ruler of Olympus, would have compassion for Man? But Prometheus looked to Zeus in vain; he did not have compassion for Man.

Prometheus pitied Man, and thought of a power belonging to the gods alone. “We shall give fire to the Man we have made,” he said to Epimetheus. He waited patiently and, unseen by the gods, made his way into Olympus, lighted a hollow torch with a spark from the chariot of the Sun, and brought this royal gift to Man. With fire, Man no longer trembled in the darkness of caves when Zeus hurled his lightning across the sky. He was no longer scared of the animals that hunted him and drove him in terror. With fire, Man made weapons, defied the frost and cold, made tools and money, introduced the arts, and was able to destroy as well as to create.

From his throne on Olympus, Zeus looked down on the earth and saw blue-gray smoke that curled upward to the sky. He watched more closely and realized with terrible wrath that what he saw came from fire, that before had been the gods’ own sacred power. He gathered a council of the gods to decide how to punish Prometheus for deceiving him. Zeus chained Prometheus to the top of a mountain, and every day an eagle came and ate Prometheus’ liver. Every night, his liver grew back.

This council also decided to punish Man. They decided to create a thing that should forever charm the souls and hearts of men and forever be Man’s downfall. This thing was Pandora.

How does Percy show that he is a hero in Chapter 17 of *The Lightning Thief*?

Use your evidence flags to mark evidence in this chapter that you believe shows Percy as a hero. Think about the character traits of a hero, as well as the “hero’s journey” from earlier lessons.
READING CLOSELY: ANALYZING DETAILS

Name .................................................................................................................................. Date ........................................................................

READING CLOSELY INVOLVES:
1) thinking deeply about the details I have found through my questioning
to determine their meaning, importance,
and the ways they help develop ideas across a text
2) analyzing and connecting details leads me to pose further text-specific questions
that cause me to re-read more deeply.

GUIDING QUESTIONS

I analyze the details I find through my questioning:

Patterns across the text:
- What does the repetition of words or phrases in
  the text suggest?
- How do details, information, or ideas change
  across the text?

Meaning of Language:
- How do specific words or phrases impact the
  meaning of the text?

Importance:
- Which details are most important to the overall
  meaning of the text?
- Which sections are most challenging and require
closer reading?

Relationships among details:
- How are details in the text related in a way that
develops themes or ideas?
- What does the text leave uncertain or unstated?
  Why?
In our study of mythology, we have learned key elements present in most myths. What key elements of mythology are present in the myth of Prometheus?

<table>
<thead>
<tr>
<th>Detail from the Prometheus myth</th>
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<tbody>
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</table>

My thinking about this detail...

My thinking about this detail...
# Theme Graphic Organizer (for Body Paragraph 2)

<table>
<thead>
<tr>
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</table>

**FOCUSING QUESTION**: What is your first draft idea for a theme in the myth of Prometheus?

<table>
<thead>
<tr>
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**HOW I CONNECT**

**CLAIM**: What is an important theme in this myth?

Adapted from Odell Education's “Forming EBC Worksheet” and developed in partnership with Expeditionary Learning.
Name: 
Date: 

Note: Talk with your partner to help you think before you write. But each of you should write your own essay in the space below.

Write an analytical mini-essay that responds to the following questions:
• What are the significant elements of mythology in the Prometheus text? Explain how elements of mythology in the plot make Prometheus a classic myth.
• What is an important theme in this myth? Explain how key details in the myth help to contribute to this theme.

Remember to do the following:
• Write an introduction sentence that introduces both body paragraphs of your writing.
• Write a conclusion that explains how an element of mythology connects to a theme of the myth.

Use evidence from both the myth and the informational text to support your answer.

Introduction Sentence:

Paragraph 1: (Elements of Mythology)

Paragraph 2: (Theme)
Partner Writing:
Analytical Mini-Essay

Concluding Sentence:
Peer Critique Recording Form

Place a √ if the criteria is included in the writing.
Place an X if the criteria is not included in the writing.

Criteria for an Analytical Mini-Essay:

_____ The mini-essay begins with an introductory sentence that introduces both elements of mythology and an important theme in the myth.

