



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2B: Unit 3: Lesson 4**

## **Planning Ideas: Developing a Plot for the Millipede Choose-Your-Own-Adventure Narrative**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can establish a situation. (W.4.3a) I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can determine the characteristics of a narrative.</li><li>I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms.</li></ul>	<ul style="list-style-type: none"><li>Analyzing a Narrative note-catcher</li><li>Millipede Narrative Planning graphic organizer</li></ul>

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Writer: Sketching (5 minutes)</li> <li>B. Reviewing Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Examining Organization of Narratives (20 minutes)</li> <li>B. Modeling: Planning the Millipede Narrative (10 minutes)</li> <li>C. Partner Work: Planning the Millipede Narrative (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Sharing (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Continue reading your independent reading book for this unit.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students start the lesson by revisiting their sketches of their expert group animal from Unit 2 using one of its defense mechanisms. In this unit, they create a new sketch highlighting a different defense mechanism of their expert group animal. Students include both sketches in the final performance task, so the defense mechanisms highlighted should be the ones written about for the informative page in Unit 2 and the two choices of the choose-your-own-adventure narrative in this unit.</li> <li>• In this lesson, students reread “Powerful Polly” and study it as a mentor text: as an example of a choose-your-own-adventure narrative that students can use as a model as they write their own research-based narratives.</li> <li>• In this lesson, students practice planning a narrative about the millipede by using a Narrative Planning graphic organizer. Then in Lesson 5, they practice the same process for their narratives about their expert group animals. In Lesson 6, they practice writing a narrative about the millipede based on their plans. These lessons provide guided practice to prepare students to write a narrative about their own expert group animal for the mid-unit assessment.</li> <li>• The Narrative Planning graphic organizer is similar to the Planning graphic organizer used in Module 1, which helps students write strong paragraphs, and to the graphic organizer used in Unit 2 to write their informative pages. Students will be familiar with the format of the graphic organizer, but it has been modified to support students in writing multiple paragraphs to form a narrative. This new use will be explicitly taught in this lesson.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Display Performance Task anchor chart.</li> <li>– Prepare chart paper for Characteristics of Narratives and Steps for Planning and Drafting My Narrative anchor charts (see supporting materials).</li> <li>– Organize Unit 1 and Unit 2 research materials and modeled notes for use in modeling with the Millipede Character Profile graphic organizer in this lesson.</li> </ul> </li> </ul>



