

ELEMENTARY WRITING CURRICULUM:

5th GRADE UNIT FIVE

Developed by The Elementary Writing
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Unit Five Overview:

Unit Five, a six week unit, is designed to be used during the Language Arts Block and in conjunction with the Open Court curriculum. The unit is comprised of 4 writing projects of varying lengths. Each project centers around one *focus feature* and one type of *language structure*. The focus feature is a feature of the writing craft and/or a specific genre. The language structure is a grammar tool that supports the genre being written. Note that the pacing is only suggested, but some projects do require students to have read certain stories in their Open Court books. Three-week projects follow a specific lesson design that begins with a hook and building background, and ends with a published copy. Shorter projects, like the Friendly Letter and Tall Tale, take students through first draft only.

Note: that material masters for each project follow the lesson plans for the project.

Writing Project	Approximate time to complete	Requisite OCR story
Personal Narrative Pages 3 - 17	3 weeks	Sacagawea
Friendly Letter/Summary Pages 18 - 24	1 week	Journal of Wong-Ming Chung
Biography Report Pages 25 - 44	3 weeks	None (optional: Sacagawea and Bill Pickett)
Tall Tale Pages 44 - 47	2 - 3 days	McBroom the Rainmaker

OCR Unit: Going West

Project 1: Personal Narrative

Time: Approximately 3 weeks

CA Standards: Writing Strategies: 1.1, 1.6, Writing Applications 2.1 : Written and Oral Language Conventions 1.1, 1.4, 1.5 and Reading 2.4

Summary: Students write a personal narrative about a time that they faced a challenge or struggle. Students are expected to publish a 5 paragraph essay that includes complex sentences, and descriptive language that shows characters' feelings.

Personal Narrative Overview

Week One : Lesson 1	Drawing conclusions + homework assignment	50 minutes
Lesson 2	Frontloading Language Structure: Complex Sentences	50 minutes
Lesson 3	Frontloading Focus Feature: Show not Tell	50 minutes
Week Two (approx.) Lesson 4	Mentor Text	50 minutes
Lesson 5	Pre-write: Brainstorm and Choosing a topic	50 minutes
Lesson 6	Introduce Rubric and Draft	50 minutes
Week Three (approx.) Lesson 7	Content mini-lesson and revision	50 minutes
Lesson 8	Mechanics mini-lesson: and proofreading/editing	50 minutes
Lesson 9	Final Draft	50 minutes

Lesson 1: Drawing conclusions/Making Inferences* 50 minutes

1) Read through “Sacagawea’s Journey” on pages 390 through 403 in the OCR textbook following OCR teaching directions.

2) On day 2 of the reading, stop at page 390 and model drawing a conclusion* about Sacagawea being captured and taken as a young girl:

“I can conclude that Sacagawea must have felt scared when she was captured because she was taken to a place she had never been before.”

3) Stop at page 392 and model drawing a conclusion:

“I can conclude that Sacagawea must be feeling more hesitant than the men about starting the journey because there is no expression on her face and her voice was calm.”

4) Stop at pages 394 and 395 and provide an opportunity for guided practice:

P. 394: “I can conclude that Sacagawea, is feeling optimistic as she gets closer to home. What evidence from the text could we use to support this conclusion?”

Give students time to think, pair and share their answers with a partner. Then call on volunteers to share their evidence.

P. 395: “When the boat tips over and the men are screaming and threatening to shoot Sacagawea calmly reaches out and grabs valuable cargo. What can we conclude about her feelings when the pirogue tips over?”

Give students time to think, pair and share their answers with a partner. Then call on volunteers to share their evidence.

5) Stop at pages 403 and provide an opportunity for guided or independent practice (depending on how ready your students are):

“What conclusions can you draw about how Sacagawea is feeling?”

6) Pass out and explain the “Challenges and Struggles Interview Homework.”

* Note: the OCR manual suggests teaching Drawing Conclusions during the second read of this selection. Though many of the suggestions that follow overlap with the comprehension skills taught on the right side of the teacher’s manual, the skill being practiced here is “Making Inferences.” Because the difference between the two skills is a narrow one, we leave it to the professional discretion of the teacher to decide which term to use with this lesson.

Lesson 2: Frontloading Focus Language Structure (50 minutes)

1) Draw the following table on the board or chart paper:

Event	Feeling	Show not Tell

2) Next, ask students to look in “Sacagawea’s Journey” and find some events that happen to Sacagawea and how she probably felt. Add these events and feelings to the chart.

3) Oral Practice: Write the following sentence frame on the board:

“When Sacagawea began the journey with Louis and Clark, she must have felt nervous.”
(feeling)

Have students chorally read the sentence, then substitute with other events and feelings.

4) Ask students, “How do we know she was nervous?” (The writer says there was “no sign of excitement on her face and her voice was calm.”) Add this to the third column of the chart.

As a class, go back to the different events in the story to find the textual evidence that supports the conclusion, and fill out the rest of the chart. Or you may want to assign groups of students to look up the specific events.

5) Tell students that this is an example of a complex sentence: a dependent clause tied to an independent clause. The independent clause is the part that can stand by itself: “She must have felt nervous.” The dependent clause cannot stand by itself. It depends on the independent clause to make it complete: “When Sacagawea began the journey with Louis and Clark”

6) Oral Practice: Write the following extended sentence frame:

“When Sacagawea began the journey with Louis and Clark, she must have felt nervous because there was no expression on her face and her voice was calm.”

Have students chorally read the extended sentence frame for each of the events.

6) Ask students to share what struggles or challenges they found in their interviews. Choose some of these experiences to add to the chart. Ask the students what feelings the person had, and write down some possible descriptive language that could be used to show the person's feelings

7) Oral Practice: Chorally read the extended sentence frame using the information gathered from the interviews:

Example: "When my brother won the Free Throw Tournament he must have felt proud because he was jumping up and down and throwing his arms up in the air."

