



Grade 5: Unit 1 Overview
Environmental Impacts
Sequence of Events /Drawing Conclusions

Each Designated ELD unit is divided into 3 parts. Each part includes a structured instructional flow but is not divided up into 30-minute, daily lessons. Pacing within each part and unit will be determined by the teacher and based upon students’ needs and learning outcomes. Each part and unit culminates in opportunities for students to apply their content and language learning in expressive performance tasks (oral and/or written). These expressive tasks offer teachers opportunities for assessing student understandings and progress in English proficiency and will guide the direction and pace of English language development (ELD) instruction.

Google presentations have been created for each unit; each presentation contains all texts and links to texts and videos. Text is at the heart of each part and unit and the instructional flow follows the familiar *before, during, and after reading* structure. Elements and routines for effective instruction for English learners are integral to each part and unit and should be observable, daily. These elements and routines include:

- Language objectives/expressive tasks (oral and written) Inclusive and accountable communication
- Expressive vocabulary development
- Specific language targets
- Inclusive and accountable talk
- Productive student interactions
- Sentence frames that guide oral fluency
- Form-based feedback

Unit 1 Overview

Grade 5: Unit 1: This unit uses videos and informational texts to explore environmental impacts through the guiding question “Why is it important for people to consider the environmental impact associated with development”

<p>Texts in the Presentation Video(s): <i>A Beautiful World, Lifecycle of a Salmon, Saving the Salmon, Why Worry about Bees,</i> and <i>Honeybee Crisis</i></p> <p>Reading A-Z Text(s) <i>Saving the Salmon</i> and <i>The Case of the Disappearing Honeybees</i></p>	<p>CCSS ELA/Literacy Standards: RI 5.1 (details and examples); 5.2 (main ideas & summaries); 5.4 (vocabulary); 5.7 (interpret information and explain its contribution to the message); 5.9 (integrate information from two or more texts) W 5.7 (participate in shared research and writing projects); 5.8 (gather relevant information, take notes, organize) S&L 5.1; 5.6 (register) L 5.4 (unknown words); 5.5 (condensing ideas)</p>
<p>ELD Standard(s): <i>Interacting in Meaningful Ways</i> ELD.PI.5.1.EX(ask & answer questions); ELD.PI.5.2.EX (collaborative writing); ELD.PII 5.3.EX (offering opinions); ELD.PI 5.5.EX (listening attentively); ELD.PI 5.10.EX (writing); ELD.PI 5.11.EX (supporting opinions); ELD.PI 5.12.EX (retell experiences)</p>	<p>ELD Standard(s): <i>Learning How English Works</i> ELD.PII 5.2.EX (cohesion- referents; b- connectors); ELD.PII 5.3.EX (verbs & verb phrases); ELD.PII 5.4.EX (nouns & noun phrases); ELD.PII 5.5.EX (modifying to add details); ELD.PII 5.6 (connecting ideas)</p>



Grade 5: English Language Development Planner

Designated ELD

Unit 1 Overview

Grade 5: Unit 1: This unit uses videos and informational texts to explore environmental impacts through the guiding question “Why is it important for people to consider the environmental impact associated with development”

