Dear Colleagues,

Today, an increasingly large number of long-term English learners are enrolled in our nation’s middle and high schools. I have dedicated my 25-year career to developing targeted instructional routines that support these students’ unique needs. I am excited to share these best practices so that all your long-term English learners can experience academic success.

Who are these students?

Long-term English learners:
• Have lived most or all of their lives in the United States
• Are often orally bilingual and sound like native English speakers, but their academic literacy skills in English are not well developed
• Have sometimes developed habits of non-engagement, learned passivity, and invisibility in school
• Perform below grade level in reading and writing and, as a result, struggle in all content areas
• Have low school performance overall, with poor grades and grade retention commonplace, making this population at high risk for dropping out

What can your school do to help long-term English learners?

By eighth grade, students who are still classified as English learners demonstrate some of the lowest performance of any student group and, by eleventh grade, 78% of English learners are at the below-and far below-basic levels in language arts. With no time to waste, schools must reengage these students to accelerate their English language development and academic standing.

I am delighted to introduce you to English 3D, a new language development program that offers long-term English 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 be on a path to college and career readiness.

All my best,

Dr. Kate Kinsella

---

Helping Long-Term English Learners
Master the Language of School

Contents

Introducing English 3D Course I 2
Real-World Issues 4
Issues Book 6
Language & Writing Portfolio 14
Teaching Guide 36
Teaching Guide: Getting Started Lessons 38
Teaching Guide: Issue 3 42
Teaching Guide: Assessment 62
Teaching Guide: Professional Development 74
Teaching Guide: Skills Overview 78
Developed with Dr. Kate Kinsella, the nation’s leading scholar on the instruction and achievement of secondary English learners, *English 3D* is a new English language development program designed to ensure proficiency in the language of school—the academic vocabulary, speaking and listening, and writing vital to success in school and life.

*English 3D* will ensure all students are on a path toward college and career readiness by:

- Teaching high-leverage, portable academic language, including vocabulary, syntax, and grammar
- Improving speaking and listening skills through daily opportunities for class discussions, peer collaboration, and formal speeches
- Developing academic writing skills in summarizing, justification, argument, and research
- Engaging students with interesting nonfiction and informational texts that present real-world issues relevant to teens’ lives
- Making regular connections between course work and the demands of college and the workplace
Long-term English learners need high-interest topics to reengage them in school and foster class participation. English 3D presents 12 real-world issues that are relevant to teens’ lives and provide a platform for daily discussions and writing tasks. This sampler includes selections from the student and teacher materials from Issue 3: Should schools be responsible for punishing cyberbullies?

**TEXT COMPLEXITY KEY**

The informational texts in the English 3D Course I Issues book gradually increase in text complexity, spanning a range of Lexile® measures from 750L to 1100L.

**ISSUE 1**

Are video games a brain drain—or a great way to train your brain?

**ISSUE 2**

Junk food at school: Is it your right—or totally wrong?

**ISSUE 3**

Should schools be responsible for punishing cyberbullies?

**ISSUE 4**

Is graffiti vandalism or rat—or both?

**ISSUE 5**

Should female athletes be allowed to play with the boys?

**ISSUE 6**

Is animal testing an experiment in cruelty?

**ISSUE 7**

Is it time to trash plastic bags?

**ISSUE 8**

Should skipping school or failing classes keep teens out of the driver’s seat?

**ISSUE 9**

Does the media’s focus on beauty have an ugly side?

**ISSUE 10**

Does a lower minimum wage for teens pay off?

**ISSUE 11**

Does drug testing keep schools safe—or put your rights at risk?

**ISSUE 12**

Should parents have a say in how their teens use social media?
Issues Book
ISSUE-BASED INFORMATIONAL TEXTS FOR STUDENTS TO RESPOND TO IN CLASSROOM DISCUSSIONS AND WRITING ACTIVITIES:

• 12 high-interest, real-world issues
• Informational texts span a 750 to 1100 Lexile® range
• Each article includes a data file, text feature, and a content-area connection to social studies, science, or health
The New Bully at School

by Lucas Chen

Why do so many teens cyberbully? How does it feel to be their target? Here are answers from two teens—one a bully, the other a victim.

17-year-old girl from Pennsylvania:
“I recently picked on an old friend of mine, for what I will not reveal because it was unusually cruel. However, she had done something to me that was equally as wrong, if not worse. I decided not to be a friend any longer and I spread her deepest secrets to everyone. I felt somewhat guilty…at the same time, it was a payback.”

14-year-old girl from New Jersey:
“Being bullied over the Internet is the worst. It’s torment and it hurts. They say ‘sticks and stones may break my bones, but words will never hurt me’.” That quote is a lie, and I don’t believe in it. Sticks and stones may cause nasty cuts and scars, but those cuts and scars will heal. Insulting words hurt and sometimes take forever to heal.”

Cyberbullying has become a significant part of teen social life. At the same time, it has invaded school life. Most cyberbullying is done off school property, but much of the hurt, mockery, and revenge it creates takes place at school. So where does a school’s responsibility for cyberbullying start, and where does it stop?
Responsibilities vs. Rights

A new middle school student in Ridgewood, New Jersey, became the target of cyberbullies who created a Facebook group to humiliate him. They posted ethnic slurs, mocked the boy, and gave him an insulting nickname. Other students flocked to the site and joined in the harassment. The boy’s father came to the school’s principal and begged for help.

How should the school respond? Many people say that the school has no authority to take action. The cyberbullying happened off campus and online. No physical harm was done to the boy, and no crime was committed. After all, students have a right to free speech, even if that speech is hurtful.

However, supporters of the victim say students have the right to stand by and allow cyberbullying to affect students to the point of depression or worse. Students have a right to free speech, even if that speech is hurtful.

The Ridgewood principal’s response balanced the school’s responsibility with the students’ rights. He alerted teachers, and they spotted the bullies taunting their victim at school. Then he called the bullies into his office and told them that cops were monitoring their Facebook site. The threat of the police worked. The site came down the next day.

We’re Watching You

What about cyberbullying that happens inside school? Even that is not a clear-cut issue. Many schools have an “acceptable use” policy that outlines rules for using the school’s technology. But how do school officials find out if students are breaking the rules?

Deb Socia, a principal at a middle school in Dorchester, Massachusetts, monitors activity and data on the laptops the school gives to students.

“I regularly scan every computer in the building,” Socia says. “They know I’m watching. They’re using the cameras on their laptops to check their hair and I send them a message and say, ‘You look great! Now go back to work.’"

Does the school have a right to spy on students like this? Some parents and lawmakers think this type of monitoring falls within the school’s rights, but others believe it violates students’ privacy.

The situation gets even stickier with cell phones. A recent study estimates that 80% of students send text messages on their phones and 74% send picture messages.
Issues Book

Crime and Punishment

What happens when a student is caught cyberbullying? Is it a crime? What is the punishment?

J.C., an eighth-grader in Beverly Hills, California, took a video of her friends making mean and sexually explicit comments about another girl and posted it on YouTube. The principal suspended J.C. for two days, and J.C.’s father sued. He said the school could not suspend his daughter “for something that happened outside of school.” A judge agreed, and the school ended up paying over $100,000 in legal fees.

Many schools don’t want to be “Internet police.” They also don’t want to get involved in a lawsuit. Does that mean cyberbullying can get away with anything? No, not when cyberbullying is an actual crime. Cyberbullying is criminal when it involves threats of violence, stalking, hate crimes, obscene text messages, or extortion.

The courts have also ruled that schools can step in to prohibit cyberbullying when it causes significant disruption in school or interferes with a student’s right to be secure. What is a just punishment for non-criminal cyberbullying? Schools use suspensions, expulsions, and calls to parents. Some go further and notify college admission officers and potential employers.

Everyone agrees on one thing. Students should know the laws and rules about cyberbullying and be held accountable for obeying them. In general, teens are responsible for their own actions.

But, who is responsible for cyberbullying, which impacts so many—both bullies and victims?
Language & Writing Portfolio

Interactive Work Space with Scaffolds for Student Learning, Instruction, and Practice:

- High-utility and domain-specific academic vocabulary
- Frames for language functions and planning for and recording class discussions
- Formal writing assignments
- 30- and 60-second speech frames
### Issue 3: Cyberbullying

**Should schools step in when cyberbullying strikes?**

#### BUILD KNOWLEDGE
Read and respond to the Data File (Issues, p. 16).

#### BRAINSTORM IDEAS
List similarities and differences between cyberbullying and traditional bullying.

#### PRESENT IDEAS
Use the frames to share ideas with your small group:
- One similarity/difference between cyberbullying and traditional bullying is _______.
- Cyberbullying _______.
- Cyberbullying and traditional bullying both _______.

---

### Words to Know

**BUILD WORD KNOWLEDGE**
Rate your word knowledge. Then complete the chart for each topic-related word.

<table>
<thead>
<tr>
<th>Word to Know</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>authority</td>
<td>the official right or power to _______</td>
<td>the manager of the movie theater used her authority and asked a group of loud teenagers to be quiet.</td>
</tr>
<tr>
<td>harass</td>
<td>to frequently _______ and make his or her life unpleasant</td>
<td>I became angry when older kids harassed younger ones by frequently pushing and shoving.</td>
</tr>
<tr>
<td>responsible</td>
<td>having a duty to _______ or feel other _______</td>
<td>My older brother, who is responsible for my younger brother, uses his age to help.</td>
</tr>
<tr>
<td>target</td>
<td>someone or something that is chosen</td>
<td>The new student was the target of all jokes.</td>
</tr>
<tr>
<td>technology</td>
<td>_______ to _______</td>
<td>My favorite new piece of technology is my digital notebook because it helps me to _______.</td>
</tr>
<tr>
<td>threat</td>
<td>_______ that _______ against _______</td>
<td>The neighbor bully made a threat against you and caused him to run home crying.</td>
</tr>
<tr>
<td>victim</td>
<td>_______</td>
<td>You should _______; otherwise, you could become a victim of theft.</td>
</tr>
<tr>
<td>violate</td>
<td>_______</td>
<td>When Pam saw that _______, she yelled, “Do you have the right to violate my privacy?”</td>
</tr>
</tbody>
</table>

---

**Academic Language & Writing**

**PORTFOLIO**

**COURSE I**

---

**ENGLISH 3D**

16 17
Academic Discussion

SHOULD SCHOOLS BE RESPONSIBLE FOR PUNISHING CYBERBULLIES?

