




English 3D

Aligns to IDEA, Part B

EDUCATION OF CHILDREN WITH DISABILITIES

The purpose of *IDEA, Part B—Formula Grant Programs* is to assist states in providing a free, appropriate public education (FAPE) in the least restrictive environment for children with disabilities ages 3 through 21. The following chart shows how **English 3D** can support children with disabilities under IDEA, based on key components and recommendations from IDEA, Part B, Section 611. The criteria are drawn from the Federal *IDEA, Part B Final Rules and Regulations*, posted at:

<http://www2.ed.gov/programs/osepgts/index.html>

Components of a IDEA, Part B Program	English 3D
<p>Provide research-based and scientifically validated interventions</p>	<p>English 3D: Discuss, Describe, Debate, Grades 6-12, is an English language development program for long-term English Language Learners, developed with Dr. Kate Kinsella, one of the Nation’s leading scholars on instruction and achievement of secondary English learners. <i>English 3D</i> 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.</p> <p><i>English 3D</i> provides daily opportunities for students to interact with peers and their teacher using advanced forms of English. Every lesson features the teaching and learning scaffolds needed to build students’ ability to speak about a topic using complex language that they can later leverage in their writing. The program includes 12 consistent routines for vocabulary, academic discussion, writing, and more. Teachers receive step-by-step guidance on how to deliver each instructional routine so students can fully engage in the learning process.</p> <p>RESEARCH</p> <p><i>English 3D</i> is based on the foundational research about long-term English Language Learners, as well as the research and practices of Dr. Kate Kinsella, Center for Teacher Efficacy, San Francisco State University. The curricular underpinnings of the program were developed by Kinsella over multiple years through her involvement with adolescent English learners in San Francisco State University’s Step to College Program and her extensive consultancy, training, and in-class coaching with secondary schools. The foundational instructional routines within each <i>English 3D</i> unit are research-informed and classroom-tested by Kinsella and scores of teachers she has trained and coached.</p> <p> For more information regarding the research foundations for <i>English 3D</i>, see the Research Brief, <i>Helping Long-Term English Learners Master the Language of School</i> at: http://teacher.scholastic.com/products/teach-english-language-learners/english-3d-overview/research-foundation.html</p>

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<p>Provide access to the Core Curriculum taught in General Education classrooms</p>	<p>The content, routines, and portable language functions in <i>English 3D</i> will allow all academic English Language Learners to be a part of a dynamic community of learners and will ensure that these students are on a path towards college and career readiness.</p> <p><u>Text Complexity & Academic Vocabulary</u></p> <p>The <i>English 3D Issues Book</i> presents nonfiction, informational articles that span a 750-1410 Lexile range and gradually increase in text complexity. 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 <i>Data File</i> 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. <i>Words to Go</i> (highlighted in yellow) are high-utility words widely used in school and the workplace, while <i>Words to Know</i> (bolded in black) are academic words related to the topic.</p> <p><u>Writing & Research</u></p> <p><i>English 3D</i> 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.</p> <p><u>Proficiency of Language</u></p> <p><i>English 3D</i> 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.</p> <p><u>Oral Language Development</u></p> <p><i>English 3D</i> provides daily opportunities for English Language Learners to interact with peers and their teacher using advanced forms of English. Every lesson features the teaching and learning scaffolds needed to build students’ ability to speak about a topic using complex language that they can later leverage in their writing. 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.</p>

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<p>Use Supplemental Instructional materials, where appropriate, to strengthen the efficacy of the comprehensive core curriculum</p>	<p>The <i>English 3D</i> Issues Book presents nonfiction, informational articles that span a 750-1410 Lexile range and gradually increase in text complexity. The Issues are relevant to teens’ lives and provide a platform for daily discussions and writing tasks. 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.</p> <ul style="list-style-type: none"> ▪ The Course I Issues Book includes twelve issues with nonfiction articles that span a 750-1100 Lexile® range. ▪ The Course II Issues Book includes eight issues, with authentic, rigorous information and literary texts that span an 890-1410 Lexile® range and provide content connections to science, social sciences, economics, world languages, and health. <p>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.</p>
<p>Educate students in the least restrictive environment consistent with their educational needs</p>	<p><i>English 3D</i> 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 <i>English 3D Issue Book</i> presents high-interest, real-world topics that provide a platform for daily discussions and writing tasks. Each <i>English 3D</i> Issue takes about 2-3 weeks to complete.</p>
<p>Implement a multi-tiered strategy designed to provide increasingly intensive interventions to those students who are not making adequate progress in the Core Curriculum</p>	<p><i>English 3D</i> 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. 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. Teachers are also provided resources to differentiate for those with special needs.</p> <p>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.</p> <p>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.</p>

