

ACTIVITY 1

PLAN

Suggested Pacing: 1 50-minute class period

Materials: Word Wall materials (index cards and markers), chart paper (optional)

ELA Timing: Use this activity before ELA Activity 1.3 to build knowledge about the Hero's Journey.

TEACH

1 Read aloud the Language Objectives. Confirm understanding by asking volunteers to paraphrase each one. As needed, explain any challenging academic terms, such as *demonstrate* or *comprehension*. Start a Word Wall with these terms, as well as other academic vocabulary that students will encounter during the year.

2 Arrange the class into pairs. Direct each pair to work together to read the two sentences in the Quick Conversation box. Point out the phrase *finds himself in another place and time* and *find her way home*. Then guide partners to discuss their prior knowledge of the characteristics of a Hero's Journey narrative. Direct one student in each pair to record the ideas they talked about. Encourage volunteers to share their ideas with the class.

TEACHER TO TEACHER

Some students might benefit from an introduction to expressions commonly used during classroom instruction and interactions. For example, explain the following, having student volunteers model as needed: *Turn and talk to your partner. Raise your hand. Use text evidence in your answer. Revise your work.* During instruction, be sure to model the mode of speech you expect your students to produce.

3 Ask students to complete the Genre Brainstorm graphic organizer by writing one characteristic of a Hero's Journey narrative in each box. For example, students might write *main character is a hero* in the first box, *hero goes on an adventure* in the second box, and so on. Allow students who are beginning to develop English language skills to draw or use their native language to express characteristics.

WORKSHOP 1A

ACTIVITY 1

Reading and Writing a Hero's Journey Narrative

Genre Focus: A Hero's Journey Narrative

Language Objectives

- Discuss genre characteristics using the words *Hero's Journey* and *narrative*.
- Use informal or formal English to share what you know about Hero's Journey narratives.
- Demonstrate listening comprehension by recording discussion notes.
- Write about Hero's Journey narratives using sentence frames.

Quick Conversation

Read the sentences. Discuss with a partner what you think a Hero's Journey narrative is. Ask and respond to questions about the genre that come up in your conversation. After the discussion, write down the ideas you talked about.

Martin is writing a Hero's Journey narrative about a teen who suddenly finds himself in another place and time.

Christina is reading a Hero's Journey narrative in which a group of friends are helping the main character find her way home.

2 SpringBoard® Language Workshop Grade 8

College and Career Readiness Standards

Focus Standards:

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Additional Standards Addressed:

SL.8.1c, SL.8.6

Genre Brainstorm

In this unit, you will read a Hero's Journey narrative. Think about what you know about Hero's Journey narratives; then, write some characteristics of Hero's Journey narratives in the graphic organizer.

Summarize

Use the new vocabulary you heard and learned through discussion to summarize your knowledge of Hero's Journey narratives.

Some characteristics of a hero in a Hero's Journey are _____

I think one important part of any Hero's Journey narrative is _____

One Hero's Journey narrative that I have read is _____

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ACTIVITY 1 continued

- 4** Read aloud the directions for the Summarize task and then read each sentence frame aloud. Have students use their notes from their discussion and the graphic organizer to complete the Summarize sentence frames with peer support.
- 5** As students work, walk around the classroom to check for understanding. Answer any questions students may have and monitor their understanding of spoken language. Check that they are using the terms that they have heard during classroom instruction and discussion.
- 6** After partners discuss and write down their ideas, elicit feedback from the class. Suggest vocabulary to support students in using academic language to discuss the genre. For example, *someone in a story* could be a *character*, and *type of story* could be a *genre*.

ASSESS

Look at students' summaries to formatively assess their ability to express their knowledge of the genre Hero's Journey narrative in writing using newly acquired basic vocabulary. Use the following questions as a guide.

- Beginning** Does the student primarily include high-frequency words or phrases to complete each sentence frame?
- Developing** Does the student include high-frequency vocabulary to complete each sentence frame?
- Expanding** Does the student include academic vocabulary related to the genre to complete the sentence frame?

Bridging Does the student accurately include academic vocabulary related to the genre to complete the sentence frame?

