



Evidence and Efficacy



ENGLISH

3D

®

AUTHOR LETTER

Dear Fellow Educators,

Thank you first and foremost for all that you do on a daily basis to support our students who are striving to learn English so that they can participate successfully in school and in life. As an increasingly large number of English language learners, especially long-term English language learners, are enrolled in our nation's schools, it is of utmost importance to support these students with programs and instruction that have a strong evidence and efficacy base.

There has been little to no improvement in the performance of both fourth- and eighth-grade English language learners on reading assessments in the years since states were first required to assess their progress (U.S. Department of Education, 2013). With no time to waste, schools must reengage these students to accelerate their English language development and academic standing.

As my research and that of others in the field has shown, targeted instructional routines are an optimal way to support the unique needs of English language learners. *English 3D* offers English language learners exciting content and consistent instructional routines for vocabulary, writing, and speaking and listening. In *English 3D*, students receive daily opportunities to participate in advanced academic tasks and interactions so that they develop the skills they need to be vibrant members of a school's learning community and to be on a path to college and career readiness.

For these reasons, I am delighted to introduce you to *English 3D*, a program that I intend to not only incite the passion for learning, but also develop the capacity for it in all of our students.

All my best,



Dr. Kate Kinsella

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Dr. Kate Kinsella

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THE CHALLENGE

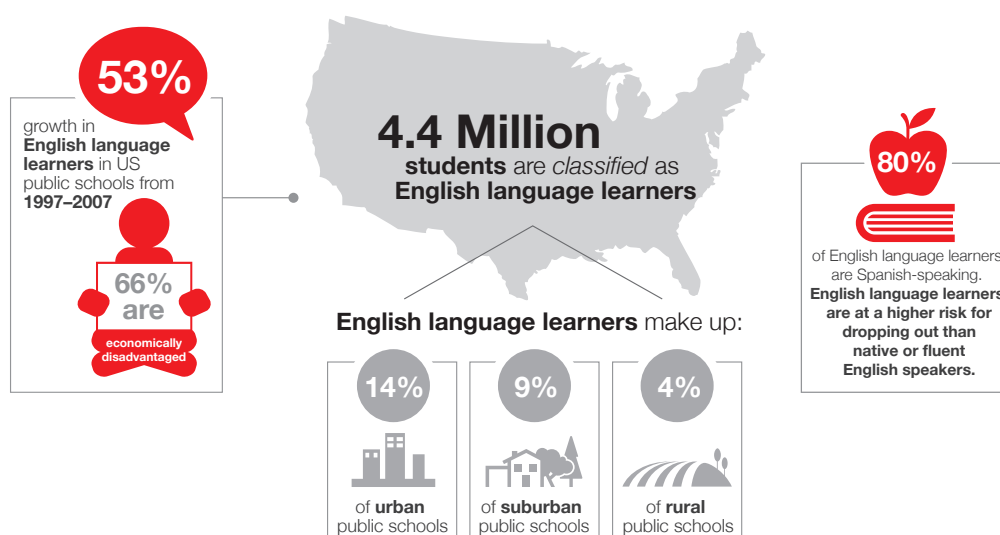
Almost four-and-a-half-million students in the United States participated in programs for English language learners (ELLs) during the 2012–2013 school year, the most recent year for which data is available. These students make up 9.2 percent of the total student population (National Center for Education Statistics, 2015). **It is estimated that between one-quarter and one-half of all English language learners who enter US schools in the primary grades will become long-term English language learners (LTELs).** These students have been enrolled in school for over six years and are stalled in their progress toward reaching English language proficiency (Olsen, 2014). Not surprisingly, the challenge of learning a new language in school while also trying to learn advanced content in that language can lead to **academic struggles, disengaged learning behaviors, and withdrawal from the educational community.** LTELs are more likely than their peers to drop out of school, to take longer to graduate, and to graduate at much lower rates (Callahan, 2013; Gwynne et al., 2012; Kim, 2011).

In the era of rigorous standards, **English 3D is specifically designed to support progressing English language learners at various stages in their English language development so that they will have the tools needed to meet the challenges of the heightened expectations.** Language development programs that are specifically designed to meet the needs of English language learners are critical to help them accelerate toward English language proficiency.

While many **English language learners are competent in social and conversational English, they struggle with academic language.**

These students are often challenged by literacy tasks, especially as the texts they encounter become more complex. This creates acute gaps in their language and literacy skills that then contribute to performance below grade-level expectations at school. Some of the factors that contribute to English language learners becoming long-term English language learners include a language arts curriculum that is not designed to meet their needs, not enough targeted English language support, literacy interventions that do not include a focus on English language development, and isolation from classmates and language opportunities (Kinsella, 2011; Olsen, 2010).

Despite the national need for more effective instruction for ELLs and LTELs, there is a dearth of appropriate programs to address the academic language and discourse needs of these students. Many schools and districts have tried to address this gap by providing a mainstream English language arts class with an additional hour of support; however, this approach typically lacks an explicit focus on academic language (Short & Fitzsimmons, 2007). As such, the challenge that educators face is finding a way to address students' language needs effectively and efficiently in order to ensure that their education becomes a path to college, career, and life readiness (Kinsella, 2011; Olsen, 2010).



HOW *ENGLISH 3D* MEETS THE CHALLENGE

English 3D was first developed in partnership with Dr. Kate Kinsella in 2011. Each version of this unique language development program has been **designed to ensure proficiency in the “language of school”**—the academic language, writing, discourse, and demeanor vital to success in secondary school, college, and career—while providing opportunities for building a knowledge base in the content areas. In the newest version of *English 3D*, designed for 21st-century success, **eight evidence-based principles for language development are at the core of the program**

- Focus on **English language development for long-term English language learners**.
- Utilize **consistent instructional routines**.
- **Explicitly teach language** elements.
- **Extend prior knowledge** of language and content.
- Model verbal and written **academic English**.
- Orchestrate **peer interactions** with clear language targets.
- Monitor **language production** conscientiously.
- Provide **timely, productive feedback** on verbal items.

These evidence-based principles provide a dedicated context for explicit language instruction. For each of the core principles, this document covers the research base and the ways that *English 3D* delivers for each one.

The curricular underpinnings of *English 3D* were developed by Dr. Kinsella over multiple years through her involvement with adolescent English language learners in San Francisco State University’s Step to College Program and through her extensive consultancy, training, and in-class coaching with upper-elementary and secondary schools. The **foundational instructional routines** orchestrated within each *English 3D* unit are research informed and classroom tested by Dr. Kinsella herself and scores of teachers she has trained and coached. In doing so, she is confident that experienced and novice teachers alike will find the instructional units replete with **targeted, robust, and thought-provoking lessons** to engage their students in dynamic, interactive academic language, literacy, and writing development.

Dr. Kinsella has great respect for the multilingual and multicultural experiences and advantages that English language learners bring to the classroom. ***English 3D* helps teachers to leverage the students’ prior language learning experiences** as strengths and assets in learning English as a second language.

The content, routines, and portable language functions in *English 3D* enable all academic English language learners to be a part of a dynamic community of learners that are moving toward college and career readiness. As such, **the program aligns to the key tenets of rigorous English Language Arts (ELA) and English Language Development (ELD) standards** in Language, Speaking and Listening, Writing, and Reading as is detailed in the following pages.

“The content, routines, and portable language functions available in *English 3D* enable all academic English language learners to be a part of a dynamic community of learners that are moving toward college and career readiness.”

INTRODUCTION

LANGUAGE

English 3D meets rigorous ELA and ELD standards in Language by providing:

- **Direct instruction in high-utility and domain-specific academic words**, and frequent opportunities to read the words in authentic texts and use them in speaking and writing to build students' academic vocabularies
- **Instruction that frontloads academic vocabulary** to allow students to access complex texts
- **Study of academic word families** to build word knowledge and understanding of how English works
- Development of nuanced word knowledge and **practice in choosing precise words** to use in academic speaking and writing
- Opportunities for teachers **to guide students in determining the meaning of unfamiliar words** that they encounter while reading complex texts
- **Daily opportunities for written response and academic discussions** in pairs, small groups, and whole class to build language proficiency
- **Response frames** that focus on essential language elements and grammatical targets
- **Explicit instruction in conventions and language skills** required for success in writing specific academic text structures

SPEAKING AND LISTENING

English 3D meets rigorous ELA and ELD standards in Speaking and Listening by providing:

- **Academic discussions, speeches, and interviews that structure** frequent opportunities for students to prepare and present ideas orally using formal academic English
- **Structured instructional routines that guide teachers to manage and facilitate student collaboration** in pairs, in small groups, and as a whole class
- Increasingly sophisticated **frames that provide structure for language functions** such as facilitating discussion, restating, comparing, agreeing and disagreeing, and listening actively
- **Response and note-taking tasks that hold students accountable** for listening to and restating classmates' ideas

WRITING

English 3D meets rigorous ELA and ELD standards in Writing by providing:

- **Writing frames that guide students** in writing increasingly complex paragraphs, essays, and research papers
- **Daily writing tasks that require brief constructed written responses** to prepare students for advanced assessments
- Instruction in the **key elements and text structures of specific academic writing types**
- **Extended formal writing assignments that focus on academic writing types**, including summarizing, opinion/argument, informative text, and narrative text
- **Clear expectations, self-assessment, and peer feedback** to inform revision, all based on the rubric that teachers use to assess student writing

READING

English 3D meets rigorous ELA and ELD standards in Reading by providing:

- **Authentic, complex literary and informational texts** that mirror texts students encounter in content-area classes and advanced assessments
- Texts that are **engaging, relevant, and meaningful** to students
- Instruction that supports students in **reading and evaluating information and data** to use in academic speaking and writing tasks
- **Text-based questions that require students to read closely** to synthesize key ideas and details and analyze craft and structure
- **Multiple readings of relevant and engaging texts** with recursive academic vocabulary to build reading fluency



ENGLISH 3D COMPONENTS OVERVIEW

English 3D is a program for English language learners in Grades 4–12 who have stalled in their English language development. Course A meets the needs of students in Grades 4–5, Course B is for students in Grades 6–8, and Course C is for students in Grades 9–12.*

The components of *English 3D* are designed to engage all students—particularly students whose struggles with academic English have resulted in disengaged learning behaviors—with materials that develop academic vocabulary and language, speaking and listening, and writing skills. These student materials consist of the *Issues* book, the *Language & Writing Portfolio*, and the Independent Reading Library.

