



English 3D™

# Instructional Sampler





# Engage Your Multilingual Learners

“The development of *English 3D* is in many ways a professional dream come true for me. These lessons were brought to life in my own classrooms, designed to help students accelerate English language proficiency and develop the academic language skills they need for success in school and life.

After thousands of *English 3D* implementations, the feedback from districts and schools has been tremendous. Not only does *English 3D* build students’ competence and confidence through consistent instructional routines for academic vocabulary, discussion, writing, and more—students also love the content. Our students perceive the program to be stimulating and engaging, and they prove it through vibrant classroom discourse.

*English 3D* has become the class that students don’t want to miss!”

—Kate Kinsella, EdD  
*English 3D* Program Author  
Emeritus Teacher Educator, San Francisco State University

# English 3D Instructional Sampler

*English 3D* is a powerful English language development program designed to accelerate proficiency in the academic language, speaking and listening, and writing skills vital to success in school and in life.

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### Introducing Our Program Author

**Emeritus Teacher Educator from  
San Francisco State University's Center  
for Teacher Efficacy**

Kate Kinsella, EdD, author of *English 3D*, provides consultancy to school districts and state departments to increase achievement of K–12 multilingual learners. Dr. Kinsella regularly coaches teachers and administrators and also teaches first-generation bilingual college students.

Dr. Kinsella is the author of many professional publications and research-validated programs to support multilingual learners and striving readers, including *English 3D*, *Language Launch*, *Read 180* and *Academic Vocabulary Toolkit*. She has served as the lead scholar and pedagogy guide on three U.S. Department of Education funded research initiatives to improve educational outcomes for K–12 multilingual learners

# Understanding the Multilingual Learner

*English 3D* program author, Dr. Kate Kinsella, an authority on English Language Development, has devoted her career to understanding the assets that multilingual learners bring to school and developing curriculum to help them be successful.

During the development of *English 3D*, Dr. Kinsella recalled one of the most poignant and memorable firsthand accounts of the real challenges that students learning English face. It was shared by Consuela, a tenth-grade multilingual learner, who had been enrolled in US public schools since second grade:

**"The class where I think I am a passive person is my English class because in English, I can't express what I want. I can't say as many things as I want to say. Yes, I do say a little bit but not how I would like to. I don't feel like I participate because I am afraid to say something wrong or pronounce a word badly. I don't like to be wrong and I think it is better to be quiet than wrong. That is why I think I am a passive learner in English class because I don't want to be shamed."**

—Consuela, tenth-grader in US schools since second grade

# Achieving Academic Goals

How can we engage students who need to flex their academic English language muscles in every lesson in order to achieve their academic goals?

*English 3D* provides students like Consuela with the tools to build confidence and practice their English language skills in an academic setting:

### **Perceived Potential for Success:**

"I am prepared for this lesson and I won't be embarrassed from peers."

### **Evidence of Increasing Competence:**

"I can see that I am becoming more knowledgeable and skilled."

### **Relevance:**

"I understand why we are learning what we are learning in this class, and it is actually interesting."

### **Validation:**

"My peers and teachers are truly interested in what I have to contribute."





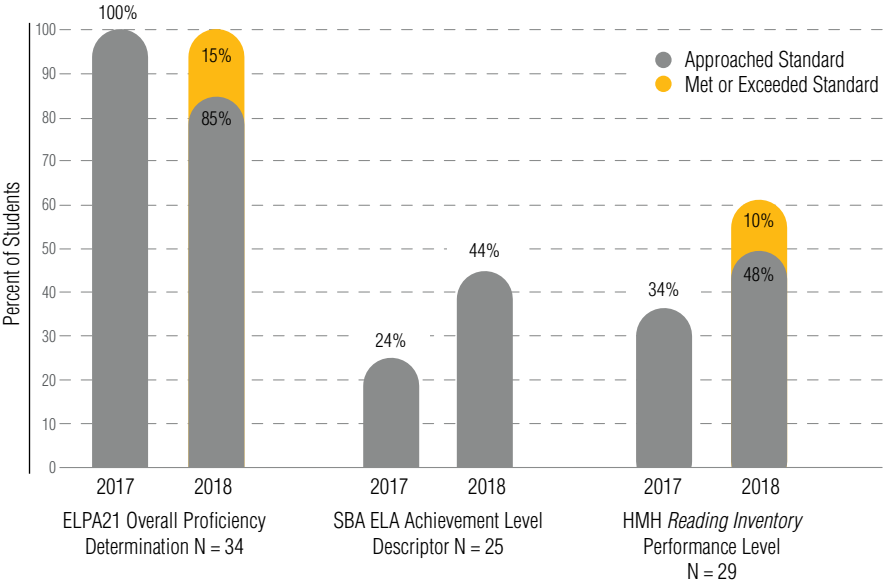
# Real Schools, Real Impact

## English 3D Increases Performance in Tigard-Tualatin School District

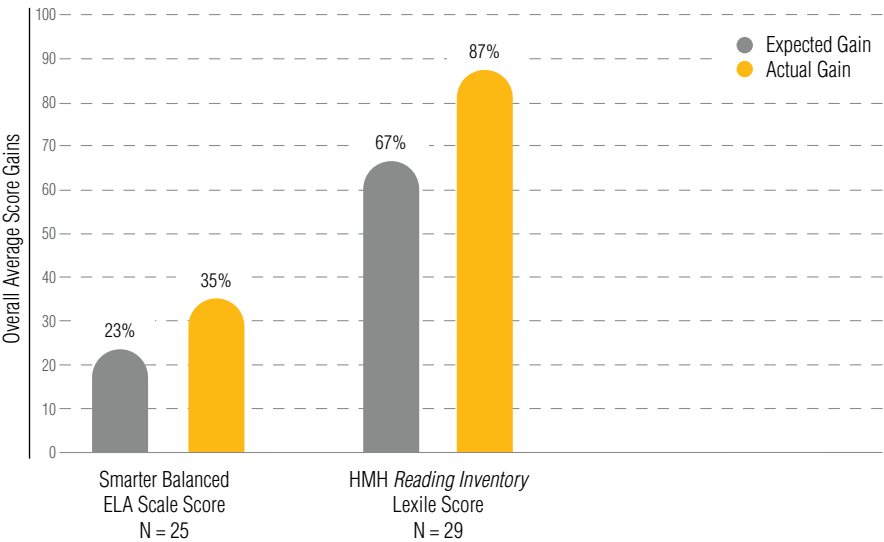
The Tigard-Tualatin School District (TTSD) is the 10th largest school district in Oregon, serving approximately 12,700 students from diverse ethnic backgrounds. After one year of *English 3D* instruction, 6th–8th grade TTSD students demonstrated accelerated growth towards grade-level ELA achievement. The percentage of students achieving a Proficient ELPA21 overall proficiency determination, indicating an ability to access grade-level curriculum, increased statistically significantly from 0% in 2017 to 15% in 2018 (Graph 1). Further, 62% of students increased a performance level on at least one domain.

*English 3D* students averaged a statistically significant 35–point increase in Smarter Balanced Assessment (SBA) ELA overall scale score and achieved greater gains than expected compared to initially same-scoring Oregon peers (Graph 2). On average, students scored better than 18% of their peers in 2017 but better than 20% of their peers in 2018. The percentage of students approaching the standard (Level 2) nearly doubled (Graph 1).

*English 3D* students averaged a statistically significant 87–Lexile (L) gain on the Reading Inventory® and gained 1.3 times as many Lexile® scores as would be expected based on the average growth of a national sample (Graph 2). The percentage of students achieving at least a Proficient performance level increased tenfold from 0% to 10% (Graph 1). The percentage of students who demonstrated at least grade-level reading comprehension ability increased from 0% to 9% and 41% of students increased two or more grade levels in reading comprehension. Further, the correlation between the number of days of *English 3D* instruction and pretest/posttest Lexile gains was statistically significant (with a medium effect size of .3), supporting the idea that students achieve greater reading comprehension with more exposure to *English 3D*.



**GRAPH 1.** Tigard-Tualatin School District English 3D Students, Grades 6–8 (N = 36) Percentage of Students who Approached or Met/Exceeded ELPA21, SBA ELA, and Reading Inventory Assessment Standards, 2017 to 2018.

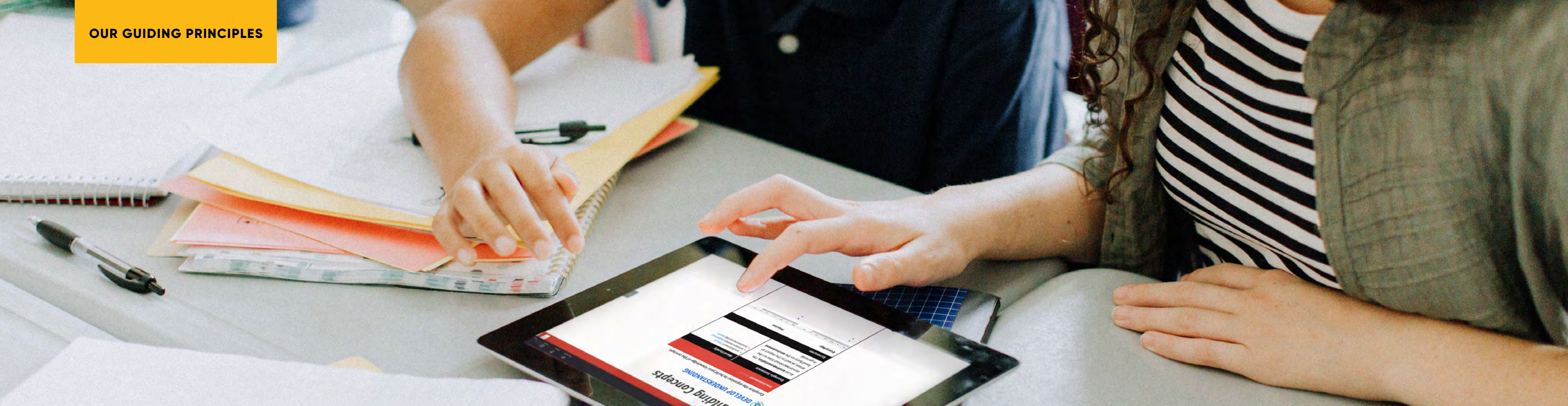


**GRAPH 2.** Tigard-Tualatin School District English 3D Students, Grades 6–8 (N = 36), Overall Gains in SBA ELA Scale Score and Reading Inventory Lexile Score Compared to Expected Gains, 2017 to 2018



The percentage of *English 3D* middle school students achieving proficiency on the English Language Proficiency Assessment increased 15%.





# Language Development Is Imperative

Students engage in the “three Ds” of *English 3D*: Discuss, Describe, and Debate. Every day, they have opportunities to “flex their language muscles” while practicing academic listening, speaking, reading, and writing.

Educators are seeing a year-over-year increase in multilingual learners entering their classrooms. Since 2000, the number of multilingual learners in grades K–12 increased 34%. According to The National Center for Education Statistics and their most recent survey, there are at least 5.1 million ELLs in K–12 classrooms in the United States.<sup>1</sup>

Schools must work to support multilingual learners with instruction designed to accelerate English language development, improve academic standing, and graduate students with the skills they need to become successful.

For youths whose educational and professional aspirations will rely upon competent communication, targeted English language instruction is imperative. Language developed socially amongst peers is not enough to build effective communication skills for academic and professional settings. They need instruction with purposeful speaking and writing contexts that require emphasis on how effectively they are communicating.

Source: [https://nces.ed.gov/programs/coe/indicator\\_cgf.asp](https://nces.ed.gov/programs/coe/indicator_cgf.asp)

# Eight Evidence-based Principles for Explicit Language Instruction

1. Augment core English classes with dedicated English language development
2. Extend prior knowledge of language and content
3. Explicitly teach language elements
4. Utilize consistent instructional routines
5. Model verbal and written academic English
6. Orchestrate peer interactions with clear language targets
7. Monitor language production conscientiously
8. Provide timely, productive feedback on verbal errors



# 01.

## Augment Core English Classes with Dedicated English Language Development

It is critical that students learning English receive access to core content classes with integrated language supports. When multilingual learners also participate in dedicated English language development that includes informed, intentional instruction in how English works and daily structured practice connected to content, they develop a competent command of social and instructional language.

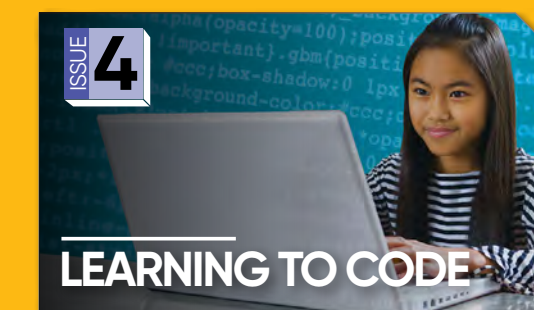
With *English 3D*, teachers have the tools to consistently enhance their instruction. In each lesson, they will:

- Connect language and content through high-interest issues
- Focus on key language functions and features
- Structure opportunities for speaking and listening
- Model how to use response frames with clear language targets

### Course A Volume 1



### Course A Volume 2



*English 3D* presents real-world issues that are relevant to students' lives and provide a platform for daily discussion and writing tasks.

### Course A Volume 1

#### Issue 1 Screen Time

How much screentime is too much?

#### Issue 2 Recess Rules!

Does recess give your brain a boost?

#### Issue 3 Extinct...or Not?

Should we bring extinct animals back to life?

#### Issue 4 Bottled Water

Is it time to dump bottled water?

#### Issue 5 Power Up!

Is it time to plug into wind and solar energy?

#### Issue 6 I Belong

What does it mean to belong?

### Course A Volume 2

#### Issue 1 Too Much Homework

How much schoolwork should follow you home?

#### Issue 2 Heads Up!

Are young athletes heading into danger?

#### Issue 3 Robo-Teachers

Should robots replace teachers?

#### Issue 4 Learning to Code

Is coding the language of the future?

#### Issue 5 Water Waste

Are you watching your water use?

#### Issue 6 Trickster Tales

Is it ever okay to trick someone?



# 01. *(continued)*

## Augment Core English Classes with Dedicated English Language Development

### Course B Volume 1

#### Issue 1 Gaming

Can video games take your brain to the next level?

#### Issue 2 Healthy Choices

Does school food make the grade?

#### Issue 3 Street Art

Where's the line between art and vandalism?

#### Issue 4 Plastic Pollution

Should plastic bags be free or cost a fee?

#### Issue 5 Texting

Could text talk actually be better than real talk?

#### Issue 6 Fast Friends

What makes someone a good friend?

### Course B Volume 2

#### Issue 1 Female Athletes

Is it a win for girls to play on boys' sports teams?

#### Issue 2 Testing on Animals

Does using animals for research pass the test?

#### Issue 3 Living with Drought

When the rain doesn't come down, what can people do to step up?

#### Issue 4 Online Bullying

Should schools step in when cyberbullies strike?

#### Issue 5 Media & Image

Does the media need to take a look at how it shows people?

#### Issue 6 Honesty

Is it ever okay to not tell the whole truth?

### Course C

#### Issue 1 Teen Sleep

Do teens need a wakeup call when it comes to sleep?

#### Issue 2 Learning Languages

Should not knowing another language keep a diploma out of reach?

#### Issue 3 Teens Behind the Wheel

Are teens old enough to get behind the wheel?

#### Issue 4 Teens & Money

Can teens be trusted to know their limits when it comes to credit?

#### Issue 5 Online Learning

When it comes to school, should teens plug in or opt out?

#### Issue 6 Get to Work

Are teens ready to get to work?

### Course B Volume 1



### Course B Volume 2



### Course C





02.

Extend Prior Knowledge of Language and Content

Tying new information to students’ existing background knowledge and experiences—whether personal, cultural, academic, or linguistic—establishes critical linkages and increases retention of learning.

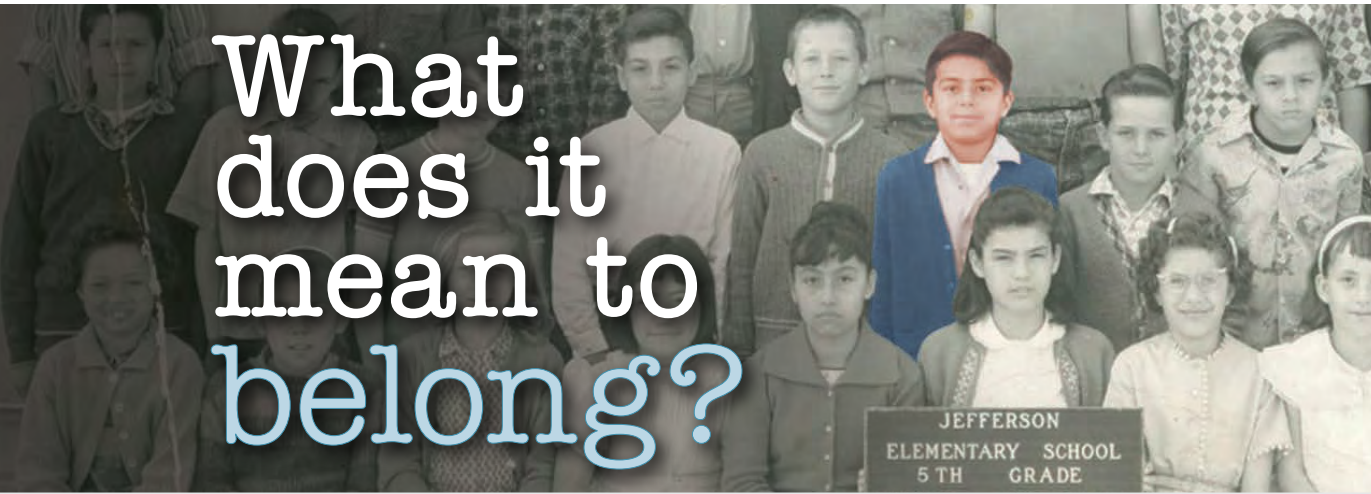
The instruction in *English 3D* supports content knowledge through:

- Sharing cultural knowledge and personal experiences through culturally responsive content
- Connecting new vocabulary in English with Spanish cognates or the word in students’ home language
- Activating and discussing prior knowledge of topics using note-taking scaffolds
- Building upon students’ prior linguistic knowledge using contrastive analysis resources in the 11 most commonly spoken languages in US schools
- Evaluating prior knowledge of topic-related vocabulary and collaborating to discuss word knowledge in small groups

Issue 6 | BELONG

LEARNING & LANGUAGE GOALS

Check your learning in this Issue against the objectives on pages 6–7.



BUILD KNOWLEDGE

Read the overview (*Issues*, p. 46).



BRAINSTORM IDEAS

Write a quick list of times when you feel like you fit in and times when you feel out of place.

- eat family dinners
- 



EXCHANGE IDEAS

Use the frames to discuss ideas with your partner. Listen attentively and record ideas to complete the chart.

Language to LISTEN ACTIVELY

What ideas did you select?

I selected \_\_\_\_\_.

1. (One/Another) time I feel as if I fit in is when I \_\_\_\_\_ (present-tense verb: play)
2. (One/Another) time I feel out of place is when I \_\_\_\_\_ (present-tense verb)

FIT IN	OUT OF PLACE
<ul style="list-style-type: none"><li>• hang out with cousins</li><li>• eat dinner with family</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• start on a new team</li><li>• run late for class</li><li>•</li><li>•</li><li>•</li></ul>



# 03.

## Explicitly Teach Language Elements

In explicit language instruction, students’ interactions with a new language feature are carefully orchestrated, moving from teacher modeling and explanation, to guided practice with the teacher, to structured practice with peers, to independent application.

Instruction that helps multilingual learners take notice of specific linguistic elements makes it far more likely that students will acquire them.

The instructional routines and lessons in *English 3D* guide teachers in:

- Speaking for a variety of purposes, such as stating an opinion, comparing ideas, and elaborating, using increasingly sophisticated language
  - Explicitly teaching content and high-utility academic vocabulary students will encounter across content areas
- Choosing precise words to use in speaking and writing
  - Modeling grammar targets to effectively respond in speaking and writing
  - Analyzing and using language features such as verb tenses, transitions, and sentence structures directly tied to a specific writing type

LESSON 4

Analyzing & Discussing Text

ACADEMIC VOCABULARY

Daily Do Now (p. 177)

(artistic) Janelle used her \_\_\_\_ talents when she \_\_\_\_.

BUILD WORD KNOWLEDGE

Pronounce Words to Go

- **Routine 7: Words to Go (p. 180)** Explain the purpose of high-utility academic words. *These words are widely used in school and the workplace.*
- Pronounce *remove*, ask students to repeat it twice, and give the part of speech. *Remove is a verb, an action word.*

Teach Meanings and Model Examples

- Display and read aloud the meaning of *remove*. Have students fill it in and read it aloud.
- Display and read aloud the first example frame. Provide a model response and have students copy it.
- Explain the meaning of *removal*. Read the second example frame and provide a model response. Explain the grammar target. *After the preposition of, I need a noun or noun phrase such as trash cans or benches near the lake.*
- Have partners share responses and record one.

Language to LISTEN ACTIVELY

What example did you add? I added \_\_\_\_.

What example did you record? I recorded \_\_\_\_.

Words to Go

Words to Go	Meanings	Examples
<b>remove</b> re•move verb	to take something <i>away</i>	When we moved to a new home, we had to <b>remove</b> the <i>old table and chairs</i> that (was/were) left behind.
<b>removal</b> re•mov•al noun	the act of taking something <i>away</i>	The <b>removal</b> of <i>a favorite swing set/the huge old oak tree</i> from the park made people upset.

DISCUSS & WRITE EXAMPLES

Discuss your response with a partner. Then complete the sentence in writing.

**Removing** *noun phrase: the chorus* from our school activities would be a shame because many students *present-tense verb: love to sing*.

**Write your response and read it aloud to a partner. Listen and record a new idea.**

A new school policy requires the *noun: removal* of any student who *present-tense verb: bullies another student*.

BUILD WORD KNOWLEDGE

Complete the meaning and examples for this high-utility academic word.

Word to Go	Meaning	Examples
<b>represent</b> rep•re•sent verb	to be a sign or mark that <i>means</i> something	At school, <i>wearing similar clothes</i> can <b>represent</b> your membership in a particular group. For many teens, turning 18 <b>represents</b> <i>becoming an adult./being independent</i> .

DISCUSS & WRITE EXAMPLES

Discuss your response with a partner. Then complete the sentence in writing.

Messages, smiley faces and other emoticons **represent** *noun phrase: the writer's*

**Write your response and read it aloud to a partner. Listen and record a new idea.**

On an assignment *present-tense verb: represents* a student's *noun phrase: hard* effort.

Student's Name	Idea for Remove/Removal	Idea for Represent

Guide Verbal Practice

- Display a response for the first frame, read it aloud, and have students echo-read. Direct students' attention to grammar targets. *I need a noun or noun phrase that names what is being removed, such as the chorus. For the second blank, students should be followed by a present-tense verb. Because students is plural, the verb should not have an -s ending.*
- Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.
- Preselect two students to begin class discussion, followed by additional reporters. Remind students to listen and record a strong idea after the discussion.

EXPANDING (p. 54F)

BRIDGING (p. 54F)



# 04.

## Utilize Consistent Instructional Routines

A consistent set of recursive, research-informed instructional routines with clear teacher and student roles, steps, and language targets maximizes student engagement and accelerates language development.

### Routine 3

#### Words to Know

**Why It's Important**

- Activates prior knowledge and builds conceptual knowledge about topic-related academic words.
- Builds domain-specific academic word knowledge for speaking and writing.
- Allows students to engage in more fluent reading.

**When to Use It**

- Follow the Words to Know routine when you teach topic-related academic words during an Issue.
- Use this routine with the core curriculum if there are academic words that your students would benefit from learning before speaking, reading, or writing about a particular topic.

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### Words to Know

*Teach students domain-specific academic words to activate and build conceptual knowledge before reading, speaking, and writing about an issue.*

#### Building Conceptual Knowledge

Multilingual learners often do not have academic vocabulary knowledge specific to a particular topic to effectively speak and write about it. Some topic-related words may be part of students' receptive vocabularies—they have heard or seen them before—but they are not part of their expressive vocabularies—they wouldn't choose to use them during a discussion or in a writing assignment. The Words to Know routine activates students' prior knowledge and builds conceptual knowledge about domain-specific academic words.

Students first evaluate their prior knowledge of each topic-related academic word and collaborate to discuss their word knowledge in small groups. Then the teacher explicitly explains the meanings and the class discusses examples. When students later encounter these topic-related words while reading informational text, they are able to engage in more fluent reading. Most importantly, students have a bolstered academic vocabulary to draw from when they speak and write about the issue.

#### Words to Know at a Glance

Students record meanings and examples for domain-specific academic words in their Language & Writing Portfolios.

- 1. Pronounce Words to Know** Say the words and have students repeat them twice.
- 2. Rate Word Knowledge** Ask students to think about what they already know and mark a rating for each word.
- 3. Discuss Word Knowledge** Direct students to use frames to facilitate small-group discussions about what they know about each word and to report word knowledge to the class.
- 4. Explain Meaning** Display the word meaning, read it aloud, and have students record it.
- 5. Discuss Examples** Model an example and then have students facilitate a discussion about additional examples, and report and record strong contributions.

#### Language to FACILITATE DISCUSSION

Display and model how to use these frames to share and report word knowledge.

##### Sharing Word Knowledge

- So, (Name), are you familiar with the word \_\_\_\_\_?
- I have never seen or heard the word \_\_\_\_\_.
- I recognize the word \_\_\_\_\_ but need to learn how to use it.
- I can use \_\_\_\_\_ in a sentence. For example, \_\_\_\_\_.
- I know that the word \_\_\_\_\_ means \_\_\_\_\_.

##### Reporting Word Knowledge

- We are unfamiliar with the word \_\_\_\_\_.
- We recognize the word \_\_\_\_\_, but we would benefit from a review of what it means and how to use it.
- We think \_\_\_\_\_ means \_\_\_\_\_.



05.

Model Verbal and Written Academic English

Teachers can facilitate advanced English acquisition by serving as an eloquent and articulate user of both social and academic language. Using complete sentences, precise vocabulary, and a more formal register during lessons models “the language of school” and creates a supportive climate for second-language production and experimentation. Similarly, multilingual learners benefit from extensive exposure to engaging and effectively written academic English.

The instructional routines and lessons in *English 3D* guide teachers in:

- Serving as a model for speaking using an academic register
- Guiding students to use precise synonyms in speaking and writing
- Building awareness of informal, everyday language versus formal, academic English
- Responding during partner and class discussions using academic response frames
- Displaying models of academic language that students can readily draw from in classroom interactions
- Analyzing effective writing models for academic language features

Academic Discussion

SHOULD GIRLS BE ALLOWED TO COMPETE ON BOYS’ SPORTS TEAMS?



BRAINSTORM IDEAS

Briefly record at least two ideas in each column using everyday English.

Agree	Disagree
<ul style="list-style-type: none"><li>• can be just as strong</li><li>• gender shouldn’t matter</li><li>• </li><li>• </li></ul>	<ul style="list-style-type: none"><li>• boys might be uncomfortable</li><li>• need separate locker rooms</li><li>• </li><li>• </li></ul>



ANALYZE LANGUAGE

Complete the chart with precise adjectives to discuss and write about the topic.

Everyday	Precise
strong ( <i>adjective</i> )	lean, durable,
tough ( <i>adjective</i> )	aggressive, assertive,
play ( <i>verb</i> )	engage, participate,



MAKE A CLAIM

Rewrite an idea using the frame and precise words. Then prepare to elaborate verbally.

Frame: In my opinion, girls (should/should not) be allowed to compete on boys’ sports teams because they \_\_\_\_\_ (present-tense verb: have, are, compete, deserve)

Response: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Language to ELABORATE

For example, \_\_\_\_\_.

This is the case because \_\_\_\_\_.



# 06.

## Orchestrate Peer Interactions with Clear Language Targets

To make second-language acquisition gains, multilingual learners must have daily opportunities to communicate using social and academic English. Structured peer interactions provide students with the opportunity to practice using the language they are learning.


In *English 3D*, teachers structure peer interactions by:

- Strategically partnering and grouping students
- Teaching and practicing the “4 Ls of Productive Partnering”
- Displaying and modeling response frames for collaboration that provide students with the language they need to discuss ideas with partners and in small groups
- Assigning attentive listening tasks for accountability during partner and class discussions, such as note-taking and restating or reporting a partner’s idea

COLLABORATING & WRITING

### Ten-Minute Response

A **ten-minute response** uses academic register. It begins with a well-stated **claim**, followed by **two detail sentences** that elaborate with relevant examples and precise words.


**PRESENT IDEAS**  
Listen attentively and take notes. Then write if you agree (+) or disagree (-).

**Language to COMPARE IDEAS**  
My point of view is related to \_\_\_\_'s.

Classmate's Name	Idea	+/-

**Prompt**

Should cyberbullying be a crime? Write a ten-minute response that states and supports your claim.

**ELABORATE IN WRITING**  
Work with the teacher to write a ten-minute response in academic register.

**Language to COLLABORATE**  
Let's think about what to write. One option is \_\_\_\_\_.  
What's your opinion? Another idea I have is \_\_\_\_\_.  
Okay. Let's write \_\_\_\_\_.

I would argue that cyberbullying should be a crime because laws are a legitimate way to address a grave incident. For example, laws against cyberbullying would \_\_\_\_\_ that people caught cyberbullying would have to \_\_\_\_\_ or \_\_\_\_\_.  
As a result, students who were considering \_\_\_\_\_ would probably \_\_\_\_\_.

**Work with a partner to write a ten-minute response in academic register.**

I would argue that cyberbullying \_\_\_\_\_ be a crime because laws are (a/an) \_\_\_\_\_ way to address (a/an) \_\_\_\_\_ incident. For example, cyberbullies can always \_\_\_\_\_ without actually \_\_\_\_\_.  
As a result, they would never \_\_\_\_\_ the way they would if \_\_\_\_\_.

Online Bullying 91



07.

Monitor Language Production Conscientiously

When teachers communicate expectations and carefully monitor interactions, students have a sense of accountability for the language forms they use during class. Teachers who conscientiously listen to verbal responses and read written responses can provide targeted and productive feedback to individual students or the class.

ESSENTIAL ROUTINE

Setting Up & Monitoring Tasks

Why It's Important

- Ensures that students fully comprehend directions and expectations.
- Allows students to engage productively in independent and collaborative work.
- Equips students with language to ask for clarification or assistance.
- Provides teachers with guidance on how to monitor daily tasks and provide formative feedback.
- Requires that a range of students participate and respond.

When to Use It

- Use the steps for setting up a lesson task each time you introduce a new lesson or part of a lesson.
- Monitor lesson tasks when students are working independently, with a partner, or in a group.
- Use varied strategies to elicit responses whenever individuals, partners, or small groups are reporting out to the whole class.

3D IN ACTION



Go online to watch Dr. Kate modeling how to set up and monitor tasks and elicit responses.

Setting Up & Monitoring Tasks

Ensure that students comprehend tasks, engage productively in independent and collaborative work, and develop fluency with the “language of school.”

Setting Up a Lesson Task

To complete tasks efficiently and accurately, underprepared learners need the teacher to model expectations, check for understanding, and monitor their interactions and written work. Multilingual learners and less proficient students often fail to get off to a promising start on tasks because they did not fully comprehend the directions and expectations. Instructional routines require meticulous set up and monitoring to ensure that students comprehend each lesson task, participate dynamically, and apply increasingly complex language targets appropriately.

Checking for Understanding

Multilingual learners and less proficient students often experience confusion regarding the process and content required to complete lesson tasks, particularly more complex collaborative work and formal writing assignments. Unfortunately, underprepared students are the least likely to articulate their need for clarification. They may not know how to phrase their requests. Simply saying “I don’t get it” or “I need help” may be perceived as a sign of disrespect instead of an authentic request for assistance. Equip students with language to effectively and politely ask for clarification and assistance in academic settings.

Monitoring Independent and Collaborative Tasks

Regardless of the task, actively monitor students to:

- Communicate the importance of the task
- Gauge understanding of the steps in the task
- Redirect off-task or idle students
- Listen to or read responses to determine whether students are applying language targets accurately
- Provide frequent formative feedback

- Identify linguistic challenges to address or reteach with the whole class
- Assist students who are struggling with the content or process
- Preselect students to give initial responses
- Determine the appropriate time to wrap up the task

Follow these suggestions to monitor productivity, comprehension, and language use in a large, mixed-ability class:

- Make sure not to dwell on one student, pair, or group.
- Do not circulate throughout the entire classroom.
- Have specific students in mind to represent the various proficiency levels within the class.
- Check in with a few average students first. If they are having difficulty, assume the weaker students are struggling.
- After listening to or reading the work of a few average students, check in with a weaker and stronger student.
- Select a different set of students representing a range of proficiency levels to monitor during the next task.

Strategies to Elicit Responses

Often a few “professional participants” assume responsibility for responding in class on a regular basis. Response frames and partner rehearsals will bolster students’ confidence, but students must also perceive that the teacher is committed to hearing a range of responses. Relying on volunteers is not a reliable or efficient source for contributions, nor is overuse of a single strategy (e.g., only calling on students randomly using name cards). Use varied strategies to elicit responses from a range of students throughout a lesson. Strike a balance between preselected, randomly selected, and voluntary responses to increase the quality and quantity of verbal contributions.

Language to ASK FOR CLARIFICATION AND REQUEST ASSISTANCE

Display these frames and model how students can raise their pens during independent and partner tasks to attract your attention and communicate their instructional needs.

Asking for Clarification

- I have a question about \_\_\_\_\_.
- I’m not quite certain how to \_\_\_\_\_.
- I don’t understand the meaning of \_\_\_\_\_.
- Can you please explain what \_\_\_\_\_ means?

Requesting Assistance

- Would you mind showing me how to \_\_\_\_\_?
- Would you please help me (write/say) \_\_\_\_\_?
- How do I spell the word \_\_\_\_\_?
- Is there another way to (write/say) \_\_\_\_\_?



08.

Provide Timely, Productive Feedback on Verbal Errors

A critical component of effective language instruction is teacher feedback to students about the accuracy of their language use. Corrective feedback on verbal production errors can be offered in ways that are at once timely, effective, and respectful. When students have linguistic awareness developed from conscientious instruction and structured practice, a teacher can more easily guide them in identifying an error and self-correcting.

English 3D supports teachers in monitoring students and providing feedback by:

- Providing strategies for checking for students’ understanding of a lesson task
- Advising how to provide feedback to elicit accurate language use
- Building in model language to explain key language targets
- Including varied strategies to elicit response during class discussions
- Directing how to choose students to monitor and preselect students to report their responses

INSTRUCTIONAL ROUTINES

Setting Up a Lesson Task

**Purpose:** *To explain directions and expectations so that students have a productive start.*

- 1. Direct Students' Attention**
  - Call students’ attention to the board, text, or directions.
- 2. Establish Lesson Objectives**
  - Review the objectives in the Planning Guide and write a student-friendly version on the board at the start of the lesson. *Today, you will state ways in which schools can promote students’ health using precise words. Then you will restate your partner’s idea and agree or disagree with classmates during our class discussion.*
- 3. Define the Lesson Task**
  - Clearly explain what students will be doing. *Read aloud directions and frames. Place your reading guide card under the first frame. Read it silently as I read aloud: One way schools can promote students’ health is by \_\_\_\_.*
  - Ask students to underline potentially unfamiliar words, and write synonyms that you provide above them. *The verb promote means “to encourage” or “to support.” Let’s write support above promote.*
  - Break the task into parts and walk students through each part. *You have two parts to complete. First, write something specific that schools could do to promote students’ health, following the preposition by with a precise verb + -ing like offering or increasing. Then, add a concrete illustrative example.*
- 4. Model a Response**
  - Display and read aloud a model response. Use accessible and relevant content that students are unlikely to produce, leaving more familiar content for them. *Read along with me silently as I read aloud my response.*
  - Echo-read your model response in phrases. *Let’s echo-read my response in phrases to practice the frame. One way schools (pause) can promote students’ health (pause) is by providing opportunities to exercise (pause) such as running clubs.*
  - Deconstruct your model response so students understand how it meets expectations. *Notice I’ve completed the frame with an action schools can take, using a precise verb + -ing, relevant content, and a concrete example.*
- 5. Check for Understanding**
  - Use a strategy to verify that students grasp the process and expected outcomes. *Partner A, explain to your partner what you need to do to complete the first frame. Partner B, listen and add anything your partner leaves out. If you are unsure, prepare together to ask for clarification using a frame.*

Monitoring a Lesson Task

**Purpose:** *To effectively monitor tasks, provide feedback, and select students to report responses.*

- 1. Target Students**
  - Direct your attention to 2 or 3 average students to gauge if the class would benefit from additional explanation or modeling. If these students are focused and responding adeptly, provide support to less prepared students.
- 2. Read or Listen to Responses**
  - Circulate and listen to verbal responses or read students’ written responses.
- 3. Provide Feedback**
  - Give feedback to elicit accurate language use. *I see you wrote the singular noun factor. The word two at the beginning of this sentence tells me that I need to write the plural noun factors. Add an -s to make it plural.*
- 4. Preselect Students**
  - Preselect students for initial whole-class reporting. *I’m going to ask you to share this response with the class.*
- 5. Elicit Additional Responses**
  - Use varied strategies to call on reporters after preselected student(s). *I’ve pulled JC’s name card. JC, share your response. Then “popcorn” to a female student on the left side of the room by saying, “I would like to hear from \_\_\_\_.” That student will select a male student on the right side of the room. Let’s conclude with two volunteers, one from the back and one from the front. You have two options: read your own response or read your partner’s response by saying, “I plan to read (Name)’s response.”*
  - Prompt students to speak audibly. *I’ll remind you to use your public scholarly voice so that everyone hears your contribution. Sit up, hold up your Portfolio, and use a voice three times louder than your partner scholarly voice.*

IMPLEMENTATION SUPPORT

Monitoring a Lesson Task

Preselecting Students

Avoid extensive praise and use neutral language to preselect students:

- *I’m going to ask you to share your response during our discussion.*
- *I am planning to call on you first to report your perspective.*
- *You will be our discussion “jumper cable” with this response.*
- *Reread your “Show You Know” sentence so that you are prepared to read it aloud to the class and explain why you wrote this form of the word.*

Eliciting a Range of Responses

Use these practical strategies to elicit responses for whole-class reporting:

- **Preselect:** Choose and notify students to give initial responses.
- **Partner Nominations:** Ask students to “nominate” partners who have different responses from those who already contributed.
- **Popcorn:** Ask a student you preselect to report a response and then “popcorn” to another student from a different table, row, or section of the room by saying: *I select (Name).* The second student reports and selects the third reporter, etc.
- **Name Cards:** Randomly select students using name cards. Include all student names each time you choose, or some students will not see the point in participating.
- **Standing Reporters:** Cue all partner As to stand. Then call on one of the students standing to respond. Ask students with similar responses to sit. Call on students until everyone is sitting. Switch to partner Bs and continue.
- **Partner Reporting:** Invite students to report their partner’s idea if it is different from the ideas already contributed.
- **Voluntary Reporting:** Ask for students who have not contributed to report out. Specify how many more responses you expect from different areas of the classroom.

Setting Up & Monitoring Tasks T67

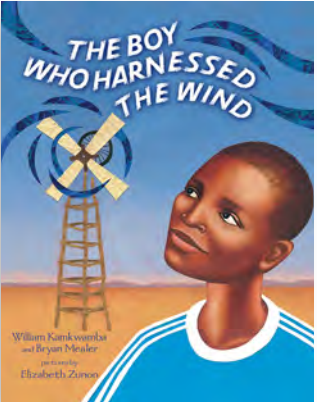
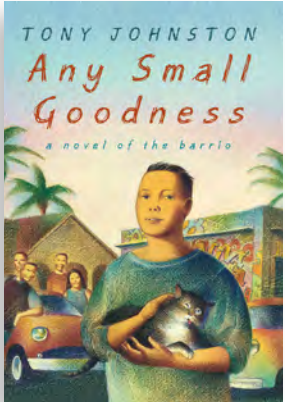
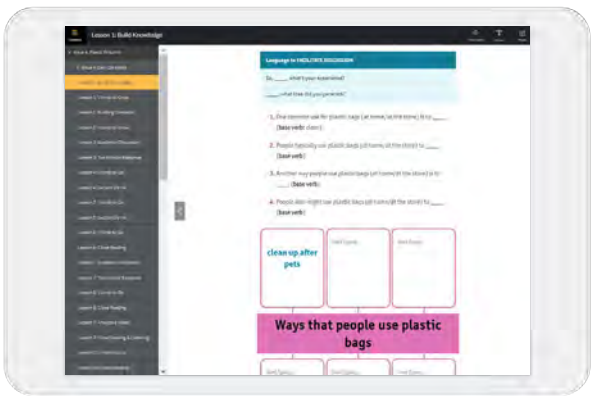
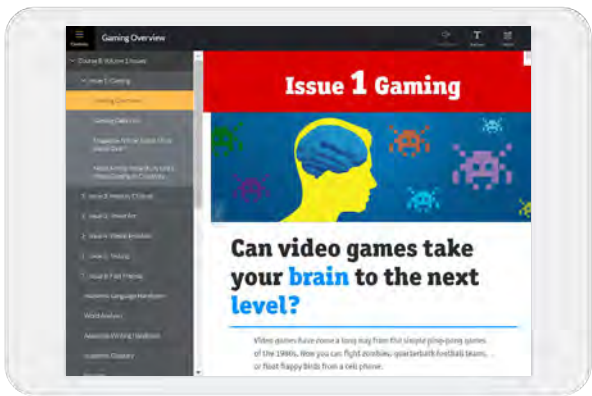
13 English 3D Sampler



# Student Resources

## Accelerate Language and Literacy Development

*English 3D* engages students with high-interest, relevant topics to develop their academic vocabulary and language skills across the domains of listening, speaking, reading, and writing. *English 3D* is available as **Course A** Grades 4–5 (Volumes 1 & 2), **Course B** Grades 6–8 (Volumes 1 & 2), and **Course C** Grades 9–12. Courses can be used flexibly across grade levels depending on students’ needs.



### ISSUES TEXTS

The *Issues* texts include a range of authentic informational and literary texts that students use as a platform for academic speaking and writing tasks. The texts span a variety of structures and include domain-specific and critical academic vocabulary to support students in learning content-area language.

- **Scaffolded instruction** to help students achieve high expectations
- Multiple readings of texts to ensure success with **demanding, complex texts**
- **Fully accessible** anytime online from any device
- **Read-aloud functionality and note-taking capabilities**
- **Vocabulary supports**

### LANGUAGE & WRITING PORTFOLIO

The *Language & Writing Portfolio* is an interactive worktext with scaffolds for student learning, instruction, and practice.

- Domain-specific and high-utility **academic vocabulary**
- **Frames for critical language functions** including restating, elaborating, and agreeing and disagreeing
- **Close reading** and viewing questions that prompt students to respond with text evidence and analyze craft and structure
- **Formal writing assignments** for opinion/argument, summary, informative text, and narrative with opportunities for self-assessment and peer feedback
- Frames to write and present **formal speeches**

### LANGUAGE LAUNCH

The *Language Launch* includes three asset-based units centered around the specific needs of multilingual learners starting at late beginning levels of proficiency.

- Relevant topics and texts to **activate prior knowledge, connect to content areas**, and focus on **building a community** of language learners
- Picture observations, **academic discussions**, and scaffolded scenarios to help students practice speaking
- Tasks with audio supports to **build listening skills** and to practice how to derive meaning from extended conversations and presentations
- Sentence fix-ups, brief constructed responses, and paragraph writing with scaffold frames to **build sentence construction and academic writing skills**

### INDEPENDENT READING LIBRARY (COURSES A AND B)

Each *English 3D* library consists of 20 high-interest, relevant, and culturally responsive titles that span a variety of genres, text types, and levels.

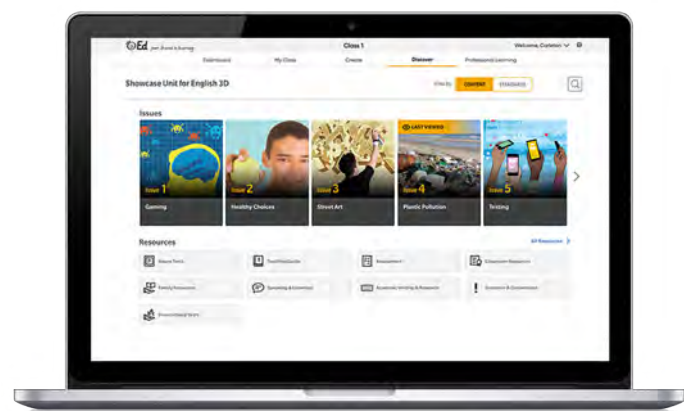
- 15 literary titles, 4 copies each
- 5 nonfiction titles, 4 copies each



# Teacher Resources

## Maximize Language and Literacy Instruction

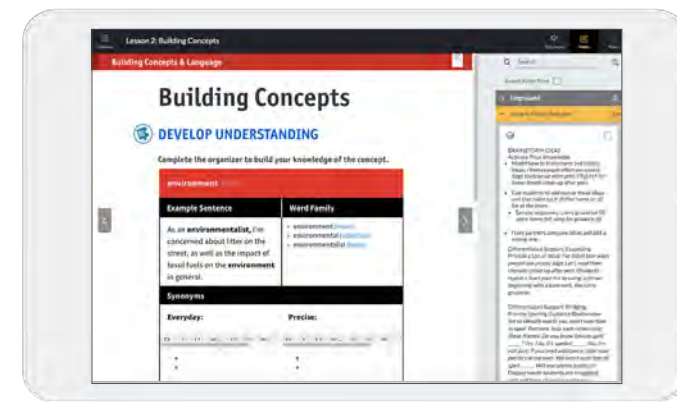
*English 3D* provides teachers with necessary resources to effectively accelerate their students’ language development.



