

Instructional Features

TEAM is designed for use by ESL teachers and by general education teachers as a support for EBs/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: 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 Another World
GENRE Literary Text (science fiction)

LESSON OBJECTIVES

- Read, discuss, and write about science fiction stories
- Identify parts of a story, including parts of the plot
- Listen to a science fiction story and participate in a discussion
- Identify and use homophones correctly
- Write part of a science fiction story in journal form

Content Standards Connection

- The Language of Language Arts
- The Language of Science

ELPS Student Expectations

Reading

- Ask and answer questions to demonstrate understanding of a text
- Recognize and describe elements of the plot (flashback, climax, conflict)
- Describe logical connections between particular sentences and paragraphs in a text
- Describe characters and explain how their actions influence the story
- Understand features of different genres (realistic fiction, science fiction)
- Determine meaning of words and phrases
- Use information gained from illustrations and words to demonstrate understanding of the text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Make inferences based on the story
- Use details in the story to make predictions about what will happen next

Speaking and Listening

- Respond to and pose questions
- Engage in collaborative discussion
- Follow instructions
- Use listening and speaking skills to analyze literature
- Tell about a story using descriptive details
- Express ideas clearly and concisely

Writing

- Use language to write a continuation of a story
- Write a fictional journal entry to explore a character's thoughts and feelings
- Use descriptive language
- Describe sequence of events
- Structure a creative piece of writing
- Develop and strengthen writing by planning and editing

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Demonstrate an understanding of word relationships
- Recognize and define homophones
- Choose the correct homophone to use in a sentence

ACADEMIC LANGUAGE OF LESSON

Tier 1	accurate, alighted, anticipation, efficient, vegetation
Tier 2	advent, climax, condescending, conflict, cycle, definitions, elongated, flashback, narrating, routine, technique
Tier 3	crescendo, fictional, genre, geology, homophones, literature, viewpoints

TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 77: 15 Minutes

Working with Page 78: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Assess student knowledge about science fiction literature
- Introduce literary elements
- Review a reading strategy with students (Parts of a story)

ACADEMIC LANGUAGE

Tier 2: climax, conflict, flashback, narrating Tier 3: genre, literature

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

Introduce the topic to students.

Say: Today, we are going to read a science fiction story. Science fiction is a genre, or type of literature.

Read the paragraph or ask a volunteer to read the paragraph. Preteach any unfamiliar vocabulary.

Engage students in a conversation about what they have read.

Discuss science fiction with students, Or, discuss this in the Let's Read section.

Say: What is a science fiction story? [A story in an unreal setting that uses some science fact] Have any of you read or watched a science fiction story? Tell me about it.

Turn students' attention to the illustration. Ask students to orally discuss what is happening in the illustration. If necessary, provide sentence starters to help students ask and answer questions about the illustration.

Say: Look at the picture. What is happening?

LESSON
6

Before We Read


MY LEARNING GOALS

I can

- tell what I know about science fiction stories.
- identify parts of a story.

Another World

Science fiction is a popular genre of literature. A science fiction story typically takes place in an unreal setting. The characters may live on another planet or travel through time. These stories may occur in the future. Some element of science fact forms the background of the story. Although the characters may be humans, they sometimes have special powers, or they interact with made-up creatures.



Some science fiction stories take place on a difficult planet.

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Unit 2 ★ Lesson 6 **77**

If students struggle to describe what is happening, work together in a small group or as a class to discuss the illustration. Direct students to write a caption under the picture about what they have read and discussed.

If students struggle to write a caption, have them work in pairs or as a class to orally develop a caption.

**WORK WITH THE PAGE**

Read section four of the passage aloud, have students read chorally, have student volunteers take turns, or have students read silently.

Say: Now, we will read the end of the story.

Read the text on the page. Talk about the illustration. Explain *alighted*.

Encourage students to ask questions as you read.

Pause at the end of the page to explain any words or phrases that students are unfamiliar with.

**Check for Understanding**

Instruct students to complete the Check for Understanding.

Say: Now, complete the Check for Understanding at the bottom of the page.

Ask students to share their answers.

You may choose to expand the activity by orally asking students more questions.

**Turn and Talk**

Direct students to complete the Turn and Talk activity with a partner.

Say: Look at the Turn and Talk question at the bottom of the page. Turn to a partner and read and answer the question.

What is your favorite thing to do in the summer? In the summer, I like to ____.

[play baseball; go to the pool; go to the beach; ride bike]

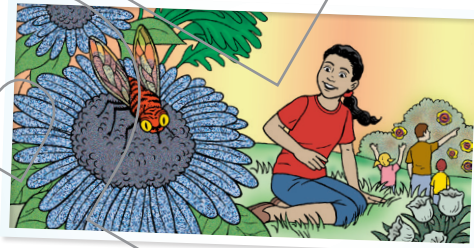
**Let's Read**

Aliyah heard the pressure doors hiss open. There was a tremendous cheer. Before she knew it, she found herself outside.

No one was paying the slightest attention to her. No one would have noticed if she had broken down completely and curled up into a ball. Everyone was taking in the spectacle, the sights, the sounds, the smells, as if they were observing this wonder all alone.

Before Aliyah's eyes, the gray-brown carpet of vegetation turned green, then greener. Plants began to sprout from the ground. In minutes, there were flowers of every color, colors that had no name. A tigerfly—a real, live tigerfly—zoomed past her ear and alighted on a blue flower as large as her head. Overhead the two suns, Daphne and Phoebus, faced each other as though beginning a stately dance.

Aliyah dropped to the ground. She smelled the grass and felt it tickle her face. Then she closed her eyes and began to roll around.



Underline the words that tell why no one was paying attention to Aliyah.



What is your favorite thing to do in the summer?

In the summer, I like to _____.

To extend the conversation, use these questions and sentence starters.

What is your favorite thing to do in the winter? In the winter, I like to ____.

What is your favorite thing to do in the fall? In the fall, I like to ____.

What is your favorite thing to do in the spring? In the spring, I like to ____.



AUDIO SCRIPT

August 18, 2107: The flight to Kenya was routine, and I have arrived at Elevatorport 2. The Titan mission is actually about to begin. My ID chip identifies me as Aisha Kagan, Mission Specialist: Geology. “Titanology” would be more accurate. It’s not Earth rocks I’m going to be studying, after all, but let’s not be picky. In two months I will be approaching the orbit of Saturn, and what the World Space Agency chooses to call me doesn’t matter. I still can hardly believe I was chosen for this mission.

I suppose I’ll believe it tomorrow when I start up the elevator. The big spaceports, as everyone knows, are in orbit 35,785 kilometers above Earth. At that distance, they circle the planet exactly once each day and they always remain above the same exact spot—in this case, Mount Kenya. Communications satellites have been operating at the same distance from Earth since the 20th century. That was when people first got the idea of a space elevator. It is a lot cheaper and more energy efficient to get to the spaceport by elevator than by shuttle. Of course, it took a while to develop the technology to build the elevators. Now, nanorobots build them out of carbon fiber from both directions at once. The elevators almost build themselves. But human engineers still must do the designing before the nanoprograms can get to work.

We had a small pre-launch party this evening. The restaurants at Elevatorport 2 can duplicate just about every kind of food human cooks have ever dreamed up. The most expensive ones actually serve natural food. Sadly, we won’t be eating any such food for the next four years. Most of my crewmates are here, but Dr. Villareal won’t arrive until tomorrow. Imagine. The elevator gets us up to the spaceport in 40 hours, and the spaceships can get us to Saturn’s orbit in two months. But a hurricane in the Caribbean can still hold up travel on Earth.