Engage Your Multilingual Learners

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

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

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

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

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

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

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

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

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

Achieving Academic Goals

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

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

**Perceived Potential for Success:**

“I am prepared for this lesson and I won’t be embarrassed from peers.”

**Evidence of Increasing Competence:**

“I can see that I am becoming more knowledgeable and skilled.”

**Relevance:**

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

**Validation:**

“My peers and teachers are truly interested in what I have to contribute.”
### Real Schools, Real Impact

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

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

**English 3D** students averaged a statistically significant 35-point increase in Smarter Balanced Assessment (SBA) ELA overall scale score and achieved greater gains than expected compared to initially same-scoring Oregon peers (Graph 2). On average, students scored better than 11% of their peers in 2017 but better than 20% of their peers in 2018. The percentage of students approaching the standard (Level 2) nearly doubled (Graph 1).

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

### Graph 1.

<table>
<thead>
<tr>
<th>Year</th>
<th>ELPA21 Overall Proficiency Determination</th>
<th>SBA ELA Achievement Level Description</th>
<th>HMH Reading Inventory Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>0%</td>
<td>N = 34</td>
<td>N = 28</td>
</tr>
<tr>
<td>2018</td>
<td>15%</td>
<td>N = 36</td>
<td>N = 29</td>
</tr>
</tbody>
</table>

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

### Graph 2.

<table>
<thead>
<tr>
<th>Year</th>
<th>Smarter Balanced ELA Scale Score</th>
<th>HMH Reading Inventory Lexile Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>25%</td>
<td>N = 25</td>
</tr>
<tr>
<td>2018</td>
<td>10%</td>
<td>N = 20</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Eight Evidence-based Principles for Explicit Language Instruction

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

Source: https://nces.ed.gov/programs/coe/indicator_cgf.asp
01. Augment Core English Classes with Dedicated English Language Development

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

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

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

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

**Course A Volume 1**

**Issue 1 Screen Time**
How much screen time is too much?

**Issue 2 Recess Rules!**
Does recess give your brain a boost?

**Issue 3 Extinct...or Not?**
Should we bring extinct animals back to life?

**Issue 4 Bottled Water**
Is it time to dump bottled water?

**Issue 5 Power Up!**
Is it time to plug into wind and solar energy?

**Issue 6 I Belong**
What does it mean to belong?

**Course A Volume 2**

**Issue 1 Too Much Homework**
How much schoolwork should follow you home?

**Issue 2 Heads Up!**
Are young athletes heading into danger?

**Issue 3 Robo-Teachers**
Should robots replace teachers?

**Issue 4 Learning to Code**
Is coding the language of the future?

**Issue 5 Water Waste**
Are you watching your water use?

**Issue 6 Trickster Tales**
Is it ever okay to trick someone?
Augment Core English Classes with Dedicated English Language Development

Course B Volume 1
Issue 1 Gaming
Can video games take your brain to the next level?
Issue 2 Healthy Choices
Does school food make the grade?
Issue 3 Street Art
Where's the line between art and vandalism?
Issue 4 Plastic Pollution
Should plastic bags be free or cost a fee?
Issue 5 Texting
Could text talk actually be better than real talk?
Issue 6 Fast Friends
What makes someone a good friend?

Course B Volume 2
Issue 1 Female Athletes
Is it a win for girls to play on boys' sports teams?
Issue 2 Testing on Animals
Does using animals for research pass the test?
Issue 3 Living with Drought
When the rain doesn't come down, what can people do to step up?
Issue 4 Online Bullying
Should schools step in when cyberbullies strike?
Issue 5 Media & Image
Does the media need to take a look at how it shows people?
Issue 6 Honesty
Is it ever okay to not tell the whole truth?

Course C
Issue 1 Teen Sleep
Do teens need a wakeup call when it comes to sleep?
Issue 2 Learning Languages
Should not knowing another language keep a diploma out of reach?
Issue 3 Teens Behind the Wheel
Are teens old enough to get behind the wheel?
Issue 4 Teens & Money
Can teens be trusted to know their limits when it comes to credit?
Issue 5 Online Learning
When it comes to school, should teens plug in or opt out?
Issue 6 Get to Work
Are teens ready to get to work?
02.

Extend Prior Knowledge of Language and Content

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

The instruction in English 3D supports content knowledge through:

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

LEARNING & LANGUAGE GOALS

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

LANGUAGE & LEARNING GOALS

 Issue 6: I BELONG

What does it mean to belong?

BUILD KNOWLEDGE

Read the overview (Issues, p. 46).

BRAINSTORM IDEAS

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

- eat family dinners
- 

EXCHANGE IDEAS

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

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

Language to LISTEN ACTIVELY

What ideas did you select?

I selected ______.

FIT IN

- hang out with cousins
- eat dinner with family
- 

OUT OF PLACE

- start on a new team
- run late for class
- 

I16  Issue 6
Explicitly Teach Language Elements

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

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

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

- Speaking for a variety of purposes, such as stating an opinion, comparing ideas, and elaborating, using increasingly sophisticated language
- Explicitly teaching content and high-utility academic vocabulary students will encounter across content areas
- Choosing precise words to use in speaking and writing
- Modeling grammar targets to effectively respond in speaking and writing
- Analyzing and using language features such as verb tenses, transitions, and sentence structures directly tied to a specific writing type
- Display a response for the first frame, read it aloud, and have students echo-read.
- Direct students’ attention to grammar targets. I need a noun or noun phrase that names what is being removed, such as the chorus. For the second blank, students should be followed by a present tense verb. Because students is plural, the verb should not have an -s ending.
- Students will acquire them.
- If a noun, which names what is being removed, such as the chorus. For the second blank, students should be followed by a present tense verb.
04.
Utilize Consistent Instructional Routines

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

Words to Know

Why It’s Important

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

When to Use It

- Follow the Words to Know routine when you teach topic-related academic words during an issue.
- Use this routine with the core curriculum if there are academic words that your students would benefit from learning before speaking, reading, or writing about a particular topic.
- Apply this routine in content-area classes to teach domain-specific words that students need to know to access and discuss texts.

