



Common Core Code X

Aligns to Title I, Section 1003(g)
SCHOOL IMPROVEMENT GRANTS

School Improvement Grants (SIG) are intended to help Title I schools, identified for improvement, corrective action, or restructure, implement reform strategies, specifically the four intervention models—Turnaround, Restart, School Closure, or Transformation Model. Within the Turnaround and Transformation Models, districts and schools are required to implement a series of required activities, as well as other optional elements. The chart below shows how *Common Core Code X* can support School Improvement, specifically for Turnaround and Transformation Models. The criteria are drawn from the Federal Title I, Section 1003(g) Guidance posted at: <http://www2.ed.gov/programs/sif/legislation.html>.

SIG Requirements	<i>Common Core Code X</i>
Implement an instructional program that is research-based	<p><i>Common Core Code X</i>, Grades 6-8, is the first, authentic English Language Arts Curriculum that challenges students to read, think, analyze, question, cite evidence, debate, and write every day. <i>Code X</i> was built specifically to address the rigorous demands of the Common Core State Standards and to ensure students become deep readers and measured writers, who can translate these skills into success on the Next Generation Assessments.</p> <p><i>Code X</i> was designed to ensure students become deep readers and measured writers who are prepared with the habits of mind required for success on high-stakes assessments. As students progress through <i>Code X</i>, they encounter instruction that deepens cognitive processes, introduces new aspects of content, extends knowledge and skills to a wider range of content, and decreases the level of scaffolding and teacher support. The program design of <i>Code X</i> is centered around these three areas:</p> <ol style="list-style-type: none"> 1. Engagement and Rigor: Transformative Common Core instruction in the middle school classroom <i>Code X</i> is designed to develop each student’s capacity to not only read and comprehend a range of texts independently and proficiently, but to also employ higher-order thinking skills as they think critically about the texts. 2. Comprehensive literacy instruction to address the instructional shifts of the Common Core for all learners Literacy instruction in <i>Code X</i> focuses on close readings of texts and gathering evidence from what is read. <i>Code X</i> vocabulary instruction is systematic, efficient, and intensive, centered on both direct instruction and learning from context through explicit questioning while reading. Finally, <i>Code X</i> supports students in writing argument, informative, and narrative texts using the writing process so students internalize key text structures, as well as the steps that effective writers follow. 3. Ongoing assessment and evidence-centered design <i>Code X</i> standards-based assessments occur in the context of learning and instruction; classroom based tests are criterion-referenced to lessons and ask students to demonstrate understanding and application of the specific CCSS taught in each Unit. Students are systematically assessed throughout <i>Code X</i> to be sure they are mastering grade-level standards objectives. <p> For additional information about <i>Code X</i>, please visit www.scholastic.com/codex.</p>

SIG Requirements	Common Core Code X
Implement an instructional program that is aligned with State academic standards	<p><i>Code X</i> was built from the ground up to help teachers teach, practice, and master the Common Core State Standards for ELA/Content-Area Literacy. The program uses the following principles as the framework for instruction to support teachers in enhancing their pedagogy to have the greatest impact on student learning.</p> <ol style="list-style-type: none"> 1. Range & Quality of Texts—<i>Code X</i> texts are engaging, content-area focused, diverse, and complex for grades 6-8. Students engage in content-rich Unit studies, independent reading, collaborative Literature Circle discussions, and in-depth discussion and writing of grade-level literature through full-length novel studies. 2. Text Complexity—Each <i>Code X</i> Unit exposes students to on- and above-grade level texts that span a variety of genres, including literary nonfiction, informational, and fictional text types at an appropriate range of text complexity. 3. Text-Based Questions—Instruction in <i>Code X</i> focuses on Close Reading of text and gathering of evidence at the word, phrase, sentence, and text level. 4. Academic & Domain-Specific Vocabulary—Instruction focuses on academic vocabulary, words with abstract or multiple meanings or uses, domain-specific terms, and words that are part of a word family or semantic network to build students' knowledge and understanding. 5. Writing & Research—Through <i>Code X</i>, students compose both on-demand and process writing, as well as short, focused research projects. <p> For information about how <i>Common Core Code X</i> correlates to State Standards, please see: http://teacher.scholastic.com/products/codeX/code-x-common-core-standards-ela.htm.</p>
Integrate technology-based supports and interventions as part of the instructional program	<p><i>Code X</i> is primarily a print based program, however online versions of the <i>Code X</i> books are available to be downloaded. These online books can be accessed by teachers and students alike wherever there is an Internet connection.</p>
Use formative, interim, and summative assessments to inform and differentiate instruction	<p><i>Code X</i> includes a comprehensive system of standards-based assessments to ensure that students are on the path to college and career readiness. <i>Code X</i> standards-based assessment occurs in the context of learning and instruction. As such, periodic classroom-based tests that are aligned to the <i>Code X</i> curriculum and instruction are administered. These tests are criterion-referenced to lessons and ask students to demonstrate understanding and application of the specific CCSS taught in each Unit.</p> <p>Students are systematically and explicitly assessed throughout <i>Code X</i> to ensure they are mastering the key instructional shifts of the Common Core State Standards. Formative assessments, performance tasks, and end-of-unit assessments support teachers' planning, instruction, and monitoring student progress.</p>

