ELA/ Literacy Unit Map Template

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| **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 theirvideo 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 textson the same topic in order to write or speak aboutthe subject knowledgeably.5.RI.10. By the end of the year, read andcomprehend informational texts, includinghistory/social studies, science, and technicaltexts, at the high end of the grades 4-5 textcomplexity band independently and proficiently.5.W.2. Write informative/explanatory texts toexamine a topic and convey ideas andinformation clearly.5.W.5. With guidance and support from peersand adults, develop and strengthen writing asneeded by planning, revising, editing, rewriting,or trying a new approach.5.W.6. With some guidance and support fromadults, use technology, including the Internet, toproduce and publish writing as well as to interactand collaborate with others; demonstratesufficient command of keyboarding skills to typea minimum of two pages in a single sitting.5.W.7. Conduct short research projects that useseveral sources to build knowledge throughinvestigation of different aspects of a topic. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | Science4. 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 textIdentification of main idea(s) and supporting detailsExplanation of relationships or interactions using specific informationExplanation 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 textExplain how details support the m ain ideaSum m arize the text using m ain idea(s) and details (oral or writtenExplain ev ents, procedures, ideas, or concepts in a historical, scientific, or technical textExplain the relationships or interactions between two or m ore ideasMatch ev ents, procedures, ideas, or concepts in a historical, scientific, or technical text that are related |
| **Vocabulary** **(Academic and Content)** | hurricanestornadoeswindbarmetoranenometerprecipitationthunderstormmonsoonblizzardscycloneevaporationcondensationmeteorologists storm surgefront |
| **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)** |  |