### ED, ONLINE LEARNING PLATFORM

The *Ed* online learning platform provides access to tools and resources to teach, assess, and differentiate.

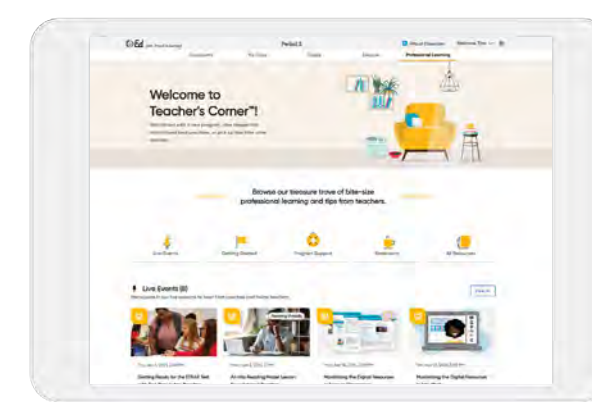
- Digital teaching guide with sample responses and **note-taking functionality**
- **Student texts, multimedia, and lesson content** to display and add model responses during class
- Ability to **monitor students in real time** and provide feedback on assignments
- **Printable resources**, including extended readings, interviews assignments, family letters, grammar and conventions practice, foundational skills lessons, and more.
- **Data reporting** including Growth Report, Assessment Report, and Standards Report



### TEACHING GUIDE

The *English 3D Teaching Guide* is a comprehensive instructional guide comprised of routines, lessons, assessment, and differentiation:

- **Culturally responsive instruction** that leverages multilingual learners’ assets and experiences
- **Recursive routines** for academic vocabulary, speaking and listening, reading, and writing
- **Planning Guides** with targeted language objectives
- **Support and resources to differentiate** based on students’ levels of proficiency and learning needs
- **Assessment tools** to place students, assess learning, inform instruction, and assign grades
- **Resources to leverage language knowledge**, support translanguage through contrastive analysis, and share Spanish cognates



### TEACHER'S CORNER

Connect with a professional learning community to get tips for using *English 3D*, help with lesson planning, and ideas for improving your instructional practice.

- Live online events that offer opportunities to **connect with HMH coaches** and each other
- **Getting Started** on-demand course that empowers teachers to start strong with *English 3D*
- Program support with **more than 150 classroom videos** of Dr. Kinsella and *English 3D* teachers modeling instructional routines
- Access to prominent **thought leaders, experienced coaches, and teachers** on topics such as social and emotional learning, culturally responsive teaching, racial literacy, and more

# Implement an Independent Reading Program

A library of high-interest, on-level, and age-appropriate books provides crucial practice for students learning to tackle books on their own.

**Reading books independently empowers students to:**

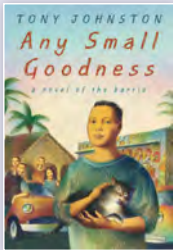
- Build reading fluency and grow reading stamina
- Reinforce language acquisition and accelerate language skills
- Increase background knowledge
- Build domain-specific and high-utility academic vocabulary
- Develop familiarity of grammar and text structures
- Build good reading habits
- Discover new interests and the enjoyment of reading
- Become lifelong readers

Use the *English 3D* Independent Reading Library\* to reinforce critical skills through meaningful and relevant experiences with books. Each library consists of 20 high-interest, relevant, and engaging titles. There are four copies of each title per library, for a total of 80 books. The books span a range of levels and genres to provide practice with skills and strategies as students move toward reading independence and learn to tackle books on their own. The titles in the library were carefully curated to be culturally reflective and responsive, providing students with “windows and mirrors”—reflecting their own cultures and offering views into others’ experiences.

INDEPENDENT READING LIBRARY

COURSE A

LITERARY TEXTS



**Any Small Goodness: A Novel of the Barrio**  
by TONY JOHNSTON  
Realistic Fiction • Novel • 600 • 128 pages



**Baseball in April and Other Stories**  
by GARY SOTO  
Realistic Fiction • Short Stories • 830 • 128 pages



**Bobby vs. Girls (Accidentally)**  
by LISA YEE  
Humor • Novel • 650 • 126 pages



**Granny Torrelli Makes Soup**  
by SHARON CREECH  
Realistic Fiction • Novel • 830 • 160 pages



**Hachiko Waits**  
by LESLEA NEWMAN  
Historical Fiction • Novel • 770 • 96 pages



**The Legend of Hong Kil Dong: The Robin Hood of Korea**  
by ANNE SILLEY O'BRIEN  
Folklore • Graphic Novel • 680 • 48 pages



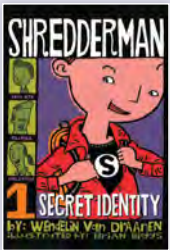
**The Mighty Miss Malone**  
by CHRISTOPHER PAUL CURTIS  
Historical Fiction • Novel • 750 • 130 pages



**One Hen: How One Small Loan Made a Big Difference**  
by KATIE SMITH MILWAY  
Economics • Based on a True Story • 820 • 32 pages



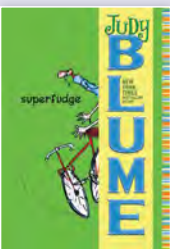
**Paint the Wind**  
by PAM MUÑOZ RYAN  
Realistic Fiction • Novel • 780 • 132 pages



**Secret Identity (Shredderman)**  
by WENDELL VAN DRAANEN  
Humor • Novel • 130 • 144 pages



**Stone Fox**  
by JOHN REYNOLDS GARDINER  
Realistic Fiction • Novel • 550 • 96 pages



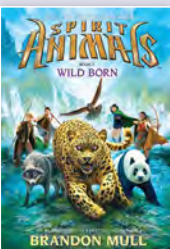
**Superfudge**  
by JUDY BLUME  
Humor • Novel • 560 • 102 pages



**White Fur Flying**  
by PATRICIA MACLACHLAN  
Realistic Fiction • Novel • 400 • 128 pages



**Who Was That Masked Man, Anyway?**  
by AVI  
Historical Fiction • Novel • 420 • 126 pages



**Wild Born (Spirit Animals)**  
by BRANDON MULL  
Fantasy • Novel • 680 • 108 pages

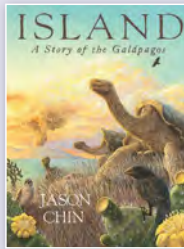
NONFICTION TEXTS



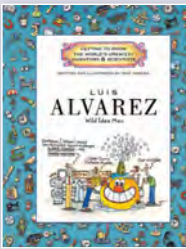
**The Boy Who Harnessed the Wind**  
by WILLIAM KAMKWAMBA & BRYAN MEALER  
Science • Autobiography • 950 • 32 pages



**If the World Were a Village**  
by DAVID J. SMITH  
Social Studies • Informational Text • 840 • 32 pages



**Island: A Story of the Galápagos**  
by JASON CHIN  
Geography & History • Informational Text • 900 • 40 pages



**Luis Alvarez: Wild Idea Man**  
by MIKE VENEZIA  
Science • Biography • 950 • 32 pages

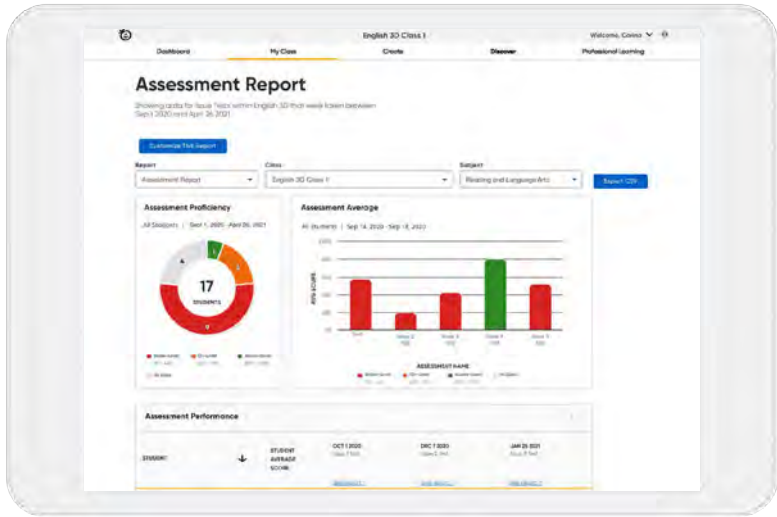


**Stop Bullying**  
by LUCIA RATZINA  
Self-Help • Informational Text • 770 • 48 pages

\*Independent Reading Library for Courses A and B

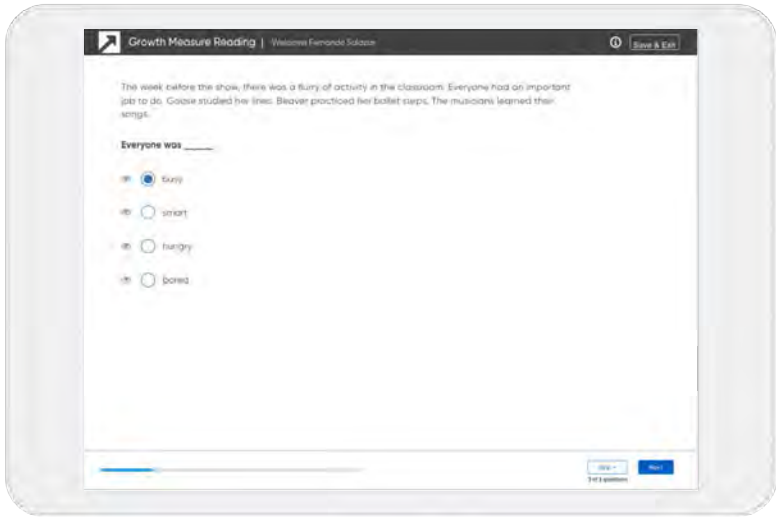


# Assessment OF and FOR Learning



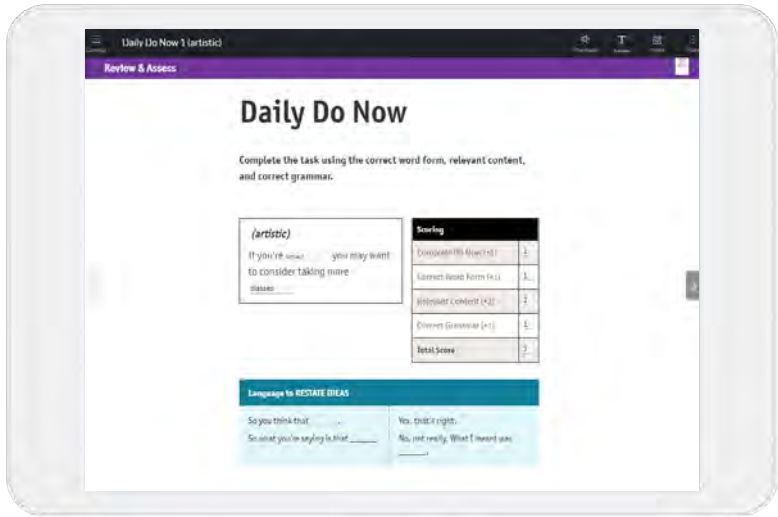
English 3D helps educators pinpoint student needs and react using the following assessment tools:

- Placement and Exit Assessments
- Formative Assessments
- Summative Assessments
- Curriculum-Embedded Assessments
- Performance-Based Assessments



Placement and Exit Assessments

HMH Growth Measure is a computer-adaptive screening, benchmark, and growth assessment that provides an objective measure of students' reading and language arts skills using the HMH Scaled Score. Schools can use these results as one measure for determining eligibility for English 3D and readiness to exit English 3D.

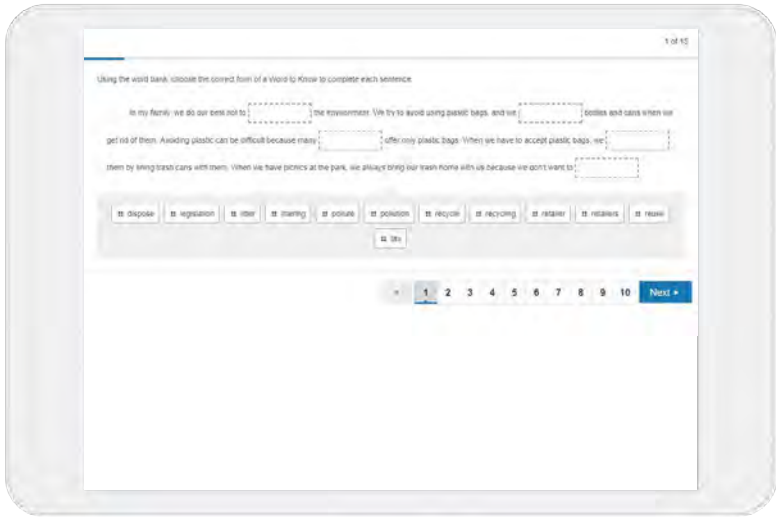


## Formative Assessments: Daily Do Now

The Daily Do Now is a brief task that students complete at the beginning of class to assess academic vocabulary and grammar. Based on students' responses to the task each day, the teacher can decide to review, reteach, or reinforce vocabulary or grammar skills.

The Daily Do Now assessment measures:

- Understanding of high-utility and domain-specific vocabulary
- Use of specific grammar targets



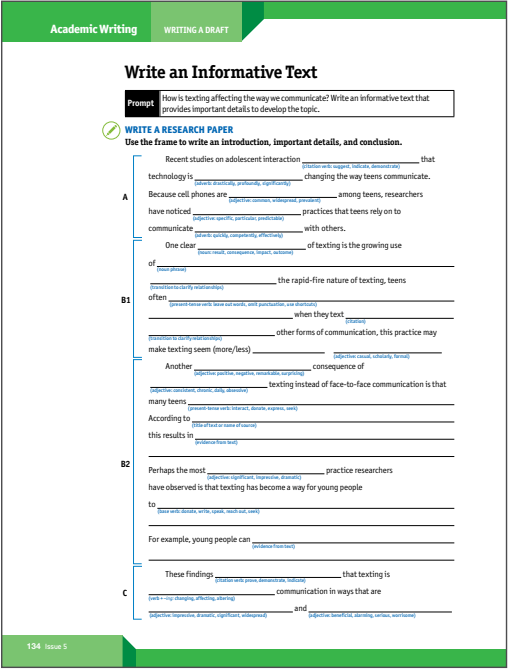
## Curriculum-Embedded Assessment: Issue Tests

The Issue Tests are curriculum-embedded assessments aligned to each Issue in English 3D. Pretests are also available to measure growth in the skills addressed in a particular issue.

Administer the English 3D Issue Tests after each Issue to:

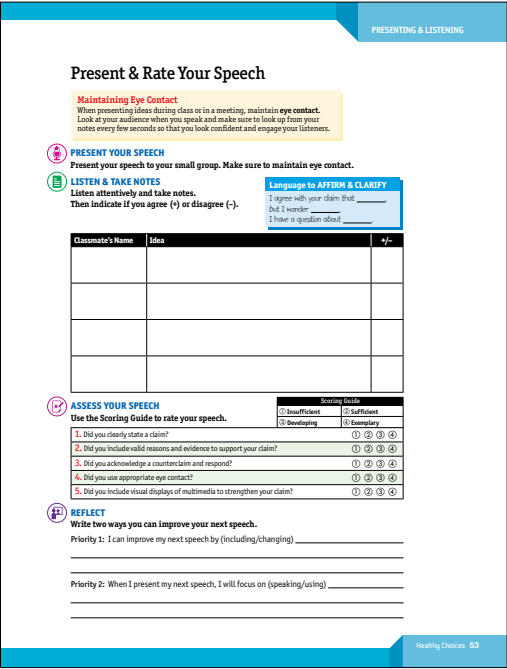
- Assess whether or not students met the goals of the Issue
- Determine areas in which students need additional support
- Focus review or reteaching at the end of an Issue
- Assign grades

# Provide a Purposeful Learning Experience



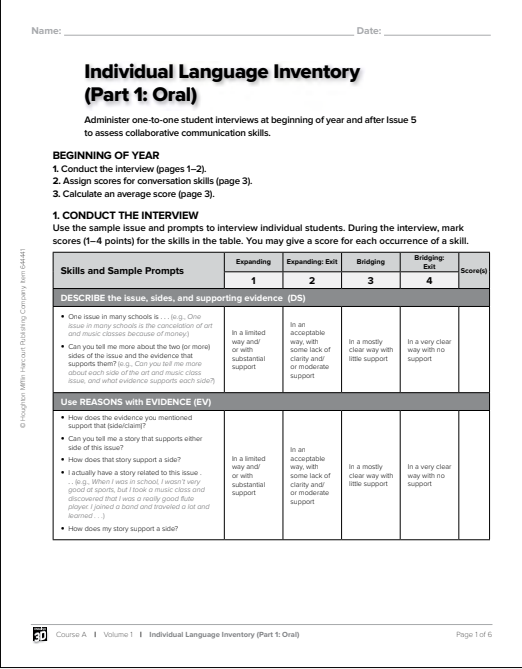
## Performance-Based Assessment: Formal Writing Assignments

Every Issue includes instruction for one or two extended writing assignments. Students complete a formal writing assignment and use a rubric with specific criteria to score their writing assignments, offer peer feedback, and guide revision. Teachers use writing rubrics with the same criteria and clear descriptors to score students' writing, offer feedback, and inform grades.



## Performance-Based Assessment: Speeches

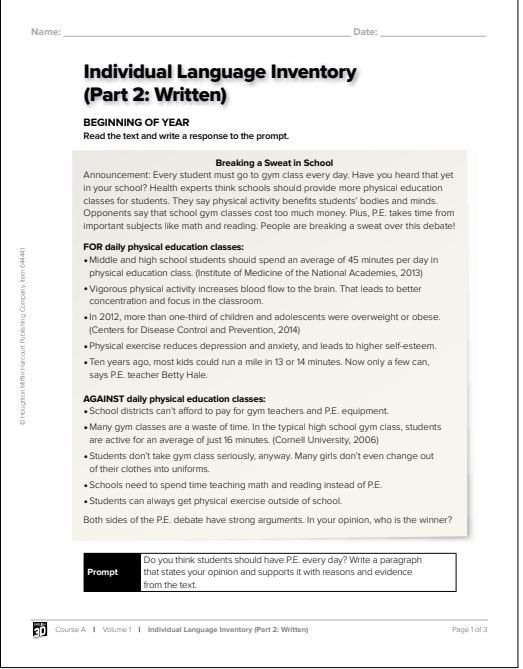
After every two Issues, students plan, write, and present a speech. The Language & Writing Portfolio includes a rubric for students to self-assess their speeches and set priorities for self improvement. Teachers use speech rubrics available online to score students' speeches, offer specific feedback, and inform grades.



## Summative Assessment: Individual Language Inventory (Part 1: Oral)\*

Part 1 of the Individual Language Inventory focuses on assessing speaking and listening skills using an adaptive interview and rubric. Before beginning *English 3D* and after Issue 5, teachers administer this one-to-one argument-based interview to:

- Consider student placement or exit
- Monitor progress based on English language development standards
- Determine students' relative English language proficiency in speaking and listening in order to make informed decisions about instruction and differentiated support.



## Summative Assessment: Individual Language Inventory (Part 2: Written)\*

Part 2 of the Individual Language Inventory assesses academic writing skills using a text and whole-class writing prompt. Before beginning *English 3D* and after Issues 3 and 6, teachers administer this formal writing task to the whole class to:

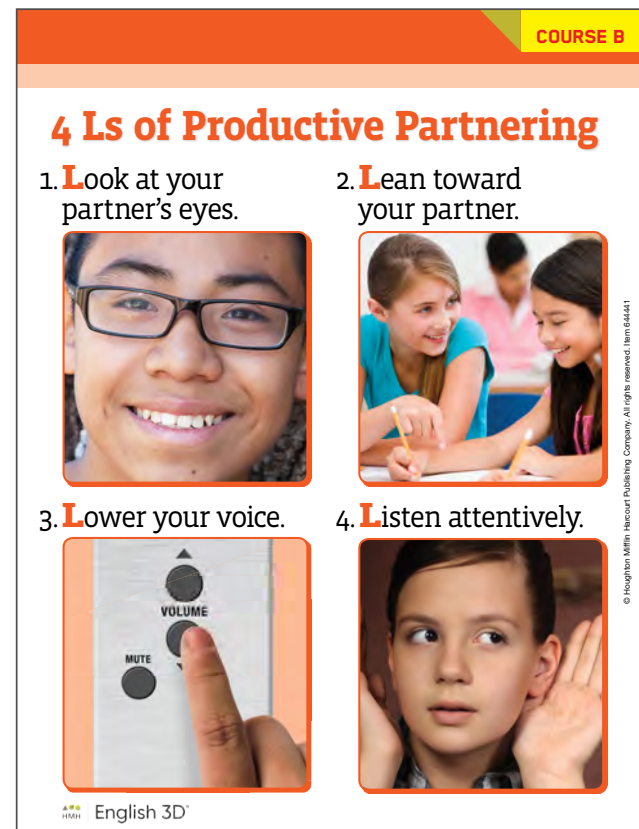
- Consider student placement or exit
- Monitor progress in writing,
- Determine students' relative English language proficiency level for writing in order to make informed decisions about instruction and differentiated support.

\*Course C includes Academic Language Assessments, which are beginning-of-year, mid-year, and end-of-year tests that assess language functions, vocabulary, grammar, and writing over the course of the year.



# Maximize Student Engagement and Learning

Dr. Kate Kinsella designed the recursive, research-informed routines in *English 3D* to facilitate lesson planning and maximize student engagement and learning. Three essential routines are the backbone of *English 3D* instruction, appearing across all lessons.

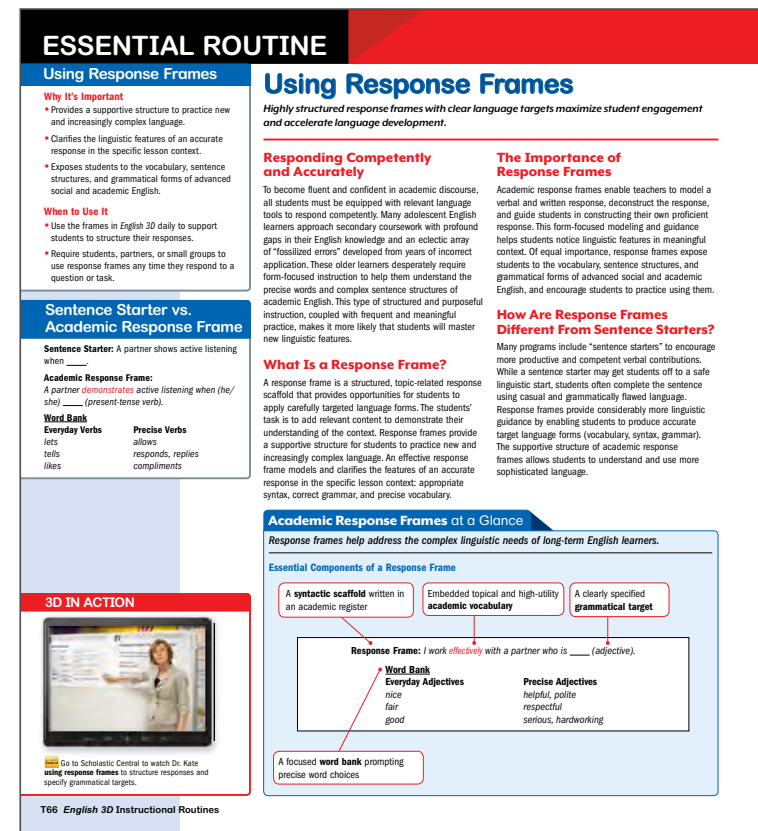


## 1. Partner & Group Interactions

To ensure productive participation, teachers use this routine to effectively partner and group students and to establish expectations for discussions and lesson tasks.

**Why it's important:**

- Maximizes students' time on task with frequent opportunities to use academic English for diverse purposes
- Requires all students to be accountable for attentive speaking and listening and dynamic participation

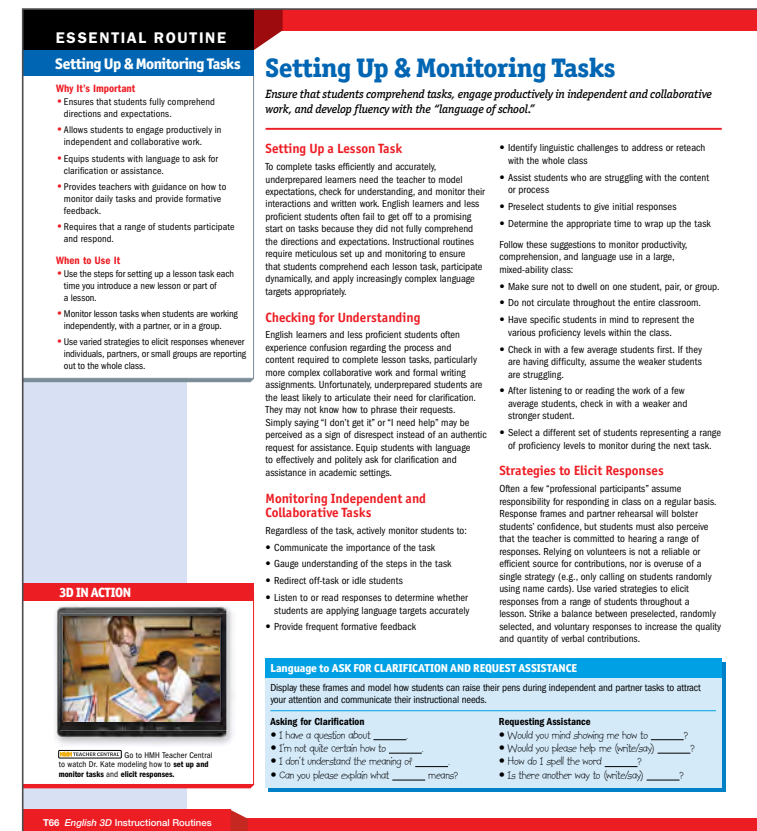


## 2. Using Response Frames

This routine guides teachers in using response frames to support students with responding using academic register and specific grammatical targets.

**Why it's important:**

- Provides a supportive structure to practice new and increasingly complex language
- Clarifies the linguistic feature of an accurate response in the specific lesson context
- Exposes students to the vocabulary, sentence structures, and grammatical forms of advanced social and academic English



### 3. Setting Up & Monitoring Tasks

Teachers use this routine to ensure students have a productive start and to monitor tasks, provide feedback, and select students to report responses.

### Why it's important:

- Ensures that students fully comprehend directions and expectations
- Allows students to engage productively in independent and collaborative work
- Equips students with language to ask for clarification or assistance
- Provides teachers with guidance on how to monitor daily tasks and provide formative feedback
- Requires that a range of students participate and respond

# Enhance and Grow Teachers' Practice

## Embedded Professional Learning

English 3D instructional routines include:

- Rationale behind the routine and how it helps students develop language proficiency
- Quick reference of the steps to follow
- Step-by-step instructions and sample modeling
- Language frames to support students in responding orally using academic language
- Implementation support with practical ideas for making the routine successful
- Video modeling to demonstrate the routine in action

## English 3D Instructional Routines

- Daily Do Now
- Building Reading Fluency
- Words to Know
- Building Concepts (Courses A and B)
- Data Download (Course A)
- Academic Discussion
- Ten-Minute Response
- Words to Go
- Quick Teach Words
- Close Reading (Course A)
- Section Shrink (Courses B and C)
- Analyzing Multimedia (Courses A and B)
- Take a Stand (Course C)
- Student Writing Model
- Planning to Write
- Writing a Draft
- Peer Feedback

## Routine 11

### Student Writing Model

#### Why It's Important

- Sets clear expectations for students' writing assignments and performance-based writing assessment.
- Gives students opportunities to identify and analyze key elements of academic writing types.
- Actively engages students with the academic writing type using text-marking tasks.
- Introduces students to the criteria from the rubric for self-assessment and teacher assessment of their writing.
- Provides practice using academic vocabulary to discuss the elements of an academic writing type.

#### When to Use It

- Follow the Student Writing Model routine to set expectations for the formal academic writing assignment in each Issue.

### 3D IN ACTION



Go online to watch Dr. Kate introduce a writing type and guide students in analyzing the elements of a **Student Writing Model**.

## Student Writing Model

Guide students through identifying, analyzing, and discussing key elements of an academic writing type in preparation for a formal writing assignment.

### Setting Clear Expectations

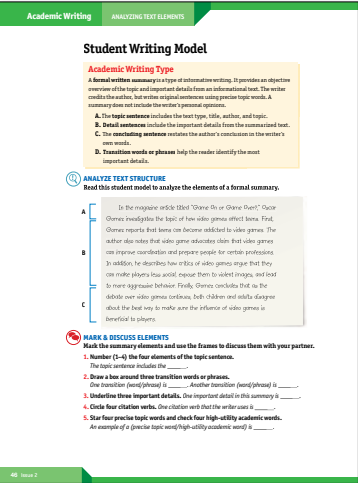
Explicit writing instruction begins with a clear explanation of the elements of the writing type, followed by extensive scaffolded practice. An effective writing model gives students specific examples of the elements that they need to include in their own writing. Identifying, analyzing, and discussing the key elements of an academic writing type helps students internalize the expectations to successfully complete writing assignments and meet the demands of rigorous writing assessments.

In the Student Writing Model routine, students analyze a writing model according to the rubric criteria that the teacher will use to assess their writing. This way, the expectations are transparent and struggling writers can visualize the requirements of the assignment. The academic writing types and expectations gradually increase in complexity, from a justification paragraph (Issue 1) to a formal summary paragraph (Issue 2) to a multi-paragraph summary and response (Issue 3) to an argument essay (Issue 4) to an informative research paper (Issue 5) to a narrative essay (Issue 6).

### Student Writing Model at a Glance

**Students analyze and discuss a student writing model to establish clear expectations for their own writing.**

- 1. Introduce the Academic Writing Type** Define the writing type and explain how it is organized.
- 2. Read the Student Writing Model** Read a model of the academic writing type aloud using Oral Cloze and Partner Cloze.
- 3. Mark and Discuss the Writing Elements** Explain key elements of the writing type and guide partners to mark each element in the model and use frames to discuss them.



Language & Writing Portfolio

### Language to ANALYZE WRITING

Display and model how to use these frames to analyze academic writing.

#### Justification/Argument

- The writer's claim is \_\_\_\_\_.
- One (reason/piece of evidence) that supports the writer's claim is \_\_\_\_\_.

#### Argument

- One (verb/verb phrase) that expresses the writer's opinion is \_\_\_\_\_.
- One counterclaim is \_\_\_\_\_.

#### Formal Summary

- The topic sentence includes the \_\_\_\_\_.
- One important detail in this summary is \_\_\_\_\_.
- One citation verb that the writer uses is \_\_\_\_\_.

#### All Writing Types

- One transition (word/phrase) is \_\_\_\_\_.
- An example of a (precise topic word/high-utility academic word) is \_\_\_\_\_.



# Empower Every Educator with Professional Learning

*English 3D* was designed with two goals in mind:

1. Accelerate the development of multilingual learners to help them develop language and literacy proficiency.
2. Provide teachers with the resources and support they need to reach their students and grow professionally.

All professional learning resources within the program were developed by Dr. Kinsella and informed by her years of experience both as a teacher in the classroom and as a coach, working directly with teachers and administrators. From in-person training to professional development videos, model lessons, and planning resources, all teacher professional learning services and materials are a result of Dr. Kinsella's years of firsthand success.







### Did you know...

HMH Professional Services has been nationally-recognized for our ability to support implementation and provide ongoing teacher and leader professional development?

# Access Professional Development Online

## Getting Started Professional Learning—Day 1

In this course, you'll build understanding and confidence to ensure a strong implementation. Support differentiation, assessment, and effective instruction using *English 3D* resources and instructional tools.

### Agenda items:

- Interact with program components and instructional strategies from the student perspective
- Examine resources for lesson planning and differentiation, along with assessment tools to monitor progress
- Explore *Ed*, the HMH learning platform, including managing classes, assigning work, and reporting
- Collaboratively plan for the first/next three weeks of instruction

## Follow-up Sessions

Sixty-minute sessions deepen program mastery and teaching practices. Coordinators can choose from and combine relevant topics to personalize the program to meet the needs of their unique classrooms and students—available live, online.

### On-demand support:

- Teacher's Corner provides over 150 classroom videos, many featuring Dr. Kate Kinsella, and best practices at your fingertips, on your schedule. Plus, free live events give you the opportunity to build community around today's instructional challenges.

### Family Resources:

- Support family and caregivers with easy-to-understand resources, available in English and Spanish.

## Leader Learning

School and district leaders can access the rich resources from Teacher's Corner directly from the administrator dashboard.

### Resources Include:

- Live Events
- Getting Started
- Program Support
- Breakroom
- And many more!

Coaching Membership, modules, and leader learning are available to help you address today's challenges and tomorrow's opportunities.



# Language Launch

Develop English language proficiency with an evidence-based “on-ramp” to *English 3D* developed by Dr. Kate Kinsella. Take a look inside:

- Support students at beginning/emerging proficiency levels with three units of additional language development instruction relevant to multilingual learners in grades 4–12.
- Build students’ language in the four domains of speaking, listening, reading, and writing so that students are prepared for success.
- Provide culturally responsive topics and texts centered around students’ identity as multilingual learners and focused on the assets they bring to class.
- Activate prior knowledge, connect to content areas, and focus on building a community of language learners with relevant topics and texts.
- Fit instruction flexibly into a variety of different implementation models.



Building Concepts & Language

Hello My Name Is

Hello My Name Is

ARE YOU YOUR NAME?

Hello My Name Is

Hello My Name Is

Activate Knowledge

BRAINSTORM IDEAS

Brainstorm precise words to complete the frame.

Question: How do you describe yourself?

Frame: I describe myself as \_\_\_\_\_ (adjective: *kind*) because I \_\_\_\_\_ (present-tense verb: *help* ...).

I describe myself as funny because I tell stories and make people laugh.

I describe myself as curious because I like to learn about new topics.

Adjectives (describing words)

intelligent   helpful   athletic  
friendly   creative   serious

Verbs (action words)

help   play  
like to   know how to

I describe myself as \_\_\_\_\_ (adjective) ... because I \_\_\_\_\_ (present-tense verb ...).

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

WRITE IDEAS

Select your two favorite ideas and write complete sentences.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Language to COMPARE

My idea is like yours.

My idea is like (Name)'s.

# Building Concepts and Language

Activate prior knowledge and develop word knowledge through brainstorming and collaboration.

- **Word banks and response frames** target key grammatical skills in the context of speaking and writing tasks.
- Students connect new words to their home language and generate relevant examples to learn and practice using **academic vocabulary**.

Analyzing & Discussing Text

What's in a Name?

by Manuela Gutierrez


How does your name affect your identity?

What do you know about your name? Your name is an important part of your **identity**. It can tell others about who you are and where you come from. How people **pronounce** your name can also **affect** how you feel. Let's read about where names come from and why they are important.


1 NAME ORIGINS

Where do names come from?

Do you know how you got your name? Maybe your parents liked the way it sounded. Or maybe your **culture** has **traditions** about names. For example, some **cultures** in Ghana name children based on the day they were born. A boy born on Thursday might be named Yaw. A girl born on Thursday might be named Yaa. In many Latin **cultures**, the **tradition** is for people to have two last names. One Inuit **tradition** is to name children after older family members.



Some names have meanings in certain languages. The name Farah means happiness in Arabic.



Famous boxer Muhammad Ali was born as Cassius Clay, Jr. He changed his name when he converted to Islam.

Parents might also select a name because of what it means. For example, the name Hu means tiger in Chinese, and Reina means queen in Spanish. In addition, some names honor the **legacies** of people. For example, Muhammad and Sarah are the names of people in religious texts. Many names also honor famous people, like leaders, athletes, or musicians. Names can also honor family members, such as grandparents, aunts, or uncles.

Sometimes, your name's origin or meaning can **affect** your **identity**. If your name means tiger, you might feel big and powerful. If you are named after someone special, you might feel like a part of their **legacy**. The story of your name can be an important part of who you are.

# Analyzing and Discussing Text

Build reading fluency, practice and apply word knowledge within short, age-appropriate passages.

- **Culturally responsive teaching** centered around students' identities reflect the assets multilingual learners bring to the classroom. Students are engaged as they see themselves reflected in the materials.
- Multiple reads of informational text actively engages students in **building reading fluency and making meaning of challenging texts**.

24 English 3D Sampler



Active Listening & Presenting Ideas

Listen Up!

LISTEN AND RESPOND

Listen to the conversation and take notes. Then answer the questions.

Language to COMPARE

My question is like yours.  
My question is like (Name)'s.

Who is speaking?	What are they talking about?

1. What problem does Bob have?

A. He knows the girl's name.  
B. He wants to ask the girl how she is doing.  
C. He does not remember the girl's name.

2. One question I have for Shalini is: \_\_\_\_\_

Listen to the podcast and take notes. Then answer the questions.

Who is speaking?	What are they talking about?

1. Why does Ruby have a lot of names?

A. His culture has a tradition about names.  
B. Many people gave him names.  
C. His cousin wanted him to have a lot of names.

2. How does Ruby feel about his name?

A. He likes his name.  
B. He feels proud of his name.  
C. He feels stuck with his name.

3. One question I have for Ruby is: \_\_\_\_\_

PO Issue 1

# Active Listening and Presenting Ideas

Listen and respond in collaborative peer conversations to develop oral and written language.

- A variety of **critical language functions** including restating, observing, and comparing provide explicit practice with the social language students need to collaborate with peers.
- Structured partnering tasks allow students to practice using language in a safe environment and support **SEL Competencies** of self-awareness, social awareness, and relationship skills.

Academic Writing

Student Writing Models

What is a Narrative?

A narrative tells a story about a person's experience.  
A The beginning introduces the characters and the topic.  
B The middle gives details about the events in the order that they happened.  
C The end summarizes the important ideas.

MARK THE PARAGRAPHS

Read each paragraph with a partner. Notice the beginning, middle, and end.  
• Circle five past-tense verbs.  
• Underline three detail sentences.  
• Star four strong word choices.

Language to REACT

I appreciated that the writer \_\_\_\_\_.  
I was surprised that \_\_\_\_\_.  
I enjoyed the writer's \_\_\_\_\_.

PROMPT 1

My Journey with My Name  
by Anna Karame

A I was born 15 years ago, and my parents named me Anna. My family is from Yemen, where people speak Arabic. In Arabic, my name means peace. My parents believed that I would bring peace to their lives. At first, I did not like my name. It sounded different from other names in the United States. However, as I got older, I learned to love it. Now, I think my name sounds beautiful. It is an important part of my identity. Even though I did not like my name at first, now I would never change it. My name honors my background, my language, and my culture.

PROMPT 2

My New School  
by Li Wei Xiang

A Two years ago, I moved to a new school. My parents are from China, so my name is Chinese. Some people at my new school thought my name was too difficult to say. On my first day, my teacher told me he would call me Jake. At first, I enjoyed my name change. But a few months later, it started to affect me. It felt like my identity was being erased. Finally, I decided to tell people. "My name is not Jake. It's Li Wei." I explained how to pronounce my name every time someone had trouble. Now, people call me by my true name. I finally feel respected at school.

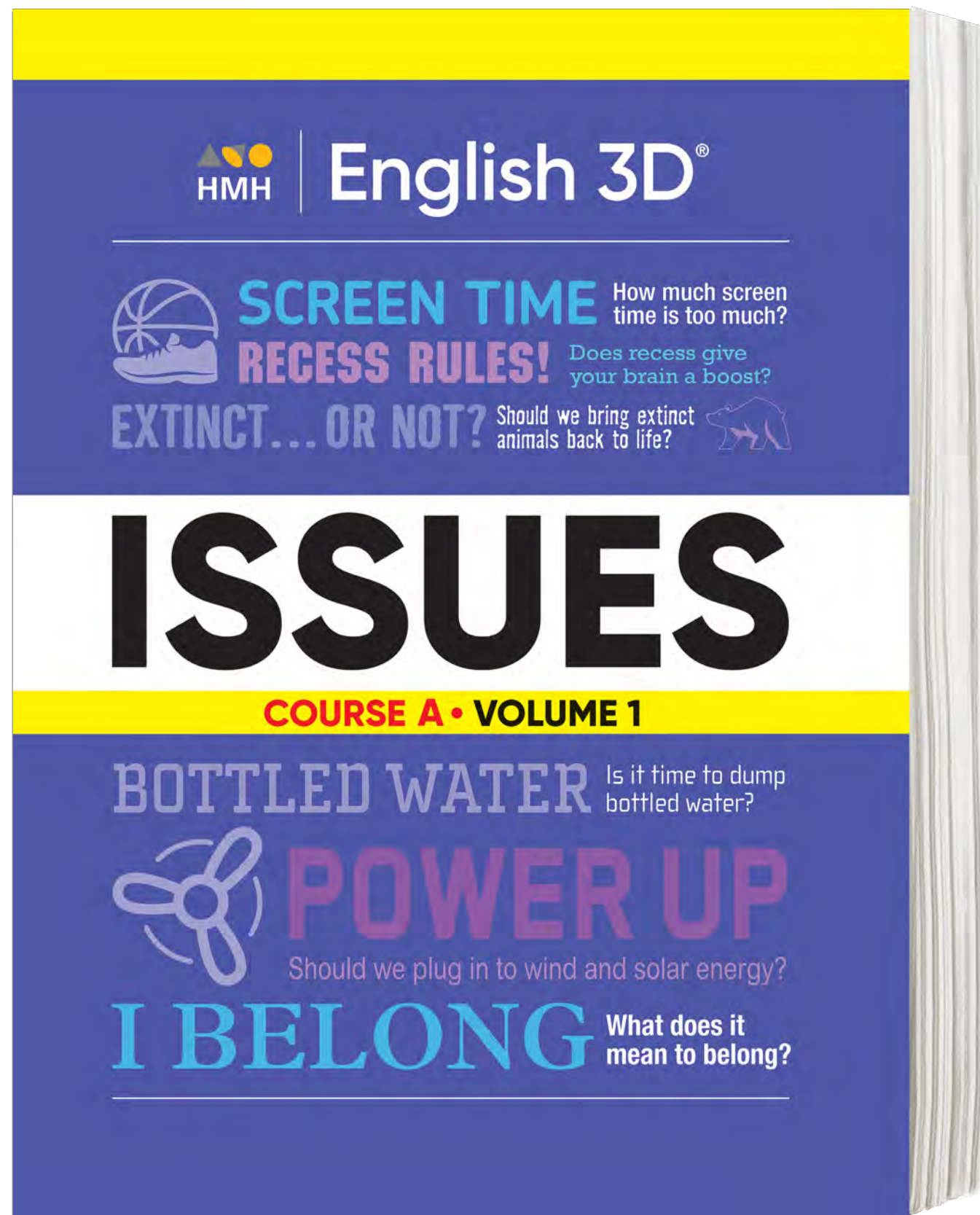
24 Issue 1

# Academic Writing

Develop good habits of practice in process writing and communicating ideas through writing projects.

- Students identify key elements of the writing type and **model language** supports teachers with explaining **language features** such as verb tenses and sentence-level skills.
- Model organizers** for writing clarify expectations and provide multilingual learners with concrete examples before planning their own writing.

25 English 3D Sampler



## ISSUES TEXTS, COURSE A

Engage students with informational and literary texts based on high-interest, relevant issues. Take a look inside:

- Texts with domain-specific and high-utility academic vocabulary that span a variety of text types and a range of levels with text features including headers, captions, graphics, diagrams, and data graphs
- A Data File for each informational issue with statistical evidence from authentic sources
- Content connections to science, social studies, health, and technology
- Academic Glossary with pronunciations, meanings, examples, word origins, and Spanish cognates
- Also includes Academic Language and Writing Handbooks to reference during discussions and writing



The Issues texts engage students with **authentic, increasingly complex informational and literary texts** that are relevant to students’ lives.

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**Academic Words in Issues Texts**  
Words to Go and Concept Words: High-utility words that you will encounter in other texts and content areas are **highlighted in yellow**.  
Words to Know: Topic-related words that you can use to discuss and write about the Issue are **boldface**.



Data Files build students' background knowledge and provide **evidence from authentic sources** for students to cite in their academic speaking and writing.

Issue 1

SCREEN TIME

Debate

How much screen time is too much?

Look around. Do you see a glowing screen? It's likely! Smartphones are everywhere. So are televisions, video game systems, tablets, and computers. Screens connect us to people. They entertain us. They also help us learn new information. Screens make our lives easier and more fun.