Building Conceptual Knowledge

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

The Words to Know routine activates students’ prior knowledge and builds conceptual knowledge about domain-specific academic words.

Words to Know at a Glance

1. Pronounce Words to Know. Tip the words and have students repeat them twice.
2. Rate Word Knowledge. Ask students to think about what they already know and then rate it on a scale for each word.
3. Discuss Word Knowledge. Direct students to use frames to facilitate small group discussions about what they know about each word and how to report word knowledge to the class.
4. Explain Meaning. Display the word meaning, read it aloud, and have students record it.
5. Discuss Examples. Model an example and then have students explain how to use it.

Language to Facilitate Discussion

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

Sharing Word Knowledge

- Do you remember...?
- Have you seen or heard the word?
- I can use the word in a sentence. For example...
- I know that the word means...

Reporting Word Knowledge

- We use the word to refer to...
- I can use the word in a sentence. For example...
- I know that the word means...

Words to Know

Teach students domain-specific academic words to activate and build conceptual knowledge before reading, speaking, and writing about an issue.
05.

Model Verbal and Written Academic English

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

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

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

### BRAINSTORM IDEAS

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>• need to be just as strong</td>
<td>• boys might be uncomfortable</td>
</tr>
<tr>
<td>• gender should not matter</td>
<td>• need separate locker rooms</td>
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</table>

### ANALYZE LANGUAGE

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

<table>
<thead>
<tr>
<th>Everyday</th>
<th>Precise</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong (adjective)</td>
<td>lean, durable, tough</td>
</tr>
<tr>
<td>boyish (adjective)</td>
<td>aggressive, assertive</td>
</tr>
<tr>
<td>play (verb)</td>
<td>engage, participate,</td>
</tr>
</tbody>
</table>

### MAKE A CLAIM

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

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

Response:

Language to ELABORATE

For example, This is the case because

...
06.

Orchestrating Peer Interactions with Clear Language Targets

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

In English 3D, teachers structure peer interactions by:

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

### Ten-Minute Response

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

**PRESENT IDEAS**

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

<table>
<thead>
<tr>
<th>Classmate’s Name</th>
<th>Idea</th>
<th>(+/-)</th>
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<tbody>
<tr>
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**ELABORATE IN WRITING**

Work with the teacher to write a ten-minute response in academic register.

**Language to COMPARE IDEAS**

My point of view is related to ______.

**Language to COLLABORATE**

Let’s think about what to write. One option is ______.

What’s your opinion? Another idea I have is ______.

Okay. Let’s write ______.

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

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

I would argue that cyberbullying _______ be a crime because laws are creasing to address a grave incident. For example, laws against cyberbullying can always _______. Without actually _______. As a result, they would never _______.

### Prompt

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

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

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

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

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

### Instructional Routines

**Setting up a Lesson Task**

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

1. Direct Students’ Attention
   - Call students’ attention to the board, text, or directions.

2. Establish Lesson Objectives
   - Review the objectives in the Planning Guide and write a student-friendly version on the board at the start of the lesson, today. Make sure students know how to proficiently use the academic language they will be using in class.

3. Define the Lesson Task
   - Clearly explain what students will be doing. Read aloud directions and frames. Place your reading guide card under the first frame. Read silently as you read aloud. One way students can promote student health is to be ___

4. Model a Response
   - Display and read aloud a model response. Use accessible and relevant content that students are unlikely to produce, leaving more familiar content for later. Point along with me silently as I read aloud my response.

5. Check for Understanding
   - Use a variety to verify that students grasp the process and expected outcomes. Partner A, explain to your partner what you need to do to complete the first frame. Partner B, listen and add anything your partner leaves out. If you are unsure, prepare together to ask for clarification using a frame.

**Monitoring a Lesson Task**

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

1. Target Students
   - Focus your attention on 3-5 average students to gauge if the class would benefit from additional explanations or modeling. All students are focused and responding actively; provide support to less prepared students.

2. Read or Listen to Responses
   - Circle and highlight to elicit responses or read students’ written responses.

3. Provide Feedback
   - Give feedback to elicit accurate language use. I saw you write the regular root letter. The event is at the beginning of this sentence tells me that I should write the regular root letter, but I should be to make it plural.

4. Presuppose Students
   - Presuppose students for whole-class reporting. I’m going to ask you to share this response with the class.

5. Elicit Additional Responses
   - Use varied strategies to call on reporters after presupposed students. Have the students read the stimulus. Ask for a volunteer to read it aloud.

**Implementing Support**

**Monitoring a Lesson Task**

**Preparing Students**

Avoid excessive praise and use neutral language to present students:

- For an opportunity to share your responses during our discussion.

- To see if you can tell us how to report your perspectives.

- To allow us to discuss “simpler cases” with this approach.

- Avoid your “clarify when” questions so you can complete what I think the salesperson who you write your form at the end of the form.

### Eliciting a Range of Responses

Use these practical strategies to elicit varied responses:

- Presuppose: Choose and ready students to give varied responses.

- Partner Nomination: Ask students to “partner” with students who have different responses from those who already contributed.

