

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

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

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**.

BUILD KNOWLEDGE

EXPANDING (p. 82)

BRIDGING (p. 82)

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 (HMH Teacher Space) and a routine from **Routine 2: Building Fluency** (p. T70). Use Oral Cloze to initially read aloud the overview.
- Have students reread sections with Partner Cloze.

BRAINSTORM IDEAS

BRIDGING (p. 82)

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

EXPANDING (p. 82)

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.

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)

EXCHANGE IDEAS

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

1. Teens play video games (alone/with others) at \_\_\_\_\_ (noun: after-school programs)

2. Teens also play video games (alone/with others) on \_\_\_\_\_ (noun)

3. Some students play video games (alone/with others) on \_\_\_\_\_ (noun)

4. \_\_\_\_\_ (Noun) is another place students play video games (alone/with others).

Language to FACILITATE DISCUSSION

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

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

WAYS THAT PEOPLE PLAY VIDEO GAMES

alone, on a computer or gaming console

alone, on cell phones

with other people, in person

with other people, on social networking sites

against other people, online

Building Concepts & Language

DOMAIN-SPECIFIC VOCABULARY

Words to Know

Language to LISTEN ACTIVELY

What idea did you add?

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

Language to COMPARE

Our example is similar to \_\_\_\_\_ and \_\_\_\_\_'s.

Building Community

- I work effectively with a partner who is **focused** and **polite**.  
(adjective: attentive, considerate) (adjective: organized, curious)
- 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 classmate)

BUILD WORD KNOWLEDGE

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

Words to Know	Meaning	Examples
1 interactive adjective ① ② ③ ④	referring to technology that allows people to <b>change</b> something or use it to <b>talk</b> to other people	The interactive 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 interactive.
2 social adjective ① ② ③ ④	having to do with the way people <b>spend time</b> with <b>other people</b>	People with strong social skills usually feel comfortable <b>meeting new people</b> . Social people tend to <b>spend a lot of time with other people/have many friends</b> .
3 violent adjective ① ② ③ ④	involving actions that are likely to <b>hurt</b> or <b>kill</b> other people	Because of the violent tsunami, thousands of people <b>lost their homes</b> . People who commit violent crimes should <b>go to prison/learn how to handle their anger appropriately</b> .

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.
- Use **HMH Teacher Space** or the board to 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 the Printable: Facilitating Discussion (HMH Teacher Space) 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 or write 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.

ENGLISH 3D

TEACHING GUIDE

COURSE B

ENGLISH 3D

LANGUAGE DISCUSS

By Dr. Kate Kinsella

MAKING MEANING

EFFECTIVE EXPRESSION

DEBATE

TEACHING GUIDE

COURSE B - VOLUME 1

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

**Language frames** provide a scaffold for collaborating to discuss surprising statistics and findings from the Data File.

LESSON 2

Building Concepts & Language

MAKING MEANING

DEVELOP UNDERSTANDING

EXPANDING (p. 8C)

BRIDGING (p. 8C)

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 **addiction** 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 \_\_\_\_\_.*

DEVELOP UNDERSTANDING

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 \_\_\_\_\_ is more important than \_\_\_\_\_ and \_\_\_\_\_.

As a result, addicted teens sometimes start to \_\_\_\_\_ and \_\_\_\_\_.

Language to FACILITATE DISCUSSION

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

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

Language to LISTEN ACTIVELY

What idea did you add?

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

Building Community

1. Making eye contact communicates that I am \_\_\_\_\_ and \_\_\_\_\_.

responsible.

It lets the speaker know that I truly \_\_\_\_\_ care about his or her \_\_\_\_\_ ideas.

2. Leaning toward my partner shows that I am \_\_\_\_\_.

focusing on what he or she is saying.

It also makes it easier to \_\_\_\_\_ communicate when many other partners are also having \_\_\_\_\_ conversations.

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.

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 (HMH Teacher Space).
- 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**.

BUILD KNOWLEDGE

EXPANDING (p. 8C)

BRIDGING (p. 8C)

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. Pencils 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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ENGLISH 3D

TEACHING GUIDE  
COURSE B

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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!