But do we spend too much time in front of screens? It turns out that too much screen time can mess up how we sleep at night. Screens can also make it harder to pay attention. And even though using screens helps us multitask, are they stopping us from a job well done?

How much screen time is too much? Let's dig deeper and find out!

Data File

New technology has kids more plugged in than ever. Is it time to step away from screens?

Virtual Reality

Almost 99% of children report watching television each day.  
*(Source: The National Center for Health Statistics, 2014)*

Screening Screen Time

Doctors recommend limiting screen time to less than 2 hours each day.  
66% of children and teenagers say their parents have "no rules" about time limits and media.  
*(Source: American Academy of Pediatrics, 2013)*

Double Digital

Children spend an average of 7.5 hours in front of screens each day. That's more time in front of screens than in school!  
A study found that children spend 26% of their screen time using two digital devices at the same time.  
*(Source: The Henry J. Kaiser Family Foundation, 2010)*



Students are able to make **regular connections between coursework and the demands of life, secondary school, college, and the workplace.**

Text 1 • News Article

R U 2 Plugged In?

by Joe Bubar from *Scholastic News*

Ten-year-old Megan Rivera is never too far from a screen. On a normal day, she spends hours after school texting with friends. She puts photos on Instagram. She does her homework while watching her favorite TV shows. The fifth grader says she can't imagine her life without screens.

"I would be bored all the time," Megan says.

Many other kids spend much of their free time using **devices** with screens. They play games, watch videos, or send texts. Today's kids are connected to technology like no generation before.

That has many adults worried. They fear that screens may be taking over kids' lives. Scientists say spending too much time in front of screens can be bad for your health.

Some experts think kids who spend too much time using screens can become **addicted** to them.

Today's kids  
are connected to  
technology like  
no generation  
before.

Screen Overload

Computers, TVs, video game systems, smartphones. In today's world, it's nearly impossible to avoid screens. That's not necessarily a bad thing. In many ways, screens make our lives easier. Phones and computers connect us with friends. They help us do research for school projects. In fact, some health experts

say relaxing by watching TV or playing games is fine in small amounts.

The problem is that many kids spend more time on these **devices** than they should. Doctors recommend that kids limit their screen time to less than two hours a day. But on average, American kids spend about seven and a half hours a day with screens. According to doctors, all that extra screen

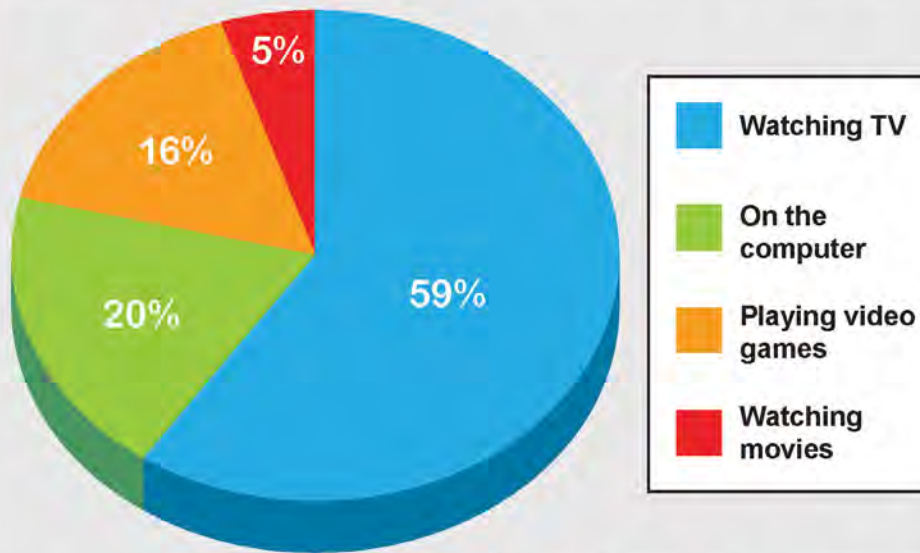
time could **lead to** problems. These problems range from weight gain to trouble sleeping. Too much screen time can also **lead to** lower grades in school.

Digital Distractions

Being surrounded by screens can make it hard to **focus** on one task. In a recent study, researchers in California observed students doing their homework. After just two minutes, many kids

How Children Use Screens

Studies show that children take part in 7.5 hours of screen time each day.



Source: The Henry J. Kaiser Family Foundation, 2010



Students learn **domain-specific and high-utility academic vocabulary** from the texts to leverage in their speaking and writing.

started surfing the Internet. Some kids were texting. They had stopped **focusing** on their work. Experts say that using a lot of **digital devices** allows you to do many things at once, but none of them well.

“Switching between tasks takes up brainpower,” says Dr. Victoria Dunckley. Dr. Dunckley is a psychiatrist. She helps many young people who struggle with too much screen time. “So not only does it take you longer to get the

task done, but you do the task with less accuracy,” she says.

**Spending too much time in front of screens can be bad for your health.**

Screens can also cause kids to have trouble shutting down at night. Studies have shown

Experts say using digital devices is fine in small amounts.



that using **digital devices** right before bedtime can keep you tossing and turning all night.

“Even small amounts of technology use after sundown tricks the brain into thinking it’s daytime and impacts sleep,” Dr. Dunckley explains.

She adds that it’s important to take plenty of screen breaks during the day, too. This helps “to allow the brain to rest.” Dr. Dunckley suggests that kids use that extra time to **communicate** face-to-face with one another instead.

**Technology** CONTENT CONNECTION

**Digital Citizenship**

Being a good digital citizen means that you act responsibly and appropriately when using technology. Just like citizens in the real world, digital citizens follow rules for how to behave online. They also are careful about the information they post or share. As a digital citizen, it’s important to remember: if you wouldn’t do or say something to someone in person, you shouldn’t do it online either.

Here are some tips to be a better digital citizen:

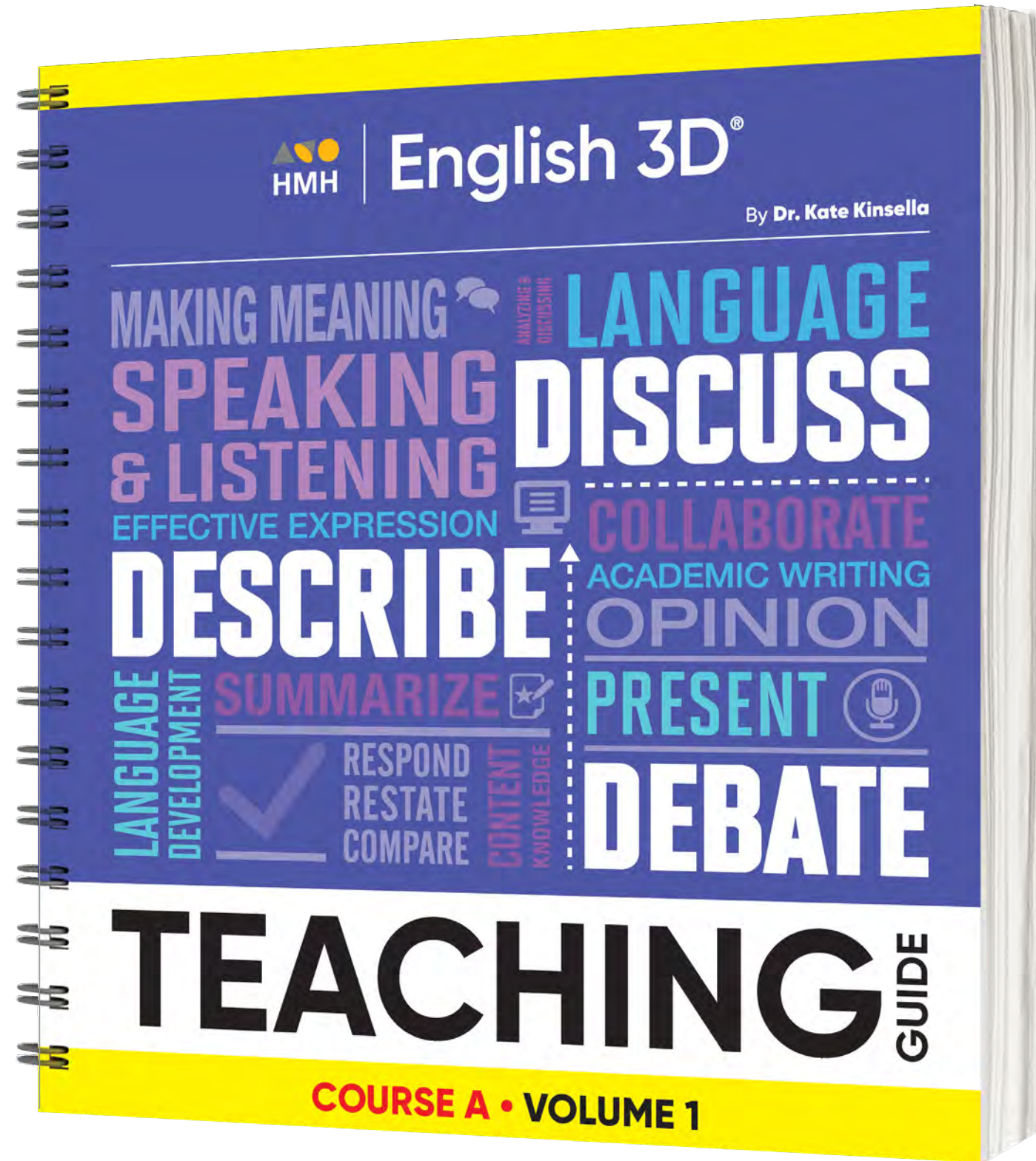
- Always treat others the way you want to be treated, online or offline.
- Only communicate with people you know.
- Read and reread emails and messages before pressing “send.”
- Think twice about posting pictures and personal information.



**TAKE A STAND**

*Should there be rules for how we act online?*





## TEACHING GUIDE, COURSE A

Support teachers with a comprehensive guide for routines, instruction, assessment, and differentiation. Take a look inside:

- **Recursive instructional routines** for academic vocabulary, speaking and listening, reading, and writing
- **Planning Guides** with targeted language objectives
- **Differentiated Support Strategies** for students at intermediate/expanding and advanced/bridging levels of English proficiency
- **Daily Do Now** tasks for reviewing and assessing academic vocabulary and grammar targets
- Guidance for planning an **independent reading program**
- **Assessment tools** to place students, assess learning, inform instruction, and assign grades
- **Resources to leverage language knowledge**, support translanguaging through contrastive analysis, and share Spanish cognates



Each Issue includes **9 to 14 lessons**, taking approximately four to seven weeks.

Every lesson has specific and targeted **learning, language, and instructional objectives**.

Online printable **resources** support scoring and grading, differentiation, classroom protocols, and communicating with families.

Students learn and practice using a scaffolded set of increasingly sophisticated **academic language functions** across each Issue.

Assessments in every Issue include **daily formative assessments, performance-based assessments, and summative tests**, allowing teachers to monitor progress and adjust instruction.

**Professional learning** includes classroom video modeling and embedded step-by-step support for instructional routines.

PLANNING GUIDE		Issue 1 SCREEN TIME														
<div>Building Community</div> <div>Before teaching Lesson 1:</div> <ul style="list-style-type: none"><li>Introduce <i>English 3D</i></li><li>Preview the Issues (pp. 4-5)</li><li>Administer beginning-of-year assessments (p. T101)</li><li>Assign lesson partners</li><li>Introduce the 4 Ls</li></ul>		<div>LESSON 1</div> <div>Building Community: Introduce the 4 Ls</div> <div>Build Knowledge, p. 8</div> <div>Issues: Overview, p. 4</div> <div>Language Function</div> <div>Listening Actively</div> <div>Domain-Specific Vocabulary, p. 9</div> <div>Words to Know</div> <div>addicted, addition, device, digital</div> <div>Language Function</div> <div>Facilitating Discussion</div>							<div>LESSON 2</div> <div>Making Meaning, p. 10</div> <div>Building Concepts</div> <div>Concept Words</div> <div>communicate, communication, communicator</div> <div>Issues: Data File, p. 5</div> <div>Language Function</div> <div>Facilitating Discussion</div> <div>Exchanging Information &amp; Ideas, p. 11</div> <div>Building Community: Review the 4 Ls: Look &amp; Learn</div> <div>Data Download</div> <div>Language Functions</div> <div>Listening Actively, Discussing Ideas, Reporting</div>	<div>LESSON 3</div> <div>Exchanging Information &amp; Ideas, pp. 12-13</div> <div>Building Community: Review the 4 Ls: Lower Voice</div> <div>Academic Discussion</div> <div>Language Functions</div> <div>Reporting, Elaborating, Listening Actively, Restating Ideas, Agreeing/Disagreeing</div> <div>Assign Issue 1 Interview</div>	<div>LESSON 4</div> <div>Daily Do Now, p. 144</div> <div>Academic Vocabulary, pp. 14-15</div> <div>Building Community: Review the 4 Ls: Listen; Fast-Finisher Options</div> <div>Words to Go</div> <div>lead (to), focus</div> <div>Language Function</div> <div>Listening Actively</div>	<div>LESSON 5</div> <div>Daily Do Now, p. 144</div> <div>Interpreting Text, pp. 16-17</div> <div>Building Community: Expectations for Reporting</div> <div>Close Reading</div> <div>Issues: "R U 2 Plugged In?" Text 1, pp. 6-9</div> <div>Quick Teach Words</div> <div>avoid, accuracy</div> <div>Language Functions</div> <div>Predicting, Asking &amp; Answering Questions, Listening Actively</div> <div>Synthesize Issue 1 Interview</div>	<div>LESSON 6</div> <div>Daily Do Now, p. 145</div> <div>Analyzing Text Elements, p. 18</div> <div>Student Writing Model</div> <div>Frontloading Conventions, p. 19</div> <div>Nouns &amp; Pronouns to Credit an Author</div> <div>Language Function</div> <div>Discussing Text Elements</div> <div>Assign Issue 1 Extended Reading: "Schools Struggle with Cell Phones on Campus"</div>	<div>LESSON 7</div> <div>Daily Do Now, p. 145</div> <div>Frontloading Language, p. 20</div> <div>Using Citation Verbs</div> <div>Planning to Write, p. 21</div> <div>Organize a Formal Summary</div> <div>Language Functions</div> <div>Reporting, Rereading</div>	<div>LESSON 8</div> <div>Daily Do Now, p. 146</div> <div>Writing a Draft, p. 22</div> <div>Write a Formal Summary</div> <div>Formal Summary Writing Prompt</div> <div>Write a formal summary of the text "R U 2 Plugged In?"</div>	<div>LESSON 9</div> <div>Daily Do Now, p. 146</div> <div>Assessing &amp; Revising, p. 23</div> <div>Rate Your Formal Summary</div> <div>Revise &amp; Edit</div> <div>Language Functions</div> <div>Writing &amp; Clarifying Feedback</div> <div>Write a Final Draft</div>
<div>Learning, Language &amp; Instructional Objectives</div> <div>Collaborative: Exchanging Information &amp; Ideas</div> <ul style="list-style-type: none"><li>Discuss prior knowledge of a topic using appropriate register, complete sentences, and base verbs.</li><li>Facilitate a partner discussion by following turn-taking rules and eliciting ideas.</li></ul> <div>Productive: Language Resources</div> <ul style="list-style-type: none"><li>Use knowledge of morphology and context to determine the meaning of unknown words.</li><li>Generate written examples for domain-specific words using complete sentences.</li></ul>									<div>Productive: Language Resources</div> <ul style="list-style-type: none"><li>Develop knowledge of a concept using synonyms, word relationships, examples, and non-examples.</li><li>Write sentences using precise words and domain-specific words.</li></ul> <div>Collaborative: Exchanging Information &amp; Ideas</div> <ul style="list-style-type: none"><li>Exchange information by asking relevant questions and affirming others.</li><li>Listen attentively and take notes on classmates' ideas.</li></ul>	<div>Productive: Language Resources</div> <ul style="list-style-type: none"><li>Choose precise academic words for speaking and formal writing tasks.</li></ul> <div>Collaborative: Exchanging Information &amp; Ideas</div> <ul style="list-style-type: none"><li>Respond to an academic question using precise words and present-tense verbs.</li><li>Compare ideas using <i>I agree/disagree with (Name)'s idea</i>.</li><li>Listen attentively and take notes on classmates' ideas.</li><li>Exchange information by asking relevant questions and affirming others.</li></ul>	<div>Productive: Language Resources</div> <ul style="list-style-type: none"><li>Use knowledge of morphology and context to determine the meaning of unknown words.</li><li>Generate examples for high-utility academic words using complete sentences.</li></ul> <div>Collaborative: Exchanging Information &amp; Ideas</div> <ul style="list-style-type: none"><li>Facilitate a partner discussion by following turn-taking rules and eliciting ideas.</li></ul>	<div>Collaborative: Exchanging Information &amp; Ideas</div> <ul style="list-style-type: none"><li>Articulate the key idea and details of a text using academic language.</li></ul> <div>Interpretive: Reading Closely</div> <ul style="list-style-type: none"><li>Read grade-level texts closely.</li><li>Describe ideas in greater detail based on close reading of text.</li></ul> <div>Productive: Language Resources</div> <ul style="list-style-type: none"><li>Choose precise academic words for formal writing tasks.</li></ul>	<div>Structuring Cohesive Text: Understanding Text Structure</div> <ul style="list-style-type: none"><li>Mark text to understand the text structure of a formal summary.</li></ul> <div>Collaborative: Interacting via Written English</div> <ul style="list-style-type: none"><li>Discuss the elements of a formal summary using academic vocabulary and complete sentences.</li></ul> <div>Structuring Cohesive Text: Understanding Cohesion</div> <ul style="list-style-type: none"><li>Identify transitions to introduce and connect ideas.</li><li>Apply understanding of nouns and pronouns to refer the reader back or forward in the text.</li></ul>	<div>Productive: Conventions</div> <ul style="list-style-type: none"><li>Paraphrase important details from a text using citation verbs and precise topic words.</li></ul> <div>Structuring Cohesive Text: Understanding Cohesion</div> <ul style="list-style-type: none"><li>Use transitions to introduce and connect ideas.</li></ul> <div>Collaborative: Interacting via Written English</div> <ul style="list-style-type: none"><li>Take notes about the topic sentence and important details to plan a formal summary.</li><li>Write five complete sentences for a formal summary using precise academic language.</li></ul>	<div>Productive: Conventions</div> <ul style="list-style-type: none"><li>Paraphrase important details from a text using citation verbs and precise topic words.</li></ul> <div>Productive: Writing</div> <ul style="list-style-type: none"><li>Write a formal summary that includes a topic sentence, detail sentences, a concluding sentence, citation verbs, and precise academic words.</li><li>Use appropriate text organization to convey concepts and information clearly.</li></ul> <div>Interpretive: Evaluating Language Choices</div> <ul style="list-style-type: none"><li>Replace everyday language with precise synonyms.</li></ul>	<div>Productive: Conventions</div> <ul style="list-style-type: none"><li>Proofread and edit a formal summary for proper capitalization, appropriate use of quotation marks and commas, complete sentences, and correct spelling.</li></ul> <div>Productive: Writing</div> <ul style="list-style-type: none"><li>Use a scoring guide to self- and peer assess a formal summary.</li><li>Collaborate with a partner to write and discuss priorities and a suggestion for revision.</li><li>Write a final draft of a formal summary that addresses peer and teacher feedback.</li></ul>
<div>PRINTABLE RESOURCES</div> <div>Scoring &amp; Grading Resources</div> <ul style="list-style-type: none"><li>Formal Summary Writing Rubric</li><li>Proofreading Rubric</li><li>3D Grading Grid</li></ul> <div>Differentiation Resources</div> <ul style="list-style-type: none"><li>Vocabulary Builder</li><li>Formal Summary Writing</li><li>Grammar &amp; Conventions</li><li>Issue 1 Interview</li><li>Issue 1 Extended Reading</li></ul> <div>Classroom Resources</div> <ul style="list-style-type: none"><li>4 Ls of Productive Partnering</li><li>Procedures for Partnering</li><li>Fast-Finisher Options</li><li>Language Functions</li><li>Reading Guide Card</li></ul> <div>Family Resources</div> <ul style="list-style-type: none"><li>Family Letter 1 (English/Spanish)</li><li>Family Standards Letter (English/Spanish)</li><li>Family Welcome Sign</li></ul>									<div>PROFESSIONAL LEARNING</div> <div>Instructional Routines</div> <ul style="list-style-type: none"><li>Video Modeling</li><li>Teaching Guide, pp. T64-T99</li></ul>	<div>ASSESSMENT</div> <div>Formative Assessment</div> <ul style="list-style-type: none"><li>Daily Do Now, pp. 144-147</li></ul> <div>Performance-Based Assessment</div> <ul style="list-style-type: none"><li>Formal Summary Writing Rubric</li></ul> <div>Curriculum-Embedded Assessment</div> <ul style="list-style-type: none"><li>Issue 1 Test</li></ul>						

8A Issue 1

Screen Time 8B



Every lesson includes **four opportunities** to provide Differentiated Support. Two of the strategies are targeted toward students at the **Intermediate or Expanding level**, and two are targeted toward students at the **Advanced or Bridging level of English proficiency**.

Teachers can select one or two strategies per lesson depending on students' needs to **further scaffold instruction and accelerate language acquisition**.

DIFFERENTIATED SUPPORT **Issue 1** SCREEN TIME

Use these strategies to differentiate your instruction for students at intermediate and advanced levels of English language proficiency.

Building Concepts & Language			Analyzing & Discussing Text	Academic Writing: Formal Summary												
LESSON 1			LESSON 2		LESSON 3		LESSON 4		LESSON 5		LESSON 6		LESSON 7		LESSONS 8 & 9	
EXPANDING	 <b>BUILD KNOWLEDGE</b> Build Reading Comprehension Increase understanding of text by identifying and discussing key ideas and details using frames: <i>From the overview, I learned that ____.</i>	 <b>DEVELOP UNDERSTANDING</b> Distinguish Between Examples and Non-Examples Display and have students record two examples and two non-examples relating to the word <i>communicate</i> . Guide students in understanding how they do or do not represent the concept's essential characteristics. Provide a mixed list with three or four items and have partners determine whether each one is an example or a non-example.	 <b>BRAINSTORM IDEAS</b> Scaffold Brainstorming <i>Let's brainstorm why digital devices are largely helpful. I have frames for two original ideas. Digital devices help people ____ (present-tense verb: stay in touch). Digital devices can encourage people to ____ (base verb: have fun and relax). Now, consider reasons why digital devices are largely harmful. Use these frames to get started. Digital devices may ____ (base verb: keep people up). Digital devices stop people from ____ (verb + -ing: talking face-to-face).</i>	 <b>BUILD WORD KNOWLEDGE</b> Explain Purpose of High-Utility Words <i>One goal of this course is to help you build a powerful vocabulary. Words to Know are topic words you must understand and use for our issue on screen time. Words to Go are practical words for achievement at school and at work. We will spend time practicing them in discussions and writing tasks so you have a powerful vocabulary toolkit for any school or work environment.</i>	 <b>BUILD FLUENCY</b> Guide Multiple Reads First read the introduction with Oral Cloze. Then reread with Oral Cloze, picking up the pace slightly and omitting different words. Structure a third read with Partner Cloze, assigning alternating paragraphs. Have students make an initial prediction of the overall text focus using this frame: <i>I predict that the text will focus on ____.</i>	 <b>MARK &amp; DISCUSS ELEMENTS</b> Guide Rereading and Marking <i>Our first task is to number the four elements of a topic sentence. Let's echo-read the topic sentence together. Point to the uppercase letter A in the writing type description to review the four elements. We first need to identify the text type. Point to the words that name the text type in the student model. Elicit a response. Write 1 above the word article. Continue for the other elements.</i>	 <b>WRITE CITATION VERBS</b> Guide Language Selection <i>In sentence 2, we could say, "The author says that taking in . . ." Instead, we'll select a precise citation verb. Each verb has a particular meaning, so we must think carefully. It would not make sense to write "she concludes" because sentence 2 is not about the end of the article. "She explains" would be a better choice because it means that the author provides details to make the fact clear.</i>	 <b>WRITE A PARAGRAPH</b> Practice Replacing Everyday Words Display a draft of a sentence that could present the first major point in the article: First, Bubar <u>tells</u> how <u>kids</u> today often spend their free time using technology to <u>do things</u> . Let's use precise synonyms to strengthen our writing. Partners, discuss an academic way of rewriting each underlined word or phrase and prepare to report.								
	 <b>BRAINSTORM IDEAS</b> Provide a List of Ideas <i>I've listed some ways that I see students using screen time. Let's read them chorally: to text friends, (Students repeat.) Start your list by copying one or two ways you also see students use screen time (perhaps including ways that you use screen time yourself).</i>	 <b>BUILD KNOWLEDGE</b> Build Reading Comprehension Develop understanding of the text type by pointing out, labeling, and explaining features of the Data File (headings, citations, references, bullets [shown by different icons], boldfaced terms). Have students label features using sticky notes. Chorally rehearse the function of each feature using frames: <i>The headings show the reader ____.</i> <i>The boldfaced terms show the reader ____.</i> <i>The bullets show the reader ____.</i>	 <b>PRESENT IDEAS</b> Support Active Listening Facilitate listening comprehension by allowing less proficient listeners to hear the idea twice. After the reporter provides an idea, restate it and have the student confirm or correct you. Then display the reason. <i>I'll write helpful or harmful to indicate your position. Then I'll record the present-tense verb you contributed. Repeat this process with other students.</i>	 <b>DISCUSS &amp; WRITE EXAMPLES</b> Build Reading and Oral Fluency Display a model response for the first frame. Echo-read with me, emphasizing key words and copying my pronunciation. First, pretend you are sharing this idea with your partner. Use your private scholarly voice: two times slower and louder than casual conversation. Echo-read the sentence. This time, pretend you are reporting to the class. Use your public voice: two times slower and three times louder. Echo-read again.	 <b>DISCUSS KEY IDEAS &amp; DETAILS</b> Identify Essential Content Have students reread manageable portions of text independently and mark important details. Model the process: The introduction is about a girl named Megan Rivera. Megan is not essential to the article, but what she does is critical to remember: She represents students who are using a lot of screen time. I'll add a sticky note and write, "Many adults are worried about the amount of kids' screen time." Please copy this.	 <b>IDENTIFY NOUNS &amp; PRONOUNS</b> Explain Conventions <i>In an informal summary, you don't need to keep referencing the author as you synthesize the important details. In a formal summary for a research report or final project, however, you must give credit to the author throughout to make it clear that these are someone else's ideas. We use specific nouns and pronouns to credit the author.</i>	 <b>PLAN KEY IDEAS &amp; DETAILS</b> Analyze Conventions Place your reading guide card under the first guideline to credit the author at the top of page 20. In the topic sentence, we need to state the author's full name. Echo-read the topic sentence in the student model with me. The author's full name is Julie Dobrow. Put an arrow by her full name. Now write the full name of the author of "R U 2 Plugged In?" in the top row of the chart on page 20. Continue with the remaining guidelines.	 <b>CHECK &amp; EDIT</b> Practice Editing a Writing Sample Echo-read the first item in the editing checklist. Let's check the sample. Now check your own topic sentence to see whether it contains all four pieces of information. We'll read the second sentence of the sample with Oral Cloze. Partners, decide if this sentence is complete. Let's echo-read the remaining items. Remember: Presenting only the most important details, in your own words, is the essence of a summary.								
BRIDGING	 <b>BUILD KNOWLEDGE</b> Build Reading Comprehension Model how to place sticky notes in the margin to mark key ideas and easily reference responses. Increase understanding of text by identifying and discussing essential content using frames: <i>(One/Another) important idea in the overview is that ____.</i>	 <b>BUILD KNOWLEDGE</b> Build Reading Comprehension Model how to place sticky notes in the margin to mark key data points and easily reference responses. Direct students to silently reread the text and check two or three key data points. Increase understanding of the text by articulating features of the Data File using frames: <i>Something interesting I learned is ____.</i> <i>I also learned that ____ because ____.</i>	 <b>MAKE A CLAIM</b> Model and Require Specific Details Display the first sample response. Notice that I've completed the frame using specific details that make my response more convincing and interesting. For example, instead of simply saying "talk to people," I've used the stronger and clearer "communicate with my cousins" to make my statement more powerful. Think of specific details you can add to your response to engage and convince your audience.	 <b>BUILD WORD KNOWLEDGE</b> Complete and Read the Meaning <i>Fill in the missing word attention. Chorally read the meaning with me: To focus is to pay special attention to something or somebody. If you watch a TV show so closely that nothing can distract you, then you have decided to (focus) on that show.</i>	 <b>BUILD FLUENCY</b> Quickly Teach High-Value Words After reading the introduction, teach words partners select with <b>Routine 9: Quick Teach Words (p. 186)</b> . Scan the introduction and identify two or three words you would like explained. Discuss your selections with your partner to see if you can help each other. Decide on one or two words that are the highest priority. We'll use the frames for Reporting Word Knowledge inside your Portfolio cover. Partner Bs, stand and report your priority.	 <b>ANALYZE TEXT ELEMENTS</b> Discuss the Writing Type <i>As a young student, you may have written a summary of a story you read for homework. You probably used everyday English because you were still learning to read and write. Now, your history teacher might ask you to summarize a chapter. We will learn how to complete a formal summary of an informational text with a different purpose and organization.</i>	 <b>WRITE CITATION VERBS</b> Guide Discussion of Examples <i>All the citation verbs are basically synonyms for says or tells, but each has a distinct meaning. In the definition of explores, underline researches and discusses. We could say that Kristin Lewis explores the issue of screen addiction. She researches if screen addiction is a real problem.</i>									
	 <b>EXCHANGE IDEAS</b> Support Active Listening Assign active listening tasks and discussion frames. Reporters will first contribute examples of ways to use screen time. Listen for and record two relevant ideas. Now, compare your spelling with my displayed list and add two more ways. Discuss the ideas you recorded with your partner: <i>One way students use screen time for school that I recorded is ____.</i> <i>One way children use screen time for fun that I recorded is ____.</i>	 <b>REWRITE IDEAS</b> Model and Require Specific Details Display the model response. Notice that I've completed the frame using specific details. For example, instead of using the general word things, I've used the stronger term digital devices. I've also written a specific effect: disturbed sleep. These changes make my statement more powerful. Think of precise language to add to your response.	 <b>PRESENT IDEAS</b> Establish Expectations Listen carefully to identify whether the reporter finds screen time helpful or harmful. If you are asked to report, start by stating whether you agree or disagree with the previous reporter's label and let us know why. I'll model this process: I agree with (Name)'s idea because I have learned a lot from doing research on the Internet.	 <b>DISCUSS &amp; WRITE EXAMPLES</b> Build Reading and Oral Fluency Remember, you will complete the first response frame after your discussion. To ensure your partner has accurately heard your idea and to prepare for our whole-class reporting, I'd like you to share your response three times. First read the frame, filling in the blanks out loud. Second, reread your response with your most fluent reading. Third, make eye contact with your partner and say your sentence with expression and emphasizing key words. I'll model the process with (Name).	 <b>IDENTIFY PRECISE WORDS</b> Model Selecting Precise Words You are building a toolkit of words to use as you write a formal summary of "R U 2 Plugged In?" Reread the section "Screen Overload" with Oral Cloze. Look for three or four topic words relating to screen time. Devices, computers, and smartphones seem relevant. Let's continue reading with Oral Cloze.	 <b>IDENTIFY NOUNS &amp; PRONOUNS</b> Point Out Register Nuances <i>A formal summary is written in academic language. When you credit an author in a summary, you first mention his or her full name, for example, Kristin Lewis or Joe Bubar. After introducing the author, you only write his or her last name, even though we don't usually do this in conversation. In a formal summary, you never use only the author's first name.</i>	 <b>PLAN KEY IDEAS &amp; DETAILS</b> Scaffold Sentence Writing <i>We'll begin by writing the title of the text, "R U 2 Plugged In?" Remember to put a comma after the title, and put quotation marks around the title. Then, write the author's full name, Joe Bubar. Partners, select a citation verb. Report using the frame: A strong citation verb is ____.</i> Let's all write "examines the topic of kids spending too much time using technology."	 <b>ASSESS YOUR DRAFT</b> Practice Rating a Writing Sample Distribute and read the Student Writing Sample. First, I'll guide you through the process of marking the elements of a formal summary, just as you will with your own draft. Now, I'd like partners to collaborate and rate each element. I'll get you started by evaluating the topic sentence.								

8C Issue 1

Screen Time 8D

Differentiated support strategies appear at point of use in the **Digital Teaching Guide lessons**.

**Teacher modeling** provides language for teachers to draw from when providing additional targeted scaffolding.



Debate questions  
**anchor students'**  
**academic discussions**  
and **writing** around  
engaging and relevant  
topics.

Professional learning  
for instructional  
**routines** provide  
detailed steps and  
support for teaching  
using engaging and  
recursive routines.

Verbal response  
frames provide  
**scaffolding** for  
**students to share**  
**experience and**  
**prior knowledge**  
about the topic.

LESSON 1

Issue 1

SCREEN TIME

LEARNING & LANGUAGE GOALS

Check your learning in this Issue against the objectives on pages 6–7.

Building Community

Use essential routines like **Partner & Group Interactions** (p. 164) during every lesson. Assign (A/B) partners for the first week, month, or Issue. Display **The 4 Ls of Productive Partnering**. Explain, model, and practice each L (Look, Lean, Lower Voice, and Listen).

BUILD KNOWLEDGE

Read the Overview

Echo-read the debate question with students. Clarify unfamiliar terms or phrases.  
Direct students to turn to the introduction. Establish the purpose. *The overview will introduce the topic we will be discussing and writing about: screen time.*  
Any time students read a text, use a routine from **Routine 2: Building Fluency** (p. 172) to support active and accountable reading. Use Oral Cloze to initially read aloud the overview with students.  
Prompt students to reread assigned sections using Partner Cloze. Silently reread your section. Choose two words to omit. Partner As read aloud first and partner Bs chime in. Then switch.

BRAINSTORM IDEAS

Activate Prior Knowledge

Model how to brainstorm and record ideas. I use my laptop to do my homework. I'll write do homework.  
Cue students to add two or three ideas and label each (S) for school or (F) for fun. I'll put S for school beside to do homework. For ways that I use screens for fun, I'll put an F. For ideas that use both, I'll put S/F.  
Have partners compare ideas and add a strong one.

EXCHANGE IDEAS

Facilitate a Class Discussion

Model how to complete frame 1 with a base verb. After to we need a base verb. A base verb appears without endings such as -s, -ing, and -ed. Write is a base verb followed by the plural noun reports.  
Direct partners to discuss one category at a time. Post **Procedures for Partnering** and echo-read it. Now, partner As, use frame 1 to share how you use screen time for school.  
Have partner Bs stand and report ideas using frame 1. Prompt students to listen and record three ideas.  
Record and display ideas after several students have reported. Prompt students to compare their spelling to the displayed responses and correct if necessary.  
Remind partners (A/B) to **LISTEN ACTIVELY** using the frame. Take turns asking and answering the question.  
Repeat the process with frame 2: students discuss, report, record, and compare ideas.

How much screen time is too much?

BUILD KNOWLEDGE

Read the overview (*Issues*, p. 4).

BRAINSTORM IDEAS

Write a quick list of ways to use screens for school and for fun.  
do homework S learn new information S/F  
text friends F play games F

EXCHANGE IDEAS

Use the frames to discuss ideas with your partner. Listen attentively and record ideas to complete the chart.

1. One way I use screen time for school is to \_\_\_\_\_ (base verb: view)

2. One way I use screen time for fun is to \_\_\_\_\_ (base verb)

SCREEN TIME USES

write reports (S)

do homework (S)

email friends (F)

play games (F)

watch TV (F)

do research (S)

Building Concepts & Language

DOMAIN-SPECIFIC VOCABULARY

Words to Know

Building Community

1. I work well with a partner who is **focused** and **polite**.  
(adjective: attentive, considerate) (adjective: organized, curious)  
2. I can be an effective lesson partner by **asking clarifying questions**.  
(verb + -ing: concentrating, contributing, listening)  
3. Learning how to interact and collaborate with others will help me later in life when I work with **a new project team**.  
(adjective + noun: a demanding manager, an inexperienced coworker, an indifferent classmate)

BUILD WORD KNOWLEDGE

Rate your word knowledge. Discuss meanings and examples with your group.

Language to FACILITATE DISCUSSION

① I've never seen or heard the word \_\_\_\_\_  
② I recognize the word \_\_\_\_\_ but need to learn how to use it.  
③ I can use \_\_\_\_\_ in a sentence. For example, \_\_\_\_\_  
④ I know that the word \_\_\_\_\_ means \_\_\_\_\_

Word to Know

	Rating	① Don't Know	② Recognize	③ Familiar	④ Know
1	<b>addicted</b> <b>ad-dic-ted</b> <i>adjective</i> ① ② ③ ④	liking something a lot and not wanting to stop doing it or having it	Mom says that I'm <b>addicted</b> to <b>television</b> . If you eat too much <b>candy/sugar</b> , you can become <b>addicted</b> to it.		
2	<b>device</b> <b>de-vice</b> <i>noun</i> ① ② ③ ④	a machine or tool that does a particular job	The best <b>device</b> for chores at home is the <b>dishwasher</b> . One electronic <b>device</b> that I can't live without is my <b>cell phone/laptop</b> .		
3	<b>digital</b> <b>dig-i-tal</b> <i>adjective</i> ① ② ③ ④	involving the use of electronic or computer technology	Digital <b>songs</b> are easy to download. I like <b>printed books/board games</b> better than the <b>digital</b> versions.		

Building Community

Using Response Frames

Introduce the Building Community task. Echo-read each frame separately, model a response, clarify the grammar target, and provide time for independent reflection and writing.  
Cue partners (A/B) to share each response twice: 1. Read fluently; 2. Say with expression.  
Preselect students to begin class discussion. Listen for a strong example of how our class will help you work with others and record it. Cue partners to share using the frames to **LISTEN ACTIVELY** (p. 8).

BUILD WORD KNOWLEDGE

Pronounce Words to Know

Use **Routine 3: Words to Know** (p. 174) to teach domain-specific vocabulary and build students' conceptual knowledge. These are precise topic words.  
Display word 1. Read word 1 aloud and have students repeat it twice.  
**Rate Word Knowledge**  
Have students choose the rating and number (1–4) that best describes their knowledge of each word.  
**Discuss Word Knowledge**  
Explain the routine. In future Issues, we'll discuss our word knowledge and examples in groups of four. This time, I will model the process with addicted. Then partner As will lead the discussions of device and partner Bs will lead the discussions of digital.  
Post **Facilitating Discussion** and have students echo-read the frame. So, (Name), are you familiar with the word \_\_\_\_\_?  
Choose a student to model the discussion with. Have the student respond using the frame (1/2/3/4) to **FACILITATE DISCUSSION** that matches his or her rating. Synthesize the student's word knowledge.  
**Explain Meaning**  
Pronounce the word again. Have students repeat. Display the meaning and read it aloud. Then have students fill in the meaning and read it aloud.  
After explaining **addicted**, write **addict** beneath the rating scale and direct students to copy it. *Addict is a noun; a person who feels they must have something.*  
**Discuss Examples**  
Read aloud the first example frame for word 1 and model a response. Have students complete and echo-read the first example.  
Read aloud the second example frame for word 1 and model facilitating a discussion. Provide one idea and ask the student to share an example. Demonstrate listening actively and choose a strong response. What idea did you add? That works. Let's write candy.  
Have partner As facilitate discussion for word 2. Have partner Bs facilitate discussion for word 3.

8 Issue 1

Screen Time 9

Learning domain-specific academic words and using them in speaking and writing **builds students' content knowledge and language**.

Frames for language functions give students the scaffold they need to effectively lead and contribute to partner, group, and class discussions.

34 English 3D Sampler



Students **build conceptual knowledge** to prepare for related text analysis, academic discussion, and constructed response.

Identifying and recording the most essential characteristics allows students to **unpack the concept and develop deep understanding**.

Students apply their understanding of the concept in a **constructed written response**.

Building Community mini-lessons throughout the first Issue provide time to **practice expectations and language protocols** for collaborative group and partner discussions.

Note-taking charts engage students in **active listening with accountability** to record classmates' ideas.

LESSON 2

Building Concepts & Language

MAKING MEANING

EXPANDING (A, BC)

**DEVELOP UNDERSTANDING**

**Introduce the Concept**

- Use **Routine 4: Building Concepts (p. 176)** to deepen students' understanding of a concept that is central to each issue. Introduce the routine. *In most issues, we will explore a concept, read the Data File, and share new ideas we learned. Since these are new routines for you and for me, we're going to take a bit longer exploring the concept and reading the Data File.*
- Say *communicate* and have students repeat. Give the part of speech. *Communicate is a verb.*
- Read the example sentence using Oral Cloze. Guide students to analyze context clues and determine synonyms. Underline "speaks loudly and clearly." What does that tell us about the meaning of *communicate*?
- Have partners brainstorm possible synonyms. Display the frame and model a response: *An everyday synonym for communicate could be \_\_\_\_\_. (talk)* Elicit responses using standing reporters.
- Say each word in the family. Have students repeat.

**Explain Meaning**

- Display the meaning and echo-read it. Have students complete it and read it aloud. Then explain the essential characteristics and have students complete them.

**Discuss Examples & Non-Examples**

- Read the first example and link it to the essential characteristics. *Conversations use spoken words.* Read the second example and the first two non-examples and link them to the essential characteristics.
- Display another example and a non-example. Ask partners to determine which is the example and which is the non-example. Have students justify their ideas using the essential characteristics.

**Write a Sentence**

- Read aloud the frame, saying *blank* for the blanks. Model a response for the first blank. Ask students to record appropriate responses for the other blanks.
- Preselect a student to report. Have that student **FACILITATE DISCUSSION** by selecting the next one.

EXPANDING (A, BC)

**BUILD KNOWLEDGE**

**Read the Data File**

- Direct students to turn to the Data File and establish the purpose. Use Oral Cloze to read it aloud. Have students reread assigned sections using Partner Cloze. Choose three words to omit. *Partner As read first and Bs chime in. Then switch.*

**Respond to the Data File**

- Read each frame and provide a model response. *Something interesting I learned is that almost 99% of children report watching television each day.*
- Have students silently reread the Data File to identify findings and share with their partners.
- Preselect a few students to report to the class.

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Issue 1

Language to FACILITATE DISCUSSION

I choose \_\_\_\_\_.  
I select \_\_\_\_\_.

**Building Concepts**

Complete the organizer to build your knowledge of the concept.

**communicate (verb)**

**Example Sentence**

The mayor speaks loudly and clearly when he needs to **communicate** with a large group of citizens.

Synonyms		Word Family
Everyday:	Precise:	
• talk _____	• interact _____	• communicate (verb)
• be in touch _____	• converse _____	• communication (noun)
		• communicator (noun)

**Meaning**

to share **information** \_\_\_\_\_ or express one's thoughts and **feelings** \_\_\_\_\_

**Essential Characteristics**

• Uses written or spoken **words** \_\_\_\_\_

• from one **person** \_\_\_\_\_ to another \_\_\_\_\_

**Examples**

• have a conversation \_\_\_\_\_

• write a letter \_\_\_\_\_

• **send an email** \_\_\_\_\_

• **talk on the phone** \_\_\_\_\_

**Non-Examples**

• read a book \_\_\_\_\_

• watch television \_\_\_\_\_

• **play a video game** \_\_\_\_\_

• **listen to music** \_\_\_\_\_

**Write About It**

When we're apart, my **plural noun: parents/friends** \_\_\_\_\_ and I communicate through **plural noun: phone calls/text messages** \_\_\_\_\_.

**BUILD KNOWLEDGE**

Read and respond to the Data File (Issues, p. 5). Use the frames to discuss ideas with your group.

- Something interesting I learned is \_\_\_\_\_.
- I also learned that \_\_\_\_\_.

EXCHANGING INFORMATION & IDEAS

**Data Download**

Language to LISTEN ACTIVELY

What ideas did you add?  
I added \_\_\_\_\_.

**Building Community**

- Making eye contact communicates that I am **engaged** (adjective: respectful, alert) and **responsible** (adjective: focused, attentive). It lets the speaker know that I truly **care about his or her ideas**. (present-tense verb: want, respect, am)
- Leaning toward my partner shows that I am **focusing on what he or she is saying**. (verb + -ing: listening, giving, paying)

**BRAINSTORM IDEAS**

Write one new idea you learned about screen time from the overview or Data File. Use everyday language.

- Using screens at night can mess up sleep.
- Many kids use two items with screens at the same time.

**REWRITE IDEAS**

Rewrite your idea as a complete sentence using academic language.

After reviewing the (overview/Data File) **Data File**,

I learned that **using digital devices at night can disturb sleep**.

**EXCHANGE IDEAS**

Stand and discuss ideas with classmates. Record notes after the discussion.

Language to DISCUSS IDEAS

May I share ideas with you?  
Yes, of course.

Language to REPORT

\_\_\_\_\_'s idea was that \_\_\_\_\_.  
\_\_\_\_\_ shared that \_\_\_\_\_.