The ***Issues* book contains informational and literary texts** based on six high-interest, relevant issues for students to respond to in academic discussions and writing. It also includes:

- **Data Files** with statistical evidence from authentic sources
- **Text features** that include graphs, diagrams, and content connections
- **Academic Glossary** with pronunciations, meanings, examples, word origins, and Spanish cognates
- **Academic Language Handbook** with frames for language functions to reference during discussions
- **Academic Writing Handbook** with descriptions, structure, and transitions for academic writing types

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

- High-utility and domain-specific **academic vocabulary**
- **Frames for language functions** to exchange information and ideas, support opinions and persuade others, participate in academic discussions, and complete academic writing tasks
- Close reading and viewing questions that prompt students to **respond with text evidence and analyze craft and structure**

- **Formal assignments for academic writing types**, including opinion/argument, summary, informational text, and narrative, with **opportunities for self-assessment and peer feedback**
- Frames to write and present **opinion/argument, informative, and narrative speeches**

The **Independent Reading Library consists of 20 high-interest, relevant, and engaging titles** that span a wide variety of genres, text types, levels, and topics. The library includes:

- 15 literary texts; four copies each
- Five nonfiction titles; four copies each

The ***Teaching Guide* is a comprehensive guide** for routines, instruction, assessment, and differentiation. It contains:

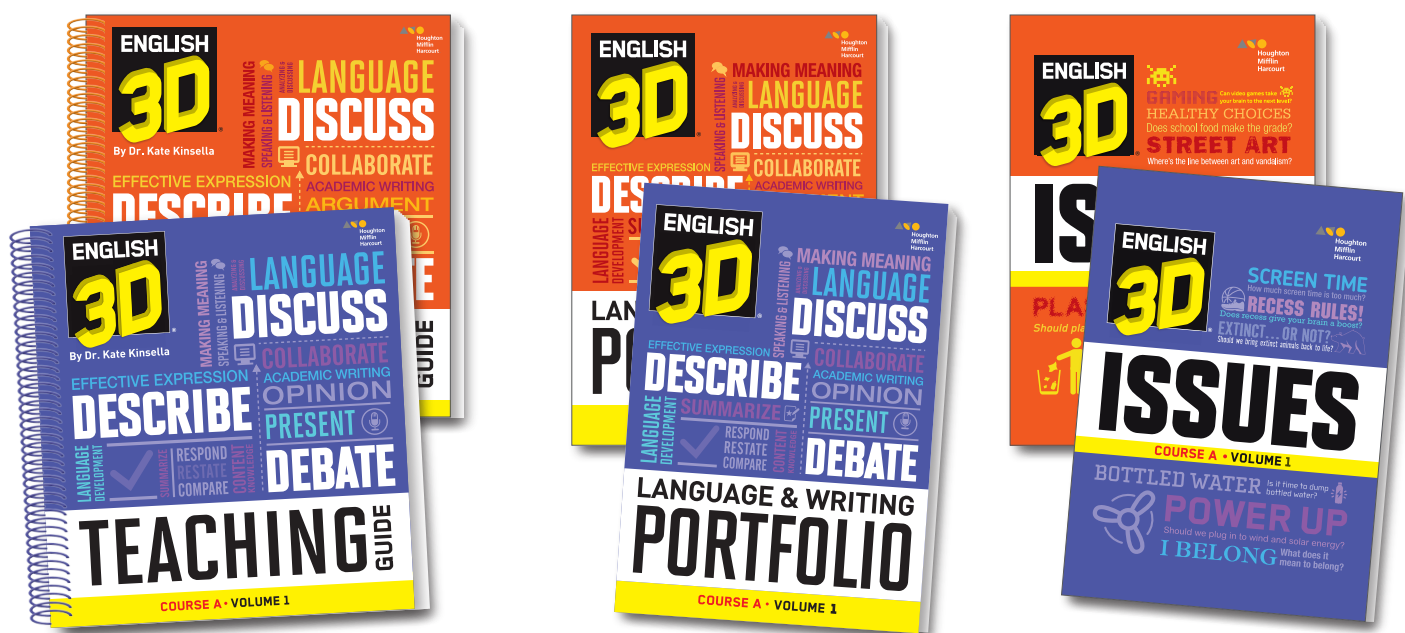
- Initial Issue with instruction to **introduce and practice instructional routines** during the first few weeks of school
- **Recursive instructional routines** for academic vocabulary, speaking and listening, and writing
- **Planning Guides** with targeted language objectives
- **Differentiated Support** strategies to meet students at their level of English language proficiency
- **Daily Do Now tasks** for reviewing and assessing academic vocabulary
- Guidance for planning an **independent reading program** with summaries, discussion questions, and writing prompts for all Independent Reading titles
- **Information for placing and exiting students**, administering and scoring summative, curriculum-embedded, and formative assessments, and using data to inform instruction
- Resources to support **language transfer, contrastive analysis, and using Spanish cognates**
- **Glossary** of English language arts and English language development terms

* Course C is currently under revision. Some of the new components and features described in this paper are available for Courses A and B, but not yet available for Course C.

HMH Teacher Space is a digital environment where educators can access tools and resources to instruct, differentiate, and assess. It includes:

- **Interactive whiteboard tools** to display tasks and responses, model best practices, view multimedia, and make learning more visual and engaging
- **More than 200 projectable and printable resources** including student assessments, rubrics, interview assignments, additional texts, resources for differentiation, grammar and conventions practice, language posters, and family letters
- **More than 90 classroom videos of Dr. Kinsella** and other expert teachers modeling key instructional routines

English 3D offers teachers **tools to place students, assess learning, inform instruction, and assign grades**. The program contains a comprehensive system of assessments for learning (formative assessments) and assessments of learning (summative assessments) in addition to curriculum-embedded and performance-based assessments. The Individual Language Inventory and **HMH Reading Inventory** help educators to inform placement and exit from the program, monitor progress, and assess English proficiency in speaking, listening, and writing. The curriculum-embedded Issue Tests assess the curricular goals of each unit of instruction, including academic vocabulary and writing skills. The performance-based writing assignments and speeches include rubrics for students to self-assess as well as for teachers to provide feedback and inform grades. Finally, formative assessments, such as the Daily Do Now—a brief vocabulary task that students complete during the first three to five minutes of class—help teachers to inform instruction.



English 3D teacher and student materials include the *Teaching Guide*, *Language & Writing Portfolio*, and *Issues* book.

FOCUSED ENGLISH LANGUAGE DEVELOPMENT

- For English language learners to advance in their education, they require **access to rigorous curricula at their grade levels** in a way that supports English language development. Without explicit English language development, most English language learners will not gain proficiency in academic English (Olsen, 2010; Scarcella, 2003).
- Effective language teaching is not synonymous with effective content teaching. English language learners need **dedicated time for second-language learning and practice** (Kinsella, 2011; Gersten & Baker, 2000).
- For English language learners, a course focused on English language development will be more effective than a traditional English as a Second Language (ESL) course. A focused English language development course can address **acute and distinct linguistic needs** with an emphasis on academic speaking and writing. In this way, English language learners can be propelled beyond an intermediate level in order to thrive in school (Olsen, 2010; Short & Fitzsimmons, 2007).
- Proficiency in English requires **targeted, systematic, and explicit instruction in English language development** during a separate time of the school day. Students enrolled in an English language development course experience more growth in oral language than students who are not. Ad hoc, incidental lessons within another discipline do not provide the support that is needed for relevant English speaking and listening skills (Norris & Ortega, 2006; Saunders & Goldenberg, 2010).
- Current research shows that effective English language development within core English classes transcends what is generally thought of as “good teaching.” By providing a **dedicated context for explicit and informed language instruction**, educators can reengage English language learners who may have become discouraged by equipping them with the communicative confidence and competence needed to realize their academic and personal goals (Kinsella, 2011).
- Half to three-quarters of LTELs have spent one to three years in mainstream classes with no special services. ELLs in these classes exhibit higher dropout rates and lower levels of English proficiency than students in specific ELL programs (Olsen, 2014).

Grades 4–5 (Year 1)	English 3D Course A Volume 1
Grades 4–5 (Year 2)	English 3D Course A Volume 2
Grades 6–8 (Year 1)	English 3D Course B Volume 1
Grades 6–8 (Year 2)	English 3D Course B Volume 2
Grades 9–12	English 3D Course C

HOW *ENGLISH 3D* DELIVERS

English 3D is an English language development curriculum for Grades 4–12. This program was initially designed to address the advanced academic oral language and writing needs of middle school English language learners, with a particular focus on supporting long-term English language learners. With the addition of Course A and Course C, *English 3D* now provides support for English language learners in Grades 4–12. *English 3D* is ideal for academic language learners, **including long-term ELLs and advanced ELL/ELD students**. *English 3D* has already experienced great success in school districts across the country, in progressing students' English language development.

In 2011, *English 3D* Course B was launched. For middle school ELLs in Grades 6–8, this unique program addresses the advanced academic oral language and writing needs of US-educated bilingual students who have stalled in their English language development.

In 2013, *English 3D* Course C was launched to provide a more advanced curriculum for English language learners and LTELs in Grades 9–12. The goal of Course C is to accelerate students' academic language development and to provide a course that meets the level of rigor of high school standards and assessments in the era of more rigorous standards.

Across Course A, Course B, and Course C, *English 3D* provides English language learners in Grades 4–12 with a comprehensive and specialized English language development course.

English 3D provides systematic and explicit instruction in academic English and supports students in **expanding their English language skills to new contexts and bridging these skills** to grade-level academic texts and tasks across content areas. The *English 3D Teaching Guides* contain differentiated support and instructional strategies that have been explicitly written for students struggling with academic English. This rigorous English language development program allows English language learners, especially long-term English language learners and students at risk of becoming long-term English language learners, to reach their academic, social, and career goals.

“Across Grades 4–12, *English 3D* provides systematic and explicit instruction in academic English and supports students in expanding their English language skills to new contexts and bridging these skills to grade-level academic texts and tasks across content areas.”

CONSISTENT INSTRUCTIONAL ROUTINES

- Effective teaching practices for all students, and especially for English language learners, include aspects such as **well-designed instruction and instructional routines**, well-established classroom routines and behavior norms, clear instruction and supportive guidance as learners engage with new skills, effective modeling of skills, strategies, and procedures, and structured, focused interactions with other students (Goldenberg, 2013).
- English language learners require **consistent instructional routines**, rather than an eclectic array of strategies and activities, so that they can focus on learning critical content and using academic English (Goldenberg, 2008).
- Instructional routines that are consistent with **clear teacher and student roles, steps, and language targets** maximize student engagement and language development (Gersten & Baker, 2000; Goldenberg, 2008).
- Using a **consistent array of strategies and activities** to build vocabulary knowledge makes it more likely that English language learners will internalize the steps needed to grapple with new concepts, language, and skills. It also gives them a better understanding of the teacher's expectations for performance (Kinsella, 2011).
- Instructional routines encourage students to engage with material by providing **scaffolds that structure and support** their responses. The instructional routines help to create a learning environment in which students can actively participate in a nonthreatening and flexible way (Kinsella & Feldman, 2005).

Academic Discussion Routine

Purpose: To structure competent responses and attentive listening for a formal class discussion.

1. Brainstorm Responses

- Display the question and read it chorally. Clarify unfamiliar words and rephrase the question. *Underline ban. Ban is a verb, an action word that means "completely get rid of."* Above ban, write "get rid of." So another way to ask the question is: *Should schools get rid of unhealthy—or junk—food?*
- Model how to brainstorm using brief and familiar language, focusing on one column at a time. In the first column, we have one reason why schools should ban unhealthy foods: *junk food makes teens gain weight. I'll provide two additional reasons: vending machine snacks cost a lot and students eat chips instead of lunch.*
- Prompt students to copy one of your ideas and add at least two of their own. Repeat with the second column.

Routine 5

Academic Discussion

Why It's Important

- Engages students in academic discussion and builds their linguistic confidence and competence.
- Holds all students accountable for speaking and listening.
- Requires students to communicate in academic register, using complete sentences with topic-related vocabulary, high-utility academic words, and correct grammar.
- Increases students' awareness of the differences between language that is appropriate in casual and formal spoken and written contexts.
- Allows teachers an opportunity to informally observe students' collaborative conversations for formative assessment purposes.

When to Use It

- Follow this routine to brainstorm and discuss ideas in response to the academic debate question.
- Use this routine to facilitate academic discussions with the core curriculum or in the content areas.

Academic Discussion

This routine gives teachers and students a consistent format and relevant language supports to practice academic discussion around issue-related topics.

Fostering Academic Discussion

Students who use a language or dialect that is different from the language of school are disadvantaged from the outset. Formal speaking and writing tasks require academic English. Yet these students are often surrounded by peers who are also struggling with English. They frequently avoid participating in class and have few opportunities to practice academic language in a supportive context. In classes, teachers may use academic discourse without explicitly teaching it. So these students use the same casual register when interacting with peers and completing school tasks.

Academic Discussion at a Glance

Engage students in an academic discussion using response frames and precise words.

- Brainstorm Responses** Prompt students to briefly record initial ideas in everyday English.
- Consider Precise Words** Provide alternatives for everyday words. Guide partners to brainstorm additional synonyms, use a response frame to contribute, and record precise word choices.
- Respond in Writing** Read aloud the frame and have students who read a model response. Point out grammar targets and ask students to write their own response.
- Share, Restate, and Record Responses** Ask students to read their response back to their partners and then elaborate. Guide partners to listen attentively, restate, and record notes.
- Report and Compare Ideas** Facilitate the class discussion and record students' ideas. Prompt students to use frames to agree or disagree.

