



EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 3: Lesson 3

Mid-Unit Assessment and Establishing a Context for My Hero's Journey Narrative



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)
 I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.6.3)
 Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.6.9)

Supporting Learning Targets

- I can explain in writing how my plan for a hero’s journey narrative aligns with the archetype for “The Hero’s Journey.”
- I can establish a context for my hero’s journey narrative in a way that engages and orients the reader.

Ongoing Assessment

- Mid-Unit 3 Assessment: Crosswalk between My Hero’s Journey Narrative and “The Hero’s Journey” Informational Text
- Hero’s Journey Narrative: Plan graphic organizer



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. : Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Review of Paragraph Writing and Mid-Unit 3 Assessment: Crosswalk between My Hero’s Journey Narrative and “The Hero’s Journey” Informational Text (20 minutes)</p> <p>B. Mini Lesson: Establishing a Context for a Narrative (10 minutes)</p> <p>C. Planning and Drafting: Establishing a Context for My Hero’s Journey (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: Where Are You in Drafting the Beginning of Your Story? (3 minutes)</p> <p>4. Homework</p> <p>A. Finish drafting the beginning of your hero’s journey narrative</p> <p>B. Independent reading</p>	<ul style="list-style-type: none"> • In this lesson, students use the informational text “The Hero’s Journey” to justify their plan for their own narrative as fitting the archetypal pattern of a hero’s journey. • For the mid-unit assessment, students write an explanatory paragraph in which they provide two examples from their plan that align with the stages of the hero’s journey, and then provide corresponding evidence from the informational article. • This graphic organizer serves as a checkpoint on how well students are applying the hero’s journey archetype. This graphic organizer should be checked over before they continue drafting their stories in Lesson 4. • The paragraph provides students an opportunity to synthesize their thinking about their plan. It is also an opportunity to gauge their skills with on-demand paragraph writing. This can be graded and returned at your discretion. • At this point in the module, students have written several paragraphs. Therefore, the only scaffolding for this assessment writing is an anchor chart and an oral rehearsal of a similar paragraph about the model text “The Golden Key.” • In Advance: For the mid-unit assessment, students will need the Hero’s Journey Narrative: Plan graphic organizer (from Lesson 2), as well as their informational text “The Hero’s Journey” (from Unit 1). • Post: Learning targets.



Lesson Vocabulary	Materials
align, establish context, engage, orient	<ul style="list-style-type: none">• “The Hero’s Journey” informational text (from Unit 1, Lesson 8; one per student; new, clean copies if needed)• Hero’s Journey Narrative: Plan graphic organizer (from Lesson 2; plus one for display)• Mid-Unit 3 Assessment: Crosswalk between My Hero’s Journey Narrative and “The Hero’s Journey” Informational Text (one per student; one for display)• Document camera• “The Golden Key” model narrative (from Lesson 2; one per student; one for display)• Lined paper (one sheet per student)• Structure of an Explanatory Paragraph anchor chart (new; teacher-created; see Work Time A)