- Prompt: Ask a student you presupposed to report a response and then “partner” with another student from a different table, row, or section at the front of the class by calling (call their names). The second student reports and selects the third person, etc.

- Name Check: Randomly select students using some cues, either by student names or in the name of the task, or by asking them to look for something.

- Standing Expectations: Expect all partners to stand. Then call on one of the students standing in the group. Ask students with similar responses to sit. Call on a student and everyone else in the group. Switch to partner B, etc.

**OUR GUIDING PRINCIPLES**

**13**

**English 3D Sampler**

Setting up a Monitoring Task, T:07
Student Resources

Accelerate Language and Literacy Development

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

ISSUES TEXTS

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

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

LANGUAGE & WRITING PORTFOLIO

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

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

LANGUAGE LAUNCH

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

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

INDEPENDENT READING LIBRARY (COURSES A AND B)

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

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

Maximize Language and Literacy Instruction

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

ED, ONLINE LEARNING PLATFORM

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

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

TEACHING GUIDE

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

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

TEACHER’S CORNER

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

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

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

Reading books independently empowers students to:

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

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

*Independent Reading Library for Courses A and B
**Assessment OF and FOR Learning**

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

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

**Placement and Exit Assessments**

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

**Formative Assessments: Daily Do Now**

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

The Daily Do Now assessment measures:

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

**Curriculum-Embedded Assessment: Issue Tests**

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

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

- Assess whether or not students met the goals of the issue
- Determine areas in which students need additional support
- Focus review or reteaching at the end of an issue
- Assign grades
Provide a Purposeful Learning Experience

Performance-Based Assessment: Formal Writing Assignments

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

Performance-Based Assessment: Speeches

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

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

Part 1 of the Individual Language Inventory focuses on assessing speaking and listening skills using an adaptive interview and rubric. Before beginning English 3D and after Issue 5, teachers administer this one-to-one argument-based interview to:
- Consider student placement or exit
- Monitor progress based on English language development standards
- Determine students’ relative English language proficiency in speaking and listening in order to make informed decisions about instruction and differentiated support.

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

Part 2 of the Individual Language Inventory assesses academic writing skills using a text and whole-class writing prompt. Before beginning English 3D and after Issues 3 and 6, teachers administer this formal writing task to the whole class to:
- Consider student placement or exit
- Monitor progress in writing,
- Determine students’ relative English language proficiency level for writing in order to make informed decisions about instruction and differentiated support.

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

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

1. Partner & Group Interactions

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

Why it’s important:

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

2. Using Response Frames

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

Why it’s important:

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

3. Setting Up & Monitoring Tasks

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

Why it’s important:

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

Embedded Professional Learning

English 3D Instructional Routines

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

Student Writing Model at a Glance

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

1. Introduce the Academic Writing Type: Explain the text type and the expectations.
2. Read the Student Writing Model: Read a model of the academic writing type and guide partners to mark and discuss the writing elements.
3. Mark and Discuss the Writing Elements: Guide partners to identify the writing type and evaluate the model according to the rubric criteria that establish expectations.

Setting Clear Expectations

In the Student Writing Model routine, students analyze a writing model according to the criteria that establish expectations for their writing. The routine requires transparency and scaffolding to establish expectations for the writing assignment. Students must analyze the model to set clear expectations for their own writing. Identifying, analyzing, and discussing key elements of an academic writing type helps students implement the rubric criteria that establish expectations for academic writing.

The Student Writing Model

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

Language to Analyze Writing

Routine 11

English 3D Instructional Routines

- Making the routine successful orally using academic language
- Students develop language proficiency
- Rationale behind the routine and how it helps
- Ideo modeling to demonstrate the routine in action

Instructional Routines

English 3D

Embedded Professional Learning

Enhance and Grow Teachers’ Practice

INSTRUCTIONAL ROUTINES

INSTRUCTIONAL ROUTINES

Embedded Professional Learning

English 3D instructional routines include:

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

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

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

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

Getting Started Professional Learning—Day 1

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

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

Follow-up Sessions

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

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

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

Leader Learning

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

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

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

Did you know...

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

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

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

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

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

Analyzing and Discussing Text

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

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

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

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

Academic Writing

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

- Students identify key elements of the writing type and model language supports teachers with explaining language features such as verb tenses and sentence-level skills.
- Model organizers for writing clarify expectations and provide multilingual learners with concrete examples before planning their own writing.
Engage students with informational and literary texts based on high-interest, relevant issues. Take a look inside:

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

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

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

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

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

Double Digital
Children spend an average of 7.5 hours in front of screens each day. That’s more time in front of screens than in school!
A study found that children spend 26% of their screen time using two digital devices at the same time.
(Source: The Henry J. Kaiser Family Foundation, 2010)
Students are able to make regular connections between coursework and the demands of life, secondary school, college, and the workplace.

**Text 1 • News Article**

**R U 2 Plugged In?**

by Joe Bubar from Scholastic News

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

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

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

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

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

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

**Screen Overload**

Computers, TVs, video game systems, smartphones. In today’s world, it’s nearly impossible to avoid screens. That’s not necessarily a bad thing. In many ways, screens make our lives easier. Phones and computers connect us with friends. They help us do research for school projects. In fact, some health experts say relaxing by watching TV or playing games is fine in small amounts.

The problem is that many kids spend more time on these devices than they should. Doctors recommend that kids limit their screen time to less than two hours a day. But on average, American kids spend about seven and a half hours a day with screens. According to doctors, all that extra screen time could lead to problems. These problems range from weight gain to trouble sleeping. Too much screen time can also lead to lower grades in school.