CONTINUED

SIG Requirements	Common Core Code X
Use formative, interim, and summative assessments to inform and differentiate instruction <i>Continued</i>	<p><i>Code X</i> includes the following assessments:</p> <ul style="list-style-type: none"> ▪ Formative Assessments engage students in multiple close readings, academic discourse, and daily writing about complex nonfiction and literature. They inform instruction as teachers can analyze daily writing and oral summaries in order to revisit and stretch aspects of the text that merit additional discussion. ▪ Performance Tasks assess students’ understanding of key standards taught over the course of a Unit. They support students in writing informative, argumentative, and narrative compositions using the writing process so that students internalize key text structures, as well as the steps that effective writers follow. ▪ End-of-Unit Assessments can be used to monitor students’ progress on the CCSS for college and career readiness throughout the year, target specific standards for individual and group-differentiated instruction, and expose students to the kinds of authentic passages and test items they will encounter on Common Core-aligned assessments.
Promote the continuous use of data in order to meet the diverse academic needs of individual students	<p>In <i>Code X</i>, teachers are provided with two charts to monitor student achievement and progress—the <i>Code X</i> Grading Form and the <i>Code X</i> Student Progress Chart. The Grading Form tracks a student’s scores in a given Unit. Teachers use the form to note the student’s results in the Formative Assessments, the Writing Performance Task, and the end-of-Unit Next Generation Assessment, as well as results from the student’s Literature Circle Literary Response Essay, Accountable Independent Reading, participation, and homework. The Student Progress Chart is used to document a student’s results in the Next Generation Assessments throughout the year.</p>
Implement a school wide <i>Response to Intervention</i> model	<p><i>Code X</i> equips educators with support to ensure that all students can engage with text with specificity, as well as participate equally in academic discourse as a class, in smaller groups and in writing. <i>Code X</i> has the capacity to be used flexibly by educators within the a variety of instructional models that address any one of the three tiers of service delivery – Tier 1, Tier 2, and Tier 3.</p> <p><u>Daily Instructional Routines</u>—Ten instructional routines are used throughout the course of a Unit in <i>Code X</i>. Routines focus on the key instructional shifts of the Common Core and support teachers in internalizing these shifts in their day-to-day practice. These instructional routines provide students with processes for expressing their ideas in order to study, review, and learn content material, rethink content, and process ideas. In addition, they serve as tools to assess students’ understanding of key ideas in texts and equip students with highly portable literacy and communication skills. These routines all include specific strategies for differentiating for English language learners, struggling readers, students with learning disabilities, and advanced students.</p> <p><u>Vocabulary</u>—Of the many features of complex text, difficult or uncommon vocabulary presents the greatest challenge for student readers. Direct instruction of Target Words is delivered through a step-by-step Vocabulary Routine that includes teacher supports on how to adjust for various student needs. Students learn new vocabulary through explicit teaching and consistent instruction sequence.</p> <p style="text-align: right;">CONTINUED</p>

