



Common Core Code X


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 **Common Core Code X** 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	Code X
<p>Provide research-based and scientifically validated interventions</p>	<p>Common Core Code X, 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> is focused on and developed around the key instructional shifts necessary to fully implement the Common Core State Standards. Each grade level includes seven units of instruction that integrate authentic, complex texts with research-based classroom routines for developing academic discourse, centered around literacy practices designed for Common Core.</p> <p>RESEARCH</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. The program design of <i>Code X</i> is centered around these research foundations:</p> <ol style="list-style-type: none"> 1. <u>Engagement and Rigor: Transformative Common Core instruction in the Middle School classroom</u> <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 also to employ higher-order thinking skills as they think critically about the texts. 2. <u>Comprehensive literacy instruction to address the instructional shifts of the Common Core for all learners</u> Literacy instruction focuses on close readings of texts and gathering evidence from what is read. <i>Code X</i> vocabulary instruction is systematic, intensive, and 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. <p style="text-align: right;">CONTINUED</p>

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<p>Provide research-based and scientifically validated interventions <i>Continued</i></p>	<p>3. <u>Ongoing assessment and evidence-centered design</u></p> <p><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> <p>The <i>Code X</i> Research Foundation Paper provides a detailed description of how the program utilizes up-to-date research to prepare middle school students with the literacy skills they need to thrive in the Common Core Era. It summarizes the key research principles underlying <i>Code X</i>, delineating how each research principle contributes to a comprehensive English Language Arts curriculum that provides students with a highly effective, engaging, and empowering learning experience and that supports teachers in maximizing instructional effectiveness.</p> <p> To download a copy of the <i>Code X</i> Research Foundation Paper, please see: www.scholastic.com/research</p>
<p>Provide access to the Core Curriculum taught in General Education classrooms</p>	<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. <i>Code X</i> uses the following five principles that represent the key shifts in curriculum and instruction within the Common Core.</p> <p><u>Range & Quality of Texts</u></p> <p><i>Code X</i> texts are engaging, content-area focused, diverse, and complex for the grade-level band 6-8. Students will engage in content-rich Unit studies, Independent Reading, collaborative Literature Circle discussions, and in-depth discussion and writing of grade-level literature through two full-length novel studies.</p> <p><u>Text Complexity</u></p> <p>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. Scaffolded instruction gradually decreases over time as teachers monitor student learning and understanding of content-area text.</p> <p><u>Text-Based Questions</u></p> <p>Instruction in <i>Code X</i> focuses on Close Reading of text and gathering evidence at the word, phrase, sentence, and text level. Questions and short tasks are all in service of deep reading of the texts that are then used as sources for speaking and writing assignments.</p> <p style="text-align: right;">CONTINUED</p>

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<p>Provide access to the Core Curriculum taught in General Education classrooms <i>Continued</i></p>	<p><u>Academic & Domain Specific Vocabulary</u></p> <p><i>Code X</i> vocabulary instruction is systematic, efficient, and intensive. 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. Students are also taught to access a range of strategies to determine word meanings in context.</p> <p><u>Writing & Research</u></p> <p>Throughout <i>Code X</i>, students compose both on-demand and process writing as well as short, focused research projects. Students become proficient with the key writing types identified by the Common Core—informative essay, argument essay and narrative writing.</p>
<p>Use Supplemental Instructional materials, where appropriate, to strengthen the efficacy of the comprehensive core curriculum</p>	<p><i>Code X</i>’s novel study provides approximately 25 days of instruction to guide teachers and students through reading two full-length novels per grade. Teachers lead analysis of key ideas/details and craft and structure of the earliest and most challenging chapters. Students read sections of the novel independently and produce four or five single- and multi-paragraph writing assignments leading to a culminating performance task for the novel study that integrates knowledge and ideas. Two grade-specific novels are included with the purchase of each Student Edition.</p> <p>In addition to the full-length novels included with <i>Code X</i>, three Literature Circle Guides per Unit enable teachers to incorporate even more literature. Literature Circle Guides provide discussion questions and instruction for quality novels found in many middle and high school classroom libraries. Selected for their ability to provoke critical thinking and discussion, each Literature Circle Guide helps students develop the comprehension and literary analysis skills they need to be lifelong readers.</p>
<p>Educate students in the least restrictive environment consistent with their educational needs</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>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>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>

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<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 <i>Continued</i></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><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>
<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>Code X</i> includes a comprehensive system of standards-based assessments to ensure that students are on the path to college and career readiness. 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 style="text-align: right;">CONTINUED</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>Continued</i></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.</p> <ul style="list-style-type: none"> ▪ Formative Assessments provide opportunities for students to demonstrate comprehension of text and measure mastery of key CCSS. Daily on-demand writing assignments focus on key ideas and details, as well as craft and structure throughout each Unit. ▪ Writing Unit Performance Tasks focus on reading, writing, speaking and listening, and research claims. These tasks measure students' depth of understanding, as well as interpretive, analytical, synthesis, and research skills. ▪ Next Generation Assessments assess standards in the Unit, provide multiple practice opportunities in advance of the Next Generation assessments, and provide teachers with additional data points for grading. <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>
<p>Include literacy instruction that targets English Language Learners who have not yet been identified as needing Special Education services</p>	<p><i>Code X</i> equips educators with support to ensure that English Language Learners 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 English Language Learners 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>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 <i>Target Words</i> is delivered through a step-by-step Vocabulary Routine that includes teacher supports on how to adjust for various student needs.</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>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; students answer questions about these words in context. <i>Target words</i> are academic vocabulary words that are likely to appear in future texts from any discipline. Many of the pretaught and frequently discussed <i>Target Words</i> 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. ▪ <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 <i>Words and Phrases in Context</i> questions include abstract words with multiple related meanings that are unusual or unlikely to be part of a student’s experience. Spanish Cognate support is also available.
<p>Provide a high-quality professional development plan to support teachers providing Special Education services, as well as those implementing RtI</p>	<p><u>Code X Implementation Training—Part 1</u></p> <p>This two-day training for teachers and instructional leaders focuses on implementation of <i>Code X</i> 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><u>Code X Implementation Training—Part 2</u></p> <p>This one-day training takes place 8-10 weeks after initial implementation to expand support for teachers and leaders by clarifying questions about implementation and going deeper with 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 CCSS instructional shifts, and mastering the “how to” of implementation.</p> <p><u>In-Classroom Support—RECOMMENDED</u>, 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>

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<p>Coordinate with activities funded by and carried out under the Elementary and Secondary Education Act (ESEA)</p>	<p>Code X 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 ▪ Investing In Innovation (i3)