### Unit Overview

The purpose of this unit is for students to read and analyze texts across multiple forms and genres. The anchor text, *The Red Pyramid* by Rick Riordan, serves as a springboard for literary analysis and the study of related nonfiction texts and myths. Students will learn how literary and informational text can go hand-in-hand when learning about new topics. Students can use informational text to deepen their understanding of literary text, and vice versa. They will also analyze how illustrations can enhance a reader's understanding of a story and even provide additional meaning of their own.

On the heels of Unit 3, students should be equipped with a significant amount of knowledge about the Egyptian gods, goddesses, and myths that Riordan alludes to in the anchor text. At this point in the year, students should also have a strong understanding about what it means to read closely and with purpose. They should be starting to internalize that authors always write with a purpose, and our goal as readers is to take what is explicitly said and analyze it for big ideas, themes, characterization, and deeper meaning. The analysis done in this unit will reinforce their working vocabulary of literary analysis (i.e. refer to details in the text, cite evidence to support claims, describes characters and other literary elements in detail, interpret themes, etc.).

The teaching points in this unit build on past units by challenging students to pay closer attention to text structure and how illustrations, dialogue, and other choices contribute to a story’s meaning. Reading the graphic novel version of *The Red Pyramid* will not only engage students, but will also provide an excellent opportunity for them to learn and practice these new analysis skills. Keep in mind that the form of a graphic novel is most likely new to many readers in your class, and that truly understanding stories told in this way requires even closer attention to detail and frequent rereading. Students must be taught explicitly how to access a graphic novel text, and how to approach and read the various panels in order to be successful in this unit.

Certain chapters of *The Red Pyramid* are paired with supplemental texts (some informational, some literary). These pairings are strategic; supplemental texts are included only when their content will enrich or clarify a section of the anchor text, or vice versa. Some of these supplemental texts are located in Unit 3’s anchor text, “Treasury of Egyptian Mythology,” and others are located in Appendix B. At the end of this unit, students will apply their knowledge and skills by converting a short Egyptian myth into a graphic novel of their own.
## Essential Questions

### Standards-Based Essential Questions:

I. What is the importance of reading images and text together? How do words and images merge to tell a story and develop characters?

II. What causes characters to change over the course of a story, and what lessons can we learn from their experiences?

III. How do authors portray traditional characters (like mythological gods and goddesses) similarly and differently?

IV. How can reading a variety of texts across forms and genres help me better understand a topic?

### Thematic Essential Questions

I. How should we respond when confronted with new situations and unexpected challenges?

II. How can power serve as both a positive and a negative force in the world?

III. In what ways does the past impact people today?

## Genre and Standards-Based Vocabulary

- Graphic novel
- Establishing shot (wide shot that opens a scene and gives the reader a sense of the setting or surroundings)
- Wide shot (shows the entire area, like a city or block)
- Medium shot (shows an entire person or medium-large object)
- Close up (shows the important part of something or someone)
- Extreme close-up (shows one item, like someone's eyes)
- Background (things furthest from the camera or from view)
- Foreground (things closest to our view)
- Panel (a single drawing/box of a graphic novel)
- Word balloon (represents the speech of a given character in the graphic novel)
- Thought bubble (represents the thoughts of a given character)
- Dialogue
- Conflict (internal and external)
- Motivation
- Theme
- Illustration
- Visual
- Genre

## Cutting to the Core

### I: Building knowledge through content-rich nonfiction and informational texts

- “Students need to be grounded in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers”

### II: Reading and writing grounded in evidence from the text

- “Quality text-based questions, unlike low-level "search and find" questions, require close reading and deep understanding of the text”

### III: Regular practice with complex text and its academic vocabulary

- “The ability to comprehend complex texts is the most significant factor differentiating college-ready from non-college-ready readers. This shift toward complex text requires practice, supported through close reading”
## Unit 4.4: The Red Pyramid by Rick Riordan