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<p>Provide ongoing progress monitoring of students' responses to high-quality, research-based intervention, and use it to guide the Individualized Education Plan (IEP)</p>	<p><i>English 3D</i> offers teachers daily opportunities to assess learning, inform instruction, and assign grades.</p> <ul style="list-style-type: none"> ▪ <u>Academic Language Assessments</u>—taken at the beginning, middle, and end-of-year—assess language functions, vocabulary, grammar, and writing to provide a snapshot of academic language development. ▪ <u>Daily Formative Assessments</u>—The Daily <i>Do Now</i> 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. ▪ <u>Curriculum-Embedded Assessments</u>—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. ▪ <u>Performance-Based Assessments—Writing Assignments</u>—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 use rubrics to offer feedback and inform grades. ▪ <u>Performance-Based Assessments—Speeches</u>—After every two Issues, students plan, write, and present a speech. Rubrics help students self- and partner-assess, while teachers use rubrics to offer specific feedback and inform grades. <p>The <i>English 3D</i> Teacher Space CD includes annotated versions of the tests, teacher rubrics and scoring charts for all three <i>English 3D</i> writing types, as well as a Grading Grid.</p>
<p>Include literacy instruction that targets English Language Learners who have not yet been identified as needing Special Education services</p>	<p>The majority of middle and high school English Learners are Long Term English Learners. Long Term English Learners (LTELs) are students who have been enrolled in U.S. schools for more than six years without successfully acquiring the language and academic skills necessary to be reclassified and thrive in standards-based coursework. While most LTELs have a fairly strong command of social English, they are stuck at intermediate English proficiency, have profound gaps in their literacy and language skills, and perform below grade level expectations.</p> <p>While LTELs benefit from targeted reading and writing interventions, just as English proficient students, their literacy support must include an informed and systematic program to bolster their verbal command of English vocabulary, syntax and grammar. <i>English 3D</i> provides the planned, explicit instruction and daily structured and accountable opportunities to practice language they can leverage on writing and reading assignments.</p> <p style="text-align: right;">CONTINUED</p>

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<p>Include literacy instruction that targets English Language Learners who have not yet been identified as needing Special Education services <i>Continued</i></p>	<p>The goals of <i>English 3D</i> are to:</p> <ul style="list-style-type: none"> ▪ Engage students cognitively and linguistically in every lesson phase through structured, accountable responses and consistent, interactive instructional routines. ▪ Explicitly teach high-leverage, portable language – including vocabulary, sentence structure and grammar – that students can apply in academic and social contexts. ▪ Offer daily contexts for students to productively interact with peers applying advanced social and academic language, critical thinking skills and pragmatics. ▪ Equip students with the language knowledge and skills to tackle the informational reading and writing demands of State Standards. ▪ Make regular connections between coursework target language and literacy skills, as well as the demands of college and career. ▪ Improve scholarly demeanor, study skills, and habits through modeling, accountability, encouragement and high expectations. ▪ Provide constructive, respectful and timely feedback on language use, literacy skills and scholarly comportment.
<p>Inform parents of General Education services that would be provided and strategies to support their child’s rate of learning</p>	<p>Family Letters, in English and Spanish, are included in the <i>English 3D</i> Teacher Space CD to help teachers communicate mid- and end-of-year progress to parents and caregivers.</p>
<p>Provide a high-quality professional development plan to support teachers providing Special Education services, as well as those implementing RtI</p>	<p><u><i>English 3D</i> Implementation Training, Day 1</u></p> <p>In this training, teachers learn how to effectively use the program including using essential routines, learning instructional routines for building academic discussions, understanding the sequence and increasing complexity of the <i>Getting Started</i> lessons, and using the Academic Language Assessments.</p> <p><u><i>English 3D</i> Implementation Training, Day 2</u></p> <p>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.</p> <p><u><i>English 3D</i> Implementation Training, Day 3</u></p> <p>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.</p> <p style="text-align: right;">CONTINUED</p>

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<p>Provide a high-quality professional development plan to support teachers providing Special Education services, as well as those implementing RtI <i>Continued</i></p>	<p><u>In-Classroom Support</u>—RECOMMENDED, at an additional cost</p> <p>Scholastic consultants provide teachers with individualized support and focused strategies side-by-side in the classroom. They build relationships with teachers to support on-model implementation, classroom management, program monitoring, and data-driven instruction. A year-long customized plan of in-classroom visits provides teachers with in-person, individualized support and focused strategies for the classroom. For the best results, Scholastic recommends monthly visits for all teachers.</p>
<p>Coordinate with activities funded by and carried out under the Elementary and Secondary Education Act (ESEA)</p>	<p><i>English 3D</i> can be integrated with funds from state, local, private, and other sources. The federal funding programs for which it qualifies include:</p> <ul style="list-style-type: none"> ▪ Title IA—Improving Basic Programs ▪ Title I—School Improvement Grants (SIG) ▪ Title I—Supplemental Education Services (SES) ▪ Title III—English Language Acquisition ▪ IDEA, Part B ▪ IDEA, <i>Response to Intervention</i> ▪ Race to the Top—District (RTT-D) ▪ Striving Readers