**BRAINSTORM IDEAS**

Briefly record at least two ideas.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ANALYZE WORDS**

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

<table>
<thead>
<tr>
<th>Example</th>
<th>Precise</th>
</tr>
</thead>
<tbody>
<tr>
<td>in charge of</td>
<td>accountable,</td>
</tr>
<tr>
<td>bother</td>
<td>violating,</td>
</tr>
<tr>
<td>power</td>
<td>harmful,</td>
</tr>
</tbody>
</table>

**MAKE A CLAIM**

Rewrite two ideas using the frames and precise words.

1. Frame: Based on my experience with [verb + ing bullying, using the Internet], [plural or singular, or specific people, authorities] should be responsible for punishing cyberbullying.

   Response: 

2. Frame: I believe that schools [should should not be accountable for disciplining cyberbullying when they [present tense verb phrase: attend the same/different schools, threaten the safety of, violate the student's right to] 

   Response: 

**COLLABORATE**

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

<table>
<thead>
<tr>
<th>Classmate's Name</th>
<th>Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ten-Minute Paper

**PRESENT IDEAS**

Listen attentively, compare ideas, and take notes. Then write whether you agree or disagree.

<table>
<thead>
<tr>
<th>Classmate's Name</th>
<th>Idea</th>
<th>Agree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ELABORATE IN WRITING**

Follow along with the teacher to write a ten-minute paper.

I believe that schools should not be accountable for disciplining cyberbullying when they harass others off school property. For example, a cyberbully may try to ______ someone by sending messages from a parent's computer. As a result, the parents of the cyberbully ______

Work with the teacher to write a ten-minute paper.

I believe that schools ______ be accountable for disciplining cyberbullying when they ______

For example, my friend ______

As a result, the ______
**Language to Summarize**

**BUILD FLUENCY**
Read the article introduction and Section 1 (issues, pp. 17–18).

**ASK & ANSWER QUESTIONS**
Take turns asking and answering questions with a partner.

1. **What is the author's main idea?**
   - The author's main idea is __________.

2. **What are the most important details in this section?**
   - One important detail in this section is __________.
   - Another important detail in this section is __________.

**Section Shrink**

**SUMMARIZE**
Complete the topic and important details for Section 1. Then "shrink" the section by writing a summary in 35 or fewer words.

**Topic (Who/What):**
Schools' responsibilities and students' rights regarding off-campus cyberbullying

**Important Details:**
- Bullies use a social networking site to __________ before they were __________.
- Many people think that schools __________. Other people support the rights of students to __________ without __________.

**Partner Summary:**
Many people believe schools have __________ to punish cyberbullies, but others respond that __________.

**Word Count:**
- **Class Summary:** __________
- **Word Count:** __________

---

**Words to Go**

**BUILD WORD KNOWLEDGE**
Complete the meanings and examples for this high utility word.

<table>
<thead>
<tr>
<th>Word to Go</th>
<th>Meanings</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>affect</strong></td>
<td>to someone or something; to make someone have __________</td>
<td>Not getting enough sleep can affect me if it will negatively affect me.</td>
</tr>
</tbody>
</table>

**DISCUSS & WRITE EXAMPLES**
Discuss your response with a partner. Then complete the sentence in writing.

Banning junk food from schools may affect students by __________.

Write your response and read it aloud to a partner.

**BUILD WORD KNOWLEDGE**
Complete the meanings and examples for this high utility word.

<table>
<thead>
<tr>
<th>Word to Go</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>response</strong></td>
<td>something that is said, written, or done as a result of __________</td>
<td>My parent's response when I failed an exam was __________. Our teacher's response to her surprise birthday party was __________.</td>
</tr>
</tbody>
</table>

**DISCUSS & WRITE EXAMPLES**
Discuss your response with a partner. Then complete the sentence in writing.

The response that teachers had to the problem of cheating included __________.

Write your response and read it aloud to a partner.

For some teachers, their __________ to the peer pressure to steal is to __________.
Language to Summarize

Complete the topic and important details for Section 2. Then “shrink” the section by writing a summary in 35 or fewer words.

**Topic (Who/What)?**
- Cyberbullying

**Important Details:**
- Some people, such as principal Oeb Self, believe that when students use school ______ the school
- Others argue that scanning a student's computer ______
- A study about cell phone use ______
- ______

**Partner Summary:**
- Some people argue that when students use school technology or ______

**Word Count:**
- ______
- ______
- ______

**Class Summary:**
- ______
- ______
- ______

**Word Count:**
- ______
- ______
- ______
**Words to Go**

**BUILD WORD KNOWLEDGE**
Complete the meaning and examples for this high-utility word.

<table>
<thead>
<tr>
<th>Word to Go</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
</table>
| involved   | with an activity or event in some way | I try not to get involved in...  
Carlos got involved with a volunteer program. |

**DISCUSS & WRITE EXAMPLES**
Discuss your response with a partner. Then complete the sentence in writing.

I can't get involved in any more... because I am already so busy.

Write your response and read it aloud to a partner.

If you care about improving your grades, you should get... in...

**BUILD FLUENCY**
Read section 1 of the article (pages, pp. 10–11).

**ANALYZE TEXT**
Record a quote that either supports or contradicts your position. Then use a frame to paraphrase the quote.

*Quote:*...

Paraphrase:...

**SYNTHESIZE IDEAS**
Write a topic sentence and two supporting sentences to respond to the quote.

**Topic Sentence:** [agree/disagree] with the statement that...

**Supporting Sentence 1:** [For example/Drawing from my own experience]...

**Supporting Sentence 2:** [as a result/Consequently]...

**COLLABORATE**
Listen attentively as each member of your group reads a quote aloud. Then take turns using a frame to respond.

*Quote:* [This quote stood out for me as well.]  
This statement impressed me. I found this quote surprising. This statement shocked me.
Student Writing Model

Academic Writing Type
A justification states a claim and supports it with logical reasons and relevant evidence. Evidence can include information from a text and examples from personal experience.

A. The topic sentence clearly states the writer’s claim about the issue.
B. Detailed sentences support the claim with reasons and evidence from the text and the writer’s experience.
C. The concluding sentence restates the writer’s claim about the issue.

Analyze Text
Read this student model to analyze the elements of a justification.

A. The article “The New Bully at School” has convinced me that schools should not be responsible for punishing cyberbullies.

B. One powerful reason is that most cyberbullying is done off school property. For example, someone I know said her home computer is always off network.

C. In the article, the author emphasizes how one school lost a lawsuit when it suspended a cyberbully. Perhaps most importantly, I believe cyberbullying that does not break the law is protected by our right to free speech; even if that speech is cruel. For these reasons, I contend that schools should not be accountable for disciplining cyberbullies.

Mark & Discuss Elements
Mark the justification elements and use the frames to discuss them with your partners.

1. Underline the writer’s claim. The writer’s claim is that ________.
2. Check three reasons and two pieces of evidence that support the writer’s claim.
3. Add six transition words or phrases. One transition word/phrase is ________.
4. Circle three verbs that express the writer’s opinion. One verb that expresses the writer’s opinion is ________.
5. Star four precise topic words. An example of a precise topic word is ________.

Choose Language for Writing

Prompt: Should schools be responsible for punishing cyberbullies? Write a justification that states and supports your claim.

Identify Precise Words
Review the article to identify and record precise words and phrases for your justification.

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>cyberbullying</td>
<td>suspended</td>
<td>bullying</td>
<td>suspended</td>
</tr>
<tr>
<td>cruel</td>
<td>homosexual</td>
<td>depression</td>
<td>struggle</td>
</tr>
<tr>
<td>guilt</td>
<td>off campus</td>
<td>privacy</td>
<td>another</td>
</tr>
</tbody>
</table>

Organize Supporting Evidence

Take Notes
Describe your claim about schools’ responsibility for punishing cyberbullies.

My claim is ________

Use academic language to restate your claim and write a topic sentence. Topic/Sentence: The article (title) ________ has convinced me that ________.

List reasons and evidence from text or personal experience that support your claim.

Reason 1: ________

Evidence: ________

Reason 2: ________

Evidence: ________

Reason 3: ________

Evidence: ________
**Regular Past-Tense Verbs**

**Guidelines for Using Regular Past-Tense Verbs**
A regular past-tense verb indicates an action that already happened. Regular past-tense verbs end in -ed.

The regular past-tense verbs to describe recent events from your experience.

Last year, I once attended a dance online.

I stopped posting on social networking sites yesterday.

In 2020, my friend received threats from a cyberbully.

**WRITE PAST-TENSE VERBS**
Complete the sentences with the past tense of the regular verbs in parentheses.

1. Last summer, I (receive) insulting messages in my email inbox. (Discover)
2. Around the same time, one of my friends also received and (delete)
   several inappropriate photos from her phone. (Receive)
3. Last year, some cyberbullies (gossip) a group of new students at our school. (Resend)
4. For instance, one student (admit) almost an entire month of school due to his fear of the cyberbullies. (Miss)
5. In the end, the cyberbullies (apologize) their actions and promised never to behave that way again. (Reject)

**Paraphrasing Text**

**Guidelines for Paraphrasing Text**
Look for a sentence in a source text that supports your claim. Then paraphrase it by restating the idea using precise synonyms and your own words.

<table>
<thead>
<tr>
<th>Source Text</th>
<th>Key Words &amp; Phrases + Precise Synonyms</th>
<th>Paraphrasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most cyberbullying is done off school property, but much of the hurt, mockery, and revenge occurs at school.</td>
<td>hurt, mockery, and revenge</td>
<td>The majority of cyberbullying happens off-campus, but most of the pain and humiliation occurs at school.</td>
</tr>
<tr>
<td>School property</td>
<td>campus</td>
<td></td>
</tr>
<tr>
<td>Much</td>
<td>most</td>
<td></td>
</tr>
</tbody>
</table>

**IDENTIFY PRECISE SYNONYMS**
Read these statements and replace the words in parentheses with precise synonyms.

1. A new middle school student in Ridgewood, New Jersey became the (target) of cyberbullies who created a Facebook group to (humiliate) her. (Humiliate) him
2. Many people say that the school has no (power) to (discipline) cyberbullies. (Discipline) cyberbullies
3. The school should (make sure) that students have a (safe) environment in which to get an education.

