

Grade 3

Unit 5

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Journeys Writing Alignment Project

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Unit 5: Writing Narratives

Lesson 21: “Two Bad Ants”

CCLS Writing: W3a, W3b, W3d, W4, W5

- W3.10 Range of Writing: extended time frame

CCLS Reading: RL1, RL3, RL5, RL7

Writing Prompt: Imagine another scene in which the ants find themselves trapped in different scary event. The ants desperately want to find the treasure for their queen. Describe the adventure of the ants as they make their way back to the crystal.

Writing Step 1: (Word Choice)

- Vivid Details- Locate descriptive words found in the story.
 - a. Students (independently or with partner) go through the story and record on **Word Choice Graphic Organizer (see supporting materials)** examples of vivid details and descriptive words used in the story.
 - b. Bring students together to share the vivid details and descriptive words they found in the story. As students share, create a Class Word Choice Anchor Chart with these vivid details and descriptive words.
 - i. Samples from the story: beautiful sparking crystal (page 176), long shadows stretched (page 177), anxiously listened (page 178), blinding flash of blue-green light (page 178), wind whistled (page 179)
- Questions: How do these words build suspense in the story?
 - a. For example: “long shadows stretched” builds suspense by creating a mysterious setting or the feeling that something is lurking, “anxiously listened” builds the feeling of fear of the unknown

Writing Step 2: (Ideas)

1. Brainstorm first with a partner new and different scenes in which the story could take place.
2. Share out in whole class and create a list.
3. Focus Question: How does this new scene add to the suspense of the story? Be sure to bring the students back to this focus question as they share different scenes.
4. Share with students that they will be writing their own suspenseful narrative to add a new scene to the story. Ask students to choose a new scene to focus their writing on.

Writing Step 3: (Organization)

Students will use the main selection as a mentor text in the following activity. In the following activity, students identify parts of a scene from the main selection and record text details that convey each part of the scene on the graphic organizer.

1. Students complete **Scene Study Graphic Organizer (see supporting materials)**:

Parts of the Scene:	Scene Details:
1) Introduce the scary scene.	
2) Describe and explain the dangers the ants experience. Be sure to list three details.	
3) Create closure by showing how the ants move into the next danger.	
4) Describe how the picture adds understanding to the story.	

Example for Teacher Reference (pages 182-183):

Parts of the Scene:	Scene Details:
1) Introduce the scary scene.	<ul style="list-style-type: none"> • The ants fell into a boiling brown lake.
2) Describe and explain the dangers the ants experience. Be sure to list three details.	<ul style="list-style-type: none"> • The ants are being stirred violently back and forth. • Crashing waves fell over the ants. • They paddled hard to keep their heads above water. • They were getting sucked deeper and deeper into the whirlpool. • The ants are gasping for air, spitting mouthfuls of terrible, bitter water.
3) Create closure by showing how the ants move into the next danger.	<ul style="list-style-type: none"> • The lake is tilted, set back down. They climb out of the lake (mug).
4) Describe how the picture adds understanding to the story.	<ul style="list-style-type: none"> • The picture of the coffee looks like a lake with waves, while one wave appears to be crashing over the tiny ant. The next picture (page 184) shows the angle of the coffee being tilted back while the mouth appears to be a dark cave.

2. Teacher models filling in this graphic organizer with a scene from the story (see teacher reference above).

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3. Students break up into groups. Each group is assigned a different scene from the story, and completes the graphic organizer.

Scene Choices	Page(s)
On the kitchen counter	180
In the sugar bowl	181-182
Toaster	185
Sink	186-187
Electrical outlet	188

4. Draw students' attention to the picture provided in the text. How does the picture capture the words from the scene? Refer to above example.
5. Have each group display their scene study graphic organizer so that it is in order of the story sequence. Groups participate in a gallery walk to view other groups' work. Ask students to notice how each scene builds on the previous scene.

Writing Step 4: (Ideas, Word Choice, Organization)

1. Using a **Planning Graphic Organizer (see supporting materials)**, students plan their scene. Remind students that the three parts of the Planning Graphic Organizer are the same as the first three parts in the Scene Study Graphic Organizer. Students complete the “My Ideas” section first then the “Vivid Details and Descriptive Words” section.

Parts of the Scene:	My Ideas:	Vivid Details and Descriptive Words:
1) Introduce the scary scene.		
2) Describe and explain the dangers the ants experience. Be sure to list three details.		
3) Create closure by showing how the ants move into the next danger.		

