

**CORRELATION OF SCHOLASTIC XBOOKS® TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES 6–8**

Grade 6

XBOOKS™

Reading: Informational Text

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Each Lead Book Teaching Card (LBTC) includes a “Preview Engage Predict” feature. Teachers introduce the text and engage students in discussion, preparing them to find textual evidence to support analysis of the text’s explicit and implicit messages. See examples:
 LBTC *Wild Man of the Woods! Where’s the Creature with the Big Feet?* (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)
 LBTC *Beware of Prairie Dog! A Pet Swap Goes Viral* (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)
 LBTC *Dead Men Floating, A Small Town Is Awash in Skeletons* (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)
 LBTC *Reporting From Iraq, On the Ground in Fallujah* (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)
 LBTC *Ice Queen, Catherine the Great Seizes Power in Russia* (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)

In addition, the Teacher Resource Cards (TRC) accompanying each Reader’s Choice Book include an “Engage Discuss Cite Evidence” feature that deeply engages students in the text, including making inferences. See examples:
 TRC *It Came From the Swamp! Was This Mummy Murdered?* (What evidence does the author give to support the claim that Tollund Man was “the best-preserved bog body ever discovered”?)
 TRC *UFO Lands in USA! Was Spacecraft Crash Covered Up?* (The In Depth feature on pp. 14-15 lists five kinds of evidence offered in UFO encounters. Cite the Roswell evidence included in the text and determine under which category each clue falls.)
 TRC *UFO Lands in USA! Was Spacecraft Crash Covered Up?* (According to the author, what reasons did the U.S. Air Force give to explain the incident at Roswell? What can you infer was the author’s reason for writing about Roswell?)
 TRC *Celebrity Son Snatched, Can Cops Catch the Kidnapper?* (Once the baby’s body was found, the case became a murder investigation. What evidence did the author include to show that Bruno Hauptmann was tied to the kidnapping?)
 TRC *DNA Doesn’t Lie, Is the Real Criminal Behind Bars?* (Forensic investigators bear a huge responsibility when processing a crime scene. Look at “Crime Scene Investigators.” What mistakes could compromise an investigation?)
 TRC *Attack on Pearl Harbor, World War II Strikes Home in the USA* (What can you infer about the author’s choice to include what pilots Taylor and Welsh did and what Commander Young did that day?)
 TRC *Napoleon Complex, A Young General Takes France by Storm* (Though the author does not state reasons, what can you infer were the reasons that the Russian

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	<p>army destroyed food supplies and poisoned wells as they retreated?) <i>TRC Lost City Spotted From Space! Is an Ancient Land Under the Sand?</i> (Before satellite photos identified trade routes in the Rub' al-Khali, Nicholas Clapp believed that Ubar was real. What clues does the author include that supported Clapp's belief?) <i>TRC Three Days in Vietnam, A Vet's Harrowing Story</i> (The author writes that Serrano said "We clawed for every inch of ground." What details does the author include to support that description of what happened?) <i>TRC Pickett's Charge at Gettysburg, A Bloody Clash in the Civil War</i> (What does the description of General Pickett and his men marching across the field suggest about what life must have been like for a Confederate soldier in battle?) <i>TRC DNA Doesn't Lie, Is the Real Criminal Behind Bars?</i> (The author writes, "In August 2006, the City of Boston paid Cowans a reported \$3.2 million to settle a civil lawsuit brought against the city." What can you infer the civil lawsuit was about, and why do you think the city settled for such a large amount?) <i>TRC Bitten, Mosquitoes Infect New York</i> (How does the author show why it is necessary for medical experts to consider all the evidence when unraveling a medical mystery?) <i>TRC Conquistador, Francisco Pizarro Ravages the Inca Empire</i> (What evidence does the author give to support the statement that Pizarro "could not have timed his expedition better"?) <i>TRC The Chairman, Mao Unleashes Chaos in China</i> (What can you infer is the author's purpose for including the quote from the writer Dai Qing: "Only when we can tell all the stories of that time, without censorship, only then will we know what happened and why it happened"?)</p>
<p>Reading: Informational Text Key Ideas and Details 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Each XBOOKS title begins with four Preview pages and "The Question" page which includes two questions: one that predicts the information to be presented in the text and one that suggests a larger context for that information. These questions guide the students in determining the central idea of the text and analyzing its development over the course of the text. See for example: <i>Wild Man of the Woods! Where's the Creature with the Big Feet?</i> (The Question: How would experts be able to prove whether Bigfoot was real? How can we know whether or not to believe everything we read—or see?) <i>It Came From the Swamp! Was This Mummy Murdered?</i> (The Question: How could investigators discover what had happened to the man in the bog? Why are murder investigations — from any time period — so fascinating?) <i>Worms!, Parasites Plague a Village</i> (The Question: How could Kofi find out where the worms were living — and destroy them? And how could the parasites be wiped out for good?) <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (The Question: What would it take to get the remains back in their proper graves? And why did it matter, anyway?) <i>Attack on Pearl Harbor, World War II Strikes Home in the USA</i> (The Question: What was it like that morning in Pearl Harbor? Why would the slogan "Remember Pearl</p>