**PARAPHRASE IDEAS**
Paraphrase the three statements above using your own words and phrasing.

1. The article states that

2. According to the article,

3. One point the article makes is that

---

**Portafolio**
Rate Your Justification

**ASSESS YOUR DRAFT**

Rate your justification. Then have a partner rate it.

1. Does the topic sentence clearly state your claim?
   - Self [ ] [ ] [ ] Partner [ ] [ ] [ ]
   - Self [ ] [ ] [ ] Partner [ ] [ ] [ ]

2. Did you include strong reasons and evidence to support your claim?
   - Self [ ] [ ] [ ] Partner [ ] [ ] [ ]
   - Self [ ] [ ] [ ] Partner [ ] [ ] [ ]

3. Did you include precise topic words?
   - Self [ ] [ ] [ ] Partner [ ] [ ] [ ]
   - Self [ ] [ ] [ ] Partner [ ] [ ] [ ]

4. Did you use correct present- and past-tense verbs?
   - Self [ ] [ ] [ ] Partner [ ] [ ] [ ]
   - Self [ ] [ ] [ ] Partner [ ] [ ] [ ]

5. Did you use strong verbs to state and restate your claim?
   - Self [ ] [ ] [ ] Partner [ ] [ ] [ ]
   - Self [ ] [ ] [ ] Partner [ ] [ ] [ ]

6. Did you include transitions to introduce reasons and evidence?
   - Self [ ] [ ] [ ] Partner [ ] [ ] [ ]
   - Self [ ] [ ] [ ] Partner [ ] [ ] [ ]

7. Did you include a variety of sentences (simple, compound, complex)?
   - Self [ ] [ ] [ ] Partner [ ] [ ] [ ]
   - Self [ ] [ ] [ ] Partner [ ] [ ] [ ]

**REFLECT & REVISE**

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

**Partner** Positive Feedback: You did an effective job of organizing/including/stating

**Partner** Suggestion: Your justification would be stronger if you

**Self** Priority 1: I will revise my justification so that it

**Self** Priority 2: I also need to

**CHECK & EDIT**

Use this checklist to proofread and edit your justification.

- Does each sentence end with appropriate punctuation?
- Is each sentence complete?
- Did you use present- and past-tense verbs correctly?
- Are all words spelled correctly?
Presenting Ideas

30-Second Speech

IDENTIFY TOPIC
Choose one of the questions below to address in a 30-second speech.
☐ How should our school address cyberbullying?
☐ Should our community encourage or discourage graffiti?

BRAINSTORM IDEAS
Write your claim and two reasons that support it.

My Claim:

Reason 1:

Reason 2:

SYNTHESIZE IDEAS
Take notes on evidence from the text or your experience that supports your claim.

Evidence 1:

Evidence 2:

WRITE A SPEECH
Write a 30-second speech that states your claim and includes reasons and evidence.

Based on my experiences, I contend that

One reason is that

Secondly,

For example,

Therefore, I

Present & Rate Your Speech

Maintaining Eye Contact
Eye contact is when you look at members of the audience. If you are reading a speech, make sure you look up every five seconds. Eye contact helps you look confident and engage your listeners.

PRESENT YOUR SPEECH
Present your speech to the small group. Make sure to maintain eye contact.

TAKE NOTES
Listen attentively to your classmates. Take notes and write if you agree or disagree.

Classmate’s Name

Idea

Agree/Disagree

LINGUISTIC ANNOTATION & CLARIFY
I have had a thought of that

One question I have is

ASSESS YOUR SPEECH
Use the Scoring Guide to rate your speech.

<table>
<thead>
<tr>
<th></th>
<th>1. Inadequate</th>
<th>2. Developing</th>
<th>3. Satisfactory</th>
<th>4. Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did your topic sentence clearly state your claim?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Did you include strong reasons and evidence to support your speech?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Did you include precise topic words?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Did you use a public voice, adequate volume, and appropriate pace?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Did you maintain eye contact?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

REFLECT
Think of two ways you can improve for your next speech.

Priority 1: I can improve my next speech by

Priority 2: When I present my next speech, I will focus on

Color Rendering/Graphic
**Daily Do Now**

Record the Daily Do Now at the beginning of class each day. Think carefully and complete the task using academic vocabulary and correct grammar.

<table>
<thead>
<tr>
<th>Date</th>
<th>Self</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Guide**

- Did your partner complete the Daily Do Now?  
  - Self:  
  - Partner: 
- Did your partner use vocabulary correctly?  
  - Self:  
  - Partner: 
- Did your partner use correct grammar?  
  - Self:  
  - Partner: 

**Total Points** / 50

<table>
<thead>
<tr>
<th>Insufficient</th>
<th>Developing</th>
<th>Admissible</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-30</td>
<td>31-50</td>
<td>51-70</td>
<td>71-100</td>
</tr>
</tbody>
</table>

**Total Grading Total** / 100
Teaching Guide

COMPREHENSIVE GUIDE FOR CONSISTENT ROUTINES AND INSTRUCTION:

- Recursive instructional routines for vocabulary, speaking and listening, and writing
- Planning Guides with targeted language objectives
- Daily Do Now tasks for reviewing and assessing academic vocabulary
- Getting Started lessons to introduce and practice instructional routines during the first few weeks of school
- Curriculum-embedded assessments
**Issue 3: Cyberbullying**

**Should schools step in when cyberbullies strike?**

**Ways to Know**

**TEACHING GUIDE**

**Academic Vocabulary**

**Word to Know**

<table>
<thead>
<tr>
<th><strong>Word to Know</strong></th>
<th><strong>Meaning</strong></th>
<th><strong>Example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>authority</td>
<td>the official right or power to make decisions or orders</td>
<td>He has authority over the students.</td>
</tr>
<tr>
<td>harass</td>
<td>to annoy or trouble someone</td>
<td>She harasses him every day.</td>
</tr>
<tr>
<td>responsible</td>
<td>accountable for something</td>
<td>I am responsible for my work.</td>
</tr>
<tr>
<td>threat</td>
<td>a statement that expresses the possibility that something bad will happen</td>
<td>She threatened to tell everyone if I don’t do my homework.</td>
</tr>
<tr>
<td>victim</td>
<td>a person who has been injured or harmed</td>
<td>He was the victim of the attack.</td>
</tr>
</tbody>
</table>

**Brainstorm Ideas**

**Activity Plan Vocabulary**

- Read about the following expressions. Match the definitions to the vocabulary words:
  - **cyberbullying**: The use of electronic devices and social networking sites to harm or harass another person.
  - **traditional bullying**: Physical, verbal, or social aggression that occurs in person.

**Teaching Plan**

**Brainstorm Ideas**

- List similarities and differences between cyberbullying and traditional bullying.

**Present Ideas**

- Use the resources to compare and contrast the two types of bullying.
- Discuss the implications of cyberbullying on students' mental health.
- Encourage students to develop strategies to prevent cyberbullying.

**Building Concepts & Language**

**Words to Know**

- **authority**: The official right or power to make decisions or orders. He has authority over the students.
- **harass**: To annoy or trouble someone. She harasses him every day.
- **responsible**: Accountable for something. I am responsible for my work.
- **threat**: A statement that expresses the possibility that something bad will happen. She threatened to tell everyone if I don’t do my homework.
- **victim**: A person who has been injured or harmed. He was the victim of the attack.

**Discuss Examples**

- Read about the case in the scopic column and make a possible conclusion.
- Ask a group member to read aloud and explain the case.
- Discuss the implications of the case on students' mental health.
- Encourage students to develop strategies to prevent cyberbullying.

**Present Ideas**

- Use the resources to compare and contrast the two types of bullying.
- Discuss the implications of cyberbullying on students' mental health.
- Encourage students to develop strategies to prevent cyberbullying.

**Discuss Examples**

- Read about the case in the scopic column and make a possible conclusion.
- Ask a group member to read aloud and explain the case.
- Discuss the implications of the case on students' mental health.
- Encourage students to develop strategies to prevent cyberbullying.

**Present Ideas**

- Use the resources to compare and contrast the two types of bullying.
- Discuss the implications of cyberbullying on students' mental health.
- Encourage students to develop strategies to prevent cyberbullying.

**Discuss Examples**

- Read about the case in the scopic column and make a possible conclusion.
- Ask a group member to read aloud and explain the case.
- Discuss the implications of the case on students' mental health.
- Encourage students to develop strategies to prevent cyberbullying.

**Present Ideas**

- Use the resources to compare and contrast the two types of bullying.
- Discuss the implications of cyberbullying on students' mental health.
- Encourage students to develop strategies to prevent cyberbullying.

**Discuss Examples**

- Read about the case in the scopic column and make a possible conclusion.
- Ask a group member to read aloud and explain the case.
- Discuss the implications of the case on students' mental health.
- Encourage students to develop strategies to prevent cyberbullying.
**Academic Discussion**

**SHOULD SCHOOLS BE RESPONSIBLE FOR PUNISHING CYBERBULLIES?**

**TRAVERSAL IDEAS**

Is it solely up to the student or are there other elements?

**MAKE A CLAIM**

Rewrite two ideas using the frames and précis words.

1. I am more convinced by the following three ideas for the thesis essay.
2. I am more convinced by the following three ideas for the thesis essay.

**COLLABORATE**

Discuss attentively, articulate, and record your partner's ideas.

**Collaboration**

*Can partners (T) select a response to share?*

**MAD**

*Can partners (T) select a response to share?*

**TEACHING GUIDE ISSUE 3**

**LESSON 2**

Building Concepts & Language

**Speaking & Listening**

**Daily Do Now**

**Make It Real (I:2)**

Many schools invest in teacher training for school technology.