Name	Ideas
[Teacher's Name]	using a screen late at night can ruin sleep
[Name]	doctors think that kids have too much screen time
[Name]	screens make it harder to pay attention to work

**Building Community**

- Partner & Group Interactions (p. 164)** Review the first two Ls: Look at Your Partner, Lean Toward Your Partner. Show the **video** of Dr. Kate teaching these skills.
- Using Response Frames (p. 166)** Display and read each Building Community frame. Clarify grammar targets, model a response, and echo-read it. Have students reflect and write responses independently.
- Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.
- Preselect two students to begin class discussion, followed by random and voluntary reporters. *Listen for an adjective that describes what strong eye contact communicates about your behavior and record it.* Cue partners to share ideas using the frames to **LISTEN ACTIVELY**.

**BRAINSTORM IDEAS**

**Activate Prior Knowledge**

- Routine 5: Data Download (p. 178)** Guide students to review the overview and Data File (Issues, pp. 4–5).
- Model how to brainstorm and record an idea and write it in your own words. *The overview says "... screen time can mess up how we sleep at night." I'll write, "Using screens at night can mess up sleep."*
- Prompt students to write one new idea about screen time using everyday language.

**REWRITE IDEAS**

**Respond in Writing**

- Read aloud the frame. Explain that students will rewrite their brainstorm idea using academic language.
- Model completing the frame using the sample idea from the brainstorm. *I'll replace screens with digital devices. I'll use disturb instead of mess up.*
- Read the model using Oral Cloze. Have students use the frame and academic language to rewrite their idea.

**EXCHANGE IDEAS**

**Record and Compare Ideas**

- Model the discussion and note-taking process. *Partner As ask Bs: May I share ideas with you? Bs reply: Yes, of course.*
- Cue partner As to share their ideas twice: 1. Read it aloud fluently; 2. Say it with expression. Partner Bs record brief notes; then partners (A/B) swap roles.
- Prompt students to stand, **DISCUSS IDEAS** with one peer, record brief notes and return to their seats.
- Preselect a student to **REPORT** a classmate's idea. That classmate becomes the next to **REPORT**. Continue until 4 or 5 students have reported.

Screen Time

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# LESSON 3

## Building Concepts & Language EXCHANGING INFORMATION & IDEAS

### BRAINSTORM IDEAS

**Brainstorm Responses**

- Use **Routine 6: Academic Discussion (p. T80)** to provide a consistent format and appropriate language supports for issue-based discussions.
- Read the question aloud. Explain any unfamiliar vocabulary. *Largely means “mostly” or “usually.” Circle largely and write usually above it.*
- Explain each column of the chart. Model an idea for *Helpful*, using everyday language. *Let’s start by brainstorming some ways digital devices are helpful. For example, digital devices are helpful because they “make research easy.” They also “allow people to stay in touch.” Notice that the model and my idea start with a present-tense verb: make and allow.*
- Review the model in the *Harmful* column and provide a second idea. *Notice that these examples also start with a present-tense verb, distract and keep.*
- Ask students to record two ideas in each column.

### ANALYZE LANGUAGE

**Choose Precise Words**

- Model replacing everyday words with precise words. *We’ll use academic language to write and share ideas about digital devices. For example, we use everyday words like bad in casual conversation, but we use precise words like inferior in formal discussions and writing.*
- Introduce and post **Reporting Word Choices** and echo-read it.
- Guide partners to brainstorm other precise words for the adjective *bad* and the verb *stop*.
- The Implementation Support section of the essential routine **Setting Up & Monitoring Tasks (p. T63)** includes strategies to elicit a range of responses. Ask partners (A/B) to stand and **REPORT**: *We thought of the precise word \_\_\_\_\_. Remind students to listen and sit if they hear their word.*
- Prompt students to record additional precise words.

### MAKE A CLAIM

**Respond in Writing**

- Read aloud the frame. Then, model a response for *helpful* and have students echo-read it.
- Point out vocabulary and grammar targets. *We follow them with a present-tense verb. Notice my example, “make it easier to communicate.” I’ve strengthened my example by adding “with my cousins.”*
- Repeat the process with an example of how digital devices are harmful.
- Have students write a response that includes a convincing reason and precise words.

## Academic Discussion

### Are digital devices largely helpful or harmful?

#### BRAINSTORM IDEAS

Write two ideas in each column. Use everyday language.

Helpful	Harmful
<ul style="list-style-type: none"> <li>make research easy</li> <li>allow people to stay in touch</li> <li>help people have fun and relax</li> </ul>	<ul style="list-style-type: none"> <li>distract students from homework</li> <li>keep people up too late</li> <li>stop people from talking face-to-face</li> </ul>

#### ANALYZE LANGUAGE

Complete the chart with precise words to discuss and write about the topic.

Everyday	Precise
bad ( <i>adjective</i> )	inadequate, inferior, poor, unsuccessful
stop ( <i>verb</i> )	discourage, hinder, prevent, block

#### MAKE A CLAIM

Rewrite two ideas using the frame and precise words. Prepare to elaborate with details.

Frame: Based on my experience, digital devices are largely (helpful/harmful) because they \_\_\_\_\_  
(present-tense verb: make, provide, cause)

Response 1: **Based on my experience, digital devices are largely helpful because they make it easier to communicate with my cousins.**

Response 2: **Based on my experience, digital devices are largely harmful because they cause poor sleep quality.**

#### Language to REPORT

We thought of the precise word \_\_\_\_\_.

#### Language to ELABORATE

One example is \_\_\_\_\_.  
I know this because \_\_\_\_\_.

#### Language to LISTEN ACTIVELY

What ideas did you add?  
I added \_\_\_\_\_.

#### Building Community

Lowering my voice but speaking with emphasis and pausing enables my lesson partner and group members to easily hear and **take notes on** my contributions. **Mumbling quietly** instead of using a scholarly private voice may communicate to classmates and coworkers that I am **unprepared**.

#### EXCHANGE IDEAS

Listen attentively. Then write your partner’s ideas.

#### Language to RESTATE IDEAS

So you think that \_\_\_\_\_.  
Yes, that’s right.  
No, not really. What I meant was \_\_\_\_\_.

Name	Idea
[Teacher’s Name]	<ul style="list-style-type: none"> <li>helpful: let people communicate what they like</li> <li>harmful: make students lazy</li> </ul>
[Name]	<ul style="list-style-type: none"> <li>helpful: give kids another way to learn</li> <li>harmful: lower students’ attention spans</li> </ul>

#### PRESENT IDEAS

Listen attentively and compare ideas. Record notes during the discussion and mark if you agree (+) or disagree (-).

#### Language to AGREE/DISAGREE

I agree with \_\_\_\_\_’s idea.  
I disagree with \_\_\_\_\_’s idea.

Name	Idea	+/-
[Name]	helpful: provide entertainment	
[Name]	harmful: discourage physical activity	

#### Building Community

- Partner & Group Interactions (p. T64)** Review the third L: Lower Your Voice. Show the **video** of Dr. Kate teaching this skill. Emphasize the need to use a scholarly private voice in partner and group interactions and a scholarly public voice during class discussions.
- Using Response Frames (p. T66)** Display and read aloud the Building Community task. Clarify the grammar targets, model a response, and have students practice reading it aloud. Provide time for independent reflection and writing.
- Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.
- Preselect two students to begin class discussion, followed by random and voluntary reporters. *Listen for an adjective that describes what speaking too softly may indicate and record it. Cue partners to share using the frames to LISTEN ACTIVELY.*

#### EXCHANGE IDEAS

##### Share, Restate, and Record Responses

- Model how to **ELABORATE** verbally using the frames. *Listen to how I elaborate using the frames and Response 1: I know this because I frequently text my cousins who live across the country from me. Provide time for students to consider how they will elaborate.*
- Tell students that they will listen attentively and restate their partner’s idea before recording it. Select a student to model the process. Briefly rehearse before the lesson. **Teacher (Partner A):** 1) State a claim using the completed written response. 2) **ELABORATE** verbally. **Student (Partner B):** 3) **RESTATE** partner A’s idea. **Teacher (Partner A):** 4) Confirm whether partner B accurately understood. **Student (Partner B):** 5) Record partner A’s idea.
- Cue partners (A/B) to share their written responses twice before they **ELABORATE** verbally. Have partners **RESTATE IDEAS** before recording brief notes.

#### PRESENT IDEAS

##### Report and Compare Ideas


- Assign the tasks to listen attentively, record two ideas (helpful/harmful), and **AGREE/DISAGREE** before presenting their own ideas.
- Model the process with an initial reporter. Have the student present a way digital devices are helpful. *Let’s practice. Repeat after me: I agree with (Name)’s idea. “Digital devices are helpful because they provide entertainment when I’m bored. Now, I’ll take brief notes on the idea. I’ll write his or her name, helpful, and a brief phrase starting with a present-tense verb.*
- Launch the discussion about how digital devices are helpful, and then harmful with two preselected reporters. Briefly synthesize and record students’ ideas.

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Students have daily opportunities to **use academic register to collaborate with peers, listen accountably, and construct relevant written responses.**

Partners collaborate to make **precise word choices** for speaking and writing tasks.

**Response frames**   
**target key**  
**grammatical skills**  
that are challenging  
for many multilingual  
learners.

Students learn and practice **social language to collaborate and exchange ideas** with partners and small group.

Throughout the course, students use **increasingly sophisticated frames for language functions**, such as elaborating, restating, and agreeing or disagreeing.



Students learn high-utility academic words that they will encounter across content areas, secondary school, and beyond.

Students **generate and discuss examples for academic words** using complete sentences, relevant content, and the correct form of the word.

Model language **directs students' attention to the grammar targets** required to accurately complete the examples.

Students complete a written example and share responses twice with a partner to **build oral fluency and confidence**.

LESSON 4

Analyzing & Discussing Text

ACADEMIC VOCABULARY

Daily Do Now (p. 144)

(device) My \_\_\_\_\_ is a \_\_\_\_\_ that can play music.

Building Community

- Partner & Group Interactions (p. T64) Review the fourth L: Listen attentively. Show the **video** of Dr. Kate teaching the skill.
- Using Response Frames (p. T66) Display and read aloud the Building Community task. Clarify the grammar targets, model a response, and have students practice reading it aloud. Provide time for independent reflection and writing.
- Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.
- Preselect two students to begin class discussion. Listen for an active listening behavior. Cue partners to share using the frames to **LISTEN ACTIVELY**.

BUILD WORD KNOWLEDGE

Pronounce Words to Go

EXPANDING (p. 80)

- Use **Routine 10: Words to Go (p. T89)** to teach high-utility academic words. You'll hear and use these words in many different subjects.
- Pronounce *lead to*, have students repeat it twice, and give the part of speech. *Lead* is a verb, an action word. *Lead* and *to* are words that are often used together.

Teach Meanings and Model Examples

- Display and read aloud the meaning of *lead to*. Have students fill it in and read it aloud.
- Display and read aloud the first example frame. Provide a model response and have students copy it. Read the second example frame and provide a model response. Explain the grammar target. *After a, I need a noun. Add the adjective big for additional detail.*
- Have partners brainstorm, share responses, and record one. Ask for volunteers to report an example.

DISCUSS & WRITE EXAMPLES

EXPANDING (p. 80)

Guide Verbal Practice

- Display, read aloud, and echo-read a response for the first frame. Point out grammar targets. *First, I need an adjective, like strong. After lead to, I need a noun.*
- Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.

- Select a student to begin the class discussion. Have students **LISTEN ACTIVELY** and record responses.

Apply Academic Words in Writing

- Display, read aloud, and echo-read a response for the second frame. Point out the grammar targets.
- Have students copy the correct form of the word and add original content. Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression. Preselect students to report to the class.

Words to Go

Language to LISTEN ACTIVELY

What ideas did you add?  
I added \_\_\_\_\_.

Building Community

As an effective lesson partner, I am responsible for contributing strong \_\_\_\_\_ ideas \_\_\_\_\_ and for listening to my partner's opinions and \_\_\_\_\_ suggestions. \_\_\_\_\_ I have already improved my listening skills because \_\_\_\_\_ I make sure to **lean toward my partner** \_\_\_\_\_ to show that I am paying careful attention.

BUILD WORD KNOWLEDGE

Complete the meaning and examples for this high-utility academic word.

Language to LISTEN ACTIVELY

Which example did you choose?  
I chose \_\_\_\_\_.

Word to Go	Meaning	Examples
lead to lead to verb	to <b>cause</b>	When I <b>eat too much candy</b> ,
	something to	it can <b>lead to</b> an upset stomach.
	happen or	My uncle's good work at his job
	<b>cause</b>	may <b>lead to</b> a <b>big raise in pay/</b>
	someone to do	<b>big promotion.</b>
something		

DISCUSS & WRITE EXAMPLES

Discuss your response with a partner. Then complete the sentence in writing.

Having **adjective: strong/poor** \_\_\_\_\_ study habits will most likely lead to

**noun: success/trouble** \_\_\_\_\_ on our next important exam.

Write your response and read it aloud to a partner. Listen and record a new idea.

Not getting enough **noun: sleep/rest** \_\_\_\_\_ at night can lead to feeling

**adjective: exhausted/tired** \_\_\_\_\_ and having trouble concentrating.

Building Community

If I finish a task before the teacher calls time, I should make sure to use the time **efficiently.** \_\_\_\_\_ If my partner and I are discussing something, we can **take turns contributing another response.** \_\_\_\_\_ If I complete a writing task, I can **reread what I wrote to identify and correct errors.** \_\_\_\_\_

BUILD WORD KNOWLEDGE

Complete the meaning and examples for this high-utility academic word.

Language to LISTEN ACTIVELY

Which example did you choose?  
I chose \_\_\_\_\_.

Word to Go	Meaning	Examples
focus fo-cus verb	to pay special <b>attention</b>	It was hard for me to <b>focus</b> on <b>what my mom was saying</b>
	to something or	<i>because I had a headache.</i>
	somebody	Sofia <b>focused</b> on her <b>homework/book</b> _____ even though the television was loud.

DISCUSS & WRITE EXAMPLES

Discuss your response with a partner. Then complete the sentence in writing.

I could not focus during **noun: the math test/independent reading** \_\_\_\_\_ with all of the **adjective: loud/distracting** \_\_\_\_\_ noise outside the classroom window.

Write your response and read it aloud to a partner. Listen and record a new idea.

If you're in the school play, you can't let the audience's **verb + -ing: talking** \_\_\_\_\_ keep you from **verb + -ing: focusing** \_\_\_\_\_ on your performance.

Daily Do Now (p. 144)

(lead to) I hope the extra time I spent studying will \_\_\_\_\_ me getting a \_\_\_\_\_ grade on my math test.

Building Community

- Post **Fast-Finisher Options** and echo-read each item.
- Using Response Frames (p. T66) Display and read aloud the Building Community task. Clarify the grammar targets, model a response, and have students practice reading it aloud. Provide time for independent reflection and writing.
- Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.
- Preselect two students to begin class discussion. Record a fast-finisher option. Cue partners to share using the frames to **LISTEN ACTIVELY** (p. 14).

BUILD WORD KNOWLEDGE

Pronounce Words to Go

BRIDGING (p. 80)

- Routine 10: Words to Go (p. T89)** Remind students of the purpose of high-utility academic words.
- Pronounce *focus*, ask students to repeat it twice, and give the part of speech. *Focus* is a verb, an action word.

Teach Meanings and Model Examples

- Display and read aloud the meaning of *focus*. Have students fill it in and read it aloud.
- Display and read aloud the first example frame. Provide a model response and have students copy it. Read the second example frame and provide a model response. Explain the grammar target. *After the pronoun her, I need a noun, such as homework.*
- Have partners brainstorm and share responses.

DISCUSS & WRITE EXAMPLES

BRIDGING (p. 80)

Guide Verbal Practice

- Display, read aloud, and echo-read a response for the first frame. Point out the grammar targets. *After during, I need a noun. In the second blank, I need an adjective.*
- Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.

- Select a student to begin the class discussion. Have students **LISTEN ACTIVELY** and record responses.

Apply Academic Words in Writing

- Display, read aloud, and echo-read a response for the second frame. Point out the grammar targets.
- Have students copy the correct form of the word and add original content. Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression. Preselect students to report to the class.

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37 English 3D Sampler



Lessons indicate the point of use for each of the four Differentiated Support strategies to **target students' needs by proficiency level.**

Multiple readings of informational text with Oral and Partner Cloze **actively engage students in building reading fluency.**

**Note-taking frames** provide scaffolding for identifying a text's key ideas and details in writing.

Students write **brief constructed responses to text-based questions** about key ideas, text structure, and author's craft.

Students review texts to identify **precise academic words to use in their writing assignments.**

LESSON 5

Analyzing & Discussing Text

INTERPRETING TEXT

Daily Do Now (p. 144)

(communication) My basketball coach tells us that strong \_\_\_\_\_ is important to becoming better \_\_\_\_\_.

BUILD FLUENCY

EXPANDING (p. 80)  
BRIDGING (p. 82)

Identify the Text Focus

- Praise students who demonstrate attentive listening. *During the Daily Do Now, I saw productive partnering in action. I want to particularly commend \_\_\_\_\_ and \_\_\_\_\_ for demonstrating the 4 Ls like professionals.*
- Use **Routine 8: Close Reading (p. T84)** to support students in reading and discussing texts. Preview the text to predict the focus. Prompt partners (A/B) to **PREDICT**, switch roles, and report. Preselect two students to report; then call on volunteers.

Guide Multiple Text Reads

- Routine 2: Building Fluency (p. T72)**  
1st Read Use the **Reading Guide Card** and Oral Cloze to read Text 1 (Issues, pp. 6–9).
- 2nd Read Have partners reread Text 1 with Partner Cloze. Prompt partner As to read the odd paragraphs and Bs to read the even paragraphs.
- Use **Routine 9: Quick Teach Words (p. T86)** to address unfamiliar words. Here, **Clarify Meaning** by providing a brief meaning and example for *avoid* and *accuracy* (Issues, p. 6 and p. 8).

React to the Text

- Form groups and assign numbers 1–4. Explain the purpose of this group task. *You will have an opportunity to react to the text and share what you found interesting, surprising, or confusing.*
- Read the response frames. Explain any unfamiliar vocabulary. *In frame 2, curious means eager to know.*
- Provide a model response for each frame.
- Have students silently skim Text 1 to identify ideas. *Place a sticky note near an idea that was interesting, made you curious, or confused you.*
- Facilitate group discussion. Number 1s facilitate frame 1; 2s facilitate frame 2; 3s facilitate frame 3. Number 4s, make sure the group stays on task.
- Preselect a student to report. Each student that reports selects the next student to report.

DISCUSS KEY IDEAS & DETAILS

EXPANDING (p. 80)

Ask and Answer Text-Based Questions

- 3rd Read Reread Text 1 with Partner Cloze. Partner As read even paragraphs; Bs read the odd paragraphs.
- Direct partners to ask and answer the first question. Preselect two strong responses and model recording the key idea. Then have partners ask and answer questions about important details. Prompt partners to share and agree upon details for their notes.

Close Reading

Language to PREDICT

I predict the text will focus on \_\_\_\_\_.

BUILD FLUENCY

Read “R U 2 Plugged In?” (Issues, pp. 6–9). Use the frames to discuss the text with your group.

- Something interesting I learned is \_\_\_\_\_.
- I’m curious about why \_\_\_\_\_.
- I still don’t get \_\_\_\_\_.

DISCUSS KEY IDEAS & DETAILS

Take turns asking and answering questions with a partner. Write brief notes.

Discussion Frames	Text Notes
<b>Q:</b> What is the key idea of this text?	• scientists are concerned about the <b>negative/bad</b> effects of too much <b>screen time</b>
<b>A:</b> The key idea of this text is _____.	
<b>Q:</b> What are the most important details in this text?	• experts <b>worry/think</b> that kids will become <b>addicted</b> to screens
<b>A:</b> (One/Another) important detail in this text is _____.	• doctors say that more than <b>two hours</b> of screen time each day is <b>harmful/damaging</b>
<b>A:</b> Perhaps the most important detail in this text is _____.	• screens make it hard for students to <b>focus</b> on <b>homework</b>
	• using <b>digital</b> devices at night <b>leads to/causes</b> poor sleep

Text 1 • News Article

INTERPRETING TEXT

Language to LISTEN ACTIVELY

What ideas did you add?  
I added \_\_\_\_\_.

Building Community

During group discussions, it is **imperative** that I contribute using a scholarly public voice instead of using a **conversational** communication style. Sitting up straight and **projecting my voice** \_\_\_\_\_ regularly will help ensure that my teacher, classmates, and colleagues can easily follow my **remarks**.

RESPOND WITH EVIDENCE

Use the frame and text evidence to construct a formal written response.

- How does the author present information about screen time?

The author presents information about screen time by describing the different **plural noun: problems** that **present-tense verb: occur/happen** when children have excessive time with screens. One example is that using multiple digital **plural noun: devices** at one time makes **noun: work/tasks** take longer and become less accurate.

- What does the article suggest is a benefit of less screen time for children?

The article suggests that a benefit of less screen time for children is that children may have more time for **adjective: face-to-face/in-person** interactions with their **plural noun: friends./relatives**.

Daily Do Now (p. 144)

(device) I would like to create a \_\_\_\_\_ that could make all of my \_\_\_\_\_ disappear.

Building Community

- Post **Expectations for Reporting** and echo-read each item.
- Using **Response Frames (p. T66)**, Display and read aloud the Building Community task. Clarify the grammar targets and model a response. Provide time for independent reflection and writing.
- Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.
- Preselect two students to begin class discussion. *Listen for something you should do while reporting and record it.* Cue partners to share using the frames to **LISTEN ACTIVELY**.

RESPOND WITH EVIDENCE

Model Writing Constructed Responses

- Read the directions. Explain the purpose of the writing task. *In formal written responses, we write in complete sentences and include adequate details, clear transitions, and precise words.*
- Display and echo-read question 1. Point out key words and phrases. *Underline presents information. We need to think about how the author presents, or gives, information about the topic.*
- Read aloud the frame, saying blank for blanks. Point out that the response frame restates the question.
- Model how to review the Text Notes and scan the text to complete the first blank. *Let’s review our Text Notes. I notice that our notes are about the problems that happen when kids have too much screen time.*
- Direct partners to collaborate on identifying key phrases to complete the frame. Preselect a few students to share their responses.
- Repeat the process with question 2.

IDENTIFY PRECISE WORDS

BRIDGING (p. 82)

Build Precise Vocabulary for Writing

- Review the writing prompt (Portfolio, p. 21) and explain the task purpose. *In your summary, you will need to use precise topic and academic words. We’ll review the text and your Portfolios to identify words.*
- Model how to reread to find precise words for writing. Prompt partners to skim Text 1 and identify at least two strong word choices to record in each column.
- Display and rehearse the frame: *One precise (topic/high-utility) word we plan to use is \_\_\_\_\_.* Cue partners (A/B) to report. Display suitable words. Have students record two new words in each column.

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The academic writing type definition introduces its purpose, structure, and specific elements.

Students analyze and mark key elements of the academic writing type to set expectations for writing.

Discussion frames require partners to use academic language as they discuss key elements of the writing type.

LESSON 6

Academic Writing  
ANALYZING TEXT ELEMENTS

Daily Do Now (p. 145)  
(addicted) Most of my friends enjoy watching funny TV shows, but I am \_\_\_\_\_ to watching \_\_\_\_\_.

ANALYZE TEXT ELEMENTS  
BRIDGING (A, RD)

Introduce the Academic Writing Type

- Use Routine 12: Student Writing Model (p. T92) to set clear expectations and analyze an academic writing type.
- Have students discuss the types of summaries they write in different classes: In \_\_\_\_\_ we write a summary of \_\_\_\_\_ in order to \_\_\_\_\_ (e.g., In science, we write a summary of a chapter section in order to remember the most important details.)
- Highlight the main reasons we summarize: 1) to remember a text; 2) to review class notes; 3) to study; 4) to show understanding of a text.
- Echo-read the academic writing type description and guide students to underline key phrases.

Read the Student Writing Model

- Tell students that you will analyze a formal summary about screen addiction. We will now analyze a formal summary on screen addiction.
- Display and read aloud the student model using Oral Cloze and Partner Cloze.

MARK & DISCUSS ELEMENTS  
EXPANDING (A, RD)

Teach and Discuss Formal Summary Elements

- As you introduce each element and marking task, assign the relevant frame and facilitate discussion. Model the process with the first task and frame by reading a model response. Have partners (A/B) take turns listening and responding.
- Ask partners (A/B) to stand and report a response with each frame. Direct students to listen attentively and mark any missed elements.
- Reread the topic sentence. Guide students to number the text type (1), title (2), author (3), and topic (4).
- Explain that transitions like First introduce and connect the writer's points. Have students box three transitions in the text. Remind students that transition words and phrases are often followed by a comma.
- Remind students that a formal summary communicates the most important details from the summarized text. Have students underline four important details.

- Point out that the writer included precise topic words from the text. Have students star digital and one more precise topic word.
- Note that the writer included high-utility academic words such as lead to. Have students check lead to and one other high-utility academic word.

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Student Writing Model

Academic Writing Type

A formal summary is a type of informative writing. It provides an overview of the topic and important details from a text. The writer credits the author, but writes original sentences using precise topic words. A summary does not include the writer's personal opinions.

- The topic sentence includes the text type, title, author, and topic.
- Detail sentences include the most important details from the text.
  - Transition words or phrases introduce and connect ideas.
- The concluding sentence restates the author's conclusion in the writer's own words.

ANALYZE TEXT ELEMENTS

Read this student model to analyze the elements of a formal summary.

A

In the article, "Are You a Screen Addict?," author Kristin Lewis explores the topic of screen addiction in teens. First, Lewis points out that teenagers spend less time in school than they usually do using digital devices because the use of those devices has become part of normal life. The author also reports that spending more than 16 hours a day in front of a screen can often lead to poor grades, depression, and obesity. In addition, she discusses the problem of kids becoming addicted to screens, so that they feel they cannot put them down. Furthermore, she describes the damaging effects when kids are unable to focus on the important things in life, such as homework and family. Lewis concludes by stressing that kids should ignore their digital devices from time to time.

MARK & DISCUSS ELEMENTS

Mark the summary elements. Use the frames to discuss them with your partner.

- Number (1–4) the four elements of the topic sentence. The topic sentence includes the \_\_\_\_\_.
- Draw a box around three transition words or phrases. One transition (word/phrase) is \_\_\_\_\_. Another transition (word/phrase) is \_\_\_\_\_.
- Underline four important details. One important detail is \_\_\_\_\_.
- Star two precise topic words. Check two high-utility academic words. An example of a (precise topic word/high-utility word) is \_\_\_\_\_.

Formal Summary  
FRONTLOADING CONVENTIONS

Nouns & Pronouns to Credit an Author

Guidelines to Credit an Author

Topic Sentence: State the author's full name.  
1st Important Detail: State the author's last name.  
2nd and 4th Important Detail: Use the term author, writer, or researcher.  
3rd Important Detail: Use the pronoun he or she.  
Concluding Sentence: Use the author's last name.

IDENTIFY NOUNS & PRONOUNS

Read the summary and circle the nouns and pronouns that credit the author.

In the article "Toddlers and Tablets," author Julie Dobrow examines the topic of young children using interactive tablets. First, Dobrow explains that the number of tablets in American homes with toddlers has grown considerably in recent years. The author also suggests that children under the age of two should have no screen time at all. In addition, she discusses several media stories that insist that tablets damage kids' eyesight and lead to their becoming easily distracted. Furthermore, the author describes how other studies have shown that tablets may actually help toddlers learn because they are interactive. Finally, Dobrow concludes by maintaining that more research is needed before we really understand the effects of tablets on toddlers.

TAKE NOTES

Write nouns and pronouns to credit the author in your formal summary.

Summary Sentence	Noun/Pronoun to Credit the Author
Topic Sentence	Joe Bubar
1st Detail	Bubar
2nd and 4th Detail	the author
3rd Detail	he
Concluding Sentence	Bubar

Daily Do Now (p. 145)  
(communicate) I use email to \_\_\_\_\_ with my cousins who live in a different \_\_\_\_\_.

IDENTIFY NOUNS & PRONOUNS  
EXPANDING (A, RD)  
BRIDGING (A, RD)

Teach the Conventions Skill

- Explain that the writer of a formal summary uses nouns and pronouns that credit the author for his or her work.
- Read aloud the "Guidelines to Credit an Author" and have students circle key information (e.g., author's full name). The topic sentence introduces the article, so you write the author's full name as it appears with the title of the text. If there are more than three detail sentences, you can reuse "the author, writer, or researcher" in the fourth detail.
- Explain how to credit an author whose name is not included with the text. Sometimes the author's name isn't published. In these cases, use the terms "author" and "writer" throughout your summary.

Practice Analyzing a Model

- Read aloud the model summary using Oral Cloze.
- Point out that the writer of the summary credits the author using her full name in the topic sentence and have students circle it.
- Setting Up & Monitoring Tasks (p. T68) Ask partners to switch off reading the summary sentence by sentence and circling the nouns and pronouns that credit the author. Display the frames to ask for clarification and request assistance (p. T68). Encourage students to raise their pencils to request assistance if they have questions or difficulties.
- For additional practice, have partners review the summary of "Are You a Screen Addict?" (p. 18) and identify the nouns and pronouns to credit the author.

TAKE NOTES

Apply Skill to Academic Writing

- Have students return to Text 1 "R U 2 Plugged In?" (Issues, pp. 6–9) and locate the author's full name. Direct them to record it as the noun they will use to credit the author in their topic sentences.
- Setting Up & Monitoring Tasks (p. T68) Direct partners to refer to "Guidelines to Credit an Author" to complete the chart. Observe student interactions and written work, coach off-task or blocked partners, and provide guidance.
- Briefly have students report out to the class: For the \_\_\_\_\_, we selected the (noun/pronoun) \_\_\_\_\_.

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Students learn relevant grammar and conventions skills connected to the writing assignment.

An additional model of the writing type provides practice with identifying the focus conventions skill.

39 English 3D Sampler



Students practice using **verb tenses, precise language, and sentence structures** that writers commonly use for the specific academic writing type.

**Authentic practice tasks** mirror the writing that the formal assignment requires.

LESSON 7

Academic Writing  
FRONTLOADING LANGUAGE

Daily Do Now (p. 145)

(digital) Our teacher asked us to submit our essays \_\_\_\_\_ instead of handing in \_\_\_\_\_ copies.

WRITE CITATION VERBS

Teach the Language Skill

EXPANDING (p. 80)  
BRIDGING (p. 80)

- Explain that there are certain verbs to formally cite an author or summarize an author's point. All citation verbs essentially mean "to tell" or "to say." However, each one has a more precise meaning that helps a writer to be clear in a formal summary.
- Point out that some citation verbs work best to summarize the overall topic in the topic sentence, and others work better for the detail and concluding sentences. Echo-read the list of citation verbs.
- Direct students' attention to the tense of the citation verbs. These verbs are always in the general present tense and if there is one author, they end with -s. Underline the -s ending on each verb in the chart.
- Direct students to circle the citation verbs in the chart that they plan to use to complete their sentences.

Practice Choosing Citation Verbs

- Read aloud the first sentence and ask students to identify whether it is a topic, detail, or concluding sentence. Model how to use the chart to choose a verb to cite and complete the sentence.
- Ask partners to collaborate to complete the remaining three sentences.
- Setting Up & Monitoring Tasks (p. T68) Display the frames to ask for clarification and request assistance from the routine (p. T68). Encourage students to raise their pencils to request assistance if they have questions or difficulties.
- Direct partner 2s to report out to the class. We selected the precise citation verb \_\_\_\_\_.
- If students finish completing the sentences, have them review the student model and circle four citation verbs.

Using Citation Verbs

Noun/Pronoun	Citation Verbs	Summary
(Author's full name)	explores: researches or discusses a topic presents: describes something to influence others examines: considers or studies something	(topic)
(Author's last name) The author The writer He/She	reports: gives only facts, not opinions notes: mentions something especially interesting describes: says what something is like suggests: gives an opinion or option emphasizes: says that something is especially important	that/how (key detail)
Studies Research	indicate(s): points out something show(s): presents or displays	that/how (data/statistic)
(Author's last name)	concludes: ends	by restating/stressing that (conclusion)

WRITE CITATION VERBS

Complete each sentence with an appropriate citation verb.

- In the article, author Kristin Lewis explores \_\_\_\_\_ the problems of too much screen time.
- The author also notes \_\_\_\_\_ that taking in massive amounts of information is normal for today's kids.
- In addition, she reports \_\_\_\_\_ that spending significant time looking at screens can lead to serious health problems.
- Finally, Lewis concludes \_\_\_\_\_ by stressing that teens need to figure out how to have screen time, but not too much of it.

Formal Summary  
PLANNING TO WRITE

Organize a Formal Summary

Prompt

Write a formal summary of the text "R U 2 Plugged In?"

PARAPHRASE & CONDENSE IDEAS

Text Detail 1

Text Detail 2

Condense key information from the two text details above into one sentence.

First, Bubar describes how children often spend their free time using \_\_\_\_\_ to \_\_\_\_\_.

PLAN KEY IDEAS & DETAILS

State the text information to write a topic sentence.

In the article "R U 2 Plugged In?," \_\_\_\_\_

author Joe Bubar \_\_\_\_\_ examines \_\_\_\_\_

the topic of \_\_\_\_\_.

List three key details from the article in your own words.

1. First, Bubar describes how children often spend their free time using \_\_\_\_\_ technology to play games and communicate with friends.

2. The author also reports that experts are worried that the amount of \_\_\_\_\_ time kids spend in front of screens can be harmful.

3. In addition, he notes a study in which students had trouble focusing on \_\_\_\_\_ homework because they were distracted by their cell phones.

Restate the author's conclusion in your own words.

Finally, Bubar concludes by \_\_\_\_\_ from screens and communicate with people in person.

Daily Do Now (p. 145)

(focus) I couldn't \_\_\_\_\_ on reading my book because my brother was playing \_\_\_\_\_ too loudly.

PARAPHRASE & CONDENSE IDEAS

Practice Paraphrasing

- Explain that writers restate, or paraphrase, ideas from texts in their own words to summarize important details. Paraphrasing can be useful to restate or sum up a direct quote from a text in your own words.
- Read the directions aloud and have students circle the key word condense. When we condense something in writing, we make it shorter. In this case, we are taking two details from the text and condensing the information to write one detail sentence.
- Display the text detail sentences and underline the key words and phrases. Model brainstorming precise synonyms for each key word or phrase. I can replace devices with screens with technology.
- Direct partners to paraphrase the second text detail. Preselect a few students to read aloud their completed detail sentences to the class.

PLAN KEY IDEAS & DETAILS

Guide Note-Taking

- Use Routine 13: Planning to Write (p. T94) to help students organize their ideas for academic writing. Model how to return to the text to locate and record the title, author, and topic. Have students choose a citation verb to complete the topic sentence. Then read it aloud chorally.
- Guide students to reread "R U 2 Plugged In?" to paraphrase and condense important text details. Use a gradual-release model: I do (the first one), We do (the next two), You do (the final one).
- Detail 1: Reread the first page of "R U 2 Plugged In?" (Issues, p. 6). Model transferring the important detail from the section above to their notes. Notice that we will start each detail with a citation verb ending in -s.
- Detail 2: Have students reread the second page of "R U 2 Plugged In?" (Issues, p. 7) and reference their notes (Portfolio, p. 16). An important detail on this page is that adults and scientists are worried about children spending too much time with screens. Guide students in paraphrasing the sentence.
- Detail 3: Have students reread the last two pages of "R U 2 Plugged In?" (Issues, pp. 8-9), discuss important information, and agree on a detail to record. Direct partners to compare details: I decided that an important detail in this section is \_\_\_\_\_. Then have students record a detail.
- Concluding Sentence: Reread the last two paragraphs of the text and model how to restate the conclusion in your own words.

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Screen Time 21

Students practice **paraphrasing text details and condensing ideas** to use in their academic writing.

Note-taking scaffolds support students in **taking notes to organize supporting details** for their writing.

40 English 3D Sampler



Detailed writing frames support students in learning text structures and in writing increasingly longer and more complex pieces.

Clear descriptors indicate the grammar target or content required to complete each section of the writing frame.

LESSON 8

Academic Writing  
WRITING A DRAFT

Daily Do Now (p. 146)

(communicate) Yesterday my teacher \_\_\_\_ that we would have a \_\_\_\_ in class today.

WRITE A PARAGRAPH

EXPANDING (p. 80)  
BRIDGING (p. 82)

**Introduce the Writing Assignment**

- Use **Routine 14: Writing a Draft (p. T96)** to support students writing with clear and targeted frames. Read the writing prompt aloud to clarify the assignment.
- Display the formal summary writing frame. Point out key features.
- Explain the purpose of the small text in parentheses. *The small text in parentheses points out the grammar target and provides precise words to use.*

**Write the Topic Sentence**

- Read aloud the frame for the topic sentence.
- Model how to use the notes (p. 21) to transfer the topic sentence to Section A of the frame.
- Point out that an article title is capitalized and appears in quotation marks to set it apart. Have students add quotation marks to the title.

**Write Detail Sentences**

- Remind students that detail sentences capture the most important details from the article. Read aloud the frame for the first detail, saying *blank* for blanks.
- Model how to write the first detail sentence by citing the author and using the notes you modeled for the first important detail (p. 21).
- Guide students in transferring content from their notes (p. 21) to write three detail sentences.
- Explain that the detail sentences should appear in an order that makes sense—usually the order in which the ideas appear in the article.

**Construct a Concluding Sentence**

- Model how to write a concluding sentence that restates the author's conclusion.

**Read and Revise the Formal Summary**

- Read aloud the sample formal summary. Model how to replace everyday words with precise synonyms from the word banks (*Portfolio*, p. 17).

**Write a Draft**

- Provide time for students to write their own formal summaries in response to the prompt on a computer or separate sheet of paper.
- Direct partners (A/B) to take turns reading their formal summaries. Guide them to identify everyday words and replace them with precise synonyms.

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Issue 1

LESSON 9

Formal Summary  
ASSESSING & REVISING

Rate Your Formal Summary

ASSESS YOUR DRAFT

Rate your formal summary. Then have a partner rate it.

	Scoring Guide			
	① Insufficient	② Sufficient		
	② Developing	④ Exemplary		
1. Does the summary topic sentence state the text type, title, author, and topic?	Self ① ② ③ ④	Partner ① ② ③ ④		
2. Did you use transition words or phrases to connect or add important details?	Self ① ② ③ ④	Partner ① ② ③ ④		
3. Did you discuss the most important details from the text in your own words?	Self ① ② ③ ④	Partner ① ② ③ ④		
4. Did you include precise topic words and high-utility academic words?	Self ① ② ③ ④	Partner ① ② ③ ④		
5. Did you use present-tense citation verbs to credit the author?	Self ① ② ③ ④	Partner ① ② ③ ④		
6. Does the concluding sentence restate the author's conclusion in your own words?	Self ① ② ③ ④	Partner ① ② ③ ④		

REFLECT & REVISE

Record specific priorities and suggestions to help you and your partner revise.

(Partner) Positive Feedback: I appreciate how you (used/included) \_\_\_\_\_

(Partner) Suggestion: One suggestion I have to improve your formal summary is \_\_\_\_\_

(Self) Priority: I will revise my formal summary so that it \_\_\_\_\_

REFLECT & REVISE

Discuss Feedback

- Remind partners to give positive feedback before making a suggestion for revision.
- Model how to give feedback. *You might say, "I appreciate how you included the topic in the topic sentence. One suggestion I have to improve your formal summary is to include only the most important details from the article. Do you have any questions?"*
- Guide students to use frames to write positive feedback and a suggestion in their partner's book.
- Have pairs return books and have partners clarify feedback using frames: *What do you mean by \_\_\_\_?* *In other words, you think that \_\_\_\_.* Then prompt each student to set a priority for revision.
- Allow students to revise their formal summaries, focusing on areas with the lowest ratings.

CHECK & EDIT

Complete a Proofreading Checklist

- Ask students to review each item in the checklist and reread their formal summaries to proofread and edit.

**Write a Final Draft**

- Support students as they revise their drafts. Have students publish their work through a school blog or website. Encourage interaction and collaboration.
- Score student summaries using the **Formal Summary Writing Rubric** and provide the feedback for students to review.

Screen Time

23

Write a Formal Summary

Prompt Write a formal summary of the text "R U 2 Plugged In?"

WRITE A PARAGRAPH

Use the frame and academic language to write a formal summary.

In the article, **"R U 2 Plugged In?"** the author **Joe Bubar**

**examines** the topic of **kids spending too much time using technology.**

**describes** how children today often spend their free time using technology to **play online games** or **send messages to friends.**

The (author/writer/researcher) **author** also reports that many **experts** are worried that the **excessive** amount of time that children spend in front of screens could be **harmful** and even lead to health problems like **weight gain.**

In addition, (he/she) **he** **notes** a study in which students had **difficulty** focusing on homework because they were **distracted** by **their cell phones.**

Furthermore, the author **explains** that using several devices at once may seem helpful but actually it **prevents** young people from getting things done **quickly.**

Finally, **Bubar** concludes by **stressing** that it is important to **take** **breaks from screens** to let your brain rest and to communicate in person with other people.

23

Screen Time

Scoring guides provide clear criteria for self- and peer assessment and mirror the rubrics teachers use to assess student writing.

Frames for feedback provide clear criteria and focus students' revisions on critical aspects of the writing assignment.





## ISSUES TEXTS, COURSE B

Engage students with informational and literary texts based on high-interest, relevant issues. Take a look inside:

- Texts with domain-specific and high-utility academic vocabulary that span a variety of text types and a range of levels with text features including headers, captions, graphics, diagrams, and data graphs
- A Data File for each informational issue with statistical evidence from authentic sources
- Content connections to science, social studies, health, technology, and fine arts.
- Academic Glossary with pronunciations, meanings, examples, word origins, and Spanish cognates
- Also includes Academic Language and Writing Handbooks to reference during discussions and writing



The Issues texts engage students with **authentic, increasingly complex informational and literary texts** that are relevant to students' lives.

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Words to Know: Topic-related words that you can use to discuss and write about the Issue are **boldface**.



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Data Files build students' background knowledge and provide **evidence from authentic sources** for students to cite in their academic speaking and writing.

Issue 1

GAMING

Debate

CAN VIDEO GAMES  
TAKE YOUR BRAIN  
TO THE NEXT  
LEVEL?

Video games have come a long way from the simple ping-pong games of the 1980s. Now you can fight zombies, quarterback football teams, or float flappy birds from a cell phone.

Video games can be fun, but are they also harmful? Some people worry about how video games affect young players. Do they make it harder to pay attention? What about bloody images?

Other people point out that video games can teach players to solve problems. They can also develop muscle movements and help people make friends.

Do video games prepare people for life, or shut them off from it? Do they help or hurt your brain? Press “start” to find out!

4 Issue 1

Data File

Since video games started coming into homes in the 1980s, their complexity and popularity keep reaching new levels.

⚡

**Powering Up**

Teens play video games on consoles, computers, handheld devices, and cell phones.

- According to a survey, **97%** of teens aged 12–17 play video games.
- By gender, **99%** of boys and **94%** of girls enjoy this form of entertainment.
- **65%** of game-playing teens play **socially** with other people who are in the same room. **24%** of teens only play video games online.

(Pew Research Center, 2008)

MATURE 17+

**Mature Enough?**

Video game ratings include E = Everyone, E10+ = Everyone 10+, T = Teen, and M = Mature. Of the 40 best-selling computer and video games in 2013, T was the most common rating with 16 games. M-rated games are the most controversial because they contain strong language, intense violence, and other adult content.

(Entertainment Software Association, 2014)

🕒

**Out of Control**

While video games are a fun activity for most players, they take over some players' lives.

- Research shows that nearly **10%** of gamers are **addicted**.
- **Addicted** teens play video games about **24** hours per week. Some play many hours more.

(Psychological Science, 2009)

Gaming 5



Students are able to make **regular connections between coursework and the demands of life, secondary school, college, and the workplace.**

Text 1 • Magazine Article • Houghton Mifflin Harcourt

# Game On or Game Over?

by Oscar Gomez

Brian Alegre thought he was in control—until a video game took over his life. “I had this big urge to play all the time,” he said. That urge built up to 15–20 hours of play a day. Alegre guzzled energy drinks. He started to mix up his virtual world and RL, or “real life.” Brian had to face a harsh fact. He was an **addict**.

Not all players experience the dark side of video games. Michael Chaves is a professional video gamer. He thinks gaming has made him function better in real life. “I’m always thinking because in the game, you are trying to accomplish certain tasks. And if I could do it in the game, I feel I can do it in person, too.”

Opinions about video games are intense. On one side, people think the games are great entertainment. They say, “Game on.” On the other side, people think video games are **violent** and **addictive**. They say, “Game over.”

According to the Pew Research Center, 94% of teen girls play video games.

## Mind Games

“I don’t think playing video games really affects kids that much,” Parker Seagren says. Seagren, a teen from Illinois, plays war and sports games with his friends. Many teens would agree with Seagren. For them, video games are just part of life. And that life includes 24/7 technology. Parents and other adults just don’t get it. After all,



they grew up in another century. However, scientists know that video games do affect teens. They have gathered evidence about how video games **influence** the brain. When it experiences something pleasurable, the brain releases a chemical called dopamine. As a result, the brain is hard-wired to want more of that thing. It wants to press “Play Again.”

