



English 3D


Aligns to Title I, Part A
IMPROVING BASIC PROGRAMS

The purpose of *Title I, Part A—Improving Basic Programs* is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. Title I schools must develop a comprehensive plan to improve teaching and learning. The following chart shows how **English 3D** can support a Schoolwide Title I program. The criteria are drawn from the Federal *Title I Final Rules and Regulations*, posted at:

<http://www2.ed.gov/programs/titleiparta/legislation.html>

Components of a Title I Program	English 3D
<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science</p>	<p>English 3D: Discuss, Describe, Debate, 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. <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><u>Reading</u></p> <p>The <i>English 3D Issues Book</i> presents nonfiction, informational articles that span a 750-1100 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</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 style="text-align: right;">CONTINUED</p>

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<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science <i>Continued</i></p>	<p><u>Language</u> <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>Speaking & Listening</u> <i>English 3D</i> 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.</p>
<p>Use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program</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>

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<p>Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time 	<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> <p>STRENGTHEN THE CORE ACADEMIC PROGRAM</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><i>The English 3D Issues</i> book presents twelve real-world issues that are relevant to teens’ lives and provide a platform for daily discussions and writing tasks. The nonfiction articles span a 750 to 1100 Lexile range and gradually increase in text complexity. Each article also includes a data file, text feature, and a connection to social studies, science, or health.</p> <p>Through <i>English 3D’s</i> guided routines, students will increase their academic and content-area vocabularies and focus on critical language conventions such as subject-verb agreement, complex sentences, and more. Students will have daily opportunities to develop English syntax and grammar and to write about a topic using increasingly complex language for different purposes and audiences.</p> <p>Students will develop and practice writing skills in summarizing, justification, argument, and research in <i>English 3D</i>. Explicit writing instruction begins with a clear explanation of the elements of the writing topic, followed by extensive scaffolded practice. In the Student Writing Model routine, students analyze a writing model according to the criteria that the teacher will use to assess their writing. In this way, the expectations are transparent so struggling writers can visualize the requirements of the assignment.</p> <p style="text-align: right;">CONTINUED</p>

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<p>Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time <p><i>Continued</i></p>	<p>The academic writing types and expectations gradually increase in difficulty, from a justification paragraph (Issues 1-4) to a summary paragraph (Issues 5-6), to a summary and response essay (Issues 7-8), and finally to an argument research paper (Issues 9-12). The performance-based writing assessments that are included in each Issue ask students to draw evidence from a variety of informational texts. Each article includes a related data file or text feature.</p> <p>In addition to explicit teacher directed instruction, <i>English 3D</i> provides numerous and varied opportunities for peer interactions to maximize time on task, ensure accurate verbal responses, and require attentive listening. Every single lesson in <i>English 3D</i> fosters active engagement through structured and accountable partner and group speaking and listening tasks.</p> <p>PROVIDE AN ENRICHED AND ACCELERATED CURRICULUM</p> <p>Long-term English learners need high-interest topics to re-engage them in school and foster class participation. <i>English 3D</i> 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 <i>English 3D</i>, 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.</p> <p>The <i>English 3D Issues Book</i> presents real-world (100% nonfiction) issues that are relevant to culturally diverse teens’ lives. Sample topics include:</p> <ul style="list-style-type: none"> ▪ <i>Are video games a brain drain or a great way to train your brain?</i> ▪ <i>Junk food at school: Is it your right or totally wrong?</i> ▪ <i>Should schools be responsible for punishing cyberbullies?</i> ▪ <i>Is graffiti vandalism or art or both?</i> ▪ <i>Should female athletes be allowed to play with the boys?</i> ▪ <i>Do teens need a wake-up call when it comes to sleep?</i> ▪ <i>Should not knowing another language keep a diploma out of reach?</i> ▪ <i>Is it time to trash plastic bags?</i> ▪ <i>Are teens old enough to get behind the wheel?</i> ▪ <i>Should parents have a say in how their teens use social media?</i> <p>INCREASE THE AMOUNT AND QUALITY OF LEARNING TIME</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>

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<p>Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards</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 adolescents’ lives and concerns.</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> <p>Teachers are also provided resources to differentiate for those with special needs.</p>
<p>High-quality and ongoing professional development for teachers and principals</p>	<p><u><i>English 3D Implementation Training, Day 1</i></u></p> <p>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 <i>Getting Started</i> lessons, and using the Academic Language Assessments.</p> <p><u><i>English 3D Implementation Training, Day 2</i></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 Implementation Training, Day 3</i></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>High-quality and ongoing professional development for teachers and principals <i>Continued</i></p>	<p><u>In-Classroom Support</u>—RECOMMENDED, at an additional cost 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>Involve parents in the planning, review, and improvement of the schoolwide program plan</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>Coordination and integration of Federal, State, and local services and programs</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 ▪ Race to the Top—District (RTT-D) ▪ Striving Readers