

Oregon 2009 Sesquicentennial Celebration



Oregon Stories Mini Unit

I. **Overview:** A research project that will teach students to communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes and details appropriate to audience and purpose that engage reader interest: organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

II. **Subject area:** Language Arts

III. **Grade level:** Fourth Grade

IV. **State Content Standards/Benchmarks Addressed (or Common Curriculum Goals):**

Common Curriculum Goal:

EL.04.WR11 Write multi-paragraph compositions that:

Provide an inviting introductory paragraph.

Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.

Include supporting paragraphs with simple facts, details and explanations.

Present important ideas or events in sequence or chronological order.

Provide details and transitions to link paragraphs.

Conclude with a paragraph that summarizes the points.

Use correct indentation.

Benchmark CIM:

Eligible Content:

V. **Objective(s):** Given a determined amount of time each day to work on their paper, the students will research, brainstorm and then compose a multi-paragraph composition that reflects the standards in writing for Oregon.

VI. **Materials*:** Library

VII. **Assorted resources** (magazines, pamphlets, books, internet, videos etc.)

VIII. Presentation Steps: This research based unit reflects a ten day period, but can be altered for other purposes.

Day one: Teaching of the history of Oregon. Discuss what makes Oregon unique.

Have students make a list of the ten characteristics they feel separates Oregon from the other states.

Day Two: Students will use their list of ten things about Oregon to discuss the uniqueness of each in order to generate a written composition about Oregon.

Day Three: The students will share their written work. They will pick four of their favorite sentences to integrate into four full paragraphs about the uniqueness of Oregon.

Day Four through day Nine: Revision and draft for final copy.

Day Ten: Students complete final copies with illustrations.

IX. Assessment: Use state writing scoring guides.

X. Adaptations: Students with writing disabilities will need to dictate their story.

XI. Extensions:

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** Please make sure to note if you are using copyrighted materials.*