**About 8.5 percent of teen gamers develop an addiction to video games. They are more likely to skip school, receive poor grades, and have social problems.**

Brain studies help explain why about 8.5 percent of teen gamers develop an **addiction** to video games. They are more likely to skip school, receive poor grades, and have **social** problems. These facts create a powerful argument against video games.

However, people in favor of video games also cite brain

studies. They contain evidence that shows the positive **influence** of video games. For example, experiments show that action video games affect parts of the brain that control vision and coordination. As a result, video games can improve the ability to pilot an aircraft, read X-rays, and perform surgery. Supporters also argue that video games make players active problem solvers. Players have to think of better ways to advance in their games.

Video games can help improve the skills pilots use to fly aircraft.





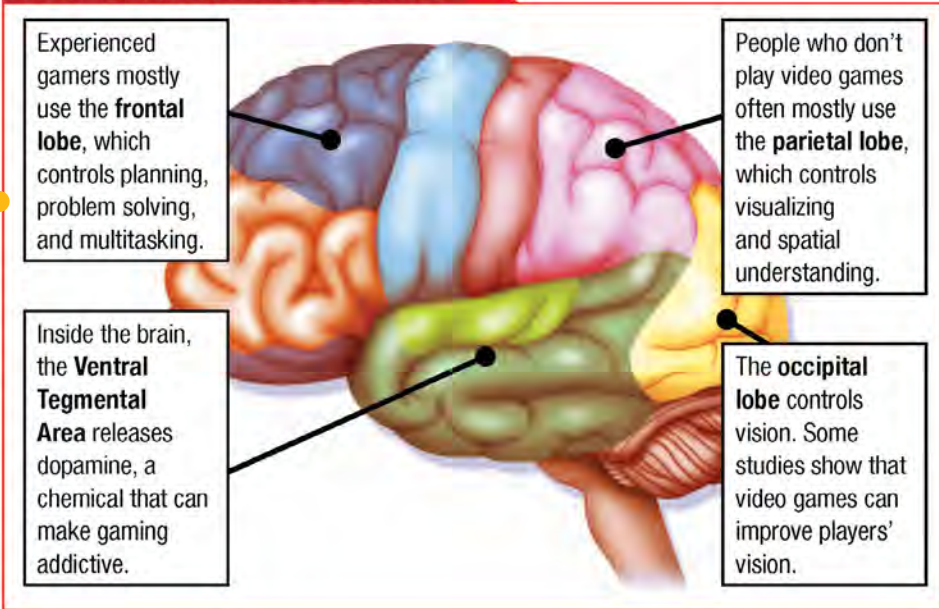
Winners or Losers?

“Video games are ruining my life,” says one high school student who is **addicted** to online games. “If I’m not playing, I’m thinking about playing. I have, like, no real friends.”

Some teens spend more time with video games than with friends. Critics say that video games can distract young people from real life. If teens are already having problems, games allow them to escape into a fantasy world. Once that happens, it is difficult for some to land back in reality.

Supporters of video games disagree that video game players are **antisocial** loners. They say it is an exaggerated stereotype. A survey by the Pew Internet and American Life Project backs up their argument. The survey shows that gaming is often a **beneficial social** experience for teens. More than half of teens play **interactive** video games with other people who are in the same room. The players work as a team. They solve problems as a group. In fact, the games **benefit** players’ **social** skills rather than harm them.

Your Brain on Video Games



More than half of teens play interactive video games with other people who are in the same room. The players work as a team. They solve problems as a group.

Many teens play games that have positive effects. However, other teens are sucked into the world of action and first-person shooter games. It can be a world where video **violence** rules.

Combat Zone

Video game **violence** is a hot-button **issue**. Some games contain extreme **violence**. That stirs up extreme emotions. These games are rated for Mature or Adult audiences. However, many teens spend significant amounts of time playing them.



Students read and interpret a variety of text features, including diagrams, graphs, and tables.





- Both boys and girls who play M-rated games get in fights and damage property more often than teens who don't play M-rated games.

California passed a law in 2005 that banned the sale of **violent** video games to minors. Governor Arnold Schwarzenegger said that California had a responsibility to protect children from “the effects of games that depict ultra-**violent** actions.” In 2011, the US Supreme Court struck down the law. The court ruled that the law violated the First Amendment, which protects freedom of speech.

Critics of the games argue that teens transfer the **violence** they see

to the real world. In fact, studies have shown that the games can be negative **influences**. Both boys and girls who play M-rated games get in fights and damage property more often than teens who don't play M-rated games.

Researchers have also tested the effects of the games on teens' brains. The findings show that **violent** games have significant short-term effects. They raise aggression and lower self-control. However, experts point out that

a small amount of video game **violence** isn't going to turn a normal teen into a criminal.

How can you know when someone's gaming is becoming a problem? Warning signs include lying about playing, withdrawing **socially**, and neglecting schoolwork. The worst sign is confusing games with real life.

No matter where people stand on the **issue**, they all agree that video games can have incredible power over players.

## Technology

### CONTENT CONNECTION

#### Video Games to the Rescue

Disasters usually strike with little or no warning. When they happen, emergency workers need to think clearly, act fast, and work in coordination with each other. How can disaster workers train for their dangerous jobs? Video games come to the rescue.

Video games can simulate disasters such as fires, chemical spills, explosions, and hurricanes. While playing the games, emergency workers learn to make decisions and solve problems. They plot escape routes, defuse bombs, organize rescues, and provide medical attention. The games prepare them for disasters in the real world.

#### Take a Stand

*If you could create a video game to prepare responders for one of these disasters, which would you choose? Why?*

1. earthquake
2. terrorist bomb in an airport
3. electricity blackout

Each Issue has a **content-area connection** to science, social studies, health, technology, or fine arts.



Text 2 • News Article • CNET.com

# New Study Links Video Gaming to Creativity

by Elizabeth Armstrong Moore

For those who like to play video games, or who let their kids play, a new study linking gaming to **creativity** in 12-year-olds may be very validating.

The research comes out of Michigan State University and was published online in the journal *Computers in Human Behavior*. It found that of the 491 12-year-olds studied, the ones who play video games tend to be more **creative**. This is regardless of whether those games are **violent** or not. In fact, the more video games they play, the more **creative** these 12-year-olds are.

The head researcher of this study is psychology professor Linda Jackson. She says these findings should encourage game designers to investigate which parts of gaming are more responsible for making kids more **creative**.

Researchers hope game designers can find out which parts of games make players more creative.

“Once they do that, video games can be designed to optimize the development of **creativity**,” she says in a news release. At the same time, they can keep their entertainment factor. The result? A new generation of video games that will blur the line between education and entertainment!

But before we exchange those dusty books for video games, let’s look more closely at a few parts of the study.

First, there is the **issue** of how **creativity** is measured. Measuring technology use for this study was easy. Jackson’s team relied on the Torrance Tests of Creative Thinking.

This involved having the kids perform tasks such as drawing pictures from a curved shape, then naming and writing stories about those pictures.

Some of the resulting work was labeled “interesting and exciting.” Other work was not. So what does this tell us? That kids who play video games meet one set of criteria for **creativity** more than kids who don’t.

Even if **creativity** is an objective quality, this one measure for it might not sufficiently determine one’s overall **creativity**. It risks ignoring other types of **creativity** altogether. For example, one kid might be able to draw **creatively**, while another can make up new songs **creatively**, so only measuring the drawing could result in missing other forms of **creativity**.

And then there is the **issue** of what is being compared. Instead of measuring one type of activity against another, this study measures one type against the absence of it. This leaves a lot of room for variables. Are the kids who don’t play video games watching TV? How would the group playing video games compare to kids building their own puzzles? Or



The Michigan State study measured creativity by having children draw pictures and write stories. However, people can be creative in many ways.

kids making mud pies? Or kids drawing pictures from a curved shape and then naming and writing stories about those pictures?

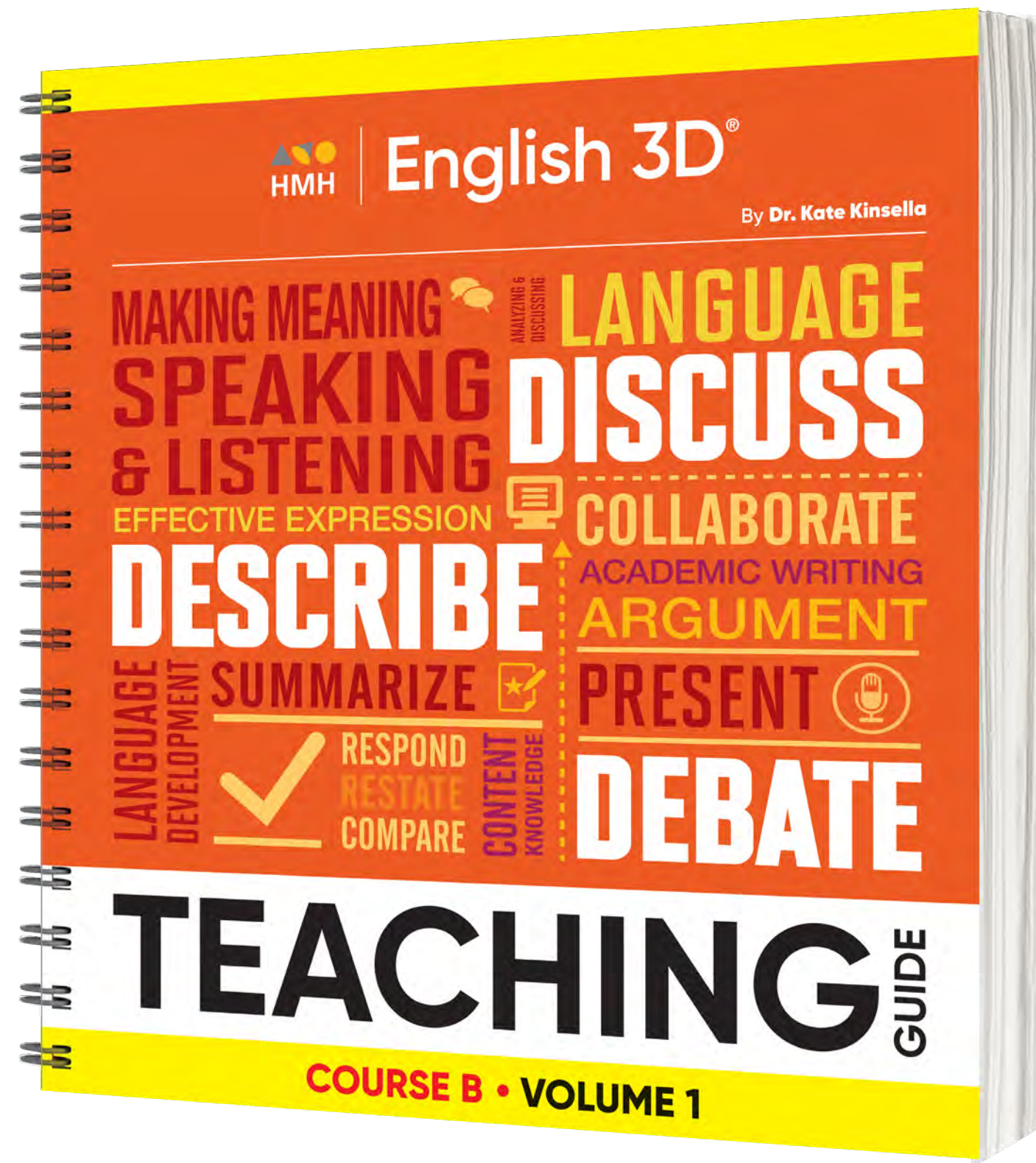
**Even if creativity is an objective quality, this one measure for it might not sufficiently determine one's overall creativity.**

This study may be the first of many to come. For now, I’ll continue enjoying video games, with the added pleasure of knowing that I might possibly be maximizing my **creativity**. Of course, whether it’s working will depend upon whom you ask.

Students learn **domain-specific and high-utility academic vocabulary** from the texts to leverage in their speaking and writing.







## TEACHING GUIDE, COURSE B

Support teachers with a comprehensive guide for routines, instruction, assessment, and differentiation. Take a look inside:

- **Recursive instructional routines** for academic vocabulary, speaking and listening, reading, and writing
- **Planning Guides** with targeted language objectives
- **Differentiated Support Strategies** for students at intermediate/expanding and advanced/bridging levels of English proficiency
- **Daily Do Now** tasks for reviewing and assessing academic vocabulary and grammar targets
- Guidance for planning an **independent reading program**
- **Assessment tools** to place students, assess learning, inform instruction, and assign grades
- **Resources to leverage language knowledge**, support translanguaging through contrastive analysis, and share Spanish cognates



Each Issue includes **10 to 16 lessons**, taking approximately four to seven weeks. This sampler features select lessons.

Every lesson has specific and targeted **learning, language, and instructional objectives**.

Online printable **resources** support scoring and grading, differentiation, classroom protocols, and communicating with families.

Issue 1 focuses on **teaching students critical routines**. Additional lessons and routines appear in Issues 2–6, including Ten-Minute Response, Close Listening and Viewing, and Formal Speeches.

Assessments in every Issue include **daily formative assessments, performance-based assessments, and summative tests**, allowing teachers to monitor progress and adjust instruction.

**Professional learning** includes classroom video modeling and embedded step-by-step support for instructional routines.

Issue 1

GAMING

Planning Guide

Building Community: Before Teaching Lesson 1

- Introduce English 3D
- Preview the Issues (pp. 4–5)
- Administer beginning-of-year assessments (p. T98)

- Complete the Classroom Collaboration Survey
- Assign lesson partners
- Introduce the 4 Ls

Building Concepts & Language			Analyzing & Discussing Text		Building Concepts & Language	Analyzing & Discussing Text	Academic Writing: Justification		
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10
<p><b>Building Community:</b> Introduce the 4 Ls</p> <p>Build Knowledge, p. 8</p> <p><b>Issues:</b> Overview, p. 4</p>	<p><b>Making Meaning</b>, pp. 10–11</p> <p>Building Concepts</p> <p><b>Concept Words</b></p> <p>addiction      addicted</p> <p>addictive      addict</p>	<p><b>Exchanging Information &amp; Ideas</b>, pp. 12–13</p> <p><b>Building Community:</b> Review the 4 Ls: Lower Voice</p> <p>Academic Discussion</p>	<p>Daily Do Now, p. 166</p> <p>Academic Vocabulary, pp. 14–15</p> <p>Words to Go</p> <p><b>Words to Go</b></p> <p>Influence (n)      benefit (v)</p> <p>Influence (v)      beneficial</p>	<p>Daily Do Now, p. 166</p> <p>Interpreting Text, pp. 16–17</p> <p><b>Building Community:</b> Review the 4 Ls: Listen; Fast-Finisher Options</p> <p>Close Reading</p> <p><b>Issues:</b> "Game On or Game Over?"</p> <p>Text 1, pp. 6–11</p>	<p>Daily Do Now, pp. 166–167</p> <p><b>Exchanging Information &amp; Ideas</b>, pp. 18–19</p> <p><b>Building Community:</b> Expectations for Reporting</p> <p>Academic Discussion</p>	<p>Daily Do Now, p. 167</p> <p>Academic Vocabulary, p. 20</p> <p>Words to Go</p> <p><b>Words to Go</b></p> <p>creative      issue</p> <p>creativity      optimize</p>	<p>Daily Do Now, p. 167</p> <p>Analyzing Text Elements, p. 22</p> <p>Student Writing Model</p> <p>Frontloading Conventions, p. 23</p> <p>Singular Present-Tense Verbs</p>	<p>Daily Do Now, p. 168</p> <p>Frontloading Language, p. 24</p> <p>Paraphrasing Text</p> <p>Planning to Write, p. 25</p> <p>Organize a Justification</p>	<p>Daily Do Now, p. 168</p> <p>Writing a Draft, p. 26</p> <p>Write a Justification</p>
<p><b>Language Function</b></p> <p>Facilitating Discussion</p>	<p><b>Building Community:</b> Review the 4 Ls: Look &amp; Learn</p> <p><b>Issues:</b> Data File, p. 5</p>	<p><b>Language Functions</b></p> <p>Sharing Perspectives, Elaborating, Restricting Ideas, Agreeing/Disagreeing, Presenting Ideas</p>	<p><b>Language Function</b></p> <p>Listening Actively</p>	<p><b>Quick Teach Words</b></p> <p>coordination      distract</p>	<p><b>Language Functions</b></p> <p>Sharing Perspectives, Elaborating, Restricting Ideas, Agreeing/Disagreeing, Presenting Ideas</p>	<p><b>Quick Teach Words</b></p> <p>validating      optimize</p>	<p><b>Language Function</b></p> <p>Justifying Perspectives</p>	<p><b>Language Function</b></p> <p>Paraphrasing</p>	<p><b>LESSON 11</b></p> <p>Daily Do Now, p. 168</p> <p>Assessing &amp; Revising, p. 27</p> <p>Rate Your Justification</p> <p>Revise &amp; Edit</p>
<p><b>Domain-Specific Vocabulary</b>, p. 9</p> <p>Words to Know</p> <p><b>Words to Know</b></p> <p>interactive      violence</p> <p>social      violent</p>	<p><b>Language Function</b></p> <p>Facilitating Discussion</p>	<p>Assign <b>Issue 1 Interview</b></p>	<p><b>Language Functions</b></p> <p>Asking &amp; Answering Questions</p>	<p><b>Quick Teach Words</b></p> <p>coordination      distract</p>	<p><b>Language Functions</b></p> <p>Sharing Perspectives, Elaborating, Restricting Ideas, Agreeing/Disagreeing, Presenting Ideas</p>	<p><b>Issues:</b> "New Study Links Video Gaming to Creativity"</p> <p>Text 2, pp. 12–13</p> <p>Interpreting Text, p. 21</p> <p>Close Reading</p>	<p><b>Language Functions</b></p> <p>Justifying Perspectives</p>	<p>Assign <b>Issue 1 Extended Reading: "The Supreme Court Looks at Violent Video Games"</b></p>	<p><b>Language Functions</b></p> <p>Defining &amp; Clarifying Feedback</p>
<b>Learning, Language &amp; Instructional Objectives</b>									
<p><b>Productive: Language Resources</b></p> <ul style="list-style-type: none"><li>Use knowledge of morphology and context to determine the meaning of unknown words.</li><li>Generate written examples for topic-related words using complete sentences.</li></ul> <p><b>Collaborative: Exchanging Information &amp; Ideas</b></p> <ul style="list-style-type: none"><li>Discuss prior knowledge of a topic using appropriate register, complete sentences, nouns, and general present-tense verbs.</li><li>Facilitate a collaborative small-group discussion by following turn-taking rules and eliciting ideas.</li></ul>	<p><b>Productive: Language Resources</b></p> <ul style="list-style-type: none"><li>Develop knowledge of a concept using synonyms, word relationships, examples, and non-examples.</li><li>Use knowledge of morphology and context to determine the meaning of unknown words.</li><li>Generate written examples for topic-related words using complete sentences.</li></ul> <p><b>Collaborative: Interacting via Written English</b></p> <ul style="list-style-type: none"><li>Take notes using a graphic organizer.</li></ul>	<p><b>Collaborative: Exchanging Information &amp; Ideas</b></p> <ul style="list-style-type: none"><li>Respond to an academic question using precise words, adjectives, nouns, and present-tense verbs.</li><li>State a perspective using <i>Based on my experience . . .</i></li><li>Listen attentively and take notes on classmates' ideas.</li><li>Exchange information by asking relevant questions and affirming others.</li></ul>	<p><b>Productive: Language Resources</b></p> <ul style="list-style-type: none"><li>Use knowledge of morphology and context to determine the meaning of unknown words.</li><li>Generate examples for high-utility academic words using complete sentences.</li></ul> <p><b>Collaborative: Exchanging Information &amp; Ideas</b></p> <ul style="list-style-type: none"><li>Engage effectively in partner and class discussions by following turn-taking rules and asking relevant questions.</li></ul>	<p><b>Productive: Language Resources</b></p> <ul style="list-style-type: none"><li>Choose precise academic words for formal writing tasks.</li></ul> <p><b>Collaborative: Exchanging Information &amp; Ideas</b></p> <ul style="list-style-type: none"><li>Articulate the key idea and details of a text using academic vocabulary and simple present-tense verbs.</li></ul> <p><b>Interpretive: Reading/Viewing Closely</b></p> <ul style="list-style-type: none"><li>Read grade-level texts closely.</li></ul> <p><b>Connecting &amp; Condensing Ideas: Writing</b></p> <ul style="list-style-type: none"><li>Express conclusions about text and analyze interactions between ideas using text evidence and elaboration.</li></ul>	<p><b>Collaborative: Exchanging Information &amp; Ideas</b></p> <ul style="list-style-type: none"><li>Respond to an academic question using precise words, noun phrases, modal verbs, and present-tense verbs.</li><li>State a perspective using <i>I believe that . . .</i></li><li>Listen attentively and take notes on classmates' ideas.</li><li>Exchange information by asking relevant questions and affirming others.</li></ul>	<p><b>Productive: Language Resources</b></p> <ul style="list-style-type: none"><li>Generate examples for high-utility academic words.</li><li>Choose precise academic words for formal writing tasks.</li></ul> <p><b>Collaborative: Exchanging Information &amp; Ideas</b></p> <ul style="list-style-type: none"><li>Articulate the key idea and details of a text using academic vocabulary and simple present-tense verbs.</li></ul> <p><b>Interpretive: Reading/Viewing Closely</b></p> <ul style="list-style-type: none"><li>Read grade-level texts closely.</li></ul> <p><b>Collaborative: Interacting via Written English</b></p> <ul style="list-style-type: none"><li>Express conclusions and analyze point of view using text evidence and elaboration.</li></ul>	<p><b>Productive: Conventions</b></p> <ul style="list-style-type: none"><li>Use first- and third-person singular, simple present-tense verbs to justify opinions.</li></ul> <p><b>Collaborative: Interacting via Written English</b></p> <ul style="list-style-type: none"><li>Mark text to understand the text structure of a justification.</li><li>Discuss the elements of a justification using academic vocabulary and complete sentences.</li></ul>	<p><b>Productive: Conventions</b></p> <ul style="list-style-type: none"><li>Identify precise synonyms for key words and phrases to paraphrase important details from a text.</li><li>Identify and use transitions to introduce evidence.</li></ul> <p><b>Collaborative: Interacting via Written English</b></p> <ul style="list-style-type: none"><li>Paraphrase three important text details using precise topic words.</li><li>Take notes about the topic sentence, reasons, and evidence to plan a justification.</li></ul>	<p><b>Productive: Conventions</b></p> <ul style="list-style-type: none"><li>Proofread and edit a justification.</li></ul> <p><b>Productive: Writing</b></p> <ul style="list-style-type: none"><li>Write a justification including a topic sentence, details, a concluding sentence, and precise academic words.</li><li>Use appropriate text organization to convey concepts and information clearly.</li><li>Use a scoring guide to self- and peer assess a justification.</li><li>Collaborate with a partner to write and discuss priorities and suggestions for revision.</li><li>Write a final draft that addresses peer and teacher feedback.</li></ul>

Printable Resources

Scoring & Grading Resources

- Justification Writing Rubric
- Proofreading Rubric
- 3D Grading Grid

Differentiation Resources

- Vocabulary Builder
- Justification Writing
- Grammar & Conventions
- Issue 1 Extended Reading
- Issue 1 Interview

Classroom Resources

- 4 Ls of Productive Partnering
- Procedures for Partnering
- Fast-Finisher Options
- Language Functions
- Reading Guide Card

Family Resources

- Family Letter 1 (English/Spanish)
- Family Standards Letter (English/Spanish)
- Family Welcome Sign

Professional Learning

Instructional Routines

- Video Modeling
- Teaching Guide, pp. T61–T95

Assessment

Formative Assessment

- Daily Do Now, pp. 166–169
- Performance-Based Assessment
- Justification Writing Rubric
- Curriculum-Embedded Assessment
- Issue 1 Test

8A Issue 1

Gaming 8B



Every lesson includes **four opportunities** to provide Differentiated Support. Two of the strategies are targeted toward students at the **Intermediate or Expanding level**, and two are targeted toward students at the **Advanced or Bridging level of English proficiency**.

Teachers can select one or two strategies per lesson depending on students' needs to **further scaffold instruction and accelerate language acquisition**.

Issue 1 GAMING									
Differentiated Support									
Use these strategies to differentiate your instruction for students at intermediate and more advanced levels of English language proficiency.									
Building Concepts & Language			Analyzing & Discussing Text		Building Concepts & Language	Analyzing & Discussing Text	Academic Writing: Justification		
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSONS 10 & 11
EXPANDING	<b>BUILD KNOWLEDGE</b> Build Reading Comprehension Increase understanding of text by identifying and discussing key ideas and details using frames: <i>From the overview, I learned that ____.</i>	<b>DEVELOP UNDERSTANDING</b> Draw on Word Knowledge List and have students record two or three precise synonyms for addiction they might recognize (habit, dependency, regimen). Guide them in brainstorming everyday synonyms (need, urge, fix). Provide visual cues if necessary, such as u ____e.	<b>BRAINSTORM IDEAS</b> Scaffold Brainstorming Let's first brainstorm why video games are harmful. I have frames for two ideas. Select one to complete and add one completely original idea. Some video games have ____ (noun phrase: violent scenes). Video games can keep students from ____ (verb: spending time with friends). Repeat for reasons why video games are beneficial.	<b>BUILD WORD KNOWLEDGE</b> Provide a Verbal Example Before we explore the meaning, I'll describe a recent situation when I heard influence. The assembly speaker said friends can influence our eating habits.	<b>BUILD FLUENCY</b> Label Text Features Let's label the text features so we can properly discuss them. Place a sticky note next to Game On or Game Over? and label it "title." Please repeat, title. Continue the process of labeling the author, section headings, photographs, captions, pull quotes, and the diagram.	<b>ANALYZE LANGUAGE</b> Scaffold Word Choices Better is everyday English while enhanced and refined are precise adjectives. You can probably come up with two additional precise adjectives. Partners, try to complete these word frames with synonyms: im ____ed and ad ____ed.	<b>BUILD WORD KNOWLEDGE</b> Pronounce Words to Go The word is creativity. Listen for the syllable I emphasize: cre-a-tiv-i-ty. The third syllable receives more emphasis. Underline tiv. Say the word with me slowly, tapping the syllables, cre-a-tiv-i-ty. One more time. Now quickly without tapping, creativity.	<b>ANALYZE TEXT STRUCTURE</b> Read About the Writing Type Use Oral Cloze to read the academic writing type description twice. Now let's echo-read the description and circle key words and phrases. Place your reading guide card under the first sentence. Circle the phrase states a claim.	<b>IDENTIFY TRANSITIONS</b> Guide Analysis of Examples Use Oral Cloze to read the examples. Silently reread all three sentences and select a word in each to omit when you read to your partner. Partner B, read the first sentence. The second detail sentence uses the transition phrase In fact. Partners, decide upon another way to introduce this detail. Prepare to report using this frame: We decided upon ____.
	<b>EXCHANGE IDEAS</b> Build Fluency With Frames Display a model response for each frame. Let's get comfortable using the discussion frames by practicing with my sentence. First, read along silently as I read aloud. Now, echo-read and imitate my pronunciation, volume, and emphasis. Pause at each slash so students can repeat. Some students play video games/with others/on weekend evenings.	<b>BUILD KNOWLEDGE</b> Build Reading Comprehension Point out and explain features of the Data File (headings, citations, bullets, boldfaced terms). Have students label features using sticky notes. Discuss the function of each feature using frames: <i>The headings show the reader ____.</i> <i>Boldfaced terms show the reader ____.</i> <i>The bullets show the reader ____.</i>	<b>PRESENT IDEAS</b> Support Active Listening Allow less proficient listeners to hear the idea twice. After each reporter provides a reason, have the subsequent reporter restate the previous reporter's reason. Have the student correct or confirm the verbal restatement. Then record and visually display the reason using the Debate Tracker.	<b>DISCUSS &amp; WRITE EXAMPLES</b> Build Fluency Display a model response for the first frame. Echo-read with me. First, pretend you are sharing this idea with your partner and use your private scholarly voice: two times slower and louder than casual conversation. Echo-read the sentence. This time, sit up, pretend you are reporting to the class, and use your public voice: two times slower than conversation and three times louder. Echo-read again.	<b>IDENTIFY KEY IDEAS &amp; DETAILS</b> Facilitate Discussion Echo-read the first question. We need to identify the key idea of the entire text. Take a minute to skim. Don't complete the notes until we've discussed in pairs and as a class. Partner A, ask the question. Partner B, reply using the frame. Then switch roles. I've asked (Name) and (Name) to share their ideas.	<b>MAKE A CLAIM</b> Scaffold Written Responses Display and read two expanded frames: 1) I believe that schools should use video games because the games lead to more practice with ____ (noun: fractions). 2) I believe that schools should not use video games because the games lead to negative behavior such as ____ (noun: insults). Use one of my frames to write a response. Then write one original response.	<b>BUILD FLUENCY</b> Teach High-Value Words Teach relevant vocabulary with <b>Routine 8: Quick Teach Words</b> . Echo-read "This leaves a lot of room for variables." Please repeat, variables. Provide the meaning and an example. Put a sticky note next to variables. Copy the word, part of speech, and meaning. Continue with these words as needed: factor, objective, maximizing.	<b>MARK &amp; DISCUSS ELEMENTS</b> Guide Rereading and Marking First, we double underline the writer's claim. Point to the uppercase letter A in the writing type description and review. Let's identify the topic sentence. Elicit a response. Now we need to find the writer's claim. Elicit from students that the phrase I believe . . . signals the claim. Double underline the claim.	<b>PLAN REASONS &amp; EVIDENCE</b> Scaffold Writing Use sample responses to provide frames. Use this frame to complete the first reason: Video games make people ____ (noun phrase) and ____ (noun phrase).
BRIDGING	<b>BUILD KNOWLEDGE</b> Build Reading Comprehension Model how to place sticky notes in the margin to mark key ideas and easily reference responses. Increase understanding of text by identifying and discussing essential content using frames: <i>(One/Another) important idea in the overview is that ____.</i>	<b>DEVELOP UNDERSTANDING</b> Analyze the Word Family The word addiction is a noun. Underline the suffix -ion, a common noun ending in English. Often a verb in English can be changed to a noun by adding -ion. For example, you create artwork in art class and you present your creation afterward. Underline the suffix -ive. It is a common adjective ending. We use the adjective addictive to describe things.	<b>EXCHANGE IDEAS</b> Establish Expectations Your partner will state his or her claim twice and then elaborate. Focus on the specific reason your partner provides so you can restate it. Briefly record the adjectives he or she states. Then write beneficial if your partner thinks video games are beneficial, or harmful if he or she thinks they're harmful. Notice my example: relaxing and amusing (beneficial).	<b>BUILD WORD KNOWLEDGE</b> Complete the Meaning Fill in the missing words help and helped. Choral read the meaning with me: benefit means to help or be helped by something or someone. Studying spelling words will help or ____ (benefit) your vocabulary.	<b>BUILD FLUENCY</b> Teach High-Value Words Teach vocabulary with <b>Routine 8: Quick Teach Words</b> . Scan the text and identify two or three words you would like explained. Discuss with your partner to see if you can help each other. Decide upon one or two words that are your highest priorities for clarification. Teach the words that pose the greatest challenges.	<b>ANALYZE LANGUAGE</b> Discuss Word Meanings All of these nouns mean "fighting," but to different degrees. Brutality means harsh treatment of others, usually physically. Hostility means anger and often nonphysical fighting. Violence is action that could harm others. Bloodshed is exactly what it sounds like: the shedding or loss of blood.	<b>ANALYZE TEXT STRUCTURE</b> Discuss the Writing Type As we echo-read each sentence of the description, we'll circle key words. The phrase states a claim is critical. In summaries, we don't include our feelings or experiences, but in justifications, we can include them if they support our claim.	<b>IDENTIFY PRECISE SYNONYMS</b> Guide Language Selection Some synonyms for show would not be appropriate. For example, reveal would be appropriate if the thing being shown were hidden before, but that is not the case. Partners, think about another synonym that wouldn't fit well. Partner B, respond using the frame: An inappropriate verb is ____ because _____. Now identify an appropriate verb and prepare to report.	<b>WRITE A PARAGRAPH</b> Edit the sample responses For the draft with three or four everyday phrases students can practice replacing. Display the draft and read it aloud. I can improve this draft by changing the word fighting to violence. Direct students to read aloud and exchange their justifications. Identify two phrases in your partner's justification that could be improved.
	<b>BRAINSTORM IDEAS</b> Read and Discuss Additions Take turns reading your list of where students play video games to your partner. Exchange books and compare ideas. Discuss and add an additional idea to the list using frames: My list is similar to yours. I also (wrote/ included) _____. My list is different from yours. I didn't (write/include) _____. I'll add ____.	<b>BUILD KNOWLEDGE</b> Build Reading Comprehension Model how to place sticky notes in the margin to mark key data points and easily reference responses. Direct students to silently reread the text and check three or four key data points.	<b>PRESENT IDEAS</b> Establish Expectations Listen carefully. If you are asked to report, start by stating whether you agree or disagree with the previous reporter and let us know why. I'll model this process. I agree with (Name)'s idea. I too have observed many students acting out violent scenes from video games.	<b>DISCUSS &amp; WRITE EXAMPLES</b> Build Fluency You'll complete the first response frame after your partner discussion. I'd like you each to share your response three times. First, read the frame, filling in the blanks out loud. Second, use your most fluent reading. Third, make eye contact and say your sentence with expression, pausing and emphasizing key words.	<b>IDENTIFY KEY IDEAS &amp; DETAILS</b> Evaluate Language Model how to place sticky notes in margins to mark key ideas. Increase understanding by identifying and discussing language using frames: <i>One important idea in this paragraph is that ____.</i> <i>The word ____ signals ____ will be provided.</i>	<b>EXCHANGE IDEAS</b> Facilitate Restating Claims When a teacher or classmate shares information, you can restate what the person said to be sure you understood correctly. Continuing an assignment without understanding expectations can lead to problems. When you restate, try to repeat what he or she said exactly, without changing any words.	<b>IDENTIFY PRECISE WORDS</b> Model Selecting Words Read the first three paragraphs with Oral Cloze. Look for three or four relevant topic words. Validating, research, and psychology seem particularly useful for our writing assignment. Let's review the remaining paragraphs with Oral Cloze. Partners, identify three or four topic words.	<b>MARK &amp; DISCUSS ELEMENTS</b> Model Identifying Elements For tasks with multiple items, model how to mark and discuss one example and have students locate others. I'll model how to use the frame to discuss the first transition. One transition phrase is For example. Please repeat chorally. Partner A, continue the discussion using the frame that starts with Another.	<b>PLAN REASONS &amp; EVIDENCE</b> Facilitate Writing Write two versions of each reason. Use this frame for your first version: Video games make people ____ (noun phrase) and ____ (noun phrase). Now, write a sentence on your own.
8C Issue 1									
Gaming 8D									

Teacher modeling provides language for teachers to draw from when providing additional targeted scaffolding.

Differentiated support strategies appear at point of use in the **Digital Teaching Guide lessons**.



## LESSON 1

### Issue 1 Gaming

## LEARNING & LANGUAGE GOALS

Check your learning in this Issue against the objectives on pages 6-7.

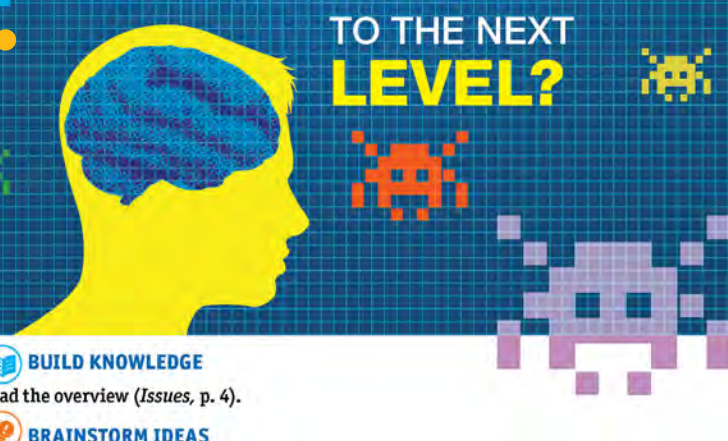
#### Building Community

- Use essential routines like **Partner & Group Interactions** (p. T62) during every lesson. Assign (A/B) partners for the first week, month, or issue.
- Display **The 4 Ls of Productive Partnering** poster. Explain, model, and practice each L (Look, Lean, Lower Voice, and Listen).
- Using **Response Frames** (p. T64) introduce the Building Community task (p. 9). Echo-read each frame separately, model a response, clarify the grammar target, and provide time for independent reflection and writing.
- Cue partners (A/B) to share each response twice: 1. Read fluently; 2. Say with expression.
- Preselect two students to begin discussion. Then call random and voluntary reporters. *Listen for a strong example and record it.* Cue partners to share ideas using the frames to **LISTEN ACTIVELY**.

# CAN VIDEO GAMES

# TAKE YOUR BRAIN

# TO THE NEXT LEVEL?



#### BUILD KNOWLEDGE

**Read the Overview**

- Echo-read the debate question. Direct students to turn to the overview in *Issues*.
- Any time students read a text, use the **Reading Guide Card** and a routine from **Routine 2: Building Fluency** (p. 170). Use Oral Cloze to initially read aloud the overview.
- Have students reread sections with Partner Cloze.

#### BUILD KNOWLEDGE

**Read the overview** (*Issues*, p. 4).

#### BRAINSTORM IDEAS

**Write a quick list of ways that people play video games.**

- on social networking sites (O)
- on phones (A)
- at home (A)
- at friends' houses (O)

#### BRAINSTORM IDEAS

**Activate Prior Knowledge**

- Model how to brainstorm and record ideas. *I know people often play games online and at home. I'll put O for with others beside on social networking sites and A for alone beside at home.*
- Cue students to add and label two or three ideas.
- Have partners compare ideas and add a strong one.

#### EXCHANGE IDEAS

**Use the frames to discuss ideas with your group. Listen attentively and record the strongest ideas to complete the chart.**

- Teens play video games (alone/with others) at \_\_\_\_ (noun: after-school programs)
- Teens also play video games (alone/with others) on \_\_\_\_ (noun)
- Some students play video games (alone/with others) on \_\_\_\_ (noun)
- \_\_\_\_ (Noun) is another place students play video games (alone/with others).

#### EXCHANGE IDEAS


**Facilitate a Class Discussion**

- Form small groups and assign numbers 1-4. Prompt number 1s to **FACILITATE DISCUSSION** using the first frame: *So, (Name), what do you think?*
- Have group members 2-4 present ideas using frame 1 (Teens play . . .). Number 1 presents last.
- Ask all number 1s to stand and report an idea to the class using frame 1. Then prompt students to record a new idea on the graphic organizer.
- Assign each numbered frame to the appropriate group member and repeat the process of facilitating a discussion, reporting, and recording new ideas. Prompt number 2s to **FACILITATE DISCUSSION** using the second frame in the blue box.


#### Language to FACILITATE DISCUSSION

So, \_\_\_\_ what do you think?

\_\_\_\_ what idea did you come up with?



8 Issue 1



## BRAINSTORM IDEAS

BRIDGING (p. 47)


### Activate Prior Knowledge

- Model how to brainstorm and record ideas. *I know people often play games online and at home. I'll put 0 for with others beside on social networking sites and A for alone beside at home.*
- Cue students to add and label two or three ideas.
- Have partners compare ideas and add a strong one.

EXPANDING (p. 48)

### Facilitate a Class Discussion

- Form small groups and assign numbers 1-4. Prompt number 1s to **FACILITATE DISCUSSION** using the first frame: *So, (Name), what do you think?*
- Have group members 2-4 present ideas using frame 1 (Teens play . . .). Number 1 presents last.
- Ask all number 1s to stand and report an idea to the class using frame 1. Then prompt students to record a new idea on the graphic organizer.
- Assign each numbered frame to the appropriate group member and repeat the process of facilitating a discussion, reporting, and recording new ideas. Prompt number 2s to **FACILITATE DISCUSSION** using the second frame in the blue box.



## EXCHANGE IDEAS

EXPANDING

(p. 87)

### Facilitate a Class Discussion

- Form small groups and assign numbers 1-4. Prompt number 1s to **FACILITATE DISCUSSION** using the first frame: *So, Name, what do you think?*
- Have group members 2-4 present ideas using frame 1 (Teens play . . .). Number 1 presents last.
- Ask all number 1s to stand and report an idea to the class using frame 1. Then prompt students to record a new idea on the graphic organizer.
- Assign each numbered frame to the appropriate group member and repeat the process of facilitating a discussion, reporting, and recording new ideas. Prompt number 2s to **FACILITATE DISCUSSION** using the second frame in the blue box.

**Building Concepts & Language**
**DOMAIN-SPECIFIC VOCABULARY**

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## Words to Know

**Language to LISTEN ACTIVELY**  
 What idea did you add?  
 I added \_\_\_\_\_.

**Language to COMPARE**  
 Our example is similar  
 to \_\_\_\_\_ and \_\_\_\_\_.

**Building Community**

- I work effectively with a partner who is **focused** \_\_\_\_\_ and **polite**.  
(adjective: attentive, considerate) (adjective: organized, courteous)
- I can be an effective lesson partner by **asking clarifying questions**.  
(verb + -ing: concentrating, contributing, listening)
- Learning how to interact and collaborate with others will help me later in life when I work  
 with **a new project team**.  
(adjective + noun: a demanding manager, an inexperienced coworker, an unfamiliar classroom)

**BUILD WORD KNOWLEDGE**

Rate your word knowledge. Then discuss meanings and examples with your partner.

Words to Know	Meanings				
		① Don't Know	② Recognize	③ Familiar	④ Know
<b>1</b>  <b>interactive</b> <i>adjective</i> ① ② ③ ④	referring to technology that allows people to <b>change</b>	<b>Examples</b>  The <b>interactive</b> feature of the museum exhibit allows you to <b>ask an astronaut what space is like</b> .  I can <b>answer questions/respond to the computer</b> .  because the game is <b>interactive</b> .			
	something or use it to <b>talk</b>				
	to other people				
<b>2</b>  <b>social</b> <i>adjective</i> ① ② ③ ④	having to do with the way people <b>spend time</b>	People with strong <b>social</b> skills usually feel comfortable <b>meeting new people</b> .  <b>Social</b> people tend to <b>spend a lot of time with other people/have many friends</b> .			
	with <b>other people</b>				
<b>3</b>  <b>violent</b> <i>adjective</i> ① ② ③ ④	involving actions that are likely to <b>hurt</b>	Because of the <b>violent</b> tsunami, thousands of people <b>lost their homes</b> .  People who commit <b>violent</b> crimes should <b>go to prison/learn how to handle their anger appropriately</b> .			
	or <b>kill</b>				
	other people				

**Language to FACILITATE DISCUSSION**  
 I've never seen or heard the word \_\_\_\_\_.  
 I recognize the word \_\_\_\_\_ but need to learn how to use it.  
 I can use \_\_\_\_\_ in a sentence. For example, \_\_\_\_\_.  
 I know that the word \_\_\_\_\_ means \_\_\_\_\_.

We are unfamiliar with the word \_\_\_\_\_.  
 We recognize the word \_\_\_\_\_, but we would benefit from a review of what it means and how to use it.  
 We think \_\_\_\_\_ means \_\_\_\_\_.

**BUILD WORD KNOWLEDGE**

**Pronounce Words to Know**

- Use **Routine 3: Words to Know (p. T72)** to teach domain-specific vocabulary and build students' conceptual knowledge.
- Display word 1.
- Read the word aloud and have students repeat. Then give the part of speech. If helpful, break the word into syllables. (See the Academic Glossary in Issues.)

**Rate Word Knowledge**

- Ask students to rate their knowledge of the word by choosing a number from 1 to 4. If you don't know the word, rate it a 1. If you recognize it, but aren't sure of its meaning, rate it a 2. If you are familiar with the word and can use it in a sentence, rate it a 3. If you know it and could teach it to the class, rate it a 4.

**Discuss Word Knowledge**

- Explain the routine. In future issues, we'll discuss our knowledge of Words to Know and discuss examples in groups of four. This time, I will model the process with interactive. Then partner As will lead the discussions of social, and partner Bs will lead the discussions of violent.
- Post **Facilitating Discussion** and have students echo-read the frame: So, (Name), are you familiar with the word \_\_\_\_\_?
- Choose a student to model the discussion with. Have the student respond using one of the frames to **FACILITATE DISCUSSION** in the left column.
- Report your pair's knowledge using the frame to **FACILITATE DISCUSSION** in the right column that best represents your pair's knowledge.

**Explain Meaning**

- Pronounce the word again and have students repeat.
- Display the meaning and read it aloud. Then have students fill in the meaning and read it aloud.
- After explaining violent, write violence beneath the rating scale and direct students to copy it. The adjective violent has a related form, violence. Please repeat. The noun violence is an action that hurts other people physically.

**Discuss Examples**

- Read aloud the first example frame for word 1 and model a response. Have students complete and echo-read the first example.
- Read aloud the second example frame for word 1. Model facilitating a discussion. Provide one idea and ask the student partner to share an example. Demonstrate listening attentively and using language to **COMPARE** ideas. Let's write "respond to the computer."
- Repeat the process by having partner As facilitate word 2. Then have partner Bs facilitate word 3.