Language to RESTATE RESPONSES AND COMPARE IDEAS

Display and model how to use these frames to restate and compare ideas.

Restating Responses

- So, what you're saying is that _____.
- So, what you're suggesting is that _____.
- So, your (opinion/perspective) is that _____.
- Yes, that's (right/correct).
- No, not really. What I said was _____.
- No, not exactly. What I meant was _____.

Agreeing & Disagreeing

- I (agree/don't agree) with _____'s idea.
- I (agree/disagree) with _____'s opinion.

Comparing Ideas

- My idea is (similar to/different from) _____'s.
- My (opinion/experience) is (similar to/different from) _____'s.

Academic Discussion Routine

Purpose: To structure competent responses and attentive listening for a formal class discussion.

- Brainstorm Responses**
 - Display the question and read it chorally. Clarify unfamiliar words and rephrase the question. *Underline ban. Ban is a verb, an action word that means "completely get rid of."* Above ban, write "get rid of." So another way to ask the question is: *Should schools get rid of unhealthy—or junk—food?*
 - Model how to brainstorm using brief and familiar language, focusing on one column at a time. In the first column, we have one reason why schools should ban unhealthy foods: *junk food makes teens gain weight. I'll provide two additional reasons: vending machine snacks cost a lot and students eat chips instead of lunch.*
 - Prompt students to copy one of your ideas and add at least two of their own. Repeat with the second column.
- Consider Precise Words**
 - Explain the purpose. We will list precise words to respond using an academic register, not everyday English.
 - Model how to replace everyday words used in conversation with precise words for academic communication. Our academic discussion will focus on brainstorming ideas that are hard for you. But ban is an everyday, overused word. We can make the argument stronger by including a precise adjective like *damaging* or *harmful*. Skipping the healthy school lunch and eating two bags of chips is *damaging* to your health and learning. Let's add *harmful*.
 - Guide partners to replace the remaining everyday words. Avoid giving students the more familiar example. *Famished* is a dramatic and precise way of saying "very hungry." I'm thinking of another specific adjective, *undernourished*, meaning "sick and weak because you haven't eaten enough food." Add *undernourished*. Partners, think of an adjective getting adjective by emphasizing that you are very hungry.
 - Monitor partners and prompt recall of relevant words. Saying you are wasted is definitely dramatic, but it is slang and not an academic word. Think of an adjective to describe a very hungry kid. Exactly, write *ravenous*.
 - Ask partners (A/B) to stand and repeat words with a frame. We thought of the precise word _____.
 - Record appropriate synonyms and clarify misunderstandings. Direct students to copy two precise words.
- Respond in Writing**
 - Display the frame, read it aloud in phrases saying "blank" for blanks, and have students repeat chorally. Let's echo-read this frame. It contains some choices. I think that schools (students repeat) should/should not ban unhealthy foods (students repeat). Because students are/are not capable of blank (students repeat).
 - Mark and explain unfamiliar vocabulary and grammar targets. *Underline capable of. This means "able to do something because you have the skills." "Wish" able to above capable of. After the proposition of, we need an action verb ending in -ing, such as deciding or spending, that explains what students are capable of doing.*
 - Model how to select an idea from the brainstorm list and rewrite it in academic English including precise words. I'll develop my idea about eating chips and support a ban. So I select are capable of and add "spending their allowance on harmful foods like chips." I'll elaborate with "instead of buying the healthy school lunch."
 - Prompt students to select an idea from the brainstorm chart and precise words to copy two precise words.
- Share, Restate, and Record Responses**
 - Cue partners (A/B) to share their response twice: 1. Read it aloud fluently. 2. Make eye contact and say it with expression. Then **ELABORATE** verbally. First I will read at an appropriate pace. Then I will make eye contact and stress key words. Then I'll elaborate. I love this because I saw a friend devour two bags of chips during lunch.
 - Model how to **RESTATE** using a frame. Then students restate their partner's response before sharing their own.
 - Model how to take brief notes, writing the partner's name and a phrase beginning with the response frame grammar target (e.g., verb + ing, base verb). I'll model the process with Mark's idea: *linging on sugary snacks. Notice that I have captured the idea in a brief phrase beginning with my grammar target, a verb + ing.*
 - Direct students to briefly record their partner's name and idea.
- Report and Compare Ideas**
 - Prompt two students to initially report and use frames to **COMPARE IDEAS** or **COMPARE IDEAS**.
 - Have students listen, choose 1-2 strong ideas to record in the chart, and mark whether they agree or disagree. Record students' contributions to display at the end of the discussion.
 - Briefly synthesize responses and make connections to the language objectives. You contributed a range of ideas using vivid examples, precise academic words, and appropriate verb forms. Several students provided strong reasons to ban unhealthy food, including the expense of vending machine items. Others argued against a ban, pointing out that students are capable of making nutritious selections.

IMPLEMENTATION SUPPORT

Step 1: Brainstorm Responses

Facilitate thinking, writing, and listening by having students attend to one discussion focus at a time. Provide examples in agreement. Then direct students to copy one and add two of their own. Repeat the process with ideas expressing disagreement.

Step 2: Consider Precise Words

Provide examples of one or two relevant precise word choices for each everyday word, but do not offer the synonyms that students are most likely to consider. With less proficient readers and English learners, prompt them to come up with words you are confident they will know. I am thinking of a strong synonym for the everyday verb eat, often used to describe how a ravenous animal might eat its prey, and it begins with the syllable de. (devour)

Step 3: Respond in Writing

As you read the frame and give directions for completing it.

- Complete the blanks with your own content and have students read the completed sentence twice (phrase card, chorally) to get them comfortable with the frame before they write and share responses.
- Ask students to write their responses quietly and raise their pens if they would like help with grammar, spelling, or word choices.

Step 4: Share, Restate, and Record Responses

Display the Language to Restate Responses (p. 176). Select a student to help you model the process of restating a partner's idea and providing feedback (e.g., agreeing/comparing).

Step 5: Report and Compare Ideas

Remind reporters to preface their contributions by responding to the previous speaker (e.g., agree/disagree/compare).

Research-based instructional routines maximize student engagement and learning.

HOW *ENGLISH 3D* DELIVERS

English 3D includes **consistent instructional routines** for vocabulary, academic discussion, writing, and more. Teachers use the recursive, research-informed instructional routines to facilitate lesson planning and maximize student engagement and learning.

Students find that teacher expectations and how students are encouraged to work are consistent, freeing up cognitive space for them to learn new content and skills.

There are three essential routines (Partner & Group Interactions, Using Response Frames, and Setting Up & Monitoring Tasks) as well as additional instructional routines (including Daily Do Now, Building Reading Fluency, Words to Know, Academic Discussion, Words to Go, and Peer Feedback). Guidance for using the essential routines is embedded throughout instructional routines at point of use. Each instructional routine includes a rationale and an “at a glance” section. The rationale explains why the routine is important and how it helps students develop language proficiency. The routine at a glance provides a quick reference and reminder of the steps to follow.

One of the three essential routines is the Partner & Group Interactions routine. This **essential routine gives explicit ideas to teachers for preparing students for discussions**: organize the classroom, partner and group students, and troubleshoot expectations. Once the class is prepared, the routine contains the following steps: establish expectations, assign “fast-finisher” tasks, assign “attentive listening” tasks, check for understanding, and cue start.

One of the instructional routines is the Words to Know routine. The purpose of the Words to Know instructional routine is to build domain-specific academic word knowledge to speak and write about an issue. The routine follows these steps: pronounce words to know, rate word knowledge, discuss word knowledge, explain meaning, and discuss examples.

The *Teaching Guide* contains **step-by-step instructions and sample modeling** to support teachers to use the routines flexibly with *English 3D* lessons and beyond. The *Teaching Guide* also includes additional implementation support that offers practical ideas for making the routines successful in the classroom. For example, ideas for using the interactive whiteboard tools appear throughout the instructional routines. In addition, teachers have access to professional learning videos of Dr. Kinsella and other expert teachers modeling the instructional routines in classrooms available on HMH Teacher Space.

COURSE B INSTRUCTIONAL ROUTINES

Essential Routines

- Partner & Group Interactions
- Using Response Frames
- Setting Up & Monitoring Tasks

Instructional Routines

Routine 1: Daily Do Now

Routine 2: Building Reading Fluency

Routine 3: Words to Know

Routine 4: Building Concepts

Routine 5: Academic Discussion

Routine 6: Ten-Minute Response

Routine 7: Words to Go

Routine 8: Quick Teach Words

Routine 9: Section Shrink

Routine 10: Analyzing Multimedia

Routine 11: Student Writing Model

Routine 12: Planning to Write

Routine 13: Writing a Draft

Routine 14: Peer Feedback

Instructional routines provide step-by-step instructions and sample modeling to support teachers.

EXPLICITLY TAUGHT LANGUAGE ELEMENTS

A recent Practice Guide published by the Institute for Educational Sciences on *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* resulted in **four evidence-based recommendations**:

- Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.
- Integrate oral and written English language instruction into content-area teaching.
- Provide regular, structured opportunities to develop written language skills.
- Provide small-group instructional intervention to students struggling in areas of literacy and English language development (Baker et al., 2014).
- Instruction that helps English language learners recognize **specific linguistic elements** makes it far more likely that students will acquire them. The use of both isolated and integrated lessons in form-focused instruction has proven effective, depending on the language feature that is being taught (Spada & Lightbown, 2008).
- For English language learners to develop a competent command of English, they need **informed and intentional instruction in how English works**. This can be accomplished by explicitly teaching language elements such as vocabulary, word usage, grammatical features, and syntactic structures (Kinsella, 2011).
- English language learners, especially those whose English development has stalled, must have **conscientiously planned, explicit instruction in language elements**, as well as daily structured and accountable opportunities to practice language so that they can leverage reading and writing assignments (Dutro & Kinsella, 2010).
- While English language learners benefit from targeted reading and writing interventions, just as English-proficient students do, their literacy support must include an **explicit and systematic program that strengthens their verbal command of English** vocabulary, syntax, and grammar (August & Shanahan, 2006).
- Norris and Ortega (2006) analyzed 77 studies on second-language teaching practices and consistently found that **form-focused, explicit teaching methods were most effective for English language learners**. Three of the elements of explicit language teaching that they pinpointed were: conscientiously directing students' attention to a new word, grammatical form, or language rule; clearly explaining and demonstrating the language element; and providing ample opportunities for use of the language target in meaningful, scaffolded, and monitored contexts (Kinsella, 2011).
- English language learners must **learn about how English works** by gaining an understanding of text structure and cohesion, using nouns, verbs, and adjectives effectively to expand and enrich ideas, and connecting and condensing ideas within sentences (California Department of Education, 2012).

LESSON 3 Building Concepts & Language

Language to ELABORATE

For example, _____.
I know this because _____.

Language to RESTATE

So what you're saying is that _____.
Yes, that's right.
No, not really. What I meant was _____.

Language to AGREE/DISAGREE

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

Language to COLLABORATE

What should we write? We could put _____.
What do you think? We could also write _____.
Okay. Let's write _____.

Academic Discussion

Should schools ban unhealthy food?

PRESENT IDEAS

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

For	Against
• A school food ban would save money.	• School food bans are unfair.
• A school food ban would make it easier to eat healthy.	• Students need quick snacks.
• A school food ban would make it easier to eat healthy.	• Healthy lunches get boring.
• A school food ban would make it easier to eat healthy.	• We want choices.

ANALYZE LANGUAGE

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

For	Against
• A school food ban would save money.	• School food bans are unfair.
• A school food ban would make it easier to eat healthy.	• Students need quick snacks.
• A school food ban would make it easier to eat healthy.	• Healthy lunches get boring.
• A school food ban would make it easier to eat healthy.	• We want choices.