2. As students work, circulate and refer students to the anchor chart for ideas and inspiration regarding vivid details and descriptive words they would like to include in their writing. However, original details are encouraged.
3. Use completed Planning Graphic Organizer to draft their narrative.

Writing Step 5:

1. Provide opportunities for students to conference (with peers/teacher) and edit their work.
2. Students write a final copy. Share stories either in small or whole group setting.
3. Extension: Students can draw a picture to go along with their scene. Consider creating a class book with the stories the students have written. Whole class works together to decide on the order of the scenes.
4. Grade writing with an emphasis using Word Choice, Ideas and Organization on rubric provided in Journeys.

Name _____

Date _____

Word Choice Graphic Organizer

Vivid Details and Descriptive Words	How do these words build suspense in the story?

Name _____

Date _____

Scene Study Graphic Organizer

Parts of the Scene:	Scene Details:
1) Introduce the scary scene.	
2) Describe and explain the dangers the ants experience. Be sure to list three details.	<ul style="list-style-type: none"> • • • •
3) Create closure by showing how the ants move into the next danger.	
4) Describe how the picture adds understanding to the story.	

Name _____ Date _____

Planning Graphic Organizer

Parts of the Scene:	My Ideas:	Vivid Details and Descriptive Words:
1) Introduce the scary scene.		
2) Describe and explain the dangers the ants experience. Be sure to list three details.	<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • •
3) Create closure by showing how the ants move into the next danger.		

Lesson 22- “The Journey”

CCLS Writing: W2, W3a, W4, W5, W6, W7, W8, W11

- W3.10 Range of Writing: extended time frame

CCLS Reading: RI1, RI3, RI4, RI7

Part 1: Pre-Writing Opportunity- Text Based Questions:

Considering using these text depending questions as part of a close reading lesson.

Text-dependent Questions	Evidence-based Answers
Reread the second paragraph on page 206. What does it mean to <i>migrate</i> ? What are two reasons creatures <i>migrate</i> ?	“Migrate” means to move from place to place. Some animals migrate to survive and others migrate to create new life.
Explain why the desert locusts migrate. (Pg. 207)	Desert locusts migrate when too many grasshopper eggs are hatched in one area and there is not enough vegetation. They migrate in search for food for them to survive.
Explain the relationship between the grasshopper and the locust and how this is affected by migration. (Pgs. 207-208)	Locusts are actually young grasshoppers that must transform and migrate to survive. When too many baby grasshopper hatch and there is not enough food, the young grasshoppers must change into locusts to survive. The young grasshopper changes color from light green to dark yellow or red and their antennae will shorten. The newly transformed locusts will then rise up and migrate together by the billions in search of food.
The author wrote “A cloud of desert locusts in the sky is an unbelievable sight.” How does the author describe a cloud of locusts being “unbelievable”? (Pg. 208)	The author describes the “cloud of desert locusts” as being “unbelievable” because when they travel by the billions as one group. Together they can block out the sun and make a “thunderous noise” as they move from place to place.
Using the illustration on page 210, explain how the migration of the locust can affect people. What other details from the text support your answer?	The driver of car will have a difficult time seeing the road because of the number of locusts traveling in the swarm. Crushed locusts can make cars slip and slide on roads. Locusts make it difficult for planes to fly and interfere with train travel because they block the sun and people’s view of the roads when they travel. Also, the locusts can be harmful. When they land on the ground they eat all the vegetation and leave behind a devastated