Part 1 (10 days)	Part 1a (5 days)	Part 2 (10 days)	Part 2 a(5 days)	Part 3 (5 days)
<p><u>Content Objective:</u> Students will view <i>A Beautiful World, Lifecycle of a Salmon, Saving the Wild Salmon</i> and read <i>Saving the Salmon</i> to learn about the environmental impacts of development have been on salmon, what they mean, and why they are important.</p> <p><u>Language Objective:</u> Students will collaboratively, with teacher, develop a summary organizer to share the main points of the reading with a partner and develop related questions to investigate.</p> <ul style="list-style-type: none"> • Background overview (song, pictorial, video clip) • Pre-reading fluency • Set Purpose for reading • Text dependent questions • Graphic organizer • Language patterns • Student interaction 	<p><u>Content Objective:</u> Students will revisit texts to clarify their learning about the environmental impacts of development have been on salmon, what they mean, and why they are important,</p> <p><u>Language Objective:</u> Students will ask and answer text dependent questions about the texts. Students will integrate evidence from text and video sources into their summaries.</p> <ul style="list-style-type: none"> • Language patterns • Text dependent questions • Student interaction • Writing/dictation • Chant 	<p><u>Content Objective:</u> Students will view <i>Why Worry about Bees</i>, and <i>Honeybee Crisis</i> and read <i>The Case of the Missing Honeybees</i> to learn about the environmental impacts of development have been on honeybees, what they mean, and why they are important.</p> <p><u>Language Objective:</u> Students will collaboratively, with teacher, develop a summary organizer to share the main points of the reading with a partner and develop related questions to investigate.</p> <ul style="list-style-type: none"> • Background overview (pictorial, video clip) • Pre-reading fluency • Set Purpose for reading • Text dependent questions • Graphic organizer • Language patterns • Student interaction 	<p><u>Content Objective:</u> Students will revisit texts to clarify their learning about what the environmental impacts of development have been on honeybees, what they mean, and why they are important.</p> <p><u>Language Objective:</u> Students will ask and answer text dependent questions about the texts. Students will integrate evidence from text and video sources into their summaries.</p> <ul style="list-style-type: none"> • Language patterns • Text dependent questions • Student interaction • Writing/dictation • Chant 	<p>PERFORMANCE TASK</p> <p>Oral Expressive Task: Students will contribute to a class collaborative paragraph about environmental impacts of development that can be seen in salmon and honeybees. They will also contribute to the revising and editing of the class collaborative paragraph.</p> <ul style="list-style-type: none"> • Student interaction • Language patterns <p>Written Expressive Task: Students will write an informative/explanatory essay that uses facts, definitions, and details from the texts to explain the importance of considering environmental impacts associated with development.</p> <ul style="list-style-type: none"> • Language patterns • Text dependent questions • Student interaction • Writing/dictation
<p>Content Vocabulary: extinct, hatcheries, hydroelectric power, irrigation, juveniles, migrate, native, predators, reservoir, spawn, species, tributaries</p> <p>Target Grammatical Forms and Features:</p> <p>Sequence of Events: verb tenses, adverb clauses, signal words showing chronological order</p> <p>Making Inferences/Drawing Conclusions: Comparative adjectives, adverb clauses telling why</p>		<p>Content Vocabulary: agriculture, colonies, compromised, disorder, dissected, fertilization, monoculture, parasites, pesticides, pollinate, sanctuaries, vanishing</p> <p>Target Grammatical Forms and Features:</p> <p>Sequence of Events: verb tenses, adverb clauses, signal words showing chronological order</p> <p>Making Inferences/Drawing Conclusions: Comparative adjectives, adverb clauses telling why</p>		<p>Target Grammatical Forms and Features</p> <p>Compare & Contrast: conjunctions, adjectives, comparative adjectives</p> <p>Making Inferences/Drawing Conclusions: Comparative adjectives, adverb clauses telling why</p>



PART 1 Instructional Sequence: *Environmental Impacts: Saving the Salmon*

Approximately 10 Days

BEFORE READING (3 days)

Day 1

- If the functional language is new to students, use Generic Instructional Sequence for ***Sequence of Events*** to teach functional language ([link here](#)). This teaches concept and grammatical features (signal words, language patterns) for ***Sequence of Events*** using familiar content.

Day 2

Show Slide 2. Ask students the question, “Ask students, Think. What do salmon and honeybees have in common?” **Think-Pair-Share**

- Show the video, ***Our Beautiful World*** with the purpose: Watch and consider: Why is it important to consider the environmental impacts we have on Earth?
- Following the video, facilitate a conversation around why it might be important to consider the environmental impacts caused by development.

Day 3

- **Show Slide 3.** Assess and build background knowledge. Ask students, “What is life like for salmon?” Show video: ***Life Cycle of a Salmon*** video with the purpose: Watch to learn about what a salmon’s lifecycle.