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)

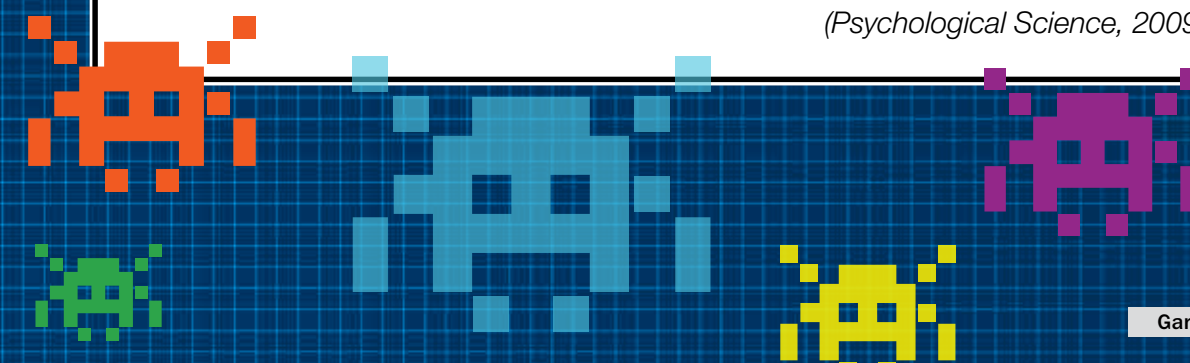


Out of Control

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)



ISSUES BOOK  
COURSE B





Students are able to make **regular connections** between coursework and the **demands of 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.



Gaming 7







### 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.

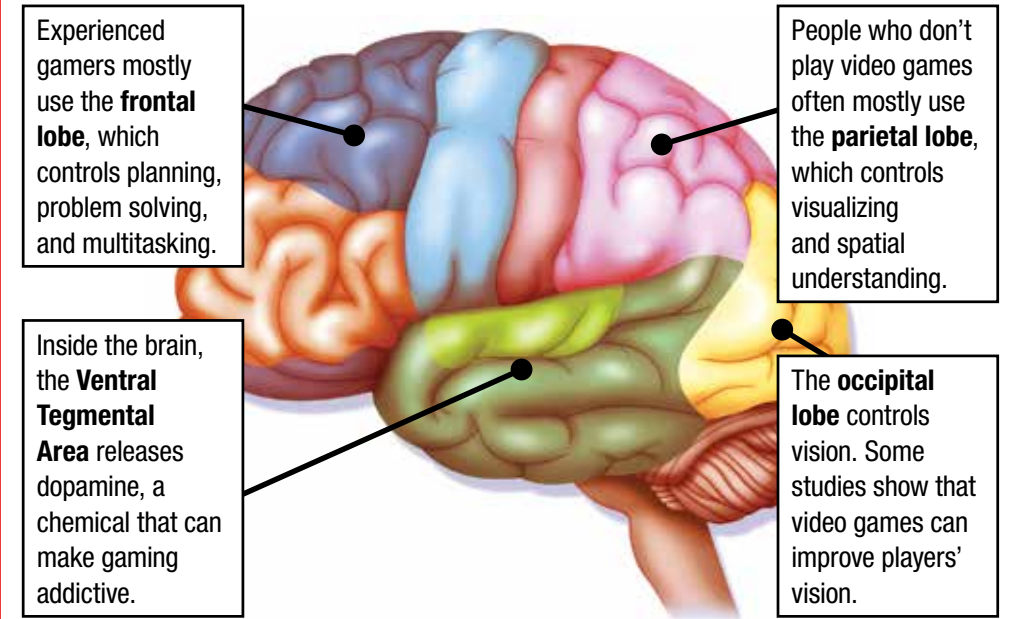
More than half of teens play interactive video games with other people who are in the same room. The players work as a team. They solve problems as a group.

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.

### Your Brain on Video Games



Surveys show that playing video games with others can have social benefits.

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



Each text selection has a **content-area connection** to either **science, social sciences, health, and technology**.



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