MAKE A CLAIM

Write an idea using the frame and precise words.

Frame: I think that schools should/should not ban unhealthy food because students have no real choice of _____. (e.g., eating, drinking, exercising, sleeping, etc.)

EXCHANGE IDEAS

Listen carefully, repeat, and record your partner's idea.

Partner's Name	Idea
_____	_____
_____	_____

Language to ELABORATE

Write an idea using the frame and precise words.

Frame: I think that schools should/should not ban unhealthy food because students have no real choice of _____. (e.g., eating, drinking, exercising, sleeping, etc.)

EXCHANGE IDEAS

Listen carefully, repeat, and record your partner's idea.

Partner's Name	Idea
_____	_____
_____	_____

Ten-Minute Response

Write a two-minute response to the prompt.

PRESENT IDEAS

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

For	Against
• A school food ban would save money.	• School food bans are unfair.
• A school food ban would make it easier to eat healthy.	• Students need quick snacks.
• A school food ban would make it easier to eat healthy.	• Healthy lunches get boring.
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Listen carefully, repeat, and record your partner's idea.

Partner's Name	Idea
_____	_____
_____	_____

Language to AGREE/DISAGREE

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

Language to COLLABORATE

What should we write? We could put _____.
What do you think? We could also write _____.
Okay. Let's write _____.

Language function boxes provide models for academic English.

HOW *ENGLISH 3D* DELIVERS

In *English 3D*, **students are explicitly taught language elements** such as academic vocabulary, conventions, semantics, and syntax. Students then have **multiple opportunities to practice** the modeled and instructed language elements in structured contexts, with monitoring and feedback provided by teachers.

English 3D includes explicit instruction in language elements throughout the *Teaching Guide*. These language elements are not taught in isolation, but integrated into rich experiences with text and talk. In the **Words to Go** and **Academic Discussion Instructional Routines**, for example, there are model scripts to guide teachers in pointing out and providing model responses for specific grammatical targets. The writing instruction in *English 3D* is based on the teacher identifying and modeling the content and grammar required for each assignment.

Students develop speaking, listening, and writing skills by:

- Stating and supporting perspectives using precise words and key language targets
- Describing cause-and-effect relationships
- Listening attentively and taking notes on ideas that support or challenge a perspective
- Restating, comparing, and reporting classmates' ideas
- Responding to a question in writing with a topic sentence and two supporting details

English 3D includes explicit instruction to frontload conventions and language skills that students need to successfully complete academic writing assignments. The *Teaching Guide* and *Language & Writing Portfolio* provide grammar targets and language functions

for each lesson. The language functions are practiced orally with partners or in small groups, and they get more sophisticated as students advance through the program.

One of the essential routines in *English 3D* is the use of response frames. The use of these frames provides a supportive structure for students to learn and practice new academic language. They **clarify the linguistic features of an accurate response and expose students to the vocabulary, sentence structures, and grammatical forms of academic English**. When using these frames orally or in written work, students get explicit guidance on what is needed to complete complex sentences. Teachers instruct students to look for clues in the frames to be able to correctly identify the grammatical functions necessary to use the language effectively.

English 3D teaches students how English works, from word-level understandings to sentence-level understandings to text-level understandings. Some of the strategies that are modeled, practiced, and assessed throughout the program teach students to understand the nuances of word meaning and register, use precise words, and identify transitions. Among the Learning, Language & Instructional Objectives for each lesson are strategies such as Connecting and Condensing Ideas in Writing, where students are taught, for example, how to paraphrase ideas from a text, and Structuring Cohesive Text, where students are taught, for example, how to analyze the elements that exemplify an informative text.

“English 3D teaches students how English works, from word-level understandings to sentence-level understandings to text-level understandings.”

PRIOR KNOWLEDGE OF LANGUAGE AND CONTENT

- **Students come to school with meaningful experiences that are often culturally specific.** Teachers have the opportunity to build on these experiences and make critical links between new information and the students' prior knowledge (Echevarria, 2008; Moll, Amanti, Neff, & Gonzalez, 1992).
- For students who are at a linguistic disadvantage in terms of lesson comprehension, tying new information to students' previous personal, cultural, or academic experiences **establishes the links that they critically need to make meaning of the content** (Echevarria, Vogt, & Short, 2007).
- Helping learners from diverse backgrounds **retrieve and enhance relevant background knowledge** through brainstorming, visual media, or direct experiences increases their ability to learn and retain new information. These learners can struggle with comprehending a text or lesson concept because their schema or world knowledge does not match those of the culture for which the text was written (Jimenez, Garcia, & Pearson, 1996).
- For English language learners, text comprehension and associated discussions can be positively impacted by **building and using critical vocabulary** as a curricular anchor (Gersten & Baker, 2000).
- **Utilizing multi-modal instruction** helps to bring what students already know to new learning experiences. Actively involving English language learners in activities such as pronouncing and applying topic-related and high-utility vocabulary helps them to apply this knowledge to materials across subject areas (Dutro & Kinsella, 2010).

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)

Data Files provide relevant background knowledge and vocabulary for each Issue.

HOW *ENGLISH 3D* DELIVERS

In *English 3D*, the Issues texts are relevant to students' lives and provide a platform for daily discussions, debate, and writing. Long-term English language learners need high-interest topics that consider their diverse experiences and language background to reengage them in school and foster class participation. The Issues act as scaffolds that support students to participate in academic discussions, complete academic writing tasks, and access grade-level text. The **Issues texts use interesting and meaningful content to help reduce the cognitive load** on students so that they can focus on developing their academic speaking and writing.

In *English 3D*, students explore six issues relevant to their lives through interesting and meaningful content. Fourth- and fifth-grade students in *English 3D* Course A engage in topics such as “How much screen time is too much?” and “Does recess give your brain a boost?” Students in *English 3D* Course B (Grades 6–8) explore questions like “How is texting changing the way we communicate?” and “Do images in the media harm teens' body image?” High school students in Course C (Grades 9–12) explore Issues like “Are teens ready to get to work?” and “Is failure the secret of success?” In *English 3D*, students build conceptual and background knowledge by:

- Exploring prior knowledge of a topic and taking notes using a graphic organizer
- Reading data and statistics about a topic and discussing initial reactions with partners
- Drawing on prior knowledge to make concept and language connections to deepen understanding of the central issue
- Discussing understanding of topic-related academic words in collaborative groups
- Generating written examples for topic-related academic words

The first section for every Issue helps students build knowledge: students read an overview of the Issue in the *Issues* book, complete a brainstorming activity, and then exchange their ideas with classmates. This allows the students to **activate, exchange,**

and enhance their prior knowledge. After the Build Knowledge activity, students interact with a Data File in the *Issues* book that provides relevant background knowledge and vocabulary around the Issue.

Teachers can use the Brainstormer on the interactive whiteboard to activate background knowledge by brainstorming and recording ideas about the topic. The Brainstormer displays a graphic organizer in which the teacher can model responses or ask students to fill it in. The teacher can then save the graphic organizer and/or print copies for students to reference throughout their study of the Issue. The program contains many additional graphic organizers, which give students a note-taking device to record ideas as they activate prior knowledge about topics in small groups.

The **Independent Reading Library in *English 3D* consists of culturally responsive texts** with a representative sample of characters and authors. Students read engaging and meaningful books that they have interest in and also have some background knowledge in to support their understanding of the text. The texts in the library provide students with mirrors to themselves and windows on the world. In addition to the library, **students interact with one type of multimedia per Issue**, such as a poem, audio of an author reading a text, or video about a current event. Content connections throughout the texts support students in associating Issue topics to other content areas, such as science, social sciences, health, economics, and technology.

“Long-term English language learners need high-interest topics that consider their diverse experiences and language background to reengage them in school and foster class participation.”

MODELS OF VERBAL AND WRITTEN ACADEMIC ENGLISH

- English language learners need significant, structured opportunities to engage in academic discourse through speaking and writing (Francis et al., 2006; Kinsella & Feldman, 2005). For English language learners, **structured approaches that model how to use academic English** have been found to be more effective than approaches without structure or modeling scaffolds (Shanahan & Beck, 2006).
- Research shows that there is a strong and apparent **reciprocal relationship between reading comprehension and knowledge of both conversational and academic vocabulary** (Baumann, Kame'enui, & Ash, 2003; Duke & Pearson, 2002; Gersten, Fuchs, Williams, & Baker, 2001). By modeling verbal and written academic English, students have exposure to words through speaking and reading that can help them to build a wide range of oral and print vocabulary, which in turn aids reading comprehension (National Institute for Literacy, 2007).
- For students to acquire the language of literacy, or academic language, they must encounter the structures and patterns of academic language in the materials they read. **Modeling for English language learners multiple ways in which to approach complex texts** allows them access to and practice with academic language, and having them interact with the texts allows them to discover how English works (Fillmore & Fillmore, 2012).
- Some specific strategies that assist English language learners in writing essays and research papers that are required of them as they progress in school are to **model strategies for communication using exemplars of sentences and paragraphs** that demonstrate the vocabulary and sentence patterns of academic discourse (Wong, Fillmore, & Snow, 2000).
- For English language learners, providing explicit, interactive instruction that includes modeling of how to effectively use verbal and written academic English results in the greatest text comprehension gains, especially **when the instruction relates the academic vocabulary words in the text to focal lesson concepts** or when the words have general use in academic contexts (Kinsella, 2013).

ANALYZE TEXT STRUCTURE

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

A In the magazine article titled "Game On or Game Over?", Oscar Gomez investigates the topic of how video games affect teens. First, Gomez reports that teens can become addicted to video games. The author also notes that video game advocates claim that video games can improve coordination and prepare people for certain professions.

B In addition, he describes how critics of video games argue that they can make players less social, expose them to violent images, and lead to more aggressive behavior. Finally, Gomez concludes that as the debate over video games continues, both children and adults disagree about the best way to make sure the influence of video games is beneficial to players.

C

MARK & DISCUSS ELEMENTS

Teach and discuss elements of a summary.

- As you introduce each element and modeling task, assign the relevant frame and facilitate discussion. Model the process with the first task and frame by reading a model response, then partners (A/B) take turns listening and responding.
- Ask partners (A/B) to listen and report a response with each frame. Direct students to listen attentively and mark key model elements.
- Repeat the topic sentence and guide students to number (1-4) the text box title, author, and topic.
- Explain that transitions like First connect the writer's points. Have students draw a horizontal line and add at least two more transition words or phrases.
- Remind students that a summary communicates the most critical information. Have students underline the key detail and two more details.
- Explain and have students circle at least four citation words. The text reports what the author wrote and the information comes from the author, not the student who is summarizing.
- Point out that the writer did not copy sentences, but included precise words from the text. Have students add additional and three more precise topic words.
- Note that the student included high utility academic words, such as affect. Have students check affect and three more high utility academic words.

Student Writing Model

Formal Writing Type

A formal writing type is a type of informative writing. It provides an overview of the topic and important details from an informational text or media. The writer reports the original text's main points. A summary does not include the writer's personal opinions. In a topic sentence, the writer states the topic, author, and topic. Detail sentences include the important details from the informational text. The concluding sentence restates the author's conclusion in the writer's own words. Transition words or phrases help the reader identify the most important details.

ANALYZE TEXT STRUCTURE

This student model to analyze the elements of a formal summary.

A In the magazine article titled "Game On or Game Over?", Oscar Gomez investigates the topic of how video games affect teens. First, Gomez reports that teens can become addicted to video games. The author also notes that video game advocates claim that video games can improve coordination and prepare people for certain professions.

B In addition, he describes how critics of video games argue that they can make players less social, expose them to violent images, and lead to more aggressive behavior. Finally, Gomez concludes that as the debate over video games continues, both children and adults disagree about the best way to make sure the influence of video games is beneficial to players.