_____ The first body paragraph identifies two elements of mythology present in the myth of Prometheus.

_____ The first body paragraph includes evidence to show each element of mythology.

_____ The second body paragraph identifies a theme of Prometheus.

_____ The second body paragraph provides two details that contribute to the theme.

_____ The second body paragraph explains how the details help to prove the claim.

_____ The mini-essay ends with a concluding sentence that shows the writer’s thinking about why this matters.

Star: One thing you did well in your mini-essay is:


Step: One thing you should work on to make your mini-essay better is:
Write an analytical mini-essay that responds to the following questions:

- What are the significant elements of mythology in the Prometheus text? Explain how elements of mythology in the plot make Prometheus a classic myth.
- What is an important theme in this myth? Explain how key details in the myth help to contribute to this theme.

Remember to do the following:

- Write an introduction sentence that introduces both body paragraphs of your writing.
- Write a conclusion that explains how an element of mythology connects to a theme of the myth.

Use evidence from both the myth and the informational text to support your answer.

Introduction Sentence:

________________________________________________________________________

Paragraph 1: (Elements of Mythology)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Paragraph 2: (Theme)

Concluding Sentence:
**NYS Grade 6-8 Expository Writing Evaluation Rubric**

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<td><strong>CONTENT AND ANALYSIS:</strong> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts</td>
<td>W2 R1-L8</td>
<td>clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose</td>
<td>clearly introduce a topic in a manner that follows generally from the task and purpose</td>
<td>demonstrate grade-appropriate analysis of the text(s)</td>
<td>introduce a topic in a manner that does not logically follow from the task and purpose</td>
<td>demonstrate a lack of comprehension of the text(s) or task</td>
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<td><strong>COMMAND OF EVIDENCE:</strong> the extent to which the essay presents evidence from the provided texts to support analysis and reflection</td>
<td>W9 R1-L8</td>
<td>develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the texts</td>
<td>develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the task and purpose</td>
<td>sustain the use of varied, relevant evidence</td>
<td>partially develop the topic of the essay with some lack of variety, evidence, or logical progression</td>
<td>provide no evidence or lack of organization</td>
</tr>
<tr>
<td><strong>COHERENCE, ORGANIZATION, AND STYLE:</strong> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</td>
<td>W2 L3 L8</td>
<td>exhibit clear organization, with the skillful use of appropriate transitions to create a unified whole and enhance meaning</td>
<td>exhibit clear organization, with the use of appropriate transitions to create a unified whole</td>
<td>provide a concluding statement or section that is well-supported and follows clearly from the topic and information presented</td>
<td>exhibit some attempt at organization, with inconsistent use of transitions</td>
<td>exhibit no evidence of organization</td>
</tr>
<tr>
<td><strong>CONTROL OF CONVENTIONS:</strong> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</td>
<td>W2 L1 L2</td>
<td>demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</td>
<td>demonstrate grade-appropriate command of conventions, with frequent errors that may hinder comprehension</td>
<td>demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</td>
<td>demonstrate an understanding of the conventions, with errors that do not affect the meaning of the text</td>
<td>demonstrate a lack of understanding of the conventions, with errors that hinder comprehension</td>
</tr>
</tbody>
</table>

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

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What is a theme that connects the myth of Cronus and The Lightning Thief? After reading the myth of Cronus and the novel *The Lightning Thief*, 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 *The Lightning Thief*
- 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.
The ancients believed that how long people lived and the destinies of mortals were regulated by three sister-goddesses, called Clotho, Lachesis, and Atropos, who were the daughters of Zeus and Themis.

The power that they wielded [held] over the fate of man was symbolized by the thread of life, which they spun out for the life of each human being from his birth to the grave. They divided this job between them. Clotho wound the flax around the distaff [a stick or spindle], ready for her sister Lachesis, who spun out the thread of life, which Atropos, with her scissors, relentlessly snipped asunder [apart], when the life of an individual was about to terminate [end].

The Fates represent the moral force by which the universe is governed. Both mortals and immortals were forced to submit to this force; even Zeus is powerless to prevent the Fates’ orders. The Fates, or Moirae, are the special deities that rule over the life and death of mortals.

Poets describe the Moirae as stern, inexorable [impossible to stop or prevent] female divinities. They are aged, hideous, and also lame, which is meant to show the slow and halting march of destiny, which they controlled. They were thought of as prophetic divinities.