DURING READING (4-5 days)

Day 4-6

- **Show Slide 4.** Set purpose for reading “***Read to find out about salmon and how development has impacted them in the Pacific Northwest***”
- **Read and Ask Text-Dependent Questions**
- Create the graphic organizer (flow chart) which will support comprehension of *Sequencing Events* in ***Saving the Salmon*** and complete it as you read.
- Teach vocabulary, language and grammar in context.
- Ask text dependent questions (below)
- Provide language patterns (below) to support student responses
- Facilitate collaborative conversations/student interaction

PART 1: Read/Listen to find out about the lifecycle of Salmon in the Pacific Northwest.

Pages 4-5:

- Purpose: Read to find out about the salmon’s lifecycle.
- Question(s): *Summarize what you just read.*

Page 6-7

- Purpose: Read to find out about where salmon live.
- Question(s): *What are some key details about the Columbia River Watershed?*

PART 2: Read to find out about how humans have affected Salmon in the Pacific Northwest.

Pages 8-9

- Purpose: Read/Listen to find out about the settlers and the salmon.
- Question(s): *What were some things settlers did that affected the salmon? What impacts did they have?*

Pages 10-12

- Purpose: Read/Listen to find out about the impact of dams on salmon.
- Question(s): *What is the main idea of this section? Explain the key details.*

Pages 13-15

- Purpose: Read/Listen to find out what is being done to help salmon survive.
- Question(s): *What are some of key details about efforts to help salmon?*

PART 3: Read to find out about the benefits of dams and things that are being done to help the salmon.

Pages 16-17

- Purpose: Read to find out about the benefits dams bring us.
- Question(s): *How do dams help us?*

Pages 18-20

- Purpose: Read to find out what will happen if we take down dams.
- Question(s): *What are some of the impacts of taking down dams?*

Pages 21-23

- Purpose: Read to find out the Endangered Species Act.
- Question(s): *Summarize this section. What is the main idea here? What are some key details?*



PART 1 Instructional Sequence: *Environmental Impacts: Saving the Salmon*

Approximately 10 Days (continued)

Days 7-8

- **Set Purpose** for viewing *Saving the Wild Salmon*: *Watch to find out more about the dilemma around salmon farming.*
- Students will view the video and record notes on the video viewing guide or other graphic organizer.

AFTER READING/VIEWING: Expressive Task (oral) Days 9-10

ASK: “Think...What did you learn from *Lifecycle of a Salmon* (video), *Saving the Wild Salmon* (video) and *Saving the Salmon* (text)

- Ask students: *What are some of the environmental impacts of development that we see with salmon?* **think-write-pair-share**
- Check for understanding. Listen for accurate use of content and functional language.
- Record student responses on summary organizer to illustrate and organize main points of the reading.

Emerging	Expanding	Bridging
<p>Salmon populations in the Northwest have been affected by development. Organize the events in chronological order. (Students put the events in order.)</p>	<p>In chronological order, describe how the salmon of the Northwest have been affected by development.</p>	<p>How have the salmon in the Northwest been affected by development?</p>
<p>Chooses words from a word bank.</p> <ol style="list-style-type: none"> 1. Salmon populations in the rivers were huge & Native Americans lived on and with the salmon. 2. Settlers came and removed logs from rivers and cut down forests. 3. Farmers used pesticides and took irrigation water from the rivers. 4. Dams became the biggest threat to survival of salmon 5. Salmon hatcheries have been built to try and help 6. All five species left are endangered. 7. Plans to remove dams are underway 	<p>First, the salmon populations were huge and Native Americans lived on and with salmon. Then settlers came and cut down forests. After that, farmers used pesticides and took irrigation water from the rivers. Later, dams were built and became the biggest threat to salmon’s survival. Then, hatcheries were built to help but salmon became endangered. Now, plans to remove the dams are underway.</p> <p>First, _____ and _____. Then _____ and _____. After that, _____. Later, _____. Now, _____.</p>	<p>Long ago, the salmon populations of the Northwest were huge and Native Americans lived on and with salmon. Then settlers came, cut down forests, and removed logs from rivers. After that, farmers used pesticides and took irrigation water from the rivers. Later, dams were built and became the biggest threat to salmon’s survival. Then, hatcheries were built to help but salmon became endangered. Now, plans to remove the dams are underway but some don’t agree.</p> <p>Long ago, _____. Then _____. After that, _____. Later, _____. Now, _____.</p>