Lesson 3: Frontloading Vocabulary (50 minutes)

- 1) Individually, or in pairs, ask students to brainstorm and write down as many feeling words as they can think of.
- 2) Ask students to give you names for positive feelings. Place them on a T chart. Tier 1 vocabulary ("happy," "glad") goes in the left column, Tier 2 vocabulary ("ecstatic," "exuberant") goes in the right hand column.
- 3) Repeat with negative feelings.
- 4) Talk to students about the difference between the two columns. Tell them that the feeling words in the right hand column are better for writers to use because they are more precise.
- 5) Oral Practice: Give students time to practice using the Tier 2 feeling words using descriptive sentences. Depending on the level of the students and the complexity of the vocabulary, students may need more time, discussion and examples to use these words correctly.

6) Possible extension:

Students can draw face portraits or scenes that show the different tier 2 emotions.

Students can make a frozen tableau or wordless skit to show a particular emotion

Lesson 4: Mentor Text (50 minutes)

- 1) Introduce “The Slowest Swimmer in the League” (annotated version: pp. 7-8, student version pp. 9 - 10) on an overhead projector or doc-cam. Distribute a copy for each student.
- 2) Have students read it once silently, and then chorally.
- 3) Together with students, circle examples of good descriptive language.
- 4) Together with students, underline examples of complex sentences. Have students put a double underline under the independent clauses.
- 5) Together with students, identify the introduction, beginning, middle, end and conclusion.
- 6) Together with students, identify the problem and solution in the story.
- 7) Together with students, identify transition sentences between paragraphs.

Lesson 5: Pre-writing (50 minutes)

- 1) Tell students they will be writing their own personal narratives about a time they had a challenge or a struggle.
- 2) Model brainstorming a topic for your story. Write down 2 - 5 possible stories you could write about a time you faced a challenge or struggle. Make sure you distinguish for children between “challenge” and “crisis.”
- 3) Give students time to talk with each other and brainstorm their own topics.
- 4) Use the Graphic Organizer *on Page 52* to model choosing the topic with the most number of details. The bubble that has the most details around it will probably be the best topic to choose. Also, tell students that challenges that involve changed feelings will make for a more interesting narrative.

- 5) Give students time to choose their narrative topic. Ask students to share out.
- 6) After choosing a topic, model filling out Personal Narrative Planner.
- 7) Give students time to fill out their graphic organizer.

Lesson 6: Drafting (50 minutes)

- 1) Go over rubric with the students.
- 2) Re-read mentor text and discuss how well it matches the rubric check-off list .
- 3) Pass out lined paper and give students time to write their drafts using their graphic organizers from Lesson 5.

Lesson 7: Content Mini-Lesson (50 minutes)

Review and Plan

- 1) Review students' drafts for content, and decide what feature MOST of your class needs to revise. Here are some questions you might want to consider as you read their narratives:
 - ✦ How well did student's show emotions?
 - ✦ How many students used tier two words to name emotions?
 - ✦ Does the author show a change of emotions?
 - ✦ Do students use hooks to bring the reader in?
 - ✦ Do the narratives have a progression from beginning, middle to end?
 - ✦ Are ideas grouped into cohesive, logical paragraphs?
 - ✦ Do the narratives show the significance of the struggle or challenge?
 - ✦ Does the narrative conclude with lessons learned?
- 2) Plan a short mini-lesson that highlights ONE feature you would like students to improve. You can do this by either a) sentence lifting or b) reviewing the mentor text or c) showing an example you made up.

Mini-lesson

- 1) Begin by showing your class examples from their writing, or from the mentor text that illustrates the feature you want them to focus on.
- 2) Discuss with students why the particular feature makes for better writing.
- 3) Show students negative examples (writing that does NOT show that particular feature). You can use examples from the students' own writing (with permission of course) or you can make up your own examples.
- 4) Model revising one of the negative examples.
- 5) Together as a class revise another negative example
- 6) Then show them a third negative example and have students work individually (or in pairs) to revise.

Revision

Hand drafts back to the students and ask them to revise their narratives, paying attention to the content feature just taught. (Students may also edit mechanical and grammar errors, but that will be the focus of the next lesson)

Lesson 8: Mechanics Mini-lesson (50 minutes)

1) Review students' drafts for mechanics, and decide what feature MOST of your class is struggling with. Here are some questions you might want to consider as you read their narratives:

- ✦ Are there complex sentences?
- ✦ Are verb tenses correct and consistent?
- ✦ Are there punctuation errors that interfere with meaning?
- ✦ Are there capitalization errors that interfere with meaning?
- ✦ Are there spelling errors that interfere with meaning?

2) Plan a short mini-lesson that highlights ONE feature you would like students to improve. You can do this by either a) sentence lifting or b) reviewing the mentor text or c) showing an example you made up.

Mini-lesson and Revision

Follow the same procedure as the Content Mini-Lesson, then give students time to proofread for ANY errors in their revised drafts.

Lesson 9: Publishing (50 minutes)

Once the drafts have been revised and proofread, they are ready to be published. Here is a menu of ideas for publishing or showcasing the work:

- 1) Combine the drafts into a class book.
- 2) Have a celebration reading. Invite parents and/or other classes to attend.
- 3) Have students make illustrations to accompany their story.
- 4) Have a small-group celebration reading. Students read their narrative to an audience of 3 - 4 peers.
- 5) Have students exchange their narratives, and then read them silently. When the readers are done, they can write an appreciation letter to the author.

Challenges and Struggles
Interview Homework

Parents: In reading, we are studying Westward Expansion in American History. To help students understand the diverse experiences and struggles of people who lived during this time, we are asking students to find out about personal struggles or challenges their families have faced.

Directions for students: Choose 3 questions to ask someone in your family. Put a number next to the questions you ask. Write their answers below.