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**Frames for language functions** give students the scaffold they need to effectively lead and contribute to partner, group, and class discussions.



Students **build conceptual knowledge** about an issue to prepare for related text analysis, academic discussion, and constructed response.

Identifying and recording the most **essential characteristics** allows students to unpack the concept and develop deep understanding.

Students apply their understanding of the concept in a constructed written response.

Building Community mini-lessons throughout the first Issue provide time to **practice expectations and language protocols** for collaborative group and partner discussions.

Lessons indicate the point of use for each of the four Differentiated Support strategies to **target students' needs by proficiency level**.

LESSON 2

Building Concepts & Language

MAKING MEANING

EXPANDING (p. R2)  
BRIDGING (p. R2)

DEVELOP UNDERSTANDING

Introduce the Concept

- Use **Routine 4: Building Concepts** (p. T74) to deepen students' understanding of a concept that is central to each Issue. Introduce the routine. In most Issues, we will explore a concept, read the Data File, and learn more Words to Know. Because these are new instructional routines for you and for me, we're going to take a bit longer exploring the concept and reading the Data File.
- Say addition and have students repeat. Give the part of speech.
- Read the example sentence using Oral Cloze. Guide students to analyze contextual clues and determine synonyms. Underline "effects on players' brains." If that shows us how addictions work, what does that tell us about the meaning? What word could replace addiction?
- Have partners brainstorm possible synonyms. Display the frame and model a response: A synonym for addiction could be \_\_\_\_\_. (need) Elicit responses using standing reporters.
- Say each word in the family. Have students repeat.

Explain Meaning

- Display the meaning and read it aloud. Then have students complete it and read it aloud.
- Explain the essential characteristics and have students complete them.

Discuss Examples and Non-Examples

- Read the first example and link it to the essential characteristics. Smoking is something that is harmful. Many people find it difficult to stop smoking. Read the second example and the first two non-examples and link them to the essential characteristics.
- Display another example and a non-example. Ask partners to determine which is the example and which is the non-example. Have students justify their ideas using the essential characteristics.

Write a Response

- Read aloud the frame, saying "blank" for the blanks. Model a response for the first blank and explain the grammar target. Ask students to record appropriate responses for the other blanks.
- Preselect a student to report. Have that student **FACILITATE DISCUSSION** by selecting the next one. Direct students to **LISTEN ACTIVELY**. As classmates report, listen for a strong example of what addicted teens start to do and record it.
- Cue partners to share the idea they added using the frames: What idea did you add? I added \_\_\_\_\_.

Building Concepts

Complete the organizer to build your knowledge of the concept.

addiction (noun)

Example Sentence

Video games don't deliver **addictive** substances in the same way that cigarettes do, but their effects on players' brains can still create a powerful **addiction**.

Synonyms

Everyday:

- need
- urge

Precise:

- dependency
- habit

Word Family

- addiction (noun)
- addictive (adjective)
- addicted (adjective)

Meaning

a strong **desire**

or **need**

to do or have something often

Essential Characteristics

- doing something even though it is **harmful**
- being unable to **stop** doing something

Examples

- smoking cigarettes but wanting to quit
- not having enough money because of gambling
- playing video games late into the night, every night/using the Internet so much that it affects your grades

Non-Examples

- refusing to try cigarettes
- buying a lottery ticket once or twice a year
- playing video games a few hours per week/ devoting time to a variety of activities

Write About It

When teens develop an **addiction** to video games, the urge to play **adverb: regularly**

is more important than **noun: family members**

and **noun: schoolwork**.

As a result, **addicted** teens sometimes start to **base verb: upset their parents**

and **base verb: fall behind in class assignments**.

Language to FACILITATE DISCUSSION

I choose \_\_\_\_\_

I select \_\_\_\_\_

Language to LISTEN ACTIVELY

What idea did you add?

I added \_\_\_\_\_

EXPANDING (p. R2)  
BRIDGING (p. R2)

Building Community

1. Making eye contact communicates that I am **engaged** \_\_\_\_\_ and **responsible** \_\_\_\_\_.  
(adjective: respect (ful, alert)) (adjective: focused, attentive)

It lets the speaker know that I truly **care about his or her ideas** \_\_\_\_\_.  
(present-tense verbs: want, respect, am)

2. Leaning toward my partner shows that I am **focusing on what he or she is saying** \_\_\_\_\_.  
(verb + -ing: listening, giving, paying)

It also makes it easier to **communicate when many other partners are also having conversations** \_\_\_\_\_.  
(base verbs: hear, speak, understand)

EXPANDING (p. R2)  
BRIDGING (p. R2)

BUILD KNOWLEDGE

Read and respond to the Data File (Issues, p. 5). Use the frames to discuss ideas with your partner.

1. One finding that caught my attention is \_\_\_\_\_ because \_\_\_\_\_.

2. One statistic that didn't surprise me at all is \_\_\_\_\_ because \_\_\_\_\_.

BRAINSTORM IDEAS

Write two new ideas you learned about video games from the overview or Data File. Use everyday language.

1. Almost all teens play video games.

2. Some people worry that bloody images are harmful.

REWRITE IDEAS

Choose one idea to rewrite using academic language.

After reviewing the (overview/Data File) **Data File** \_\_\_\_\_, I learned that **only three of every 100 teens do not play electronic games** \_\_\_\_\_.

EXPANDING (p. R2)  
BRIDGING (p. R2)

Building Community

- Partner & Group Interactions** (p. T62) Review the first two Ls: Look at Your Partner, Lean Toward Your Partner. Show the **video** of Dr. Kate teaching these skills.
- Using Response Frames** (p. T64) Display and read each Building Community task. Clarify grammar targets, model a response, and echo-read it. Have students reflect and write independently.
- Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.
- Preselect two students to begin class discussion, followed by random and voluntary reporters. Listen for an adjective that describes what eye contact communicates and record it. Cue partners to share using the frames to **LISTEN ACTIVELY**.

EXPANDING (p. R2)  
BRIDGING (p. R2)

BUILD KNOWLEDGE

Read the Data File

- Have students turn to the Data File. Read it with Oral Cloze.
- Have students reread assigned sections using Partner Cloze. Choose three words to omit. Partner As read first and Bs chime in. Then switch.

Respond to the Data File

- Read each frame and provide a model response. One finding that caught my attention is that some addicted teens play video games 24 hours each week because that is more than three hours a day.
- Have students silently reread the Data File to identify findings and share with their partners.

BRAINSTORM IDEAS

Activate Prior Knowledge

- Review the overview and Data File (Issues, pp. 4-5).
- Model how to brainstorm and record an idea and write it in your own words. Something I learned is how many teens play video games.
- Prompt students to select and write one new idea about gaming using everyday language. Check your spelling. Penals up when you have written your idea.

REWRITE IDEAS

Respond in Writing

- Read the frame. Model how to rewrite an idea using precise words. I'll replace almost all with a more specific phrase, "only three of every 100." I'll use "electronic games" instead of video games.
- Guide students to choose an idea to rewrite. Remind students to raise their pencils for assistance.
- The Implementation Support section of the essential routine **Setting Up & Monitoring Tasks** (p. T66) includes strategies for eliciting a range of responses. Preselect a student to share and additional reporters.

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Students have **daily opportunities to use academic register**, collaborate with peers, listen accountably, and construct relevant written responses.

Partners collaborate to make **precise word choices** for speaking and writing tasks.

Response frames **target key grammatical skills** that are challenging for many multilingual learners.

LESSON 3

Building Concepts & Language

EXCHANGING INFORMATION & IDEAS

Building Community

- Partner & Group Interactions (p. T62) Review the third L: Lower Your Voice. Show the video of Dr. Kate teaching this skill.
- Using Response Frames (p. T64) Display and read aloud the Building Community task (p. 13). Clarify the grammar targets, model a response, and have students practice reading it aloud. Provide time for independent reflection and writing.
- Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.
- Preselect two students to begin class discussion, followed by random and voluntary reporters. Listen for an adjective that describes what speaking too softly may indicate and record it. Cue partners to share using the frames to LISTEN ACTIVELY.

BRAINSTORM IDEAS

EXPANDING (p. 87)

Brainstorm Responses

- Use Routine 5: Academic Discussion (p. T76) to provide language supports for discussions.
- Read the question aloud. Explain unfamiliar vocabulary. Underline beneficial, a formal way of saying "good for you." Write that above beneficial. Explain each column: Model two ideas for each, using brief phrases and familiar language. We'll first brainstorm ways video games can be harmful. For example, make it harder to pay attention.
- Ask students to record ideas in each column.

ANALYZE LANGUAGE

Choose Precise Words

- Model replacing everyday words with precise words. We use everyday words like help in casual conversation, but we use precise words like encourage and promote in formal discussions.
- Introduce and post Reporting Word Choices and echo-read it.
- Guide partners to brainstorm other precise words. I'm thinking of two precise adjectives that begin with b- and im- to use instead of help.
- Ask partners (A/B) to stand and report: We thought of the precise word \_\_\_\_\_. Remind students to sit if they hear their word. Display contributions and cue students to record the most suitable choices.

MAKE A CLAIM

Respond in Writing

- Read aloud the frame. Display a model response and have students echo-read it.
- Point out grammar targets. Follow the linking verb are with adjectives such as "relaxing and amusing."
- Ask students to write a response that includes a convincing reason and precise words.

Academic Discussion

Are video games more harmful or beneficial?

BRAINSTORM IDEAS

Briefly record at least two ideas in each column using everyday English.

Harmful	Beneficial
<ul style="list-style-type: none"><li>make it harder to pay attention</li><li>take time away from reading or studying</li><li>some have violent scenes</li></ul>	<ul style="list-style-type: none"><li>something fun to do with friends</li><li>can make eye-hand coordination better</li><li>practice solving problems</li></ul>
<ul style="list-style-type: none"><li>can keep from spending time with friends</li></ul>	<ul style="list-style-type: none"><li>make learning fun</li></ul>

ANALYZE LANGUAGE

Complete the chart with precise words to discuss and write about the topic.

Everyday	Precise
help (verb)	encourage, promote, build, improve
waste time (verb)	divert, procrastinate, avoid, distract
fun (adjective)	entertaining, enriching, enjoyable, amusing

MAKE A CLAIM

Rewrite an idea using the frame and precise words. Then prepare to elaborate verbally.

Frame: Based on my experience, video games mostly (harm/benefit) teens because they are \_\_\_\_\_ (adjective: enjoyable, distracting) and \_\_\_\_\_ (adjective: relaxing, violent)

Response: Based on my experience, video games mostly benefit teens because they are entertaining and enjoyable.

Alternate response: Based on my experience, video games mostly harm teens because they are distracting and violent.

Language to ELABORATE

For example, \_\_\_\_\_

I know this because \_\_\_\_\_

EXCHANGE IDEAS

Share, Restate, and Record Responses

BRIDGING (p. 87)

- Model how to state a claim and ELABORATE verbally. My claim is that video games mostly benefit teens because they are relaxing and amusing. I'll elaborate with a concrete example. For example, my nephews are high school athletes with frequent practices. After a long day of studying and working out, they like to unwind with a video game.
- Provide adequate think time. Take a minute to consider a relevant example, fact, or experience you can discuss with your partner. If you wish, use a sticky note to help you remember your evidence.
- Tell students that they will listen attentively and restate their partner's idea before recording it. Select a student to model the process. Briefly rehearse before the lesson. Teacher/Partner A: 1) State a claim using the completed written response. 2) ELABORATE verbally. Student/Partner B: 3) RESTATE partner A's idea. Teacher/Partner A: 4) Confirm whether partner B accurately understood. Student/Partner B: 5) Record partner A's idea.
- Cue partners (A/B) to share responses twice before they ELABORATE verbally. Have partners RESTATE and receive confirmation before recording notes.

PRESENT IDEAS

Record and Compare Ideas

EXPANDING (p. 87)

BRIDGING (p. 87)

- Assign students the tasks to listen attentively and briefly record three ideas by 1) recording two precise adjectives; 2) indicating in parentheses whether this is a harmful or beneficial perspective; and 3) including a phrase to recall the elaboration example. Direct students to AGREE/ DISAGREE before presenting their own idea.
- Model the process with a preselected reporter for "harmful." I agree with Chandra's idea that video games mostly harm teens because they are distracting and unproductive. I'll record her adjectives and then write harmful. Then I'll write homework assignments to remember her example. Have students copy the notes you modeled.
- Provide a public voice rehearsal. Remember to use your scholarly public voice, three times louder than you spoke to your partner but with equal emphasis and pausing. Let's echo-read my displayed claim.
- Setting Up & Monitoring Tasks (p. T66) Continue with a preselected reporter for "beneficial," followed by random and volunteer reporters.
- Record ideas but do not display them until the end of the discussion. Then synthesize. Several students shared the opinion that video games can be educational. However, others voiced concerns that teens can become addicted.
- Have students record two more ideas. Review this list of contributions and select two strong ideas.

Language to LISTEN ACTIVELY

What idea did you add?

I added \_\_\_\_\_.

Building Community

Lowering my voice but speaking with emphasis and pausing enables my lesson partner and group members to easily hear and take notes on \_\_\_\_\_ my contributions.

(base verb: comprehend, appreciate, respond to)

Mumbling quietly (verb + ing: Whispering, Looking, Speaking)

may communicate to classmates and coworkers that I am unprepared.

(adjective: insecure, uncomfortable)

EXCHANGE IDEAS

Listen attentively, restate, and record your partner's idea.

Classmate's Name	Idea
[Name]	relaxing and amusing (beneficial)—nephews relax after practice

Language to RESTATE

So you think that \_\_\_\_\_.

Yes, that's right.

No, not really. What I meant was \_\_\_\_\_.

PRESENT IDEAS

Listen attentively and take notes. Then indicate if you agree (+) or disagree (-).

Language to AGREE/DISAGREE

I (agree/don't agree) with \_\_\_\_\_'s idea.

Classmate's Name	Idea	+/-
[Name]	distracting and unproductive (harmful)—homework assignments	
[Name]	educational and engaging (beneficial)—teaches skills in an interactive way	
[Name]	repetitive and unrealistic (harmful)—gets boring being in a fantasy world	

Students learn and practice social language to collaborate and exchange ideas with partners and small group.

Throughout the course, students use increasingly sophisticated frames for language functions, such as elaborating, restating, and agreeing or disagreeing.

12 Issue 1

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Students learn **high-utility academic words** that they will encounter across content areas, secondary school, and beyond.

When an academic word has **multiple parts of speech or another common form**, students learn both forms of the word.

Model language **directs students' attention to the grammar targets** required to accurately complete the examples.

LESSON 4

Analyzing & Discussing Text

ACADEMIC VOCABULARY

Daily Do Now (p. 166)

(interactive) The concert became \_\_\_\_\_ when the singer asked the audience to \_\_\_\_\_.

BUILD WORD KNOWLEDGE

Pronounce Words to Go

• Use **Routine 7: Words to Go (p. 180)** to teach high-utility academic words. *These words are widely used in school and the workplace.*

• Pronounce *influence*, ask students to repeat twice, and give the part of speech. *Influence is a noun, a thing.*

**Teach Meanings and Model Examples**

• Display and read aloud the meaning of *influence*. Have students fill it in and read it aloud.

• Display and read aloud the first example frame. Provide a model response and have students copy it.

• Explain that *influence* can also be a verb, an action word. Explain its meaning. Then read the second example frame and provide a model response. Explain the grammar target. *After to, I need a base verb without an ending, such as start or decide.*

• Have partners share responses and record one.

DISCUSS & WRITE EXAMPLES

Guide Verbal Practice

• Display a response for the first frame, read it, and have students echo-read. Explain grammar targets. *I need to start the sentence with a person, so I will use a noun phrase such as My track coach. For the second blank, I know that I should follow to with a base verb.*

• Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.

• Preselect two students to begin class discussion, followed by additional reporters. Remind students to listen and record a strong idea after the discussion.

**Apply Academic Words in Writing**

• Display a response for the second frame, read it aloud, and have students echo-read. Direct their attention to the grammar targets. *After have, we need the past participle form of influence. Add the ending -d to form Influenced. Underline they. After this subject, use a present-tense verb. I could write watch my favorite TV show.*

• Have students copy the correct word form and add original content.

• Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.

• Preselect two students to begin class discussion, followed by random and voluntary reporters.

• Assign an active listening task. *Record one strong idea. Notice the example notes begin with a present-tense verb. Have students discuss the idea they recorded using the frames to* **LISTEN ACTIVELY**

Language to LISTEN ACTIVELY

What example did you choose? I chose \_\_\_\_\_.

What example did you select? I selected \_\_\_\_\_.

Words to Go

Complete the meanings and examples for these high-utility words.

Words to Go	Meanings	Examples
<b>influence</b> in•flu•ence noun	the power that someone or something has to <b>affect</b> others	A student council member might use his or her <b>influence</b> to <b>provide funding for a new club</b> .
<b>influence</b> in•flu•ence verb	to <b>affect</b> what someone does, says, or believes	Residents <b>influenced</b> the mayor to <b>install a new stop sign at an intersection./ start a town recycling program</b> .

DISCUSS & WRITE EXAMPLES

Discuss your response with a partner. Then complete the sentence in writing.

noun phrase: My track coach \_\_\_\_\_ had a strong influence on my decision to **base verb: switch from sprints to long-distance racing**.

Write your response and read it to a partner. Listen and record a new idea.

I have **past participle: Influenced** \_\_\_\_\_ my friends by recommending that they **present-tense verb: watch my favorite TV show**.

Classmate's Name	Idea for <b>Influence</b>
	• read a book by a specific author • <b>watch my favorite TV show</b>

Text 1 • Magazine Article

ACADEMIC VOCABULARY

Daily Do Now (p. 166)

(addiction) Having an \_\_\_\_\_ to cigarettes is \_\_\_\_\_.

BUILD WORD KNOWLEDGE

Pronounce Words to Go

• **Routine 7: Words to Go (p. 180)** Pronounce *benefit*, ask students to repeat it twice, and give the part of speech. *Benefit is a verb, an action word.*

**Teach Meanings and Model Examples**

• Display and read aloud the meaning of *benefit*. Have students fill it in and read it aloud.

• Display and read aloud the first example frame. Provide a model response and have students copy it.

• Explain the meaning of *beneficial*. Read the second example frame and provide a model response. Explain the grammar target. *After the pronoun it, I need a present-tense verb. Most third-person singular present-tense verbs end in -s. For example, I could write finds or helps.*

• Have partners share responses and record one.

DISCUSS & WRITE EXAMPLES

Guide Verbal Practice

• Display a response for the first frame, read it aloud, and have students echo-read. Direct students' attention to grammar targets. *After installing, I need a noun that names the thing the school could install. For example, solar panels. For the second blank, I need to follow the modal verb would with a base verb such as reduce or change.*

• Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.

• Preselect two students to begin class discussion, followed by additional reporters. Remind students to listen and record a strong idea after the discussion.

**Apply Academic Words in Writing**

• Display a response for the second frame, read it aloud, and have students echo-read. Direct their attention to the grammar targets. *Before the noun change, we need to describe the change with an adjective. So beneficial is correct. Underline it at the beginning of the second line. After this word, write a base verb such as decide or eat.*

• Have students copy the correct word form and add original content.

• Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.

• Preselect two students to begin class discussion, followed by random and voluntary reporters.

• Assign an active listening task. *Record one strong idea, the specific verb phrase the classmate added to the frame. Have students discuss the idea they recorded using the frames to* **LISTEN ACTIVELY**

Language to LISTEN ACTIVELY

What example did you choose? I chose \_\_\_\_\_.

What example did you select? I selected \_\_\_\_\_.

Words to Go

Complete the meanings and examples for these high-utility words.

Words to Go	Meanings	Examples
<b>benefit</b> ben•e•fit verb	to <b>help</b> or be <b>helped</b> by something or someone	Teens might <b>benefit</b> from starting the school day later because they could <b>get more sleep</b> .
<b>beneficial</b> ben•e•ficial adjective	having a <b>good</b> or <b>helpful</b> effect on something	Using a spell-checking tool is <b>beneficial</b> to your writing because it <b>finds mistakes you might miss./helps you determine the correct spelling of a word</b> .

DISCUSS & WRITE EXAMPLES

Discuss your response with a partner. Then complete the sentence in writing.

Installing **noun: solar panels** \_\_\_\_\_ would **benefit** our school because it would **base verb: reduce energy costs**.

Write your response and read it to a partner. Listen and record a new idea.

One **adjective: beneficial** \_\_\_\_\_ change you can make to your morning routine is to **base verb: decide what you want to wear the night before**.

Classmate's Name	Idea for <b>Benefit/Beneficial</b>

14 Issue 1

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Students **generate and discuss examples for academic words** using complete sentences, relevant content, and the correct form of the word.

Students complete a written example and share responses twice with a partner to **build oral fluency and confidence**.

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LESSON 5

Analyzing & Discussing Text

INTERPRETING TEXT

Daily Do Now (p. 166)

(violent) Because of the movie's \_\_\_\_\_ content, my parents \_\_\_\_\_.

Building Community

- **Partner & Group Interactions (p. T62)** Review the fourth L: Listen attentively. Show the **video** of Dr. Kate teaching this skill.
- Praise students who demonstrate attentive listening. *During the Daily Do Now, I saw productive partnering in action. I want to particularly commend \_\_\_\_\_ and \_\_\_\_\_ for demonstrating the 4 Ls like true professionals.*
- **Using Response Frames (p. T64)** Display and read aloud the Building Community task. Clarify the grammar targets, model a response, and have students practice reading it aloud. Provide time for independent reflection and writing.
- Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.
- Preselect two students to begin discussion, followed by random and voluntary reporters. *Record an active listening behavior.* Cue partners to share using the frames to **LISTEN ACTIVELY**.

BUILD FLUENCY

Identify the Text Focus

EXPANDING (p. 80)  
BRIDGING (p. 81)

- Routine 2: Building Fluency (p. T70) Preview the text. Display the frame: *I predict the text will focus on \_\_\_\_\_.* Prompt partners (A/B) to share and report.
- Read each section with Oral Cloze (Issues, pp. 6–11).
- Use **Routine 8: Quick Teach Words (p. T82)** to address unfamiliar words. Here, Clarify Meaning by providing a brief meaning and example for coordination and distract (Issues, pp. 7, 8).
- As you read the second section, direct students to analyze the diagram. *How is brain activity different in experienced and inexperienced gamers?*

Connect to the Content Areas

- Use Oral Cloze to read the Content Connection (Issues, p. 11). Provide a frame: *I'd create a game to prepare responders for \_\_\_\_\_ because \_\_\_\_\_.*

IDENTIFY KEY IDEAS & DETAILS

EXPANDING (p. 80)  
BRIDGING (p. 81)

Ask and Answer Text-Based Questions

- Use **Routine 9: Section Shrink (p. T84)** to support text analysis. Direct partners to ask and answer the first question. Model recording the key idea.
- Have partners reread each section with Partner Cloze and take turns asking and answering the questions about important details. Preselect responses and direct partners to agree upon details for their notes.

Close Reading

Language to LISTEN ACTIVELY

What idea did you add?  
I added \_\_\_\_\_.

Building Community

As an effective lesson partner, I am responsible for contributing **dependably** \_\_\_\_\_  
(adverb: maturely, equally)  
and also listening attentively to my classmate's opinions and **experiences**.  
(noun: recommendations, concerns)  
I have already improved my listening skills because I now make sure to **maintain eye contact**.  
(base verb: ask questions, restate ideas)  
  
to show that I am paying careful attention.

BUILD FLUENCY

Read the text "Game On or Game Over?" (Issues, pp. 6–11).

IDENTIFY KEY IDEAS & DETAILS

Take turns asking and answering questions with a partner. Then write brief notes.

Discussion Frames	Text Notes
<b>Q:</b> What is the <b>key idea</b> of this text? <b>A:</b> The <b>key idea</b> of this text is _____.	<ul style="list-style-type: none"><li>• video games have both <b>positive</b> _____ and <b>negative</b> _____ influences on young players</li></ul>
<b>Q:</b> What are the <b>most important details</b> in this text? <b>A:</b> (One/Another) <b>important detail</b> in this text is _____. <b>A:</b> Perhaps the <b>most important detail</b> in this text is _____.	<div>Potential Benefits of Video Games:</div> <ul style="list-style-type: none"><li>• can improve <b>coordination</b> _____ and <b>vision</b> _____</li><li>• can also improve <b>social</b> _____ skills by working as a <b>team</b> _____ and solving <b>problems</b> _____</li></ul> <div>Potential Harmful Effects of Video Games:</div> <ul style="list-style-type: none"><li>• skipping <b>classes</b> _____ and receiving poor <b>grades</b> _____</li><li>• lying about <b>the amount of time spent playing</b> _____</li></ul>
	<ul style="list-style-type: none"><li>• violent games can cause an increase in <b>aggression</b> _____ and decrease in <b>self-control</b> _____</li></ul>

Text 1 • Magazine Article

INTERPRETING TEXT

Building Community

If I finish a task before the teacher calls time, I should make sure to use the time **efficiently**.  
(adverb: productively, wisely)  
**Take turns contributing another response.**  
(base verb: share, elaborate)  
  
If I complete a writing task, I can **reread what I wrote to identify errors**.  
(base verb: replace, check)

RESPOND WITH EVIDENCE

Use the frame to analyze the author's word choice.

1. The author says "[parents] grew up in another century." What does this mean? Why does the author include this statement?  
  
When the author says that "[parents] grew up in another century," he is literally pointing out that they grew up in the **noun: 1900s** \_\_\_\_\_ and today's young people are growing up in the **noun: 2000s** \_\_\_\_\_. Although 1995 is not 100 years before 2005, the author uses the word *century* to make the point that parents might not understand **noun phrase: current technology**.  
  
Use the frame to analyze how the author develops key ideas.

IDENTIFY PRECISE WORDS

Review Text 1 and your Portfolio (pp. 8–17) to identify words for your justification.

Domain-Specific Topic Words	High-Utility Academic Words
<ul style="list-style-type: none"><li>• technology</li><li>• <b>entertainment</b></li><li>• <b>dopamine</b></li><li>• <b>coordination</b></li><li>• <b>emotions</b></li><li>• <b>warning signs</b></li></ul>	<ul style="list-style-type: none"><li>• <b>function</b></li><li>• <b>tasks</b></li><li>• <b>evidence</b></li><li>• <b>argument</b></li><li>• <b>influence</b></li><li>• <b>significant</b></li></ul>

Daily Do Now (p. 166)

(social) When I'm feeling \_\_\_\_\_, I like to \_\_\_\_\_.

Building Community

- Post **Fast-Finisher Options** and echo-read each item.
- **Using Response Frames (p. T64)** Display and read aloud the Building Community task. Clarify the grammar targets, model a response, and have students practice reading it aloud. Provide time for independent reflection and writing.
- Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.
- Preselect two students to begin class discussion, followed by random and voluntary reporters. *Record a fast-finisher option.* Cue partners to share using the frames to **LISTEN ACTIVELY**.

RESPOND WITH EVIDENCE

Model Writing a Constructed Response

- Read aloud question 1 and the frame. Explain any unfamiliar vocabulary. *Century means 100 years.*
- Model how to review the text. *This question focuses on a phrase at the top of page 7 in Issues. Let's review the text. Reread the first two paragraphs under "Mind Games" using Oral Cloze.*
- Complete the first blank and have students record. For remaining blanks, establish grammar targets and steer students toward relevant text content.
- **Setting Up & Monitoring Tasks (p. T66)** As students work, read their answers, ask clarifying questions, and prompt more thoughtful responses.
- Direct partners to take turns asking question 1 and reading their responses. Preselect two students with strong responses to share. Display responses. Encourage students to make productive edits.
- Repeat the process with question 2.

IDENTIFY PRECISE WORDS

Build Precise Vocabulary for Writing

- Read the writing prompt (p. 26). Explain that students will respond to it using academic language.
- Model how to review text. *I'll skim the introduction for words I could use to argue video games' negative effects. Topic words are addict and violent. High-utility words are function and certain.*
- Prompt partners to skim the introduction to identify strong choices to record. Cue partners (A/B) to report: *One precise word we identified is \_\_\_\_\_.* Display and record suitable choices.
- For each section, repeat the process of guiding students to review text and identify precise words.
- Model how to revisit completed Portfolio lessons. *I see two relevant words on page 12: procrastinate and distracting.*

Students write brief constructed responses to **text-based questions** about key ideas, text structure, and author's craft.

Students review texts to identify **precise academic words** to use in their writing assignments.

Note-taking frames provide scaffolding for identifying a text's key ideas and details in writing.

Multiple readings of informational text with Oral and Partner Cloze **actively engage students** in building reading fluency.

56 English 3D Sampler



The academic writing type definition introduces its purpose, structure, and specific elements.

Students analyze and mark key elements of the academic writing type to set expectations for writing

Discussion frames require partners to use academic language as they discuss key elements of the writing type.

LESSON 8

Academic Writing

ANALYZING TEXT ELEMENTS

Justification

FRONTLOADING CONVENTIONS

Daily Do Now (p. 167)

(interactive) Video games with \_\_\_\_\_ features such as \_\_\_\_\_ are more fun to play.

ANALYZE TEXT STRUCTURE

EXPANDING (p. 167)  
BRIDGING (p. 167)

Introduce the Academic Writing Type

- Use **Routine 11: Student Writing Model (p. T88)** to set clear expectations and analyze an academic writing type. Justify is a verb that means "to give an explanation or reasons for an idea." A claim is an opinion or point of view. For example, I might state a claim that a movie I saw recently was worth seeing. To make you believe me, I would justify or back up this claim with a reason, such as my stomach hurt from laughing because it was so funny.
- Echo-read the academic writing type description and guide students to underline key phrases.

Read the Student Writing Model

- Tell students that you will analyze a justification that claims video games harm teens in order to understand the elements of the writing type.
- Display and read aloud the student model using Oral Cloze and Partner Cloze.

MARK & DISCUSS ELEMENTS

EXPANDING (p. 167)  
BRIDGING (p. 167)

Teach and Discuss Elements of a Justification

- As you introduce each element and marking task, assign the relevant frame and facilitate discussion. Model the process with the first task and frame by reading a model response. Have partners (A/B) take turns listening and responding.
- Ask partners (A/B) to stand and report a response with each frame. Direct students to listen attentively and mark any missed elements.
- Reread the topic sentence and guide students to double underline the writer's claim.
- Explain that transitions like *For example* connect the writer's points. Have students draw a box around *For example* and at least two more transition words or phrases.
- Remind students that a justification includes reasons to support the claim. Have students underline and label two reasons with *R*.
- Point out that a justification also includes evidence from texts or personal experience to support the claim. Have students underline and label two pieces of evidence with *E*.
- Point out that the writer did not copy sentences, but included precise words from the text. Have students star *ability* and three more precise topic words.
- Note that the student included high-utility academic words. Have students check *influence* and three more high-utility academic words.

Student Writing Model

Academic Writing Type

A justification states a claim and supports it with logical reasons and relevant evidence.

- The **topic sentence** clearly states the writer's claim about the issue.
- Detail sentences** support the claim with reasons and evidence from texts and the writer's experiences.
- The **concluding sentence** restates the writer's claim about the issue.
- Transition words or phrases** introduce evidence and connect ideas.

ANALYZE TEXT STRUCTURE

Read this student model to analyze the elements of a justification.

A

After exploring the topic of how video games influence young people, I believe that gaming can negatively affect teens' lives. Evidence shows that playing video games damages teens' ability to focus on more important activities such as their schoolwork. For example, the article "Game On or Game Over?" points out that teens who regularly play video games tend to develop serious problems because they are often trying to battle addiction, as about 8.5 percent of gamers do. This is important to consider because one of my friends plays her favorite video game from the moment she gets home from school until she goes to bed. Another potential harmful effect of video games is the way this technology promotes aggressive and dangerous behavior. In fact, the author Oscar Gomez emphasizes that teens who play M-rated games fight other people and harm property more frequently. For these reasons, I support the position that video games are generally not beneficial to teens.

B

C

MARK & DISCUSS ELEMENTS

Mark the justification elements and use the frames to discuss them with your partner.

1. Double underline the writer's claim within the topic sentence.

The writer's claim is \_\_\_\_\_.

2. Draw a box around three transition words or phrases.

One transition (word/phrase) is \_\_\_\_\_. Another transition (word/phrase) is \_\_\_\_\_.

3. Underline and label two reasons that support the writer's claim with the letter *R*.

One reason that supports the writer's claim is \_\_\_\_\_.

4. Underline and label two pieces of evidence that support the writer's claim with the letter *E*.

One piece of evidence that supports the writer's claim is \_\_\_\_\_.

5. Star four precise topic words and check four high-utility academic words.

An example of a (precise topic word/high-utility academic word) is \_\_\_\_\_.

Singular Present-Tense Verbs

Guidelines for Using Present-Tense Verbs

Writers use **simple present-tense verbs** in justifications to state claims, provide reasons, and cite evidence. Whenever you use the first-person subject *I*, use a first-person singular verb. Whenever you use a third-person singular noun (*author*, *writer*, *evidence*) or pronoun (*he* or *she*), use a third-person singular verb ending in *-s* or *-es*.  
**Topic Sentence:** State your claim with a first-person singular verb.  
*I maintain . . .    I disagree . . .    I believe . . .    I feel . . .*  
**Reason/Evidence:** Use first- and third-person present-tense verbs to introduce reasons and evidence.  
*Evidence shows . . .    The author emphasizes . . .    She describes . . .    I know . . .*  
**Concluding Sentence:** Restate your claim. Remember to follow forms of the verb to be with an adjective.  
*I conclude . . .    I restate . . .    I contend . . .    I am certain . . .*

IDENTIFY PRESENT-TENSE VERBS

Read the justification. Circle the first-person, present-tense verbs. Draw a box around the third-person, present-tense verbs.

After exploring the topic of how video games influence young people, I believe that gaming can positively affect teens' health. Evidence shows that playing video games can combine technology and fitness. For example, I play a dancing game frequently, and after a few games I feel like I just ran a mile. Another potential beneficial effect of video games is the way this technology can sharpen people's vision. In fact, an online news article emphasizes that people who are nearsighted or farsighted may be able to improve their eyesight while having fun. For these reasons, I reject the position that video games are an unhealthy form of entertainment.

WRITE PRESENT-TENSE VERBS

Use a first- or third-person, present-tense verb to complete each sentence.

1. I believe \_\_\_\_\_ that video games can be beneficial, rather than harmful.

2. A recent study shows \_\_\_\_\_ that video games may slow the mental decay that happens as we age.

3. The evidence suggests \_\_\_\_\_ that video games can also help people with dyslexia read faster and more accurately.

4. When I play video games, I feel \_\_\_\_\_ more alert afterward.

5. For these reasons, I maintain \_\_\_\_\_ that video games are good for our health.

Daily Do Now (p. 167)

(violent) Although many video games are \_\_\_\_\_, plenty of other games involve \_\_\_\_\_.

IDENTIFY PRESENT-TENSE VERBS

Teach the Conventions Skill

- Explain that a justification uses verbs in the simple present tense. A justification uses verbs to express opinions and support them with reasons and evidence. Use the first-person point of view to write about yourself. First-person verbs that go with the subject *I* do not usually have an ending. Use the third-person point of view to write about other people or facts. Third-person verbs that match a third-person singular subject, such as *he* or *she*, usually end in *-s* or *-es*.
- Read the "Guidelines for Using Present-Tense Verbs" aloud and have students circle the key information ending in *-s* or *-es*.

Practice Analyzing a Model

- Read aloud the model justification using Oral Cloze.
- Point out that the topic sentence includes the first-person, present-tense verb *believe* and have students circle it.
- Explain that the second sentence includes the third-person singular subject *Evidence*. What verb that ends in *-s* matches this subject? Draw a box around it.
- Ask partners to switch off reading the justification sentence by sentence. Have them circle the first-person singular, present-tense verbs and box the third-person singular, present-tense verbs.
- Setting Up & Monitoring Tasks (p. T66)** Display the frames to ask for clarification and request assistance from the routine (p. T66). Encourage students to raise their pencils to request assistance if they have questions or difficulties.

WRITE PRESENT-TENSE VERBS

Apply Skill to Academic Writing

- Model how to complete sentence 1. Remember that most first-person singular, present tense verbs do not end in *-s* or *-es*. I can use the verb *believe* to express my opinion as a writer.
- Display completed sentence 1 on the board and read it aloud. Have students record it and read it chorally.
- Setting Up & Monitoring Tasks (p. T66)** Direct partners to work together to complete the remaining four sentences. Observe student interactions and written work, coach off-task or blocked partners, and provide guidance.
- Preselect two students with strong responses to read aloud their sentences to the class. Then ask for partner nominations and volunteer reporters.

22 Issue 1

Gaming 23

Students learn relevant grammar and conventions skills connected to the writing assignment.

An additional model of the writing type provides practice with identifying the focus conventions skill in context.

57 English 3D Sampler



Students learn language features and skills such as **verb tenses, precise language, sentence structures, and paraphrasing** that writers commonly use for the specific academic writing type.

Students learn **paraphrasing skills** to summarize texts and present evidence using their own words.

**Authentic practice tasks** mirror the writing that the formal assignment requires.

LESSON 9

Academic Writing

FRONTLOADING LANGUAGE

Daily Do Now (p. 168)

(beneficial) Practicing \_\_\_\_\_ will be \_\_\_\_\_ for your basketball game.

IDENTIFY PRECISE SYNONYMS

BRIDGING (p. 162)

**Teach the Language Skill**

- Explain that writers restate ideas from texts in their own words to provide evidence. *Paraphrasing can be useful to restate or sum up a direct quote from a text when you are presenting reasons or evidence.*
- Read the "Guidelines for Paraphrasing Text" and have students circle the key word *synonyms*.
- Display the source text and underline the key words and phrases. Point out the precise synonyms for each and ask students to share other synonyms.
- Model how to paraphrase by rewriting the source text sentence and replacing the key words and phrases with precise synonyms.

**Practice Identifying Precise Synonyms**

- Read aloud practice statement 1 using the key word in parentheses. *In the first blank, I need to replace show with a precise synonym. Another word for show is exhibit, so I will write that.*
- Reread the statement aloud with the precise synonym. Have students copy the word and read the statement chorally.
- Setting Up & Monitoring Tasks (p. T66)** Ask partners to collaborate to complete the remaining two statements. Display the frames to ask for clarification and request assistance (p. T66). Encourage students to raise their pencils to request assistance if they have questions or difficulties.
- Direct partners (A/B) to report out to the class: *We selected the precise synonym \_\_\_\_\_ to replace the key (word/phrase) \_\_\_\_\_.*

Paraphrasing Text

**Guidelines for Paraphrasing Text**

Paraphrase a sentence from a source text by keeping important topic words and replacing key words and phrases with synonyms.

Source Text	Key Words & Phrases → Synonyms	Paraphrasing
"She says these findings should encourage game designers to investigate which parts of gaming are more responsible for making kids more creative" (Moore 12).	she → the researcher these findings → the results of the study encourage → prompt investigate → examine parts of gaming → game factors are responsible for → influence increased making kids more creative → creativity	The researcher says the results of the study should prompt game designers to examine which game factors influence increased creativity.

IDENTIFY PRECISE SYNONYMS

Read these statements and replace the words in parentheses with synonyms.

1. Gamers (show) exhibit more creativity than non-gamers.

2. The (results of the study) research could (lead to) result in educational video games that feel like pure entertainment.

3. However, the study (measures) assesses only one type of creativity.

PARAPHRASE IDEAS

Paraphrase the three statements above using primarily your own words.

1. Moore points out that players of video games display greater creativity than their non-playing peers.

2. According to "New Study Links Video Gaming to Creativity," current findings could help develop entertaining video games that are also educational.

3. The author also explains that the research is somewhat limited because it tests only one form of creativity.

Justification

PLANNING TO WRITE

Organize a Justification

Prompt

Are video games harmful or beneficial? Write a justification that states and supports your claim.

Transitions to Introduce Evidence	Examples
Evidence shows _____. For example, _____. In fact, _____. _____ also _____. Additionally, _____.	<b>Evidence shows</b> that playing video games enhances teens' abilities to solve complex problems.  <b>In fact</b> , Moore presents a study that found 12-year-old gamers were more creative.  The article <b>also</b> questions whether other activities could inspire more creativity than video games.

IDENTIFY TRANSITIONS

Review the transitions that writers use to introduce evidence. Then complete each sentence below with an appropriate transition.

1. Evidence shows \_\_\_\_\_ that almost all teens play video games.

2. Additionally, \_\_\_\_\_ almost as many girls play video games as boys.

3. For example, \_\_\_\_\_ about 10 percent of video game players suffer addictions.

PLAN REASONS & EVIDENCE

Describe your claim about whether video games are harmful or beneficial.

My claim: I think that video games are (harmful/beneficial) beneficial because they require players to think logically and solve problems to progress through each level.

Use academic language to restate your claim and write a topic sentence.

Topic Sentence: After exploring the issue of how video games influence young people, I believe that playing video games can benefit teens' lives in a number of ways.

List two reasons that support your claim and give evidence for each reason. You can draw from the text, your experience, or a classmate's experience.

Reason 1: Video games make people active problem solvers and better thinkers.

Evidence: Pilots and surgeons can improve their abilities by playing video games.

Reason 2: Viewing small amounts of game violence doesn't turn normal teens into criminals.

Evidence: My friend Paulo's favorite game has a significant amount of shooting, but I've never seen him show aggression toward others.

Daily Do Now (p. 168)

(creative) I enjoy being \_\_\_\_\_ when I write \_\_\_\_\_.

IDENTIFY TRANSITIONS

EXPANDING (p. 162)

**Teach the Language Skill**

- Explain that transitions help the reader follow a justification. *Use transitions to introduce evidence and connect ideas.*
- Direct students' attention to the commas after introductory phrases. *Use a comma after a transition if a sentence can stand on its own without it.*

**Practice Choosing Transitions**

- Read aloud the first sentence and model how to use the chart to choose a transition. *Because this is the first detail, I'll write Evidence shows. I do not need a comma.*
- Reread the sentence aloud. Have students copy the transition and read the sentence chorally.
- Ask partners to collaborate to complete the remaining two sentences.
- Direct partners (A/B) to report out to the class: *We selected the transition \_\_\_\_\_.*

PLAN REASONS & EVIDENCE

EXPANDING (p. 162)

**Guide Note-Taking**

- Use **Routine 12: Planning to Write (p. T90)** to help students organize their ideas for academic writing. Read aloud the sample claim. Point out that the claim states what the writer believes.
- Have students write their claims and read them aloud to partners.
- Tell students that they will now rewrite their claim as a topic sentence. *Write your controlling idea.*
- Guide students to develop reasons and gather evidence from the Data File, texts, and text features in the *Issues* book.
- Read aloud the example for Reason 1. Model how to find evidence that supports the reason. *On page 7, the author says: "video games can improve the ability to pilot an aircraft, read X-rays, and perform surgery." I will paraphrase this quote as evidence to support Reason 1.*
- Direct students to write two reasons that support their claim and provide text evidence for each reason.
- Have partners compare their selections: *One reason that supports my claim is \_\_\_\_\_. A piece of evidence that supports this reason is \_\_\_\_\_.*
- Preselect students with opposing claims to read aloud their topic sentences, one reason, and one piece of text evidence.

24 Issue 1

Gaming 25

Students learn a set of **academic transition words and phrases** useful for the specific writing type and practice using them.

Note-taking scaffolds support students in **taking notes to organize supporting details** for their writing.

58 English 3D Sampler



Detailed writing frames support students in learning text structures and in writing increasingly longer and more complex pieces.

Clear descriptors indicate the **grammar target or content** required to complete each section of the writing frame.

LESSON 10

Academic Writing

WRITING A DRAFT

Daily Do Now (p. 168)

(creativity) Some people think that \_\_\_\_\_ does not require much \_\_\_\_\_, but I disagree.

WRITE A PARAGRAPH

EXPANDING (p. 162)  
BRIDGING (p. 163)

Introduce the Writing Assignment

• Use **Routine 13: Writing a Draft (p. 192)** to support students' writing with clear and targeted frames. Read the writing prompt aloud to clarify the assignment.  
• Display the writing frame and point out key features.  
• Explain the purpose of the small text in parentheses. *Notice the text in parentheses. This text describes what goes in each blank.*

Transfer the Topic Sentence

• Read aloud the frame for the topic sentence.  
• Explain how to use the notes (p. 25) to transfer the topic sentence to Section A of the writing frame.

Write Detail Sentences

• Remind students that detail sentences support the writer's claim with reasons and evidence from texts.  
• Model how to complete the detail sentences using the notes you modeled (p. 25).  
• Explain that the detail sentences should appear in an order that makes sense. *You may want to start with your strongest reason, or you may want to save it for last.*

Construct a Concluding Sentence

• Guide students to complete the concluding sentence that restates the writer's claim.

Read the Justification

• Read aloud the sample draft of a justification and model how to replace everyday words using the precise synonyms from the word banks (pp. 17, 21). *We can use the precise words we identified earlier to make our justifications stronger.*

Write a Draft

• Provide time for students to write their own justifications in response to the prompt on a computer or separate sheet of paper.  
• Direct partners (A/B) to take turns reading their justifications. Then guide them to identify everyday words and replace them with precise words.