	landscape. They eat people’s gardens and people may not have other food.
What does the author tell us about the history of locust migrations? (Pg. 211)	There are many stories in history are about the terrible devastation of locust plagues. These plagues may have covered 2,000 square miles. Today the areas of devastation are much smaller.
Describe the migration cycle of the locust. (Pg. 212)	When too many baby grasshoppers hatch and there is not enough food, they transform into locusts. Locusts ride the winds and migrate from one area of rainfall to the next. Then they mate and die. Their eggs hatch and a new swarm begins moving. This cycle continues until the locusts return to the same spot where the process began. If there are not too many baby grasshoppers and there is enough food, then the babies grow up to be grasshoppers and the cycle stops until the next time.
What makes the gray whales’ migration more remarkable than other mammals that migrate? (Pg. 214)	No other mammal migrates as far as the big gray whale. The gray whales travel 6,000 miles and back again, mostly on an empty stomach.
Where are gray whales found in the summer months? What is special about those waters for the gray whales? (Pg. 214)	Gray whales live in the cold, Arctic waters near the North Pole during the summer. The whales love the cold waters because they are full of the food the whales love to eat.
What do gray whales eat? What is special about how gray whales eat? (Pg. 214)	The whales eat tiny ocean shrimp and worms. Gray whales do not have teeth; the food they eat is strained through baleen, long strips of hard material similar to fingernails.
Why do the Gray Whales migrate from their summer home? Which whales migrate first in the summer? Why? (Pg. 214)	In the Winter the Arctic seas fill with solid ice. They have to travel or migrate to warmer waters where they can survive and find food. The pregnant whales leave first because they want to get to the warm waters of California and Mexico before they have their babies.
Blubber is the fat stored in a whale’s body. Based on the selection, why would blubber be important during migration? (Pg. 216)	Gray whales depend on the fat stored in its body to keep survive during migration, because gray whales may need to go for as long as eight months without food.
When do the gray whales migrate back to the Arctic? Which whales migrate first from their winter home? Why do the other whales stay	In March, the gray whales will begin migrating back to the Arctic waters near the North Pole. The males will leave first, but the females and

behind and wait to migrate back? (Pg. 217)	calves will wait several more weeks to give the calves time to grow stronger for the journey.
How do the gray whales find the Arctic waters when they migrate back home? (Pg. 219)	No one knows for sure. They might follow the shape of the ocean beds, or use the magnetic field of the Earth like a living compass, or they may use echolocation (sending out sounds which bounce back and describe what is all around).

Part 2: Writing Using Main Selection

After reading the story and responding to the text dependent questions, students will write a paragraph to the following prompt: Write a paragraph about how the author describes the grasshopper/locust as a remarkable traveler in its migration.

Writing Step 1:

- As a pre-writing activity, students will complete a Give 1 to Get 1 board in which they select details from the main selection to support the writing prompt.
- Give 1 to Get 1: Use the **Give 1 to Get 1 board** (see supporting materials) to address the following question: *Many creatures migrate for different reasons, some to survive and some to create new life, but they are all remarkable travelers. What details does the author use to describe the grasshopper/locust as a remarkable traveler in its migration?*

Possible Answers:

Give 1 to Get 1

Details used to describe the grasshopper/locust as a remarkable traveler in its migration

too many grasshoppers are laid in one area and when born there is not enough food	grasshoppers change into locusts in order to migrate in search of vegetation	changes color from light green to dark yellow or red	antennae will grow shorter
as locusts, swarm together by the billions	locusts can eat every plant, blade of grass, every leaf within minutes	locust make travel difficult, swarms can interfere with trains and cause cars to slip	locusts migrate following rain, always more food with rain

Name _____

Date _____

Give 1 to Get 1

Details used to describe the grasshopper/locust as a remarkable traveler in its migration

Writing Step 2: Word Choice

Students will study the text as a mentor text for word choice by noticing vivid words and phrases. When students write their paragraph in Writing Step 3, encourage students to use strong words and phrases like the examples on the anchor chart.

- What are the vivid words and phrases you notice in the reading for the grasshopper/locust?
 - With a partner, ask students to refer to the main selection to locate vivid words and phrases. Have students record the words and phrases on sentence strips for a Chalkboard Splash. Also remind students that they searched for vivid words and phrases in Lesson 21.
 - Chalkboard Splash: Students display their sentence strips with the vivid words and phrase on the board.
 - Facilitate a whole class discussion, choosing the strongest examples to place on the anchor chart.
 - Possible Examples: block out the sun seems like night: sudden darkness, a cloud of dessert locust, terrible thunderous noise, totally devastated landscape, pale green grasshoppers, rise up together by the billions

Materials:

- sentence strips two per student
- chart paper
- markers

Writing Step 3:

- Using details on the Give 1 to Get 1 board, students will complete the following **writing prompt (see supporting materials)**:

Many creatures migrate for different reasons, some to survive and some to create new life, but they are all remarkable travelers. Write a paragraph about how the author describes the grasshopper/locust as a remarkable traveler in its migration.

