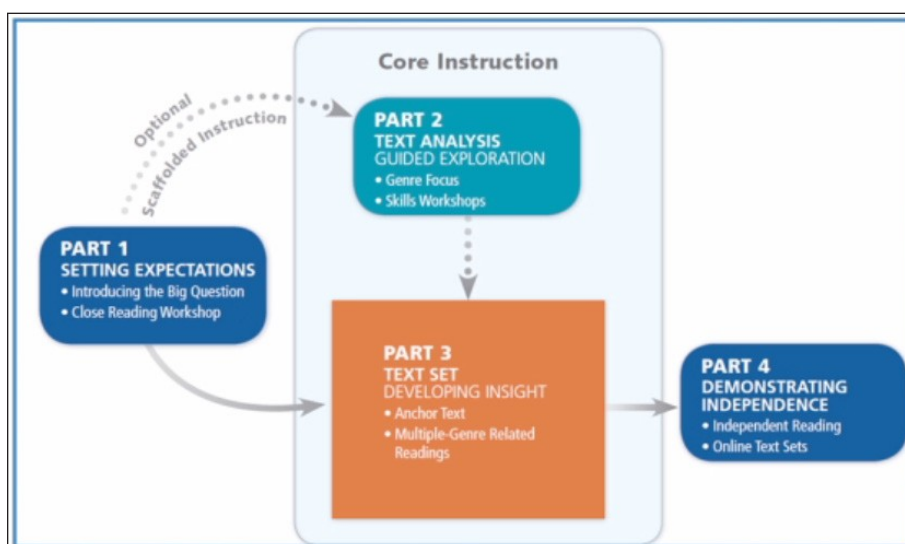


## A Powerful and Flexible Instructional Model for Common Core Success (Grades 6–10)

**Introduction** This guide explores the four-part Instructional Model of Savvas Common Core Literature for Grades 6 through 10.

**The Instructional Model** Savvas Common Core Literature provides a unique, powerful, and flexible Instructional Model.

This four-part model promotes a gradual release of responsibility as it leads students toward independence and prepares them for the rigors of the Common Core State Standards for English Language Arts.



Each part of the model supports close reading and critical thinking, embeds performance tasks, integrates writing and research, and prepares students for independent reading.

This model provides multiple pathways to success so that you can meet the needs of all learners.

**Part 1: Setting Expectations** During Part 1 of the Instructional Model, you will set clear expectations for your students as they analyze texts, participate in academic discussions, perform research, and present written responses.

**Introducing the Big Question** Begin by introducing the unit Big Question. This question provides a focus for students as they read the unit selections. Students revisit the Big Question during discussions and activities throughout the unit.

Here you will also introduce the academic vocabulary that students will be prompted to apply throughout the unit.

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## Close Reading Workshop

Part 1 continues with a Close Reading Workshop. In this workshop, your students learn and practice close reading strategies within the context of the unit genre. Strategies are color coded to correlate with the Common Core reading domains of Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.

The first half of the workshop uses a Read-Discuss-Research-Write structure to model strategies. The workshop begins with an annotated model that illustrates how to apply close reading strategies to a text. Then, students review models that demonstrate discussion and research strategies. The workshop continues with a writing model that introduces the unit’s featured writing mode.

In the second half of the Close Reading Workshop, students practice applying these strategies through Independent Practice and Close Reading activities. Look to your Teacher’s Edition for a rubric to help you evaluate students’ performance.

If you are using the Independent Practice as formative assessment, use the rubric below to evaluate students’ performances.

Independent Practice Rubric	Rating Scale
<b>Close Reading:</b> How well does the student use close reading strategies to answer the questions?	not very 1 2 3 4 5 very
<b>Support/Elaboration:</b> How well does the student support points with textual or other evidence?	1 2 3 4 5
<b>Insight:</b> How original, sophisticated, or compelling are the insights the student achieves?	1 2 3 4 5
<b>Expression of Ideas:</b> How well does the student use language, including word choice and conventions, in the expression of ideas?	1 2 3 4 5

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## Part 2: Text Analysis

Part 2 of the Instructional Model is optional. You may wish to compare recent assessment results with students’ performance in Part 1, when determining whether to implement Part 2.

In Part 2, your students study multiple texts within a genre. Learning focuses on mastering concepts and standards associated with that genre. Part 2 opens with a two-step exploration of the unit genre, focusing on unique characteristics, key concepts, and literary analysis.

For example, Grade 7, Unit 3 focuses on the genre of poetry. Part 2 begins looking at the craft and structure of this genre through Elements of Poetry and Analyzing Language, Form, and Structure in Poetry.

Students then have an opportunity to read a variety of selections within the unit genre. For each selection in Part 2, you can use Building Knowledge to introduce the Close Reading Focus and selection vocabulary. A short passage from the selection is provided as a model, accompanied by options for close reading within the genre. Students are also challenged to deepen comprehension by applying Multidraft Reading protocols—reading the text multiple times with a different purpose for each reading.