- When is a time you faced a challenge or struggle? _____
- When were you treated unfairly? _____
- How did your family come to Oakland or America? _____
- How did it feel to get used to a new environment? _____
- Write about a time you felt like you didn't fit it? How did it feel? How did you adapt? _____
- When was a time you had to be brave? _____

1. _____

2. _____

3. _____

Grade 5, Unit 5, Project 1, Lesson 1

Nombre _____ Fecha: _____

Retos y and Struggles
Tarea de Entrevista

Padres: En la clase de lectura, nosotros estamos estudiando la expansion al Oeste en Historia Americana. Para ayudar a nuestros estudiantes a entender

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las diversas experiencias y struggles de la gente que vivio en esa epoca, les estamos pidiendo a nuestros estudiantes que averiguen que tipo de struggles y challenges que sus familias hayan vivido.

Instrucciones para estudiantes: Elija 3 preguntas para hacerle a alguien de su familia. Ponga un numero a un costado de la preguntas que elijan. Escriba sus respuestas abajo:

- When is a time you faced a challenge or struggle? ____
- Cuando ha enfrentado usted a reto o struggle? ____
- Cuando lo han tratado mal o injustamente? ____
- Como llego su familia a Oakland o a los Estados Unidos? ____
- Como se sintio al acostumbrarse a un entorno Nuevo? ____
- Escriba sobre una oportunidad cuando usted sintio que no pertenecia? Como se sintio? Como se adapto? ____
- Cuando ha tenido Usted que ser valiente? ____

1. _____

2. _____

3. _____

Grade 5, Unit 5, Project 1, Lesson 4

The Slowest Swimmer in the League
(Annotated Teacher Version)

Transition complex sentences, feelings w/ precise nouns, vivid adj and fig lang

I know we weren't in Chicago, but the water in the unheated, pre-dawn swimming pool in January was certainly not very inviting to your average 17-year-old. For some reason I showed up on time to that place every morning and was the first one shivering in the water. A lot of good the extra practice did me, too; as a senior in high school I never came in ahead of *anyone*, in *any* race, during the course of the *entire season*. Let me attempt to describe why I would keep trying my best in the face of such unsuccessful circumstances.

A glowing, humming vending machine lit the way through the pitch black to the locked iron gate at the perimeter of the Garden Grove High School swimming pool. Clanking locks and receding chains signaled the arrival of Coach Christy. Banging beige gym lockers and the slap of bare feet on slick concrete had little competition from any 5:30 a.m. conversation. Who wants to chat at that ungodly hour? At least we had these really great-looking ankle-length red and black warm-up jackets with something spirited written in white block letters across the back. Sometimes, when some of the guys were late, we had to do laps around the edge of the pool walking like a crab on our hands and feet with our backs toward the concrete. Pretty uncomfortable!

Doing laps might put it off a little while, but there was no avoiding it. Sooner or later, it was time to dive into the wintry water and get it over with. Like ripping off a band-aid. Then Coach would announce some arbitrarily high number of laps that were required of us that morning, and the sound of churning water would continue incessantly for the next couple of hours as the lazy sun crept into the California sky. I knew I would need to be finished and dried off and changed in time for my “Zero Period” class at 7:00, so I had to get started without delay. (Most people started school during First Period at 8:00, but not me). The shock of the cold would be forgotten quickly, but the most punishing part from my point-of-view was the boredom—nothing else to do except the same labored breathing and the same straining arms and the same kicking legs again and again and again and again and again. I would try to “sing” songs in my head, whatever I liked from the radio. *This is not fun. Remind me why I am here.*

The Swim Meets on the other hand were somewhat more interesting to me. Depending on the size of the competition, you might have to wait a long time for your turn, before climbing up on the blocks looking like a frog in your goggles and a black swim cap. Something like a starting gun would go off and...good luck! You better dive in the right way and swim as hard as you can and concentrate and make all your flip turns as tightly as you can and hustle as hard as you can until it's over. It doesn't help to pay attention to the kids in the other lanes; there's nothing you can do about them. At least if it's a short race you don't really have to worry about breathing. For whatever reason, I found out each time when I pushed my gasping head out of the water that I had come in last, again. That was rather annoying, but I don't think I cared about it too much.

Despite my lackluster results, being on the swim team mostly felt like an accomplishment, because I could cheer for my teammates and they would cheer for me. Sometimes family or friends would come sit in the stands and watch me. It felt good to tell people, at least a little bit, “I'm on the Swim Team!” My teammates and my coach liked my attitude. Because I never complained about the early practices or the cold water, people treated me like a leader. My time improved all season, presumably, and I was getting the best

exercise of my life. I am **very happy** that my parents and teachers had taught me to be **proud** of my best effort, win or lose, and not to be disappointed when other people were more talented than I was.

