



**Chino Unified School District
ELA Curriculum Unit of Study
4th Grade: Unit 5**

Grade: 4	Unit Overview:		
Unit Title: Gold Fever!	Students will read about California's Gold Rush focusing on explaining cause and effect, events, ideas, and concepts in informational texts. Students will also compare and contrast firsthand and secondhand accounts of events in the Gold Rush. They will be writing an opinion essay on the topic with a grammar focus on correct adjective order. Students will analyze the structure of poems on the topic of the Gold Rush.		
Length of Unit: 120-130 min/day 25 days (plus 5 days buffer)			
Text Set:	Performance Task 1: (4 days)	Performance Task 2: (4 days)	ELA CCSS for this Unit:
HM Stories: Boss of the Plains, By the Shores of Silver Lake, Tanya's Reunion Other Books: By the Great Horn Spoon by Sid Fleischman	Students will read information about the Gold Rush adding to the learning from the Social Studies textbook. Students will compare and contrast a first and secondhand account of the same event related to the Gold Rush. They will compare the primary and secondary sources noting details in the graphic organizer.	Students will read information about the routes to California during the Gold Rush. Students will discuss in small groups the route that they think would be best to take to California. They will write an opinion essay with reasons and supporting evidence in the text during the writing process.	Key: RL: Reading for Literature RI: Reading for Information RF: Reading Foundational Skills W: Writing SL: Speaking/Listening RL.4.5.: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text R.1.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. R.1.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. S.L.4.1: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. S.L.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. *Supporting Standards are intricately woven through each of the performance tasks of the unit. Refer to UPO for supporting standards that
Content/Domain Specific Vocabulary:	Performance Task 3: (5 days)	Performance Task 4: (2 days)	
Poetry Cast of characters Prose Setting Drama Stage directions Verse Dialogue Rhythm Opinion Writing	Students will read poems/songs about the Gold Rush. They will be explaining the structural elements in the poems and noting the differences between the readings. They will also focus on adjectives and descriptive language in the poems. Students will produce a word cloud (Tagxedo) using adjectives to describe a topic, object or event from the Gold Rush days. After completing the word cloud activity, they will write a descriptive sentence(s) about the topic. They will place the adjectives in correct order according to standard.	Students will read a technical text on building a telegraph and on Morse code. They will analyze how the product provided a service.	
Meter Conventional adjective pattern	Performance Task 5: (2 days)		
Academic Cross-Curricular Words:	Culminating Activity: (1 day)		
Firsthand account Secondhand account Integrate Point of View Focus Precise	Gold Fever is spreading. You have read about the gold discoveries in California and can't wait to strike it rich. Your dream of a better life for you and your family can come true. You are heading west! You have selected your route (task 2) to California and your adventure is about to begin. You will find out if you made a good choice with your route and find out your fate. You will purchase the supplies you need to be a success. Good luck!		
Essential Questions:	Corresponding Big Ideas:		
RL 4.5 Why should we read a variety of literature on one topic?	RL 4.5 Different types of literature leads to a deep understanding of a topic.		
RI 4.3 How do strategic readers explain informational text?	RI 4.3 Readers use specific information from a text to build subject knowledge.		
RI 4.9 Why does one organize and synthesize information from various sources?	RI 4.9 Readers organize and synthesize information from various sources to deepen the understanding of a topic and be able to communicate the information effectively.		
W.4.1 How do I write an effective opinion piece of writing?	W.4.1 Writers need to state an opinion supported by reasons and evidence.		
SL4.1 How do I prepare for a group discussion on a specific topic?	SL4.1 Students should read material, take notes on important details, and be prepared to share information.		
SL 4.9 How do I give an effective oral report?	SL 4.9 Speakers should prepare information in an organized manner and speak clearly with understandable pace.		