**Digital Distractions**

Being surrounded by screens can make it hard to focus on one task. In a recent study, researchers in California observed students doing their homework. After just two minutes, many kids
Students learn domain-specific and high-utility academic vocabulary from the texts to leverage in their speaking and writing.

Spending too much time in front of screens can be bad for your health. Screens can also cause kids to have trouble shutting down at night. Studies have shown that using digital devices right before bedtime can keep you tossing and turning all night.

“Even small amounts of technology use after sundown tricks the brain into thinking it’s daytime and impacts sleep,” Dr. Dunckley explains. She adds that it’s important to take plenty of screen breaks during the day, too. This helps “to allow the brain to rest.”

Dr. Dunckley suggests that kids use that extra time to communicate face-to-face with one another instead.

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

Here are some tips to be a better digital citizen:

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

**TAKE A STAND**

Should there be rules for how we act online?
Support teachers with a comprehensive guide for routines, instruction, assessment, and differentiation. Take a look inside:

- **Recursive instructional routines** for academic vocabulary, speaking and listening, reading, and writing
- **Planning Guides** with targeted language objectives
- **Differentiated Support Strategies** for students at intermediate/expanding and advanced/bridging levels of English proficiency
- **Daily Do Now** tasks for reviewing and assessing academic vocabulary and grammar targets
- **Guidance for planning an independent reading program**
- **Assessment tools** to place students, assess learning, inform instruction, and assign grades
- **Resources to leverage language knowledge**, support translanguaging through contrastive analysis, and share Spanish cognates
Each Issue includes 9 to 14 lessons, taking approximately four to seven weeks.

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

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

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

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

Online printable resources support scoring and grading, differentiation, classroom protocols, and communicating with families.
Every lesson includes four opportunities to provide Differentiated Support. Two of the strategies are targeted toward students at the Intermediate or Expanding level, and two are targeted toward students at the Advanced or Bridging level of English proficiency.

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


Teacher modeling provides language for teachers to draw from when providing additional targeted scaffolding.
Debate questions anchor students’ academic discussions and writing around engaging and relevant topics.

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

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

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

Frames for language functions give students the scaffold they need to effectively lead and contribute to partner, group, and class discussions.
Students build conceptual knowledge to prepare for related text analysis, academic discussion, and constructed response.

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

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

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

Note-taking charts engage students in active listening with accountability to record classmates’ ideas.
Students have daily opportunities to use academic register to collaborate with peers, listen accountably, and construct relevant written responses.

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

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

Throughout the course, students use increasingly sophisticated frames for language functions, such as elaborating, restating, and agreeing or disagreeing.
Students learn high-utility academic words that they will encounter across content areas, secondary school, and beyond.

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

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

Students generate and discuss examples for academic words using complete sentences, relevant content, and the correct form of the word.
Lessons indicate the point of use for each of the four Differentiated Support strategies to target students' needs by proficiency level.

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

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

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

Students review texts to identify precise academic words to use in their writing assignments.
The academic writing type definition introduces its purpose, structure, and specific elements.

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

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

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

An additional model of the writing type provides practice with identifying the focus conventions skill.
Students practice using verb tenses, precise language, and sentence structures that writers commonly use for the specific academic writing type.

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

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

Students practice paraphrasing text details and condensing ideas to use in their academic writing.
Detailed writing frames support students in learning text structures and in writing increasingly longer and more complex pieces.

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

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

Frames for feedback provide clear criteria and focus students’ revisions on critical aspects of the writing assignment.
Engage students with informational and literary texts based on high-interest, relevant issues. Take a look inside:

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

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**Academic Words in Issues Texts**

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

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43 English 3D Sampler
Since video games started coming into homes in the 1980s, their complexity and popularity keep reaching new levels.

**Powering Up**
Teens play video games on consoles, computers, handheld devices, and cell phones.
- According to a survey, 97% of teens aged 12-17 play video games.
- By gender, 99% of boys and 94% of girls enjoy this form of entertainment.
- 65% of game-playing teens play socially with other people who are in the same room; 24% of teens only play video games online.
  
  (Pew Research Center, 2008)

**Mature Enough?**
Video game ratings include E = Everyone, E10+ = Everyone 10+, T = Teen, and M = Mature. Of the 40 best-selling computer and video games in 2010, T was the most common rating with 16 games. M-rated games are the most controversial because they contain strong language, intense violence, and other adult content.

(Entertainment Software Association, 2014)

**Out of Control**
While video games are a fun activity for most players, they take over some players’ lives.
- Research shows that nearly 10% of gamers are addicted.
- Addicted teens play video games about 24 hours per week. Some play many hours more.

(Psychological Science, 2009)

Video games have come a long way from the simple ping-pong games of the 1990s. Now you can fight zombies, quarterback football teams, or float flappy birds from a cell phone.

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

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

Do video games prepare people for life, or shut them off from it? Do they help or hurt your brain? Press “start” to find out!
Students are able to make regular connections between coursework and the demands of life, secondary school, college, and the workplace.

Game On or Game Over?

by Oscar Gomez

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

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

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

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

Mind Games

“I don’t think playing video games really affects kids that much,” Parker Seagren says. Seagren, a teen from Illinois, plays war and sports games with his friends. Many teens would agree with Seagren. For them, video games are just part of life. And that life includes 24/7 technology. Parents and other adults just don’t get it. After all, they grew up in another century. However, scientists know that video games do affect teens. They have gathered evidence about how video games influence the brain. When it experiences something pleasurable, the brain releases a chemical called dopamine. As a result, the brain is hard-wired to want more of that thing. It wants to press “Play Again.”