Once upon a time, a long time ago, there lived a beautiful maiden named Medusa. Medusa lived in the city of Athens in a country named Greece—and although there were many pretty girls in the city, Medusa was considered the most lovely.

Unfortunately, Medusa was very proud of her beauty and thought or spoke of little else. Each day she boasted of how pretty she was, and each day her boasts became more outrageous.

On and on Medusa went about her beauty to anyone and everyone who stopped long enough to hear her—until one day when she made her first visit to the Parthenon with her friends. The Parthenon was the largest temple to the goddess Athena in all the land. It was decorated with amazing sculptures and paintings. Everyone who entered was awed by the beauty of the place and couldn’t help thinking how grateful they were to Athena, goddess of wisdom, for inspiring them and for watching over their city of Athens. Everyone, that is, except Medusa.

When Medusa saw the sculptures, she whispered that she would have made a much better subject for the sculptor than Athena had. When Medusa saw the artwork, she commented that the artist had done a fine job considering the goddess’s thick eyebrows—but imagine how much more wonderful the painting would be if it was of someone as delicate as Medusa.

And when Medusa reached the altar, she sighed happily and said, “My, this is a beautiful temple. It is a shame it was wasted on Athena, for I am so much prettier than she is—perhaps someday people will build an even grander temple to my beauty.”

Medusa’s friends grew pale. The priestesses who overheard Medusa gasped. Whispers ran through all the people in the temple, who quickly began to leave—for everyone knew that Athena enjoyed watching over the people of Athens and feared what might happen if the goddess had overheard Medusa’s rash remarks.

Before long the temple was empty of everyone except Medusa, who was so busy gazing proudly at her reflection in the large bronze doors that she hadn’t noticed the swift departure of everyone else. The image she was gazing at wavered and suddenly, instead of her own features, it was the face of Athena that Medusa saw reflected back at her.

“Vain and foolish girl,” Athena said angrily. “You think you are prettier than I am! I doubt it to be true, but even if it were—there is more to life than beauty alone. While others work and play and learn, you do little but boast and admire yourself.”

“Nonsense,” Athena retorted. “Beauty fades swiftly in all mortals. It does not comfort the sick, teach the unskilled, or feed the hungry. And by my powers, your loveliness shall be stripped away completely. Your fate shall serve as a reminder to others to control their pride.”

And with those words, Medusa’s face changed to that of a hideous monster. Her hair twisted and thickened into horrible snakes that hissed and fought one another atop her head.

And with that, Athena sent Medusa with her hair of snakes to live with the blind monsters—the gorgon sisters—at the ends of the earth, so that no innocents would be accidentally turned to stone at the sight of her.

Prince Theseus was greatly loved by his father, King Egeus. Theseus, however, was much too brave and active a young man to spend all his time talking about the past with his father. His ambition was to perform other, more heroic deeds.

One morning, Prince Theseus awoke to sobs and screams of woe—from the king’s palace, from the streets, and from the temples. He put on his clothes as quickly as he could and, hastening to the king, inquired what it all meant.

“Alas!” quoth King Egeus. “This is the saddest anniversary of the year. It is the day when we draw lots to see which of the youths and maidens of Athens shall go to be devoured by the horrible Minotaur!”

“The Minotaur!” exclaimed Prince Theseus; and, like a brave young prince as he was, he put his hand to the hilt of his sword. “What kind of a monster may that be? Is it not possible to slay him?”

But King Egeus shook his head and explained. In the island of Crete there lived a dreadful monster, called a Minotaur, shaped partly like a man and partly like a bull. But King Minos of Crete built a habitation for the Minotaur and took care of his health and comfort. A few years before, there had been a war between the city of Athens and the island of Crete, in which the Athenians were beaten. They could only beg for peace if they agreed to seven young men and seven maidens, every year, to be devoured by the pet monster of the cruel King Minos.

When Theseus heard the story, he said, “Let the people of Athens this year draw lots for only six young men, instead of seven. I will myself be the seventh; and let the Minotaur devour me if he can!”

As Prince Theseus was going on board, his father said, “My beloved son, observe that the sails of this vessel are black, since it goes upon a voyage of sorrow and despair. I do not know whether I can survive till the vessel returns. But as long as I do live, I shall creep daily to the top of yonder cliff, to watch if there be a sail upon the sea. And if by some happy chance you should escape the jaws of the Minotaur, then tear down those dismal sails, and hoist others that shall be bright as the sunshine. When I see the white sails, I and all the people will know that you are coming back victorious.”