PART 1a Instructional Sequence: *Environmental Impacts: Saving the Salmon*
Approximately 5 Days

DURING READING

Days 1-2

Revisit *Lifecycle of a Salmon* (video), *Saving the Wild Salmon* (video) and *Saving the Salmon* (text)

- Ask text dependent questions
- Have students complete graphic organizer (tree map) which will support comprehension (*sequence of events & drawing conclusions*)
- Provide language patterns to support students' responses
- Facilitate collaborative conversations/student interaction
- Teach/review vocabulary in context
- Teach/review language and grammar in context.

AFTER READING

Expressive Task (writing)

Days 3-5

WRITING: *Write an informative/explanatory that describes the environmental impacts of development that have been observed with salmon. Use evidence, examples, and definitions from the texts.*

Emerging	Expanding	Bridging
<p>Salmon populations in the Northwest have been affected by development. Organize the events in chronological order. (Students put the events in order.)</p>	<p>In chronological order, describe how the salmon of the Northwest have been affected by development.</p>	<p>How have the salmon in the Northwest been affected by development?</p>
<p>Chooses words from a word bank.</p> <ol style="list-style-type: none"> 1. Salmon populations in the rivers were huge & Native Americans lived on and with the salmon. 2. Settlers came and removed logs from rivers and cut down forests. 3. Farmers used pesticides and took irrigation water from the rivers. 4. Dams became the biggest threat to survival of salmon 5. Salmon hatcheries have been built to try and help 6. All five species left are endangered. 7. Plans to remove dams are underway 	<p>First, the salmon populations were huge and Native Americans lived on and with salmon. Then settlers came and cut down forests. After that, farmers used pesticides and took irrigation water from the rivers. Later, dams were built and became the biggest threat to salmon's survival. Then, hatcheries were built to help but salmon became endangered. Now, plans to remove the dams are underway.</p> <p>First, _____ and _____. Then _____ and _____. After that, _____. Later, _____. Now, _____.</p>	<p>Long ago, the salmon populations of the Northwest were huge and Native Americans lived on and with salmon. Then settlers came, cut down forests, and removed logs from rivers. After that, farmers used pesticides and took irrigation water from the rivers. Later, dams were built and became the biggest threat to salmon's survival. Then, hatcheries were built to help but salmon became endangered. Now, plans to remove the dams are underway but some don't agree.</p> <p>Long ago, _____. Then _____. After that, _____. Later, _____. Now, _____.</p>



PART 2 Instructional Sequence: *Environmental Impacts: Case of the Disappearing Honeybees*
Approximately 10 Days

BEFORE READING (2 days)

Day 1

- Review the functional language for **Sequencing Events** and reteach functional language if necessary ([link here](#)).

Day 2

- **Show Slide 7.** Ask students the question, “What do you know about bees? How are bees important to us? think-pair-share Make a circle Map of students’ ideas
- **Show Slide 8.** Set purpose for viewing **Why Worry about Bees** “**Watch to learn about what is causing a crisis with honeybees.**”

DURING READING (4-5 days)

Day 3-5

- **Show Slide 8.** Set purpose for reading **The Case of the Disappearing Honeybees** “**Read to find out why we need bees and why understanding their disappearance is important.**”
- **Read and Ask Text-Dependent Questions**
- Create the graphic organizer (flow chart) which will support comprehension of *Sequencing Events* in **The Case of the Disappearing Honeybees** and complete it as you read.
- Teach vocabulary in context
- Teach language and grammar in context.
- Ask text dependent questions (below)
- Provide language patterns (below) to support student responses
- Facilitate collaborative conversations/student interaction

PART 1: Read to find out about Bessie Coleman.

Page 4: Question(s): *What is the main idea of this section? What is happening with honeybees?*

Page 5:

- Purpose: Read to find out about honeybees.
- Question(s): *What are some key details in the text about honeybees?*

Page 6:

- Purpose: Read to find out what has been happening to honeybees.
- Question(s): *What are some key details in the text about honeybees?*

PART 2: Read to find out about what scientists are doing.