Grade 5, Unit 5, Project 1, Lesson 4

The Slowest Swimmer in the League

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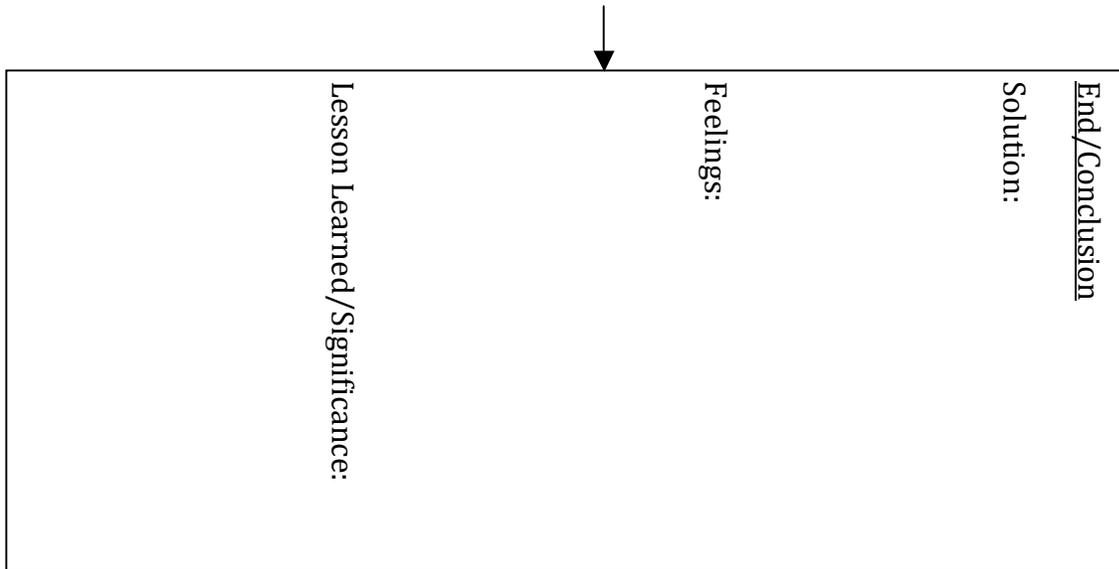
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<p><u>Beginning</u> Setting:</p> <p>Characters:</p> <p>Problem:</p> <p>Feeling:</p> <p>Descriptive Words</p>
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<p><u>Middle</u> Problem:</p> <p>Feelings:</p> <p>Descriptive Language:</p> <p>Climax:</p>
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Grade 5, Unit 5, Project 1

Personal Narrative Rubric

Assignment: A five-paragraph personal narrative on a time you faced a challenge with the following components:

___ 5 paragraphs: introduction, beginning, middle, end and conclusion.

___ The ending should include lessons learned from the experience, and/or summation of how the experience affected you as a person.

___ Each paragraph of the body needs a topic sentence that provides a transition from the preceeding paragraph.

___ At least 3 complex sentences with dependent clauses

___ Show at least 2 feelings using precise nouns and vivid adjectives.

___ Include at least two descriptions of characters' emotions using precise nouns and vivid adjectives.

___ Correct punctuation, spelling and grammar

Personal Narrative 4 point rubric

<p>4 5 paragraphs with clear introduction, beginning, middle, end and conclusion Has an opening that hooks the reader. Conclusion that shows significance of lessons learned Each paragraph begins with appropriate transition sentence Sentence variety and numerous complex sentences Rich and varied vocabulary Feelings are richly portrayed through precise, descriptive and figurative language. Spelling, punctuation and grammar are correct</p>	<p>3 5 paragraphs with introduction, beginning, middle, end and conclusion Conclusion includes what was learned from the challenge Paragraphs all begin with either a transition word or sentence. At least 3 complex sentences. At least 2 feelings are shown using either vivid adjectives, precise language or figurative language. Spelling, punctuation and grammar are all correct</p>
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<p>2 Less than 5 paragraphs. Introduction, beginning, middle, end or conclusion may be missing Lesson learned may be vague or overly general Some transitions between paragraphs At least one complex sentence At least two feelings are shown in an unconvincing way with simple adjectives or general nouns Some errors in punctuation, spelling or grammar interfere with meaning.</p>	<p>1 No clear beginning, middle or end No lesson learned No transitions between paragraphs. No complex sentences Writer may name a feeling instead of showing it. Numerous errors in punctuation, spelling and/or grammar throughout the writing.</p>

OCR Writing Unit: Going West
Project 2: Friendly Letter/Response to Literature

Time: Approximately 1 week
CA Standards: WS 1.2, WA 2.2

Summary: Students read an imagined friendly letter written by Sacagawea to her family. Then students will draft a friendly letter from Wong-Ming Chung to his family. The letter will demonstrate a summary of the important events and include an interpretation of the story.

Friendly Letter Overview

Lesson 1:	Hook/Build Background	50 minutes
Lesson 2:	Frontloading Language Structure: Sequence Words	50 minutes
Lesson 3 :	Focus Feature: Interpretation	50 minutes
Lesson 4:	Pre-Write	50 minutes
Lesson 5:	Draft	50 minutes

Lesson 1: Hook/Building Background (50 minutes)

- 1) Discuss the story “Journal of Wong Ming Chung.” Ask students to go back in the story and find events that happened. Write down these events on chart paper and save it for lesson 2.
- 2) Ask students, to put themselves in the place of Wong-Ming Chung. If they were going to write a letter to a relative back home in China, what details would they include, and why?

Lesson 2: Frontloading Language Structure: Sequence Words (50 minutes)

- 1) Pass out a set of Story Events cards for each pair of students.
- 2) Ask students to sort them into three columns: Beginning, Middle and End.
- 3) Have students report out their sorts, and add the events to the Story Map Poster. While adding events and reviewing the chart, model using these sentence frames

First. . . Then..... Next..... (Intermediate students)

For the past_____. To begin_____. Once we _____, then we_____. (Early Advanced)

It has been_____ since_____. Prior to _____.
Just as_____ (Advanced)

- 4) After modeling, have students read the sentence stems chorally with events that happened in the story.

- 5) After choral practice, have students practice with the sentence stems in partners or small groups.

Lesson 3: Focus Feature: Interpretation (50 minutes)

- 1) Take out the Story Map Poster and ask the students to use the following sentence frame:

I think that Wong-Ming felt _____ when his uncle left him, because _____.

(This is the same sentence frame students first encountered in Lesson 2 of the Personal Narrative project, and should be able to respond independently. If not, provide some modeling and/or guided practice)

- 2) Tell students that good readers make inferences when they read. Then when writers respond to literature, these inferences become interpretations. Interpretations are opinions about a story that are based on evidence from the text. It's possible to have many different interpretations. For example, students will probably have different ideas about why Uncle left, why Uncle came back, and how Wong-Ming felt as a result.

Give students time to Think, then pair and practice using this sentence frame:

In my opinion Wong - Ming _____.