Theseus promised that he would do so. Then he set sail, and eventually arrived at King Minos’ kingdom. The guards of King Minos came down to the waterside and took charge of the 14 young men and damsels. Theseus and his companions were led to the king’s palace.

When King Minos saw Theseus, the king looked at him more attentively, because his face was calm and grave. “Young man,” asked he, with his stern voice, “are you not appalled at the certainty of being devoured by this terrible Minotaur?”

“I have offered my life in a good cause,” answered Theseus, “and therefore I give it freely and gladly. But thou, King Minos, aren’t you appalled to do this dreadful wrong? Thou art a more hideous monster than the Minotaur himself!”

“Aha! do you think me so?” cried the king, laughing in his cruel way. “Tomorrow you shall have an opportunity of judging which is the greater monster, the Minotaur or the king!”

Near the king’s throne stood his daughter Ariadne. She was a beautiful maiden who looked at these poor doomed captives with very different feelings from those of the iron-breasted King Minos. She begged her father to set them free.

“Peace, foolish girl!” answered King Minos. He would not hear another word in their favor. The prisoners were led away to a dungeon. The seven maidens and six young men soon sobbed themselves to slumber. But Theseus was not like them. He felt that he had the responsibility of all their lives upon him, and must consider whether there was a way to save them.
Just before midnight, the gentle Ariadne showed herself. “Are you awake, Prince Theseus?” she whispered. She invited him to follow her. Ariadne led him from the prison into the pleasant moonlight.

She told him he could sail away to Athens. “No,” answered the young man; “I will never leave Crete unless I can slay the Minotaur and save my poor companions.”

“I knew you would say that,” said Ariadne. “Come with me. Here is your own sword. You will need it.”

She led Theseus to a dark grove. Ariadne pressed her finger against a block of marble in a wall that yielded to her touch, disclosing an entrance just wide enough to admit them. She said, “In the center of this labyrinth is the Minotaur, and, Theseus, you must go thither to seek him.”

They heard a roar that resembled the lowing of a fierce bull, yet had a sort of human voice. “That is the Minotaur’s noise,” whispered Ariadne. “Follow that sound through the labyrinth and you will find him. Take the end of this silken string; I will hold the other end; and then, if you win the victory, it will lead you again to this spot.”

So he took the end of the string in his left hand and his gold-hilted sword, ready drawn, in the other, and trod boldly into the labyrinth. Finally, at the center of the labyrinth, he saw the hideous creature. Sure enough, what an ugly monster it was! Only his horned head belonged to a bull; and yet, somehow, he looked like a bull all over. Theseus hated him but also felt pity. The monster let out a roar; Theseus understood that the Minotaur was saying to himself how miserable he was.

Was Theseus afraid? No! It strengthened his heart to feel a twitch at the silken cord, which he was still holding in his left hand. It was as if Ariadne were giving him all her might and courage.

Now the Minotaur caught sight of Theseus and instantly lowered his sharp horns, exactly as a mad bull does when he means to rush against an enemy. They began an awful fight. At last, the Minotaur made a run at Theseus, grazed his left side with his horn, and flung him down; and thinking that he had stabbed him to the heart, he cut a great caper in the air, opened his bull mouth from ear to ear, and prepared to snap his head off. But Theseus had leaped up and caught the monster off guard. He hit him upon the neck and made his bull head skip six yards from his human body, which fell down flat upon the ground.

So now the battle was ended. Theseus, as he leaned on his sword, taking breath, felt another twitch of the silken cord. Eager to let Ariadne know of his success, he followed the guidance of the thread and soon found himself at the entrance of the labyrinth.

“Thou hast slain the monster!” cried Ariadne, clasping her hands.

“Thanks to thee, dear Ariadne,” answered Theseus, “I return victorious.”

“Then,” said Ariadne, “we must quickly summon thy friends, and get them and thyself on board the vessel before dawn. If morning finds thee here, my father will avenge the Minotaur.”

The poor captives were awakened and told of what Theseus had done, and that they must set sail for Athens before daybreak. Prince Theseus lingered, asking Adriane to come with him. But the maiden said no. “My father is old, and has nobody but myself to love him.”
So he said farewell to Ariadne and set sail with the others. On the homeward voyage, the 14 youths and damsels were in excellent spirits. But then happened a sad misfortune.