Pages 7-8

- Purpose: Read to find out what scientists are doing about the honeybee problem.
- Question(s): *What have scientists discovered?*

Pages 9-11

- Purpose: Read to find out about what has changed on farms and how it may be impacting bees.
- Question(s): *What has changed on farms that are impacting bees?*

PART 3: Read/Listen to find out about what farmers are doing.

Pages 12-13

- Purpose: Read to find out about what farmers are doing to make sure they have bees.
- Question(s): *What is the main idea of this section? Explain the key details.*

Pages 14-15

- Purpose: Read to find out what is being done to help the bees.
- Question(s): *What are some of the things being done to help the bees?*

Days 6-7

- **Set Purpose for viewing *The Honeybee Crisis*.** **Watch to learn more about what is happening to honeybees.**
- Students will view the video and record notes on the video viewing guide or other graphic organizer.



PART 2 Instructional Sequence: *Environmental Impacts: Case of the Disappearing Honeybees*
Approximately 10 Days (continued)

AFTER READING/VIEWING: Expressive Task (oral) Days 9-10

ASK: "Think... What did you learn from *Why Worry about Bees?* (video), *The Honeybee Crisis* (video) and *The Case of the Disappearing Honeybees* (text)

- Ask students: *What is happening to honeybees? Why is it important? What is being done to help bees?* **think-write-pair-share**
- Check for understanding. Listen for accurate use of content and functional language.
- Record student responses on summary organizer to illustrate and organize main points of the reading.

Emerging	Expanding	Bridging
<p>Honeybee populations have been affected by development. Organize the events in chronological order. (Students put the events in order.)</p>	<p>In chronological order, describe how the salmon of the Northwest have been affected by development.</p>	<p>How have the salmon in the Northwest been affected by development?</p>
<p>Chooses words from a word bank.</p> <ol style="list-style-type: none"> 1. Honeybees pollinate flowers so that we can have food. 2. Honeybees are vanishing. 3. During 2006-2007, 750,000 of the 2.5 million colonies disappeared. 4. In 2008, 2 billion bees disappeared from California's almond groves. 5. Scientists named the problem <i>colony collapse disorder</i> (CCD). 6. Scientists studied effects of parasites and viruses. 7. Scientists studied effects of monoculture and pesticides. 8. Scientists studied the effects of transporting bees. 9. They are trying to help bees by creating sanctuaries, limiting pesticide use, and plant crops that encourage bees to live all year long. 	<p>First, honeybees began to vanish. In 2006-2007, 750,000 of the 2.5 million colonies disappeared. Then 2 billion bees disappeared from California's almond groves, in 2008. After that, scientists named the problem <i>colony collapse disorder</i> (CCD) and studied the effects of monoculture, pesticides, and transportation on bees. Now, they have created sanctuaries, limited pesticide use, and planted crops that keep bees around all year.</p> <p>First, _____ and _____. Then _____ and _____. After that, _____. Later, _____. Now, _____.</p>	<p>Honeybees have always helped pollinate flowers that provide us with food but then, honeybees began to vanish. During 2006-2007, 750,000 of the 2.5 million colonies disappeared and in 2008, 2 billion bees disappeared from California's almond groves. Then, scientists named the problem <i>colony collapse disorder</i> (CCD) and began to study the effects of monoculture, pesticides, and transportation on bees. Now, they have created sanctuaries, limited pesticide use, and planted crops that keep bees around all year.</p> <p>_____. Then _____. After that, _____. Later, _____. Now, _____.</p>



PART 2a Instructional Sequence: *Environmental Impacts: Case of the Disappearing Honeybees*
Approximately 5 Days

DURING READING

Days 1-2

- Revisit *Why Worry about Bees?* (video), *The Honeybee Crisis* (video) and *The Case of the Disappearing Honeybees* (text)
- Ask text dependent questions
- Have students complete graphic organizer (tree map) which will support comprehension (*sequence of events & drawing conclusions*)
- Provide language patterns to support students' responses
- Facilitate collaborative conversations/student interaction
- Teach/review vocabulary in context
- Teach/review language and grammar in context.