Then students can write and share other opinions or interpretations of the story and of Wong-Ming Chung in particular using either of the sentence frames.

Lesson 4: Pre-Write: Controlling Idea (50 minutes)

- 1) Tell students they are going to write a letter as if they were Wong -Ming to a relative back in China. The purpose of the letter, is to tell the relative only the most important details of his experience in America, and to advise them to come to America or stay in China.
- 2) Pass out the Friendly Letter Pre-Write. Tell students to pick three important events: one from the beginning, one from the middle, and one from the end of the story. Using the Pre-write worksheet, they

- should write interpretations of the event including how Wong-Ming possibly felt.
- 3) Then students should decide based on these events whether or not Wong-Ming's relatives should come to America or whether they would be better off staying in China.

Lesson 5: Friendly Letter/Draft (50 minutes)

Friendly Letter

Use The Language Arts Handbook, pages 82-83 to review the five parts of a friendly letter.

Draft

Students write the body of the rough draft of the friendly letter. Using the sentence frames and the Pre-Write worksheet, students write about three significant events that Wong Ming-Chung would write home about and include advice for the relative about coming to America. Students should write a paragraph about each event. Remind students that they will be writing from the first person perspective.

Note: In this Unit, we have allocated 1 week to take this project to draft ONLY. You may want to revise and edit and publish these letters, but keep in mind that you will then have to shorten one of the other projects.

Grade 5, Unit 5, Project 2, Lesson 2

Story Event Cards

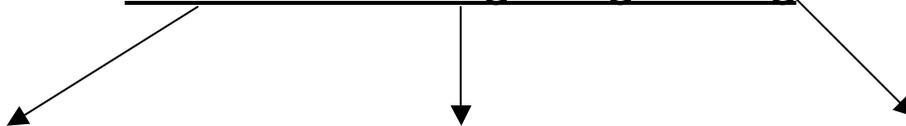
<p>Uncle and Wong Ming Chung join a company of Chinese immigrants led by the Fox to work on a gold claim outside of San Francisco.</p>	<p>American bullies raid their mining camp. Uncle and Wong Ming Chung are run off the claim by a vicious mob.</p>
<p>Fox takes the company to the Sacramento delta to build levees.</p>	<p>Uncle says mean and hurtful things to Wong Ming Chung and strikes out on his own to continue looking for gold,</p>

Wong Ming Chung sneaks away to join Uncle spends the night in an abandoned shack.	WMC notices the glimmer of gold dust on the floor of the cabin because of the firelight.
They build a rocker and gather a small pouch of gold after a day and a half of work.	When they register their claim they are laughed at, because no one thinks there is gold where they are. They hide their gold in a chamber pot.
Uncle and Wong Ming Chung move from one abandoned cabin to another. Every time they file a new claim in town the people laugh at them and think they are just the crazy Chinese.	Wong Ming Chung and Uncle agree to open a store and bring over their cousins from China.
Uncle and Wong Ming Chung take the gold in a dirty basket to a bank in Sacramento.	Once they get the bank draft they are able to send some of the money back to China.

Grade 5, Unit 5, Project 2, Lesson 3

STORY MAP

Journal of Wong Ming Chung



BEGINNING	MIDDLE	END

Grade 5, Unit 5, Project 2, Lesson

FRIENDLY LETTER PRE-WRITE

1. Event # 1 _____

Interpretation: I think that _____

because _____.

2. Event # 2 _____

Interpretation: In my opinion _____

because _____.

3. Event # 3 _____

Interpretation: I think that _____

because _____.

4. Do you think Wong-Ming's relatives should come to America or stay in China? _____

Why? _____

OCR Unit: Going West

Project 3: Historical Biography Report

Time: Approximately 3 weeks

CA Standards: WS 1.2 ,1.3, 1.6; WA 2.3, 2.4a and 2.4b, W&OLC 1.1, 1.4, 1.5

Summary: Students read a short biographical essay on the life and significance of Barack Obama. Using that as a mentor text, students will write their own 6

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paragraph biography on a person who lived in the 19th Century American West. The purpose of the essay is to convey the subject’s life-struggles, accomplishments, and significance. Along the way students will get practice with research, notetaking, and outlining.

Historical Biography Overview

Week One : Lesson 1	Video and Mentor Text and Homework	50 minutes
Lesson 2	Frontloading Language Structure: Cause and Effect	50 minutes
Lesson 3	Frontloading Focus Feature/Vocabulary: Significance	50 minutes
Week Two (approx.) Lessons 4-5	Pre-Write: Notetaking	50 minutes
Lesson 6	Pre-write: Outline	50 minutes
Lesson 7	Introduce Rubric and Draft	50 minutes
Week Three (approx.) Lesson 8	Content mini-lesson and revision	50 minutes
Lesson 9	Mechanics mini-lesson: and proofreading/editing	50 minutes
Lesson 10	Final Draft	50 minutes

Lesson 1: Video and Mentor Text (50 minutes)

Video

Watch a short biographical video about Barack Obama:

http://streaming.teachertube.com/viewVideo.php?video_id=177066&title=Barack_Obama_Biography

Mentor Text

- 1) Pass out copies and transparency of “Yes We Can.” Read aloud as a class.
- 2) Tell students that this is an example of a “Biographical essay. “
- 3) Assign pairs or small groups of students to re-read the internal paragraphs (2 - 5).
- 4) In groups or partners, have students discuss the main idea of their paragraph.
- 5) Share out and write the titles on the transparency:

Paragraph 2: childhood
Paragraph 3: struggle/challenge
Paragraph 4: accomplishments
Paragraph 5: significance

Homework

Pass out homework letter to parents which describes the project and gives them a list of possible subjects to take to their local library. Students will need a book or website to research their subject by Lesson 4 (approximately week 2)

Lesson 2: Frontloading Language Structure (50 minutes)

1) Ask students to brainstorm famous people or list these famous people: George Washington, Martin Luther King, Christopher Columbus, Harriet Tubman
Ask students what made George Washington famous?