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

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

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

**Winners or Losers?**

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

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

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

**Your Brain on Video Games**

- Experienced gamers mostly use the frontal lobe, which controls planning, problem solving, and multitasking.
- Inside the brain, the Ventral Tegmental Area releases dopamine, a chemical that can make gaming addictive.
- People who don’t play video games often mostly use the parietal lobe, which controls visualizing and spatial understanding.
- The occipital lobe controls vision. Some studies show that video games can improve players’ vision.

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

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

**Combat Zone**

Video game violence is a hot-button issue. Some games contain extreme violence. That stirs up extreme emotions. These games are rated for Mature or Adult audiences. However, many teens spend significant amounts of time playing them.
Each Issue has a content-area connection to science, social studies, health, technology, or fine arts.

**Technology**

**Content Connection**

**Video Games to the Rescue**

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

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

**Take a Stand**

If you could create a video game to prepare responders for one of these disasters, which would you choose? Why?
1. earthquake
2. terrorist bomb in an airport
3. electricity blackout

---

Both boys and girls who play M-rated games get in fights and damage property more often than teens who don’t play M-rated games. California passed a law in 2005 that banned the sale of violent video games to minors. Governor Arnold Schwarzenegger said that California had a responsibility to protect children from “the effects of games that depict ultra-violent actions.” In 2011, the US Supreme Court struck down the law. The court ruled that the law violated the First Amendment, which protects freedom of speech.

Critics of the games argue that teens transfer the violence they see to the real world. In fact, studies have shown that the games can be negative influences. Both boys and girls who play M-rated games get in fights and damage property more often than teens who don’t play M-rated games.

Researchers have also tested the effects of the games on teens’ brains. The findings show that violent games have significant short-term effects. They raise aggression and lower self-control. However, experts point out that a small amount of video game violence isn’t going to turn a normal teen into a criminal.

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

No matter where people stand on the issue, they all agree that video games can have incredible power over players.
Students learn domain-specific and high-utility academic vocabulary from the texts to leverage in their speaking and writing.

New Study Links Video Gaming to Creativity
by Elizabeth Armstrong Moore

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

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

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

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

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

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

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

And then there is the issue of what is being compared. Instead of measuring one type of activity against another, this study measures one type against the absence of it. This leaves a lot of room for variables. Are the kids who don’t play video games watching TV? How would the group playing video games compare to kids building their own puzzles? Or kids making mud pies? Or kids drawing pictures from a curved shape and then naming and writing stories about those pictures?

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

This study may be the first of many to come. For now, I’ll continue enjoying video games, with the added pleasure of knowing that I might possibly be maximizing my creativity. Of course, whether it’s working will depend upon whom you ask.
Support teachers with a comprehensive guide for routines, instruction, assessment, and differentiation. Take a look inside:

- Recursive instructional routines for academic vocabulary, speaking and listening, reading, and writing
- Planning Guides with targeted language objectives
- Differentiated Support Strategies for students at intermediate/expanding and advanced/bridging levels of English proficiency
- Daily Do Now tasks for reviewing and assessing academic vocabulary and grammar targets
- Guidance for planning an independent reading program
- Assessment tools to place students, assess learning, inform instruction, and assign grades
- Resources to leverage language knowledge, support translinguaging through contrastive analysis, and share Spanish cognates
Each Issue includes 10 to 16 lessons, taking approximately four to seven weeks. This sampler features select lessons.

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

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

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

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

Issue 1 focuses on teaching students critical routines. Additional lessons and routines appear in Issues 2-6, including Ten-Minute Response, Close Listening and Viewing, and Formal Speeches.
Every lesson includes four opportunities to provide Differentiated Support. Two of the strategies are targeted toward students at the Intermediate or Expanding level, and two are targeted toward students at the Advanced or Bridging level of English proficiency.

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

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

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

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

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

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

Frames for language functions give students the scaffold they need to effectively lead and contribute to partner, group, and class discussions.
Students build conceptual knowledge about an issue to prepare for related text analysis, academic discussion, and constructed response.

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

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

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

Lessons indicate the point of use for each of the four Differentiated Support strategies to target students’ needs by proficiency level.
Students have daily opportunities to use academic register, collaborate with peers, listen accountably, and construct relevant written responses.

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

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

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**Academic Discussion**

*Are video games more harmful or beneficial?*

**Brainstorm Ideas**

<table>
<thead>
<tr>
<th>Your opinion</th>
<th>Partner's opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pro</td>
<td>Con</td>
</tr>
<tr>
<td>Vivid</td>
<td>Colorful</td>
</tr>
<tr>
<td>Action</td>
<td>Simulation</td>
</tr>
<tr>
<td>Relaxing</td>
<td>Exciting</td>
</tr>
</tbody>
</table>

**Analyze Language**

- Choose Practicable Words
- Avoid using jargon or technical terms.
- Use simple and clear language.

**Make a Claim**

- Based on evidence, practice writing a clear and concise statement.

**Present Ideas**

<table>
<thead>
<tr>
<th>Present</th>
<th>Agree or Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relate to your own experiences.</td>
<td>Discuss the impact of video games on society.</td>
</tr>
</tbody>
</table>

**Exchange Ideas**

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen actively, evaluate, and reword your partner's idea.</td>
<td>Practice taking notes and summarizing key points.</td>
</tr>
</tbody>
</table>

---

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

Throughout the course, students use increasingly sophisticated frames for language functions, such as elaborating, restating, and agreeing or disagreeing.
Students learn high-utility academic words that they will encounter across content areas, secondary school, and beyond.

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

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

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

Students complete a written example and share responses twice with a partner to build oral fluency and confidence.
Students write brief constructed responses to text-based questions about key ideas, text structure, and the author's craft.