### Common Core State Standards (Including how the standards progress across grade levels)

<table>
<thead>
<tr>
<th>RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</th>
<th>RL/R4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</th>
<th>RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</th>
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<tbody>
<tr>
<td>RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
</tr>
<tr>
<td>RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</td>
<td>RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</td>
<td>RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
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<tr>
<td>RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
<td>RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</td>
<td>RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
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<tr>
<td>RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</td>
<td>RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</td>
<td>RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
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<tr>
<td>RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</td>
<td>RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</td>
<td>RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</td>
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</tbody>
</table>
## Unit 4.4: *The Red Pyramid* by Rick Riordan

<table>
<thead>
<tr>
<th>W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</th>
<th>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</th>
<th>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td>- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
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<tr>
<td>- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</td>
<td>- Use dialogue and description to develop experiences and events or show the responses of characters to situations.</td>
<td>- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
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<tr>
<td>- Use temporal words and phrases to signal event order.</td>
<td>- Use a variety of transitional words and phrases to manage the sequence of events.</td>
<td>- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
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<tr>
<td>- Provide a sense of closure.</td>
<td>- Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
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<tr>
<td>RI.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</td>
<td>RI.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
<td>RI.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</td>
</tr>
<tr>
<td>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
</tr>
<tr>
<td>RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
</tbody>
</table>
## Unit 4.4: *The Red Pyramid* by Rick Riordan

### Anchor Text:

**“The Red Pyramid (GN)”**

<table>
<thead>
<tr>
<th>Overview</th>
<th>Important Considerations for Instruction</th>
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</table>
| Sadie and Carter, a brother and sister, have almost become strangers since their mother’s death. While Sadie has lived with her grandparents in London, Carter has traveled the world with their father, the famed Egyptologist Dr. Julius Kane. One night, Dr. Kane brings the siblings to the British Museum in London, where he hopes to set things right for his family. Instead, he unleashes the Egyptian god Set, who banishes their father into oblivion and forces the children to run for their lives. Soon, Sadie and Carter discover that all the gods of Egypt are waking from the dead, and that Set is now after them. To stop him, the duo embarks on a dangerous journey across the world, one that gives Carter and Sadie more information about their family and its connection to a secret order that has existed since Ancient Egyptian times. This story is action-packed and filled with references to Egyptian mythology and magic. Students will enjoy its twists and turns as Sadie and Carter work to save their own family and to restore order to the world. | I. Text Complexity: The Lexile level of the graphic novel is GN530L. In a graphic novel, text appears primarily in voice or thought bubbles integrated into comic-book style illustrations. The impact of pictures and illustrations on reading comprehension is not factored into the Lexile measure of a graphic novel, so this number does not necessarily capture the book’s true complexity. Even so, GN530L is on the low side for 4th graders in the middle of the year, so with support, all students should access this text.  
II. Big Ideas/Themes: Themes about family and loyalty stretch throughout the novel. Other big ideas, conveyed through the characters and plot, include concepts of rules and order, personal sacrifice, loss, power, revenge, and teamwork.  
III. Text Structure: The graphic novel is broken into eight chapters and an epilogue. The format of the book is heavily dependent on text features and illustrations. This format is engaging for students, but you will need to model how the text (voice and thought bubbles, descriptions) and illustrations work together to tell the story. Students must pay attention to the smallest of details (in the text and pictures) in order to understand the story.  
III. Real World Connections: While the story does contain a lot of magic and has unrealistic events, the story’s themes are relatable to all students and the world, particularly those about family, loyalty, sacrifice, loss, and power. Students may also connect to the sibling relationship between Sadie and Carter.  
IV. Potential Challenges: If students do not have a strong understanding of the various Ancient Egyptian characters and their roles in Egyptian myths, they will have trouble following the story and thinking critically about the events. The texts and teaching points from Unit 3 should prepare students for these references, but feel free to revisit or add to them as needed. Also, getting students to slow down while reading a graphic novel may be challenging; try to curb their temptation to look at only pictures or only text in isolation – deepest meaning comes when they’re read together. |
Unit 4.4: *The Red Pyramid* by Rick Riordan