C

MARK & DISCUSS ELEMENTS

- Number 1-4 the four elements of the topic sentence. The topic sentence includes the:
 1. Topic sentence
 2. Author
 3. Topic
 4. Conclusion
- Draw a box around three transition words or phrases. One transition (word/phrase) is _____. Another transition (word/phrase) is _____.
 - Underline three important details. One important detail in this summary is _____.
 - Circle four citation words. One citation word that the writer uses is _____.
 - Star four precise topic words and check four high utility academic words. An example of a precise topic word/high utility academic word is _____.

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 Important Detail: Use the first name, writer, or researcher. For a speech, use gender.
3rd Important Detail: Use the pronouns 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 speech titled "The First Lady Announces New School Wellness Standards," Michelle Obama discusses the importance of nutrition and physical activity for students. First, Obama points out that new guidelines have increased the amount of fruits, vegetables, whole grains, and lean protein in school lunches. The speaker also reports that new rules will ban junk food ads in schools. In addition, she explains that the breakfast program will grow to reach almost 8 million students. Finally, Obama concludes that better nutrition for students will lead to healthier adults who can work more productively, which will benefit the economy.

TAKE NOTES

Identify the nouns and pronouns to credit the author in the student model. Then write the nouns and pronouns you will use for your formal summary of Text 1.

Topic Sentence	Model Noun/Pronoun	Your Noun/Pronoun
1st Detail	Gomez	Rodriguez
2nd Detail	the author	the author
3rd Detail	he	she
Concluding Sentence	Gomez	Rodriguez

Daily Do Now (p. 173)

Summarize the text. Write the author's last name in the space.

Teach the Conventions Skill Summarizing Summarizing Summarizing

- Explain that 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 author, so you write the author's full name as it appears with the title of the text.
- Explain how to credit an author whose name is not mentioned in the text. Summarize the author's name is not mentioned. In these cases, look at the name of the author in parentheses, use the same author, writer, or researcher throughout your summary. If the source is an organization or government agency, use its name as the noun and pronoun that credit the author.

Practice Analyzing a Model

Read about the model summary of Text 2 using One Case.

Point out that the writer of the summary credits the author using the full name in the topic sentence and has students circle it.

Ask partners to work off reading the summary sentence by sentence and circling the nouns and pronouns that credit the author.

TAKE NOTES

Identify the nouns and pronouns to credit the author in the student model. Then write the nouns and pronouns you will use for your formal summary of Text 2.

Topic Sentence	Model Noun/Pronoun	Your Noun/Pronoun
1st Detail	Gomez	Rodriguez
2nd Detail	the author	the author
3rd Detail	he	she
Concluding Sentence	Gomez	Rodriguez

Explain that the writer of the summary credits the author using the full name in the topic sentence and has students circle it.

Ask partners to work off reading the summary sentence by sentence and circling the nouns and pronouns that credit the author.

HOW *ENGLISH 3D* DELIVERS

English 3D teachers model oral and written academic language throughout the program. Dr. Kinsella believes in the **importance of teachers using and modeling academic register whenever speaking to students**. Teachers are instructed and trained to provide a consistent model of proficient English for advanced social and academic purposes. These models allow *English 3D* students to effectively express themselves in writing and discussion.

The *Issues* book provides authentic academic texts and the *Language & Writing Portfolio* provides writing models and frames. These models include writing frames where the teacher can model how to complete academic writing types. The teacher models an entire frame, and then students go through it to practice the academic writing skills they have learned. In the *Teaching Guide*, annotations provide sample answers that teachers can use to model appropriate responses. Additionally, teachers can use the interactive whiteboard tools to display:

- Responses to the Daily Do Now
- Sections of the Brainstormer graphic organizers
- Examples in the Vocabulary Builder
- Responses to academic discussions in the Debate Tracker
- Frames in the Writing Organizer

Teachers model how to choose and use appropriate and precise words for presentations, how to share and restate responses, and how to report and compare ideas.

The Academic Discussion instructional routine gives teachers and students a **consistent format and relevant language supports to practice academic discussion around issue-related topics**. It provides modeling and structured guidance for students to learn how to discuss lesson content using an appropriate academic register. This scaffolded routine begins with students brainstorming ideas in everyday language and then choosing more precise academic vocabulary from their receptive vocabularies and a targeted word bank. Students use academic frames to make a claim on one side of the issue, while noting syntactic and grammatical targets. Finally, partners voice their perspectives before contributing to a class discussion and taking notes.

The Student Writing Model instructional routine guides students through identifying, analyzing, and discussing key elements of an academic writing type in preparation for a formal writing assignment. In this 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.

“Teachers are instructed and trained to provide a consistent model of proficient English for advanced social and academic purposes.”

PEER INTERACTIONS WITH CLEAR LANGUAGE TARGETS

- **Language objectives and the opportunity to apply the objectives in conversation are necessary** to promote substantive oral language growth. Small-group and partnering activities will not be effective unless they appropriately apply principles of language development (Foster & Ohta, 2005; Gersten & Baker, 2000).
- English language learners need opportunities each day to communicate using **more sophisticated social and academic English** in order to make second-language acquisition gains. Oral language proficiency is necessary in order for reading and writing proficiency to develop (August & Shanahan, 2006).
- Based on the research, best practices for English language learners at various levels of English language learning include clustered placement into grade-level content classes with English proficient students, academic interactions with skilled English speakers to learn a more correct version of spoken English, and **access to rigorous curricula at their grade levels** (Kinsella, 2011; Olsen, 2010; Scarcella, 2003).

- Expert opinion supports incorporating **structured peer discussions around relevant content-area literacy instruction** so that students have multiple opportunities to practice and hear academic language, which is especially important for English language learners (Beck, McKeown, & Kucan, 2002; Dutro & Kinsella, 2010; National Institute for Literacy, 2007).
- Creating an environment that **encourages peer interactions** with clear roles, language targets, accountability for implementation, and monitoring helps to ensure that English language learners will make gains in language proficiency (Saunders & Goldenberg, 2010).

Partner & Group Interactions

Purpose: To facilitate partner or small-group discussions and tasks.

1. Establish Expectations

- Introduce the "4 Ls of Productive Partnering" at the beginning of the year. Model each of the "4 Ls" using a student as your partner. *Knowing how to interact with a classmate, coworker, supervisor, or teacher is essential for academic and professional success. When you are communicating with a partner at school or on the job, it is important to use the "4 Ls of Productive Partnering."*

Look at your partner's eyes.

In some cultures, eye contact may either be unnecessary or a sign of disrespect. But in North America, eye contact shows respect and active listening when two people are interacting. Looking away or fiddling with something tells the speaker that you are distracted or not interested. Looking directly at the person speaking is critical at school, at work, and in other formal contexts, such as reporting an accident to a police officer.

ESSENTIAL ROUTINE

Partner & Group Interactions

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.

When to Use It

- Partner and group students at the beginning of each new issue, about every four to six weeks.
- Require students to speak and listen with partners or in small groups daily.

Considerations for Partnering

Consider these variables when partnering students:

1. Language proficiency levels
2. Reading proficiency
3. Attendance
4. Social concerns
5. Gender
6. Maturity levels
7. Student input

3D IN ACTION

Go to the 3D Teacher Space to watch Dr. Kate model how to teach and review the "4 Ls of Productive Partnering" and give directions for partnering.

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Lean toward your partner.

Leaning away from your partner or leaning back communicates that you are bored or not paying attention. Leaning toward your partner shows that you are focused on the discussion and not paying attention to other people or things.

Lower your voice.

Use a private scholarly voice during discussions with your partner. Speak two times slower than you do during casual conversations and two times louder. Speak loudly enough for your partner to easily hear what you are saying, but not so loudly that you interrupt others. Whispering is for secrets—not important lesson content.

Listen attentively.

Your responsibility is to share your perspective and contribute equally, but also to understand and remember your classmate's idea. If you don't hear or understand what your partner says, ask your partner to repeat the idea or explain it again. To make sure you really understand your partner's idea, restate it using your own words. You should understand your partner's idea well enough to be able to report it confidently to the class.

2. Assign "Fast-Finisher" Tasks

- Explain the value of responsible learning versus idle waiting or fooling around at school or work. Inform students that this is a class where they must always be active, not appearing bored with no responsibilities or purpose.
- After explaining partner task directions, assign a "fast-finisher" responsibility for those who finish before others.

3. Assign "Attentive Listening" Tasks

- Structure attentive listening during partner interactions by requiring that students either restate or report their partner's response. Assign specific frames.

4. Check for Understanding

- If you are assigning a partner task, check for understanding with a finger rubric. *Show me if you understand my expectations with a quick show of your fingers—three fingers mean you understand and you are ready to begin; two fingers mean you're not 100% sure and need more explanation; pointer finger means you are totally confused.*
- If the task involves multiple steps or adds a new dimension to a familiar routine (e.g., a specific grammatical target, restating your partner's idea), ask partners to review the directions with each other. *Partner B, explain to partner A what you're going to do. Specify each step. Partner A, let your partner know if he or she skipped a step. Press up if you are absolutely certain you understand each of my expectations.*

5. Cue Start

- Specify how much time students have to complete the task. *You have one minute to work with your partner to identify the most essential details of this section of the article.*
- Signal who should begin speaking or present a slow start. *Partner B, I'd like you to share first.*

IMPLEMENTATION SUPPORT

Step 1: Establish Expectations

Display the "4 Ls of Productive Partnering" (MM Teacher Space) to teach and review the expectations.

Step 2: Assign "Fast-Finisher" Tasks

Display Fast-Finisher Options (MM Teacher Space) on a chart where students can easily reference them when they complete.

Fast-Finisher Options

- Share a second idea.
- Think of how to justify your answer.
- Prepare to elaborate with evidence.
- Replace everyday words with precise words.
- Check spelling and punctuation.

Step 3: Assign "Attentive Listening" Tasks

Display Attentive Listening Options (MM Teacher Space) to review and reference.

Attentive Listening Options

Restating Partner's Idea

- Do your (partner's) words/evidence/idea sound like this?
- Yes, that's correct.
- No, not exactly. What I (said/stated) with _____

Reporting Partner's Idea

- (Partner's) pointed out to me that _____
- (Partner's) emphasized that _____

Step 4: Check for Understanding

Display Procedures for Partnering (MM Teacher Space) to review and reference.

Procedures for Partnering

1. That partner shares using the frames.
2. Rest your response.
3. Repeat partner's response.
4. Select one. Select partner shares.
5. If your partner speaks too quickly or quietly, say: Please repeat that.
6. If you don't understand your partner's idea, say: Please explain that.
7. You have time. When a second cue.
8. Listen for the signal to wrap up.

Step 5: Cue Start

Use the Student Selects (MM Teacher Space) to randomly choose which partner or group member goes first or reports to the class.

HOW *ENGLISH 3D* DELIVERS

Students in *English 3D* receive **daily supported opportunities to interact with partners and small groups**. *English 3D* provides numerous and varied peer interactions to maximize time on task, ensure accurate verbal responses, and require attentive listening. These tasks include **clear expectations, embedded language targets, and accountability for participation**. Teachers use classroom instructional routines daily so that students can move into “automatic pilot” and devote their full attention to the conceptual and linguistic demands of the lesson.

The Partner & Group Interactions essential routine allows the teacher to maximize the students’ time on task with frequent opportunities to use academic English for diverse purposes. These interactions require all students to be accountable for attentive speaking and listening and dynamic participation. As part of this routine, students learn and **practice the 4 Ls of Productive Partnering**: Look at your partner’s eyes, Lean toward your partner, Lower your voice, and Listen attentively. *English 3D* teachers can go to HMH Teacher Space to watch Dr. Kinsella model how to teach and review the 4 Ls of Productive Partnering.