You will remember that Theseus' father, King Egeus, had said to hoist sunshiny sails, instead of black ones, in case Theseus should overcome the Minotaur and return victorious. In the joy of their success, however, they never thought about whether their sails were black, white, or rainbow-colored. Thus the vessel returned, like a raven, with the same sable wings that had wafted her away.

Poor King Egeus, day after day, infirm as he was, had clambered to the summit of a cliff that overhung the sea, and there sat watching for Prince Theseus, homeward bound; and no sooner did he behold the fatal blackness of the sails than he concluded that his dear son had been eaten by the Minotaur. He could not bear the thought of living any longer; so he stooped forward and fell headlong over the cliff, and was drowned, poor soul, in the waves that foamed at its base.

This was melancholy news for Prince Theseus, who, when he stepped ashore, found himself king of all the country. However, he sent for his dear mother, and, by taking her advice in matters of state, became a very excellent monarch, and was greatly beloved by his people.

## NYS Writing Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
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<td>• demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</td>
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<td>• exhibit clear organization, with the use of appropriate transitions to create a unified whole</td>
<td>• exhibit some attempt at organization, with inconsistent use of transitions</td>
<td>• exhibit little attempt at organization, or attempts to organize are irrelevant to the task</td>
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<td>• establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</td>
<td>• establish and maintain a formal style using precise language and domain-specific vocabulary</td>
<td>• establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</td>
<td>• lack a formal style, using language that is imprecise or inappropriate for the text(s) and task</td>
<td>• use language that is predominantly incoherent or copied directly from the text(s)</td>
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<td>- exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</td>
<td>- exhibit clear organization, with the use of appropriate transitions to create a unified whole</td>
<td>- exhibit some attempt at organization, with inconsistent use of transitions</td>
<td>- exhibit little attempt at organization, or attempts to organize are irrelevant to the task</td>
<td>- exhibit no evidence of organization</td>
</tr>
<tr>
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<td>- establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</td>
<td>- establish and maintain a formal style, using precise language and domain-specific vocabulary</td>
<td>- establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</td>
<td>- lack a formal style, using language that is imprecise or inappropriate for the text(s) and task</td>
<td>- use language that is predominantly incoherent or copied directly from the text(s)</td>
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<td>- provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</td>
<td>- provide a concluding statement or section that follows from the topic and information presented</td>
<td>- provide a concluding statement or section that follows generally from the topic and information presented</td>
<td>- provide a concluding statement or section that is illogical or unrelated to the topic and information presented</td>
<td>- do not provide a concluding statement or section</td>
</tr>
</tbody>
</table>
What does the scene in the throne room tell you about each of the three friends: Annabeth, Grover, and Percy? Support your answer with evidence from the text.
Exit Ticket:
How is Mythology Important Today?

Name:
Date:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 Essays at this level:</th>
<th>3 Essays at this level:</th>
<th>2 Essays at this level:</th>
<th>1 Essays at this level:</th>
<th>0 Essays at this level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis and reflection</td>
<td>• develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) • sustain the use of varied, relevant evidence</td>
<td>• develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) • sustain the use of relevant evidence, with some lack of variety</td>
<td>• partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant • use relevant evidence inconsistently</td>
<td>• demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</td>
<td>• provide no evidence or provide evidence that is completely irrelevant</td>
</tr>
</tbody>
</table>

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Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc. © Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.
How is mythology important today?
1. How does Percy feel about seeing his mother?

2. Why does Percy suspect that Ares wasn’t acting alone—that he was taking orders from someone?

3. What does Ares mean when he says Percy “doesn’t have what it takes”? Is this a fair criticism? Why or why not?

4. What deal does Percy make with Ares?

5. What strategy does Percy use to beat Ares?

6. Describe what happens after Percy wounds Ares

7. Why is important that the Furies witness Percy’s battle?
# NYS Writing Rubric
—
Rows 1 and 2

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 Essays at this level:</th>
<th>3 Essays at this level:</th>
<th>2 Essays at this level:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis or texts</td>
<td>• clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose</td>
<td>• clearly introduce a topic in a manner that follows generally from the task and purpose</td>
<td>• introduce a topic in a manner that does not logically follow from the task and purpose</td>
<td>• introduce a topic in a manner that does not logically follow from the task and purpose</td>
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</tbody>
</table>