- Include at least 4 to 5 details about what is special about this creature's migration in the paragraph.
- Introduce your topic, develop your topic with facts from the story, and provide a concluding statement.
- Use linking words (also, another, and, more, but) to connect your ideas.

Sample Paragraph:

Locusts are remarkable travelers. First, locusts are actually young grasshoppers and grasshoppers usually do not travel. However, sometimes there are too many grasshoppers born at one time and not enough food. In order to survive, the grasshoppers transform into locusts, so they can migrate to find vegetation to eat. As locusts, the grasshoppers change color (from light green to dark yellow or red), their antennae shorten, and they swarm together by the billions. Locusts will devastate a landscape by eating all of the vegetation within minutes. Locusts also can harm people by eating the vegetation people eat and also by swarming where people are driving. This could cause accidents. Locusts migrate from area to area during the day where there has been rainfall, but they roost at night. Locusts lay eggs and when those hatch, the babies will be locusts, too until finally the locusts return to the same place the very first locusts began. When those locusts lay eggs, the new insects born will be grasshoppers again...unless there are too many baby grasshoppers and not enough food. Then, the seemingly harmless grasshoppers will change again into locusts and rise up in the billions!

Teacher Note: If students need more support or examples, follow the above steps for the whale. Teacher could model all of the above steps and use the whale as the second opportunity. Considering a mini lesson on using linking words if needed.

Part 3: Research

Research Task: Students will research one of the following migrating animals: American robin, hummingbird, monarch butterfly, whooping crane, gray whale or bald eagle. Students will research information about their animal investigating the following categories: characteristics, life cycle, ecology and conservation. The end project will be a trading card and a first person descriptive paragraph.

Teacher note:

- *American robin would consist of the following categories: characteristics, life cycle, ecology and frequently asked questions.*
- *Pre-teaching of vocabulary may be needed for the following words: characteristics, life cycle, ecology and conservation.*
- ***Additionally, the class may focus on one particular animal to research together. Small groups of students could focus on one area of study: characteristics, life cycle, ecology or conservation. Small group research could be combined into a whole class fact sheet or anchor chart. Students would then individually create their descriptive paragraph and trading card.*
- *Consider options for groupings of students to complete this project. This might be completed individually, with a partner, in small expert groups or a mix of all three arrangements within a class.*

All research information can be found at: <http://www.learner.org/jnorth>

Research Writing Step 1:

- In this first step, students will choose one of the following animals to research: American robin, hummingbird, monarch butterfly, whooping crane, gray whale or bald eagle. Consider posting a photograph of each animal to grab students' interest.
- To introduce and orient students to the website they will be using, display the Journeys North site for student viewing. There are several options for students to peruse the website before they begin researching: whole class on SMARTboard, partners will explore with a computer, use of an I-Pad or laptop.
- After students have explored the website, share the **Research Fact Sheet (see supporting materials)** to provide students with an understanding of the details they will need to collect.
- Model how these details can be found on the website and how to record on the Research Fact Sheet (see example below).
- Students will complete a Research Fact Sheet to record their researched information on their chosen animal.

My Animal: Frog (Spring Peeper)	Facts	My Vivid Details and Descriptive Words:
<p>Characteristics</p> <p><i>What does your animal look like?</i></p> <p><i>What makes this characteristic special?</i></p>	<ul style="list-style-type: none"> • Size- ¾-1 ¼ inches long, • Color- tan, dark brown or gray, marked with an X on the frog’s back • Senses- big round ears on the sides of their heads, the ears absorb the sound from the same kind of frog • Communication- each kind of frog has its own kind of call to attract the right mate 	<ul style="list-style-type: none"> • tan • dark brown • gray • short, high-pitched whistle (a group of peepers sounds like jingle bells on a winter sleigh)
<p>Life Cycle</p> <p><i>How does your animal change?</i></p>	<ul style="list-style-type: none"> • can live for many years • eggs are laid in water, eggs hatch into tadpoles, tadpoles turn into frogs • some frogs don’t have a tadpole stage 	<ul style="list-style-type: none"> • slimy masses
<p>Ecology</p> <p><i>Where does your animal live?</i></p> <p><i>How does your animal migrate?</i></p>	<ul style="list-style-type: none"> • lives nears lakes, ponds and streams • eats bug and worms • frogs sit motionless waiting for a meal to fly by which they catch on its sticky tongue “it hurls out its sticky tongue, snares the prey, and curls its tongue back in to swallow the meal” • in the winter, Spring Peepers find deep holes in logs or rocks to hibernate • in the spring, Spring Peepers migrate to shallow breeding ponds 	<ul style="list-style-type: none"> • motionless • hurls out • snares • curls its tongue
<p>Conservation</p> <p><i>Why should your animal be protected?</i></p>	<ul style="list-style-type: none"> • frogs eat many insect pests • having a lot of frogs tells us that the environment is healthy and safe • if a change occurs in the number of frogs, that could show a problem with the environment 	<ul style="list-style-type: none"> • bothersome • annoying • pesky