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

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

Students review texts to identify precise academic words to use in their writing assignments.
Students learn relevant grammar and conventions skills connected to the writing assignment.

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

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

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

An additional model of the writing type provides practice with identifying the focus conventions skill in context.
Students learn a set of academic transition words and phrases useful for the specific writing type and practice using them.

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

Note-taking scaffolds support students in taking notes to organize supporting details for their writing.
Scoring guides provide clear criteria for self- and peer assessment and mirror the rubrics teachers use to assess student writing.

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

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

Detailed writing frames support students in learning text structures and in writing increasingly longer and more complex pieces.
ISSUES TEXTS, COURSE C

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

- Texts with domain-specific and high-utility academic vocabulary that span a variety of text types and a range of levels with text features including headers, captions, graphics, diagrams, and data graphs
- A Data File for each issue with statistical evidence from authentic sources
- Topics and texts connect to science, social sciences, economics, world languages, health, and technology
- Academic Glossary with pronunciations, meanings, examples, and word origins
- Also includes Academic Language Handbook to reference during discussions
The Issues texts engage students with authentic, increasingly complex informational and literary texts that are relevant to students' lives.
Data Files build students' background knowledge and provide evidence from authentic sources for students to cite in their academic speaking and writing.

**Issue 1: Teen Sleep**

**Text 1 • Magazine Article**

**WHO NEEDS SLEEP?**

Maybe you do. Here’s what you need to know about slumber, from A to Zzzzzz’s.

by Kirsten Weir

Quick quiz: How much of your life will you spend sleeping? Answer: A whopping one-third. For something we spend so much time doing, we don’t often give slumber the credit—or attention— it deserves. A study by the National Sleep Foundation (NSF) found that 67 percent of middle and high school students felt tired during the day, and 15 percent had fallen asleep in school during the last year. “I’m definitely tired during the week,” says Leah Schaffer, a 17-year-old junior from Oxford, Michigan. “I need off a lot in chemistry.” But why is sleep so important? And why are so few of us getting enough?

**SLEEPLESSNESS KILLS**

When we sleep, we cycle through five well-defined stages. Between stages 1 and 4, we sink deeper and deeper into sleep. Heart rate and body temperature drop. Brain waves slow down and muscles relax completely.

Fifteen percent of teens say they have fallen asleep in school in the past year.

---

**Survey Says**

- A poll of 1,602 teenagers across the United States found that teens get an average of about seven and a half hours of sleep on school nights.
- Teens sleep less as they get older. In 8th grade, they average 8.1 hours of sleep. By 12th grade, the average drops to 6.9 hours.
- Only 20% of teens are getting the optimal amount of sleep—9 hours or more.

(Source: National Sleep Foundation, 2006)

**Is Technology Taking a Toll?**

- 72% of 13- to 18-year-olds questioned bring their cell phones into their bedrooms and use them when they are trying to go to sleep.
- 56% of adolescents text in the hour before trying to go to sleep every night or almost every night.
- 77% of 13- to 18-year-olds use a computer in the hour before going to bed.
- 50% of teens watch TV within one hour of trying to go to sleep.

(Source: National Sleep Foundation, 2011)

**Making It Legal**

In 2009, California State Representative Zoe Lofgren cosponsored a bill in Congress called the 22c’s to 42c’s Resolution, which proposed that secondary schools should begin the school day no earlier than 9:00 in the morning. The resolution was not enacted.

(Source: opencongress.org, 2009)
Then we enter the fifth stage of sleep: rapid eye movement, or REM, sleep. During this stage, our eyes dart back and forth beneath the eyelids, and our brain waves speed up again to the same levels as when we’re awake. Most dreaming occurs during REM sleep. People need both non-REM and REM sleep in order to get a good night’s rest. During a full night of sleep, we cycle through all five sleep stages between three and five times.

Scientists know that we have to sleep. Repeated experiments with lab rats have shown that rats will die from lack of sleep long before they die from lack of food. Sleep-deprived people, however, don’t drop dead, but they do suffer health problems. Humans who go days without sleep begin to have digestive troubles, such as diarrhea and stomach pain. They experience memory problems and hallucinations, and can quickly become paranoid.

However, scientists still aren’t certain why we need to sleep. One theory is that while we sleep, our bodies repair muscles and other tissues. Some researchers believe that sleeping and dreaming are necessary for the brain to organize and store memories. Others think we slow down at night to conserve energy.

**Setting Your Body Clock**

Adolescents need about eight hours of sleep each night, but young people need even more. “Kids from about 10 to 18 need a little more than nine hours of sleep a night, on average,” says Dr. Mary Carskadon, a sleep researcher and member of the NSF task force on sleep and teens. Yet Carskadon has found that most teens sleep an average of seven hours a night.

Busy schedules are only part of the problem. During adolescence, the body’s internal clock gets pushed back so that a person doesn’t feel sleepy until later in the evening. The result? Teens want to stay up later at night and sleep later in the morning. “I tend to be tired in the morning, and toward the end of the day I wake up,” Each says. To make matters worse, nighttime habits can also affect the body’s clock. One way the body learns when to sleep is through light. Those who sleep in a bright room or staring at a brightly lit TV or computer screen can push the internal clock back even later.

**Sick and Tired**

The short-term effects of too little sleep are obvious enough. Too little shut-eye can leave you feeling fuzzy-headed and unable to concentrate. “Almost all teenagers, as they reach puberty, become walking zombies because they are getting far too little sleep,” says Cornell University psychologist James Maas in the American Psychological Association’s *Monitor on Psychology*. Over time, skimping on sleep can cause a sleep debt to accumulate, and that can have serious consequences. “As the sleep deficit goes on week after week, your body changes,” Carskadon adds.