Write a Justification

Prompt Are video games harmful or beneficial? Write a justification that states and supports your claim.

WRITE A PARAGRAPH

Use the frame to write your topic sentence, detail sentences, and concluding sentence.

A

After exploring the issue \_\_\_\_\_ of how video games influence young people, I believe that gaming (can/cannot) can \_\_\_\_\_  
significantly \_\_\_\_\_ affect teens' lives. Evidence shows that playing video games enhances \_\_\_\_\_ teens' ability to solve \_\_\_\_\_  
problems and perform certain tasks, such as flying airplanes. \_\_\_\_\_

For example, the article "Game On or Game Over?" \_\_\_\_\_  
points out that teens who regularly play video games tend to develop  
greater \_\_\_\_\_ confidence \_\_\_\_\_ because they are  
often trying to accomplish new gaming challenges that are quite demanding. \_\_\_\_\_

B

This is important to consider because adolescence typically involves a variety of social \_\_\_\_\_  
and academic challenges, and playing video games could help teens handle them more \_\_\_\_\_  
effectively. \_\_\_\_\_

Another potential (beneficial/harmful) beneficial \_\_\_\_\_ effect of video games is the way this technology encourages \_\_\_\_\_ face-to-face social \_\_\_\_\_  
interaction for teen gamers. \_\_\_\_\_

In fact, the author Oscar Gomez \_\_\_\_\_ emphasizes  
that the image of video game players as "antisocial loners" is a stereotype, and players \_\_\_\_\_  
frequently work in teams to solve problems in interactive games. \_\_\_\_\_

C

For these reasons, I maintain \_\_\_\_\_ the position that video games are \_\_\_\_\_  
a beneficial form of entertainment for teens. \_\_\_\_\_

LESSON 11

Justification

ASSESSING & REVISING

Daily Do Now (p. 168)

(issue) Two \_\_\_\_\_ that might affect a student club are \_\_\_\_\_ and \_\_\_\_\_.

ASSESS YOUR DRAFT

EXPANDING (p. 163)

Self- and Peer Assess Justifications

• Use **Routine 14: Peer Feedback (p. 194)** to develop revision skills. If students wrote electronically, have them print their drafts. Review justification elements and have students mark them in their drafts.  
• Review the Scoring Guide criteria and what constitutes a score of 1-4.  
• Distribute the **Student Writing Sample: Justification** and read it using Oral Cloze. Guide students in using the Scoring Guide to rate each element.  
• Have students silently read their justifications and circle ratings to self-assess.  
• Direct partners to exchange books, read their partners' paragraphs, and circle ratings in their partners' books.

REFLECT & REVISE

Discuss Feedback

• Remind partners to give positive feedback before making a suggestion for revision.  
• Model how to give feedback. *You might say, "I appreciate how you included strong evidence. As you revise your justification, focus on including more transitions. Do you have any questions?"*  
• **Setting Up & Monitoring Tasks (p. 166)** Guide students to write positive feedback and a suggestion in their partners' books. Display the frames to ask for clarification and request assistance (p. 166).  
• Have pairs return books and clarify feedback: *What exactly do you mean by \_\_\_\_\_? So you think that \_\_\_\_\_.*  
• Allow students to revise their justifications, focusing on areas with the lowest ratings.

CHECK & EDIT

BRIDGING (p. 163)

Complete a Proofreading Checklist

• Ask students to review each item in the checklist and reread their justifications to proofread and edit.

Write a Final Draft

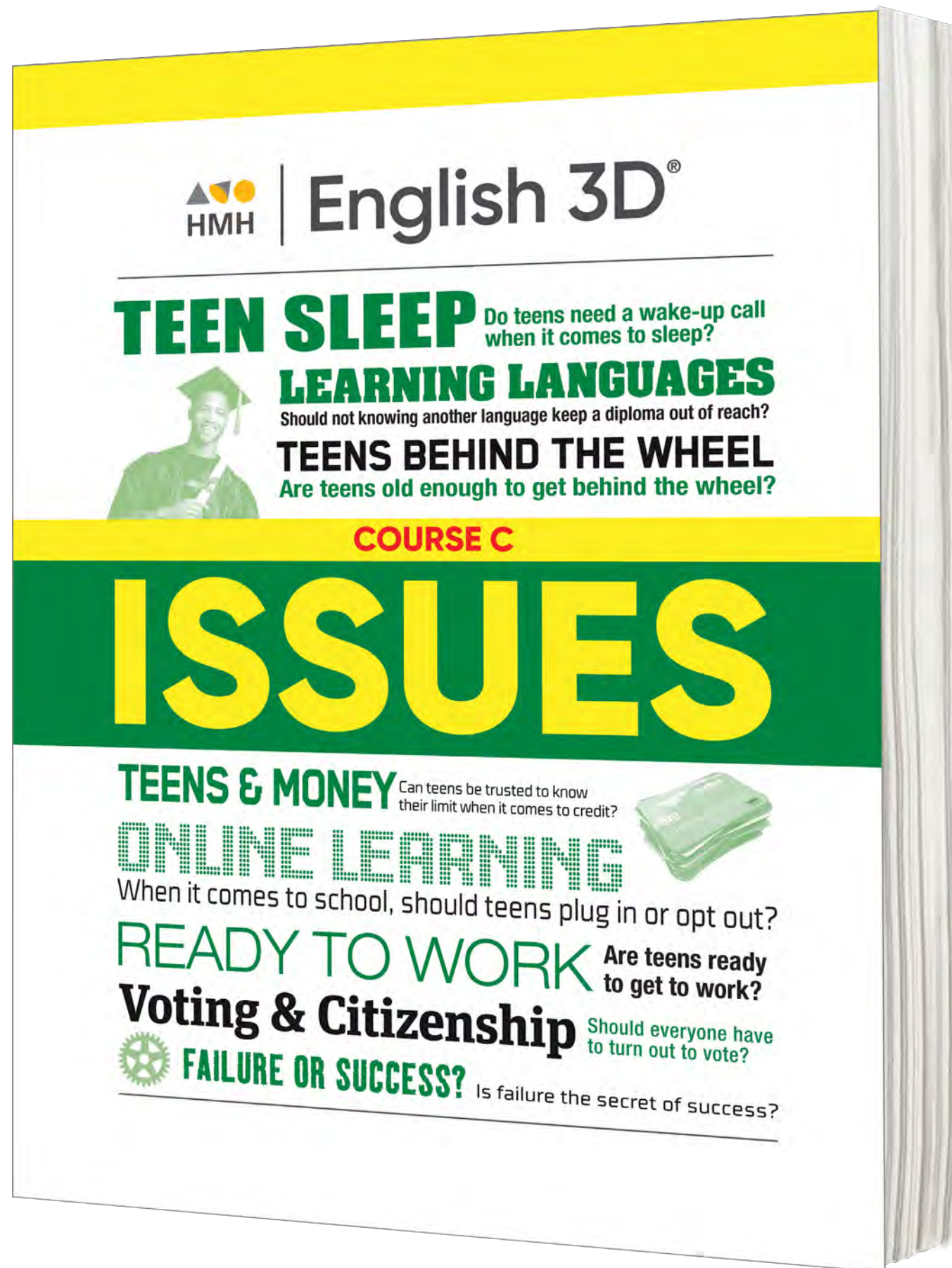
• Support students as they revise their drafts. Have students publish their work through a school blog or website. Encourage ongoing interaction and collaboration.  
• Score student justifications using the **Justification Writing Rubric** and provide feedback for students to review.

Scoring guides provide clear criteria for self- and peer assessment and mirror the rubrics teachers use to assess student writing.

Frames for feedback provide clear criteria and focus students' revisions on critical aspects of the writing assignment.

59 English 3D Sampler





## ISSUES TEXTS, COURSE C

Engage students with informational and literary texts based on high-interest, relevant issues. Take a look inside:

- Texts with **domain-specific and high-utility academic vocabulary** that span a variety of text types and a range of levels with text features including headers, captions, graphics, diagrams, and data graphs
- A Data File for each issue with statistical evidence from **authentic sources**
- Topics and texts connect to science, social sciences, economics, world languages, health, and technology
- **Academic Glossary** with pronunciations, meanings, examples, and word origins
- Also includes Academic Language Handbook to reference during discussions



The *Issues* texts engage students with **authentic, increasingly complex informational and literary texts** that are relevant to students' lives.

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Academic Words in *Issues* Texts

Words to Go: High-utility words that you will encounter in other texts and content areas are **highlighted in yellow**.

Words to Know: Topic-related words that you can use to discuss and write about the Issue are **boldface**.



Data Files build students' background knowledge and provide **evidence from authentic sources** for students to cite in their academic speaking and writing.

Issue 1 Teen Sleep

Debate

DO TEENS NEED A  
WAKE-UP CALL WHEN  
IT COMES TO SLEEP?

Data File

*Brillllllling! It's time to wake up and learn the truth about sleep: It's vital to our health and well-being. Are you getting enough?*

Survey Says

- A poll of 1,602 teenagers across the United States found that teens get an average of about seven and a half hours of sleep on school nights.
- Teens sleep less as they get older. In 8th grade, they average 8.1 hours of sleep. By 12th grade, the average drops to 6.9 hours.
- Only 20% of teens are getting the optimal amount of sleep—9 hours or more.

(Source: National Sleep Foundation, 2006)

Is Technology Taking a Toll?

- 72% of 13- to 18-year-olds questioned bring their cell phones into their bedrooms and use them when they are trying to go to sleep.
- 56% of **adolescents** text in the hour before trying to go to sleep every night or almost every night.
- 77% of 13- to 18-year-olds use a computer in the hour before going to bed.
- 50% of teens watch TV within one hour of trying to go to sleep.

(Source: National Sleep Foundation, 2011)

Making It Legal

In 2009, California State Representative Zoe Lofgren cosponsored a bill in Congress called the Zzz's to A's Resolution, which proposed that secondary schools should begin the school day no earlier than 9:00 in the morning. The resolution was not enacted.

(Source: opencongress.org, 2009)

4 Issue 1

Text 1 • Magazine Article

WHO NEEDS SLEEP?

Maybe you do. Here's what you need to know about slumber, from A to Zzzzzzz's.

by Kirsten Weir

Quick quiz: How much of your life will you spend sleeping? Answer: A whopping one-third. For something we spend so much time doing, we don't often give slumber the credit—or attention—it deserves. A study by the National Sleep Foundation (NSF) found that 60 percent of middle and high school students felt tired during the day, and 15 percent had fallen asleep in school during the last year. "I'm definitely tired during the week," says Leah Schaffer, a 17-year-old junior

from Oxford, Michigan. "I nod off a lot in chemistry." But why is sleep so important? And why are so few of us getting enough?

SLEEPLESSNESS KILLS

When we sleep, we cycle through five well-defined **stages**. Between **stages** 1 and 4, we sink deeper and deeper into sleep. Heart rate and body temperature drop. Brain waves slow down and muscles relax completely.



Fifteen percent of teens say they have fallen asleep in school in the past year.

Teen Sleep 5



Students **read and interpret a variety of text features**, including diagrams, graphs, and tables.

Then we enter the fifth **stage** of sleep: rapid eye movement, or REM, sleep. During this **stage**, our eyes dart back and forth below the eyelids, and our brain waves speed up again to the same levels as when we're awake. Most dreaming occurs during REM sleep. People need both non-REM and REM sleep in order to get a good night's rest. During a full night of sleep, we cycle through all five sleep **stages** between three and five times.

Scientists know that we have to sleep. Repeated experiments with lab rats have shown that rats will die from

lack of sleep long before they die from lack of food. **Sleep-deprived** people, however, don't drop dead, but they do suffer health problems. Humans who go days without sleep begin to have digestive troubles, such as diarrhea and stomach pain. They experience memory problems and hallucinations and can quickly become paranoid.

However, scientists still aren't certain why we need to snooze. One theory is that while we sleep, our bodies repair muscles and other tissues. Some researchers believe that sleeping and dreaming are necessary for the

brain to organize and store memories. Others think we slow down at night to conserve energy.

Some researchers believe that sleeping and dreaming are necessary for the brain to organize and store memories.

night and sleep later in the morning. "I **tend to** be tired in the morning, and toward the end of the day I wake up," Leah says. To make matters worse, nighttime habits can also **affect** the body's clock. One way the body learns when to sleep is through light cues. Staying up late in a bright room or staring at a brightly lit TV or computer screen can push the internal clock back even later.

SICK AND TIRED

The short-term effects of too little sleep are obvious enough. Too little shut-eye can leave you feeling fuzzy-headed and unable to concentrate. "Almost all teenagers, as they reach **puberty**, become walking zombies because they are getting far too little sleep," says Cornell University psychologist James Maas in the American Psychological Association's *Monitor on Psychology*. Over time, skimping on sleep can cause a sleep debt to accumulate, and that can have serious **consequences**. "As the sleep **deficit** goes on week after week, your body changes," Carskadon adds.

**Sleep-deprived** people have problems with learning and memory. Mood is also **affected**, and overtired teens can show mood problems that mimic depression. In some cases,

SETTING YOUR BODY CLOCK

Adults need about eight hours of sleep each night, but young people need even more. "Kids from about 10 to 18 need a little more than nine hours of sleep a night, on average," says Dr. Mary Carskadon, a sleep researcher and member of the NSF task force on sleep and teens. Yet Carskadon has found that most teens sleep an average of seven hours a night.

Busy schedules are only part of the problem. During **adolescence**, the body's internal clock gets pushed back so that a person doesn't feel sleepy until later in the evening. The result? Teens want to stay up later at





Students are able to make regular **connections between coursework and the demands of life, secondary school, college, and the workplace.**

youths may be prescribed medication for depression when, in fact, they're just way behind on sleep. Also, the **hormone** cortisol, which is associated with stress, can build up in the **sleep-deprived**. High cortisol levels weaken the immune system, making a person more susceptible to illness.

New studies are also revealing that sleep debt can mess with **metabolism**, the chemical processes that occur within an organism to sustain life. "If you aren't getting enough sleep, you're likely to eat more and also process food differently," Carskadon reports. Those metabolic changes can lead to weight

gain and related health problems, including diabetes.

Unfortunately, sleep debt is hard to overcome. Sleeping in on weekends is your body's way of playing catch-up—but if you overdo it, you could be making matters worse. Carskadon suggests sleeping for an extra hour or two, but not all day. Your body will thank you for it Monday morning, she says.

Still, it's important to listen to your body and give it the rest it craves. "Kids need to be happier," says Carskadon. "I think if they had more sleep, they'd be happier."

Secrets of the Sandman

Insomnia occurs when a person can't fall asleep or awakens too early. If you have trouble sleeping on a regular basis, these tips could help you get some shut-eye:

- |   |  |
|---|--|
| 1 Keep your bedroom dark at night and bright in the morning, since light cues help set your body's internal clock.                  | 6 If you can't fall asleep, get out of bed. Teach your body that your bed is for sleeping.   |
| 2 Exercise during the day, no fewer than three hours before bedtime.  | 7 Think positive thoughts. Instead of thinking "I'm going to be so tired tomorrow," try telling yourself "I'm probably getting more rest than I realize."      |
| 3 Avoid big meals at night; eat dinner at least two hours before going to bed.  | 8 Don't drink caffeine after lunchtime.  |
| 4 Go to bed at the same time every night to train your body when to sleep.  | 9 Don't sleep in all day on weekends—it will confuse your body's clock. If you feel you need to catch up on sleep, take a 30- to 40-minute nap during the day. |
| 5 Are you staring at the clock and worrying that you aren't getting a good night's sleep? Turn the clock toward the wall and relax. | 10 Have a relaxing bedtime routine.  |

Text 2 • Magazine Article

SLEEP IS ONE THING MISSING IN BUSY TEENAGE LIVES

by Denise Grady

At 6:30 in the morning, a strapping teenager on the cusp of manhood can look an awful lot like a newborn puppy, with eyes that won't open and a powerful instinct to curl up under something warm.

Is this the same person who swore he wasn't tired at 10:30 the night before while he traded instant messages with six different friends at once, and who will probably do it again tonight?

Parents know the **adolescent** drill all too well: stay up past 11 or 12 on school nights, stagger out of bed at 6 or 7, shower interminably, eat a token breakfast, and bolt. Yawn through school, perk up for sports or clubs, fight sleep while doing homework. Come to life at 9 p.m., deny fatigue and stay up well after parents have collapsed into bed. Holidays and weekends, stay up half the night and then "binge sleep" until noon or beyond. Sunday night, restart the cycle of late to bed and early to rise.

1 Americans are said to be a **sleep-deprived** people, and teenagers are the worst of the lot. Most are lucky to get six, seven, or eight hours of sleep a night, even though studies have shown repeatedly that people in their teens and possibly even early 20s need nine to 10 hours. Many live in a state of chronic sleep **deficit** that can **affect** mood, behavior, schoolwork, and reaction time.

Americans are said to be a sleep-deprived people, and teenagers are the worst of the lot.

Dr. Mary Carskadon, a sleep researcher at Brown University, describes **sleep-deprived** teenagers as existing in a "kind of gray cloud."



Students learn domain-specific and high-utility academic vocabulary from the texts to leverage in their speaking and writing.

Topics and texts connect to language for content areas, including science, social studies, and math.

“We just ignore these bad feelings from not enough sleep and get used to it,” she said. “We forget what it’s like to feel good, and how much more efficiently you can do things.” Physical, emotional, and social **factors** seem to conspire against letting **adolescents** get enough sleep.

When teenagers insist that they are not tired at 9 or 10 p.m., they are very likely telling the truth. For reasons that are not fully understood, Dr. Carskadon said, their body clocks shift, so that their natural **tendency** is to stay up later at night and wake up later in the morning than when they were younger. But that inner clock often clashes with the outer world:

early starting times in high school and demanding schedules of sports, clubs, music lessons, homework, and part-time jobs.

There are **consequences**. For one thing, lack of sleep can interfere with learning: tired students have a hard time paying attention, and even if they do somehow manage to focus, they may forget what they were taught because memory formation takes place partly during sleep.

In *Adolescent Sleep Patterns*, a book published in August and edited by Dr. Carskadon, she wrote, “The students may be in school, but their brains are at home on their pillows.”

Tired teenagers can be as cranky as tired two-year-olds, and even less fun to deal with. More seriously, **sleep deprivation** can bring on feelings of stress, anger, and sadness.

Sleep deprivation can bring on feelings of stress, anger, and sadness.

Dr. Carskadon said studies had repeatedly linked **sleep deprivation** to depressed mood—a temporary case of the blues, not the same as clinical depression.

“In every study where we’ve looked at it, it’s crystal clear that kids who sleep less report more depressed mood,” she said.

In one experiment, Dr. Carskadon said, teenagers were shown various photographs, and a researcher gauged their emotional reactions.

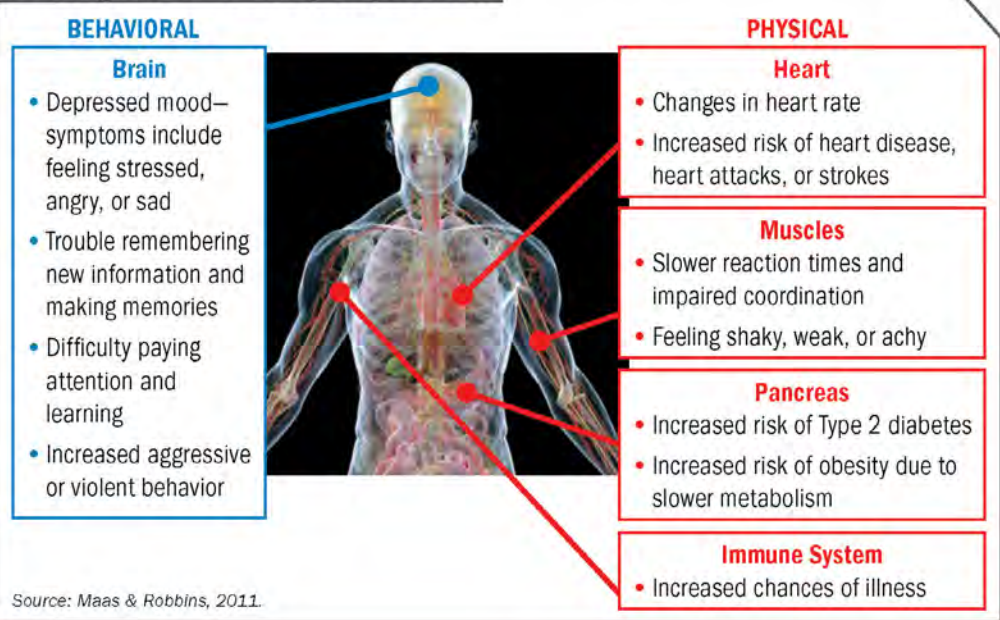
“Kids not getting enough sleep are less likely to **respond** in a positive way to positive things in the environment, and more likely to **respond** in a negative way to negative things,” she said.

Pictures that most people would enjoy—images of cute babies, or of swimmers playing in waterfalls in Hawaii—do nothing for tired teenagers. “They’re flat in their **response**,” Dr. Carskadon said. “They don’t say they felt pleasure. But if they see something negative, like a pizza with a big roach on it or a picture of the most disgusting toilet, kids who are **sleep-deprived** sort of have a worse **response**. It makes them more angry than the kids who have had plenty of sleep. How does it translate into their real lives? We’re not sure.”

In her book, Dr. Carskadon noted that studies in animals showed that sleep loss was associated with “marked increases in aggressive behavior and violence.”

Lack of sleep may take its toll physically as well. Growth **hormone** and sex **hormones** are secreted during sleep, but it is not known whether missing out on sleep disrupts **hormonal** patterns. Studies have shown that **sleep deprivation** may also diminish the body’s ability to process glucose, and a prolonged sleep **deficit** can produce the kind of blood glucose levels found in people who are on the way to becoming diabetic.

Consequences of Sleep Deprivation







Studies in people and animals suggest that lack of sleep may also interfere with the working of the immune system and its ability to fight infections, but, Dr. Carskadon said, it is not clear whether sleep loss is linked to illness in people.

Lack of sleep also increases teenage drivers' already elevated risk of car accidents. According to the National Sleep Foundation, a nonprofit group, drowsiness or fatigue play a role in 100,000 traffic crashes a year, and drivers 25 or under cause more than half of those accidents. Sleep loss and drinking are an especially bad combination because fatigue greatly magnifies the effects of alcohol, according to a report by the sleep foundation.

2 Many health experts and parents say that high school starting times—often before 8 a.m.—are largely to blame for students' perpetual exhaustion.

According to a poll in August by the sleep foundation, 80 percent of the people surveyed said high schools should not start before 8 a.m. The foundation favors 9 a.m.

Some school districts have already changed their schedules so that high school classes start later, between 8 and 9, instead of before 8. In some cases, the changes came about only after parents campaigned for them.

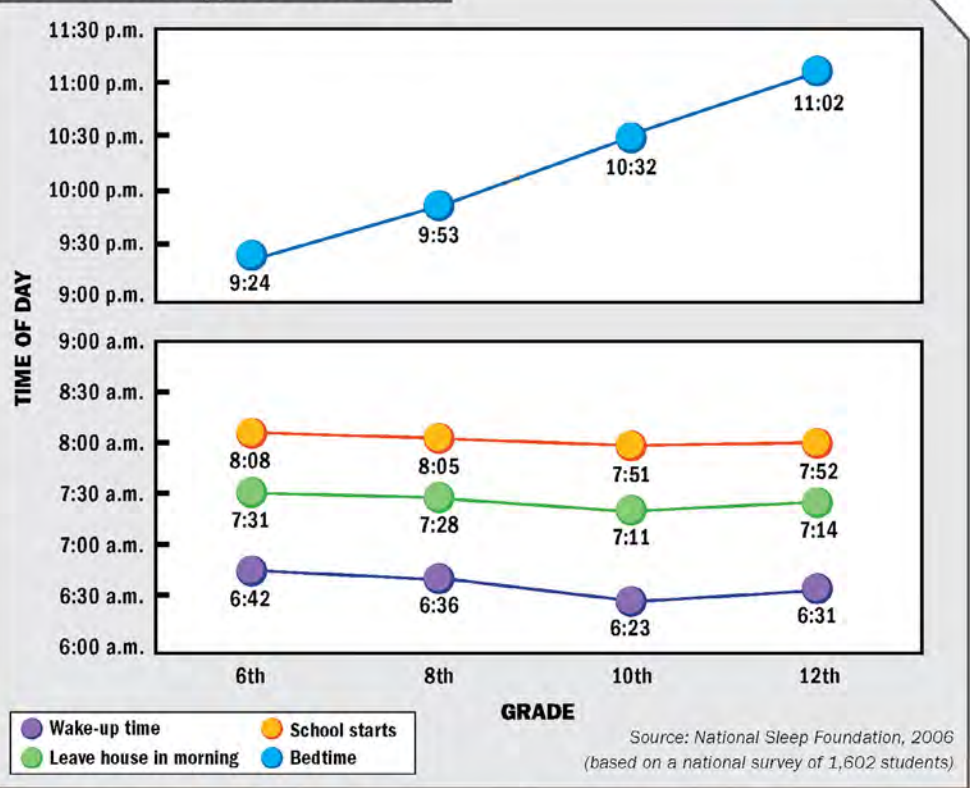
In Minnesota, the state medical association took a stand and wrote school superintendents a letter warning that early start times were incompatible with teenagers' body clocks, and bad for health, school performance, and driving. In 1996, Edina, Minnesota, a suburb of Minneapolis, changed its high school starting time from 7:25 to 8:30, and in 1997, Minneapolis changed high school opening times to 8:40 from 7:15.

Researchers from the University of Minnesota have been studying the changes and report that, for the most part, students and teachers prefer the later start times. Many parents now want middle school to start later as well. Teachers say students are less likely to fall asleep in morning classes, and some students say they get more sleep and are more likely to eat breakfast. Suburban schools say students behave better, and in the city schools, attendance and graduation rates have gone up and tardiness has decreased.

The drawbacks are that some students, especially in city schools, are unable to take part in after-school activities, and some say they are earning less at their after-school jobs.

But not all school districts are willing or able to alter their schedules because they do not have enough school buses to carry children from elementary, middle, and high school during the same hours. Some have concerns, too, that later schedules will interfere with after-school sports.

Adolescents' Typical School Day



Text features provide relevant and compelling data for students to use as evidence in academic speaking and writing.



According to the sleep foundation, individual schools and districts in 13 states have changed to later school start times. But many still start before 8 a.m., and nearly all before 9. A few schools are starting earlier.

3 The military has shown more flexibility than some school districts. Concern about **sleep deprivation** led the United States Navy last April to change the “rack time,” or sleeping hours, for young sailors—many of whom are in their late teens—at the Great Lakes base in Chicago, where all basic training is done.

Previously, the schedule allowed only six hours of sleep, from 10 p.m. until 4 a.m. The Navy first tried adding one hour by ordering lights out at 9 p.m., but psychologists who

had studied sleep said that was the wrong **approach**. “I toured the barracks after lights out, and found what we expected,” said Dr. Jeff Dyché, a naval lieutenant and psychologist. “The recruits were lying in their racks staring at the ceiling. You can’t force these kids to go to sleep that early.”

Dr. Dyché said he and other psychologists briefed a three-star admiral about sleep research, especially Dr. Carskadon’s work. The psychologists said young people could not fall asleep early and were at their sleepiest from 4 a.m. to 6 a.m. They recommended letting the recruits sleep later rather than ordering them to bed earlier, and allowing them eight hours of sleep a night.



The Navy changed its “rack time” from 10 p.m.–4 a.m. to 10 p.m.–6 a.m.

The admiral agreed, noting that his generation had slept eight hours during training. He made the rack time 10 p.m. to 6 a.m.

Navy researchers are studying the soldiers to see if the extra sleep makes a difference.

“They’re looking at test scores, sleep patterns, sick call, and the number of times these kids get into trouble,” Dr. Dyché said. “We want to compare it to years past and see what we get.” Although the **data** are not in yet, he added, he expects “big dividends.”

Doctors and sleep experts say parents need to play a stronger role in helping their teenagers to get more sleep.

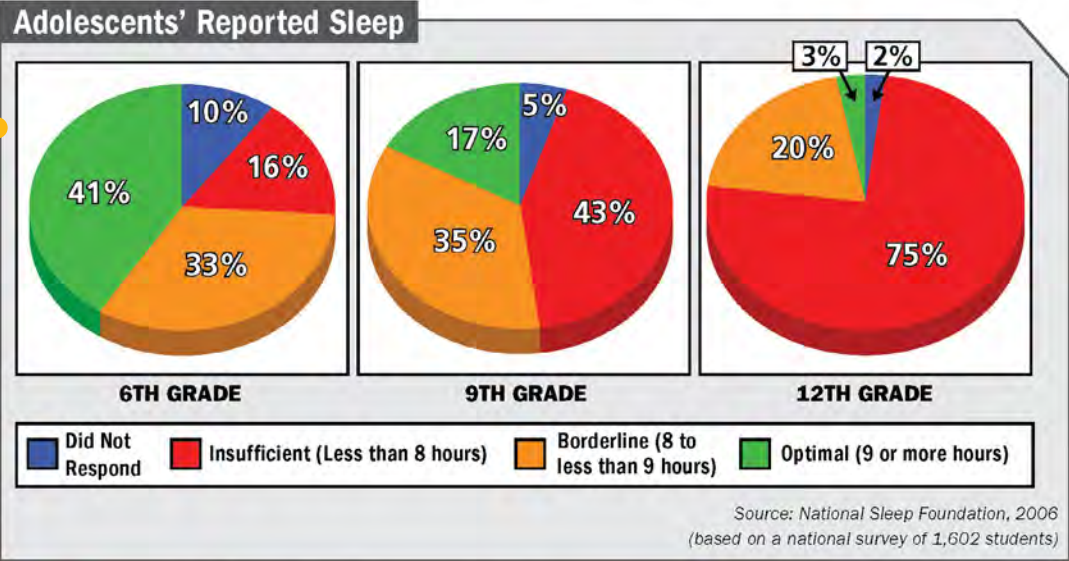
Among the suggestions are setting a bedtime on school nights, being

there to enforce it, and not letting the weekend hours drift so far out of line that they throw off the rest of the week.

Part of the strategy also includes limiting or banning television on school nights, as well as telephone and Internet socializing.

The intentions are noble, but perhaps not so easy to carry out, especially at 11:30 when the 15-year-old needs “just a few more minutes” to finish an English project or practice a solo for the next day’s concert.

But it may be that a good night’s sleep, given a chance, will sell itself. Dr. Carskadon said that one young man, who slept nine hours a night for a week as part of a study, told her: “You know, this is really good. I might try this even when the study’s over.”



Text features reinforce language for math by requiring students to **describe and interpret** various representations of information, including tables, diagrams, graphs, and pie charts.





## TEACHING GUIDE, COURSE C

Support teachers with a comprehensive guide for routines, instruction, assessment, and differentiation. Take a look inside:

- **Recursive instructional routines** for academic vocabulary, speaking and listening, reading, and writing
- **Planning Guides** with targeted language objectives
- **Daily Do Now** tasks for reviewing and assessing academic vocabulary and grammar targets
- **Getting Started lessons** to introduce and practice expectations and language protocols for collaborative group and partner discussions.
- **Assessment tools** to place students, assess learning, inform instruction, and assign grades



Issue 1 Teen Sleep

Planning Guide



Each Issue includes **10 to 16 lessons**, taking approximately four to seven weeks. This sampler features select lessons.

Building Concepts & Language		Analyzing & Discussing Text	Building Concepts & Language	Analyzing & Discussing Text		Academic Writing: Formal Summary		
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8	LESSON 9
Daily Do Now, p. 286 Build Knowledge, p. 18 Issues: Data File, p. 4 <b>Language Function</b> Facilitating Discussion  Academic Vocabulary, p. 19 Words to Know <b>Words to Go</b> adolescent      puberty adolescence      deficit stage      hormone sleep-deprived      metabolism sleep deprivation      symptom	Daily Do Now, p. 286 <b>Speaking &amp; Listening</b> , p. 20 Academic Discussion <b>Language Functions</b> Describing Cause-Effect Relationships Elaborating, Restating Ideas  <b>Speaking &amp; Writing</b> , p. 21 Ten-Minute Paper <b>Language Functions</b> Agreeing/Disagreeing Presenting Ideas, Collaborating	Daily Do Now, p. 286 Academic Vocabulary, p. 22 Words to Go <b>Words to Go</b> tend to      consequence diminish      prolonged <b>Quick Teach Words</b> accumulate      susceptible  Issues: "Who Needs Sleep?" Text 1, pp. 5-8 <b>Responding to Text</b> , p. 23 Close Reading <b>Language Functions</b> Asking & Answering Questions	Daily Do Now, p. 286 <b>Speaking &amp; Listening</b> , p. 24 Academic Discussion <b>Language Functions</b> Elaborating, Restating Ideas  <b>Speaking &amp; Writing</b> , p. 25 Ten-Minute Paper <b>Language Functions</b> Agreeing/Disagreeing Presenting Ideas, Collaborating	Daily Do Now, p. 286 Academic Vocabulary, p. 26 Words to Go <b>Words to Go</b> affect      factor <b>Quick Teach Words</b> diminish      prolonged  Issues: "Sleep Is One Thing Missing in Busy Teenage Lives" Text 2 Section 1, pp. 9-12 <b>Summarizing Text</b> , p. 27 Section Shrink <b>Language Functions</b> Asking & Answering Questions Summarizing	Daily Do Now, p. 287 Academic Vocabulary, p. 28 Words to Go <b>Words to Go</b> respond      survey response  Issues: "Sleep Is One Thing Missing in Busy Teenage Lives" Text 2 Section 2, pp. 12-13 <b>Summarizing Text</b> , p. 29 Section Shrink <b>Language Functions</b> Asking & Answering Questions Summarizing	Daily Do Now, p. 287 Academic Vocabulary, p. 30 Words to Go <b>Words to Go</b> approach      data  Issues: "Sleep Is One Thing Missing in Busy Teenage Lives" Text 2 Section 3, pp. 14-15 <b>Summarizing Text</b> , p. 31 Section Shrink <b>Language Functions</b> Asking & Answering Questions Summarizing	Daily Do Now, p. 287 <b>Analyzing Text Elements</b> , p. 32 Student Writing Model <b>Frontloading Language</b> , p. 33 Paraphrasing Text <b>Language Function</b> Paraphrasing	Daily Do Now, p. 287 <b>Frontloading Conventions</b> , p. 34 Nouns & Pronouns to Credit an Author <b>Planning to Write</b> , p. 35 Organize a Formal Summary <b>Language Function</b> Paraphrasing
<b>Academic Language Objectives</b>								
<b>Language: Vocabulary</b> <ul style="list-style-type: none"><li>Generate written examples for topic-related academic words using complete sentences.</li></ul> <b>Speaking &amp; Listening</b> <ul style="list-style-type: none"><li>Discuss prior knowledge of a topic using complete sentences, gerunds, and present progressive-tense verbs.</li><li>Facilitate a collaborative small-group discussion.</li><li>Discuss prior knowledge of topic-specific academic words using complete sentences.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Take notes using a graphic organizer.</li></ul>	<b>Speaking &amp; Listening</b> <ul style="list-style-type: none"><li>Respond to an academic question using precise words, gerunds, and noun phrases.</li><li>Describe cause-and-effect relationships using because and because of.</li><li>Listen attentively and take notes on classmates' ideas.</li><li>Restate, agree or disagree, and report classmates' ideas using complete sentences.</li><li>Collaborate with partners to choose language for writing.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Write a brief constructed response with a claim and two supporting details.</li></ul>	<b>Language: Vocabulary</b> <ul style="list-style-type: none"><li>Generate examples for high-utility academic words using relevant content and the correct form of the word.</li><li>Choose precise academic words for formal writing tasks.</li></ul> <b>Speaking &amp; Listening</b> <ul style="list-style-type: none"><li>Articulate the key idea and details of an informational text using academic vocabulary and simple present-tense verbs.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Analyze text and author's word choice to construct formal written responses using text evidence and elaboration.</li></ul>	<b>Speaking &amp; Listening</b> <ul style="list-style-type: none"><li>Respond to an academic question using precise words, gerunds, and adjectives.</li><li>Listen attentively and take notes on classmates' ideas.</li><li>Restate, agree or disagree, and report classmates' ideas using complete sentences.</li><li>Collaborate with partners to choose language for writing.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Write a brief constructed response with a claim and two supporting details.</li></ul>	<b>Language: Vocabulary</b> <ul style="list-style-type: none"><li>Generate examples for high-utility academic words using relevant content and the correct form of the word.</li><li>Choose precise academic words for formal writing tasks.</li></ul> <b>Speaking &amp; 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Listening</b> <ul style="list-style-type: none"><li>Articulate the key idea and details of an informational text using academic vocabulary and simple present-tense verbs.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Write a summary of a section of text using complex sentences, precise topic words, and simple present-tense verbs.</li></ul>	<b>Language: Conventions</b> <ul style="list-style-type: none"><li>Identify precise synonyms for key words and phrases to paraphrase important details from a text.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Mark text to analyze the elements of a formal summary.</li><li>Discuss the elements of a formal summary using academic vocabulary and complete sentences.</li><li>Paraphrase three important text details using precise topic words.</li></ul>	<b>Language: Conventions</b> <ul style="list-style-type: none"><li>Identify and record appropriate citation nouns and pronouns for a formal written summary.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Write a sentence that paraphrases multiple related details from a text source using precise synonyms and parallel structure.</li><li>Take notes about the topic sentence, important details, and concluding sentence to plan a formal written summary.</li><li>Paraphrase four important text details using precise topic words.</li></ul>
<b>PRINTABLE RESOURCES</b>			<b>PROFESSIONAL LEARNING</b>			<b>ASSESSMENT</b>		
<b>Scoring &amp; Grading Resources</b> <ul style="list-style-type: none"><li>Formal Summary Rubric</li><li>Justification Rubric</li><li>Proofreading Rubric</li><li>3D Grading Grid</li></ul>	<b>Differentiation Resources</b> <ul style="list-style-type: none"><li>Vocabulary Builder</li><li>Formal Summary Writing</li><li>Justification Writing</li><li>Grammar &amp; Conventions</li><li>Issue 1 Interview</li></ul>	<b>Classroom Resources</b> <ul style="list-style-type: none"><li>4 Is of Productive Partnering</li><li>Procedures for Partnering</li><li>Fast-Finisher Options</li><li>Language Functions</li><li>Reading Guide Card</li></ul>	<b>Instructional Routines</b> <ul style="list-style-type: none"><li>Video Modeling</li><li>Teaching Guide, pp. T47-T79</li></ul>			<b>Formative Assessment</b> <ul style="list-style-type: none"><li>Daily Do Now, pp. 286-289</li></ul> <b>Performance-Based Assessment</b> <ul style="list-style-type: none"><li>Formal Summary Rubric</li><li>Justification Rubric</li></ul> <b>Curriculum-Embedded Assessment</b> <ul style="list-style-type: none"><li>Issue 1 Test</li></ul>		Issue 1 Test

18C Issue 1

Teen Sleep 18D

Every lesson has specific and targeted **academic language objectives**.

**Online printable resources** support scoring and grading, differentiation, classroom protocols, and communicating with families.

Assessments in every Issue include **daily formative assessments, performance-based assessments, and summative tests**, allowing teachers to monitor progress and adjust instruction.



Issue 1 Teen Sleep

Planning Guide *(continued)*



Academic Writing: Formal Summary		Building Concepts & Language	Analyzing & Discussing Text	Presenting Ideas	Academic Writing: Justification			
LESSON 10	LESSON 11	LESSON 12	LESSON 13	LESSON 14	LESSON 15	LESSON 16	LESSON 17	LESSON 18
Daily Do Now, p. 287 Writing a Draft, p. 36 Write a Formal Summary <b>Language Function</b> Summarizing	Daily Do Now, p. 288 Assessing & Revising, p. 37 Rate Your Formal Summary Revise & Edit <b>Language Functions</b> Offering & Clarifying Feedback  Write a Final Draft	Daily Do Now, p. 288 Speaking & Listening, p. 38 Academic Discussion <b>Language Functions</b> Elaborating, Restating Ideas  Speaking & Writing, p. 39 Ten-Minute Paper <b>Language Functions</b> Agreeing/Disagreeing, Presenting Ideas, Collaborating  Assign <a href="#">Issue 1 Interview</a>	Daily Do Now, p. 288 Academic Vocabulary, p. 40 Words to Go <b>Words to Go</b> trend regulate <b>Quick Teach Words</b> critical role  <i>Issues: "Understanding the Zombie Teen's Body Clock" Text 3, pp. 16-19</i> <b>Language Functions</b> Asking & Answering Questions  Responding to Text, p. 41 Close Reading	Daily Do Now, p. 288 Presenting Ideas, pp. 42-43 Take a Stand Debate Ideas <b>Language Functions</b> Responding, Paraphrasing, Affirming & Clarifying  Synthesize <a href="#">Issue 1 Interview</a>	Daily Do Now, p. 288 Analyzing Text Elements, p. 44 Student Writing Model  Frontloading Language, p. 45 Transitions to Introduce Evidence <b>Language Function</b> Justifying Perspectives	Daily Do Now, p. 289 Frontloading Conventions, p. 46 Modal Verbs  Planning to Write, p. 47 Organize a Justification	Daily Do Now, p. 289 Writing a Draft, p. 48 Write a Justification <b>Language Function</b> Supporting Ideas	Daily Do Now, p. 289 Assessing & Revising, p. 49 Rate Your Justification Revise & Edit <b>Language Functions</b> Offering & Clarifying Feedback  Write a Final Draft
Academic Language Objectives								
<b>Language: Vocabulary</b> <ul style="list-style-type: none"><li>Write a formal summary using precise academic words.</li></ul> <b>Language: Conventions</b> <ul style="list-style-type: none"><li>Paraphrase important details from a text using precise topic words.</li><li>Use nouns and pronouns to credit the author in a formal summary.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Write a formal summary of an informational text that includes a topic sentence, detail sentences, a concluding sentence, and precise academic words.</li></ul>	<b>Language: Conventions</b> <ul style="list-style-type: none"><li>Proofread and edit a formal summary for capitalization of a text title and proper nouns, quotation marks, complete sentences, and correct spelling.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Use a scoring guide to self- and peer-assess a formal summary.</li><li>Collaborate with a partner to write and discuss priorities and suggestions for revision.</li><li>Write a final draft of a formal summary that addresses peer and teacher feedback.</li></ul>	<b>Speaking &amp; Listening</b> <ul style="list-style-type: none"><li>Respond to an academic question using precise words, base verbs, and gerunds.</li><li>Listen attentively and take notes on classmates' ideas.</li><li>Restate, agree or disagree, and report classmates' ideas using complete sentences.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Write a brief constructed response with a claim and two supporting details.</li></ul>	<b>Language: Vocabulary</b> <ul style="list-style-type: none"><li>Generate examples for high-utility academic words using relevant content and the correct form of the word.</li><li>Choose precise academic words for formal writing tasks.</li></ul> <b>Speaking &amp; Listening</b> <ul style="list-style-type: none"><li>Articulate the key idea and details of an informational text using academic vocabulary and simple present-tense verbs.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Analyze text and author's word choice to construct formal written responses using text evidence and elaboration.</li></ul>	<b>Speaking &amp; Listening</b> <ul style="list-style-type: none"><li>Respond to text quotes, listen attentively to classmates, and compare responses.</li><li>Present a small-group debate while maintaining eye contact.</li><li>Listen attentively to classmates present ideas, and affirm or clarify understandings.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Paraphrase a quote from a section of text using precise synonyms and topic words.</li><li>Write a response to a debate question that includes a claim, transitional statement, paraphrase of a text quote, and elaboration on the quote.</li></ul>	<b>Language: Conventions</b> <ul style="list-style-type: none"><li>Identify transitions to introduce text evidence.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Mark text to analyze the elements of a justification.</li><li>Discuss the elements of a justification using academic vocabulary and complete sentences.</li><li>Write three complete detail sentences for a justification using transitions to introduce text evidence.</li></ul>	<b>Language: Conventions</b> <ul style="list-style-type: none"><li>Identify and record appropriate modal verbs for a justification.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Identify appropriate supporting text evidence to cite in a justification.</li><li>Restate a claim to write a topic sentence for a justification using academic language.</li><li>Write two reasons and text evidence that support a claim to plan a justification.</li></ul>	<b>Language: Vocabulary</b> <ul style="list-style-type: none"><li>Write a justification using precise academic words.</li></ul> <b>Language: Conventions</b> <ul style="list-style-type: none"><li>Use transitions to introduce text evidence in a justification.</li><li>Use modal verbs to describe what is possible or preferable in a justification.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Identify appropriate text evidence to cite for supporting reasons.</li><li>Write a justification that includes a topic sentence, reasons, evidence, a concluding sentence, and precise academic words.</li></ul>	<b>Language: Conventions</b> <ul style="list-style-type: none"><li>Proofread and edit a justification for capitalization of proper nouns, parentheses around citations, complete sentences, and correct spelling.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Use a scoring guide to self- and peer-assess a justification.</li><li>Collaborate with a partner to write and discuss priorities and suggestions for revision.</li><li>Write a final draft of a justification that addresses peer and teacher feedback.</li></ul>

PRINTABLE RESOURCES

**Scoring & Grading Resources**

- Formal Summary Rubric
- Justification Rubric
- Proofreading Rubric
- 3D Grading Grid

**Differentiation Resources**

- Vocabulary Builder
- Formal Summary Writing
- Justification Writing
- Grammar & Conventions
- Issue 1 Interview

**Classroom Resources**

- 4 Ls of Productive Partnering
- Procedures for Partnering
- Fast-Finisher Options
- Language Functions
- Reading Guide Card

PROFESSIONAL LEARNING

**Instructional Routines**

- Video Modeling
- Teaching Guide, pp. T47-T79

ASSESSMENT

**Formative Assessment**

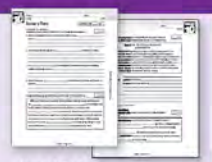
- Daily Do Now, pp. 286-289

**Performance-Based Assessment**

- Justification Rubric
- Proofreading Rubric

**Curriculum-Embedded Assessment**

- Issue 1 Test



Professional learning includes classroom video modeling and embedded step-by-step support for instructional routines

Students learn and practice using a scaffolded set of academic language functions across each Issue.