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	<p>Harbor” be repeated so often for years to come?)</p> <p>In addition, the Teacher Resource Cards (TRC) provide discussion topics engaging students in critically analyzing the text, including determining central ideas and formulating summaries. See examples: <i>TRC UFO Lands in USA! Was Spacecraft Crash Covered Up?</i> (Which evidence from the text would you weave into an argument to persuade someone that a UFO really did land in Roswell?) <i>TRC Flesh Wound! A Minor Injury Takes a Deadly Turn</i> (How would you briefly summarize the doctors’ “race against time” and how the patient was “saved”?) <i>TRC Conquistador, Francisco Pizarro Ravages the Inca Empire</i> (Based on the text, how would you summarize the conquest of the Incas by the Spaniards?) <i>TRC Pickett’s Charge at Gettysburg, A Bloody Clash in the Civil War</i> (How does the author show that the battle of Gettysburg was the “bloodiest battle of the Civil War”?) <i>TRC Napoleon Complex, A Young General Takes France by Storm</i> (The author writes that Napoleon “made himself a king in everything but name.” What details does the author include to support this statement?)</p>
<p>Reading: Informational Text Key Ideas and Details 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>The discussion questions presented on each Teacher Resource Card (TRC) assist students in analyzing how key individuals, events and ideas are presented in the text. See examples: <i>TRC Flesh Wound! A Minor Injury Takes a Deadly Turn</i> (How would you describe the tone the author uses to introduce the reader to what first happened to Bo Salisbury? How does the tone change as the events unfold?) <i>TRC Worms! Parasites Plague a Village</i> (Based on the text, explain why guinea worm disease is easy to get but hard to control in Ghana.) <i>TRC Sticky Evidence, Burglar Caught on Tape</i> (According to the author, how did the investigators use forensic science to discover that the burglar hadn’t left any fingerprints?) <i>TRC Attack on Pearl Harbor, World War II Strikes Home in the USA</i> (What details does the author include to describe what Doris “Dorie” Miller saw and heard on the morning of Dec. 7, 1941?) <i>TRC Napoleon Complex, A Young General Takes France by Storm</i> (The title of Chapter 3 is “Ruler of the World.” What evidence did the author provide to show how much power Napoleon had gained?) <i>TRC Lost City Spotted From Space! Is an Ancient Land Under the Sand?</i> (Which strategies for finding Ubar did Clapp use that you think could be applied to finding other lost cities?) <i>TRC DNA Doesn’t Lie, Is the Real Criminal Behind Bars?</i> (Forensic investigators bear a huge responsibility when processing a crime scene. Look at “Crime Scene Investigators.” What mistakes could compromise an investigation?) <i>TRC Three Days in Vietnam, A Vet’s Harrowing Story</i> (How does the author’s inclusion of the personal conversation between the men affect the tone of the writing?) <i>TRC Conquistador, Francisco Pizarro Ravages the Inca Empire</i> (What does the</p>

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	<p>author reveal about how the conquistadors and Inca rulers were alike and different?) TRC <i>The Chairman, Mao Unleashes Chaos in China</i> (What details does the author reveal to show how powerful the Red Guard had become and the terror it unleashed on “suspected enemies of communism”?)</p> <p>In addition, the eBook versions of XBOOKS include additional informational text types and digital content that will assist students in analyzing interactions between individuals, events and ideas in the text. See for example: eBook <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (purported actual footage of Bigfoot encourages student discussion of whether everything seen can be believed) eBook <i>Reporting From Iraq, On the Ground in Fallujah</i> (live footage of bombing of Baghdad supports the “Shock and Awe” chapter; a digital slide show introduces several more men and women who risked lives reporting from danger zones around the world) eBook <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (an interactive map helps students see events in Russia in the context of other global events at that time; a slide show examines the class system in Russia in Catherine’s day and the dramatically different lifestyles of royals, nobles, religious figures, members of the military and peasants)</p>
<p>Reading: Informational Text Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>Each XBOOKS title contains a detailed glossary. In addition, the Lead Book Teaching Cards (LBTC) contain exercises teachers use to engage students, and help them build concepts and acquire vocabulary. See examples: LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (students study the Preview pages looking for words and phrases relating to “Strange Creatures” and create a concept map) LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (students study the Preview pages looking for words and phrases relating to “Disease” and create a concept map) LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (students study the Preview pages looking for words and phrases relating to “Death and Burial Rites” and create a concept map) LBTC <i>Reporting From Iraq, On the Ground in Fallujah</i> (students study the Preview pages looking for words and phrases relating to “War Up Close” and create a concept map) LBTC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (students study the Preview pages looking for words and phrases relating to “Ruling a Nation” and create a concept map)</p> <p>Teacher Resource Cards (TRC) accompany the Reader’s Choice Books and include suggestions for engaging students in class discussion to explore the text in depth, including the meaning of words and phrases used in the text. See examples: TRC <i>Sticky Evidence, Burglar Caught on Tape</i> (Based upon the author’s descriptions, what are two meanings for the statement “That mistake made the</p>

