Instructional Features

TEAM is designed for use by ESL teachers and by general education teachers as a support for ELs 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: Food and You				
LESSON 1: Food Safety	Science Social Studies	Details	Synonyms	Persuasive Writing
LESSON 2: A Plant-Based Diet	Science Social Studies	Main Idea	Uncountable Nouns	Informative Paragraph
LESSON 3: Bread and Paintings	Language Arts Social Studies	Character Traits	Verbs	Story
UNIT 2: Storytelling				
LESSON 4: Stories on the Go	Science Mathematics	Fact and Opinion	Multiple-Meaning Words	Podcast
LESSON 5: Everyone Has a Story	Science Mathematics	Predictions	Definite and Indefinite Articles	Survey
LESSON 6: Stories of Interest	Language Arts Social Studies	Analyzing Language	Order of Adjectives	Story Summary
UNIT 3: The Body and Technology				
LESSON 7: Medical Imagery	Science Social Studies	Compare and Contrast	Root Words	Descriptive Paragraph
LESSON 8: You Are Unique	Science Mathematics	Cause and Effect	Transitional Words	Summary
LESSON 9: An Unexpected Practice	Language Arts	Parts of a Story	Figurative Language	Personal Narrative
UNIT 4: Our Government				
LESSON 10: Electing the President	Social Studies Mathematics	Cause and Effect	Suffixes and Parts of Speech	Opinion
LESSON 11: The Judicial Branch	Social Studies	Sequence	Confusing Words	Informative Paragraph
LESSON 12: Decisions	Language Arts Social Studies	Characters	Adverbs	Explanatory Paragraph

TITLE **Everyone Has a Story**

GENRE Informational Text

LESSON OBJECTIVES
- Read, discuss, and write about sharing stories in a new medium
- Make predictions
- Listen to and understand a conversation about surveys
- Using indefinite and definite articles correctly
- Write an informational paragraph

Content Standards Connection
- The Language of Science
- The Language of Mathematics

ELA Standards Connection

Reading
- Use prior knowledge and information from a text to make predictions
- Read and understand an informational text
- Use information gained from illustrations and words to demonstrate understanding of the text
- Determine meaning of words and phrases
- Identify main ideas and details that support main ideas
- Know and apply grade-level phonics and word analysis skills in decoding words
- Ask and answer questions to demonstrate understanding of a text
- Describe logical connections between particular sentences and paragraphs in a text
- Determine author's point of view or purpose in a text
- Use language related to cause and effect to demonstrate understanding of events in a text

Speaking and Listening
- Ask and answer questions to demonstrate understanding of a text
- Engage in collaborative discussions
- Read prose orally with accuracy and fluency to support comprehension
- Pose and respond to questions that probe reasoning and evidence
- Clarify ideas and conclusions
- Evaluate speaker's point of view and reasoning

Writing
- Use language to write an informative paragraph
- Create and structure a piece of writing
- Develop and strengthen writing by planning and editing
- Produce clear and coherent writing appropriate to the purpose and audience

Grammar and English Conventions
- Demonstrate an understanding of word relationships
- Use knowledge of language and its conventions when writing
- Recognize definite and indefinite articles
- Use definite and indefinite articles correctly in sentences

ACADEMIC LANGUAGE OF LESSON	
Tier 1	campaign, hassle, online, survey
Tier 2	collaborated, garnered, lucrative
Tier 3	acumen, algorithm, bias, corporate, entrepreneur, format, founders, negotiated, registered, skewed, subsidiary, upload, usability

OBJECTIVE
• Use descriptive language to discuss surveys
• Use language to ask questions and contribute to a conversation

TOTAL TIME: 45 Minutes
My Learning Goals: 5 Minutes
Working with Page 71:   15 Minutes
Working with Page 72: 20 Minutes
Check My Goals: 5 Minutes

ACADEMIC LANGUAGE
Tier 1: campaign, survey **Tier 3:** bias, skewed

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 to students that they will listen to a conversation two times. The first time they hear the conversation, they should just listen carefully. As they listen a second time, they should take notes on the chart about what they hear. Then they will participate in a conversation about what they have heard as well as what they have learned from the reading passage.