ADAPT

If students need additional support expressing their knowledge of the genre Hero's Journey narrative in writing using newly acquired basic vocabulary, guide students in a shared writing activity using visual context. Write three new sentence frames on chart paper and elicit student responses. For example, you might use the sentence frame *In the Hero's Journey narrative I read, the hero struggles against ...* and show students an image of the cyclops from the *Odyssey* or Darth Vader from *Star Wars*. Place the completed sentences on the wall in your classroom so that students can use it as a reference.

Stage Two: Initiation

3 The second section of the journey is called *Initiation*. This is when the *conflict* of the story is found as the hero faces danger and fear, but finds others to help him or her *survive*. For Dorothy, the giant threat came from the Wicked Witch of the West. The witch put many challenges in the young girl's way, including scary flying monkeys, a poisonous field of poppies, and threatening apple trees. For Simba, obstacles were his evil uncle Scar and the hyenas. For Luke, it was Darth Vader and his mindless storm troopers.

4 Nevertheless, Dorothy kept fighting for the goal: to get back home again. Along the way, she met characters who helped her in her battles (Scarecrow, Tin Man, and Cowardly Lion). In the same way, Luke met Hans Solo, Obi Wan Kenobi, and a couple robots. Simba met Pumbaa and Timon. Due to the support of these side characters, the hero has the confidence and encouragement to keep going and achieve his or her goal. This *resolution* might be in the form of rescuing a princess, defeating an enemy, or, in Dorothy's case, finding a way to help her friends and then going back home.

Stage Three: Return

5 Finally, the third stage of the Hero's Journey is reached: *Return*. In this part of the story, it is time to return home victorious! This is the *falling action* of the story. Sometimes the side characters come along for support, while other times they stay behind. (Dorothy's friends stay in Oz.) This part of the journey is when the important lessons learned are revealed. It is also when readers can see how much the hero has grown, changed, and developed after the trials he or she has *endured*. For Luke, it was realizing he was important and could help protect his people. For Simba, it was the knowledge he truly was the right king. And for Dorothy, it was simple: There is no place like home.

survive: live after facing challenges

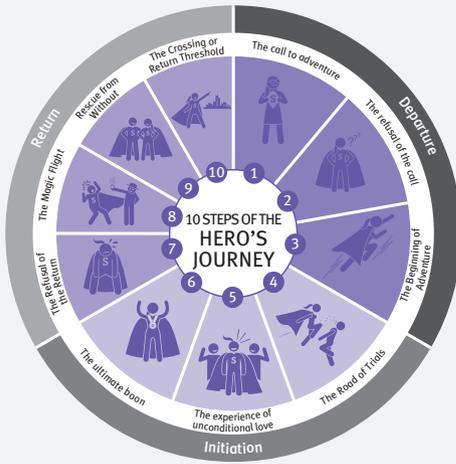
MY NOTES

endured: lived through difficult experiences



Quick Conversation:

Turn to your partner and retell information from the text. Use images and text features to help you remember details.



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5 Read aloud the remainder of “A Hero’s Journey of Discovery,” pausing to give students time to annotate.

6 After you finish reading, divide the class into small groups to discuss the annotations they made. Have students share words they do not know and questions they wrote in the side column. Encourage students to help answer the questions of their peers. As students work, circulate to assist students as needed.

7 Have students work with a partner to summarize the text orally, using text features and the image to help them remember details. When they finish summarizing, ask students what they learned about the three stages of Hero’s Journey narratives.

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ACTIVITY 2 *continued*

8 Have students read the directions to the Reading Closely to Identify Key Ideas and Details task. Model how to use the organizer to identify one key idea from the text and its supporting details. Then have students complete the graphic organizer using the words and phrases that they starred as the key ideas in each paragraph.