Debate questions anchor students' academic discussions and writing around engaging and relevant topics.

Professional learning for instructional routines provide detailed steps and support for teaching using engaging and recursive routines.

Verbal response frames provide scaffolding for students to report data and share understanding about the topic.

LESSON 1

Issue 1

Teen Sleep

Daily Do Now

Show You Know (p. 286)  
(productive) Generally, the most \_\_\_\_\_ place for me to complete my homework is a \_\_\_\_\_, far away from \_\_\_\_\_.

BUILD KNOWLEDGE

Read the Data File

- Echo-read the debate question with students. Clarify unfamiliar terms or phrases. *Needing a "wake-up call" means you need a reality check.*
- Direct students to turn to the Data File and establish the purpose. *This Data File will build your knowledge about teen sleep so that you can effectively discuss and write about it. After reading, be prepared to report one surprising finding.*
- Routine 2: Building Fluency (p. T56)** Use Oral Cloze to initially read aloud the Data File with students. Clarify unfamiliar vocabulary.
- Prompt students to reread assigned sections using Partner Cloze. *Silently reread your section and choose one word per sentence to omit. Partner A's read aloud and partner B's chime in. Then switch.*

Respond to the Data File

- Visibly display the frame and provide a model response. *One finding that caught my attention is \_\_\_\_\_. (72% of teens use their phone when they are trying to sleep)*
- Have students silently reread the Data File to identify findings and share with their partners.
- Preselect a few students to report to the class.

BRAINSTORM IDEAS

Activate Prior Knowledge

- Model how to briefly and quickly record ideas to complete the brainstorming list.

PRESENT IDEAS

Facilitate a Class Discussion

- Form small groups and assign numbers 1-4. Prompt number 1s to **FACILITATE DISCUSSION** of the first frame: *So (Name), what's your experience?*
- Have group members 2-4 present ideas using the first frame. Number 1 presents last.
- Remind students to listen attentively and prepare to present an idea from the small-group discussion.
- Ask all number 1s to stand and report to the class using the first frame. Then prompt students to record one new idea on the graphic organizer.
- Assign each numbered frame to the appropriate group member and repeat the process of facilitating a discussion, reporting, and recording new ideas.

Do TEENS NEED A WAKE-UP CALL WHEN IT COMES TO SLEEP?

18

Issue 1

REASONS TEENS STAY UP LATE

writing essays

texting with friends

chatting online with friends

worrying about personal relationships

working at a job after school

playing video games

BUILD KNOWLEDGE

Read and respond to the Data File (Issues, p. 4).

BRAINSTORM IDEAS

Write a brief list of reasons why teens stay up late.

- doing household chores
- after-school job
- text-messaging friends online
- too much homework

PRESENT IDEAS

Use the frames to discuss ideas with your group. Listen attentively and record the strongest ideas to complete the concept web.

Language to FACILITATE DISCUSSION

So \_\_\_\_\_, what's your experience?

\_\_\_\_\_, what reason did you come up with?

- Some teens stay up late because they are \_\_\_\_\_ (verb + -ing: completing)
- Teens might also stay up late \_\_\_\_\_ (verb + -ing: worrying about)
- Sometimes I (have to/decide to) stay up late \_\_\_\_\_ (verb + -ing: reading)
- I occasionally have to stay up late \_\_\_\_\_ (verb + -ing: studying for)

Building Concepts & Language

ACADEMIC VOCABULARY

Words to Know

BUILD WORD KNOWLEDGE

Rate your word knowledge. Then discuss word meanings and examples with your group.

Word to Know	Meaning	Examples
1 adolescent noun ① ② ③ ④	a young person who is becoming an adult; teenager	Many adolescents like to hang out with their friends/listen to music _____ after school.
2 stage noun ① ② ③ ④	a particular time or state that something reaches as it grows or develops	My 16-month-old sister has reached the stage of life where she is learning how to talk./starting to walk.
3 sleep-deprived adjective ① ② ③ ④	lacking the sleep needed over a period of time	When my baby brother was born, my parents were so sleep-deprived that they forgot to pick me up from school./fell asleep on the couch.
4 puberty noun ① ② ③ ④	the time when a person's body changes from a child to an adult	During puberty, teens often have to start shaving./wearing deodorant.
1 deficit noun ① ② ③ ④	the difference between how much you have _____ and how much you need	Our team needed to overcome a deficit of five points/three goals to win the championship game.
2 hormone noun ① ② ③ ④	chemicals in the body that affect how it grows and develops	Sometimes hormones can make teens act rudely to their parents./feel very emotional.
3 metabolism noun ① ② ③ ④	the process in the body that changes food into energy for working and growing	When you play sports./exercise often, your metabolism is higher because your body needs more energy.
4 symptom noun ① ② ③ ④	something wrong with your body or mind that shows you are ill	Symptoms of the flu include tiredness and fever./chills and aches.

Pronounce Words to Know

- Routine 3: Words to Know (p. T58)** Explain the purpose of precise topic words. *These are academic words to discuss and write about teen sleep.*
- Display word 1.
- Read the word aloud and have students repeat. Then give the part of speech. If helpful, break the word into syllables. (See the Academic Glossary in Issues.)

Rate Word Knowledge

- Ask students to rate their knowledge of each word by choosing a number from 1 to 4. If you don't know the word, rate it a 1. If you recognize it, but aren't sure of its meaning, rate it a 2. If you are familiar with the word and can use it in a sentence, rate it a 3. If you know it and could teach it to the class, rate it a 4.

Discuss Word Knowledge

- Form small groups and assign numbers 1-4. Have number 1s facilitate a discussion of word 1 by asking each group member: *So, (Name), are you familiar with the word \_\_\_\_\_?*
- Provide students with these frames to respond: *No, I have never heard the word \_\_\_\_\_. I recognize \_\_\_\_\_. It has something to do with \_\_\_\_\_. I can use \_\_\_\_\_ in a sentence. For example, \_\_\_\_\_. I know the word \_\_\_\_\_. It means \_\_\_\_\_.*
- Ask number 1s to report using the frame that best represents the group's knowledge: *My group members are unfamiliar with the word \_\_\_\_\_. We recognize the word \_\_\_\_\_, but we would benefit from a review of (the meaning/how to use it in a sentence). We think \_\_\_\_\_ means \_\_\_\_\_.*

Explain Meaning

- Pronounce the word again and have students repeat.
- Display or write the meaning and read it aloud. Then have students fill in the meaning and read it aloud.
- For adolescent/adolescence and sleep-deprived/sleep deprivation, briefly teach the other form of the word. For example: *Adolescent is a noun, a person. It means "a young person who is becoming an adult." Adolescence is also a noun. It is "the period of time when a young person becomes an adult."*

Discuss Examples

- Read aloud the frame in the example column for word 1 and model a response. Direct number 1s to facilitate a discussion. Numbers 2-4 share an example and number 1s share last.
- Ask number 1s to stand and report an example for word 1. After a few 1s report, prompt students to record an idea that will help them remember word 1.
- Repeat the process by having number 2s facilitate word 2. Then explain meaning and discuss examples.
- Continue until you have taught all eight words.

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Teen Sleep

Learning domain-specific academic words and using them in speaking and writing builds students content knowledge and language.

Frames for language functions give students the scaffold they need to effectively lead and contribute to partner, group, and class discussions.

71 English 3D Sampler



Students have **daily opportunities to use academic register**, collaborate with peers, listen accountably, and construct relevant written responses

Partners collaborate to make **precise word choices** for speaking and writing tasks.

Response frames **target key grammatical skills** that may be challenging for multilingual learners.

LESSON 2

Building Concepts & Language

SPEAKING & LISTENING

Daily Do Now

Show You Know (p. 286)  
(perspective) When writing a final draft, teachers and students often have different \_\_\_\_ about \_\_\_\_.

BRAINSTORM IDEAS

Brainstorm Responses

- Routine 4: Academic Discussion (p. T60) Read the question aloud. Explain unfamiliar vocabulary. Underline sufficient. Sufficient is a formal way of saying "enough." Write "enough" above sufficient.
- Explain each column of the chart. Model an idea for each, using brief and familiar language. Let's brainstorm the personal reasons why teens fail to get enough sleep. For example, finishing homework.
- Ask students to record two ideas in each column.

ANALYZE WORDS

Choose Precise Words

- Model replacing everyday words with precise words. We use everyday words like work in casual conversation, but we use precise words like assignments in formal discussions and writing.
- Guide partners to discuss additional precise words.
- Ask partners (A/B) to stand and report: We would like to suggest the precise word \_\_\_\_\_. Remind students to listen and sit if they hear their word.
- Prompt students to record additional words.

MAKE A CLAIM

Respond in Writing

- Read aloud Frame 1. Display a model response and have students echo-read it. Explain unfamiliar vocabulary and point out grammar targets. Frame 1: Have students underline stay up late. After stay up late, write an activity beginning with a verb + -ing, such as "accomplishing household chores."
- Ask students to write a response for Frame 1 with precise words. Then repeat the process for Frame 2. Frame 2: Have students underline because of. After because of, I need to describe what keeps teens up with a noun phrase, such as "too much caffeine."

COLLABORATE

Restate Responses

- Cue partners (A/B) to share their Frame 1 responses twice: 1. Read aloud fluently; 2. Say with expression.
- Have partners RESTATE, ELABORATE, and record.
- Cue partners to repeat the process for Frame 2 of sharing twice, restating, elaborating, and recording.

Academic Discussion

WHAT ARE SOME REASONS WHY ADOLESCENTS FAIL TO GET SUFFICIENT SLEEP?

BRAINSTORM IDEAS

Briefly record at least two ideas in each column using everyday English.

Personal Reasons	Environmental Reasons
<ul style="list-style-type: none"><li>• dealing with social problems</li><li>• finishing homework</li><li>• cleaning the house</li></ul>	<ul style="list-style-type: none"><li>• noisy traffic outside</li><li>• sharing a bedroom</li><li>• drafty windows</li></ul>

ANALYZE WORDS

Complete the chart with precise words to discuss and write about the topic.

Everyday	Precise
problems (plural noun)	worries, issues, stress
work (noun)	assignments, tasks, chores
finish (verb)	revise, complete, accomplish

MAKE A CLAIM

Rewrite two ideas using the frames and precise words. Then prepare to elaborate verbally.

1. Frame: I know from experience that many adolescents fail to get adequate sleep during the school week because they stay up late \_\_\_\_\_. (verb + -ing: revising essays for English class, reading novels)

Response: I know from experience that many adolescents fail to get adequate sleep during the school week because they stay up late accomplishing household chores.

2. Frame: Based on my experience, adolescents fail to get sufficient sleep on school nights because of \_\_\_\_\_. (noun phrase: social issues, lengthy homework assignments)

Response: Based on my experience, adolescents fail to get sufficient sleep on school nights because of too much caffeine.

COLLABORATE

Listen attentively, restate, and record your partner's ideas.

Classmate's Name	Ideas
[Name]	1. studying for an exam
	2. after-school sports

Language to RESTATE

So you believe that \_\_\_\_\_  
Yes, that's correct.  
No, not exactly. What I (pointed out/stated) was \_\_\_\_\_

Ten-Minute Paper

A ten-minute paper begins with a well-stated claim, followed by two detail sentences that elaborate with relevant examples and precise words.

PRESENT IDEAS

Listen attentively and take notes. Then indicate if you agree (+) or disagree (-).

Classmate's Name	Idea	+/-
[Name]	many chores so start homework late	
[Name]	stay up late texting friends	
[Name]	issues with a relationship	

ELABORATE IN WRITING

Work with the teacher to write a ten-minute paper.

Language to COLLABORATE

What should we write?  
We could put \_\_\_\_\_. What do you think makes sense?  
We could also write \_\_\_\_\_

Language to AGREE/DISAGREE

I agree with \_\_\_\_\_'s idea.  
I don't quite agree with \_\_\_\_\_'s idea.

PRESENT IDEAS

Record and Compare Ideas

- Assign the tasks to record three ideas that stand out and AGREE/DISAGREE. Let's practice. Repeat after me: I agree with [Name]'s idea.
- Launch the discussion with two preselected reporters. Elicit additional responses (e.g., popcorn, partner nominations) and end with volunteers.
- Record and display students' ideas.
- Briefly synthesize students' responses. Several of you contributed strong personal reasons and others focused on environmental reasons. Reference this list of ideas while writing your ten-minute paper.

ELABORATE IN WRITING

Model How to State and Support a Claim

- Routine 5: Ten-Minute Paper (p. T62) Read aloud the definition of a ten-minute paper.
- Read the first ten-minute paper with Oral Cloze, saying "blank" for the blanks. Direct students to the controlling idea. Underline the personal reason in this claim: stay up late completing various homework assignments. That is the controlling idea. Now we need to give details to convince the reader.
- Model how to complete the first detail sentence. The first example is "... an entire history blank"—we need a noun. A chapter is long, so let's write chapter.
- Guide students to complete the remaining blanks. Specify the grammar target and model a response, but don't write it. After the past-tense verb felt, we need precise adjectives that describe the effect of little sleep, such as fatigued.
- Have partners COLLABORATE to generate words and phrases to complete each blank. Solicit contributions from standing reporters. Provide a frame: We thought of \_\_\_\_\_
- Determine what the class will write using varied strategies (e.g., teacher's decision, class vote).
- Read the complete ten-minute paper with Oral Cloze.

Practice Writing Supporting Details

- Choose an idea to complete the claim for the second ten-minute paper.
- Direct partners to COLLABORATE to complete the detail sentences. Work together to come up with ideas and write the exact responses. Partner As, lead the discussion of the first detail sentence and partner Bs, the second detail sentence.
- Ask partners to each prepare to read one of their detail sentences. Read aloud the topic sentence. Then prompt preselected partners to present their detail sentences. Record the words and phrases on the board and highlight strengths. Invite two additional coauthors to present.

Throughout the course, students use increasingly sophisticated frames for language functions, such as elaborating, restating, and agreeing or disagreeing.

Students learn and practice social language to collaborate and exchange ideas with partners and small group.

72 English 3D Sampler



Students **learn high-utility academic words** that they will encounter across content areas, secondary school, and beyond.

Students **generate and discuss examples for academic words** using complete sentences, relevant content, and the correct form of the word.

Model language **directs students' attention to the grammar targets** required to accurately complete the examples.

LESSON 3

Analyzing & Discussing Text

ACADEMIC VOCABULARY

Daily Do Now

Show You Know (p. 286)  
(deficit) Our underdog team recovered from a \_\_\_\_ of 10 points at halftime to actually \_\_\_\_.

BUILD WORD KNOWLEDGE

Pronounce Words to Go

- **Routine 6: Words to Go (p. 164)** Explain the purpose of high-utility academic words. *These words are widely used in school and the workplace.*
- Pronounce *tend to*, ask students to repeat it twice, and give the part of speech.

Teach Meanings and Model Examples

- Display and read aloud the meaning of *tend to*. Have students fill it in and read it aloud.
- Display and read aloud the example frame for *tend to* and provide a model response.
- Have partners share responses and record one.
- Repeat the process to teach the noun *tendency*.

DISCUSS & WRITE

Guide Verbal Practice

- Display a response for the first frame, read it aloud, and have students repeat. Direct students' attention to the grammar targets. *Notice "my English teacher" is a singular noun. The sentence focuses on what the teacher usually does, so we use the present-tense verb + -s, making it tends to. To complete the sentence, add a noun phrase, such as "free time on the computer."*
- Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.
- Preselect two students to begin class discussion, followed by additional reporters. Remind students to listen and record a strong idea after the discussion.

Apply Academic Words in Writing

- Display a response for the second frame, read it aloud, and have students repeat. Direct their attention to the grammar targets. *The 's on the word coach shows possession. Underline 's. In the first blank, we need a noun—something that relates to his behavior. The noun form tendency makes sense. Now underline to. After to, we need a phrase that starts with a base verb like yell or argue—no ending -s, -ed, or -ing. I will write argue with referees.*
- Have students copy the correct form of the word and add original content.
- Cue partners (A/B) to share responses twice: 1. Read aloud fluently; 2. Say with expression.
- Preselect two students to begin class discussion, followed by additional reporters.
- Repeat the routine for the word *consequence*.

Words to Go

Words to Go	Meanings	Examples
tend to verb	to be likely to <b>act or think</b> a certain way	If I am nervous about making a presentation in class, I <b>tend to speak too quickly. (avoid eye-contact)</b>
tendency ten•den•cy noun	part of your character that makes you likely to act or think <b>a certain way</b>	Students have a <b>tendency to fool around (do work for other classes)</b>  When there is a substitute teacher,

DISCUSS & WRITE EXAMPLES

Discuss your response with a partner. Then complete the sentence in writing.

My English teacher **tends to** reward students who have completed their assignments well with **free time on the computer.**

Write your response and read it aloud to a partner.

The coach's **tendency** to **yell at players** during games made him unpopular with many athletes and parents.

BUILD WORD KNOWLEDGE

Complete the meaning and examples for this high-utility academic word.

Word to Go	Meaning	Examples
consequence con•se•quence noun	something that happens because of an <b>action</b>	The <b>consequence</b> of not doing my homework was <b>a lower grade. (detention at lunch)</b> He <b>stayed out past curfew, (got caught cheating on a test)</b> so now he must face the <b>consequences.</b>

DISCUSS & WRITE EXAMPLES

Discuss your response with a partner. Then complete the sentence in writing.

When I ate a large snack after school, the **consequence** was **that I wasn't hungry for dinner.**

Write your response and read it aloud to a partner.

The **consequence** of preparing my presentation in advance and practicing it several times in front of **my parents** was that I **received a high grade.**

Close Reading

BUILD FLUENCY

Read the text "Who Needs Sleep?" (Issues, pp. 5–8).

IDENTIFY KEY IDEAS & DETAILS

Take turns asking and answering questions with a partner. Then write brief notes.

Discussion Frames	Text Notes
<b>Q:</b> What is the <b>key idea</b> of this text? <b>A:</b> The <b>key idea</b> of this text is ____.	• sleep is <b>critical</b> to adolescent health, but teens don't get enough
<b>Q:</b> What are the <b>most important details</b> in this text? <b>A:</b> (One/Another) <b>important detail</b> in this text is ____.	• 5 sleep stages: need sleeping/dreaming to <b>repair muscles, organize/store memories</b> • teens sleep average of <b>7</b> hrs. a night; need 9+ • teen body's <b>internal clock</b> is pushed back; doesn't feel <b>sleepy</b> until <b>late</b> • chronic <b>sleep deprivation</b> causes serious health issues: depressed mood, weakened <b>immune system,</b> weight gain

RESPOND WITH EVIDENCE

Use the frame and evidence from the text to construct a formal written response.

1. According to the author, what are some physical consequences of inadequate sleep?  
According to the author, **problems with learning and memory** are physical consequences of inadequate sleep. In addition, accumulating a sleep deficit can lead to **weight gain and serious health issues, such as diabetes.**

Use the frame to analyze the author's word choice.

2. What is the effect of describing teenagers as "walking zombies" on page 7?  
One effect of describing teenagers as "walking zombies" is to compare **the way sleep-deprived teenagers act to the way zombies would act.**  
  
Zombies are **corpses that can move around without working brains.**  
  
Describing sleep-deprived adolescents as "walking zombies" suggests that teens **are walking around without thinking about their actions.**

IDENTIFY PRECISE WORDS

Review Text 1 and your *Portfolio* (pp. 18–23) to identify words for your writing.

Topic Words	High-Utility Academic Words
• sleep-debt	• adequate
• internal clock	• accumulate
• metabolic	• susceptible

BUILD FLUENCY

Identify the Text Focus

- **Routine 2: Building Fluency (p. 156)** Echo-read the title and preview text features to predict the focus.
- Display the frame: *I predict the text will focus on \_\_\_\_\_. (facts about sleep)* Prompt partners (A/B) to share, switch roles, and report to the class.
- Use Oral Cloze to read Text 1 (Issues, pp. 5–8). *Be prepared to state the key idea.*
- **Routine 7: Quick Teach Words (p. 166)** Provide a brief meaning and example for *accumulate* (Issues, p. 7) and *susceptible* (Issues, p. 8).

IDENTIFY KEY IDEAS & DETAILS

Ask and Answer Text-Based Questions

- Direct partners to take turns asking and answering the first question. *The key idea of this text is \_\_\_\_.*
- Preselect a strong response, followed by a randomly selected and voluntary reporter.
- Model using concise phrasing to record the key idea.
- Prompt students to reread with Partner Cloze and prepare to report important details. *Reread the first four paragraphs. As, read the first paragraph. 8s, the second paragraph, and so on. Silently read your paragraphs and select several words to leave out.*
- Cue partners to take turns asking and answering the question. *(One/Another) important detail is \_\_\_\_.*
- Preselect students to report out and direct partners to agree upon the details to fill in the blanks.

RESPOND WITH EVIDENCE

Model Writing a Constructed Response

- Explain the elements of constructed responses. *In formal written responses, include adequate details, clear transitions, and precise words.*
- Read aloud question 1 and the frame.
- Model how to review the Text Notes and scan the text to complete the first blank. *This question focuses on physical consequences, so let's review our Text Notes to identify two strong examples.*
- Direct partners to take turns asking question 1 and reading their responses.
- Repeat the process with question 2.

IDENTIFY PRECISE WORDS

Build Precise Vocabulary for Writing

- Model how to reread to find precise words for writing.
- Prompt partners to skim the text and identify strong choices to record. Cue partners (A/B) to report: *One precise word we identified is \_\_\_\_.*
- Display and record suitable word choices.

Text 1 • Magazine Article

RESPONDING TO TEXT

22 Issues 1

Who Needs Sleep 23

Multiple readings of informational text with Oral and Partner Cloze **actively engage students in building reading fluency.**

Students write **brief constructed responses to text-based questions** about key ideas, text structure, and author's craft.

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Small groups collaborate to **prepare and present evidence-based responses** to a debate question.

Group members work together to **analyze sources and paraphrase text** evidence to use when they prepare their responses to the debate question.

LESSON 14

Presenting Ideas

Daily Do Now

Show You Know (p. 288)  
(factor) I plan to consider several \_\_\_\_ when I purchase my first car, most importantly its \_\_\_\_ and \_\_\_\_.

COLLABORATE

Facilitate Discussion in Small Groups

- Routine 9: Take a Stand (p. 170)** Echo-read the debate question and clarify the meaning of accommodate. Accommodate is a verb that means to accept someone's ideas or needs.
- Form groups and assign numbers 1-4. Prompt students to **RESPOND** to the debate question. Each of you will ask a group member: So (Name), what's your initial reaction? Number 1s ask and number 2s respond. Then number 2s ask and number 3s respond. Continue until everyone has taken a turn.
- Model an appropriate response. My initial reaction is that later start times would reduce tardiness.
- Tell groups to listen and **RESPOND** using the third frame. Start by saying if your reaction is similar to or different from another group member's reaction.
- Call on standing reporters to share their initial reactions. Stand if you are in favor of a later start time. Now stand if you oppose a later start time.
- Briefly synthesize reactions. A majority of students think \_\_\_\_, while others pointed out \_\_\_\_.

ANALYZE SOURCES

Paraphrase Text Evidence

- Display the four steps in the collaborative process:
  - 1) Read aloud the quote with Partner Cloze.
  - 2) Read aloud the completed paraphrase.
  - 3) Group members offer other word choices.
  - 4) Group members record the paraphrase.
- Use the initial quote to model each step.
- Assign a quote (1-4) to each group member.
- Prompt students to read the quote and identify content to paraphrase. Silently read your quote twice and underline essential content. Consider how you could rewrite the most important content using other words. Next, use pencil to fill in the blanks with precise synonyms and topic words.
- Have number 1s facilitate a discussion of quote 1. 1s, read your quote using Partner Cloze. Now, read aloud your paraphrase twice. Group members, offer alternative word choices: We could also write \_\_\_\_.
- Prompt all group members to complete the paraphrase in pencil using their preferred content.
- Cue students to repeat this process for quotes 2-4.
- Preselect one reporter for each quote. Display and complete each paraphrase frame as students report. Tell students to strengthen their paraphrases by substituting words from the displayed response.

Take a Stand

Debate Should school start later to accommodate adolescent sleep needs?

COLLABORATE

Read the debate question about teen sleep. Then take turns using a frame to respond with your initial reaction.

ANALYZE SOURCES

Read a quote that either supports or opposes the debate question. Then paraphrase.

Quote	Paraphrase
<b>Model:</b> "A study by the National Sleep Foundation (NSF) found that 60 percent of middle and high school students felt tired during the day, and 15 percent had fallen asleep in school in the past year." (Wein 5)	To put it another way, a sleep research organization found that a majority of <b>students</b> feel <b>fatigued</b> at school, and some claimed to have actually <b>slept</b> in class.
<b>1.</b> "Lack of sleep can interfere with learning: tired students have a hard time paying attention, and even if they do somehow manage to focus, they may forget what they are taught because memory formation takes place partly during sleep" (Grady 10).	This quote clarifies that sleep-deprived students may have difficulty <b>focusing</b> in class, and may not remember recent lesson <b>information</b> because you make <b>memories</b> when <b>you sleep</b> .
<b>2.</b> "Suburban schools say students behave better, and in the city schools, attendance and graduation rates have gone up and tardiness has decreased" (Grady 13).	This quote clarifies that secondary schools report benefits of <b>starting later</b> , including improvements in <b>attendance</b> , and <b>lateness</b> .
<b>3.</b> "The drawback is that some students, especially in city schools, are unable to take part in after-school activities, and some say they are earning less at their after-school jobs" (Grady 13).	This quote clarifies that delaying school start times has <b>a negative effect</b> on teens' participation in <b>after-school activities</b> and their wages earned at <b>after-school jobs</b> .
<b>4.</b> "Many schools, however, have rejected parental pressure to delay school starts, citing bus-cost savings, or the need to keep afternoons open for teens' sports or other activities" (Shellenbarger 18).	To put it another way, a lot of schools simply refuse to shift to a later schedule due to <b>bus schedules</b> and <b>after-school activities</b> .

Debate Ideas

SYNTHESIZE IDEAS

Write a response to the debate question, including a paraphrase of a text quote and elaboration on the quote.

Claim: My position is that schools (should/should not) **should** start later to accommodate adolescent sleep needs.

Transitional Statement: I have (one key reason/a compelling reason) **a compelling reason** for taking this stance.

Quote Paraphrase: (According to \_\_\_\_./The author points out \_\_\_\_.)  
**According to Grady, the body makes memories while it sleeps (10).**

Quote Elaboration: (As a result, \_\_\_\_./Consequently, \_\_\_\_.)  
**As a result, teens who are sleep-deprived from waking up too early for school may not remember important information from class.**

PRESENT EVIDENCE

Maintaining Eye Contact

When presenting ideas during class or in a meeting, maintain **eye contact**. Look at your audience when you speak and make sure to look up from your notes every few seconds so that you look confident and engage your listeners.

LISTEN & TAKE NOTES

Listen attentively and take notes. Then indicate if you agree (+) or disagree (-).

Classmate's Name	Idea	+/-
[Name]	<b>sleep-deprived people suffer major health issues</b>	
[Name]	<b>fatigued teen drivers cause over 50,000 accidents per year</b>	
[Name]	<b>later school schedules will cause problems with sports</b>	

SYNTHESIZE IDEAS

Prepare a Debate Stance

- Explain that you will practice writing a brief response to the debate question to prepare for a small-group discussion. Now we will debate the merits and drawbacks of a later start time in small groups.
- Display the paragraph frame and clarify the four elements in the written response. To prepare for a small-group debate, construct a written response that includes your claim, a transitional sentence, and two strong supporting sentences.
- Echo-read the claim frame and model how to complete it. When you participate in a debate, you need to clearly state your claim. Think about your stance and then complete the claim.
- Echo-read the transitional statement frame and direct students to complete it. A transitional statement cues the audience to listen for a reason.
- Explain that a strong response includes evidence to support the claim. Model how to select one of the quotes on page 42 to use as evidence.
- Model paraphrasing a strong quote. Grady points out that "memory formation takes place partly during sleep." I will paraphrase that quote for my first supporting sentence: According to Grady, the body makes memories while it sleeps (10). Notice how I captured Grady's point using my own words.
- Model how to elaborate on a quote. Now, I need to elaborate to ensure that my audience grasps the significance of this citation. Using a transition signals that I will explain the significance of one quote to my claim.
- Have students complete their written responses independently.

PRESENT EVIDENCE

Teach a Presentation Skill

- Read aloud the description for Maintaining Eye Contact. Demonstrate how to maintain eye contact by reading aloud the model quote (p. 42).

LISTEN & TAKE NOTES

Listen & Present Positions and Record Ideas

- Prompt group members to present their positions to their small groups until everyone has presented. Remind students to take notes and use the frames to **AFFIRM & CLARIFY** their understanding. 4s will present first, followed by numbers 1 to 3. Listen attentively to your group members and take notes.
- Select students (2 pro and 2 con) to present to the class. Make sure every student has the chance to present each semester. Remind students to take notes, affirm ideas, and ask for clarification.
- Use the **Debate Tracker** to record and display students' ideas.

42 Issue 1

Teen Sleep 43

The **teacher models effective presentation skills** and students practice the skills while presenting their debates in small groups.

Students are **accountable for listening attentively and taking notes** while their classmates present ideas.

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The academic writing type definition introduces its purpose, structure, and specific elements.

Student analyze and mark key elements of the academic writing type to set expectations for writing.

Discussion frames require students to use academic language as they discuss key elements of the writing type.

LESSON 15

Academic Writing

ANALYZING TEXT ELEMENTS

Daily Do Now

Academic Talk (p. 288)  
Wanting to avoid not having money in my bank account was a part of my decision to \_\_\_\_\_.

ANALYZE TEXT

Introduce the Academic Writing Type

- Routine 10: Student Writing Model (p. 172)

Explain the meaning of *justify*. *Justify* is a verb that means “give explanation or reason for an idea.” A claim is an opinion or point of view. For example, I might state a claim that a concert I attended recently was disappointing. To make you believe me, I would justify or back up this claim with a reason, such as the lead singer lip-synced his key songs.

- Echo-read the academic writing type description and guide students to underline key phrases.

Read the Student Writing Model

- Tell students that you will analyze a justification in favor of later school start times.
- Display and read aloud the student model using Oral Cloze and Partner Cloze.

MARK & DISCUSS ELEMENTS

Teach and Discuss Elements of a Justification

- As you introduce each justification element and marking task, assign the relevant frame and facilitate discussion. Model the process with the first task and frame by reading a model response and having students repeat chorally. Have partners (A/B) take turns listening and responding.
- Ask partners (A/B) to stand and report a response with each frame. Direct students to listen attentively and mark any missed elements.
- Reread the topic sentence and guide students to circle the writer’s claim.
- Explain that transitions like *One reason* connect the writer’s points. Have students draw a box around *One reason* and at least three more transitions.
- Remind students that a justification includes reasons to support the claim. Have students underline and label two reasons with *R*.
- Point out that a justification also includes text evidence to support the claim. Have students underline and label two pieces of evidence with *E*.
- Point out that the writer did not copy sentences, but included precise words from the text. Have students star *fatigue* and three more precise topic words.
- Note that the writer included high-utility academic words, such as *factors*. Have students check *factors* and three more high-utility academic words.

Student Writing Model

Academic Writing Type

A justification states a claim and supports it with logical reasons and relevant evidence from texts.

A. The topic sentence clearly states the writer’s claim about the issue.

B. Detail sentences support the claim with reasons and evidence from texts.

C. The concluding sentence restates the writer’s claim about the issue.

ANALYZE TEXT

Read this student model to analyze the elements of a justification.

A

Evidence from the texts supports the idea that schools should alter start times to accommodate adolescents’ sleep needs. One reason is that adolescents would be more alert in school with a later start time. Denise Grady points out in “Sleep Is One Thing Missing in Busy Teenage Lives” that teachers in MN reported that students were less likely to fall asleep in morning classes when they had a one-hour delay in school start time (13). This evidence makes it quite clear that being able to sleep adequately and eat breakfast enables teens to focus instead of nap during early morning classes. An additional reason is that many teens cannot help how sleep-deprived they are in the early morning. In “Understanding the Zombie Teen’s Body Clock” Sue Shellenbarger explains how hormones and puberty cause teens’ internal clocks to change during adolescence so that they want to stay up later and sleep later (17). This is significant because while younger siblings and parents are becoming tired and preparing to sleep, teens feel wide awake and have trouble settling down. For these reasons, high schools should start later to match teens’ sleep patterns.

B

C

MARK & DISCUSS ELEMENTS

Mark the justification elements and use the frames to discuss them with your partner.

1. Circle the writer’s claim within the topic sentence. The writer’s claim is \_\_\_\_\_.

2. Draw a box around four transition words or phrases. One transition (word/phrase) is \_\_\_\_\_.

3. Underline and label two reasons that support the writer’s claim with the letter R. One reason that supports the writer’s claim is \_\_\_\_\_.

4. Underline and label two pieces of evidence that support the writer’s claim with the letter E. One piece of evidence that supports the writer’s claim is \_\_\_\_\_.

5. Star four precise topic words and check four high-utility academic words. An example of a (precise topic word/high-utility academic word) is \_\_\_\_\_.

Justification

FRONTLOADING LANGUAGE

Transitions to Introduce Evidence

Transitions	Examples
For example, _____.	For example, some students in Minnesota say they are more likely to eat breakfast now that they wake up later for school.
For instance, _____.	
To illustrate, _____.	According to the National Sleep Foundation, drivers under 25 cause more than half of the 100,000 traffic crashes due to drowsiness a year.
As an illustration, _____.	
According to (source), _____.	The text points out that 15 percent of students say they have fallen asleep in school during the last year.
The text points out _____.	In the text, Weir explains that we cycle through the five stages of sleep three to five times a night.
In addition, the text states _____.	
In the text, (author’s name) explains _____.	
(Author’s name) emphasizes _____.	

IDENTIFY TRANSITIONS

Review the transitions that writers use to introduce evidence that supports a claim. Then complete each sentence below with an appropriate transition.

1. The text points out \_\_\_\_\_ that teenagers who are sleep-deprived are more likely to feel depressed.

2. According to Dr. Carskadon, \_\_\_\_\_ it is true that many teens are not tired at 9 or 10 p.m.

3. In the text, Shellenbarger explains \_\_\_\_\_ that many teenagers are resistant to setting bedtimes.

WRITE SUPPORTING EVIDENCE

Write four sentences using transitions to introduce evidence that supports your claim.

1. According to the text, more than 35 schools or school districts have delayed start times.

2. For example, the text reports that adolescents should be getting more than nine hours of sleep each night.

3. In addition, the text states that teens who have friends that sleep less than seven hours a night are more likely to sleep less than seven hours as well.

4. According to the Brookings Institution, more than half of public high schools start before 8 a.m.

IDENTIFY TRANSITIONS

Teach the Language Skill

- Explain that transitions can help a writer introduce text evidence in a justification.
- Display the transitions and examples.
- Read the examples using Oral Cloze and point out the transition in each example.
- Have students circle the transitions that cite the author or source (*According to the National Sleep Foundation; In the text, Weir explains*).
- Point out the transitions that require a comma before the text evidence.

Practice Identifying Transitions

- Model how to use the chart to choose a transition and complete sentence 1.
- Encourage students to include a source or the author’s name in transitions. We include the source or author’s name in a transition so that the reader knows where the evidence came from.
- Ask partners to collaborate to complete the remaining two sentences.
- Direct partners (A/B) to stand and read aloud their text evidence sentences to the class.

WRITE SUPPORTING EVIDENCE

Apply Skill to Academic Writing

- Model how to use the transitions chart at the top of the page to write a detail sentence that begins with a transition and provides text evidence. I will start by identifying a piece of evidence from the text that supports my claim. Then I will decide which transition is the best choice to introduce the evidence.
- Display the model detail sentence and read it aloud.
- Have students record it and read it chorally.
- Direct students to use the transitions chart and the texts in their Issues books to write three more detail sentences that provide text evidence.
- Remind students to use the paraphrasing skills they practiced while summarizing Text 2. When we write a detail sentence with text evidence, we don’t copy exactly what the text says, so we paraphrase. Start each detail sentence with a transition to introduce the text evidence and then convey the author’s point using primarily your own words. Remember, it’s acceptable to use topic words from the text.
- Preselect two students with strong responses to read aloud their detail sentences to the class. Then ask for partner nominations and volunteer reporters.

Students learn language features such as verb tenses, transitions, precise language, and sentence structures, that writers commonly use for the specific academic writing type.

Authentic practice tasks mirror the writing that the formal assignment requires.

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Students practice and apply **language and conventions skills** that writers commonly use for the specific academic writing type.

An **additional model of the writing type** provides practice with identifying the focus conventions skill.

LESSON 16

Academic Writing

FRONTLOADING CONVENTIONS

Daily Do Now

Show You Know (p. 289)

My \_\_\_\_\_ to staying healthy includes \_\_\_\_\_ and \_\_\_\_\_.

IDENTIFY MODAL VERBS

Teach the Conventions Skill

- Explain that a justification may use modal verbs to present the writer's claim and supporting reasons.
- Read aloud the "Guidelines for Using Modal Verbs" and have students circle the key information (e.g., possible and preferable). Preferable means "better or more appropriate." Modal verbs are useful for expressing opinions or suggestions to make something better. For example, "I think the government **should** raise the voting age."
- Explain that modal verbs require main verbs in order to be complete. Ask students to circle the modal verbs and underline the main verbs in the "Guidelines for Using Modal Verbs" examples. Should, would, and could are always followed by main verbs. For example, should finish, would help, and could earn.

Practice Analyzing a Model

- Read aloud the model justification using Oral Cloze.
- Point out that the writer expresses her opinion using the modal verb *should* and have students circle it.
- Ask partners to switch off reading the justification sentence by sentence and circling the modal verbs.
- For additional practice, have partners turn back to the Student Writing Model of a justification (p. 44) and identify the modal verbs.

WRITE MODAL VERBS

Apply Skill to Academic Writing

- Read aloud sentence 1. The modal verb *should* makes sense in this sentence because it expresses an action that the writer believes needs to happen. Have students write *should* to complete the sentence.
- Direct partners to refer to "Guidelines for Using Modal Verbs" to complete the other sentences.
- Briefly have partners (A/B) stand and report out to the class: For sentence number \_\_\_\_\_, we selected the modal verb \_\_\_\_\_ because \_\_\_\_\_.

Modal Verbs

Guidelines for Using Modal Verbs

Use **modal verbs** in your justification to describe what is possible or preferable.

The modal verb **should** tells about **something you believe needs to happen**.

*In my opinion, students **should** finish high school if they want to be successful.*

The modal verb **would** tells about **something you believe is possible in the future**.

*Higher ticket prices **would** help the drama club raise money.*

The modal verb **could** tells about **something that might be possible in the future**.

*Students **could** earn more money if the government raised the minimum wage.*

IDENTIFY MODAL VERBS

Read the justification and circle the modal verbs.

Evidence from the texts supports the idea that school **should** not start later to accommodate teen sleep needs. One reason is that adolescents **should** be trying to keep the same sleep schedule during the week and on weekends. Grady points out in "Sleep Is One Thing Missing in Busy Teenage Lives" that many teens "binge sleep" on the weekends, which leads to more irregular sleep schedules (9). This evidence makes it quite clear that teens **could** have more regular sleep schedules if they didn't "binge sleep." An additional reason is that many adolescents **could** take steps to regulate their internal clocks. In "Who Needs Sleep?," Weir explains that viewing bright screens before bedtime can push teens' internal clocks back even further (7). This is significant because if teens stop using bright phones and watching bright TVs in the hour before bed, they **would** sleep better. For these reasons, schools **should** not have to change to accommodate adolescents' sleep schedules.

WRITE MODAL VERBS

Write modal verbs to complete the sentences.

- Evidence from the texts supports the idea that school **should** \_\_\_\_\_ start after 9 a.m.
- Many students **would** \_\_\_\_\_ feel less irritable if they were able to sleep longer in the mornings.
- Delaying school start times **could** \_\_\_\_\_ also reduce the number of teen car accidents due to drowsiness.
- In addition, many students' grades **would** \_\_\_\_\_ improve.
- This option **could/would** \_\_\_\_\_ also benefit teachers because students **would** \_\_\_\_\_ be more alert and focused in class.

Justification

PLANNING TO WRITE

IDENTIFY TEXT EVIDENCE

Analyze the Writing Prompt

- Read aloud the writing prompt chorally.
- Direct students to circle justification. In a justification, you make a claim and provide reasons and evidence to justify your claim.

Practice Identifying Text Evidence

- Echo-read the first sample reason. Model how to review the texts to find evidence to support the reason. I remember reading about the effects of sleep deprivation on the immune system in Text 1. Let's skim Text 1 to find evidence to support the idea that not enough sleep might make you sick.
- Model how to paraphrase text evidence. Weir points out that increased cortisol levels can "weaken the immune system" and make people "more susceptible to illness." I will paraphrase that quote to provide text evidence for the first reason. To cite the text, I put the author's last name and page number in parentheses and end with a period.
- Ask partners to collaborate to complete the second example of a detail sentence with text evidence.
- Direct partners (A/B) to report out to the class.

PLAN REASONS & EVIDENCE

Use academic language to clearly state your claim as a topic sentence.

Evidence from the texts supports the idea that **school should not start later to accommodate teens' sleep schedules.**

List two reasons that support your claim and give text evidence for each reason.

Reason 1: **Adolescents are responsible for their irregular sleep schedules.**

Text Evidence: **Many teens stay up late using bright technology that pushes back their internal clocks by nearly three hours (Shellenbarger 18).**

Reason 2: **Many teens have jobs or sports after school, and a later start time would interfere with their schedules.**

Text Evidence: **In Minneapolis, where high schools changed their start times, some students are not able to participate in after-school activities (Grady 12).**

Restate your claim as a concluding sentence.

For these reasons, **schools should not delay start times.**

IDENTIFY TEXT EVIDENCE

Review the texts to identify evidence that supports each reason.

Reason	Text Evidence
Adolescents who don't get enough sleep might get sick more often.	Sleep deprivation can lead to increased cortisol levels, which can make the immune system weak and cause people to be more likely to get sick (Weir 8).
Schools are concerned that changing start times will affect bus schedules.	Many schools will not change their schedules because there aren't enough buses to carry all elementary, middle, and high school students to their schools at the same time (Grady 13).

PLAN REASONS & EVIDENCE

Use academic language to clearly state your claim as a topic sentence.

Evidence from the texts supports the idea that **school should not start later to accommodate teens' sleep schedules.**

List two reasons that support your claim and give text evidence for each reason.

Reason 1: **Adolescents are responsible for their irregular sleep schedules.**

Text Evidence: **Many teens stay up late using bright technology that pushes back their internal clocks by nearly three hours (Shellenbarger 18).**

Reason 2: **Many teens have jobs or sports after school, and a later start time would interfere with their schedules.**

Text Evidence: **In Minneapolis, where high schools changed their start times, some students are not able to participate in after-school activities (Grady 12).**

Restate your claim as a concluding sentence.

For these reasons, **schools should not delay start times.**

GUIDE NOTE-TAKING

Guide Note-Taking

- Routine 11: Planning to Write (p. 174)** Read aloud the frame for the topic sentence. Model how to complete the topic sentence using academic language from the writing prompt.
- Direct students to complete the topic sentence depending on their stance.
- Guide students to develop reasons and gather evidence from the Data File, texts, and text features in the Issues book.
- Read aloud the example for Reason 1. Model how to find evidence that supports the reason. On page 18, the author says that "Teens left to their own devices tend to cycle, soaking up stimulating light from their computers. This can further delay sleep by 2½ to 3 hours." I will paraphrase this quote as evidence to support Reason 1.
- Direct students to write two reasons that support their claim and provide text evidence for each reason.
- Have partners compare their selections: One reason that supports my claim is \_\_\_\_\_. A piece of evidence that supports this reason is \_\_\_\_\_.
- Preselect students with opposing claims to read aloud their topic sentences, one reason, and one piece of text evidence.
- Model how to restate the claim in a concluding sentence. Have students complete their conclusions.

Students learn how to **identify and cite text evidence** to use in their writing.

Note-taking scaffolds support students in **taking notes to organize supporting details** for their writing.

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