**Analyzing Ideas**

*Read the question aloud, then review the student's response to fill in the gaps.*

**Analyzing Words**

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

**Mark It Up**

*Choose a focus word. Highlight words in the context to enhance understanding.*

**Teaching Guide Issue 3**
Words to Go

BUILD WORD KNOWLEDGE
Complete the meanings and examples for this high utility word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>word</td>
<td>something that is said, written, or done as a response</td>
<td>My parent’s response when I asked for more: “I’m not sure.”</td>
</tr>
<tr>
<td>go</td>
<td>to move or to proceed</td>
<td>She went to the store to buy groceries.</td>
</tr>
<tr>
<td>build</td>
<td>to construct or to develop</td>
<td>We built a new house last year.</td>
</tr>
<tr>
<td>grow</td>
<td>to increase in size or to develop</td>
<td>The plant is growing taller every day.</td>
</tr>
<tr>
<td>write</td>
<td>to put something down on paper</td>
<td>I wrote a letter to my friend.</td>
</tr>
<tr>
<td>read</td>
<td>to look at printed words</td>
<td>I read a book every night.</td>
</tr>
<tr>
<td>think</td>
<td>to consider or to imagine</td>
<td>I think it’s going to rain today.</td>
</tr>
<tr>
<td>feel</td>
<td>to experience a sensation</td>
<td>I feel a tickle when I smile.</td>
</tr>
<tr>
<td>ask</td>
<td>to question or to inquire</td>
<td>He asked me how I was doing.</td>
</tr>
<tr>
<td>answer</td>
<td>to respond to a question</td>
<td>She answered the phone.</td>
</tr>
<tr>
<td>come</td>
<td>to appear or to arrive</td>
<td>The mail came today.</td>
</tr>
<tr>
<td>go</td>
<td>to move or to proceed</td>
<td>She went to the store to buy groceries.</td>
</tr>
</tbody>
</table>

DISCUSS & WRITE EXAMPLES
Discuss your response with a partner. Then complete the sentence in writing.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you respond to the statement “I think the weather will be sunny tomorrow”?</td>
<td>I think the weather will be sunny tomorrow.</td>
</tr>
<tr>
<td>What do you think about the idea of going on a camping trip?</td>
<td>I think going on a camping trip would be fun.</td>
</tr>
</tbody>
</table>

BUILD WORD KNOWLEDGE
Complete the meanings and examples for this high utility word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>to appear or to arrive</td>
<td>The mail came today.</td>
</tr>
<tr>
<td>go</td>
<td>to move or to proceed</td>
<td>She went to the store to buy groceries.</td>
</tr>
<tr>
<td>write</td>
<td>to put something down on paper</td>
<td>I wrote a letter to my friend.</td>
</tr>
<tr>
<td>read</td>
<td>to look at printed words</td>
<td>I read a book every night.</td>
</tr>
<tr>
<td>think</td>
<td>to consider or to imagine</td>
<td>I think it’s going to rain today.</td>
</tr>
<tr>
<td>feel</td>
<td>to experience a sensation</td>
<td>I feel a tickle when I smile.</td>
</tr>
<tr>
<td>ask</td>
<td>to question or to inquire</td>
<td>He asked me how I was doing.</td>
</tr>
<tr>
<td>answer</td>
<td>to respond to a question</td>
<td>She answered the phone.</td>
</tr>
<tr>
<td>come</td>
<td>to appear or to arrive</td>
<td>The mail came today.</td>
</tr>
<tr>
<td>go</td>
<td>to move or to proceed</td>
<td>She went to the store to buy groceries.</td>
</tr>
</tbody>
</table>

DISCUSS & WRITE EXAMPLES
Discuss your response with a partner. Then complete the sentence in writing.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you respond to the statement “I think the weather will be sunny tomorrow”?</td>
<td>I think the weather will be sunny tomorrow.</td>
</tr>
<tr>
<td>What do you think about the idea of going on a camping trip?</td>
<td>I think going on a camping trip would be fun.</td>
</tr>
</tbody>
</table>

Section Shrink

SUMMARIZE
Complete the topic and important details for Section 1. Then “shrink” the section by writing a summary in 3 or 4 lower words.

Topic (Title/What) | schools’ responsibilities and students’ rights regarding off campus cyberbullying

Important Details |

- Bullying sends a social networking site to teachers a new student at school.
- Many people think that schools are responsible for off campus cyberbullying.
- Other people support the rights of students to attend school without being harassed.

Partner Summary | Many people believe schools have a duty to punish cyberbullies, but others respond that schools should protect students’ rights to have a safe and secure school environment.

Word Count: 74
Class Summary: Many people believe schools have a duty to punish cyberbullies, but others respond that schools should protect students’ rights to have a safe and secure school environment.

Word Count: 44
**Words to Go**

**BUILD WORD KNOWLEDGE**

**Pronunciation Words to Go**

- Personalize: Ask students to report to pairs and give the jaw of speech. Data is a major noun. It’s written more. The sun. The vocabulary is blank

- Teach Vocabulary and Word Examples

  - Use the Vocabulary Builder (Option 2b) or the lesson to display the means of exponents and variables. Then have students record them.
  - Read aloud the first line in the example, and have students practice it. (example: “I have green eyes.”)
  - Have students choose ideas and record one. Then repeat for the second example.

- **DISCUSS & WRITE EXAMPLES**

  - Guide Herbal Practice: Ask students to read the first line, read aloud, and have students repeat it.
  - Direct students’ attention to the grammatical target. Click-read Pass. This study tells me need an example of a type of exponents. So, I could complete them with “how each of us is provided with a personalized password?”
  - Have partners LCTs to think about and share responses. Select students to report out.
  - Instruct students to write a response.

- Apply Academic’s Words in Writing

  - Display relevant from the lesson text, read it aloud, and have students report it.
  - Direct students’ attention to the grammatical target. Ask: “How many people have been affected by a disease? How many people have been affected by the same disease? In the ways, people have taken different actions.
  - Ask students think about and write the example of the word and their responses.
  - Have partners LCTs to record sentences and provide two students to report out.
  - Repeat the process with new and more forms of exponents.

- **BUILD WORD KNOWLEDGE**

  - Personalize: Ask students to report to pairs and give the jaw of speech. Data is a major noun. It’s written more. The sun. The vocabulary is blank

- Teach Vocabulary and Word Examples

  - Use the Vocabulary Builder (Option 2b) or the lesson to display the means of exponents and variables. Then have students record them.
  - Read aloud the first line in the example, and have students practice it. (example: “I have green eyes.”)
  - Have students choose ideas and record one. Then repeat for the second example.

- **DISCUSS & WRITE EXAMPLES**

  - Guide Herbal Practice: Ask students to read the first line, read aloud, and have students repeat it.
  - Direct students’ attention to the grammatical target. Click-read Pass. This study tells me need an example of a type of exponents. So, I could complete them with “how each of us is provided with a personalized password?”
  - Have partners LCTs to think about and share responses. Select students to report out.
  - Instruct students to write a response.

- Apply Academic’s Words in Writing

  - Display relevant from the lesson text, read it aloud, and have students report it.
  - Direct students’ attention to the grammatical target. Ask: “How many people have been affected by a disease? How many people have been affected by the same disease? In the ways, people have taken different actions.
  - Ask students think about and write the example of the word and their responses.
  - Have partners LCTs to record sentences and provide two students to report out.
  - Repeat the process with new and more forms of exponents.

**Language to Summarize**

**BUILD Fluency**

**Read Section 2 of the article (issues, pp. 10-26).**

**ASK & ANSWER QUESTIONS**

- Take some outlining and answering questions with a partner.

  - **What is the significance of the article mainly about?**
  - **What is the main idea of the article?**

- **DISCUSS & WRITE EXAMPLES**

  - Discourage your response with a partner. Then complete the sentence in writing for your social studies project on India. In my report, I need to know important data, such as how much the country’s population has increased ever since.

  - Write your response and read it aloud to a partner. It would be helpful to find more extensive knowledge about the number of cyberbullying and extremist attacks at the same time, to decide which should punish cyber-bullies.

**BUILD Word KNOWLEDGE**

**Pronunciation Words to Go**

- Personalize: Ask students to report to pairs and give the jaw of speech. Data is a major noun. It’s written more. The sun. The vocabulary is blank

- Teach Vocabulary and Word Examples

  - Use the Vocabulary Builder (Option 2b) or the lesson to display the means of exponents and variables. Then have students record them.
  - Read aloud the first line in the example, and have students practice it. (example: “I have green eyes.”)
  - Have students choose ideas and record one. Then repeat for the second example.

- **DISCUSS & WRITE EXAMPLES**

  - Guide Herbal Practice: Ask students to read the first line, read aloud, and have students repeat it.
  - Direct students’ attention to the grammatical target. Click-read Pass. This study tells me need an example of a type of exponents. So, I could complete them with “how each of us is provided with a personalized password?”
  - Have partners LCTs to think about and share responses. Select students to report out.
  - Instruct students to write a response.

- Apply Academic’s Words in Writing

  - Display relevant from the lesson text, read it aloud, and have students report it.
  - Direct students’ attention to the grammatical target. Ask: “How many people have been affected by a disease? How many people have been affected by the same disease? In the ways, people have taken different actions.
  - Ask students think about and write the example of the word and their responses.
  - Have partners LCTs to record sentences and provide two students to report out.
  - Repeat the process with new and more forms of exponents.

- **BUILD Word KNOWLEDGE**

  - Personalize: Ask students to report to pairs and give the jaw of speech. Data is a major noun. It’s written more. The sun. The vocabulary is blank

- Teach Vocabulary and Word Examples

  - Use the Vocabulary Builder (Option 2b) or the lesson to display the means of exponents and variables. Then have students record them.
  - Read aloud the first line in the example, and have students practice it. (example: “I have green eyes.”)
  - Have students choose ideas and record one. Then repeat for the second example.

- **DISCUSS & WRITE EXAMPLES**

  - Guide Herbal Practice: Ask students to read the first line, read aloud, and have students repeat it.
  - Direct students’ attention to the grammatical target. Click-read Pass. This study tells me need an example of a type of exponents. So, I could complete them with “how each of us is provided with a personalized password?”
  - Have partners LCTs to think about and share responses. Select students to report out.
  - Instruct students to write a response.

