



Frequently Asked Questions for New York City Educators

To help guide your review of Scholastic's Common Core *Code X* program, our editors compiled a list of the questions that surfaced at the recent Information Sessions for Instructional Coaches and Principals. Please refer to the questions below to aid you in your review of our program.

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Program Components & Pricing

1. What components are included with Code X?

A: **Grade-Specific Student Editions:** Include eight Units of Close Reading exemplars, writing tasks, and performance tasks.

Grade-Specific Novel Study Trade Books:

Grade 6

- *Tuck Everlasting*, Natalie Babbitt
- *Make Lemonade*, Virginia Euwer Wolff

Grade 7

- *Inkheart*, Cornelia Funke
- *I Thought My Soul Would Rise and Fly*, Joyce Hansen

Grade 8

- *Monster*, Walter Dean Myers
- *Endangered*, Eliot Schrefer

Grade-Specific Teacher Editions: Include instruction in Close Reading exemplars, text analysis rubrics, academic vocabulary/word study analysis, and scaffolded writing.

Grade-Specific Assessment Guides: Include unit assessments modeled on the PARCC Assessments.

2. What components are FREE with the purchase of every class set?

A: With the purchase of every class set of 30 Student Editions, Scholastic will provide schools with a FREE set of Novel Study Trade Books (2 books per student per grade), a Teacher's Edition, and an Assessment Guide.

3. What does Code X cost?

A: Each class set of 30 Student Editions (\$37 each) costs \$1,110. With every class set purchased, schools will receive a FREE set of Novel Study Trade Books, a Teacher's Edition, and an Assessment Guide.

4. Is there any technology included with Code X?

A: In the near future, a digital edition of both the Student and Teacher's Edition will be available via desktop computers and tablets.

Professional Learning

1. **What professional learning services does Scholastic provide?**

- A. **Scholastic** will support New York City Schools with a focused and tailored program of professional learning to support the implementation of *Code X*.

Professional Learning Focus	Intended Audience	Professional Learning Format	Type of Support
Initial Training	Teachers & Leaders	Face to Face Training	2 days for all teachers
Follow-up Training Webinars	Teachers & Leaders	Live and Recorded Webinars	4-8 live sessions per year and unlimited recorded sessions
Online Live Coaching & Resources	Teachers & Leaders	School days: 2:00 PM -9:00 PM	2-4 days per week during the first 9 weeks, 3 days per week during the second 9 weeks, 2 days per week during the third 9 weeks, and 1 day per week during the last 9 weeks
Capacity Building Seminar Series	Instructional Leaders, Coaches, or Teachers (up to 2 per building)	Face to Face Training and Recorded Webinars	Half-day seminars per year and unlimited recorded webinar viewings
Follow-Up Training	Teachers	Face to Face Training	2 days for all teachers
Follow-Up Training Webinars	Teachers	Four Live and Recorded Webinars	4-8 live sessions per year and unlimited recorded sessions
Video Models	Teachers & Leaders	Recorded Video Models of Exemplar Lessons and Strategies	Unlimited viewing for all teachers

2. **What is the cost of the professional learning services?**

- A. The professional learning services outlined above are provided FREE to NYC teachers, coaches, and leaders who purchase *Code X*.

Instructional Shifts of the Common Core State Standards

1. How does Code X promote the instructional shifts of the Common Core?

A. **Balance of Texts:** includes a balance of informational and literary text:

- Grade 6 Informational: Memoir, Autobiography, Biography, Essay, Website Excerpt, Magazine Article
- Grade 6 Literary: Short Story, Poetry, Novels, Folk Tale, Drama
- Grade 7 Informational: Memoir, Autobiography, Biography, Essay, Website Excerpt, Magazine Article, News Articles
- Grade 7 Literary: Short Story, Poetry, Novels, Folk Tale, Drama, Graphic Novel
- Grade 8 Informational: Memoir, Autobiography, Biography, Essay, Website Excerpt, Magazine Article
- Grade 8 Literary: Short Story, Poetry, Novels, Folk Tale, Drama, Letters

Building Disciplinary Knowledge: Texts are selected and sequenced to build disciplinary knowledge of topics and subjects covered in the Grades 6-8 Science and Social Studies Frameworks. For example, Grade 6, Unit 6 explores the following texts that enrich students' Social Studies focus on the Eastern Hemisphere: "New Discoveries in Ancient Egypt" by Bryan Brown *Scholastic News*, *Curse of the Pharaohs: My Adventures With Mummies*, by Zahi Hawass, and *Cities of the Dead* by Denise Rinaldo.

