ELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy.** Please share your unit map with: [elaunitmaps@gmail.com](mailto:elaunitmaps@gmail.com) and your group members.

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| **Title of Unit** | What are we made of? |
| **Grade Level** | Five |
| **Time** | 12 weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Independent or collaborative investigation and presentation on the states of matter and its properties |
| **Targeted ELA/ Literacy CCSS** | Reading Standards for Informational Text  Speaking and Listening standards |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | Physical Sciences:  Elements and their combinations account for all the varied types of matter in the world |
| **Targeted ELD Standards** | Part I, A: 1-3  B: 5 and 6  C: 9, 10, 12  Part II, B and C |
| **Big Ideas** | Students will be able to identify the properties of matter |
| **Essential Questions** | How will the hands-on experiments will help understand the cause and effect relationship?  What strategies can I use to increase my understanding of the text?  How can I effectively communicate my understanding of the different concepts? |
| **Content** | 1. Questioning  2. Drawing conclusions from hands-on activities and reading.  3. Explanations based on investigations  4. Academic vocabulary  5. Cause and Effect |
| **Skills** | 1. Know and how to use the question words such as what, how, when, why, which, where, is, does, do, did, was  2. Build on the sentence frames or sentence starters to formulate questions or communicate.  3. Apply scientific vocabulary in communication  4. Communicate conclusions based on evidence  5. Identify Cause and Effect based on investigations |
| **Vocabulary**  **(Academic and Content)** | mixtures, saturation, solution, concentration, evaporation, condensation, chemical reaction, dilution, formulate, conduct, investigate, hypothesis, conclusion, scientific methods, compare, mass, dissolve, relative, mystery |
| **Activities** | 1. Word bank  2. Sentence frames/Sentence Starters  3. Jeopardy with collaboration |
| **Formative Assessments** | 1. Observation asking questions to each other and the teacher related to the content.  2. Answer questions in oral/written/drawing pictures/gestures forms. |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_T\_\_\_ Communication  \_\_T\_\_\_ Collaboration  \_\_E\_\_\_ Creativity  \_\_T\_\_\_ Critical Thinking  \_\_E\_\_Research  \_\_E\_\_ Technology  \_\_E\_\_\_ Multimedia |
| **Reflection on Learning** | \_\_\_\_\_ Self-Assessment  \_\_Yes\_\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** |  |