### Instructional Calendar

<table>
<thead>
<tr>
<th>Weekly Focus</th>
<th>Teaching Points</th>
<th>Texts and Resources</th>
<th>Suggestions for Implementation</th>
</tr>
</thead>
</table>
| **Week 1:**  | I. Introduction to Graphic Novels: Structure and Key Characteristics (RL.5, RL.7) | Anchor Text: 
*The Red Pyramid* 
Chapters 1-2 | • The chapters in *The Red Pyramid* are very long, so you’ll need to read them across 2 days. This is why you’ll cover only 2 chapters per week in this unit. Select logical daily pausing points based on teaching points and/or the story’s natural sequence of events. |
| RL.3         | • During your read aloud, model how to read a graphic novel, thinking aloud tips for figuring out what order to read panels in and how to draw conclusions from the text and images together. Model rereading to clarify confusing spots. | Supplemental Texts 
(Appendix B) | • The first resource in Appendix D is a great guide for teachers about the value of teaching graphic novels – read this for inspiration about all the ways graphic novels will be new, engaging, and challenging for students. |
| RL.4         | • Point out things the author does to help you understand the story better, like the color-coded box outlines that distinguish Sadie’s point of view from Carter’s. | Supplemental Resources 
(Appendix D) | • In the first chapter, Riordan introduces key elements of Egyptian mythology including magic, the nature of gods’ power, and other specific vocabulary. Help |
| RL.5         | • Use the following guiding questions as a starting point when planning for this teaching point; students continue building their understanding of the answers throughout this week: | • “The Discovery and Importance of the Rosetta Stone” | |
| RL.7         | • What are the defining characteristics of graphic novels? What vocabulary helps me describe graphic novels (close-up, wide shot, thought bubble, background, etc.)? | • “Using Graphic Novels with Children and Teens” | |
|              | • How are graphic novels similar to and different from traditional novels? | (Teacher Resource) | |
|              | • How can I make meaning of graphic novels as a reader? How do the illustrations and text work together to tell the story? | Rick Riordan’s “Guide to the Egyptian Gods” | |
|              | • How can I tell who is speaking and thinking at different parts of a graphic novel? | Rick Riordan’s wiki page with links to character bios and other resources: [http://riordan.wikia.com/wiki/Special:Search?search=the+red+pyramid&fulltext=Search](http://riordan.wikia.com/wiki/Special:Search?search=the+red+pyramid&fulltext=Search) | |
|              | II. Describe Sadie and Carter in detail and analyze differences in how they respond to specific events and circumstances. (RL.3) | | }

- Collect evidence about Sadie’s and Carter’s characters. Pay close attention to words, thoughts, actions, expressions, feelings etc. based on text AND illustrations.
- Track times when Sadie and Carter disagree. How is Sadie’s point of view different from Carter’s? How does their response to certain events reveal differences in their personalities?
III. Describe in detail what happens in the British Museum by the Rosetta Stone. Analyze the causes and effects/consequences of Julius’s actions in the museum. (RL.3)

- Students should draw on evidence from chapters 1 and 2 to describe what happened and its causes and effects. The kids’ conversation with Amos and the knowledge they gain in the library in Chapter 2 shed more light on the event.
- After describing the event and its causes/effects in detail, push students to determine how this one event led directly to the story’s central conflict. Encourage students to draw on their texts and knowledge from Unit 3: Building Background to make meaning of Chapter 2’s events.
  - It may be useful to revisit small sections of the stories of Nut and Geb, Set, and Bast to refresh students’ memories and activate prior knowledge.

IV. Use the context of the story to determine the meaning of unknown words, specifically those related to Egyptian mythology. (RL.4)

- Many new words are defined in the story; model that sometimes you need to read ahead and your questions about a word’s meaning (like “duat” and “per ankh”) will be answered by the text. This should become a habit for readers.

students keep track of these new words and concepts by building an interactive anchor chart that will grow throughout the unit.
- It’s also a good idea to build an anchor chart describing the roles of minor characters and gods as they appear in the story, as they can be challenging to keep track of.
- Pause to make connections to the first two novels, “Mountain Meets the Moon” and “My Brother Sam is Dead.” Ask students to determine which is more similar to “Red Pyramid” so far as a way to discuss differences between realistic fiction and stories like myths or fantasy.
- Encourage students to infer who the unknown “red” character is (Set).
- Note: In graphic novels, both text and pictures can be used as text evidence.
# Unit 4.4: *The Red Pyramid* by Rick Riordan