Sleep-deprived people have problems with learning and memory. Mood is also affected, and overwrought teens can show mood problems that mimic depression. In some cases,
Students are able to make regular connections between coursework and the demands of life, secondary school, college, and the workplace.
Students learn domain-specific and high-utility academic vocabulary from the texts to leverage in their speaking and writing.

When teenagers insist that they are not tired at 9 or 10 p.m., they are very likely telling the truth. For reasons that are not fully understood, Dr. Carkhuff said, their bodies clock shift, so that their natural tendency is to stay up later at night and wake up later in the morning than when they were younger. But that inner clock often clashes with the outer world: early starting times in high school and demanding schedules of sports, clubs, music lessons, homework, and part-time jobs.

There are consequences. For one thing, lack of sleep can interfere with learning: tired students have a hard time paying attention, and even if they do somewhat manage to focus, they may forget what they were taught because memory formation takes place partly during sleep. In Adolescent Sleep Patterns, a book published in August and edited by Dr. Carkhuff, she wrote, “The students may be in school, but their brains are at home on their pillows.”

Tired teenagers can be as cranky as tired two-year-olds, and even less fun to deal with. More seriously, sleep deprivation can bring on feelings of stress, anger, and sadness.

Dr. Carkhuff said studies had repeatedly linked sleep deprivation to depressed mood—a temporary case of the blues, not the same as clinical depression.

“In every study where we’ve looked at it, it’s crystal clear that kids who sleep less report more depressed mood,” she said.

In one experiment, Dr. Carkhuff said, teenagers were shown various photographs, and a researcher gauged their emotional reactions.

“Kids not getting enough sleep are less likely to respond in a positive way to positive things in the environment, and more likely to respond in a negative way to negative things,” she said.

Pictures that most people would enjoy—images of cute babies, or of swimmers playing in waterfalls in Hawaii—do nothing for tired teenagers. “They’re flat in their response,” Dr. Carkhuff said. “They don’t say they feel pleasurable. But if they see something negative, like a picture with a big no in it or a picture of the most disgusting toilet, kids who are sleep-deprived sort of have a worse response. It makes them more angry than the kids who have had plenty of sleep. How does it translate into their real lives? We’re not sure.”

In her book, Dr. Carkhuff noted that studies in animals showed that sleep loss was associated with “marked increases in aggressive behavior and violence.”

Lack of sleep may take its toll physically as well. Growth hormone and sex hormones are secreted during sleep, but it is not known whether missing out on sleep disrupts hormonal patterns. Studies have shown that sleep deprivation may also diminish the body’s ability to process glucose, and a prolonged sleep deficit can produce the kind of blood glucose levels found in people who are on the way to becoming diabetic.
Studies in people and animals suggest that lack of sleep may also interfere with the working of the immune system and its ability to fight infections, but, Dr. Cuskaloski said, it is not clear whether sleep loss is linked to illness in people.

Lack of sleep also increases traffic accidents. According to the National Sleep Foundation, a nonprofit group, drowsiness or fatigue play a role in 100,000 traffic crashes a year, and drivers 25 or under cause more than half of those accidents. Sleep loss and drinking are especially bad combination because fatigue greatly magnifies the effects of alcohol, according to a report by the sleep foundation.

Many health experts and parents say that high school starting times—often before 8 a.m.—are largely to blame for students’ perpetual exhaustion.

According to a poll in August by the sleep foundation, 80 percent of the people surveyed said high schools should not start before 8 a.m. The foundation favors 9 a.m.

Some school districts have already changed their schedules so that high school classes start later, between 8 and 9, instead of before 8. In some cases, the changes came about only after parents campaigned for them.

In Minnesota, the state medical association took a stand and wrote school superintendents a letter warning that early start times were incompatible with teenagers’ body clocks, and bad for health, school performance, and driving. In 1996, Edina, Minnesota, a suburb of Minneapolis, changed its high school starting time from 7:25 to 8:30, and in 1997, Minneapolis changed high school opening times to 8:40 from 7:25.

Researchers from the University of Minnesota have been studying the changes and report that, for the most part, students and teachers prefer the later start times. Many parents now want middle school to start later as well. Teachers say students are less likely to fall asleep in morning classes, and some students say they get more sleep and are more likely to eat breakfast. Suburban schools say students behave better, and in the city schools, attendance and graduation rates have gone up and tardiness has decreased.

The drawbacks are that some students, especially in city schools, are unable to take part in after-school activities, and some say they are earning less at their after-school jobs.

But not all school districts are willing or able to alter their schedules because they do not have enough school buses to carry children from elementary, middle, and high school during the same hours. Some have concerns, too, that later schedules will interfere with after-school sports.
Text features reinforce language for math by requiring students to describe and interpret various representations of information, including tables, diagrams, graphs, and pie charts.

According to the sleep foundation, individual schools and districts in 33 states have changed to later school start times, but many still start before 8 a.m., and nearly all before 9. A few schools are starting earlier.

The military has shown more flexibility than some school districts. Concerns about sleep deprivation led the United States Navy last April to change the “rack time,” or sleeping hours, for young sailors—many of whom are in their late teens—at the Great Lakes base in Chicago, where all basic training is done.

Previously, the schedule allowed only six hours of sleep, from 10 p.m. until 4 a.m. The Navy first tried adding one hour by ordering lights out at 9 p.m., but psychologists who had studied sleep said that was the wrong approach.

“I toured the barracks after lights out, and found what we expected,” said Dr. Jeff Dyche, a naval lieutenant and psychologist. “The recruits were lying in their racks staring at the ceiling. You can’t force these kids to go to sleep that early.”

