



Scholastic *English 3D*

English 3D, Grades 6-12, is an English language development program for long-term English learners developed with Dr. Kate Kinsella, one of the nation’s leading scholars on instruction and achievement of secondary English learners. *English 3D* is designed to ensure proficiency in the “language of school”—the academic vocabulary, speaking, listening, and writing vital to success in school and life—and ensure all students are on a path toward college and career readiness.

Instructional Content

English 3D is a language development program that offers instruction in all four domains of language—reading, writing, speaking, and listening—giving students access to highly portable language that will serve them well in college and career.

Reading

The *English 3D Issues Book* presents nonfiction, informational articles that span a 750-1410 Lexile range and gradually increase in text complexity. The Course I *Issues Book* includes twelve issues with nonfiction articles that span a 750-100 Lexile® range; the Course II *Issues Book* includes eight issues, with authentic, rigorous information and literary texts that span an 890-1410 Lexile® range. Content connections in the articles support students to associate the content of the issues to content-areas, such as science, social studies, health, economics, fine arts, and technology. A *Data File* at the beginning of each reading builds students’ background knowledge and vocabulary about the issue and provides evidence for students to draw from in discussions and writing. *Words to Go* (highlighted in yellow) are high-utility words widely used in school and the workplace, while *Words to Know* (bolded in black) are academic words related to the topic.

Writing

English 3D includes direct instruction in summarizing, justification, argument, and research writing. The academic writing type definition introduces its purpose, structure, and specific elements. Student writing models include key elements of the key academic writing type for students to analyze and mark to set expectations for writing. Discussion frames require students to use academic language as they discuss key elements of the writing type. Finally, writing is a multi-step process, so before students begin their formal draft, they will take notes and draw from evidence or personal examples to justify their argument.

Speaking & Listening

English 3D students receive daily opportunities to listen, reflect, and discuss ideas with peers. Students have multiple opportunities to listen to a partner or small group and respond with their own ideas. Language function frames help students restate and compare ideas. The note-taking chart provides a place for students to take notes as they listen carefully as each group member presents a speech. Students begin by presenting short, 30-second speeches and build toward longer 60-second speeches. Engaging speech topics directly relate to the past two issues about which students have been speaking, reading, and writing.

Language

English 3D builds proficiency of language through daily opportunities for written response and academic discussions in pairs, small groups, and whole class. Daily routines build students’ vocabularies with both high-utility and topic-related academic words. In every issue, students receive explicit instruction in grammar, usage, and mechanics so that long-term English learners can practice and apply these conventions in their writing assignments.

Instructional Design

English 3D is designed to be used daily for 45-60 minutes during Strategic English support class, Advanced ELL/ELD class, English Language Arts class, or an Elective period. Using recursive instructional routines, the program provides a clear scope and sequence as students move to more advanced proficiency of language development. The *English 3D Issue Book* presents 12 high-interest, real-world topics that provide a platform for daily discussions and writing tasks. Each *English 3D* Issue takes about two to three weeks to complete.

Research shows that consistent instructional routines help learners free up cognitive “real estate” and better focus on new content and skills. *English 3D* includes routines that structure student interaction and behavior as well as classroom instruction. Three Essential Routines, embedded into each *English 3D* lesson, structure overall student interaction and engagement. Teachers and students will use these routines every day:

Partner & Group Interactions—*English 3D* provides numerous and varied peer interactions to maximize time on task, ensure accurate verbal responses, and require attentive listening. These tasks include clear expectations, embedded language targets, and accountability for participation.

Using Response Frames—A response frame is a structured, topic-related response scaffold that provides opportunities for students to apply carefully targeted language forms. Response frames provide a supportive structure for students to practice new and increasingly complex language.

Setting Up & Monitoring a Task—Teachers model expectations, check for understanding, and monitor students’ interactions and written work.

The 12 Instructional Routines structure specific lessons within *English 3D* and support academic vocabulary development, speaking and listening, and writing. The *English 3D* Teaching Guide provides detailed support for each lesson, including reminders of the steps in the routines, the response frames to use, and the key points for partnering, monitoring, and reporting to the class.

