



# Common Core Code X

## 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 **Code X** 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	Code X
<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><b>Common Core Code X, Grades 6-8</b>, 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><u>Reading</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. Texts are selected and sequenced to build disciplinary knowledge of topics and subjects covered in the Grades 6-8 Science and Social Studies Frameworks. Scaffolded instruction gradually decreases over time as teachers monitor student learning and understanding of content-area text. Instruction in <i>Code X</i> focuses on Close Reading of text and gathering evidence at the word, phrase, 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 listening and writing assignments.</p> <p><u>Writing</u></p> <p>Writing is the vehicle through which each writer articulates understanding of text. 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—essay, argument essay, and narrative writing. Daily writing assignments during Close Reading create opportunities to record and elaborate thinking while reading.</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</p> <p><i>Continued</i></p>	<p>The questioning and discussion in which students engage during the <i>Identify Evidence, Key Ideas and Details</i>, and <i>Craft and Structure</i> parts of the text analysis extend the exercise of capturing ideas from text evidence as a foundation for developing, elaborating, and articulating ideas in the final written performance task. Students produce 4-5 single and multi-paragraph writing assignments leading to a culminating performance task for a novel study that integrates knowledge, ideas, and skills.</p> <p><u>Language</u></p> <p><i>Code X</i> 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. Students are also taught to access a range of strategies to determine word meanings in context. Using the research of Isabel Beck, Margaret McKeown, and Linda Kucan, <i>Code X</i> helps students categorize words into three tiers of vocabulary—everyday words; high-frequency, academic words; and less common academic words. Teachers use the <i>Code X</i> Academic Vocabulary Routine to directly teach students academic words in Tiers Two and Three twice during each unit. Students determine the meanings of new words by analyzing word parts, word families, word roots, and context clues.</p> <p><u>Speaking &amp; Listening</u></p> <p>In <i>Code X</i>, structured engagement routines provide consistent modeling and scaffolding as students participate in academic discussions in pairs, groups, and whole class. <i>Think-(Write)-Pair-Share</i> routines helps teachers structure efficient partnering and elicit accountable student responses in academic register. <i>Idea Wave</i> encourages students to contribute to sharing responses during whole-group instruction. <i>Socratic Seminars</i> help students gain a deeper understanding of text through inquiry and dialogue.</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>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>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"> <li>▪ 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.</li> </ul> <p style="text-align: right;">CONTINUED</p>

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<p>Use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program <i>Continued</i></p>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> </ul> <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>Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> <li>▪ Strengthen the core academic program</li> <li>▪ Provide an enriched and accelerated curriculum</li> <li>▪ Increase the amount and quality of learning time</li> </ul>	<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 three areas:</p> <ol style="list-style-type: none"> <li>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 to also employ higher-order thinking skills as they think critically about the texts.</li> <li>2. <u>Comprehensive literacy instruction to address the instructional shifts of the Common Core for all learners</u> 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.</li> <li>3. <u>Ongoing assessment and evidence-centered design</u> <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.</li> </ol> <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"> <li>▪ Strengthen the core academic program</li> <li>▪ Provide an enriched and accelerated curriculum</li> <li>▪ Increase the amount and quality of learning time</li> </ul> <p><i>Continued</i></p>	<p><b>STRENGTHEN THE CORE ACADEMIC PROGRAM</b></p> <p><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. 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.</p> <p><b>PROVIDE AN ENRICHED AND ACCELERATED CURRICULUM</b></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. 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"> <li>1. Range &amp; 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.</li> <li>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.</li> <li>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.</li> <li>4. Academic &amp; 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.</li> <li>5. Writing &amp; Research – Through <i>Code X</i>, students compose both on-demand and process writing, as well as short, focused research projects.</li> </ol> <p><b>INCREASE THE AMOUNT AND QUALITY OF LEARNING TIME</b></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 period.</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>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>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 <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. Students learn new vocabulary through explicit teaching and a consistent instructional sequence.</p> <ul style="list-style-type: none"> <li>▪ <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.</li> <li>▪ <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.</li> <li>▪ <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. As scaffolds, additional word family and shades of meaning work are provided to challenge and stretch students. Spanish Cognate support is also available.</li> </ul> <p style="text-align: right;">CONTINUED</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 <i>Continued</i></p>	<p><u>Students In Special Education</u></p> <p><i>Code X</i> incorporates the three major Universal Design for Learning principles:</p> <ul style="list-style-type: none"> <li>▪ <b>Multiple Means of Representation:</b> 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.</li> <li>▪ <b>Multiple Means of Action and Expression:</b> 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.</li> <li>▪ <b>Multiple Means of Engagement:</b> 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.</li> </ul>
<p>High-quality and ongoing professional development for teachers and principals</p>	<p><u>Code X Implementation Training—Part 1</u></p> <p>A two-day training for teachers and instructional leaders will focus 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 follow-up training will take 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 will focus 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> <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>Coordination and integration of Federal, State, and local services and programs</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"> <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> <li>▪ Investing In Innovation (i3)</li> </ul>