Teacher Note:

- *Remind students about the vivid words and details from the main selection: The Journey.*
- *This step will take more than one day.*

Research Writing Step 2:

- Students will synthesize the information collected on the Research Fact Sheet (writing step 1) and include the most important information on the fact and image side of their **trading card** (see example below).
- Encourage students to highlight the most important details from the Research Fact Sheet that will be included on their trading card.

Animal Name	
Spring Peeper	
Illustration/Image	
	
Characteristics	Life Cycle
<p>The color is tan, dark-brown or gray.</p> <p>Its special sound is a short, high-pitched whistle.</p>	<p>A slimy mass of eggs is laid in water, the egg hatch into tadpoles and tadpoles turn into frogs.</p>
Ecology	Conservation
<p>Sits motionless and hurls out its sticky tongue, snares a bug or worm and curls its tongue back to enjoy the meal.</p> <p>In the winter, they find deep holes in logs or rocks to hibernate. In the spring, they migrate to shallow breeding ponds.</p>	<p>Frogs eat annoying insects and are a good sign that the environment is healthy and safe.</p>

Research Writing Step 3:

- Students use their “research fact sheet” to create the “first person descriptive paragraph”. In preparation to write this paragraph, students will study the sample descriptive paragraph below as a mentor text.
 - Read aloud the sample paragraph.
 - Either on the SMARTboard or individually with highlighters, highlight the research facts found in the paragraph (students will need to have access to the sample Research Fact Sheet on Spring Peepers).
 - Discuss how the facts are incorporated into the sentences and in the paragraph as a whole.
 - Have students notice other features of the paragraph: transition words, vivid details and descriptive words and phrases and voice.
- Students write their own descriptive paragraph using their Research Fact Sheet. If needed, consider providing sentence starters and prompting questions on the Research Fact Sheet.
- Provide feedback and the opportunity to revise and edit as needed.

Sample Descriptive Paragraph:

Can you hear me? Together my friends and I sound like the jingle bells on Santa’s sleigh. I am a Spring Peeper frog. You may not quickly notice me because of my small size and colors that blend into the grass and mud around the pond. I was born here in this warm, mucky shallow pond. It may not seem like much to you, but it’s home to me. I started out as one egg in a slimy mass of eggs. Next, I transformed into a baby frog called a tadpole. Now, I’m all grown up! Now, the best part of my day is sitting motionless for hours, basking in the sun just waiting for a juicy bug to buzz nearby. Snack time! In a flash, I’ll hurl out my sticky tongue, snare the surprised bug and curl my tongue around the delicious treat. Yum! There’s plenty to eat here in my home. I pride myself in being a good neighbor, especially to those humans who think my delicious dinner is a bothersome pest. Imagine that! I’ll stay here in the summer as long as the pond is healthy and safe. In the winter, it’s far too cold for me to stay where I am so; I make my winter home in a deep hole in a log or a rock. All cozy in my snug new space, I hibernate for the winter. It’s the best life, I’ve got it made.

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Research Writing Step 4:

- Share trading cards with peers through whole class presentations.

Name _____

Date _____

Research Fact Sheet

Directions:

- Use the site: <http://www.learner.org/inorth>
- Learn about one of the following animals that migrate: American robin, hummingbird, monarch butterfly, whooping crane, gray whale or bald eagle.
- Find two or three interesting facts for each category.
- After you have found your facts, think about what vivid details and descriptive words you would use to write about your animal.

My Animal:	Facts	My Vivid Details and Descriptive Words:
Characteristics <i>What does your animal look like?</i> <i>What makes this characteristic special?</i>		
Life Cycle <i>How does your animal change?</i>		
Ecology <i>Where does your animal live?</i> <i>How does your animal migrate?</i>		
Conservation <i>Why should your animal be protected?</i>		

**Trading Card: Facts and Image Side
(Side 1)**

Name _____

Animal Name	
Illustration/Image	
Characteristics	Life Cycle
Ecology	Conservation

Lesson 23: The Journey of Oliver K. Woodman

- Continue to work on research project from Lesson 22.

