

Instructional Features

TEAM is designed for use by ELL teachers and by general education teachers as a support for ELLs in their academic classrooms. The student books are centered around common themes and topics for each grade level and reflect instructional design that asks students to be responsible for their own learning. Each unit has an academic standards focus, a reading strategy, a language focus, and a writing focus, as shown in the chart below:

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
UNIT 1: Earth's Resources				
LESSON 1: Disappearing Forests	Science Social Studies	Main Idea	Root Words	Persuasive Email
LESSON 2: The Environmental Movement	Science Social Studies	Sequence	Suffixes	Opinion
LESSON 3: From the Earth	Language Arts	Characters	Abstract Nouns	Journal Entry
UNIT 2: Beyond Earth				
LESSON 4: Connected Through Space and Time	Science	Details	Subject-Verb Agreement	Compare and Contrast
LESSON 5: Cleaning Up Space	Science	Cause and Effect	Adjectives	Persuasive Paragraph
LESSON 6: Another World	Language Arts Science	Parts of a Story	Homophones	Journal Entry
UNIT 3: Obstacles and Achievements				
LESSON 7: New Ideas, New Inventions	Science Social Studies	Predictions	Irregular Past-Tense Verbs	News Story
LESSON 8: Wonders of the World	Mathematics Social Studies	Facts and Opinions	Multiple-Meaning Words	How-To
LESSON 9: Racing for the Prize	Language Arts	Author's Purpose	Pronouns and Antecedents	Compare and Contrast
UNIT 4: On the Job				
LESSON 10: Artists of All Kinds	Social Studies	Inferences and Conclusions	Antonyms	Opinion
LESSON 11: Into the Fire	Social Studies	Compare and Contrast	Prepositional Phrases	Informational
LESSON 12: Strength and Character	Language Arts	Analyzing Language	Uncountable Nouns	Summary

TITLE Disappearing Forests

GENRE Informational Text

LESSON OBJECTIVES

- Read, discuss, and write about deforestation and conservation
- Identify and recall main idea and details
- Recognize root words
- Use root words to decipher words' meanings
- Write a persuasive email

Content Standards Connection

- The Language of Science
- The Language of Social Studies

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Identify main ideas and details that support main ideas
- Determine meanings of words and phrases
- Ask and answer questions to demonstrate understanding of a text
- Use information gained from photographs and charts to demonstrate understanding of a text
- Know and apply grade-level phonics and word analysis skills to decode words
- Describe logical connections between particular sentences and paragraphs in a text
- Use language related to cause and effect to demonstrate understanding of events in a text
- Cite text to support inferences

Speaking and Listening

- Respond to and pose questions about a text
- Follow instructions
- Engage in collaborative discussions
- Determine main idea and details of information presented orally
- Participate in conversations
- Use language to describe cause and effect

Writing

- Write a persuasive email
- Use language to explain opinions, supported by facts
- Write about conservation
- Use descriptive language
- Create and structure a piece of writing
- Develop and strengthen writing by planning and editing

Grammar and English Conventions

- Identify root words
- Define words based on root words
- Demonstrate understanding of word relationships
- Use knowledge of language and its conventions when writing

ACADEMIC LANGUAGE OF LESSON

Tier 1	absorb, dedication, dramatic, opt, specific, unique
Tier 2	conservation, instrumental, temperate, toxic
Tier 3	biodiversity, boreal, carbon dioxide, chlorophyll, deforestation, ecosystem, nonprofit, photosynthesis



READING

TOTAL TIME: 90 Minutes

My Learning Goals: 5 Minutes

First Reading: 20 Minutes

Second Reading: 25 Minutes

Show What You Know: 20 Minutes

What Did You Learn?: 15 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Use listening, speaking, and reading skills to tell about the importance of forests

ACADEMIC LANGUAGE

Tier 1: absorb, opt **Tier 2:** temperate, toxic **Tier 3:** biodiversity, boreal, carbon dioxide, chlorophyll, deforestation, photosynthesis

GENRE Informational Text

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Chorally read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

WORK WITH THE PAGE

Explain that students will read an informational passage over four pages. Tell students that an informational text presents facts about the subject. Unlike stories, the information can be proven and is not made up.


Read the title of the passage aloud. Have volunteers tell what they think they will learn about in the passage.

Tell students you will read the full passage twice. The first time you will read it aloud. The second time you will read it as a class, or student volunteers will take turns reading the passage.

First Reading

As you read the four sections of the passage aloud the first time, instruct students to follow along in their books and to circle or underline any unfamiliar words. Tell them that when you are finished reading the passage the first time, you will discuss the unfamiliar words.

Circulate among students to identify words that have been circled or underlined. Discuss each of



Let's Read

MY LEARNING GOALS

I can

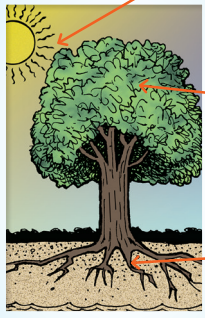
- read and understand an informational text.
- recognize the main idea, stated or unstated.


The Future of Earth's Forests

Every living thing on Earth depends on forests. Through a process called **photosynthesis**, trees and other plants absorb carbon dioxide and release the oxygen that people breathe. Their leaves manufacture food used by other living things.


During photosynthesis, the leaves of plants absorb carbon dioxide from the air. Inside the leaves, a green material called chlorophyll uses the energy from sunlight to mix the carbon dioxide with water. The combination of sunlight, water, and carbon dioxide makes food for the plants.