- Apply Academic’s Words in Writing

  - Display relevant from the lesson text, read it aloud, and have students report it.
  - Direct students’ attention to the grammatical target. Ask: “How many people have been affected by a disease? How many people have been affected by the same disease? In the ways, people have taken different actions.
  - Ask students think about and write the example of the word and their responses.
  - Have partners LCTs to record sentences and provide two students to report out.
  - Repeat the process with new and more forms of exponents.

**Section Shrink**

**SUMMARIZE**

**Build the topic and important details for Section 2. Then “shrink” the section by writing a summary in 55 words.**

**Topic (What):**

Cyberbullying and extremism at school.

**Important Details:**

- Some people, such as principal Deb Sass, believe that when students sit at school technology is the school’s role to ask what they are doing.
- Others argue that scanning a student’s computer is the students’ privacy.
- A study about cell phone use estimates that a high percentage of students have cell phones at school.
- While some schools refuse to accept cell phones, others believe it is acceptable if the search is related to a school rule.

**Partner Summary:**

Some people argue that when students use school technology or their cell phones at school, the school has the authority to ask what they are doing. Others believe that is wrong.

**Word Count:**

55

**Class Summary:**

Some people argue that when students use school technology or their own phones at school, the school has the authority to ask what they are doing. Others believe that is wrong.

**Word Count:**

55

**Practice Writing a Summary**

- Display the topic, details, and summary frame. 
- Read aloud the topic frame, ask students to share ideas on how to complete it. Then move how to the text to complete the details, who was important, and important ideas to “shrink” the section and write a summary.
- Have partners build on the summary word to complete it. Then move to writing a summary. From each topic to show evidence and related evidence. Write the summary in a peer-to-peer activity.
- Display the summaries and prompt students to record the details sentences that were selected.
Choose Language for Writing

**Prompt**
Should schools be responsible for punishing cyberbullying? Write a justification that states and supports your claim.

**IDENTIFY PRECISE WORDS**
Review the article to identify and record precise words and phrases for your justification.

**TAKES NOTES**
Record your claims on a worksheet.

**Organize Supporting Evidence**

**TAKES NOTES**
Record your claims on the worksheet.

**Evidence**

**Debate**

**Evidence**

**Evidence**

**Evidence**

**Evidence**

**Evidence**
Identity Past-Tense Verbs

Write the justification below and circle the regular past-tense verbs.

The blog post, "Virtual Past Tense," mentions the problem of cyberbullying affects adults as well as teens. One powerful point is that there are now several support groups for senior citizens who have been victims of online intimidation. In fact, thousands of senior support groups exist in one city. The blog also emphasizes that more than half of the people who see or advise on dealing with online bullies are older than 30. In my own experience, bullies forget several adults in my family at least. My uncle actually has an online Internet article bullies.humor.net for privacy. For these reasons, I contend that cyberbullying is not just a teen problem.

Paraphrasing Text

Guidelines for Using Regular Past-Tense Verbs: Read for an assignment text that supports your claim. Then paraphrase it by restating the ideas using present synonyms and your own words.

Most cyberbullying happens on school property, but much of the harm occurs and remains invisible unless the acts are reported when it happens. My school policy requires that all students, teachers, and staff report any instances of cyberbullying immediately to the building principal.

Identity: P r e c i s e S y n o n y m s

Read these statements and replace the words in parentheses with precise synonyms.

3. A new middle school student is in a remedial English 3D class. The school has a new program to help students improve their English skills. She is doing well.

Paraphrase: idioms. Make sure your sentence is clear and concise. I recommend that you look at the specific words you are using and try to rephrase them.

Paraphrase: If students will take the time to understand the statement of their homework, they will be able to follow the rules of the assignment. The class then discussed the statement.

Direct quote: "In the first paragraph, the author says that the student behavior is unacceptable."
**Write a Justification**

**Prompt:** Should schools be responsible for punishing cyberbullies? Write a justification that states and supports your claim.

**WRITE A PARAGRAPH**

**Choose the topic sentence.**

The article states that we should punish cyberbullies for their actions.

**Organize the claim.**

The article states that we should punish cyberbullies for their actions.

**Choose a supporting sentence.**

For example, students have submitted complaints about being bullied online, which shows that students are willing to stand up for themselves.

**Choose a support sentence.**

In addition, students spend a significant amount of time at school, and bullying can affect their academic performance. For this reason, schools should have policies in place to prevent bullying.

**Reflect & revise.**

Recent research has shown that bullying can have long-term effects on students, so it is important to have policies in place to prevent it.

**Rate Your Justification**

**Assess Your Draft:**

Rate your justification. Then, have a partner review it.

1. Does the topic sentence clearly state your claim?
2. Did you include strong reasons and evidence to support your claim?
3. Did you include logical arguments?
4. Did you use correct grammar and tense?
5. Did you use strong words to state and evaluate your claim?
6. Did you include transitions to introduce reasons and evidence?
7. Did you include a variety of sentence lengths, simple, compound, complex?

**Reflect & Revise:**

Read your draft and add evidence. Then, write a new draft.

**Daily Do Now:**

Daily Do Now (p. 531)

*Critical thinking:* What is the effect of cyberbullying on students?

*Writing:* Write a short essay on the topic of cyberbullying.

**TEACHING GUIDE**

**Issue 3**

ENGLISH 3D

**Course I**
Presenting Ideas

**30-Second Speech**

**IDENTIFY TOPIC**

Choose one of the questions below to address in a 30-second speech.

- How should our school address cyberbullying?
- Should our community encourage or discourage graffiti?

**BEAMSTRONOMID IDEAS**

Write down the name of your course and two reasons that support it.

My Class: Our community should discourage graffiti.

Reason 1: Graffiti can spark violence because gangs use it to mark their territory.

Reason 2: Graffiti is illegal, not artistic.

**SYNTHESIZE IDEAS**

Take notes on evidence from the text or your experience that supports your claim. Evidence: Two men were killed in Los Angeles for clearing up graffiti.

**WRITE A SPEECH**

Write a 30-second speech that states your claim and includes reasons and evidence.

Based on my experiences, I believe that our community should discourage graffiti.

Reason 1: Graffiti is illegal, not artistic.

Reason 2: Graffiti can spark violence.

Therefore, I believe that we should ask our politicians to do more to fight graffiti because the vandalism damages our city.

Present & Rate Your Speech

**MANTAIN EYE CONTACT**

Keep in contact with your audience. If you are reading a speech, make sure you look up every few seconds. Eye contact helps you look confident and engage your listeners.

**PRESENT YOUR SPEECH**

You have just given a 30-second speech. Now, how can you improve your next speech?

**REFLECT**

Think of two ways you can improve for your next speech.

Priority 1: Shorten my next speech.

Priority 2: When I present my next speech, I will focus on...
**ASSessment**

**Daily Do Now**

Show the Name [p. 221]

Write the title in your teacher’s handwriting when you enter.

**Prepare To Assess**

1. Section 3 Test (E3D) due to evaluate students’ progress on the section 3 objectives.
2. Academic Vocabulary (50 minutes)
   - Read to Go
   - Read to Know
   - Summarizing (15 minutes)
   - Academic Vocab
   - Respond to Text
   - Reading Text
   - Assessing Text

**Clarify Directions**

1. Choose one of the directions and explain the expectations:
   - Academic Vocabulary: For the section, ask the class to select the non-standard order in which they would include the vocabulary in their own words and include any sentence examples.
   - Language & Conventions: Some of the items are for the students to write out in their own words. You can underline or circle parts of the paragraph to highlight. For the summary, make sure to use your own words and include previous topic words.

**Assessment**

**Issue 3 Test**

**Academic Vocabulary**

Write the correct form of a Word to Go and complete the sentences.

1. To protect all students, the law requires students to monitor students who use school computers to prevent them from accessing inappropriate sites. **students** from
   - bullying others at school.

2. My improved test scores last year affected my final grade for the year.

3. When the principal canceled the senior prom, students had a variety of responses, including volunteering to change the event location.

4. Teenagers can learn important leadership skills if they get involved with volunteering in a homeless shelter.

Complete the paragraph with the correct form of Words to Know.

**Many people believe that school should use technology to monitor students’ use of computers. The main concern is that students will use school computers to monitor students’ use of computers. However, there are many concerns about monitoring students’ computer use, and many others argue that this violates students’ privacy. This is an issue with clearly opposing sides.**

**Scorecard**

Some each section as follows:

- 3 points for each correct form of the word.
- 1 point for each accurate meaning.

**Who Should Pay?**

by Emily Kertsen

Who should be responsible for the safety and care of students on social networking sites? Denise Finkel of New York thinks that many people should be held accountable. While in high school, four schoolmates created a Facebook page on which they posted new comments about her. In 2008, Finkel brought a lawsuit against the teens who cyberbullied her, their parents, and Facebook. Unfortunately for Finkel, Judge Randy Sue Matter decided that although the police disposed of an improperly stored property, they were expired, not valid. That means legally the teens’ actions were not wrong. The judge also dismissed the case against the parents. The Facebook decision came when an even higher court. That court decided that Facebook is not liable for the unpleasant comments on its users’ posts. In Denise Finkel’s case, no one was responsible.

**Review Responses**

1. In your own words, describe the main argument in the passage.
   - Academic Vocabulary: Describe the main argument in the passage.
   - Summarizing: Describe the main argument in the passage.

**Language & Conventions**

Complete the sentence with regular past-tense verbs. Then paraphrase them.

1. What did you say? **I said** my study habits last year by sending me explicit text messages.
   - Paraphrase: For example, a cyberbully was a person who
   - 2. The article states that officials **proceeded** Internet use at school because cyberbullies **inferred** too many students.
   - Paraphrase: The article states that...
Administering Academic Language Assessments

The Academic Language Assessments have four parts that assess language functions, vocabulary, grammar, and writing.

Administer the Beginning-of-Year Test during the first few weeks of instruction while teaching the Getting Started unit. The Getting Started Planning Guide (pp. 56–58) offers suggestions for when to administer the different parts of the test. Consider also administering the Mid-Year and End-of-Year Tests in pairs to ensure that students do their best.

Scoring Academic Language Assessments

Score the Beginning-of-Year, Mid-Year, and End-of-Year Tests to assess students’ language development over the course of the year.