SIG Requirements	Common Core Code X
Implement a school wide <i>Response to Intervention</i> model <i>Continued</i>	<p><u>Support for Structured Academic Interaction</u>—<i>Code X</i> teachers follow explicit and systematic instruction of academic language to give students the tools they need to comprehend text and participate in formal speaking and writing tasks. Teacher instruction allows time for students to digest questions and tasks before preparing responses. In addition, all students are held accountable for responding to questions and tasks and are provided supports, such as sentence starters and sentence frames, in order to convey perspectives and communicate feedback.</p> <p><u>Structured Approaches to Teaching Writing</u>—<i>Code X</i> supports students in writing argumentative, informative, and narrative texts using the Writing Process so that students internalize key text structures, as well as the steps that effective writers follow. Before beginning the process, students analyze a model and determine key features of the structure. Depending on student needs and pace, the writing process may take three or more days of instruction. As students develop their topics, they pull from the many days of on-demand writing they have done throughout their text analysis.</p>
Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content	<p><i>Code X</i> equips educators with support to ensure that all students can engage with text with specificity, as well as participate equally in academic discourse as a class, in smaller groups and in writing. <i>Code X</i> teachers follow explicit and systematic instruction of academic language to give students the tools they need to comprehend text and participate in formal speaking and writing tasks. Teacher instruction allows time for students to digest questions and tasks before preparing responses. In addition, all students are held accountable for responding to questions and tasks and are provided supports, such as sentence starters and sentence frames, in order to convey perspectives and communicate feedback.</p> <p><u>Strategies for English Language Learners</u></p> <p>Of the many features of complex text, difficult or uncommon vocabulary presents the greatest challenge for English Language Learners. In <i>Code X</i>, direct instruction of Target Words is delivered through a step-by-step Vocabulary Routine that includes teacher supports on how to adjust for various student needs. Students learn new vocabulary through explicit teaching and a consistent instructional sequence.</p> <ul style="list-style-type: none"> ▪ <i>Target Words</i> are pretaught before reading and students answer questions about these words in context. Target words are academic vocabulary words that are likely to appear in future texts from any discipline. Many of the pretaught and frequently discussed target words are also part of a word family or semantic network. The preteaching involves defining the words and generating examples, as well as teacher modeling of morphology. ▪ <i>Words to Know</i> are words students must understand in order to fully comprehend the text. These include concrete words, words with single meanings, and words reflecting meaning or shades of meaning that are likely to be part of a student's experience. These concrete words are taught quickly from the context of the text without additional activities or exercises. <p style="text-align: right;">CONTINUED</p>

SIG Requirements	Common Core Code X
<p>Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ <i>Words and Phrases in Context</i> questions, which students encounter during the Close Reading of each text, tackle words that need more explanation. The words and phrases are taught in context and then reinforced after the direct instruction with follow up questioning and illustrative use in Model Writing. The words chosen for Close Reading Words and Phrases in Context questions include abstract words with multiple related meanings that are unusual or unlikely to be part of a student’s experience. As scaffolds, additional word family and shades of meaning work are provided to challenge and stretch students. Spanish Cognate support is also available. <p><u>Strategies for Special Education Students</u></p> <p><i>Code X</i> incorporates the three major Universal Design for Learning principles:</p> <ul style="list-style-type: none"> ▪ Multiple Means of Representation: In <i>Code X</i>, information is delivered in many modes—audio, pictures, and paper or electronic texts—to make sure all students see it, say it, hear it, read it, and write it. For example, students may read a poem in their print or electronic text and then listen to audio of the poet reading his or her poem. In addition, a text-to-speech feature ensures that students with certain physical disabilities can access the instructional content. ▪ Multiple Means of Action and Expression: Students have opportunities to express their knowledge of the Unit through writing and discussion in one-on-one and small-group settings. For example, a “Collaborate and Present” activity calls for students to engage in peer collaboration and public presentation of a speech, debate, skit or research about what they learned from the Unit texts. ▪ Multiple Means of Engagement: Whole group, small group, and independent activities provide a variety of settings for students to engage with the content. In addition, Anchor Media and Literature Circle, Novel Study and Independent reading books on high-interest topics promote student engagement.
<p>Establishing schedules and strategies that provide increased learning time</p>	<p><i>Code X</i> is designed for use in a typical 45-60 minute English Language Arts block. The instructional design provides daily opportunities for direct instruction, academic discussion, small-group, and independent work. Students begin the class in whole-group instruction in which the teacher engages students in the day’s content, helps build background knowledge, and guides students through Close Reading for the 3-4 short nonfiction and literature texts. Daily small-group instruction, led by the teacher, provides opportunities for students to focus on text-based questions, as well as writing and research tasks. During whole-group wrap-up, students synthesize the information they learned during the class.</p>
<p>Provide staff with ongoing, high-quality job-embedded professional development</p>	<p>Scholastic provides the following professional development for teachers and leaders:</p> <p><u><i>Code X</i> Implementation Training—Part I</u></p> <p>RECOMMENDED—At an additional cost</p> <p>A two-day training for teachers and instructional leaders that focuses on <i>Code X</i> implementation to create a shared understanding of the implications for instruction within a school or district and to prepare students for the rigorous demands of the Common Core and the Next Generation Assessments.</p> <p style="text-align: right;">CONTINUED</p>