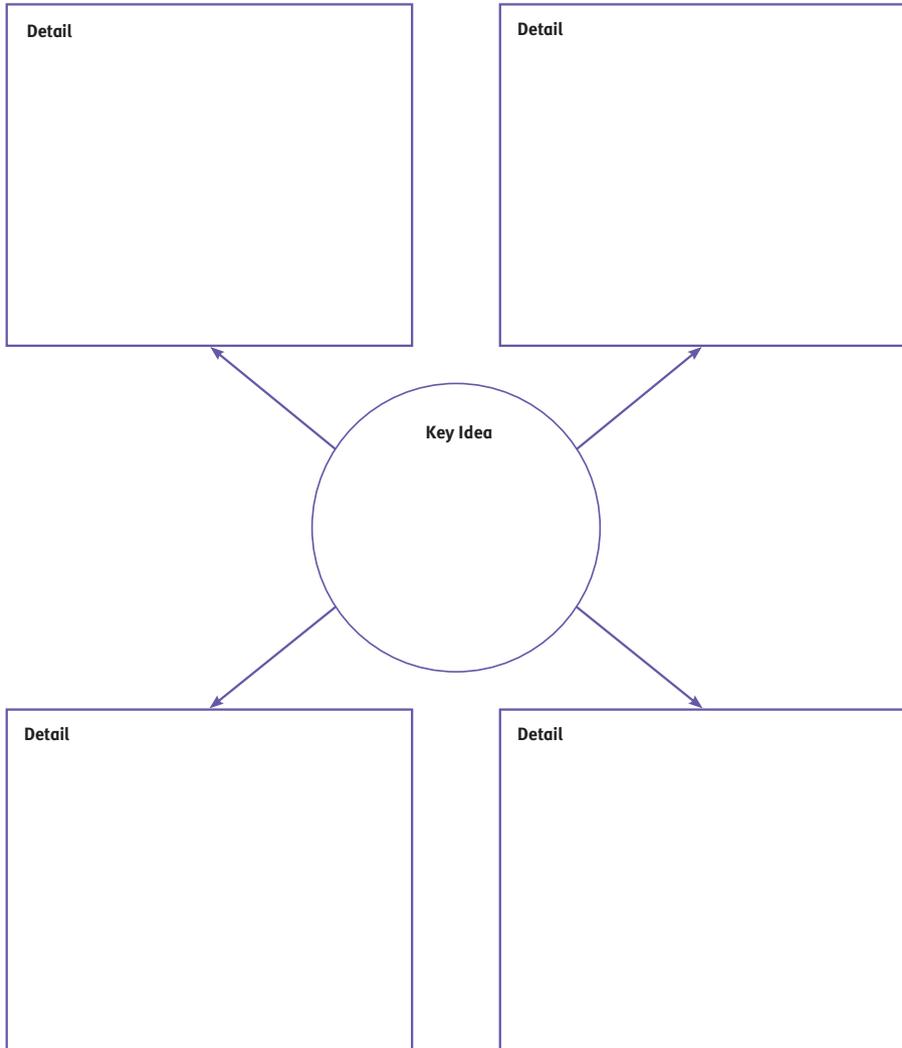
TEACHER TO TEACHER

Help students develop vocabulary that builds their knowledge about a Hero's Journey by directing their attention to the Knowledge Building Vocabulary box on the opposite page. If students need support understanding or using this vocabulary, encourage them to work together with peers to find the words in context. Then have them sketch quick drawings or write short definitions to demonstrate their understanding of the words' meanings.

2

Reading Closely to Identify Key Ideas and Details

"A Hero's Journey of Discovery" describes the three main stages of the Hero's Journey. Reread the parts of the informational text that you starred and complete the graphic organizer that follows.



ACTIVITY 3

PLAN

Suggested Pacing: 1 50-minute class period

Materials: index cards (optional)

ELA Timing: Use this activity before ELA Activity 1.6.

TEACH

1 Have students follow along as you read aloud the Language Objectives. After the first Language Objective, model restating it using your own words. Read the next Language Objective aloud and then ask a volunteer to explain it using his or her own words. Repeat with the last two Language Objectives.

2 Tell students that you will be discussing some of the words that they will use to speak and write about the Hero's Journey narrative. Read aloud the information about the QHT chart as students follow along in their books. Choral Read each criterion, one at a time. Provide comprehensible input (such as gestures, drawing, showing images or graphics, and miming) by shaking your head "no" for the Q criterion and giving an example question for one of the words listed on the page. Follow suit with the remaining criteria, using clear gestures and examples. Then have students work independently to rate each of the words in the chart to indicate how well they know them.

3 Read the terms aloud one at a time, modeling the pronunciation, and have students chorally repeat them. Then, have a volunteer read aloud the definition. Clarify each term using illustrations or gestures to give meaning. For example, you may show a photograph of a landscape to illustrate the word *setting*. Encourage students to seek clarification when needed, modeling the use of expressions such as: *Can you say that again, please? What does _____ mean? How do you pronounce this word?* Have students practice saying these expressions and encourage them to use them to seek clarification regarding word meaning.