<table>
<thead>
<tr>
<th>Part of Test</th>
<th>Description of Tasks</th>
<th>Number of Tasks</th>
<th>Points Each</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: Language Functions</td>
<td>Task 1: Students read academic situations and respond to a teacher with appropriate language and forms of address.</td>
<td>5</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Task 2: Students will practice writing a complete sentence.</td>
<td>10</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Part 2: Vocabulary</td>
<td>Task 3: Students will practice using a word in a sentence.</td>
<td>15</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Task 4: Students will practice using a word in a sentence.</td>
<td>15</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Part 3: Grammar</td>
<td>Task 5: Students will practice using a word in a sentence.</td>
<td>15</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Task 6: Students will practice using a word in a sentence.</td>
<td>15</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Part 4: Writing</td>
<td>Task 7: Students will practice using a word in a sentence.</td>
<td>10</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Task 8: Students will practice using a word in a sentence.</td>
<td>10</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>

OPTIONAL WRITING PROMPT

Each test includes an optional justification writing prompt so that teachers can compare student ability to make a claim and support it with reasons and evidence throughout the year. Use the Justification Matrix to give students a score from one to four on their writing and provide feedback.
Using Rubrics

Score students’ writing assignments and speeches using clear and specific rubrics.

English 3D includes the following writing rubrics:
- Justification Rubric
- Summary Rubric
- Summarize & Response Rubric
- Argument Rubric
- Persuasion Rubric: Format, Grammar & Usage, and Mechanics

1. Print the rubric from the Teacher Space CD and make two copies to score each student’s writing assignment.
2. Read the criteria one at a time and count the students writing assignment.
3. Record a score for each criterion. Read the description for each score and mark the student’s assignment inside which score best represents the writing.

Providing Feedback

Use specific criteria and scoring charts to provide feedback on students’ writing assignments and speeches.

1. Complete Rubric Scoring Chart to provide specific feedback on students’ writing and speeches.
2. Teacher gives feedback to students on their writing and speeches.
ASSESSMENT

Using Resources for Differentiation

Use additional resources to differentiate instruction, provide additional practice, or supplement the core or content-area curricula.

WRITING RESOURCES

The Teacher Space CD includes writing resources for each of the academic writing types in English 3D:

- Identification
- Summary
- Summary & Response
- Alignment

Each writing resource includes:

- Planning page for students to choose specific words for writing and take notes to organize their writing
- Writing frames of different levels of sophistication
- Scoring guide and peer feedback rating guide

Across these writing resources:

- Provide more practice using a writing frame before moving to a more sophisticated writing frame in the Language & Living Portfolio
- Offer students a more sophisticated writing frame than the frame in the Language & Living Portfolio
- Assign additional writing assignments for practice (e.g., have students write a justification during Issue 5 when the focus writing type is a summary, or a summary in Issue 9 when the focus writing type is argument)
- Position these academic writing types using the core curriculum or content area tools

GRAPHIC ORGANIZERS

The Teacher Space CD includes printables of the five graphic organizers to support students with activating prior knowledge about a topic.

Use these graphic organizers to:

- Activate prior knowledge about topics or issues in which your students need more support
- Print and make a copy for each small group to record ideas as they brainstorm ideas at the beginning of each issue
- Share these ideas with another topic in the core curriculum or content areas

VOCABULARY BUILDER

The Teacher Space CD includes a printable Vocabulary Builder that you can use to teach additional topic-related high utility academic words from the course text, core curriculum, or content areas.

DEBATE TRACKER

The Teacher Space CD includes a printable Debate Tracker that you can use to record and display students’ responses to debate questions during academic discussions and after students have read articles in the course text. You can also use the Debate Tracker to record any other student discussions in which students can practice academic discourse in which students are required to respond or extend.


**Conducting Interviews**

Assign interviews to provide practice using academic language and collecting additional evidence for discussions and writing.

1. Add the interview form to the Teacher Space CD and make copies for students to consider as a homework assignment.
2. Students complete the interview form themselves for practice.
3. Have students select appropriate questions for the topic and review the directions.
4. Meet with the students to clarify any questions regarding the purpose and operating knowledge about the issue.

---

**Assigning Grades**

Record students’ scores on English 3D assessments and translate them into a grade for the class.

1. Pull the grading grid on the Teacher Space CD and make copies as needed.
2. Prepare the grid.
3. Enter student scores into the grid.
4. Add grades to the grid.

**Calculating Percentages**

Use this chart as a guide to assign percentage grades for writing and speech rubrics.

<table>
<thead>
<tr>
<th>Overall Rubric Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>90%</td>
</tr>
<tr>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>3</td>
<td>70%</td>
</tr>
<tr>
<td>2</td>
<td>60%</td>
</tr>
<tr>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Other Considerations**

- Daily Language & Writing Portfolio work
- Issue Interviews
- Class participation
- Attendance
Partner & Group Interactions

Implementing this essential routine will enable your English 3D students to discuss, debate, and deliberate with confidence and competence.

Enabling Participatory Engagement
The primary goal of English 3D is to ensure that students develop the skills and strategies that enable them to communicate effectively in social and academic settings. To achieve this, they need to engage in meaningful discussions. By articulating their ideas, students can develop the skills and strategies that will enable them to communicate effectively.

Ensuring Participatory Engagement

Purpose: To effectively facilitate or attend group discussions for the completion of tasks.

Objectives:
- The group facilitates the achievement of learning goals.
- Engage the student in active participation.
- The group facilitates the completion of tasks.

Strategies:
- Group discussions:
  - Active listening
  - Asking questions
  - Providing feedback
  - Encouraging participation

Considerations for Participation:
- Group size:
  - Smaller groups
  - Larger groups
- Group composition:
  - homogeneous
  - heterogeneous
- Group norms:
  - pounded
  - respected

Steps:
1. Establish "The Circle of Participation" at the beginning of the discussion.
2. Engage in "The Circle of Participation" by asking students to participate.
3. Encourage students to participate by providing feedback, asking questions, and providing suggestions.

Conclusion:
- The group facilitates the achievement of learning goals.
- Encourage participation by providing feedback, asking questions, and providing suggestions.
- The group facilitates the completion of tasks.

3D Learning Objectives

Dealing with language in context.
- The students can use language to communicate effectively in academic and social settings.
- The students can use language to express their ideas and thoughts in a clear and concise manner.
- The students can use language to engage in meaningful discussions.

3D Learning Objectives

- The students can use language to communicate effectively in academic and social settings.
- The students can use language to express their ideas and thoughts in a clear and concise manner.
- The students can use language to engage in meaningful discussions.

Implementation Scenario

Step 1: Establish "The Circle of Participation" at the beginning of the discussion.
- Engage in "The Circle of Participation" by asking students to participate.
- Encourage students to participate by providing feedback, asking questions, and providing suggestions.

Step 2: Assess "Fast-Feeder" tasks during the discussion on a chart or in a digital document.
- Provide feedback to students on their participation.
- Encourage students to participate.

Step 3: Check for Understanding
- Display procedures for participation by reviewing and revising the chart.
- Review and assess the procedures for participation on a chart or in a digital document.

Procedures for Participation

1. Prompt the students using the following:
   - "Read your responses.
   - "Remind them of the rubric.
   - "Say it with purpose.

2. Select two students to share their responses:
   - If your partner checked their work quickly or poorly, say, "What happened?" or "How do you think you could improve?"

3. If you have time, share a secret idea:
   - Listen for students to share ideas: "I'm glad I'm not the only one who thought,..."

4. Ask questions:
   - Ask questions about the chart or digital document:
     - "What do you think is the most important part of the chart?"

5. Encourage participation by providing feedback, asking questions, and providing suggestions.

6. Provide feedback to students on their participation:
   - "Your participation was very helpful in understanding the topic."
Words to Know
Teach students topic-related academic words to activate and build conceptual knowledge before reading, speaking, and writing about an issue.

Building Conceptual Knowledge

English learners often do not have academic vocabulary knowledge specific to a particular topic in effective English. Therefore, students must be part of student-to-student vocabulary—they have heard or seen the words before—they know the meanings of their expressions metaphorically—they wouldn't know how to use them during a discussion or in writing assignment. The Words to Know routines scaffold students’ prior knowledge and build conceptual knowledge on topic-related academic words.

Students first evaluate their prior knowledge of each topic-related academic word and old/knowledge discuss the meaning of each word. Then, the teacher explicitly explains the meanings and the class discusses examples. The teacher also provides some of these topic-related words while reading informational text. They can be used to engage in front-reading. Most importantly, students have a baseline academic vocabulary in their brains when they speak and write about the topic.

Words to Know at a Glance

<table>
<thead>
<tr>
<th>Topic-related Academic Words</th>
<th>Language Arts and Social Studies Word Topic Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pronounce Words to Know</td>
<td>Language Arts and Social Studies Word Topic Area</td>
</tr>
<tr>
<td>2. Role Word Knowledge</td>
<td>Language Arts and Social Studies Word Topic Area</td>
</tr>
<tr>
<td>3. Share Word Knowledge</td>
<td>Language Arts and Social Studies Word Topic Area</td>
</tr>
<tr>
<td>4. Explain Meanings</td>
<td>Language Arts and Social Studies Word Topic Area</td>
</tr>
<tr>
<td>5. Discuss Exemples</td>
<td>Language Arts and Social Studies Word Topic Area</td>
</tr>
</tbody>
</table>

Words to Know Routine

Purpose: To build topic-related academic word knowledge by speaking and writing about an issue.

1. Pronounce Words to Know: English learners need to hear some of these words in order to know their meanings. Engage them in a discussion about the words using questions. Have the students repeat them several times.

2. Role Word Knowledge: Ask students to think about which word they have heard or seen in their class recently. Give each group of four a classroom number on a 1-4.

3. Share Word Knowledge: Direct small groups to discuss the words they believe are important and write them on a shared whiteboard. Be sure that each group reports to the class on the words they find important.