## Week 2:
- RL.3
- RL.4
- RL.7
- RL/RI.9

### I. Analyzing Structure: How do illustrations and other features contribute to meaning and develop a text's ideas? (RL.7)
- Analyze in depth the illustrations in *The Red Pyramid*, noticing big and small details.
  - Make connections to specific sections of text, and speculate how a reader's understanding of characters and events would be incomplete without the illustrations.
  - Make inferences about the author's choices when illustrating certain characters, places, and events (size on the page, facial expressions, posture, positioning in relation to other characters, color, light, etc.). Draw conclusions about why the author portrayed someone/an event in that way, and what it emphasizes to readers.
- **Connect to Nonfiction:** Analyze how text features (maps, captions, section headings, labels, glossaries) and photographs develop the big ideas and connect to text in the informational article, *Egypt* (Reading A-Z booklet).

### II. Analyzing Character Development (Carter and Sadie): How do specific events and challenges impact the characters in different ways? (RL.3)
- Continue to track how the author portrays Carter and Sadie through words, thoughts, interactions with others, and illustrations. How and why are they changing?
- Track how Carter and Sadie respond to challenges throughout the text. Build on last week's character analysis by analyzing how their responses indicate differences in personality.
- Make inferences about how events and experiences impact characters; for example, how Sadie’s dream experience in the “Hall of Ages” (Ch. 3) changes her perspective and motivates her, or how Carter’s battle with the Set animal (Ch. 4) reveals a new sense of confidence, action, and responsibility.
- **Opportunity for Extension:** Analyze the role of supporting characters Bast and Nut in revealing information about characters (Sadie/Carter) and moving the plot forwards.

### Anchor Text:
- *The Red Pyramid* Chapters 3-4

### Supplemental Texts (Appendix B)
- *Egypt: Reading A-Z* booklet
- “The Story of Isis and Osiris”

### Supplemental Resources (Appendix D)
- Analyzing Characters (graphic novels): Graphic Organizer
- Pictures of Set, Horus, Osiris

### Additional Resources
- Track (using markers or pins) Carter and Sadie's journey using a world map.
- Students may need support grasping the time/place shifts that occur throughout this book, such as dreams and flashbacks. Consider having some visual cue to display during the read-aloud (like a sign or hand signal that says “dream” or an interactive timeline to help students follow the sequence of events.
- Chapter 3 has three main sections that provide natural pausing points for planning. The first is Zia's history lesson when they first enter the Hall of Ages, the second is Sadie’s time travel/dream, and the third is Sadie and Carter's “duel” that reveals they're hosting gods.
- If time permits or as an extension, complete both
### III. Making Connections Across Texts and Genres (RL.9, RI.9)

- **Option 1:** Reread the "History" and "Landmarks" sections of the *Egypt* Reading A-Z supplemental text alongside the first few pages of chapter 3 (in the Hall of Ages when Zia explains Egyptian history). Notice similarities and differences in the content of each text and the style in which it's told. Which is easier to understand and more useful to you as a reader? How does reading the two texts together grow our understanding of Egyptian history?

- **Option 2:** Read the one-page supplemental text called “The Story of Osiris and Isis” alongside the section where Sadie travels back in time in the middle of Chapter 3 (to Osiris’s birthday party). What similarities and differences exist between the two stories? Compare and contrast how the two writers portray characters and events.

*Note: The last two pages of Chapter 4 are significant because they reveal new information about Set's evil plan and give us access to Set's point of view for the first time. The style and illustrations of this pages also contrast with previous sections, making this a good opportunity for close reading.*

### Options 1 and 2 when making connections across texts/genres.

- **Spiraling in RL.4:** When you encounter an unknown word in the read aloud, provide opportunities for students to infer the meaning from context, including clues in the illustrations and plot (ie. obelisk, portal, host, taxing, etc.).
<table>
<thead>
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<th>Week 3:</th>
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<tbody>
<tr>
<td>RL.2</td>
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<tr>
<td>RL.3</td>
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<tr>
<td>RL.9</td>
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### I. Analyze how supporting characters impact Carter and Sadie, and how they contribute to the story’s plot. (RL.2, RL.3)
- At the beginning of chapter 5, describe Thoth in depth using details and inferences supported by the text. Analyze what Thoth’s role in *The Red Pyramid* is. Why did Riordan include him? How does he influence what happens to Carter and Sadie? Why is their interaction significant, and how does Thoth help move the story’s plot along?
- At the end of chapter 5, describe Anubis and explain his complicated family relationships with the gods and goddesses. How does Sadie’s interaction with Anubis impact her? Why is their interaction significant, and how does Anubis help move the story’s plot along?