Opening	Meeting Students’ Needs
<p>A. Continue the Hero Profile (5 minutes)</p> <ul style="list-style-type: none">• Read aloud as students read the learning targets silently in their heads.<ul style="list-style-type: none">* “I can explain in writing how my plan for a hero’s journey narrative aligns with the archetype for “The Hero’s Journey.”* “I can establish a context for my hero’s journey narrative in a way that engages and orients the reader.”• Ask:<ul style="list-style-type: none">* “Based on the learning targets, what do you think we will be doing today?”• After students have shared their ideas, tell them that the first learning target is their mid-unit assessment, in which they will write a paragraph explaining how their writing plan follows the archetype of a hero’s journey. In the second part of the lesson, they will look at different ways authors start their stories so they can begin drafting their hero’s journeys. Tell students that they will discuss the phrase “establish a context” later in the lesson.	<ul style="list-style-type: none">• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students’ Needs
<p>A. Review of Paragraph Writing and Mid-Unit 3 Assessment: Crosswalk between My Hero’s Journey Narrative and “The Hero’s Journey” Informational Text (20 minutes) <i>Note: Keep this review short so that students have time to write their paragraphs.</i></p> <ul style="list-style-type: none"> • Ask students to take out their informational text “The Hero’s Journey” (from Unit 1) or distribute new texts as needed. They also need to take out the Hero’s Journey Narrative: Plan graphic organizer that they completed in Lesson 2 or for homework. Remind them that one of their goals for this narrative was to create a story that is aligned with “The Hero’s Journey” informational text they studied in Unit 1. Review the word <i>align</i>. This may sound like: “Remember in Unit 1, we discussed the word <i>align</i> as meaning ‘to be in line with’ or ‘line up side by side.’” • Distribute the Mid-Unit 3 Assessment: Crosswalk between My Hero’s Journey Narrative and “The Hero’s Journey” Informational Text. Tell students that for their mid-unit assessment, they will write an explanatory paragraph outlining two ways in which the plan for their narrative aligns with “The Hero’s Journey.” • Using a document camera, focus students’ attention on the mid-unit assessment. Invite them to read along as you read the focus question aloud: <ul style="list-style-type: none"> * “How does your plan for a hero’s journey align with the archetype of “The Hero’s Journey?”” • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What is the focus question asking you to do?” • Listen for answers like: “We have to show how our story is a hero’s journey, with the same stages the archetype of a hero’s journey has.” • Remind students that they have written several paragraphs over the last two units. Display the new Structure of an Explanatory Paragraph anchor chart. Tell students that before they write their paragraph today, they will review the anchor chart, which they can then use to help them with their assessment. • Ask students to take out the model narrative “The Golden Key.” Review the Explanatory Paragraph anchor chart one component at a time, asking how this writing might sound for a paragraph about the “The Golden Key.” For example, ask: <ul style="list-style-type: none"> * “How might I write a topic sentence for my paragraph about “The Golden Key”? Remember, a topic sentence introduces what the paragraph will be about by making a claim.” • Listen for responses like: ““The Golden Key’ is aligned to the hero’s journey in multiple ways.” • Ask: <ul style="list-style-type: none"> “How might I include an example like this from my own narrative?” 	<ul style="list-style-type: none"> • Displaying anchor charts, such as the Structure of an Explanatory Paragraph chart, allows students to guide themselves through the writing process and provides a reference point if they get stuck. • Consider providing select students with sentence starters (such as “One way that my plan aligns with “The Hero’s Journey” is …” or “These examples show that …”). This will help them get started and move on to the “ideas” part of their writing. • Consider posting the assessment directions for students who may struggle with multistep directions.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Listen for an example like: “The article says, ‘Heroes exist in a world that is considered ordinary or uneventful by those who live there. Marney lives on an ordinary farm in an ordinary family.’”• Tell students that they will then include a second example from their Hero’s Journey Narrative: Plan graphic organizer and support that with evidence from the informational text.• Finally, tell students they should include a conclusion that provides closure for the reader. Remind them what they learned previously about a concluding sentence: It should repeat the topic in some way but then leave the reader with a question or something to think about.• Give directions for the on-demand assessment:<ol style="list-style-type: none">1. Choose <u>two</u> stages of your hero’s journey narrative that you think align well with the archetype in the informational text.2. Find quotes from the informational article that you will use as evidence. Underline these quotes so they are easier for you to find when writing.3. Draft your paragraph, using the Structure of an Explanatory Paragraph anchor chart to guide you.• Give students the next 10 to 12 minutes to draft their paragraphs. Circulate to observe; direct students’ attention to the anchor chart for guidance.• Collect the Mid-Unit Assessment: Explaining My Hero’s Journey Plan.	