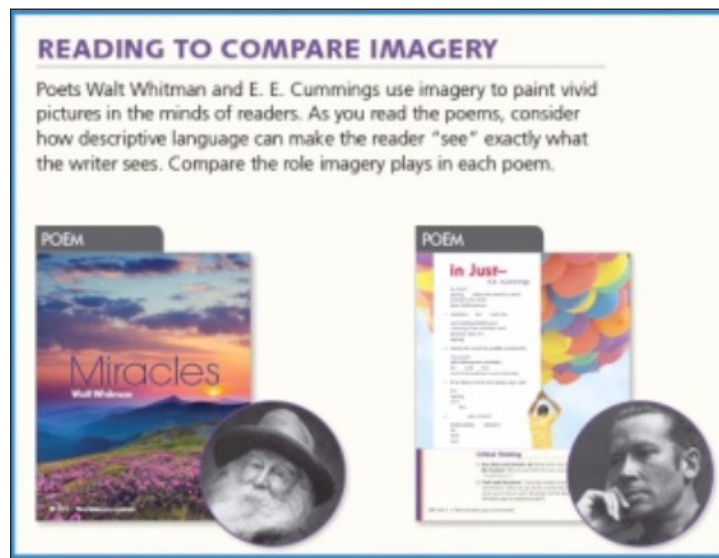
Students complete rigorous Close Reading Activities after each collection, allowing them to apply Read, Discuss, Research, and Write strategies.

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## The Process Workshops

In Part 2, following the unit selections, you will find process workshops provided for Comparing Texts, Language Study, Speaking and Listening, and Writing.

The Comparing Text feature gives your students the opportunity to compare two or more selections. Here, learning focuses on texts within one genre or across multiple genres, allowing your students the chance to practice synthesizing texts and evaluating them critically. For example, in Grade 7, Unit 3, students compare imagery in poems by Walt Whitman and e.e. cummings. They learn about imagery, build background on both poets and their writing, deepen comprehension with focused readings, answer a variety of questions, and apply their learning during Writing to Sources.



The Writing to Sources page also includes a related Timed Writing activity.

The Language Study workshop is next. This workshop provides instruction and practice with critical vocabulary skills.

The Speaking and Listening workshop provides your students opportunities to deliver and/or evaluate a speech, collaborate with each other on presentations, and build important communication and collaboration skills.

During the Writing Process workshop, students complete an assignment in the unit's featured writing mode. Students learn new strategies as they complete each step in the writing process. This workshop includes a focus on research, an annotated student model, and a rubric for self-assessment.

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**Assessment:  
Skills**

Part 2 concludes with a skills assessment. In this assessment, your students reinforce their mastery of Common Core State Standards and the skills taught in the unit. Students are assessed on their ability to independently read informational and literary texts and to respond to a variety of selected-response items and performance tasks focused on writing, speaking and listening, and research. The writing portion also offers a timed writing activity as well as an opportunity for your students to analyze and correct a writing passage.

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**Part 3:  
Text Set**

In Part 3, the instructional focus shifts from genre study and skill building to gaining content knowledge through multiple-genre Text Sets.

Your students are expected to apply the skills and strategies they have learned from reading complex texts up to this point.

Each Text Set is anchored by a text that matches the genre studied in Part 2. Following the anchor piece, the Text Set includes various genres such as Web articles, magazine and newspaper articles, essays, short stories, posters, and other visuals, as well as media clips, poetry, and drama.

The program provides a Text Complexity Rubric for each selection in the Text Set. Use the information in this rubric to help you plan instruction.

© TEXT COMPLEXITY RUBRIC		
The Highwayman		
Qualitative Measures	Context/Knowledge Demands	18th century England; the English moors 1 2 3 4 5
	Structure/Language Clarity and Conventionality	Challenging vocabulary; complex sentences 1 2 3 4 5
	Levels of Meaning	Challenging concept (English highwayman) 1 2 3 4 5
Quantitative Measures	Text Length	Word Count: 1063
	Lexile	NP

For example, after reviewing a Rubric from Grade 7, Unit 3, you may decide to assist struggling readers by again doing a multidraft reading to deepen their comprehension. You may also guide them by using closer reading questions provided in the margins of the Teacher’s Edition.

Following each selection in the Text Set, you will find rigorous Close Reading Activities. Students again engage in reading, discussion, research, and writing to enhance their encounter with the texts throughout the set.

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**Assessment:  
Synthesis**

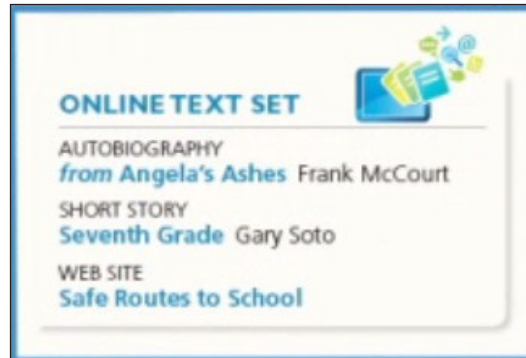
In Part 3, the Assessment: Synthesis is administered at the conclusion of the Text Set. Your students are required to develop a formal, written response or argument, drawing on their learning from the unit. They will apply their learning to performance tasks focused on speaking and listening, research, and writing.

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## Part 4: Demonstrating Independence

In Part 4, your students are encouraged to read extended texts independently. These readings build stamina and confidence—aligning with the unit’s Big Questions—and provide students with additional opportunities to apply the skills and strategies they have gathered throughout the unit.

Online text sets are available in the Online Literature Library, enabling your students to practice independent reading of texts within a digital environment.



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## Review

This guide explored the four-part Instructional Model of Savvas Common Core Literature for Grades 6 through 10.