Peer interactions provide students with the opportunity to practice speaking the academic language they have learned. Teachers introduce and model increasingly sophisticated frames that students use during peer and small-group interactions for different purposes, including facilitating discussion, reporting ideas, and agreeing and disagreeing. Additional frames for collaboration provide students with the language they need to discuss ideas with partners and in small groups. **Student pairs collaborate to listen to and discuss each other’s perspectives**. Rating and discussing words in small groups helps to build students’ topic-related word knowledge.

Students also collaborate with peers on written assignments. The Peer Feedback routine allows students to give feedback both in writing and orally to their peers. Writing assignments include a self- and partner-scoring guide. Students complete their academic writing assignments by:

- Using a scoring guide that provides clear criteria to self- and peer assess their writing
- Collaborating with a partner to write and discuss feedback and priorities for revision
- Proofreading and editing for grammar and mechanics
- Writing a final draft

In addition, *English 3D* provides teachers with tools to assist peer collaborations. The Student Selector Tool on HMH Teacher Space can be used by teachers to spin a wheel to partner students or to choose a student or a group for sharing.

The primary goal of *English 3D* is to ensure that students develop the necessary verbal and written English skills to communicate effectively in social and academic settings.

The support that the program provides for peer and group interactions enables *English 3D* students to discuss, describe, and debate with confidence and competence.

“The primary goal of *English 3D* is to ensure that students develop the necessary verbal and written English skills to communicate effectively in social and academic settings.”

LANGUAGE PRODUCTION MONITORING

- Language acquisition is an evolving and dynamic phenomenon. It is better conceived as a **developmental process of ongoing and fluid change rather than as a skill that is innately set** with the student having static possession of some linguistic knowledge or behavior (Spada & Lightbown, 2008; Norris & Ortega, 2003).
- In order to develop within students a sense of accountability to contribute equitably and responsibly while in the classroom and beyond, teachers must **set expectations and carefully monitor student interactions**. Monitoring the communication of English language learners involves conscientiously listening to verbal responses and carefully reading written responses so as to determine whether students are skillfully applying the language skills that they are learning (Kinsella, 2011).
- To elicit conceptually competent responses with linguistic accuracy, educators must **establish clear language goals** that go beyond just friendly discourse (Foster & Ohta, 2005).
- Form-focused instruction assists students in learning features of the target language through providing communicative or content-based instruction that includes features of the language that they may not acquire without guidance. Intentional monitoring allows for **opportunities within the classroom for productive form-focused feedback for students** as well as subsequent unified-class lessons (Spada & Lightbown, 2008).
- Educators should provide instruction that is **focused on the forms of language that occur naturally**. These forms of language are best modeled and practiced in the course of activities that use the language in meaningful interactions (Spada & Lightbown, 2008).

ENGLISH

3D

Name

Date

Argument Speech Scoring Chart

This chart includes scores and feedback on your speech.

Criteria	Score	Feedback
1. Did you clearly state a claim ?		
2. Did you include valid reasons and evidence to support your claim?		
3. Did you acknowledge a counterclaim and respond?		
4. Did you provide a concluding statement that restated your claim?		
5. Did you use appropriate eye contact ?		
6. Did you include visual displays or multimedia to strengthen your claim and evidence?		
Overall Score		

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Argument Speech Rubric • Page 2 of 2

Scoring charts allow educators to provide specific feedback on student written and oral work.

HOW *ENGLISH 3D* DELIVERS

It is essential for *English 3D* teachers to monitor the receptive and productive language of their students. The **Setting Up & Monitoring Tasks essential routine provides teachers with procedures and support to help them actively monitor students** to:

- Communicate the importance of the task
- Check understanding of directions
- Redirect students who are off task
- Listen to or read responses to determine whether students are applying language targets accurately
- Provide frequent formative feedback
- Identify challenges to address or reteach
- Assist students who are struggling
- Preselect students to give initial responses

The routine consists of targeting two or three students at a time, reading or listening to responses, providing feedback, preselecting students for whole-class reporting, and then eliciting additional responses.

In addition, the **Setting Up & Monitoring Tasks essential routine includes strategies that teachers can use to elicit responses from the class**. By picking a couple of students ahead of time so they are ready to respond, the teacher gives those students time to formulate an appropriate response. Those students share first, and then additional students are selected by the students that first shared, so that the responses “popcorn” around the room.

Among the resources available to teachers in *English 3D* are rubrics to help teachers monitor both spoken and written assignments. There are specific rubrics for the three different genres of speeches: opinion/argument, informative, and narrative. These allow the teacher to provide feedback specific to the genre of the speech. The students complete one formal writing assessment per Issue, and the teachers use a four-point rubric to give feedback.

For additional support, **teachers can go to HMH Teacher Space to watch Dr. Kinsella model how to effectively monitor and elicit responses** from students in a classroom. By ensuring that students comprehend tasks, engage productively in independent and collaborative work, and develop fluency with the “language of school,” *English 3D* provides teachers with the tools and support they need to effectively monitor language reception and production.

“By ensuring that students comprehend tasks, engage productively in independent and collaborative work, and develop fluency with the ‘language of school,’ *English 3D* provides teachers with the tools and support they need to effectively monitor language reception and production.”

TIMELY AND PRODUCTIVE FEEDBACK

- **Timely feedback from an educator is a critical part** of teaching students about the accuracy of their language use. This type of productive feedback on students' spoken and written English is necessary for English language learners to correct their errors (Spada & Lightbown, 2008).
- Providing explicit instruction on specific language elements along with effective feedback is the most advantageous approach to responsive instruction on language use. Instilling in students linguistic awareness that is developed through **conscientious instruction and structured practice** allows educators to more easily guide students to internally identify errors and self-correct (Kinsella, 2011).
- In a meta-analysis of 15 studies that investigated the effects of corrective feedback for English language learners, Russell and Spada (2006) found that **corrective feedback is absolutely necessary for students** as well as lasting in its impact. The meta-analysis found that both oral and written and explicit and implicit corrective feedback is effective.
- Corrective feedback on verbal production errors can be given through methods that are **timely, effective, and respectful**. By eliciting the correct form of language and utilizing metalinguistic prompts, short-term and long-term language learners receive greater benefit than from using recasts (Kinsella, 2011).
- Students will respond to different types of corrective feedback in different ways, so teachers need to be able to **provide oral and written feedback in a variety of ways** and to adapt the feedback to particular students (Ellis, 2009).
- Students prefer to receive more corrective feedback than teachers feel they should provide. Teachers must be willing and able to adapt their corrective feedback to their students' abilities and the instructional context. Students who are struggling to complete an activity beyond their current ability may benefit from feedback that recasts their errors, while those **closer to mastery may benefit from self-correction** (Lyster, Saito, & Sato, 2013).
- Sato and Lyster (2012) compared the effects of English interventions that teach students to provide peer feedback and interventions that only include peer interactions. They found that, while the interventions that included peer interactions offered opportunities for repeated practice and improved speech fluency, **the interventions that taught students to provide peer feedback improved the students' accuracy and fluency** as well as the ability to monitor both their own language production and that of their peers.

HOW *ENGLISH 3D* DELIVERS

English 3D provides multiple opportunities for teachers to provide corrective feedback to students. The Daily Do Now provides opportunities for students to **receive immediate corrective feedback on their understanding and use of academic words**. Students are encouraged to share their responses to the Daily Do Now activities and to explain the rationale for their responses. The teacher then points out the academic words, correct word forms, and relevant content in the student reporters' responses.

In addition to the Daily Do Now, teachers have the opportunity to provide feedback on students' writing assignments and speeches. Rubrics for teachers to score student writing and provide feedback are available on HMH Teacher Space. A scoring guide in the *Language & Writing Portfolio* and a rubric on HMH Teacher Space allow students and teachers to score their speeches.

The step-by-step procedures and implementation support that are found across the instructional routines include specific suggestions

for providing feedback to students. These suggestions include how to give **constructive feedback on the strategies that students learn and practice during the routine**.

In addition to the support provided to teachers to give effective feedback, *English 3D* includes extensive support for facilitating peer feedback. The Peer Feedback instructional routine actively engages students in developing revision skills and improves the overall quality of their writing. The **Peer Feedback routine is a structured and accountable writing revision strategy**. During this routine, two students work together using a scoring guide to assess the content and organization of their drafts and to offer focused suggestions for revision. This routine develops students' revision skills, clarifies writing expectations, increases accountability for writing, builds academic speaking and listening skills, provides immediate feedback, and reduces the number of drafts the teacher reads and assesses. Students use the same criteria during the Peer Feedback routine that teachers use to assess their final drafts.

LESSON 2

Building Concepts & Language

MAKING MEANING

Daily Do Now (p. 170)

(creative) I show that I am _____ when I _____.

DEVELOP UNDERSTANDING

Introduce the Concept

EXPANDING (p. 171)

BRIDGING (p. 172)

Read the Data File

Respond to the Data File

Building Concepts

DEVELOP UNDERSTANDING

Complete the organizer to build your knowledge of the concept.

nutrition (noun)

Example Sentence

Schools are thinking more about students' nutrition by offering breakfast, serving lunches with less fat, and switching to more nutritious choices in vending machines.

Synonyms

Everyday: eating, foods

Precise: diets, health

Word Family

nutrition (noun), nutritious (adjective), nutritional (adjective)

Meaning

the process of eating the food you need to grow and be healthy

Essential Characteristics

food that is good for your body, the right amount of food to grow well

Examples

snacking on raw vegetables, avoiding beverages with a lot of sugar, drinking water instead of soda

Non-Examples

eating a donut for breakfast on a school day, drinking juices with added sugar/having soda with every meal, snacking on chips instead of eating the school lunch/binging after school on ice cream

Write About It

Teens who are not worried about nutrition often present-tense verb: choose junk food for snacks and present-tense verb: skip breakfast even on school days. One consequence is that they present-tense verb: have trouble focusing in class.

BUILD KNOWLEDGE

Read and respond to the Data File (Issues, p. 53). Use the frames to discuss ideas with your group.

1. One finding that caught my attention was _____ because _____.

2. One statistic that didn't surprise me at all was _____ because _____.

Language to FACILITATE DISCUSSION

I choose _____

I select _____

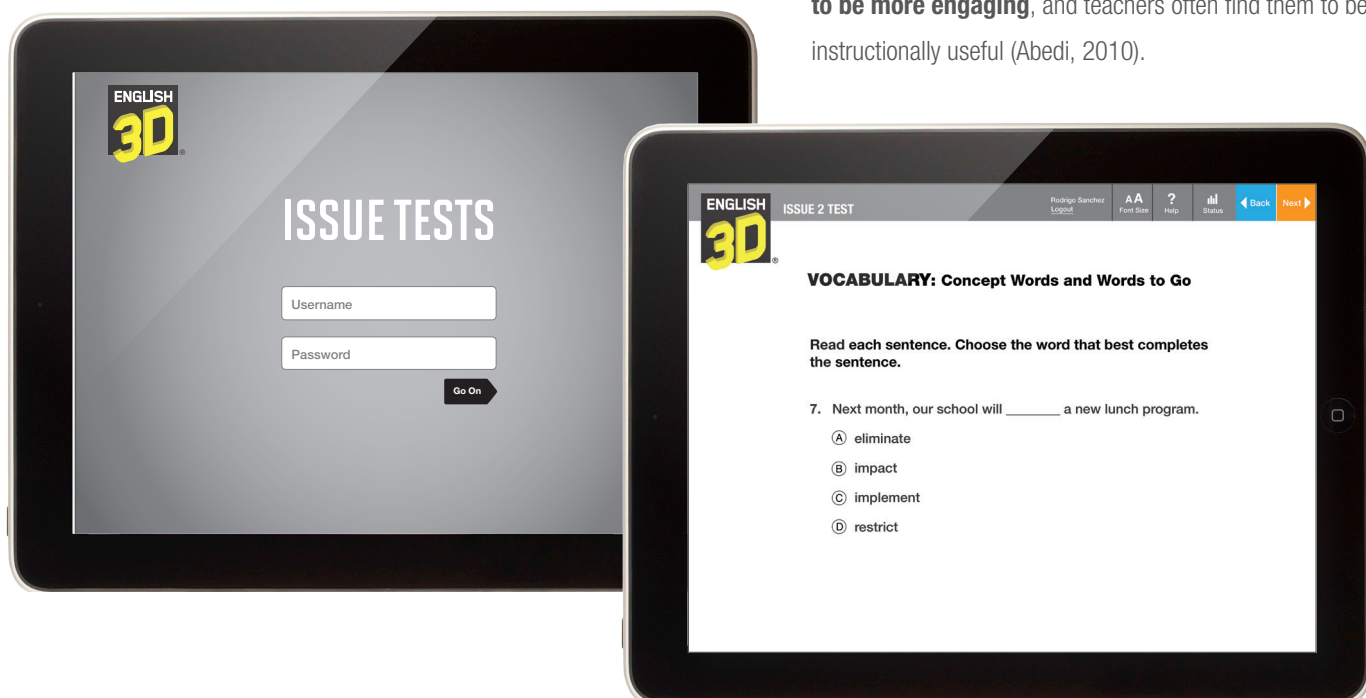
Daily Do Nows allow teachers to provide immediate feedback on student mastery of academic vocabulary.