Work Time (continued)	Meeting Students’ Needs
<p>B. Mini Lesson: Establishing a Context for a Narrative (10 minutes)</p> <ul style="list-style-type: none"> • Refocus students whole group. Tell them they will now begin the drafting of their hero’s journey narrative by establishing the context of the story. Define the word <i>establish</i> as “to set up” or “bring into being.” This can be connected to the idea of <i>establishing</i> a business, meaning to “start” a business. Discuss the word <i>context</i> as “a situation, or what’s around something. In a story/narrative, it might mean what’s important for the reader to know—for example the setting and the character.” Remind students that they have heard this word in the phrase <i>context clues</i>, which means clues found in the text <i>around</i> a word. Therefore, <i>establishing a context</i> means to set up the situation of their story. • Tell the class that the beginning of a story serves two purposes: to <i>engage</i> the reader and to <i>orient</i> the reader. Ask: <ul style="list-style-type: none"> * “What does it mean to <i>engage</i> a person in something?” • Listen for answers like: “It means to get them interested.” In the interest of time, if students are unclear about the meaning, define it for them. • Ask: <ul style="list-style-type: none"> * “What does it mean to orient a person?” • Again, if students are unclear, define this word as “to help someone figure out their physical position or setting.” • Ask: <ul style="list-style-type: none"> * “Given these two definitions, what does it mean, in your own words, to engage and orient a reader in a story?” • Listen for answers like: “It means to get readers interested in the story and to help them figure out where they are.” • Tell the class that, because the author has to both engage and orient a reader, beginning a story is one of the most important and difficult parts of narrative writing. One good way to start is to study the writing of other authors and see how they engage and orient a reader. Say: “Authors use many different techniques to begin stories, and today we will study one example to identify a strategy for our own writing.” • Using a document camera or chart paper, display a copy of “The Golden Key” where all students can see it. Invite them to read silently in their heads as you read aloud. Read from “A long time ago ...” to “Marney’s grandparents were very, very sad.” • Using the following questions, guide the class toward the idea that this writer took a direct approach in orienting the reader, or telling the reader where the story begins, both in terms of time and place. 	<ul style="list-style-type: none"> • Consider posting the definitions of the words <i>establish</i>, <i>orient</i>, <i>context</i>, and <i>engage</i> for reference. • Giving select students a pre-highlighted version of the model that highlights the ways in which the author orients and engages the reader will allow those students to focus their attention on the most important parts of the text.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Ask:<ul style="list-style-type: none">* “When does this story take place? How do you know?”* “Where does this story take place? How do you know?”• Using another set of questions, guide students toward the idea that this author <i>engages</i> the reader by using descriptive language for the setting and by beginning to reveal the problem of the story.• Ask:<ul style="list-style-type: none">* “How does this writer help you to see the story in the section we just read?”* “How does the author make you want to keep reading?”• Display a copy of the Hero’s Journey Narrative: Plan graphic organizer. Direct students to take out their copy of this graphic organizer. Tell them that they will now jot down possible style and craft ideas for the beginning of their stories, based on the model they just read. Orient students to the box under “Writer’s Craft Ideas” in the row titled “The Ordinary World.” Ask:<ul style="list-style-type: none">* “What style or craft ideas can we take from this author for beginning a story?”• Listen for, and record on the graphic organizer, responses like:<ul style="list-style-type: none">* Directly tell the reader the setting (time and place).* Use descriptive language to help the reader “see” the story.* Begin to reveal the problem so the reader wants to read on.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Planning and Drafting: Establishing a Context for My Hero’s Journey (10 minutes)</p> <ul style="list-style-type: none">• Invite students to sit with their triads. Distribute lined paper. Post these questions for all to see:<ol style="list-style-type: none">1. How will you orient your reader?2. How will you engage your reader?• Tell students they will now have time to work with their triads to plan ideas and get started on the beginning of their own stories. Give directions:<ol style="list-style-type: none">1. For your own writing, think about both questions. Use your notes on your graphic organizer to help you:<ul style="list-style-type: none">* How will you orient your reader?* How will you engage your reader?2. Orally rehearse how your beginning might sound.3. Ask your triad to give you feedback: a star and a step.4. Move on to the next writer.• Tell students that once all the members of their triad have taken a turn, they should move on to drafting.• Circulate and support students as they work. Listen to triad conversations, helping students give productive feedback to one another.• Collect the Hero’s Journey Narrative: Plan graphic organizers from students. You will need these to provide feedback during Lesson 4.	<ul style="list-style-type: none">• When discussing ideas for their stories, consider pairing ELLs who speak the same home language. This allows for more idea-focused and productive conversations.



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: Where Are You in Drafting the Beginning of Your Story?</p> <ul style="list-style-type: none"> • Tell students that a fist means they were not able to get started today, a five means they are finished, and three would be somewhere in the middle. Ask, “Fist to Five, where are you in drafting the beginning of your story?” • Remind students that homework tonight is to finish the beginning of their story. They should not, however, move on to the rest of their story until tomorrow, when you return their Hero’s Journey graphic organizers with feedback. 	<ul style="list-style-type: none"> • Using techniques like Fist to Five serves two purposes: It is a formative assessment for you to see students’ progress individually and as a collective, and it gives students an opportunity to self-reflect on their progress and think about what they need to do to close the gap.

Homework	Meeting Students’ Needs
<p>A. Finish drafting the beginning of your hero’s journey narrative.</p> <p>B. Independent reading.</p> <p><i>Note: In Lesson 4, students will make writing goals. They will need to look at your feedback from both their End of Unit 2 literary analysis and their Hero’s Journey Narrative: Plan graphic organizer.</i></p> <p><i>You do not need to give feedback yet on the mid-unit assessment they did in today’s lesson.</i></p> <p><i>On students’ End of Unit 2 Assessments, provide “stars” (positive feedback) and “steps” (specific helpful suggestions). On their Hero’s Journey Narrative: Plan graphic organizers, quickly review students’ work to check that they are on track in terms of planning a narrative sequence that unfolds logically. This checkpoint will be important before students begin actually drafting their narrative.</i></p>	



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- **Topic sentence:** Introduce the topic of your paragraph.
- **Example from “my hero’s journey:** Gives an example of what a stage of the hero’s journey looks like in your story.
- **Evidence:** Gives a quote from “The Hero’s Journey” informational article connected to your example. “In the article, it says ...”
- **Second example from my hero’s journey**
- **Evidence for the second example**
- **Conclusion:** Provides closure for the reader. Leaves the reader with something to think about.