Name:  
Date:  

Create by Expeditionary Learning, on behalf of Public Consulting Group, Inc.  
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.
The Lightning Thief is a book. It is a book about a hero. His name is Percy Jackson. His father is Poseidon, god of the sea. Percy goes on a quest with his friends Annabeth and Grover. Percy is trying to find Zeus’s bolt. Percy faces many challenges, as part of the road of trials portion of his hero’s journey, during his quest. He meets Medusa. He battles the chimera. He escapes the Lotus Hotel and Casino. Percy overcomes these challenges. He does this with the help of his friends. He also receives help from his father Poseidon, god of the sea.

What do you notice about this paragraph?

Revised:
The Lightning Thief is a book about a hero named Percy Jackson. With his friends Annabeth and Grover, Percy goes on a quest to find Zeus’s bolt. While on the quest, Percy faces many challenges such as meeting Medusa, battling the Chimera, and escaping the Lotus Hotel and Casino. These challenges are part of being a hero. They are the road of trials. Percy, with the help of his friends and his father Poseidon, god of the sea, overcomes these challenges.

What do you notice about this paragraph?
<table>
<thead>
<tr>
<th>after</th>
<th>if</th>
<th>though</th>
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</thead>
<tbody>
<tr>
<td>although</td>
<td>if only</td>
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<td>and</td>
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<td>that</td>
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<tr>
<td>however</td>
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</tbody>
</table>
What do you think will happen when Percy brings the lightning bolt to Zeus? Why?

What did actually happen when Percy took the lightning bolt to Zeus? (No more than three sentences.)
# Theme Graphic Organizer

**FOCUSING QUESTION**

What is your first draft idea for a theme in the myth of Cronus related to "A Struggle for Power"?

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<tr>
<th>DETAIL FROM THE MYTH</th>
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Adapted from Odell Education’s “Forming EBC Worksheet” and developed in partnership with Expeditionary Learning.
In the myth of Prometheus, a hero decides to steal from Mount Olympus and bring it to the humans even though he will risk punishment from Zeus. In both the myth of Prometheus and the novel *The Lightning Thief*, a hero has to go up against a powerful god in order to fight for what is right. In the myth of Prometheus, the hero is a less powerful god called Prometheus, and in *The Lightning Thief*, the hero is a boy with special powers called Percy Jackson.

In the myth of Prometheus, a hero has to go against a more powerful being and risk punishment in order to fight for what is right. Prometheus is the hero that goes against Zeus in order for mankind to progress. “Surely Zeus, rule of Olympus, would have compassion for Man? But Prometheus looked to Zeus in vain; he did not have compassion for man.” Even though he knew Zeus would punish him, Prometheus knew that the people needed to have fire. After giving people fire, it is clear Prometheus did the right thing. “With fire, Man no longer trembled in the darkness of caves when Zeus hurled his lightning across the sky. He was no longer scared of animals that hunted him and drove him in terror.”

In the same way, in *The Lightning Thief*, Percy is the hero who has to go against powerful beings to do what is right. Percy goes to the Underworld to face the powerful god Hades to take back the lightning bolt to return to Zeus. “Hades wasn’t bulked up like Ares, but he radiated power. He lunged on his throne of fused human bones, looking lithe, graceful, and dangerous as a panther.” Also, several times in the book, he has to stand up to Ares, the god of war, even though Ares is much more powerful than him. “I wanted to punch this guy, but somehow, I knew he was waiting for that. Ares’s power was causing my anger. He’d love it if I attacked. I didn’t want to give him the satisfaction.” As you can see, Percy goes through many trials in order to restore peace between Zeus and Poseidon, because it is the right thing to do.

Myths are important because they teach us lessons. For example, the myth of Prometheus teaches us that sometimes we have to fight for good against more powerful forces that might oppose it. Even though Zeus didn’t want to help mankind, Prometheus struggled against him time and again so that people on earth were able to progress. Rick Riordan included the myth of Perseus to show us that Percy is the modern-day Prometheus fighting for what is right.
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Introduction:
11. Summarize the myth.
12. Introduce the theme that connects both the myth and the novel.
13. Introduce how the theme is communicated in each text.