FORMATIVE AND SUMMATIVE ASSESSMENT

- **Both assessment for learning (formative assessment) and assessment of learning (summative assessment) are essential** for helping English language learners reach proficiency in academic English. Teachers must be able to collect information about student learning on a daily basis to focus their instruction and also measure student progress toward learning goals (Alvarez et al., 2014).
- Formative assessment, or assessment for learning, **provides immediate and actionable information** to teachers about student learning so that teachers can adjust their instruction to meet the students' needs. Effective formative assessment must have lessons with clear goals, processes for gathering evidence of learning during lessons, processes for providing meaningful feedback to the evidence, peer and self-assessment, and a collaborative classroom culture (Linquanti, 2014).
- Shepherd and Marzola (2011) found that teachers who incorporated formative assessments into their lessons increased student reading achievement scores more than teachers who did not use formative assessments. While formative assessments are beneficial for all

students, they are particularly helpful for English language learners as they **highlight troublesome areas and provide guidance** on what needs to be done to overcome them (Black & William, 2009).

- Summative assessment, or assessment of learning, is used to determine whether students have reached proficiency in a skill or subject after instruction and can be **helpful in determining student placement, interventions, and grades**. For English language learners, summative assessment is especially important for determining whether students should continue to be placed in an English development instructional course or if they should be reclassified (California Department of Education, 2014).
- Standardized achievement tests often do not produce reliable and valid scores for ELLs because they are not designed with the particular strengths and needs of these students in mind. Performance-based assessments can remove unnecessary linguistic complexity and offer opportunities for these students to present a more comprehensive picture of what they know in addition to their needs. Students often find **performance-based assessments to be more engaging**, and teachers often find them to be more instructionally useful (Abedi, 2010).



Curriculum-embedded assessments help educators monitor mastery of key English language development standards.

HOW *ENGLISH 3D* DELIVERS

English 3D incorporates assessments for learning and assessments of learning. The program offers teachers **daily opportunities to assess learning, inform instruction, and assign grades.**

Assessments, such as the Individual Language Inventory, also help schools and districts to assess students' learning over the course of the year. The assessments in *English 3D* include:

- Daily Formative Assessments
- Individual Language Inventory
- Curriculum-Embedded Assessments
- Performance-Based Assessments in Writing and Speech

The Daily Do Nows assess students' understanding and application of high-utility academic vocabulary. These daily formative assessments are brief vocabulary tasks that students complete during the first three to five minutes of class to review and assess domain-specific and high-utility academic words. Based on students' responses to the tasks each day, the teacher can decide to review, reteach, or reinforce a particular academic word.

Teachers administer the Individual Language Inventory (Part 1: Oral) before beginning *English 3D* and after Issue 5. **These one-on-one interviews allow teachers to collect data to consider student placement or exit, monitor progress** in oral language based on English language development standards for speaking and listening, and determine a relative English proficiency level for a class to make informed decisions about instruction and differentiated support. The Individual Language Inventory (Part 1: Oral) was developed in collaboration with Dr. Jeff Zwiers, a senior researcher at Stanford University. His current work, supported by a National Professional Development grant, focuses on developing teachers' practices for fostering students' academic language and literacy across disciplines.

Teachers administer the Individual Language Inventory (Part 2:

Writing) before beginning *English 3D*, after Issue 3, and after Issue 6. These formal writing tasks help to inform placement and exit from *English 3D*, monitor progress in writing, and determine students' relative English language proficiency in writing.

Issue Tests are curriculum-embedded assessments that students complete at the end of each Issue. These tests assess domain-specific academic vocabulary, high-utility academic vocabulary, the language and convention skills of academic writing, and the text structure of academic writing.

Performance-based assessments include formal writing assignments in every Issue and speeches that students present after every two Issues. The formal writing assignments follow instruction for specific writing types (formal summary, opinion/argument, informative text, and narrative). Students complete a formal writing assignment and **use a rubric with specific criteria to score their writing assignments and guide revision.**

HMH Teacher Space includes rubrics for teachers to score students' writing, offer specific feedback, and inform grades. The speeches require students to plan, write, and present an opinion/argument, informative, or narrative speech. Throughout the year, each student will make a total of three formal academic speeches. The *Language & Writing Portfolio* includes a rubric for students to self-assess their speeches and set priorities for improvement. Teachers use speech rubrics from HMH Teacher Space to score students' speeches, offer specific feedback, and inform grades.

MORENO VALLEY UNIFIED SCHOOL DISTRICT

Over 85% of all students improved in one or more domains on the CELDT.

OVERVIEW

Moreno Valley Unified School District (MVUSD) is one of the largest school districts in California, serving nearly 35,000 K–12 students in 43 schools. Per district records, MVUSD is an urban-fringe district and in 2011 had Riverside County's lowest high school graduation rate and highest dropout rate. Approximately one-fourth of its students are classified as English learners (ELs), with 83% of students qualifying for free and reduced-price meals. Among the district's ELs, 88% are long-term English language learners (LTELs). Sixty-six percent of the student body is Hispanic, 17% is African American, 10% is Caucasian, and 4% is Asian.

The California League of Schools, in partnership with MVUSD, Dr. Kate Kinsella, and others, were awarded an Investing in Innovation (i3) grant to assist middle school ELs on their path to college success through intensive school and family interventions and engagement. The project, known as Families for College (FFC), works with a cohort of 325 students and their families, most of whom are classified as long-term ELs. Beginning in the fall of 2013, the project began working with a cohort of students from the start of sixth grade. The project will continue to work with these students and families through the fall of their tenth-grade school year. One of the primary goals of the project is to increase the language and writing achievement of the students through clear, consistent EL- and LTEL-focused academic supports. Key features of these academic supports are the implementation of the Common Core State Standards-aligned *English 3D* curriculum, combined with rigorous teacher training and support provided directly by the author, Dr. Kate Kinsella, and her associate. An anticipated outcome of the FFC project is to increase the number of students who reclassify as Fluent English Proficient by the end of eighth grade in order for them to gain greater access to the high school core curriculum.

Evaluation Period: 2013–2015

Grades: 6–7

Study Design: Longitudinal Case Study

Participants: N=325

Implementation: 45–50 minute model

RESULTS

California English Language Development Test Findings

Independent evaluators from Educational Resource Consultants (ERC) and MVUSD closely monitor the English language growth of students participating in the FFC project through several criteria, including the California English Language Development Test (CELDT) and student surveys.

The majority of *English 3D* students involved in the FFC project increased in one or more of the domains on the CELDT (96% in Sunnymead Middle School and 88% in Badger Springs Middle School), with more than 60% of students increasing in two, three, or four domains in both middle schools. **See Graph 1.**

Dr. Kinsella's Teacher and Student Findings

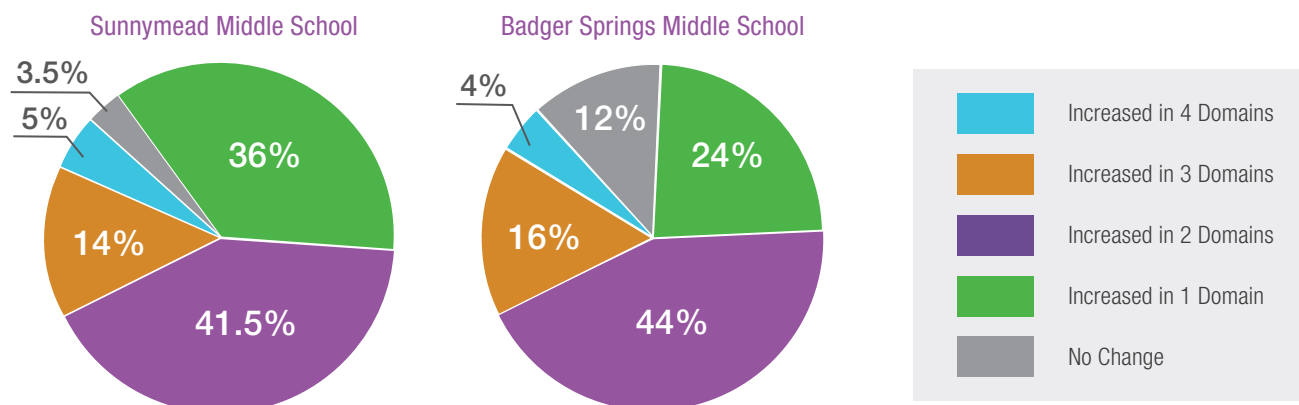
Teachers agreed unanimously that *English 3D* classes are benefiting their EL students. Teachers reported a wide variety of benefits of the *English 3D* curriculum. **See Figure 1.**

FFC students also reported that as a result of the *English 3D* curriculum, they are more confident using academic language when speaking and writing. **See Graph 2.**

Taken together, state test findings along with teacher and student findings confirmed the effectiveness of *English 3D* in improving student achievement. MVUSD was presented with three Golden Bell Awards, more than any other school district in California, and with seven Gold Ribbon Awards, more than any other school district in Riverside County. State Superintendent Tom Torlakson recognized the schools in the district as “academically successful, vibrant, and innovative centers of learning and teaching.”

GRAPH 1

Moreno Valley Unified School District: Sunnymead Middle School and Badger Springs Middle School *English 3D* Students, Grades 6–7
Change in CELDT Domains*, 2014–2015



*A Domain is a test category on the CELDT. CELDT Domains include Listening, Speaking, Reading, and Writing. There are five possible performance levels that can be earned on each Domain of the CELDT: Beginning (1), Early Intermediate (2), Intermediate (3), Early Advanced (4), and Advanced (5).

