



# English 3D


Aligns to Title III

## ENGLISH LANGUAGE ACQUISITION

*Title III—English Language Acquisition* is designed to improve the education of limited English proficient (LEP) children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards. The program provides enhanced instructional opportunities for immigrant children and youths. The following chart shows how **English 3D** can support a Title III program. The criteria are drawn from the Federal *Title III Non-Regulatory Guidance*, posted at:

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

Components of a Title III Program	English 3D
<p>Increase the English proficiency of LEP children by providing high-quality language instruction educational programs that are based on scientifically based research</p>	<p><b>English 3D: Discuss, Describe, Debate</b>, 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>READING</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>LANGUAGE</p> <p>Through the <i>English 3D</i> guided routines, students will increase their academic and content-area vocabularies and focus on critical language conventions, such as subject-verb agreement and complex sentences. Students will have daily opportunities to develop English syntax and grammar and write about topics using increasingly complex language for different purposes and audiences.</p> <p>SPEAKING &amp; LISTENING</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. 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 style="text-align: right;">CONTINUED</p>

Components of a Title III Program	English 3D
<p>Increase the English proficiency of LEP children by providing high-quality language instruction educational programs that are based on scientifically based research <i>Continued</i></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><b>WRITING</b></p> <p>English Language Learners will develop and practice writing skills in summarizing, justification, argument, and research. 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>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><b>RESEARCH</b></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: <a href="http://teacher.scholastic.com/products/teach-english-language-learners/english-3d-overview/research-foundation.html">http://teacher.scholastic.com/products/teach-english-language-learners/english-3d-overview/research-foundation.html</a></p>
<p>Measure the English proficiency of LEP students so that they develop proficiency in English while meeting State academic content and students academic achievement standards</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"> <li>▪ <b>Academic Language Assessments</b>—taken at the beginning, middle, and end-of-year—assess language functions, vocabulary, grammar, and writing to provide a snapshot of academic language development.</li> </ul> <p style="text-align: right;">CONTINUED</p>

Components of a Title III Program	English 3D
<p>Measure the English proficiency of LEP students so that they develop proficiency in English while meeting State academic content and students academic achievement standards <i>Continued</i></p>	<ul style="list-style-type: none"> <li>▪ <u>Daily Formative Assessments</u>—The <i>Daily 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.</li> <li>▪ <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.</li> <li>▪ <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.</li> <li>▪ <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.</li> </ul> <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>Increases the English proficiency and academic achievement of LEP children in core academic subjects</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 style="text-align: right;">CONTINUED</p>

Components of a Title III Program	English 3D
<p>Increases the English proficiency and academic achievement of LEP children in core academic subjects <i>Continued</i></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"> <li>▪ <i>Are video games a brain drain or a great way to train your brain?</i></li> <li>▪ <i>Junk food at school: Is it your right or totally wrong?</i></li> <li>▪ <i>Should schools be responsible for punishing cyberbullies?</i></li> <li>▪ <i>Is graffiti vandalism or art or both?</i></li> <li>▪ <i>Should female athletes be allowed to play with the boys?</i></li> <li>▪ <i>Do teens need a wake-up call when it comes to sleep?</i></li> <li>▪ <i>Should not knowing another language keep a diploma out of reach?</i></li> <li>▪ <i>Is it time to trash plastic bags?</i></li> <li>▪ <i>Are teens old enough to get behind the wheel?</i></li> <li>▪ <i>Should parents have a say in how their teens use social media?</i></li> </ul>
<p>Provide high-quality professional development to classroom teachers, principals, and administrators that is designed to improve the instruction and assessment of limited English proficient children</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>Provide high-quality professional development to classroom teachers, principals, and administrators that is designed to improve the instruction and assessment of limited English proficient children</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>Assist parents in helping their children to improve their academic achievement and become active participants in the education of their children</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>Develop and implement elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services</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"> <li>▪ Title IA—Improving Basic Programs</li> <li>▪ Title I—School Improvement Grants (SIG)</li> <li>▪ Title I—Supplemental Education Services (SES)</li> <li>▪ Title III—English Language Acquisition</li> <li>▪ Race to the Top—District (RTT-D)</li> <li>▪ Striving Readers</li> </ul>