1st Body Paragraph:
7. Introduce the myth and how the theme is communicated in the myth.
8. Give an example from the myth supporting the theme.
9. Give a quote from the text that shows your example.
10. Repeat Steps 2 and 3.

2nd Body Paragraph:
3. Introduce the novel and how the theme is communicated in the novel.
4. Give an example from the novel supporting the theme.
5. Give a quote from the novel that shows your example.
6. Repeat Steps 2 and 3.

Conclusion
1. Tell why myths are still important
2. Tell why Rick Riordan may have included the myth in *The Lightning Thief*. Repeat Steps 2 and 3.
## Theme Graphic Organizer

**FOCUSBING QUESTION**
What is your first draft idea for a theme in *The Lightning Thief* related to "A Struggle for Power"?

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>What is an important theme in <em>The Lightning Thief</em> related to &quot;A Struggle for Power&quot;?</td>
</tr>
</tbody>
</table>

Adapted from Odell Education’s “Forming EBC Worksheet” and developed in partnership with Expeditionary Learning
What important details do you want to include in your summary of the myth of Cronus?

* 

* 

How can you introduce the theme for both *The Lightning Thief* and the myth of Cronus?
### NYS Writing Rubric — Row 3

#### CRITERIA

<table>
<thead>
<tr>
<th>4 Essays at this level:</th>
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<th>2 Essays at this level:</th>
<th>1 Essays at this level:</th>
<th>0 Essays at this level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coherence, Organization, and Style:</td>
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</table>

#### Notes:

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Directions: Reread the prophecy from the beginning of The Lightning Thief. Answer each question, providing a page number as evidence for each of your answers.

“You shall go west, and face the god who has turned,
You shall find what was stolen, and see it safely returned,
You shall be betrayed by one who calls you friend,
And you shall fail to save what matters most, in the end.”

1. What god did Percy, Annabeth, and Grover meet that turned in some way?

Page:

2. Who has this god turned against?

Page:

3. Did Percy find what was stolen? What?

Page:

4. Was Percy betrayed by someone he called friend? How?

Page:
1. **Be Kind:** Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.

2. **Be Specific:** Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.

3. **Be Helpful:** The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.

4. **Participate:** Peer critique is a process to support each other, and your feedback is valued!
“Develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s).”

Star:

__________________________________________________________

__________________________________________________________

__________________________________________________________

Step:

__________________________________________________________

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__________________________________________________________

“Exhibit clear organization, with the use of appropriate transitions to create a unified whole.”

Star:

__________________________________________________________

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__________________________________________________________

Step:

__________________________________________________________

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__________________________________________________________
## Pronouns Anchor Chart

<table>
<thead>
<tr>
<th>Personal</th>
<th>Demonstrative</th>
<th>Reflexive</th>
<th>Intensive</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes the place of a specific or named person or thing</td>
<td>Points out a specific person, place, or thing</td>
<td>Refers back to the subject of the sentence and always ends in “self” or “selves”</td>
<td>Like the reflexive, but adds emphasis to a noun or pronoun. The intensive pronoun can be removed and the sentence will still make sense.</td>
<td>Refers to a specific person/people or thing/things belonging to someone/something</td>
</tr>
<tr>
<td>Ex: “He ate the cake.”</td>
<td>Ex: “This is where Jack lives.”</td>
<td>Ex: “I saw myself in the mirror.”</td>
<td>Ex: “I did it myself.”</td>
<td>Ex: “Jake found his, but Emily could not find hers.”</td>
</tr>
</tbody>
</table>
1. Look at the first sentence.
2. Discuss with your triad which is the pronoun.
3. Underline the pronoun.
4. Repeat with all of the sentences.
5. Determine which of the pronouns are in the category you have been allocated.
6. Write these examples of pronouns in your category on sticky notes.

1. She studies every single night and never watches TV or plays video games.
2. I made myself a sandwich.
3. That costs way too much money for something so small.
4. The biggest cup is mine.
5. She made the cake all by herself without any help.
6. Do you think the engineer can repair it or not?
7. I looked at it myself.
8. I suppose I will have to do it myself.
9. Do you need to borrow a pencil?
10. That book is his, not hers.
11. I looked everywhere for your key. I found your mom’s, but I couldn’t find yours.
12. These look absolutely perfect.