Lesson Vocabulary	Materials
organize, characters, setting, description, dialogue, plot, introduction, rising action, problem, solution, conclusion	<ul style="list-style-type: none"><li>• Expert Group Animal research journals (from Unit 2, Lesson 2; one per student and one to display)</li><li>• Sketch page (page 12 of Expert Group Animal research journal; one per student and one to display)</li><li>• New Sketch page (one per student and one to display; included in supporting materials of this lesson)</li><li>• Analyzing a Narrative note-catcher (one per student and one to display)</li><li>• “Powerful Polly” pufferfish narrative (from Lesson 3; one per student and one to display)</li><li>• Equity sticks</li><li>• Characteristics of Narratives anchor chart (new; co-created during Work Time A)</li><li>• Performance Task anchor chart (from Unit 1, Lesson 1)</li><li>• Millipede Narrative Planning graphic organizer (one per student and one to display)</li><li>• Millipede Narrative Planning graphic organizers (completed, for teacher reference)</li><li>• Millipede Character Profile graphic organizer (from Lesson 3)</li><li>• Document camera</li><li>• Steps for Planning and Drafting My Narrative anchor chart (new; co-created during Closing)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Sketching (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to turn to the <b>Sketch page</b> from Unit 2 on page 12 of their <b>Expert Group Animal research journals</b>. Remind students that this sketch shows their expert group animal using one of its defense mechanisms. Tell students they will include this sketch in their final performance task.</li> <li>Explain to students that during this unit, they will work on a new sketch showing their expert group animal using a different defense mechanism. Tell students that each of these defense mechanisms will be the choices presented to their reader in their choose-your-own-adventure narrative.</li> <li>Distribute a <b>new Sketch page</b> to each student. Tell students to create a new sketch in the First Draft box of their animal using another one of its defense mechanisms.</li> <li>Circulate and support as needed. If necessary, prompt students by asking: “What defense mechanism are you highlighting in this sketch?” or “How can you show a defense mechanism of your animal in a sketch?”</li> <li>Remind students that they will be sketching, revising their sketches, and adding labels and captions throughout the unit.</li> </ul>	
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Read the learning targets: <ul style="list-style-type: none"> <li>* “I can determine the characteristics of a narrative.”</li> <li>* “I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms.”</li> </ul> </li> <li>Have students turn to a partner and explain in their own words what the phrase <i>based on research</i> means. Have pairs share and clarify as necessary.</li> <li>Explain that they will hear the phrase <i>based on research</i> a lot over the next few days. In the previous lesson they learned about creating characters based on their research. For the next few lessons, they will focus on the following learning targets: “I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms,” and “I can create a narrative based on facts and details from my research.”</li> <li>Discuss the meaning of the word <i>organize</i> and explain that today students will learn to plan events that will help them to create plots and descriptions for their stories based on their research of their expert group animal.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Examining Organization of Narratives (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display and distribute the <b>Analyzing a Narrative note-catcher</b>. Tell students that you are going to read a text aloud to them and that you would like them to analyze the <i>narrative</i> using this note-catcher. Remind them that a narrative is another word for a story.</li> <li>• Explain that this narrative is an example of a story told in the choose-your-own-adventure format, but they will focus on reading just the first choice so they can determine the elements of narratives in general. Go on to explain that to do this, they will listen and take notes on their note-catchers, noting what they notice and wonder about the elements of a narrative.</li> <li>• Tell students that they will listen as you read aloud the narrative <b>“Powerful Polly”</b> the first time. Remind them that they read it for homework, so they should be familiar with it. Explain that using this model will help them to determine what to include in their own narratives and how to organize them. Read the text aloud using Choice #1. This will help students to focus on the general component parts of a narrative and not to be confused by the unique structure of the choose-your-own-adventure format.</li> <li>• Next, invite students to take notes on what they notice and wonder about this narrative in their note-catchers. Remind them that listening and taking notes is something they have done before when learning about animal defense mechanisms in Units 1 and 2.</li> <li>• At this point, suggest all student suggestions that are logical “notices” or “wonders.” They will get more precise later.</li> <li>• Read the text aloud a second time. Pause briefly after reading the first paragraph to model how students might take notes: “I notice that we meet the character, Polly the pufferfish, in the first part of the story. I wonder if this is where narratives typically introduce a main character?”</li> <li>• Next ask students whether they notice anything else about the beginning as you reread the first paragraph aloud to them. Ask for a few volunteers to share their notes. Listen for students to notice that the reader also learns where the story is happening and what the character is doing.</li> <li>• Continue reading, pausing at the end of each paragraph so students can take notes.</li> <li>• Have students share with a partner the notes they captured for each section. Use <b>equity sticks</b> to call on students to share.</li> <li>• Begin the <b>Characteristics of Narratives anchor chart</b>. Underneath the title, write, “A narrative usually has ...” Ask:             <ul style="list-style-type: none"> <li>* “What did you notice about narratives after listening to the example?”</li> </ul> </li> <li>• Give students a moment to think and review their notes. Then use equity sticks to select students to share their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• To support ELL students in this lesson, consider having them take out a copy of this text from their writing folders and read along. Another support could be to have them discuss their thinking with a partner after listening to the text, then record their notes.</li> <li>• Consider adding visuals to the Characteristics of Narratives anchor chart to help students understand the different components. This will be especially helpful when recording information about the structure of a typical plot (e.g., a story line diagram showing rising action, problem, solution and conclusion).</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Help students to generalize what they noticed and took notes about by giving them the vocabulary associated with narrative components listed below.</li><li>• Students may notice the main features of narratives. Record each of these on the chart and define as you go:<ul style="list-style-type: none"><li>– <i>Characters</i>: the individuals in a story</li><li>– <i>Setting</i>: place and time of a story</li><li>– <i>Plot</i>: the events in the story, what happens to the characters</li></ul></li><li>• Note: Do NOT elaborate on the parts of the plot, as that is discussed in depth next. DO leave space under this term and its definition, so the class can add more information about plot in the next portion of the lesson (see the anchor chart example in the supporting materials of this lesson).</li><li>• Then add additional features students may not have noticed, defining these as well:<ul style="list-style-type: none"><li>– <i>Dialogue</i>: the speech and conversation of characters in a story</li><li>– <i>Sensory details</i>: words authors use in a story to create mental images in their readers' minds</li><li>– <i>Transitional words</i>: words used by authors to show the order of events and passage of time</li></ul></li><li>• Tell students that you are going to read the text aloud to them a third time and this time you would like them to analyze the <i>plot</i>. Ask:<ul style="list-style-type: none"><li>* “What is the plot of a narrative?”</li></ul></li><li>• Listen for responses such as: “The plot is the problem in the story,” or “The events of the story make up the plot.” Clarify if necessary so students know the definition to be the sequence of events in a story, including a problem faced by the character and how it is solved.</li><li>• Ask students to flip their note-catchers over and point out the word “plot” and its definition on the top of their note-catcher, and clarify the meaning of this word if necessary.</li><li>• Explain that they will be listening to the example narrative again and that this time they will listen for how the events of the narrative are organized from beginning to end to analyze the plot. To do this they will listen and take notes in the four categories of their note-catchers. Review each category and clarify as needed.</li><li>• Read “Powerful Polly” a third time, again reading only the first choice. This will help students to focus on the general structure of a plot and not to become confused by the unique structure of the choose-your-own-adventure format.</li><li>• Pause briefly at the end of each paragraph so students can take notes.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Have students share with a partner the notes they captured for each section. Use equity sticks to call on students to share. Complete the note-catcher with the class. Explain the basic plot structure of most narratives:<ul style="list-style-type: none"><li>* “Plots of most basic stories follow this pattern: <i>introduction, rising action, problem, solution, and conclusion.</i>”</li></ul></li><li>• Add these terms with brief descriptors to the Characteristics of Narratives anchor chart under “plot,” similar to the following:<ul style="list-style-type: none"><li>– Introduction: sets the stage for the reader</li><li>– Rising action: establishes a situation</li><li>– Problem: what the characters are trying to solve</li><li>– Solution: how the characters solve the problem</li><li>– Conclusion: how the narrative is wrapped up</li></ul></li><li>• Go on to explain that the choose-your-own-adventure format follows this same pattern but has more than one solution and conclusion.</li></ul>	