### II. Collect evidence, details, and examples that relate to the story’s big ideas, including sacrifice, family, power (of the past, names, etc.) and teamwork. Using this evidence, make inferences about potential themes the author is developing. (RL.2)
- Teaching Points: A theme is an important lesson or central message that an author wants readers to understand. Authors rarely tell readers directly what the themes are; instead, they want us to figure them out for ourselves.
  - Themes can begin to emerge at any point in a story, and they continue to grow and evolve as the story continues. Good readers notice when a topic, like “power,” comes up again and again in a book because usually the author wants to teach a lesson about it. They collect evidence and details related to these topics to help them infer the author’s themes.
- With students, come up with a list of “repeating topics” or big ideas in *The Red Pyramid*. You might give one example to start the brainstorming process, like power, and think-aloud different times in the story (or read-aloud) power comes up. Then, encourage students to come up with additional topics Riordan deals with, such as family, order and chaos, sacrifice, etc.).
- Using the text, students should collect evidence about one or more Thesis/central message that an author wants readers to understand.

### Anchor Text: *The Red Pyramid*
- Chapters 5-6

### Supplemental Texts (Appendix B)
- Sobek (141-147 in *Treasury of Egyptian Mythology*)
- (Optional) Thoth (101-105 in *Treasury*)
- (Optional) Anubis (81-85 in *Treasury*)

### Supplemental Resources (Appendix D)
- Comparing and Contrasting Characters Graphic Organizer
- Analyzing Themes: Graphic Organizer

### Teaching Points I and III are designed to go hand in hand. The descriptions students create of Thoth and Anubis (related to Teaching Point I) will enable them to make better connections when you get to Teaching Point III and bring in an outside text.

- Chapter 6 is relatively short and details a battle with Sobek. You will spend significantly more time and analysis on Chapter 5 and the supplemental texts than you will on Ch. 6.
- If time doesn’t allow you to compare and contrast representations of all three gods in the book and Treasury (Thoth, Anubis, Sobek), you can choose just one to focus on, or allow students to choose or work collaboratively in jigsaw groups.
- Sadie’s conversation with Anubis at the end of Chapter 5...
more of these topics. By the end of the week, they should write first-draft “theme statements” that they support with text evidence. For example, students might say that Riordan is teaching us that: “Power can be dangerous when it’s in the wrong hands.”

- If students struggle to write their own theme statements at first, scaffold this process by providing them a theme statement that they support with the best text evidence. For example, if you gave them the theme statement “Sometimes personal sacrifices are necessary to achieve a bigger goal,” they might support it by describing Bast’s willingness to sacrifice herself to help enable Carter and Sadie to stop Set.

III. Making Connections About Characters Across Texts and Genres (RL.3, RL.9)

- Compare and contrast Riordan’s portrayal of Sobek with Napoli’s portrayal of Sobek in the “Treasury of Egyptian Mythology.” Get additional practice with this skill by comparing and contrasting Thoth and/or Anubis in The Red Pyramid with Thoth/Anubis in the “Treasury.” Challenge students to consider why and how Riordan adapted these mythological characters.
### Unit 4.4: *The Red Pyramid* by Rick Riordan

#### Week 4:
- **RL.1**
- **RL.2**
- **RL.3**

**I. Using details from the story, determine the author’s central themes about sacrifice, power, and family (RL.2)**
- **Teaching Points:** A theme is an important lesson or central message that an author wants readers to understand. One story can have multiple themes. Authors rarely tell readers directly what the themes are; instead, they want us to figure them out for ourselves. Authors reveal their themes to readers through the story's events, character changes, and important quotes.