Lesson 24: Dog-of-the-Sea-Wave

CCLS Writing: W3.1b

- W3.10 Range of Writing: on-demand, short response

Quick Write (see supporting materials):

Directions: Be sure to use details from the text in your response.

If I were Manu, I would (or would not) come back to the island because...

Lesson 25: Mountains: Surviving on Mt. Everest

CCLS Writing: W3.3a, W3.3c, W3.3d, W3.4, W3.5, W3.6, W3.8

W3.10 Range of Writing: extended time frame

CCLS Reading: RI3.1, RI3.2, RI3.4, RI3.5, RI3.9

Part 1: Pre-Writing Opportunity:

- **Chalkboard Splash**

- After reading the main selection, “Mountains Surviving on Mt. Everest” by Michael Sandler, the whole class will complete a *Chalkboard Splash* activity using the following prompt:

Independently or with a partner locate text based details from the main selection that show the challenges of climbing Mt. Everest.

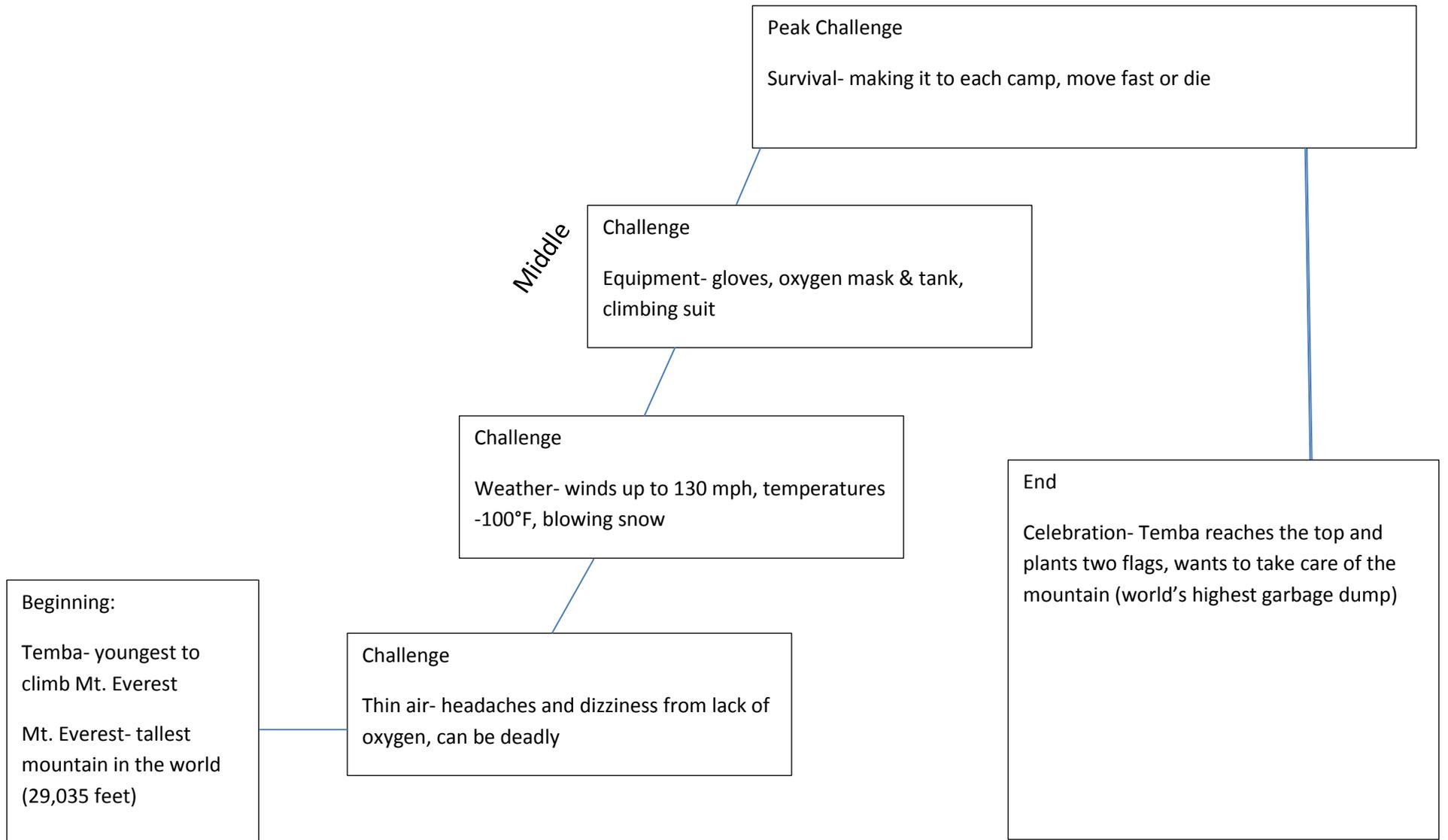
- Ask students to record the text details on post-it notes or sentence strips and to place their responses on the white board. Students should have at least four responses to post.
 - **Some** examples (if needed): thin air, high winds at 130mph, low temperature -100°F, frostbite, proper equipment, lack of money
- Invite student to read all responses posted on the board. Ask student to stack similar responses together (for example: references to high winds should be stacked). Share with students: *Climbing Mount Everest presents two types of challenges. The mountain creates challenges for the climbers. The climbers have to overcome other challenges.*
- Create a class anchor chart with the chalkboard splash responses. Teacher should set up a T-Chart (as the anchor chart). Ask students to place the text based responses on the T-Chart under the correct heading. See example below:

Climber’s Challenges	Mountain’s Challenges
<ul style="list-style-type: none">● frostbite● proper equipment (draw students’ attention to the chart on page 308)● lack of money	<ul style="list-style-type: none">● thin air● high winds at 130mph● low temperature -100°F

Teacher Note: Justification can be given for some of the text based details to be applied to both categories. Ask students to explain their reasoning for placement of these details. Reasonable responses should be accepted.

- **Narrative Structure: Mountain Graphic Organizer**
 - Using the main selection story complete the **Mountain Graphic Organizer (see supporting materials at the end of the lesson)**. Students will study the flow of the story from the beginning, to the middle, to the end so they may understand the narrative structure. Teacher will model filling out the Mountain Graphic Organizer in a shared and interactive manner (see example below). Students should complete their own graphic organizer along with the teacher.
 - Be sure to emphasize the narrative elements of a story: beginning, middle and end. Use story language such as conflict and resolution. This will be important for students to understand when they write their own narrative. You may want to refer back to this lesson when students are independently writing their own narrative.
 - This is another opportunity to build in a mini-lesson on transition words and phrases if needed.

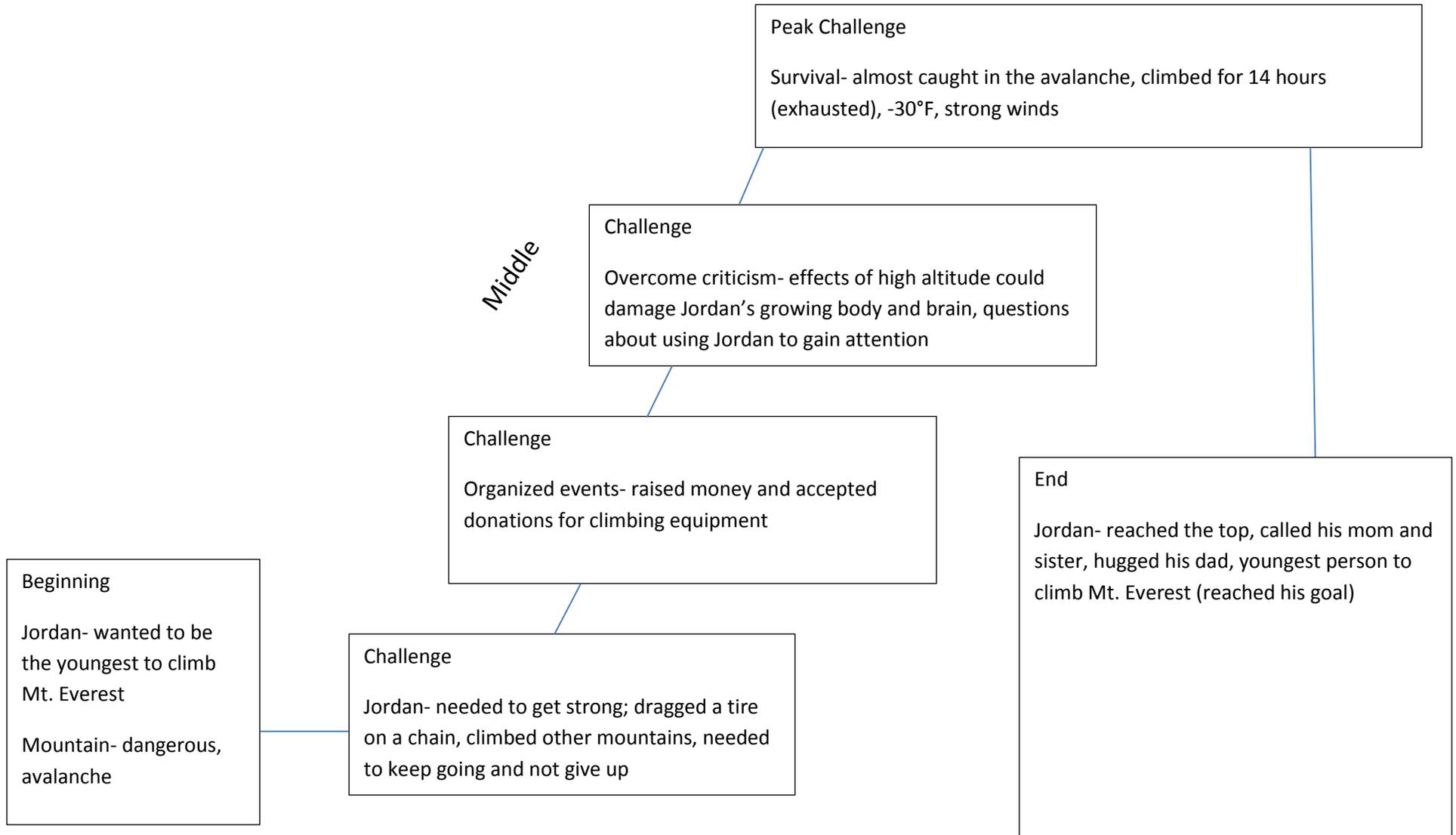
Mountain Graphic Organizer



Part 2: Paired Text

- See Close Reading Lesson- Into the Death Zone: A Mount Everest Adventure
- Using the paired text, “Into the Death Zone”, student work in pairs to complete the mountain graphic organizer. Each student should fill in a copy of the graphic organizer.
 - Just as with the main selection, be sure to emphasize the narrative elements of a story: beginning, middle and end. Continue to use story language such as conflict and resolution. See example below. As a reminder, this will be important when students write their own narrative. This may be another lesson you may want to refer back to when the students are independently writing.