ACTIVITY 3

Academic Vocabulary

Language Objectives

- Use prior knowledge and collaborative discussion to learn academic vocabulary for speaking and writing about English language arts topics.
- Demonstrate listening comprehension by taking notes on peer explanations of a Hero's Journey narrative.
- Use academic language related to narratives in a sentence writing activity.

Define the Vocabulary in Your Own Words

The chart presents words you will use in discussion and writing. Think about each word. Circle Q, H, or T to indicate how well you know it. Work with a partner and take turns explaining what each term means in your own words. Listen closely when your partner is speaking and take notes in the "In Our Own Words" column.

WORD CONNECTIONS

Cognates

The English word *protagonist* and the Spanish word *protagonista* are cognates. They both mean "the main actor" and come from the Greek roots *protos*, meaning "first," and *agonistes*, meaning "actor" or "competitor."

Rating	Q	H	T
	I have seen this word or phrase, but I have questions about its meaning.	I have heard this word or phrase but do not know it well.	I know this word or phrase so well that I could teach it to someone else.

Word or Phrase	Definition	In Our Own Words
conflict	the main problem or struggle	
Rating Q H T		
genre	type or category of writing	
Rating Q H T		
narrative	a type of writing that tells a story or describes a sequence of events	
Rating Q H T		
pacing	how fast story events happen; fast pacing covers time quickly, while slow pacing slows down to give more details	
Rating Q H T		
point of view	the perspective from which the story is told	
Rating Q H T		

College and Career Readiness Standards

Focus Standards:

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Additional Standards Addressed:

SL.8.1, L.8.2, L.8.4

Word or Phrase	Definition	In Our Own Words
protagonist	the hero or main character	
Rating Q H T		
setting	the place and time in which a story happens, or where and when a story takes place	
Rating Q H T		
short story	a fictional, or made-up, story that is brief, or short	
Rating Q H T		

Vocabulary Practice

Practice 1 Fragments and Complete Sentences

Write "S" if the words form a complete sentence. Capitalize and punctuate the sentences. Write "F" if the words are a sentence fragment. Change the fragments into complete sentences.

- F is the conflict
The main challenge in a story is the conflict.
- F the category of a piece of writing
Genre is the category of a piece of writing.
- S point of view is the perspective from which events of a story are told
Point of view is the perspective from which events of a story are told.
- S a protagonist is a story's main character
A protagonist is a story's main character.
- F the setting is
The setting is when and where a story takes place.
- F pacing can be either
Pacing can be either fast or slow.

Practice 2 Scrambled Sentences

Rearrange the words into sentences, and add the correct punctuation and capitalization.

- that narratives happen to events describe characters
Narratives describe events that happen to characters.
- short than novels are stories much shorter
Short stories are much shorter than novels.

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ACTIVITY 3 continued

4 When you finish with the list of words, have students work with a partner to put each of the definitions into their own words. Have partners write their new definitions in the chart.

5 Read the directions to Practice 1 aloud. Make sure that students understand the difference between a complete sentence and a sentence fragment. Explain that a complete sentence contains a subject and a verb and expresses a complete thought. For example, *Jennifer and her friend went to the movie* is a complete sentence. Explain that a sentence fragment is missing a subject or a verb and does not express a complete thought. The words *Jennifer and her friend* are a sentence fragment, as are *went to the movie*. Also remind students that a sentence begins with a capital letter and ends with a period. Have students complete the activity independently or in pairs.

6 Read the directions in Practice 2 aloud and have students complete the activity.

ASSESS

Look at students' vocabulary practice responses to formatively assess their understanding of complete sentences. Use the following descriptions as a guide.

BGN Does the student frequently use primary-language word order, significantly hindering their ability to write clearly?

INT Does the student use primary-language word order?

ADV Does the student have a grasp of basic English language structures?

ADV+ Does the student rarely exhibit errors associated with second-language acquisition?

ADAPT

If students need additional support understanding complete sentences, provide pairs with four index cards, each with one phrase written on them: *two shiny new cars*, *go down the street*, *drive very fast*, and *the action star and his director*. Remind students that a complete sentence has a subject and a verb and expresses a complete thought. Have students work to create complete sentences from these phrases by putting the cards together. Possible sentences might be: *Two shiny new cars go down the street. Two shiny cars drive very fast. The action star and his director go down the street. The action star and his director drive very fast.* Provide sentence frames or starters if students need additional practice.