Common Core Code X

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 *Code X* 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	*Code X*
Increase the English proficiency of LEP children by providing high-quality language instruction educational programs that are based on scientifically based research	*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. *Code X* was built specifically to address the rigorous demands of the Common Core State Standards and to ensure English Language Learners become deep readers and measured writers, who can translate these skills into success on the Next Generation Assessments. 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. Each *Code X* 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 *Code X* 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. *Code X* 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 English Language Learners' 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, *Code X* helps English Language Learners categorize words into three tiers of vocabulary—everyday words; high-frequency, academic words; and less common academic words. Teachers use the *Code X* Academic Vocabulary Routine to directly teach 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. CONTINUED

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Increase the English proficiency of LEP children by providing high-quality language instruction educational programs that are based on scientifically based research *Continued*	RESEARCH *Code X* 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 *Code X* is centered around these research foundations: 1. Engagement and Rigor: Transformative Common Core instruction in the Middle School classroom *Code X* 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. Comprehensive literacy instruction to address the instructional shifts of the Common Core for all learners Literacy instruction focuses on close readings of texts and gathering evidence from what is read. *Code X* vocabulary instruction is systematic, intensive, and centered on both direct instruction and learning from context through explicit questioning while reading. Finally, *Code X* 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 *Code X* 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 *Code X* to be sure they are mastering grade-level standards objectives. The *Code X* 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 *Code X*, 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. 📖 To download a copy of the *Code X* Research Foundation Paper, please see: www.scholastic.com/research
Measure the English proficiency of LEP students so that they develop proficiency in English while meeting State academic content and academic achievement standards	*Code X* 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 *Code X* 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. CONTINUED

Components of a Title III Program	Code X
Measure the English proficiency of LEP students so that they develop proficiency in English while meeting State academic content and students academic achievement standards *Continued*	Students are systematically and explicitly assessed throughout *Code X* to ensure they are mastering the key instructional shifts of the Common Core State Standards. ■ 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. In *Code X,* teachers are provided with two charts to monitor student achievement and progress—the *Code X* Grading Form and the *Code X* 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.
Increases the English proficiency and academic achievement of LEP children in core academic subjects	*Code X* 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. *Code X* 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. Of the many features of complex text, difficult or uncommon vocabulary presents the greatest challenge for English Language Learners. In *Code X,* 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. CONTINUED

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Increases the English proficiency and academic achievement of LEP children in core academic subjects *Continued*	Students learn new vocabulary through explicit teaching and a consistent instructional sequence. ■ *Target Words* are pretaught before reading; 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. ■ *Words to Know* 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. ■ *Words and Phrases in Context* 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. Spanish Cognate support is also available.
Improve the instruction of LEP children by providing for the acquisition of educational technology or instructional materials	*CODE X* includes digital editions of the Student and Teacher Editions. The digital Teacher Edition includes an interactive whiteboard option, as well as a streaming option that is browser based and available wherever there is an Internet connection. The Student Edition is also available as a streaming option, as well as an *eBook* application, available in the iTunes® store.
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	*Code X* Implementation Training—Part I This two-day training for teachers and instructional leaders focuses on implementation of *Code X* 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. *Code X* Implementation Training—Part 2 This one-day follow-up 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. CONTINUED

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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 *Continued*	<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.
Develop and implement elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services	*Code X* can be integrated with funds from state, local, private, and other sources. The federal funding programs for which it qualifies include: ■ 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 ■ Investing In Innovation (i3)