Staircase of Complexity: To support students in reading increasingly complex texts independently, each Unit exposes students to on- and above-grade level texts. Scaffolded instruction gradually decreases over time as teachers monitor student learning. Each Unit focuses reading, rereading, and writing on 3-4 short texts that span a variety of literary nonfiction, informational, and fiction text types at an appropriate range of text complexity. In addition, each Unit includes Literature Circle selections that are below-, on- and above-grade level. Two complete novel studies are also included within the program.

Academic Vocabulary: Code X vocabulary instruction is systematic, efficient, and intensive, centered on both direct instruction and learning

from context through explicit questioning while reading. Words are selected for intensive teaching as follows:

- **Target Words** 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.
- **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, taught in context and then reinforced after the direct instruction with follow up questioning and illustrative use in Model Writing (because encounters with a word spread out over time will further increase the likelihood of retention). The words chosen for Close Reading Words and Phrases in Context questions include abstract words with multiple related meanings or shades of meaning that are unusual or unlikely to be part of a student's experience.

Text-Based Evidence: Questions for each text facilitate rich and rigorous evidence-based discussions in which students:

- Consider the **most important learning to be drawn from the text/determine the key ideas of the text**. Questions are structured to bring the reader to a gradual understanding of these.
- Support students in mastering sections of the text that present the greatest difficulty. These could be sections with **difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences**.
- Understand and revisit the most **powerful academic words** in the text and integrate questions and discussions that explore these words.

- Analyze words that have different meanings in different contexts to create awareness of subtle **shades of meaning**.
- Provide students with an awareness of the strategy and skills they use as they discuss and write about the text. This instruction focuses student attention on the text through open, meaning-based questions about the text.

Writing from Sources: Writing is the vehicle through which each writer articulates understanding of the texts. Daily writing assignments during Close Reading create opportunities to record and elaborate thinking while reading. The questioning and discussion students engage in during the Identify Evidence, Key Ideas and Details, and Craft and Structure parts of their 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.

Teacher's Edition

1. How is the Teacher's Edition organized?

- A. Each grade-level Teacher's Edition includes a scope and sequence, curriculum map, daily instruction, eight Units of study, ten instructional routines, text complexity rubrics, Research Foundations and Resources for Differentiating Instruction.

2. What is the suggested pacing for a Code X Unit?

- A. Each Unit provides approximately one month of instruction. A Planning Guide that precedes each Unit suggests the number of days to spend on each part of the Unit.
- 1 Day: Introduce the Unit
 - 1 Day: Teach Academic Vocabulary
 - 5-7 Days: Close Reading, Daily Writing, and Discussion of Text 1
 - 1 Day: Teach Academic Vocabulary
 - 5-7 Days: Close Reading, Daily Writing, and Discussion of Text 2
 - 3 Days: Collaborate & Present Assignment
 - 3-5 Days: Writing Performance Task
 - 2-3 Days: Extended Readings

3. How do I know which Standards are introduced and how they progress in each Unit?

A. **Standards maps** in the Teacher's Editions outline the introduction and progression of each standard during a year and across one grade to the next, highlighting:

- Deepening of the cognitive process
- Introduction of new content and skills
- Extension of knowledge and skills to a wider range of content
- Decreasing levels of scaffolding and teacher support

4. How do I know what content-area disciplines are taught in each Unit?

A. The **Unit Overview** that precedes each Unit in the Teacher's Edition lists all the standards and content-area connections/disciplines taught in each Unit of the knowledge-based curriculum.

Support for ALL Learners

1. What RTI supports are available in Code X?

A. *Code X* includes daily strategies and teacher modeling to support English Language Learners, struggling readers, students with disabilities, and advanced learners.

Vocabulary Instruction: 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 a consistent instructional sequence.

Words and Phrases in Context questions include the following scaffolds:

- Teacher Modeling of explicit strategies for teaching meaning, such as deepening understanding with conversation (structuring academic discussion)

- Additional word family and shades of meaning work to challenge and stretch
- Target Word image library on the Interactive Teaching System (available Fall)
- Spanish Cognate support

Daily Instructional Routines: There are ten routines teachers use throughout the course of a Unit. They focus on the instructional shifts, supporting teachers to internalize the shifts in their practice as they:

- Provide students with processes for expressing ideas in order to study, review, and learn content material, rethink content, and process ideas
- Place students in an active reading and learning role
- Serve as tools to assess students' understanding of key ideas in text
- Equip students with highly portable literacy and communication skills

The ten routines, which all include specific strategies for differentiating for English Language Learners, struggling readers, students with disabilities, and advanced students, include the following:

- **Reading Routines** provide opportunities to build fluency through modeled reading. Partner reading gives students a way to build oral language with partner talk as well as additional fluency practice. During independent reading, students build stamina and articulate understanding.
- The **Summarize** routine gives teachers a consistent process to teach summarizing and provides students with clear expectations for how to write a summary and what it should include.
- The **Socratic Seminar** routine supports students to ask compelling questions and listen to multiple points of view. Students must study the text prior to the seminar and listen actively. Students can take ownership of their learning.