AFTER READING

Expressive Task (writing)

Days 3-5

WRITING: *Write an informative/explanatory essay about what the environmental impacts of development have been on honeybees, what they mean, and why they are important.*

Emerging	Expanding	Bridging
<p>Honeybee populations have been affected by development. Organize the events in chronological order. (Students put the events in order.)</p>	<p>In chronological order, describe how the salmon of the Northwest have been affected by development.</p>	<p>How have the salmon in the Northwest been affected by development?</p>
<p>Chooses words from a word bank.</p> <ol style="list-style-type: none"> 10. Honeybees pollinate flowers so that we can have food. 11. Honeybees are vanishing. 12. During 2006-2007, 750,000 of the 2.5 million colonies disappeared. 13. In 2008, 2 billion bees disappeared from California's almond groves. 14. Scientists named the problem <i>colony collapse disorder (CCD)</i>. 15. Scientists studied effects of parasites and viruses. 16. Scientists studied effects of monoculture and pesticides. 17. Scientists studied the effects of transporting bees. 18. They are trying to help bees by creating sanctuaries, limiting pesticide use, and plant crops that encourage bees to live all year long. 	<p>First, honeybees began to vanish. In 2006-2007, 750,000 of the 2.5 million colonies disappeared. Then 2 billion bees disappeared from California's almond groves, in 2008. After that, scientists named the problem <i>colony collapse disorder (CCD)</i> and studied the effects of monoculture, pesticides, and transportation on bees. Now, they have created sanctuaries, limited pesticide use, and planted crops that keep bees around all year.</p> <p>First, _____ and _____. Then _____ and _____. After that, _____. Later, _____. Now, _____.</p>	<p>Honeybees have always helped pollinate flowers that provide us with food but then, honeybees began to vanish. During 2006-2007, 750,000 of the 2.5 million colonies disappeared and in 2008, 2 billion bees disappeared from California's almond groves. Then, scientists named the problem <i>colony collapse disorder (CCD)</i> and began to study the effects of monoculture, pesticides, and transportation on bees. Now, they have created sanctuaries, limited pesticide use, and planted crops that keep bees around all year.</p> <p>_____. Then _____. After that, _____. Later, _____. Now, _____.</p>



PART 3 Performance Task: *Environmental Impacts: Salmon & Honeybees*
Approximately 5 Days

Day 1

- If the functional language is new to students, use Generic Instructional Sequence for *Comparing and Contrasting* to teach functional language ([link here](#)). This teaches concept and grammatical features (signal words, language patterns) for *Comparing and Contrasting* using familiar content.

Day 2

- Revisit key information in salmon and honeybee texts. Reread, review, and discuss what students learned about important traits that made them successful in early aviation. Make a circle map for each. Ask questions from each of the previous oral expressive tasks.
- Facilitate collaborative conversations/student interaction
- Using information from the circle maps, elicit answers from students:
- **Why is it important for people to consider the environmental impacts associated development?**
- Complete graphic organizer/matrix which will support comprehension (describing/comparing and contrasting). Include information from the texts.
- Facilitate collaborative conversations/student interaction

Day 3

Performance Task (oral)

- Students will contribute to a class paragraph (shared-interactive writing) about the environmental impacts of development as seen in salmon and honeybees and why it is important to consider. Students will also contribute to the revising and editing of the class paragraph.

Days 4-5

Performance Task (written)

ASK: “What are some environmental impacts associated with development and why is it important for people to consider these impacts?”

Write a paragraph that explains the importance of considering the environmental impacts associated with development. Cite evidence from the videos and texts.

Possible answers:

Example Language Patterns (*Comparing and Contrasting using key details from text, drawing conclusions*)

Environmental Impacts: Salmon & Honeybees

Emerging	Expanding	Bridging
___ is ___. ___ and ___ live in the ____. There are ___ in the _____.	Both ___ and ___ have _____. The ways ___ and ___ are different is that ___ is ___ but ___ is ___.	___ is ___ and ___, whereas ___ is ____. Both ___ and ___ have ___ but ___ has ___ while ___ has _____.