Write the following sentence frame and fill it in with at least 3 response(s).

George Washington is famous because_____.

(Possible responses: he was the first president of the United States, he led the Continental Army against the British, he gave up power after two terms)

Tell students that “because” makes this a cause and effect sentence. Have students read it chorally. Then write this sentence:

Because George Washington _____, he is famous.

Read this sentence back to them. Have students practice by you reading the first frame, and students responding with the second frame.

- 2) Repeat with Martin Luther King, except this time have partners practice saying the two sentence frames back and forth.
- 3) Have students write their own cause and effect sentence about another famous person.
- 4) Students read their sentence to a partner, and the partner repeats the sentence with the opposite sentence frame.
- 5) Have students go back to the mentor text and look for examples of cause and effect sentences.

Lesson 3: Frontloading Vocabulary and Focus Feature

(50 minutes)

- 1) Teach students the words “significant.” Tell students that “significant” is close in meaning to “important,” “meaningful.”
- 2) Draw a word web and ask students to think of other related words
- 3) Draw a T chart. One side for “significant” and the other side for “insignificant.” At their desks, give students time to think of things that are significant and things that aren’t (or are less significant).
- 4) Have students share out and discuss. Be prepared for lots of gray areas and disagreement! Ask students to give specific reasons for their choices
- 5) Tell students that people who do significant things in their lives, often are well known by the people around them, and after they die they often (but not always) become famous.
- 6) Ask students to think of people who are significant to them. They may include family members or friends. Discuss the difference between people who are significant to those who know them personally, and others who are significant to people who don’t know them personally, or who may have been born long after the significant person has died.
- 7) Pass out the Significant People worksheet and have students fill it out with people who are personally significant, significant to others. People who are both personally significant to the student and other people (ie.: Martin Luther King) should be written in the middle.
- 8) Make a poster of the Sentences Stems to Show Significance. Look at the mentor text and have students find examples of significance.

- 9) Then ask students to write to write significance sentences using their list of significant people and the poster
- 10) Have students look for examples of cause and effect sentences and underline them.

Lessons 4 - 5: Pre-Writing/Notetaking (50 minutes)

- 1) Pass out “Notetaking Guide.” Model filling it out using facts from the video and/or mentor text.
- 2) Students will then begin reading their source material and filling out their own notetaking guide.

Lesson 6 : Pre-writing/Outlining (50 minutes)

- 1) Pass out “Outline worksheet.” Model filling out the outline with facts from Barack Obama’s life
- 2) Give students time to fill out their own outlines

Lessons 7 - 8: Rubric and Draft (50 minutes)

- 1) Pass out rubric and go over as a class.
- 2) Revisit the mentor text and match it to the rubric.
- 3) Students will then begin working on their drafts.

Lesson 8: Content Mini-lesson (50 minutes)

Review and Plan

- 3) Review students’ drafts for content, and decide what feature MOST of your class needs to revise. Here are some questions you might want to consider as you read their narratives:

👉 How well did student’s show significance?

- ✦ Do students have hooks to bring the reader in?
- ✦ Does each paragraph have a topic sentence?
- ✦ Are their smooth transitions between paragraphs?

- 4) Plan a short mini-lesson that highlights ONE feature you would like students to improve. You can do this by either a) sentence lifting or b) reviewing the mentor text or c) showing an example you made up.

Mini-lesson

- 7) Begin by showing your class examples from their writing, or from the mentor text that illustrates the feature you want them to focus on.
- 8) Discuss with students why the particular feature makes for better writing.
- 9) Show students negative examples (writing that does NOT show that particular feature). You can use examples from the students' own writing (with permission of course) or you can make up your own examples.
- 10) Model revising one of the negative examples.
- 11) Together as a class revise another negative example
- 12) Then show them a third negative example and have students work individually (or in pairs) to revise.

Revision

Hand drafts back to the students and ask them to revise their narratives, paying attention to the content feature just taught. (Students may also edit mechanical and grammar errors, but that will be the focus of the next lesson)

Lesson 9: Mechanics Mini-lesson (50 Minutes)

1) Review students' drafts for mechanics, and decide what feature MOST of your class is struggling with. Here are some questions you might want to consider as you read their narratives:

- ✦ Are there cause and effect sentences? Are they used correctly?
- ✦ Are there complex sentences?
- ✦ Are verb tenses correct and consistent?

- ✦ Are there punctuation errors that interfere with meaning?
- ✦ Are there capitalization errors that interfere with meaning?
- ✦ Are there spelling errors that interfere with meaning?

2) Plan a short mini-lesson that highlights ONE feature you would like students to improve. You can do this by either a) sentence lifting or b) reviewing the mentor text or c) showing an example you made up.

Mini-lesson and Revision

Follow the same procedure as the Content Mini-Lesson, then give students time to proofread for ANY errors in their revised drafts.

Lesson 10: Publishing (50 Minutes)

Once the drafts have been revised and proofread, they are ready to be published. Here is a menu of ideas for publishing or showcasing the work:

- 1) Combine the drafts into a class book.
- 2) Have a celebration reading. Invite parents and/or other classes to attend.
- 3) Have students make illustrations to accompany their story.
- 4) Have a small-group celebration reading. Students read their narrative to an audience of 3 - 4 peers.
- 5) Have students exchange their narratives, and then read them silently. When the readers are done, they can write an appreciation letter to the author.

Grade 5, Unit 5, Project 3, Lesson 1

“Yes We Can”: The Significance of Barack Obama

It is said that there is a first time for everything. And people who are the first to do something are called famous. Because Barack Obama is the first person of color to be elected President of the United States, he will surely be famous hundreds of years from now. But he will not be famous just for being a

first, but for changing our country in significant ways. In his first year of office he has changed the focus from fear and helplessness to hope and optimism.