13. They are going to pick it up themselves.

14. Here is your car. Ours is over there where we left it.

15. Did you build that all by yourselves?

16. Have you seen this?

17. Cara found her book, but Russell couldn’t find his.

18. They moved all of the heavy boxes all by themselves.

19. She made it herself.

20. Those are not the right ones.
What is a theme that connects the myth of Cronus and The Lightning Thief? After reading the myth of Cronus and the novel The Lightning Thief, 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 The Lightning Thief
• 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.
<table>
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| CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts | • clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose  
• demonstrate insightful analysis of the text(s) | • clearly introduce a topic in a manner that follows from the task and purpose  
• demonstrate grade-appropriate analysis of the text(s) | • introduce a topic in a manner that follows generally from the task and purpose  
• demonstrate a literal comprehension of the text(s) | • introduce a topic in a manner that does not logically follow from the task and purpose  
• demonstrate little understanding of the text(s) | • demonstrate a lack of comprehension of the text(s) or task |
| COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection | • develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)  
• sustain the use of varied, relevant evidence | • develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)  
• sustain the use of relevant evidence, with some lack of variety | • partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant  
• use relevant evidence inconsistently | • demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant | • provide no evidence or provide evidence that is completely irrelevant |
| CRITERIA                                                                 | 4 Essays at this level:                                                                                                                                                                                                 | 3 Essays at this level:                                                                                                                                                                                                 | 2 Essays at this level:                                                                                                                                                                                                 | 1 Essays at this level:                                                                                                                                                                                                 | 0 Essays at this level:                                                                                                                                                                                                 |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| **COHERENCE, ORGANIZATION, AND STYLE:** the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language | • exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning  
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• use language that is predominantly incoherent or copied directly from the text(s)  
• do not provide a concluding statement or section |
| **CONTROL OF CONVENTIONS:** the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | • demonstrate grade-appropriate command of conventions, with few errors                                                                                                                                                    | • demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension | • demonstrate emerging command of conventions, with some errors that may hinder comprehension | • demonstrate a lack of command of conventions, with frequent errors that hinder comprehension | • are minimal, making assessment of conventions unreliable |
## CRITERIA

**4 Essays at this level:**
- exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning
- establish and maintain a formal style using precise language and domain-specific vocabulary
- provide a concluding statement or section that is compelling and follows clearly from the topic and information presented

**3 Essays at this level:**
- exhibit clear organization, with the use of appropriate transitions to create a unified whole
- establish and maintain a formal style using precise language and domain-specific vocabulary
- provide a concluding statement or section that follows from the topic and information presented

**2 Essays at this level:**
- exhibit some attempt at organization, with inconsistent use of transitions
- establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary
- provide a concluding statement or section that follows generally from the topic and information presented

**1 Essays at this level:**
- exhibit little attempt at organization, or attempts to organize are irrelevant to the task
- lack a formal style, using language that is imprecise or inappropriate for the text(s) and task
- provide a concluding statement or section that is illogical or unrelated to the topic and information presented

**0 Essays at this level:**
- exhibit no evidence of organization
- use language that is predominantly incoherent or copied directly from the text(s)
- do not provide a concluding statement or section

### CONTROL OF CONVENTIONS

**4 Essays at this level:**
- demonstrate grade-appropriate command of conventions, with few errors

**3 Essays at this level:**
- demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension

**2 Essays at this level:**
- demonstrate emerging command of conventions, with some errors that may hinder comprehension

**1 Essays at this level:**
- demonstrate a lack of command of conventions, with frequent errors that hinder comprehension

**0 Essays at this level:**
- are minimal, making assessment of conventions unreliable
### NYS Writing Rubric

**CRITERIA**

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<thead>
<tr>
<th>4 Essays at this level:</th>
<th>3 Essays at this level:</th>
<th>2 Essays at this level:</th>
<th>1 Essays at this level:</th>
<th>0 Essays at this level:</th>
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<tr>
<td><strong>CONTROL OF CONVENTIONS:</strong> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</td>
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**Notes:**

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Answer the question: How is Percy a Hero? Use evidence from the text to support your ideas.

<table>
<thead>
<tr>
<th>How is Percy a Hero?</th>
<th>Evidence from <em>The Lightning Thief</em></th>
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