4. Explain Meanings: Display the word meanings, new it is defined, and have students repeat it.

5. Discuss Examples: Model an example, and have students add another example and share one in their group.

Words to Know at a Glance

<table>
<thead>
<tr>
<th>Topic-related Academic Words</th>
<th>Language Arts and Social Studies Word Topic Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pronounce Words to Know</td>
<td>Language Arts and Social Studies Word Topic Area</td>
</tr>
<tr>
<td>2. Role Word Knowledge</td>
<td>Language Arts and Social Studies Word Topic Area</td>
</tr>
<tr>
<td>3. Share Word Knowledge</td>
<td>Language Arts and Social Studies Word Topic Area</td>
</tr>
<tr>
<td>4. Explain Meanings</td>
<td>Language Arts and Social Studies Word Topic Area</td>
</tr>
<tr>
<td>5. Discuss Exemples</td>
<td>Language Arts and Social Studies Word Topic Area</td>
</tr>
</tbody>
</table>
SKILLS OVERVIEW

Speaking & Listening

Students practice speaking and listening skills that support them to effectively communicate in various social and academic settings.

COMPREHENSION AND COLLABORATION

Academic Language Objectives | English 3D

**Skills Overview**

Discuss prior knowledge of a topic using precise topic words and complete sentences.

- Students read the Dike Fils aloud with the correct pacing, intonation, and expression.
- Students use appropriate words and complete sentences to discuss evidence and justifications from the Dike Fils.
- Small groups discuss a topic.
- Group members use precise words and complete sentences to discuss ideas about an issue.

**Vocabulary**

Discuss prior knowledge of topic-related academic words using complete sentences.

- Students can refer prior knowledge of topic-related words.
- Students discuss their word knowledge using questions and response boxes.
- Group facilitators remind the small group prior word knowledge to discuss using response boxes.

**Academic Discussion**

Students discuss a perspective by using precise words, adjectives, present-tense verbs, past-tense verbs, with infinitives, main point ideas, main points, and supporting points.

- Students use terms to frame the motivational language to present claims about an issue in a complete sentence using correct grammar.

**Academic Writing**

- Students use language to frame motivational language to present claims in an issue in a complete sentence using correct grammar.
- Students use terms to frame motivational language to present claims in an issue in a complete sentence using correct grammar.
- Students use terms to frame motivational language to present claims in an issue in a complete sentence using correct grammar.

**Speaking & Listening**

- Students use language to frame motivational language to present claims in an issue in a complete sentence using correct grammar.
- Students use terms to frame motivational language to present claims in an issue in a complete sentence using correct grammar.
- Students use terms to frame motivational language to present claims in an issue in a complete sentence using correct grammar.

**Presenting Ideas**

- Students organize and deliver a short speech that presents and defends a claim.
- Students give a speech to a small group and the class.
- Students present their ideas using consistent standard English grammatical forms.
- Students present their ideas using consistent standard English grammatical forms.
- Students present their ideas using consistent standard English grammatical forms.

**Presenting Ideas**

- Students organize and deliver a short speech that presents and defends a claim.
- Students give a speech to a small group and the class.
- Students present their ideas using consistent standard English grammatical forms.
- Students present their ideas using consistent standard English grammatical forms.
- Students present their ideas using consistent standard English grammatical forms.

**Presenting Ideas**

- Students organize and deliver a short speech that presents and defends a claim.
- Students give a speech to a small group and the class.
- Students present their ideas using consistent standard English grammatical forms.
- Students present their ideas using consistent standard English grammatical forms.
- Students present their ideas using consistent standard English grammatical forms.

**Presenting Ideas**

- Students organize and deliver a short speech that presents and defends a claim.
- Students give a speech to a small group and the class.
- Students present their ideas using consistent standard English grammatical forms.
- Students present their ideas using consistent standard English grammatical forms.
- Students present their ideas using consistent standard English grammatical forms.

**Presenting Ideas**

- Students organize and deliver a short speech that presents and defends a claim.
- Students give a speech to a small group and the class.
- Students present their ideas using consistent standard English grammatical forms.
- Students present their ideas using consistent standard English grammatical forms.
- Students present their ideas using consistent standard English grammatical forms.

**Listening to Text**

- Students read informational articles aloud with the teacher and a partner using correct pacing, intonation, and expression.
- Students read informational texts independently to discuss text and make inferences about an issue.
- Group members listen actively as classmates read aloud articles.
- Group members use conversational language to respond to classmates’ queries.
- Group members present responses to and using consistent standard English grammatical forms.

**Listening to Text**

- Students read informational articles aloud with the teacher and a partner using correct pacing, intonation, and expression.
- Students read informational texts independently to discuss text and make inferences about an issue.
- Group members listen actively as classmates read aloud articles.
- Group members use conversational language to respond to classmates’ queries.
- Group members present responses to and using consistent standard English grammatical forms.

**Listening to Text**

- Students read informational articles aloud with the teacher and a partner using correct pacing, intonation, and expression.
- Students read informational texts independently to discuss text and make inferences about an issue.
- Group members listen actively as classmates read aloud articles.
- Group members use conversational language to respond to classmates’ queries.
- Group members present responses to and using consistent standard English grammatical forms.

**Listening to Text**

- Students read informational articles aloud with the teacher and a partner using correct pacing, intonation, and expression.
- Students read informational texts independently to discuss text and make inferences about an issue.
- Group members listen actively as classmates read aloud articles.
- Group members use conversational language to respond to classmates’ queries.
- Group members present responses to and using consistent standard English grammatical forms.

**Listening to Text**

- Students read informational articles aloud with the teacher and a partner using correct pacing, intonation, and expression.
- Students read informational texts independently to discuss text and make inferences about an issue.
- Group members listen actively as classmates read aloud articles.
- Group members use conversational language to respond to classmates’ queries.
- Group members present responses to and using consistent standard English grammatical forms.

**Listening to Text**

- Students read informational articles aloud with the teacher and a partner using correct pacing, intonation, and expression.
- Students read informational texts independently to discuss text and make inferences about an issue.
- Group members listen actively as classmates read aloud articles.
- Group members use conversational language to respond to classmates’ queries.
- Group members present responses to and using consistent standard English grammatical forms.
Language

Students learn and practice conventions and vocabulary skills that support them in academic speaking and writing.

<table>
<thead>
<tr>
<th>CONVENTIONS OF STANDARD ENGLISH</th>
<th>Academic Language Objectives</th>
<th>English 3D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Avoiding Constructions</strong></td>
<td>Identify and use appropriate first-person present tense verbs for a justification.</td>
<td>Students mark a model justification identifying first-person present tense verbs.</td>
</tr>
<tr>
<td></td>
<td>Identify and use appropriate first-person present tense verbs for a justification.</td>
<td>Students write correct first-person present tense verbs to complete practice sentences.</td>
</tr>
<tr>
<td></td>
<td>Identify and use appropriate first-person present tense verbs for a justification.</td>
<td>Students write correct first-person present tense verbs to complete practice sentences.</td>
</tr>
<tr>
<td></td>
<td>Identify and use appropriate second-person present tense verbs for a justification.</td>
<td>Students write correct second-person present tense verbs to complete practice sentences.</td>
</tr>
<tr>
<td></td>
<td>Identify and use appropriate second-person present tense verbs for a justification.</td>
<td>Students write correct second-person present tense verbs to complete practice sentences.</td>
</tr>
<tr>
<td><strong>Writing: Skills Overview</strong></td>
<td>Use simple sentences to express cause and effect for a justification.</td>
<td>Students practice writing simple cause-and-effect sentences using exclamation, since, due to, and because.</td>
</tr>
<tr>
<td></td>
<td>Identify and use appropriate subjects and pronouns for a formal written summary.</td>
<td>Students mark a model summary identifying subject pronouns and pronouns that refer to the author.</td>
</tr>
<tr>
<td></td>
<td>Use the third-person singular, simple present tense to state information.</td>
<td>Students write correct third-person singular, simple present tense verbs to complete practice sentences.</td>
</tr>
<tr>
<td></td>
<td>Identify and use irregular past-tense verbs for a summary and comparison.</td>
<td>Students write correct irregular past-tense verbs to complete practice sentences.</td>
</tr>
<tr>
<td></td>
<td>Use simple and complete sentences to present reasons and evidence in a summary and comparison.</td>
<td>Students practice writing simple and complete sentences using examples.</td>
</tr>
<tr>
<td></td>
<td>Identify and write citations for an argument.</td>
<td>Students practice citing text evidence that has one or more authors and uses direct quotations.</td>
</tr>
<tr>
<td></td>
<td>Identify and use conditional verbs for an argument.</td>
<td>Students mark a model argument to identify conditional verbs.</td>
</tr>
<tr>
<td></td>
<td>Use simple and complete sentences to present and respond to counterarguments in an argument.</td>
<td>Students practice writing simple and complete sentences using examples.</td>
</tr>
<tr>
<td><strong>Listening and Speaking</strong></td>
<td>Use words in the third-person singular to express opinions.</td>
<td>Students complete practice sentences with the correct form of a verb to express opinion.</td>
</tr>
<tr>
<td></td>
<td>Identify transitions to sequence and introduce supporting details.</td>
<td>Students complete practice sentences using transitions to introduce reasons and evidence that support a claim.</td>
</tr>
<tr>
<td></td>
<td>Identify transitions to sequence and introduce supporting details.</td>
<td>Students complete a 5-paragraph paragraph with transitions to introduce and improve supporting details.</td>
</tr>
</tbody>
</table>

**TEACHING GUIDE**

- **Skills Overview T110**
- **Course I**

**Skills Overview T119**

- Identify present synonyms for key words and unknown words to enhance important details and facts otherwise.
- Students write appropriate details and evidence in their own words.
- Use present language to specify quantity and frequency of events in a justification.
- Students write a justification paragraph that includes a variety of sentences (simple, compound, complex).
- Students write a justification paragraph that includes a variety of sentences (simple, compound, complex).
- Students write a justification paragraph that includes a variety of sentences (simple, compound, complex).
- Students write a summary paragraph using correct citation marks and punctuation.
SKILLS OVERVIEW

VOCABULARY ACQUISITION AND USE

Academic Language Objectives | English 3D
--- | ---
**Daily De Novo**
- Develop a vocabulary for academic subjects.
- Practice using new vocabulary in context.
**Academic Vocabulary**
- Use academic vocabulary to discuss complex ideas.
- Use academic vocabulary in writing and speaking.
**Academic Concepts**
- Use academic language to describe complex subjects.
- Use academic language in writing and speaking.