As a child Obama had a variety of experiences that shaped who he would become and the kind of leader he would be. Having a white mother and black father was unusual for the 1960's, and allowed Obama to have experiences of two different cultures. Having a mixed heritage also made Obama sensitive to racism in America. As a child he lived in Indonesia, where he heard the Muslim call to prayer and saw crocodiles in his backyard. This probably gave him a larger sense of the world outside of America, and helped him to accept differences in other people.

Obama did not have an easy childhood. When Barack was 10 years old, he was sent to Hawaii to live with his grandparents. His father had already left him to move back to Kenya, and now he would not be with his mother. Although his time in Indonesia contributed to his growth as a person, it also made him different from other students. Without a father or mother, and being in an unfamiliar place, he felt lonely and confused. In order to feel accepted, he tried drugs and stopped paying attention to his teachers. This caused his grades to slip.

In spite of this temporary setback, Barack Obama managed to make his way through college, law school, and eventually be elected President of the United States. Along the way he sacrificed being a highly paid lawyer to help poor people in Chicago have better lives. He was also the first African-American to be president of the Harvard Law Review.

Barack Obama has moved us forward as a country and given us hope when we needed it most. From the end of slavery to Martin Luther King, we have struggled to make things fair and equal for all Americans. This goal has not yet been achieved, but because an African-American is now the leader of our country, we can now see that real progress has been made. He is a symbol of our country where "all men are created equal." Obama has also inspired hope with his slogan, "Yes We Can." He can say this because he was able to rise up from his childhood loneliness and become a successful lawyer, senator and now president. When people face difficulties or challenges like the recent oil spill, it's important to hear a message of hope. Last year I was asked to do a new job that I have never done before. I doubted myself, and was afraid I wouldn't be able to do it. But then I remembered Barack Obama's words, and I remember hearing thousands of people chanting together, "Yes we can! Yes we can!" This gave me confidence to take a risk and try the new job. Now whenever I am facing a difficult challenge, I say "Yes I can!"

Barack Obama is only halfway into his term as president, and no one can know whether he will be able to deliver on all of his promises. But coming from a mixed-race background and being raised by a single mother, to become

the 44th president of the United States is an amazing accomplishment. He has also inspired hope in millions of people. No matter what challenges we face, his message of “Yes we can” provides a wake up call to all of us.

Grade 5, Unit 5, Project 3, Lesson 1

“Yes We Can”:

The Significance of Barack Obama

Cause and Effect Topic Sentence Conclusion Personal Connection
Significance

It is said that there is a first time for everything. And people who are the first to do something are called famous. Because Barack Obama is the first

person of color to be elected President of the United States, he will surely be famous hundreds of years from now. But he will not be famous just for being a first, but for changing our country in significant ways. In his first year of office he has changed the focus from fear and helplessness to hope and optimism.

As a child Obama had a variety of experiences that shaped who he would become and the kind of leader he would be. Having a white mother and black father was unusual for the 1960's, and allowed Obama to have experiences of two different cultures. Having a mixed heritage also made Obama sensitive to racism in America. As a child he lived in Indonesia, where he heard the Muslim call to prayer and saw crocodiles in his backyard. All these unusual experiences helped him to accept differences in other people.

Obama did not have an easy childhood. When Barack was 10 years old, he was sent to Hawaii to live with his grandparents. His father had already left him to move back to Kenya, and now he would not be with his mother. Although his time in Indonesia contributed to his growth as a person, it also made him different from other students. Without a father or mother, and being in an unfamiliar place, he felt lonely and confused. In order to feel accepted, he tried drugs and stopped paying attention to his teachers. This caused his grades to slip.

In spite of this temporary setback, Barack Obama managed to be successful. He made his way through college, law school, and eventually be elected President of the United States. Along the way he sacrificed being a highly paid lawyer to help poor people in Chicago have better lives. He was also the first African-American to be president of the Harvard Law Review.

Barack Obama has moved us forward as a country and given all of us hope when we needed it most. From the end of slavery to Martin Luther King, this we have struggled to make things fair and equal for all Americans. This goal has not yet been achieved, but because an African-American is now the leader of our country, we can now see that real progress has been made. He is a symbol of our country where "all men are created equal." Obama also has inspired hope to our country with his slogan, "Yes we can." He can say this because he was able to rise out of his childhood loneliness and become a successful lawyer, senator and now president. When people face difficulties or challenges like the recent oil spill in the Gulf of Mexico, it's important to hear a message of hope. Last year I was asked to do a new job that I have never done before. I doubted myself, and was afraid I wouldn't be able to do it. But then I remembered Barack Obama's words, and I remember hearing thousands of people chanting together, "Yes we can! Yes we can!" This gave me confidence to take a risk and try the new job. Now whenever I am facing a difficult challenge, I say "Yes I can!"

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Grade 5, Unit 5, Project 3, Lesson 1

Dear Parents and Guardians,

Writing Proficiency Project:
a joint partnership between Bay Area Writing Project and OUSD

As part of our reading unit “Going West,” students will be studying the life of a person who lived in the American West during the 1800’s. Students will complete a 6 paragraph biography report of someone who has struggled and sacrificed to make a difference in the world.

Although we will be doing most of the work in class, and students will have access to a limited selection of books in the school library, it may be necessary to go to the local public library or access the internet for information. Please plan on taking your child to the library in the next few weeks.

