ELA/ Literacy Unit Map Template

|  |  |
| --- | --- |
| **Title of Unit** | Extreme Weather |
| **Grade Level** | 5th Grade |
| **Time** |  |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Students will research extreme weather forms and create an iMovie that teaches other show to stay safe during these instances. Students will write a report to accompany their  video explaining what their extreme weather phenomenon is, how it happens, what are the possible effects, and why it is important to be prepared. |
| **Targeted ELA/ Literacy CCSS** | 5.RI.9. Integrate information from several texts  on the same topic in order to write or speak about  the subject knowledgeably.  5.RI.10. By the end of the year, read and  comprehend informational texts, including  history/social studies, science, and technical  texts, at the high end of the grades 4-5 text  complexity band independently and proficiently.  5.W.2. Write informative/explanatory texts to  examine a topic and convey ideas and  information clearly.  5.W.5. With guidance and support from peers  and adults, develop and strengthen writing as  needed by planning, revising, editing, rewriting,  or trying a new approach.  5.W.6. With some guidance and support from  adults, use technology, including the Internet, to  produce and publish writing as well as to interact  and collaborate with others; demonstrate  sufficient command of keyboarding skills to type  a minimum of two pages in a single sitting.  5.W.7. Conduct short research projects that use  several sources to build knowledge through  investigation of different aspects of a topic. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | Science  4. Energy from the Sun heats Earth unevenly, causing air movements that result in  changing weather patterns. As a basis for understanding this concept:  c. Students know the causes and effects of different types of severe weather.  d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables. |
| **Targeted ELD Standards** |  |
| **Big Ideas** | Extreme weather can be deadly and cause extensive property damage. |
| **Essential Questions** | What can we do to stay safe during an extreme weather episode? |
| **Content** | Explanation of text  Identification of main idea(s) and supporting details  Explanation of relationships or interactions using specific information  Explanation of grade-level academic language (vocabulary words and phrases)  Comparison of two or more text structures dealing with the same subject |
| **Skills** | Draw inferences from the text  Explain how details support the m ain idea  Sum m arize the text using m ain idea(s) and details (oral or written  Explain ev ents, procedures, ideas, or concepts in a historical, scientific, or technical text  Explain the relationships or interactions between two or m ore ideas  Match ev ents, procedures, ideas, or concepts in a historical, scientific, or technical text that are related |
| **Vocabulary**  **(Academic and Content)** | hurricanes  tornadoes  wind  barmetor  anenometer  precipitation  thunderstorm  monsoon  blizzards  cyclone  evaporation  condensation  meteorologists  storm surge  front |
| **Activities** |  |
| **Formative Assessments** |  |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_X\_\_\_ Communication  \_\_X\_\_\_ Collaboration  \_\_\_X\_\_ Creativity  \_\_X\_\_\_ Critical Thinking  \_\_X\_\_\_ Research  \_\_X\_\_\_ Technology  \_\_X\_\_\_ Multimedia |
| **Reflection on Learning** | \_\_X\_\_\_ Self-Assessment  \_\_\_\_X\_ Peer Assessment |
| **Resources**  **(print and multimedia)** |  |