SIG Requirements	Common Core Code X
Provide staff with ongoing, high-quality job-embedded professional development <i>Continued</i>	<p><u>Code X Implementation Training—Part 2</u></p> <p>RECOMMENDED—At an additional cost</p> <p>This one-day follow-up training takes place 8-10 weeks after initial implementation to expand support for teachers and leaders by clarifying implementation questions and going deeper by engaging all students with rigorous text-dependent questions and tasks. In addition, the training focuses on deepening teacher understanding in three areas— understanding the range and quality of textual content, developing deep pedagogy for achieving the instructional shifts demanded by the CCSS, and mastering the “how to” of implementation.</p>
Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, and is having the intended impact on student achievement	<p><u>In-Classroom Support & Coaching</u></p> <p>RECOMMENDED—At an additional cost</p> <p>Scholastic offers a yearlong customized plan of in-classroom visits that provides teachers with in-person, individualized support and focused strategies for the classroom. Based upon the Teacher Self-Assessment Form, Scholastic Consultants provide teachers with individualized support and focused strategies side-by-side in the classroom. Scholastic consultants build relationships with teachers to support on-model implementation, classroom management, program monitoring, and data-driven instruction.</p> <p><u>Data Analytics Services</u></p> <p>RECOMMENDED—At an additional cost</p> <p>Scholastic will partner with the district to collect and analyze data from the district level down to the individual classroom, and present customized reports and graphs, as needed, to determine next steps. Scholastic experts can help the district to:</p> <ul style="list-style-type: none"> ▪ Use program data to evaluate implementation and make changes for program efficiency and return on instruction investment ▪ Compare and analyze district, school, and classroom growth data and targets ▪ Identify district- or school-level trends and quickly “drill down” to pinpoint specific concerns ▪ Use data for short- and long-range planning for teachers, classrooms, schools, and the district <p>Scholastic Implementation Experts provide the district with feedback on how to improve the implementation of <i>Code X</i> or other Scholastic programs in the district. Quarterly Implementation Effectiveness Reports include:</p> <ul style="list-style-type: none"> ▪ Implementation indicators at the class, school, and district levels ▪ Actionable data and recommendations for school and district leaders ▪ Data presentations, as needed
Develop and increase teacher and school leader effectiveness	<p>To improve student achievement, districts need to have a clear vision for teaching and learning, a firm understanding of priorities, and a defined path to accomplish goals. The <i>Scholastic Achievement Partners (SAP)</i> team of proven leadership and instructional specialists can partner with school leaders to help develop and implement an actionable plan for school improvement.</p> <p style="text-align: right;">CONTINUED</p>

SIG Requirements	Common Core Code X
Develop and increase teacher and school leader effectiveness <i>Continued</i>	<p>SAP services include the following:</p> <p><u>Comprehensive Needs Assessment</u>—During this data-driven planning process, SAP consultants work with school leadership teams to identify the strengths and challenges of a district or school. Working together, goals are established, and measurements to assess implementation are defined. The Needs Assessment includes interviews, focus group discussions, presentations, and a final report.</p> <p><u>Data Analysis Reporting (DAR)</u>—The Data Analysis Report (DAR) is a longitudinal report that provides an in-depth review of a school or district’s performance measures over the course of the past three years. The data profile provides quantitative evidence of student academic data, demographic information, college readiness indicators, and school characteristics to help identify strengths and areas of need and serves as a starting point for comprehensive school improvement.</p> <p><u>Leadership Institute</u>—SAP can tailor an intensive Leadership Institute that quickly and effectively builds the leadership density of the academic team. Ideal for districts with new leadership or within a district under rapid change, these institutes are delivered over consecutive days and typically held during the summer of scheduled in-service days. The topics are customized to meet the specific needs of the leadership team.</p> <p><u>Foundations of Organizational Leadership</u>—These one-day courses focus on building leadership capacity. Topics include Establishing Structures, Communicating a Shared Vision, Creating a Culture of High Academic Expectations, Using Systemwide Data, Leading Change, Developing and Implementing Rigor and Relevance, as well as Leading Professional Dialogue.</p> <p><u>Foundations of Effective Instruction</u>—These one-day courses focus on building and sustaining teacher effectiveness. Topics include Creating a Rigorous and Relevant Learning Environment, Applying Rigorous and Relevant Instructional Strategies, Using Data to Inform Instruction, and Collaborating for Continuous Professional Learning.</p> <p><u>Leadership Coaching</u>—Highly customized, on-site support with an executive coach helps build leadership capacity through side-by-side, collaborative sessions that guide and support leaders.</p> <p><u>Job-Embedded Instructional Coaching</u>—Results-oriented and holistic in approach, job-embedded instructional coaching supports teachers in meeting the needs of every student by building their skills in learner engagement, academic rigor, and real world relevance. Coaches work with teachers during the regular school day in their classrooms and during planning periods to raise student achievement.</p> <p> For additional information regarding SAP services, please see: http://teacher.scholastic.com/products/scholastic-achievement-partners/#/our-services-section.</p>