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 reportCompare/contrast chartProposalOral 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 IA.3 Supporting opinions and persuading othersB.6 Reading/viewing closelyC.10 WritingC.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 |