  - **Build on last week's evidence collection around developing themes by continuing to identify and record examples and details that connect to the following topics:**
    - **Sacrifice:** Zia sacrifices her magic to save Carter and Sadie, Father's sacrifice (he must die so that Set can be destroyed)
    - **Power:** The Chief Lector's and Set's desire for power leads them to evil and causes destruction, but the power of Set's name causes him to be destroyed: this shows the double-sided nature of power (sometimes it's evil, other times it's necessary in order to return to a state of order)
    - **Family:** Carter's compassion for Zia when he finds out about her loss, the siblings' loyalty to one another and dependence/trust between them that develops throughout the story

**II. Analyze how the way characters overcome challenges, particularly the team's victory over Set, reveals central themes. (RL.2, RL.3)**
- **During these final chapters, students should pay close attention to and record the variety of ways the main characters overcome challenges. For example, they should notice:**
  - Carter's clever defeat of Sekhmet
  - How the team finds and drives the salsa truck to their next destination (they get creative and never give up)
  - How sometimes Carter and Sadie's success depended on sacrifices by people like Zia, Bast, and Amos
  - How Carter/Horus and Sadie/Isis learn to stop resisting

**Anchor Text:**
*The Red Pyramid* Chapters 7-8

**Supplemental Texts (Appendix B)**
- Apophis (informational article)

**Supplemental Resources (Appendix D)**
- Analyzing Themes: Graphic Organizer

- **This week's focus on determining themes should build upon evidence and theories students came up with last week. Emphasize that sometimes an author's themes change as new events occur and characters develop, so it's okay to revise your theme statements as you collect more evidence.**

- **The supplemental article provides background information about Apophis, the embodiment of chaos who was feared by ancient Egyptians. An understanding of Apophis will enable students to better comprehend the story's ending.**

- **Allow students to collaborate and discuss with peers when determining themes. Continue to emphasize the difference between a topic and a universal theme.**
each other’s urges and instead are more likely to reach their goals by working together

- The key quote, “Pride destroyed you” that suggests the need to let go of pride and work together for the common good (order)

- Encourage students to notice patterns in the way the characters respond to all of these challenges to lead them to important themes. Using this evidence, challenge them to analyze questions such as:
  - Why were Carter and Sadie successful in defeating Set?
  - What did Carter and Sadie learn from this experience?
  - How did Carter and Sadie change, and why?
  - What can we as readers learn about overcoming challenges from this story?
**Unit 4.4: *The Red Pyramid* by Rick Riordan**

<table>
<thead>
<tr>
<th>Week 5:</th>
<th>I. Epilogue: Explain how the story’s conflicts are resolved, focusing on the defeat of Set, the reunion of Carter and Sadie’s family, and the restoration of the house. (RL.2, RL.3)</th>
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<tbody>
<tr>
<td>RL.2</td>
<td>- Students will have to make connections to previous events in order to explain cause and effect relationships. For example, in order to explain why and how the house was restored so quickly (and Bast was brought back to life), they must understand that the gods were trying to thank Carter and Sadie for their help defeating Set by giving them these magical gifts.</td>
</tr>
</tbody>
</table>
| RL.3    | - *Optional Extension: Quote Analysis*  
| W.3     |   - Students can read and paraphrase this quote from Chapter 3: “Yes...though the gods can inhabit **powerful objects**, they prefer human form. The gods’ power is great, but they lack humans’ creativity, our ability to **change** history rather than simply **repeat** it.”  
|         |   - Then, they can analyze in discussion or writing: How does the story’s events shed light on this quote? How does the story’s resolution mirror the quote’s message about human creativity and our ability to change history rather than simply repeat it? |

| II. Performance Tasks: Culminating Project and MCLASS (App. C) | Anchor Text: *The Red Pyramid*  
|                                                              | Epilogue  
|                                                              | Performance Tasks (Appendix C) |
|                                                              | - MCLASS Assessment and Teacher Rationale Document |
|                                                              | - Culminating Graphic Novel Project: Prompt, Student Planning Resources, and Rubric |

- For the culminating performance task, two options are included in Appendix C for stories students can base their graphic novels off of. If you would like to select a different story to offer students, feel free to do so. Make sure the story is short enough to be “translated” fully into a graphic novel, and also that it provides opportunities for students to create dialogue and detailed illustrations.
## Appendix A: Unpacked Standards Guide

