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** | Plants and Animals Structures |
| **Grade Level** | 5 |
| **Time** | 5-6 Weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Students write and present an informational report on plant and animal structures. |
| **Targeted ELA/ Literacy CCSS** | **Reading Informational:**  Effective readers respond to informational text by using strategies to make sense of the key ideas  and details.  Effective readers use informational text features and structures to navigate, comprehend, and  extract information.  Effective readers analyze, evaluate, and integrate information from a variety of texts and media, to  build knowledge.  **Writing Informational**  Writers adapt the form and content of their writing to accomplish a particular task and purpose in  order to communicate clearly to an external, and sometimes unfamiliar, audience.  Writers of informative text maintain objectivity.  Through the dynamic writing process, writers are able to research a topic, synthesize and connect  ideas, and clearly document their understanding of the content.  Technology facilitates collaboration during the recursive process of writing.  **Speaking and Listening**  A. Comprehension and Collaboration  B. Presentation of Knowledge and Ideas |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | 2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept: (a-g) |
| **Targeted ELD Standards** | **Part I: Interacting in Meaningful Ways: A (1-4) B (5-8), C (9-12)** |
| **Big Ideas** | Students understand how the various systems of plant and animals work. |
| **Essential Questions** | How are structures in plant and animal related to the function of an organism? |
| **Content** | A. Text Types and Purposes  Introduction and organizational structure (clear focus and logical grouping)  Support (facts, definitions, concrete details, quotations or other information and examples)  Word use (use precise language and domain-specific vocabulary)  Conclusion (concluding statement or section related to the information presented)  Additional content to be included (any additions)  B. Production and Distribution of Writing  Organization (appropriate to task, purpose, audience; multiple paragraphs)  With support and guidance (planning, revising, editing, rewriting or trying a new approach)  With support and collaboration (use technology to produce and publish)  C. Research to Build and Present Knowledge  Conduct short research projects using several sources  Recall relevant information using several sources (summarize and paraphrase information; provide list of sources)  Draw evidence from literary or informational texts to support analysis, reflection and research (apply grade 5  reading standards to literature and informational texts  -Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials |
| **Skills** |  |
| **Vocabulary**  **(Academic and Content)** | Latin and Greek root words to the related scientific topic? |
| **Activities** |  |
| **Formative Assessments** |  |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_\_\_\_ Communication  \_\_\_\_\_ Collaboration  \_\_\_\_\_ Creativity  \_\_\_\_\_ Critical Thinking  \_\_\_\_\_ Research  \_\_\_\_\_ Technology  \_\_\_\_\_ Multimedia |
| **Reflection on Learning** | \_\_\_\_\_ Self-Assessment  \_\_\_\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** |  |