Support for Structured Academic Interaction promotes confident and competent participation by all students. *Code X* 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.

- Structured engagement routines such as Think (Write)-Pair-Share and the Socratic Seminar encourage social interaction and increase the quality of student responses.

- Teacher instruction allows time for students to digest questions and tasks before preparing responses.
- 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.

Structured Approaches to Teaching Writing provide meaningful support to ensure writing success for all students. These supports include:

- Clear learning objectives
- Explicit modeling of lexical and grammatical expectations with written texts
- Guidance, including structured discussion and conceptual organizers, for developing topics
- Clear definitions, concrete examples, and multiple opportunities for practice
- Specific feedback based on learning objectives that focuses on strengths, emphasizes one or two high-priority corrections to emphasize, focuses on grammar skills and provides further instruction and practice in identified areas of need
- Specific evaluation criteria established and taught with rubrics

Novel Study

1. How do full-length novels fit into the curriculum?

A. In addition to each of the eight Units, *Code X* Literature Study provides approximately 25 days of Instruction to guide teachers and students through reading two full-length novels per grade. Instruction accompanies sections of the text as follows:

- Teacher-Lead Modeling and Guided Work: Teachers lead textual analysis of the key ideas/details and craft/structure of the earliest and most challenging chapters.
- Independent Study: Students read sections of the novel independently, analyzing Key Ideas and Details and Craft and Structure.
- Independent Writing: Students produce 4-5 single and multi-paragraph writing assignments leading to a culminating performance task for the novel study that integrates knowledge and ideas.

2. Which novels will Scholastic provide FREE per grade?

A. Grade 6

- *Tuck Everlasting*, Natalie Babbitt
- *Make Lemonade*, Virginia Euwer Wolff

Grade 7

- *Inkheart*, Cornelia Funke
- *I Thought My Soul Would Rise and Fly*, Joyce Hansen

Grade 8

- *Monster*, Walter Dean Myers
- *Endangered*, Eliot Schrefer

3. How do readers access full-length works that are below-, on-, and above-grade level?

- A. In addition to the full-length novels included with *Code X*, three Literature Circle options enable teachers to incorporate even more literature into each Unit. 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 novel helps students develop the comprehension and literary analysis skills they'll need to be lifelong readers.

Writing

1. How are the “green pages” designed to guide students through the Code X Writing Process?

- A. The *Code X* Writing Process is a series of steps that writers use to articulate their ideas in a piece of writing. The *Code X* supports students in writing argument, 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 daily writing they have done throughout their text analysis. Writer’s Craft questions give students brief and frequent practice with academic writing. The answers that students craft during text analysis help them develop their topics during the *Code X* Writing Process which includes the following steps:

- Read the Model
- Analyze the Model
- Plan
- Develop the Topic
- Writer’s Craft
- Focus on Writer’s Craft
- Draft
- Skill Builder
- Revise

Assessment

1. How does Code X prepare students for success on the Next Generation Assessments?

A. Throughout *Code X*, students are assessed in the following ways:

- **Informal Assessments:** Daily on-demand writing and assignments focus on Key Ideas and Details and Craft and Structure throughout the Unit.
- **Collaborate and Presentation Assignments:** Students draw on their analysis of Unit texts to create websites, debate, dramatize scenes, analyze film versions of texts, collaborate on research questions, etc. They assess their collaborations with a student-facing rubric.
- **Performance Tasks:** Each Unit Performance Task focuses on reading, writing, speaking and listening, and research claims. These tasks measure capacities such as depth of understanding, interpretive and analytical ability, synthesis, and research. They take place over the course of the one-month Unit.
- **Three Assessment Guides**—one each for Grades 6-8 — provide evidence-based selected response and constructed-response Items in order to:
 - Assess students’ understanding of the Unit Texts
 - Give teachers multiple data points for determining grades
 - Provide practice with the each of the “new” assessment items

2. *How do students and teachers use rubrics to assess and evaluate student work?*

- A. Students and teachers use three student-friendly, standard-based, task-specific rubrics to assess the written Performance Task and the Collaborate & Present assignment.