**Source:** Public Schools of North Carolina NCDPI Collaborative Workspace

<table>
<thead>
<tr>
<th>Standard</th>
<th>Explanation and Example</th>
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| RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Fourth grade students should refer to the text when drawing conclusions as well as when answering directly stated questions. The central message or lesson is now referred to as theme (a unifying idea that is a recurrent element in literary or artistic work). Students are continuing to determine a theme and expanding this work to other genres. They are required to refer to the text to describe various story elements. Use questions and prompts such as:  
  - Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text.  
  - What are the most important events that happened in the story? Can you give specific examples from the text to support your thinking?  
  - What is the theme of this text?  
  - Summarize the story from beginning to end in a few sentences.  
  - Can you tell me how the character is feeling is this part of the story? Explain why the character is feeling this way using details. |
| RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. |  |
| RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |  |
| RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | Students will continue to tell the meaning of words and phrases in a text and focus specifically on mythological characters. Students must tell the differences between poems, drama, and prose using structural elements to create an oral or written response to a text. Use questions and prompts such as:  
  - What do you do when you come to words or phrases you do not know?  
  - Infer the meaning of this word in context. What does it mean in this paragraph?  
  - Can you tell me what is different about these kinds of texts? What is the same? |
| RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |  |
## Unit 4.4: *The Red Pyramid* by Rick Riordan

<table>
<thead>
<tr>
<th><strong>RL.4.7:</strong> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</th>
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</thead>
<tbody>
<tr>
<td><strong>RL.4.9:</strong> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
</tr>
<tr>
<td>Students at this level must link the reading of the text in a story to listening or viewing the same story. They will make connections by comparing what they read to what they visualized and heard. Students will find similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature.</td>
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<tr>
<td>Use questions and prompts such as:</td>
</tr>
<tr>
<td>• What is the same about how the story is presented visually (illustrations) and in writing? What is different?</td>
</tr>
<tr>
<td>• What happened to the characters that is the same? What happened that is different?</td>
</tr>
<tr>
<td>• How did characters solve problems in different ways across texts?</td>
</tr>
<tr>
<td>• How are the plots the same or different across texts?</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>RL.4.2:</strong> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</th>
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<tr>
<td><strong>RL.4.3:</strong> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
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<td>Fourth grade students are required to refer to specific examples when explaining the text and drawing conclusions. Students must identify the main idea and find the most important details that strengthen the main idea. They must also explain the text in their own words. At this level, students tell how or why historical events, scientific ideas or “how to” procedures happened and use the text to support their answers.</td>
</tr>
<tr>
<td>Use questions and prompts such as:</td>
</tr>
<tr>
<td>• What is the main idea of this text? Can you provide details from the text that support your thinking?</td>
</tr>
<tr>
<td>• What are the important ideas in this text? Show where you found them in the text.</td>
</tr>
<tr>
<td>• Summarize the text from beginning to end in a few sentences.</td>
</tr>
<tr>
<td>• What happened first? What happened after that?</td>
</tr>
<tr>
<td>• Can you tell me how these ideas are the same? Can you tell me how they are different?</td>
</tr>
<tr>
<td>• Think about these historical events. Tell how they are connected.</td>
</tr>
</tbody>
</table>
## Unit 4.4: *The Red Pyramid* by Rick Riordan

| **RI.4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | At this level, students will combine information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject. Use questions and prompts such as:  
  - How does the diagram/image help you understand what you are reading?  
  - Can you find the reasons the author gives for his/her thinking?  
  - What is the same about the points presented in these texts? What is different?  
  - Look at these two texts about the same topic. Can you find the important information from both texts to add to your notes?  
  - Can you tell me about the important ideas you found in each text? |
|---|---|
| **W.4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
  b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.  
  c. Use a variety of transitional words and phrases to manage the sequence of events.  
  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  
  e. Provide a conclusion that follows from the narrated experiences or events. | Fourth grade students write real and imaginative stories and students are expected to use description to show characters’ thoughts and feelings as well as the details of character’s interactions through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing. |