Work Time (continued)	Meeting Students' Needs
<p><b>B. Modeling: Planning the Millipede Narrative (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now that they have a clearer picture of how the plot of a narrative is organized, they will practice planning a plot using the millipede. Explain that first they will focus on planning the rising action and problem as a class, and then they will practice planning the solution and conclusion with a partner.</li><li>• Display the <b>Performance Task anchor chart</b>. Display and distribute the <b>Millipede Narrative Planning graphic organizer</b> to each student. Remind students that they worked with a similar graphic organizer during Module 1,, and in Unit 2 when they wrote their informative pages. Reassure them that today they will be able to practice using this graphic organizer to write multiple paragraphs by first helping them plan a narrative about the millipede.</li><li>• Tell students that the first step is to collect information for each part of the graphic organizer. Explain that students will draw information from four different places: the prompt, their research notes, their character profiles, and their imaginations.</li><li>• Model reading the prompt and the <b>Millipede Character Profile graphic organizer</b> (from Lesson 3) and completing the first two boxes of the Millipede Narrative Planning graphic organizer (the Introductory Paragraph and the Problem Paragraphs). Explain that these paragraphs introduce the character, the situation/rising action, and the problem in the story.</li><li>• Show students where to list their sources and model this as well. See the <b>Millipede Narrative Planning graphic organizer (completed; for teacher reference)</b>.. Ask students to record notes along with you.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>C. Partner Work: Planning the Millipede Narrative (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Display your research notes using the <b>document camera</b>. Tell students that you would like them to work with a partner to complete the next part of the graphic organizer.</li><li>• Explain to students that first they will need to think about the two choices for the reader to choose from in the adventure. Remind students that the <i>reader</i> chooses which defense mechanism the millipede will use. Remind students that they can use their imaginations but that the choices must also be based on their research. Give students several minutes to discuss with their partners the two choices they will use for the millipede. Use equity sticks to call on students to share out their choices.</li><li>• Invite students to record their choices in the Resolution Paragraph box for each choice, after the questions “How does my character solve the problem? What defense mechanism is used?”</li><li>• Next, explain to students that they will plan the details of the Resolution and Concluding Paragraphs for Choice #1 only. Tell students to leave the Choice #2 and Vocabulary boxes empty for now. The result will be partners creating variations on the same story.</li><li>• Tell student to use your research notes and their imaginations to plan the last two paragraphs.<ul style="list-style-type: none"><li>* “What will the millipede do when he notices a predator approaching?”</li><li>* “What will be the result of his actions?”</li><li>* “How will the story end?”</li></ul></li><li>• Encourage students to be creative but to keep their plans based on facts and details from their research. Tell them you are excited to see how many different endings this story will have.</li><li>• Be sure students know that they get to think and talk in pairs but that each student must complete his or her own graphic organizer about the millipede.</li><li>• Give students 10 minutes to work. Circulate to confer and support as needed.</li></ul>	<ul style="list-style-type: none"><li>• To further support some students, you may decide to make copies of your model research notes so they can have a copy in front of them as they work.</li><li>• Depending on the needs of your students, you may consider allowing students more choice for how they work during this time. Some students may prefer to work alone. You might decide to assign certain partners or allow students to choose.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Share (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students whole group. Post the <b>Steps for Planning and Drafting My Narrative anchor chart</b>. Ask students to help you recall the steps they took when planning the narrative about the millipede. Record for students to reference when they plan their own narratives. Leave space at the bottom to add more steps in the next lesson. Steps for planning should include some version of the following:<ul style="list-style-type: none"><li>– Gather resources: Performance Task Prompt, research journals, and Character Profile graphic organizer.</li><li>– Plan: Use above resources and your imagination to write notes planning each component of the Narrative Planning graphic organizer.</li></ul></li><li>• Collect students' Millipede Narrative Planning graphic organizers.</li></ul>	<ul style="list-style-type: none"><li>• This Steps for Planning and Drafting My Narrative anchor chart will be used to help guide students during the mid-unit assessment when they draft their narratives.</li><li>• Reviewing students' narrative planning provides an opportunity to identify students who might need further help.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book for this unit.</li></ul>	



