ELA/ Literacy Unit Map Got Water?

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| **Title of Unit** | Got Water? |
| **Grade Level** | 5 |
| **Time** | 4.5 weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Research report  Compare/contrast chart  Proposal  Oral presentation |
| **Targeted ELA/ Literacy CCSS** | RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  W 5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic  SL 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | Science: 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment. |
| **Targeted ELD Standards** | Grade 5 Part I  A.3 Supporting opinions and persuading others  B.6 Reading/viewing closely  C.10 Writing  C.11 Supporting opinions in speaking and writing |
| **Big Ideas** | Communities can use science to protect and preserve natural resources.  Individuals can have a positive impact on the environment. |
| **Essential Questions** | Where does our water come from?  How can we best protect our local water supply? |
| **Content** | * Scarcity of fresh water * Local water sources * Ways to protect water supply * Text features of informational material * Informational reports * Argument/opinion |
| **Skills** | * Gather information from multiple sources * Organize facts and details * Communicate findings of research * State an opinion and support it * Draft, revise, edit, share writing |
| **Vocabulary**  **(Academic and Content)** | Academic: scarcity, practices,  Content: watershed, conservation, |
| **Activities** | Curriki links |
| **Formative Assessments** | Curriki links |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_E\_\_ Communication  \_\_T\_\_ Collaboration  \_\_E\_\_ Creativity  \_\_T\_\_ Critical Thinking  \_\_T\_\_ Research  \_\_\_\_\_ Technology  \_\_\_\_\_ Multimedia |
| **Reflection on Learning** | \_\_X\_\_ Self-Assessment  \_\_\_\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** | Curriki links |