Say: **Listen to a conversation between two students about surveys. You will listen to the conversation two times. Listen carefully the first time. The second time you listen, take notes on the chart about what you hear.**

Play the audio two times. Pause after the first play to discuss the conversation and any questions the students may have.

Full audio script on the next page.

If students cannot complete the activity, provide a script of the audio so they can follow along. Then replay the audio.

Have volunteers provide answers from their charts.

Answers will vary.

Listen and Discuss

LISTENING

MY LEARNING GOALS
I can
○ listen to a conversation about taking a survey.
○ participate in a discussion.

Listen to a conversation between friends about conducting a survey. While you listen the second time, take notes on the chart below.

Answers will vary.

1. A survey asks a sample of people questions to determine their interest is something.

2. You need to consider how accurate a survey is.

3. The number of people in the survey is important.

4. You need to know if the survey was self-selected or random.

5. Advertising is based on surveys.

6. Political campaigns use surveys.

AUDIO SCRIPT

Amir: Do you know what a survey is?

Lei: Yes. A survey is an investigation that asks a group, or sample, of people to answer one or more questions. Then the survey taker draws conclusions about what most people think based on the answers of the sample.

Amir: Exactly. Did you know that before accepting a claim based on a survey you should consider how accurate the survey is? You need to know how the survey was conducted and whether it is accurate.

Lei: True. One thing to consider about a survey is the size of the sample. Survey takers select a sample of the total number of people in the whole group. A surveyor might ask 1,000 high school students about their favorite social media. There are actually millions of high school students in the United States, but 1,000 high-schoolers make up a sample of the whole population of high school students. The larger the sample, the more accurate the response is, up to a point.

Amir: Opinion polls usually use a sample that ranges from 500 to 2,000 people. Larger samples are sometimes used in a government survey about issues like home ownership or unemployment rates.

Lei: Another factor to consider is the accuracy of the response to the survey. A sample must be chosen randomly if the sample is to reflect the population fairly. If you asked 1,000 high school students what their favorite source of social media is and they all happened to live in a town that was the headquarters of that social media, their responses might be unfairly skewed toward that brand. A sample is said to be biased, or prejudiced, when some characteristic unfairly influences its responses.

Amir: Self-selected samples can be biased. If only people with an interest in the subject bother to respond to the survey, the sample is not random. One example of a self-selected sample is if you voted for something online.

Lei: That's true. Bias can also be present in the way a question is worded or in the particular answers from which you can choose. For example, if your favorite brand of social media is not one of the choices, you might pick another brand just because it is there.

Amir: Do you know that much advertising is based on surveys?

Lei: Yes, information about voters and their political beliefs or support for a candidate's campaign or an issue is also based on surveys.

WORK WITH THE PAGE

Tell students they will now have a conversation about what they have heard and read. Have students ask and answer questions with a partner, or select volunteers to model the question and answer in front of the class.

You can model the conversation by using sentence starters to ask and answer questions about conducting surveys.

Ask: **What surveys have you participated in?**

Sentence Starter

I have participated in surveys about ___. [candidates running for political office]

I have participated in readers' polls about ___. [the best businesses, restaurants, and stores in my town]

Another survey I participated in was ___. [about which recipes should appear in a newspaper food section]

One survey I participated in online asked ___. [about my satisfaction after purchasing something from a store]

You can choose to extend the conversation by asking more questions about surveys.

CHECK MY GOALS

Ask students to turn back to My Learning Goals at the beginning of the section. Have students assess whether they have met these goals. Students should be able to check all goals. If they cannot, spend one-on-one time to provide additional support.

LANGUAGE DIFFERENTIATION

Beginning	Encourage students to complete sentences about surveys, using sentence starters.
Developing	Provide sentence frames and encourage students to model a conversation about surveys and how they were conducted.
Expanding/ Bridging	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.

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