Thank you for your support,

Grade 5, Unit 5, Project 3, Lesson 1

Biography Report Project List of Famous People of the American West

John Brown
William F. Cody “Buffalo Bill”
Alvar Nunez Cabeza de Vaca

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Kit Carson
Chief Joseph
William Clark
Samuel Clemens (Mark Twain)
Francisco Coronado
Crazy Horse
George Armstrong Custer
Alice Fletcher
Sam Houston
Meriwether Lewis
Pope
Red Cloud
Theodore Roosevelt
Father Junipero Serra
William Tecumseh Sherman
Sitting Bull
Joseph Smith
Leland Stanford
Levi Strauss
John Sutter
William K. Vanderbilt
Annie Oakley
Bill Pickett
John Jacob Astor
Nat Love
Wild Bill Hickok
Antonio Lopez de Santa Anna
Black Hawk
Cochise
Daniel Boone
Geronimo
Sarah Winnemucca
Tecumseh
Brigham Young
Davy Crockett
George Rogers Clark
Jedediah Smith
John Charles Fremont
Laura Ingalls Wilder
Meriwether Lewis
Sacagawea
Famous People of the William Clark
Zebulon Montgomery Pike
Belle Starr
Billy the Kid
Calamity Jane

Jesse James
Wyatt Earp

Grade 5, Unit 5, Project 3, Lesson 3

Significant People		
People who are significant to me	People who are significant to others AND me	People who are significant to others

Grade 5, Unit 5, Project 3, Lesson 3

Some Sentence Stems that Show Significance

She inspired...

She led...

She changed people's minds....

He set a good example...

She was the first.....

He was a symbol of....

He changed.....

She set a good example by....

He represented...

She stood up for....

He risked....

She sacrificed...

She overcame...

Because of her....

Grade 5, Unit 5, Project 3, Lesson 4

Biography Note-Taking Guide

Historical Context:

_____ came from _____, a place where _____.

_____ lived during a time when _____.

Main Accomplishments (list at least 3 of the most important):

Significance (Respond to at least 4 of the following ideas)

Inspired others to _____.

Was a symbol of _____.

Had struggles, like _____.

Helped change _____.

Because of this person _____.

Set a good example by _____.

Biography Note-Taking Guide (cont.)

Is remembered for _____.

Represented or stood up for _____.

Personal (add any interesting details about this person's life)

Grade 5, Unit 5, Project 3, Lesson 6

Biography Report Outline

Writing Proficiency Project:
a joint partnership between Bay Area Writing Project and OUSD

- I. Introduction
 - A. Name:
 - B. Reason for fame:
- II. Childhood
 - A. Born:
 - B. Family:
 - C. Education:
 - D. Other:
- III. Struggles
 - A.
 - B.
 - C.

Biography Report Outline (continued)

IV. Accomplishments

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A.

B.

C.

V. Significance

A.

B.

C.

VI. Conclusion

A. What will the person be remembered for?

B. What did you learn from this person?

C. How has this person inspired you?

Grade 5, Unit 5, Project 3, Lesson 7

Rubric for Biography Report

Assignment: A typed (or neatly printed) 6 paragraph, researched biography expressing how a person in history changed the world and/or helped others.

The report should include:

_____3 accomplishments

_____ 3 ways to show significance

_____6 paragraphs with proper indenting and margins

_____A variety of sentence types: simple, compound, and complex sentences

_____ Topic sentences with supporting details for each paragraph

_____Correct capitalization, punctuation, spelling, and grammar

Unit 5: Going West

Writing Proficiency Project:
a joint partnership between Bay Area Writing Project and OUSD

Project 4: Tall Tale

Time: 2 - 3 days

CA Standards: W.S. 1.1, W.A. 2.1, Reading 1.5

Tall Tale Overview:

Lesson 1:	Hook/Background	50 Minutes
Lesson 2:	Frontloading: Hyperbole	50 Minutes
Lesson 3:	Pre-Write/Draft	50 Minutes

Lesson 1: Hook/Background/Frontloading (50 minutes)

- 1) Read “McBroom the Rainmaker” with the students, following the pacing and suggestions in the teacher’s manual.
- 2) During the second read, ask students to keep track of places that they found particularly humorous. To do this, you can pass out post-its, or make copies of the story for students to circle or mark the funny parts.
- 3) After the second read, ask students to share the parts they found humorous.
- 4) Ask students, “What makes a tall tale like ‘McBroom the Rainmaker’ funny?”
- 5) Tell students that when authors exaggerate to make the reader laugh, it is called hyperbole.
- 6) Tell students that humor is often grounded in truth. Ask students to give examples of things that are true in the story (drought and mosquitos for example).
- 7) Tell students that hyperbole is stretching the truth. It is the stretching that makes the Tall Tale humorous.
- 8) Write the following examples of hyperbole on the board from page 496

Why, skeeters grow so large out here that everybody uses chicken wire for mosquito netting.

It hadn’t rained in so long (that) those tadpoles had never seen water.

Have students orally practice hyperbole with this sentence frame:

It was so (hot) that _____.
It was so cold that _____.

- 9) Optional: In order to emphasize the Tall Tale genre, read another tall tale aloud to the class. After you read, students can draw a scene from the story. Tell students to exaggerate everything in their illustrations.

Lesson 2: Pre-Write (50 Minutes)

Option 1:

- 1) Pair students up and tell them they are going to first think of an ordinary, true story that happened to them. Model telling an ordinary story. Encourage students to ask questions to add more details.
- 2) Students will tell their ordinary stories to each other.
- 3) Students will write their ordinary story.

Option 2:

- 1) Instead of exaggerating an ordinary story, create an excuse note using shared writing. You write the words, but the ideas come from the class. The excuse note could be on “Why I didn’t turn in my homework,” or “Why I was 5 minutes late to school.”
- 2) Have students pick an excuse note to write and brainstorm a list of exaggerated, humorous reasons why they didn’t turn in their homework or why they were late to school.

Lesson 3: Draft (50 Minutes)

- 1) Model taking your ordinary story that you told in the previous lesson, and then exaggerate it wildly with hyperbole, using the sentence frame.
- 2) Give students time to convert their ordinary stories into a tall tale.

Note: In this Unit, we have allocated 1- 3 days to take this project to draft ONLY. You may want to revise and edit and publish the tall tales, but keep in mind that you will then have to shorten one of the other projects.