Forests are homes for many animals and some people. They contain some of the best examples of Earth's biodiversity. More animals live in forests than in any other environment on land. A single acre of forest may contain thousands of different species. Forests also provide important resources that people need, such as wood, food, and even medicines.





Highlight the word that names the process by which plants absorb carbon dioxide and release oxygen.



What types of plants would you see in a forest?
I would see _____.

8 Unit 1 ★ Lesson 1

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the word meanings and model sentences with the meanings. Alternatively, you can also ask student volunteers to tell the meanings and model sentences.

As you read, answer any questions that students may have.



WORK WITH THE PAGE

Explain to students that they should be active readers. Tell them they will now write about what they have read by using the reading skill of recognizing main idea highlighted in the Show What You Know activity.

You may decide to complete the first section's main idea together as a class. Or, instruct students to complete the activity independently, with a partner, or in a small group.

As students work, circulate to provide assistance.

Say: Look at the main idea map. One main idea is given to you. Fill in the other main ideas in the map below.

Answers will vary.

Have students share answers when they have completed the activity.

Let's Read

Show What You Know
Complete the main idea map below with the main idea of each section. Then write the main idea for the entire passage.

Answers will vary.

Overall Main Idea
Because the world needs forests, we need to help preserve and protect them.

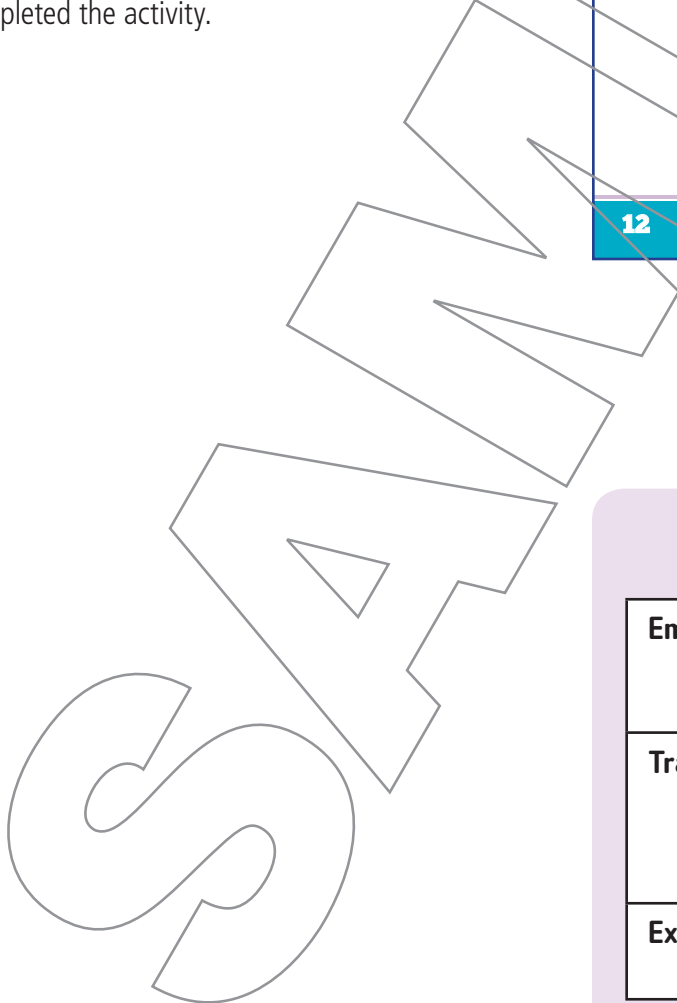
Different Types of Forests
There are three primary types of forests.

How Can People Protect Forests?
People should manage resources more carefully.

What Is Happening to Forests?
People's activities are destroying forests.

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LANGUAGE DIFFERENTIATION

Emerging	Encourage students to share answers orally if they struggle with the written language.
Transitioning	Encourage students to add important details from each section of the passage, consulting the glossary as necessary.
Expanding	Challenge students to write the answers in their own words.



AUDIO SCRIPT

The Nature Conservancy is an environmental organization dedicated to preserving plants and animals by protecting the lands and waters they need to survive. Founded in 1951, the Conservancy is a nonprofit organization with more than 1 million members.

The Nature Conservancy works in more than 30 countries, as well as the entire United States. Debt-for-nature swaps encourage natural area preservation in third-world countries. In exchange for setting aside tropical forests, some of the country's foreign debt is forgiven. For example, Jamaica has three forests that are critically important to biodiversity. These areas are home to several unique species, including the booby and the Jamaican boa. The Conservancy helped establish a debt-for-nature swap there in 2004, which resulted in \$13 million of debt to the United States being redirected to forest conservation in Jamaica. The Conservancy also has expanded its work in Central America, South America, and Asia. In 2015, the Conservancy finalized its first debt-for-ocean swap in Seychelles, an island nation in the Indian Ocean. This agreement protects an area of the country's oceans and the marine life living there.

The Conservancy has worked on many important projects in the United States. The Conservancy helped create Great Sand Dunes National Park in Colorado. Programs in Idaho, Montana, and Wyoming are working to conserve Yellowstone National Park's natural ecosystem. The Conservancy was instrumental in the establishment of the Glacial Ridge National Wildlife Refuge in Minnesota. Glacial Ridge is the largest tallgrass prairie and wetlands restoration project ever. In 2007, the Nature Conservancy made a 160,000-acre purchase in New York forestland to ensure future growth and nonextinction.