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# Grade 4: Module 2B: Unit 3: Lesson 4

## Supporting Materials



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Date:

It is based on your research this means...

- It has realistic coloring, shape, size, and habitat
- It has a descriptive and accurate caption that uses vocabulary from your research

<b>First Draft</b>	<b>Second Draft:</b>
<b>Caption:</b>	<b>Caption:</b>
<b>Third Draft</b>	<b>Fourth Draft</b>
<b>Caption:</b>	<b>Caption:</b>



Analyzing a Narrative Note-catcher

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**What do you notice and wonder about narratives?**

I notice ...	I wonder ...



Analyzing a Narrative Note-catcher

**How are the events of a narrative organized from beginning to end?**

**Plot:** The sequence of events in a story.

<p><b>Introduction and Rising Action</b></p> <p>Introducing the character, setting, and major event:</p> <p>Details:</p> <ul style="list-style-type: none"><li>▪ Who is the character?</li><li>▪ Where is the story set?</li><li>▪ What is happening?</li></ul>	<p><b>The Problem</b></p> <p>What problem does the character face?</p> <p>Details:</p> <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>
<p><b>The Solution</b></p> <p>How does the character solve the problem?</p> <p>Details:</p> <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>	<p><b>The Conclusion</b></p> <p>What is the result of the character's actions?</p> <p>How does it end?</p>

Analyzing a Narrative Note-catcher  
(For Teacher Reference)

**How are the events of a narrative organized from beginning to end?**

**Plot:** The sequence of events in a story.

<p><b>Introduction and Rising Action</b></p> <p>Introducing the character, setting, and major event:</p> <p>Details:</p> <ul style="list-style-type: none"> <li>Who is the character? <b>Polly the pufferfish</b></li> <li>Where is the story set? <b>A tropical coral reef</b></li> <li>What is happening? <b>Polly is relaxing by the coral.</b></li> </ul>	<p><b>The Problem</b></p> <p>What problem does the character face?</p> <p><b>A tiger shark sees Polly and wants to eat her.</b></p> <p>Details:</p> <ul style="list-style-type: none"> <li><b>The shark swims closer.</b></li> <li><b>Polly notices the shark.</b></li> <li><b>Polly panics, because she doesn't know what to do.</b></li> </ul>
<p><b>The Solution</b></p> <p>How does the character solve the problem? <b>Polly inflates to three times her size.</b></p> <p>Details:</p> <ul style="list-style-type: none"> <li><b>Polly swallows water.</b></li> <li><b>Her skin stretches and she grows bigger.</b></li> <li><b>The shark wonders how she got so big.</b></li> </ul>	<p><b>The Conclusion</b></p> <p>What is the result of the character's actions?</p> <p><b>The shark decides to swim away.</b></p> <p>How does it end?</p> <p><b>Polly is safe.</b></p>





Characteristics of Narratives Anchor Chart  
(For Teacher Reference)

**Teacher Directions:** Write the following on chart paper to create this anchor chart.

**Characteristics of Narratives**

A narrative usually has ...