Discrete Language for Writing

- Use specific language for different writing tasks.
- Use specific language for different academic disciplines.

Writing a Draft

- Write a paragraph that describes a specific event.
- Use specific language to describe academic subjects.

Presenting Ideas

- Use specific language to present ideas.
- Use specific language to summarize and respond to ideas.

TEACHING GUIDE

SKILLS OVERVIEW

**Write a Summary & Response**

- **Vocabulary**: Acquire academic language for specific subjects.
- **Purpose and Method**: Read and respond to a summary and response essay.

**Use precise and vivid language to describe academic subjects.**

- **Skills**:
  - **Academic Language Objectives**: Develop a vocabulary for academic subjects.
  - **English 3D**: Practice using new vocabulary in context.

**Skills Overview**

- **Academic Vocabulary**
  - Use academic vocabulary to discuss complex ideas.
  - Use academic vocabulary in writing and speaking.

**Academic Concepts**

- Use academic language to describe complex subjects.
- Use academic language in writing and speaking.

Discrete Language for Writing

- Use specific language for different writing tasks.
- Use specific language for different academic disciplines.

Writing a Draft

- Use specific language in writing and speaking.
- Use specific language in writing and speaking.

Presenting Ideas

- Use specific language to present ideas.
- Use specific language to summarize and respond to ideas.

Teaching Guide T113
SKILLS OVERVIEW

Writing

Students learn and practice skills to successfully write a range of informational texts.

<table>
<thead>
<tr>
<th>TEST TYPES AND PURPOSES</th>
<th>Academic Language Objectives</th>
<th>English 3D</th>
</tr>
</thead>
</table>

Analyzing Text Elements:
- Mark a model paragraph to identify the claim, supporting reasons and evidence, transitional verbs and phrases, word choices and sentence structures.
- Mark a model summary to identify the elements of the topic sentence, important details, transitional verbs and phrases, vocabulary words, and transition words.
- Mark a model summary and response to identify the writer's position, supporting evidence, transitional words and phrases, vocabulary words, and standard sentence structure.
- Mark a model summary and response to identify the writer's position, supporting evidence, transitional words and phrases, vocabulary words, and standard sentence structure.

Discuss the elements of a justification, summary, summary and response, and argument using academic vocabulary and complete sentences:
- Partners use frames to discuss the elements of a justification: the claim, supporting reasons and evidence, transitional words and phrases, word choices, and transition words.
- Partners use frames to discuss the elements of a formal summary: the elements of a topic sentence, the paragraph, transitional words and phrases, vocabulary words, and transitional words.
- Partners use frames to discuss the elements of a summary and response: the writer's position, supporting evidence, transitional words and phrases, vocabulary words, and transition words.
- Partners use frames to discuss the elements of an argument: the claim, supporting reasons and evidence, transitional words and phrases, vocabulary words, and transition words.

Formulating Language:
- Write three complete sentences for a justification using a word from academic vocabulary in the following context:
- Write three complete sentences for a justification using a word from academic vocabulary in the following context:
- Write three complete sentences for a justification using a word from academic vocabulary in the following context:
- Write three complete sentences for a justification using a word from academic vocabulary in the following context:
- Write three complete sentences for a justification using a word from academic vocabulary in the following context:

Write a summary and response essay that includes topic sentences, transitional sentences, and complete sentences:
- Students write summaries using clear paragraphs, topic sentences, and transitional sentences.
- Students write summaries using clear paragraphs, topic sentences, and transitional sentences.
- Students write summaries using clear paragraphs, topic sentences, and transitional sentences.
- Students write summaries using clear paragraphs, topic sentences, and transitional sentences.
- Students write summaries using clear paragraphs, topic sentences, and transitional sentences.

Pondering Ideas:
- Write a speech that presents a clear claim, supported with reasons and evidence, a conclusion, and a response.

- Students use a frame to write a speech that states a claim, includes reasons and evidence, and a conclusion and a response.

- Students use a frame to write a speech that states a claim, includes reasons and evidence, and a conclusion and a response.

- Students use a frame to write a speech that states a claim, includes reasons and evidence, and a conclusion and a response.

- Students use a frame to write a speech that states a claim, includes reasons and evidence, and a conclusion and a response.
## SKILLS OVERVIEW

### PRODUCTION AND DISTRIBUTION OF WRITING

<table>
<thead>
<tr>
<th>Academic Language Objectives</th>
<th>English 3D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning to Write</strong></td>
<td></td>
</tr>
<tr>
<td>Take notes about the topics; reason, and evidence to plan a justification.</td>
<td>Students describe their claim about an issue.</td>
</tr>
<tr>
<td></td>
<td>Students use academic language to relate their claim and write a topic sentence.</td>
</tr>
<tr>
<td></td>
<td>Students list reasons to support their claim.</td>
</tr>
<tr>
<td></td>
<td>Students write notes on evidence for each reason.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teaching Guide</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Take notes about the topic sentence, important details, and supporting sentences to plan a formal written sentence.</td>
<td>Students report information about an article.</td>
</tr>
<tr>
<td></td>
<td>Students use information and evidence to write a topic sentence.</td>
</tr>
<tr>
<td></td>
<td>Students list three important details from the text.</td>
</tr>
<tr>
<td></td>
<td>Students relate the author’s evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course I</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Take notes about the text information, topic sentences, and supporting details to plan a summary and response essay.</td>
<td>Students state text information in write a topic sentence.</td>
</tr>
<tr>
<td></td>
<td>Students list three important details from an article.</td>
</tr>
<tr>
<td></td>
<td>Students describe their profile in the text and write a topic sentence.</td>
</tr>
<tr>
<td></td>
<td>Students use reasons and evidence that support their profile.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Organizing Ideas</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize ideas to write a short speech that includes a clear claim, supporting reasons and evidence, a counterargument, and suggestions.</td>
<td>Students write a claim and two reasons that support it.</td>
</tr>
<tr>
<td></td>
<td>Students take notes on evidence they need and steps to support a claim.</td>
</tr>
<tr>
<td></td>
<td>Students use a frame to write a short speech.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessing &amp; Refining</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a scoring guide to self-assess, and peer assess, a justification, summary, summary, reason, and evidence.</td>
<td>Students use a checklist to polish and edit writing.</td>
</tr>
<tr>
<td></td>
<td>Students use a Scoring Guide to self-evaluate and write a partner’s writing.</td>
</tr>
<tr>
<td></td>
<td>Students work in partners to improve their writing.</td>
</tr>
<tr>
<td></td>
<td>Students review and edit their writing for organization, context, precise, academic vocabulary, grammar, and mechanics.</td>
</tr>
</tbody>
</table>

### RESEARCH TO BUILD AND PRESENT KNOWLEDGE

<table>
<thead>
<tr>
<th>Academic Language Objectives</th>
<th>English 3D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning to Write</strong></td>
<td></td>
</tr>
<tr>
<td>Take notes about the introduction, reasons, evidence, and a counterargument to plan an argument essay.</td>
<td>Students use academic language to state a claim and write an introduction.</td>
</tr>
<tr>
<td></td>
<td>Students list reasons that support the claim and evidence to cite for each reason.</td>
</tr>
<tr>
<td></td>
<td>Students list a counterargument and support with strong evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Writing a Draft</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a research paper that includes an introductory reason, evidence, a conclusion, and a significant ending.</td>
<td>Students use the writing process and a frame to write an argument research paper that features a claim.</td>
</tr>
<tr>
<td></td>
<td>Students use a frame to write an introduction, detailed paragraphs, and conclusion.</td>
</tr>
<tr>
<td></td>
<td>Students write transitional sentences that effectively connect paragraphs.</td>
</tr>
<tr>
<td></td>
<td>Students read about their research papers to prepare for appropriate pacing, limitations, and implications.</td>
</tr>
</tbody>
</table>

### RANGE OF WRITING

<table>
<thead>
<tr>
<th><strong>Academic Language Objectives</strong></th>
<th><strong>English 3D</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>Take notes using a graphic organizer.</td>
<td>Students use a graphic organizer to brainstorm and record prior knowledge about a topic.</td>
</tr>
</tbody>
</table>

| **Six Minute Paper**             |               |
| Require to a question in writing with a topic sentence and two supporting details. | Students respond to a debate question by completing notes to write a topic sentence and the supporting detail sentences. |

| **Summarizing Text**             |               |
| Write a summary of a text using, complete sentences, complex sentences, vocabulary, and syntax to explain, analyze, and write a summary. | Students use notes about a topic and important details to write a summary. |

| **Responding to Text**           |               |
| Participants a writer from a section of text using your own ideas and complete sentences. | Students write a writer from an informational text in their own words using precise vocabulary. |

| **Write a Response**             |               |
| Write a response to a text, including a topic sentence, two supporting sentences, and academic vocabulary. | Students write a response to a text by completing notes to write a topic sentence and two supporting sentences. |

| **Write a Draft**                |               |
| Write a draft that includes a topic sentence, evidence, complete sentences, and precise academic vocabulary. | Students use a frame to write a draft that includes a topic sentence, evidence, complete sentences, and precise academic vocabulary. |

| **Writing a Response**           |               |
| Write a formal summary of an informational that includes a topic sentence, detailed, a concluding sentence, and precise academic vocabulary. | Students use a frame to write a formal summary that includes the topic sentence, evidence, complete sentences, and precise academic vocabulary. |

| **Writing a Report**             |               |
| Write a report that includes a topic sentence, a transitional, a topic sentence, and precise academic vocabulary. | Students use a frame to write a report that includes a topic sentence, a transitional sentence, and precise academic vocabulary. |

| **Presenting Ideas**             |               |
| Present a speech that prepares a clear claim, supported with reasons and evidence, and a countercase and sequence. | Students use a frame to draft a speech. |
Downloadable resources to instruct, differentiate, and assess:

- Interactive Whiteboard Tools to display tasks and responses, model best practices, and make learning more visual and engaging
- Printable student assessments, rubrics, resources for differentiation, and more

3D in Action DVD

Professional development resources:
- Classroom videos of Dr. Kinsella modeling key instructional routines

For More Information Visit
scholastic.com/English3d