Assessment & Progress Monitoring

English 3D offers teachers daily opportunities to assess learning, inform instruction, and assign grades. Beginning-, mid- and end-of-year tests assess students’ learning over the course of the year.

- **Academic Language Assessments**—taken at the beginning, middle, and end-of-year—assess language functions, vocabulary, grammar, and writing to provide a snapshot of academic language development.
- **Daily Formative Assessments**—The *Daily Do Now* is a brief task that students complete during the first few minutes of each class to review high-utility and topic-related vocabulary. Based on students’ responses, a teacher can review, reteach, or reinforce a particular word or concept.
- **Curriculum-Embedded Assessments**—At the end of each of the 12 Issues, students take an Issue Test that assesses academic vocabulary (topic-related and high-utility words), summarizing, and language and conventions skills.
- **Performance-Based Assessments: Writing Assignments**—Students work on an academic writing task in each issue, writing either a paragraph or a longer essay. They use a rubric to score their writing and guide their revisions, while teachers will use rubrics to offer feedback and inform grades.
- **Performance-Based Assessments: Speeches**—After every two issues, students plan, write, and present a speech. Rubrics help students self- and partner-assess, while teachers will use rubrics to offer specific feedback and inform grades.

The *English 3D* Teacher Space CD includes annotated versions of the tests, teacher rubrics and scoring charts for all three *English 3D* writing types, as well as a Grading Grid.

Home-School Connection

Family Letters, in English and Spanish, are included in the *English 3D* Teacher Space CD to help teachers communicate mid- and end-of-year progress to parents and caregivers.

Scaffolded Instruction

English 3D was specifically developed to address the language development challenges for long-term English learners. The goal of the program is to re-engage students in school through high-interest, engaging topics that are relevant to adolescent's lives and concerns.

Long-term English learners need explicit instruction in developing highly portable vocabulary and language functions for use in writing, speaking, and other academic and social contexts. Through the program's guided routines, students will increase their academic and content-area vocabulary and focus on critical language conventions such as subject-verb agreement, complex sentences, and more. Students will develop language for distinct purposes such as stating perspectives, comparing ideas, and asking for clarification using increasingly more sophisticated vocabulary and syntax.

Students learn the meanings of high-utility words and discuss and write examples to demonstrate understanding. Using scaffolds, students discuss and write about the important details of the text. Then they "shrink" the text, writing a summary using precise vocabulary.

English 3D was built specifically for academic language learners, including long-term English language learners, advanced ELL/ELD students, and community dialect speakers. Every routine and strategy developed for the program was designed for these students. Teachers are also provided resources to differentiate for those with special needs.

Motivation & Engagement


Long-term English learners need high-interest topics to re-engage them in school and foster class participation. *English 3D* presents 12 real-world issues that are relevant to teens' lives and provide a platform for daily discussions and writing tasks. Long-term English learners are often spectators in their other classes. In *English 3D*, these students have daily opportunities to share responses, collaborate with peers, and present ideas. Every lesson fosters active engagement through structured and accountable partner and group speaking and listening tasks.

Professional Development

English 3D Implementation Training, Day 1—In this first day of training, teachers learn how to effectively use the program including using essential routines, learning instructional routines for building academic discussions and fluency, understanding the sequence and increasing complexity of the *Getting Started* lessons, and using the Academic Language Assessments.

English 3D Implementation Training, Day 2—In this second day of training, teachers expand their knowledge of the program by refining understanding of essential and instructional routines, learning and practicing instructional routines for analyzing and discussing information text and academic writing, and practicing scoring students' writing.

English 3D Implementation Training, Day 3—In this third day of training, teachers expand their knowledge of the program, including preparing to teach and assess increasingly complex writing competencies, building students' listening and speaking skills with interviews, identifying and addressing high-priority error trends in student writing, and using assessments to inform instruction, monitor progress, and celebrate growth.

 For additional information about *English 3D*, please visit www.scholastic.com/english3D.