*characters:* the individuals in a story

*setting:* place and time of a story

*plot:* the events in the story, what happens to the characters

- introduction: sets the stage for the reader
- rising action: establishes a situation
- problem: what that the characters are trying to solve
- solution: how the characters solve the problem
- conclusion: how the narrative is wrapped up

*dialogue:* the speech and conversation of characters in a story

*sensory details:* words authors use in a story to create mental images in their readers' minds

*transitional words:* words used by authors to show the order of events and passage of time



Date:

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Millipede Narrative Planning Graphic Organizer

CHOICE #1	
<b>Resolution Paragraph</b> How does my character solve the problem? What defense mechanism is used?  Details: <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>	<b>Concluding Paragraph</b> What is the result of my character's actions?  How does it end?
CHOICE #2	
<b>Resolution Paragraph</b> How does my character solve the problem? What defense mechanism is used?  Details: <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>	<b>Concluding Paragraph</b> What is the result of my character's actions?  How does it end?
<b>My Sources:</b> List any sources you used in planning your informative piece.	<b>Vocabulary from my research to be used:</b>



Millipede Narrative Planning Graphic Organizer  
(Completed, for Teacher Reference)

How will the events of my narrative be organized from beginning to end?

<p><b>Introductory Paragraphs</b> Introduce the character, situation, and setting:</p> <p>Details:</p> <ul style="list-style-type: none"><li>Who is my character? What is he or she like?<ul style="list-style-type: none"><li><b>Marty the millipede</b></li><li><b>curious, hard-working, and cautious</b></li><li><b>hard exoskeleton</b></li><li><b>long and skinny</b></li><li><b>60 body segments and 120 legs</b></li><li><b>favorite sound is birds chirping and favorite color is brown</b></li><li><b>scared of ants and toads</b></li><li><b>often mistaken for a centipede</b></li></ul></li><li>Where is the story set?<ul style="list-style-type: none"><li><b>the forest floor</b></li><li><b>by a stream</b></li></ul></li><li>What is happening?<ul style="list-style-type: none"><li><b>The millipede is eating a leaf.</b></li></ul></li></ul>	<p><b>Problem Paragraph(s)</b> What problem arises?</p> <p>Details:</p> <ul style="list-style-type: none"><li><b>The toad spots the millipede from across the stream.</b></li><li><b>He hops closer to the millipede.</b></li><li><b>He makes a loud “ribbit” noise.</b></li></ul>
<b>CHOICE #1</b>	
<p><b>Resolution Paragraph</b> How does my character solve the problem? What defense mechanism is used?<ul style="list-style-type: none"><li><b>He rolls into a ball.</b></li></ul></p> <p>Details:</p> <ul style="list-style-type: none"><li><b>Hears the frog first</b></li><li><b>Then sees how close it is</b></li><li><b>Gets scared</b></li><li><b>Rolls into a ball</b></li><li><b>The ball looks like a pebble by the stream.</b></li></ul>	<p><b>Concluding Paragraph</b> What is the result of my character’s actions?<ul style="list-style-type: none"><li><b>The frog gets confused. Where did the millipede go? All he sees are a bunch of rocks.</b></li></ul></p> <p>How does it end?<ul style="list-style-type: none"><li><b>The frog gives up and goes looking for something else to eat. Marty is safe!</b></li></ul></p>



Millipede Narrative Planning Graphic Organizer  
(Completed, for Teacher Reference)

CHOICE #2	
<p><b>Resolution Paragraph</b> How does my character solve the problem? What defense mechanism is used? He oozes poison.</p> <p>Details:</p> <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>	<p><b>Concluding Paragraph</b> What is the result of my character's actions?</p> <p>How does it end?</p>
<p><b>My Sources:</b> List any sources you used in planning your informative piece.</p> <p><i>Venom</i> <i>Animal Behavior: Animal Defenses</i></p>	<p><b>Vocabulary from my research to be used:</b></p>



## Steps for Planning and Drafting My Narrative Anchor Chart (For Teacher Reference)

**Teacher Directions:** Ask students to help you recall the steps they took when planning the narrative about the millipede. Record for students to reference when they plan their own narratives. Leave space at the bottom to add more steps in the next lesson. Steps for planning should include some version of the following:

### **Steps for Planning and Drafting My Narrative**

- 1) Gather resources: Performance Task Prompt, research journals, and Character Profile graphic organizer.
- 2) Plan: Use above resources and your imagination to write notes planning each component of the Narrative Planning graphic organizer.