Dr. Dyche said he and other psychologists briefed a three-star admiral about sleep research, especially Dr. Carskadon’s work. The psychologists said young people could not fall asleep early and were at their sleepiest from 4 a.m. to 6 a.m. They recommended letting the recruits sleep later rather than ordering them to bed earlier, and allowing them eight hours of sleep a night.

The admiral agreed, noting that his generation had slept eight hours during training. He made the rack time 3 a.m. to 7 a.m.

Navy researchers are studying the soldiers to see if the extra sleep makes a difference.

“They’re looking at test scores, sleep patterns, sick call, and the number of times these kids get into trouble,” Dr. Dyche said. “We want to compare it to years past and see what we get.” Although the data are not in yet, he added, he expects “big dividends.”

Doctors and sleep experts say parents need to play a stronger role in helping their teenagers to get more sleep.

Among the suggestions are setting a bedtime on school nights, being there to enforce it, and not letting the weekend hours drift so far out of line that they throw off the rest of the week.

Part of the strategy also includes limiting or banning television on school nights, as well as telephone and Internet socializing.

The intentions are noble, but perhaps not so easy to carry out, especially at 11:30 when the 13-year-old needs “just a few more minutes” to finish an English project or practice a solo for the next day’s concert.

But it may be that a good night’s sleep, given a chance, will sell itself. Dr. Carskadon said that one young man, who slept nine hours a night for a week as part of a study, told her: “You know, this is really good. I might try this even when the study’s over.”
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- Recursive instructional routines for academic vocabulary, speaking and listening, reading, and writing
- Planning Guides with targeted language objectives
- Daily Do Now tasks for reviewing and assessing academic vocabulary and grammar targets
- Getting Started lessons to introduce and practice expectations and language protocols for collaborative group and partner discussions.
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Every lesson has specific and targeted academic language objectives.

Assessments in every issue include daily formative assessments, performance-based assessments, and summative tests, allowing teachers to monitor progress and adjust instruction.
Students learn and practice using a scaffolded set of academic language functions across each Issue.

Professional learning includes classroom video modeling and embedded step-by-step support for instructional routines.
Professional learning for instructional routines provide detailed steps and support for teaching engaging and recursive routines.

Verbal response frames provide scaffolding for students to report data and share understanding about the topic.

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

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

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

Build Word Knowledge
Rate your own knowledge. Then discuss most meaningful and example words with your group.

Words to Know

<table>
<thead>
<tr>
<th><strong>Monday</strong></th>
<th><strong>Tuesday</strong></th>
<th><strong>Wednesday</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>adolescent</td>
<td>young person who is developing into an adult</td>
<td>My 9th birthday celebration was the highlight of my life</td>
</tr>
<tr>
<td>stage</td>
<td>a particular period or stage in a process</td>
<td>handling personal stress</td>
</tr>
<tr>
<td>sleep/ daydream</td>
<td>sleep or daydream</td>
<td>making bed</td>
</tr>
<tr>
<td>puberty</td>
<td>physical and emotional changes leading to sexual maturity</td>
<td>eating and sleeping</td>
</tr>
<tr>
<td>deficit</td>
<td>lack or loss of something</td>
<td>missing time</td>
</tr>
<tr>
<td>hormone</td>
<td>chemical produced by the glands that controls the body’s functions</td>
<td>need help</td>
</tr>
<tr>
<td>metabolism</td>
<td>the process by which the body takes in and uses nutrients</td>
<td>what you eat</td>
</tr>
<tr>
<td>symptom</td>
<td>sign or indication of an illness or injury</td>
<td>I feel sick today</td>
</tr>
</tbody>
</table>

Academic Vocabulary

- **Academic Vocabulary**
  - **Build Word Knowledge**
  - **Rate your own knowledge**
  - **Then discuss most meaningful and example words with your group**

- **Learning Domain-Specific Academic Words**
  - **Learning Domain-Specific Academic Words**
  - **Using them in speaking and writing**
  - **Builds students’ content knowledge and language**

- **Frames for Language Functions**
  - **Give students the scaffold they need**
  - **To effectively lead and**
  - **Contribute to partner, group, and class discussions**
Partners collaborate to make precise word choices for speaking and writing tasks. Response frames target key grammatical skills that may be challenging for multilingual learners. Throughout the course, students use increasingly sophisticated frames for language functions, such as elaborating, restating, and agreeing or disagreeing. Students learn and practice social language to collaborate and exchange ideas with partners and small group.
Students generate and discuss examples for academic words using complete sentences, relevant content, and the correct form of the word.

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

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

Students write brief constructed responses to text-based questions about key ideas, text structure, and author’s craft.
Small groups collaborate to prepare and present evidence-based responses to a debate question.
The academic writing type definition introduces its purpose, structure, and specific elements.

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

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

Students learn language features such as verb tenses, transitions, precise language, and sentence structures, that writers commonly use for the specific academic writing type.

Authentic practice tasks minor the writing that the formal assignment requires.
An additional model of the writing type provides practice with identifying the focus conventions skill.
Clear descriptors indicate the content required to complete each section of the writing frame.

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

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

Frames for feedback provide clear criteria and focus students' revisions on critical aspects of the writing assignment.
A Shared Vision for a Successfully Billiterate Generation

With *English 3D*, schools and districts across the country can support multilingual learners’ development of critical language and literacy skills to achieve academic success.

**English 3D students are:**

- Confidently participate in speaking and listening tasks across classes
- Engage with complex informational and literary texts
- Use content and academic words in speaking and writing
- Competently complete academic writing assignments
- Build language skills for college and career

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