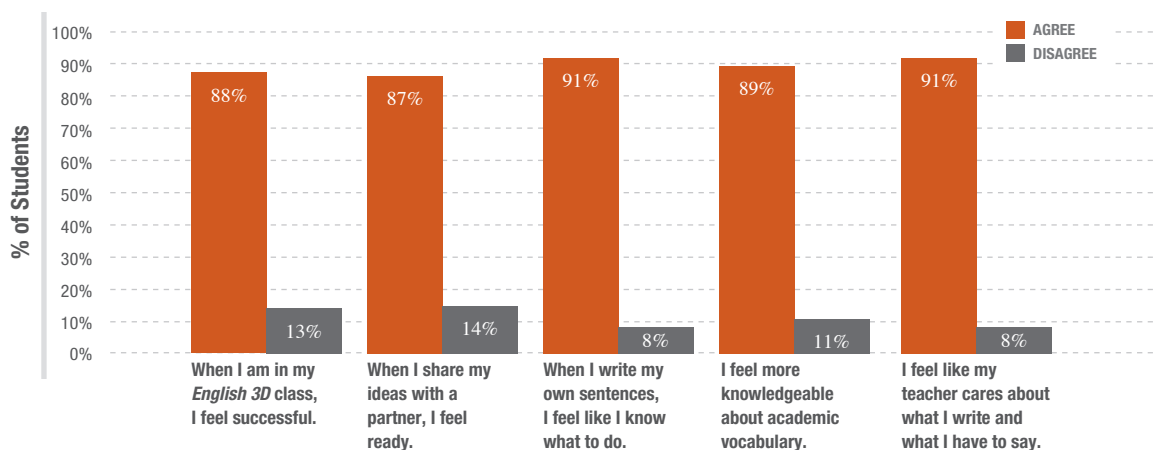
FIGURE 1

Moreno Valley Unified School District *English 3D* Educators (N=10)
Teacher Perceptions of the *English 3D* Curriculum

Teacher Perceptions of the <i>English 3D</i> Curriculum			
Students have dramatically increased the quantity of the academic language that they use as a result of consistently implemented instructional routines on a daily basis.	Students who are insecure about class discussions are able to overcome this challenge by discussing their own ideas in an academic register. They enjoy sharing their perspectives when they feel like they “sound smart.”	Students challenge themselves by trying to use more academic language in their writing. Even teachers in other classes are noticing that <i>English 3D</i> students are better at using academic language in their writing.	Students have dramatically improved the quality of what they say and write as a result of daily use of the Words to Go and Words to Know, along with the use of the writing frames.

GRAPH 2

Moreno Valley Unified School District *English 3D* Students (N=264)
Grade 6 and 7 *English 3D* Student Survey Responses



■ DOWNEY UNIFIED SCHOOL DISTRICT

Doty Middle School received a Gold Ribbon Award for the success of its *English 3D* students.



Evaluation Period: 2014–2015

Grades: 6–8

Study Design: Mixed-Method

Participants: N=139

Implementation: 45-minute model

OVERVIEW

Downey Unified School District (DUSD) aspires for all students to graduate with a 21st-century education that ensures they are college and career ready, globally competitive, and citizens of strong character. DUSD is located in southeastern Los Angeles. There are approximately 22,500 students across DUSD's elementary, middle, and high schools. Recent demographic information reported that 88% of the students were Hispanic, 5% were Caucasian, 3% were Asian, and 3% were African American. A majority of the school district's students (75%) were economically disadvantaged.

DUSD began enrolling its long-term English language learners (LTELs) in *English 3D* during the 2012–2013 school year. Across the three school years that DUSD has implemented *English 3D*, the district has invested in Literacy Solutions professional learning services to support its *English 3D* teachers. During the 2013–2014 school year, the district received three up-front professional learning sessions to ground their understanding of the program: 21 in-class support days, and quarterly customized professional learning sessions for every *English 3D* teacher, conducted by an expert implementation consultant.

During the 2014–2015 school year, the district agreed to conduct a preliminary study to evaluate the effectiveness of their *English 3D* implementation. The district administered *The Reading Inventory* to 139 *English 3D* students across four schools in Grades 6 through 8 during the winter and the spring. In addition, researchers conducted teacher focus groups and administrator interviews during the winter and spring in order to ascertain the impact of *English 3D* on LTELs in DUSD.

RESULTS

The Reading Inventory:

Overall, the average winter Lexile measure for *English 3D* students was 661L and the average spring Lexile measure was 702L. In only one semester, students made an average measure gain of 41L. Average Lexile measure gains for each grade were 97L for sixth grade, 29L for seventh grade, and 31L for eighth grade in one semester. **See Graph 1.**

Overall, in one semester, 53% of the *English 3D* students met their expected growth. *English 3D* students also demonstrated forward momentum in their changing performance levels on *The Reading Inventory*, with the percentage of students in the Proficient performance level doubling from winter to spring. **See Graph 2.**

Teacher Focus Groups:

District teachers met with researchers to discuss their experiences using *English 3D* over the previous three years. Several themes emerged from the focus groups: *English 3D* builds academic vocabulary and the ability to engage in academic discourse; *English 3D* exposes students to nonfiction and to real-world issues; the *Teaching Guide* and Teacher Space CD* provide effective guidance. **See Figure 1.**

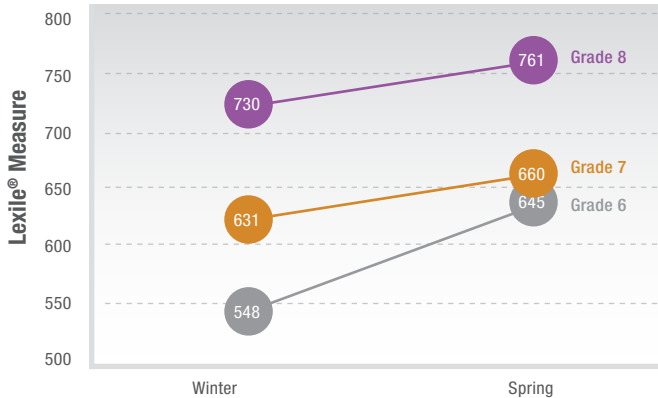
Administrator Interviews:

Administrators had “a very positive overall opinion” of the program. Several themes that emerged from the interview: *English 3D* has met the English language development needs of middle school students; *English 3D* has helped the district increase its reclassification of LTELs; *English 3D* teachers are becoming more effective as they use the program; *English 3D* teachers have benefited from professional learning sessions. **See Figure 2.**

*The components of *English 3D* that were previously available on the Teacher Space CD are now available on HMH Teacher Space.

GRAPH 1

Downey Unified School District *English 3D* Students, Grades 6–8
Performance on *The Reading Inventory* (N = 139)



GRAPH 2

Downey Unified School District *English 3D* Students, Grades 6–8
Change in *The Reading Inventory* Performance Level (N = 139)

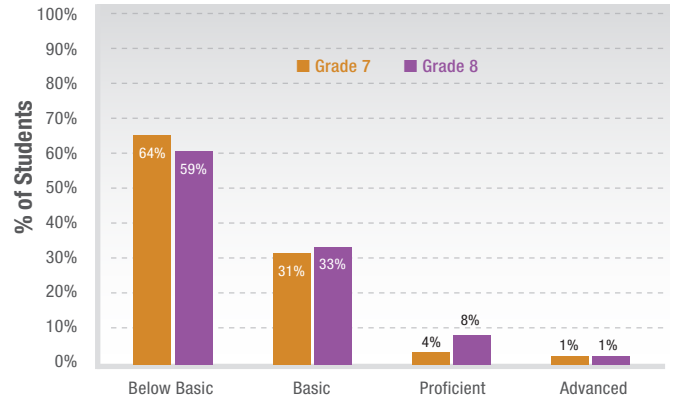


FIGURE 1: Teacher Focus Group Quotes



"The program is really strong in having kids build academic vocabulary and get comfortable with using it, using academic discourse and speaking to one another in structured ways."

"The major strengths were the language frames and the academic opportunities for them to speak and interact with the other students."

"One important thing that this [program] adds to the repertoire is exposure to nonfiction and a topic that doesn't necessarily have one right answer."

"[Strengths of the program were] reading informational text, [developing] content knowledge, developing academic speaking and listening skills, building high-utility academic vocabulary."

"I depend on [the *Teaching Guide*] a lot... I use it on a daily basis."

"I always use [the Teacher Space CD] for Words to Go and Words to Know. It's nice to have a visual, something that actually moves on the screen is kind of cool."

FIGURE 2: Administrator Interview Quotes



"It has really moved our English Language Development Program forward in middle school. That was an area of great need across our district."

"One of the big emphases in this program is close reading and annotating what they read. And so I think that that's been a real help for them."

"The second full year of implementation we saw a 5.5 percent increase in the reclassification rate at middle school."

"Going into high school reclassified as a fluent English proficient student opens up all kinds of doors of opportunity for them."

"Doty Middle School received a Gold Ribbon Award for their *English 3D* program... They highlighted *English 3D* and Sci-Op... across all curricular areas to support our English language learners... a combination of what *English 3D* has been able to offer our long-term English language learners, really has made a significant impact."

"It just continues to grow and improve. I really feel that way. I see that our teachers are having a better sense of efficacy as to how they are implementing the program. They are digging in deeper, I think, to each of the issues... We're seeing that they are now identifying needs and ways that they can enhance the program through technology."

"I think that that's the key to the success of the program. Without the coaching, I don't think that we would have seen the value as much as we have."

"I think the different levels of training are really helpful going from the kickoff at the beginning of the year where we can all get in the right mindset again and focus in on what is important and what we need to continue doing. And then the... [professional learning sessions] where we can further our work but then also the individual one-on-one coaching differentiates the training and makes it really personalized. So I think that's a perfect recipe for success, those three levels of training."

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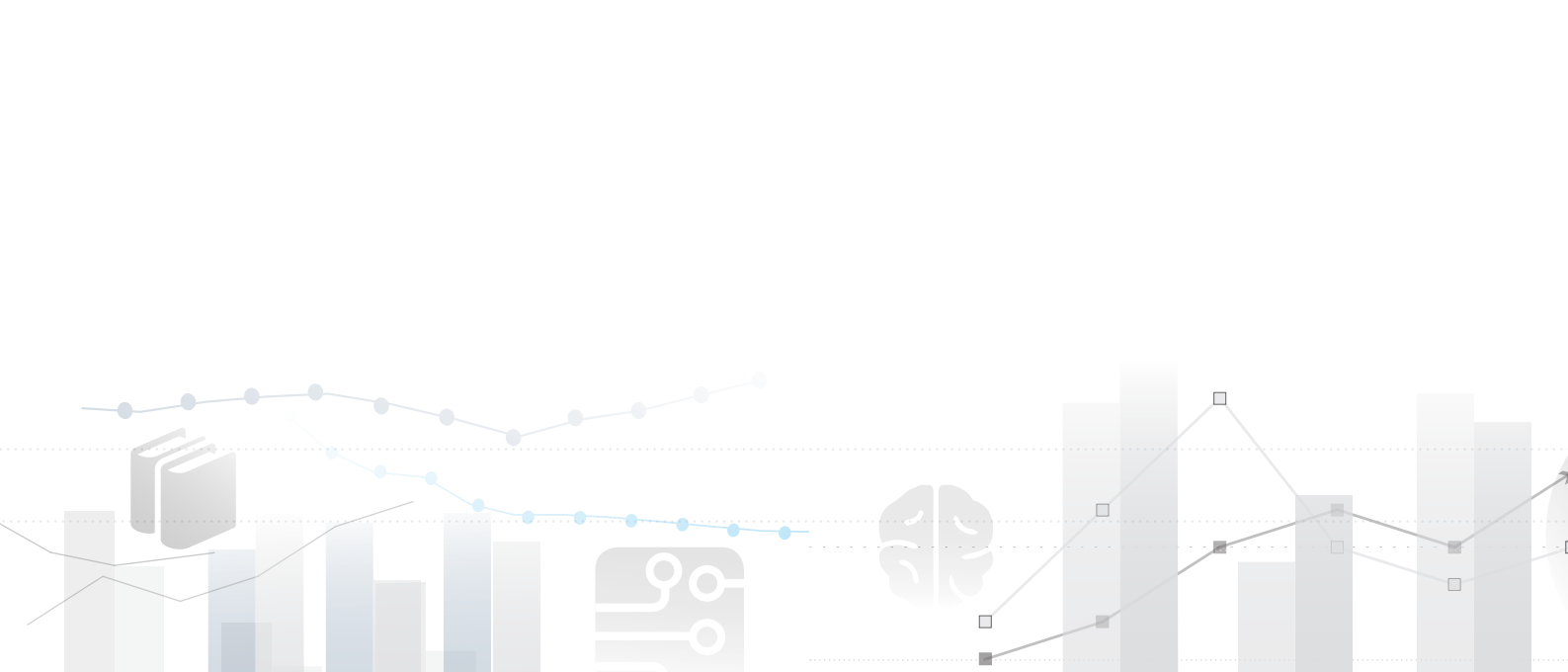
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