Mountain Graphic Organizer



Part 3: Writing a Narrative

- **Writing Prompt:** Pretend that you are taking on the challenge of climbing Mt. Everest. What challenges will you face? How will you overcome those challenges?
 - Use your knowledge of both texts, the completed Mountain Graphic Organizers and the Anchor Charts to help you write your own story.
 - Use a new “Mountain Graphic Organizer” to plan your own personal story of climbing Mount Everest.
 - Be sure to include transition words, realistic details, a clear beginning, a middle with strong details and a satisfying ending.
- As students begin to plan their narrative, encourage them to think about how they will start their story, consider what the middle and end will look like. Remind students of what they learned about story structure with the main selection and paired text.
 - As a brainstorming activity, students will review the beginning section on both completed Mountain Graphic Organizers. Have students highlight an idea from the beginning that they would like to include in their own narrative.
 - Repeat this process of pulling details from both graphic organizers as students consider details to use in the rest of their narrative (middle challenges and end).
 - Once students have finished working with the completed Mountain Graphic Organizers, encourage students to gather more details they would like to include from the Anchor Charts. They may record these details on their Mountain Graphic Organizer they are using to plan their narrative.
- Students use their graphic organizer to write their rough draft.
- Confer with students to address the following:
 - a clear beginning, middle and end
 - relevant and realistic details
 - transition words and phrases
 - conventions of standard written English
- Grade writing with an emphasis using Word Choice, Ideas, Sentence Fluency, Organization and Conventions on rubric provided in Journeys.
- Once final copies are completed, consider sharing student work.

Name _____

Date _____

Mountain Graphic Organizer