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	<p>burglary charges stick!?”) TRC <i>Pickett’s Charge at Gettysburg, A Bloody Clash in the Civil War</i> (The title of the first chapter is “A Suicidal Plan?” Analyze the chapter. Why do you think the author uses this title to introduce General Lee’s plan?) TRC <i>Bitten, Mosquitoes Infect New York</i> (The writer uses the expressions “dropping like flies” and “set abuzz.” What do the expressions mean, and in what context does the writer use them?)</p>
<p>Reading: Informational Text Craft and Structure 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>The structure of the XBOOKS titles is designed to make informational narrative accessible to middle school students. Each title begins with Preview Pages and The Question, followed by illustrated chapters. Discussion questions included on the Teacher Resource Cards (TRC) support students’ comprehension of how particular chapters or sections contribute to the overall development of ideas. See examples: TRC <i>It Came From the Swamp! Was This Mummy Murdered?</i> (What conclusions can you draw about what it is like to work in a bog based on the author’s description?) TRC <i>UFO Lands in USA! Was Spacecraft Crash Covered Up?</i> (The In Depth feature on pp. 14-15 lists five kinds of evidence offered in UFO encounters. Cite the Roswell evidence included in the text and determine under which category each clue falls.) TRC <i>DNA Doesn’t Lie, Is the Real Criminal Behind Bars?</i> (Forensic investigators bear a huge responsibility when processing a crime scene. Look at “Crime Scene Investigators.” What mistakes could compromise an investigation?) TRC <i>Napoleon Complex, A Young General Takes France by Storm</i> (The title of Chapter 3 is “Ruler of the World.” What evidence did the author provide to show how much power Napoleon had gained?)</p> <p>In addition, the Close Reading section on each Lead Book Teaching Card (LBTC) encourages students to unpack meaning from the text. The associated Think Alouds focus the students’ attention on how the particular passage contributes to the overall development of ideas in the text. See examples: LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (close reading of list of evidence types helps students draw conclusions about what information can be learned from each piece of evidence and why it might be important when cryptid hunting) LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (identifying cause-and-effect relationships between what happened to Schyan and her parents’ reactions) LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (identifying main idea and supporting details in a paragraph and how this information can assist in making inferences about unknown expressions) LBTC <i>Reporting From Iraq, On the Ground in Fallujah</i> (inferring that the comparison and contrast structure on page 19 is used to emphasize that although the marines gave themselves a tough name and motto, they were not quite prepared for combat) LBTC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (identifying cause-and-effect structure of a paragraph to support inferences about who was, or was not, in favor of Princess Sophie’s marriage)</p>

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<p>Reading: Informational Text Craft and Structure 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Each Reader’s Choice Book includes a Teacher Resource Card (TRC) that provides brief chapter summaries and tactics to engage students in discussion circles. The discussion questions provided include consideration of author point of view or purpose. See examples: TRC <i>UFO Lands in USA! Was Spacecraft Crash Covered Up?</i> (According to the author, what reasons did the U.S. Air Force give to explain the incident at Roswell? What can you infer was the author’s reason for writing about Roswell?) TRC <i>Bitten! Mosquitoes Infect New York</i> (Based on the text, would you characterize the point of view of the scientists as optimistic, pessimistic, or a little of both? Explain why.) TRC <i>Three Days in Vietnam, A Vet’s Harrowing Story</i> (What do you think was the author’s purpose for writing about this particular battle of the war in Vietnam and showing the veteran’s point of view?) TRC <i>Celebrity Son Snatched, Can Cops Catch the Kidnapper?</i> (What are the unanswered questions that the author includes to show the point of view of people who were not certain of Hauptmann’s guilt?) TRC <i>The Chairman, Mao Unleashes Chaos in China</i> (What can you infer is the author’s purpose for including the quote from the writer Dai Qing: “Only when we can tell all the stories of that time, without censorship, only then will we know what happened and why it happened”?)</p>
<p>Reading: Informational Text Integration of Knowledge and Ideas 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>Every XBOOKS title contains photographs and other visual material such as charts or maps. XFiles material at the end of each title includes additional nonfiction text types such as interviews, photos with captions, charts, diagrams, and timelines. Each Lead Book Teaching Card (LBTC) includes an “Explore Informational Text Features: In Depth” section suggesting ways that teachers can help students understand how these XFiles sections contribute to the development of ideas in the text. For example: LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (cartoons explore how pervasive Bigfoot has become in our culture, illustrated cryptid chart encourages students to consider the strength of the evidence supporting the existence of each creature) LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (comparing types of information presented in text and photographs, chart comparing zoonotic diseases) LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (asking students to identify patterns in the questions and answers of the Interview; comparing the information provided in illustrated photos and captions; and identifying the diagram as a compare and contrast structure) LBTC <i>Reporting From Iraq, On the Ground in Fallujah</i> (map helps students trace the events presented in the book; timeline helps students summarize war events) LBTC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (using the map of Mother Russia to explore the power of the Russian Empire; examining biographies of</p>

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	<p>Enlightenment thinkers and considering what they would have thought of Catherine)</p> <p>In addition, each XBOOKS classroom set features access to the XBOOKS streaming digital platform including 25 eBooks and additional interactive content, which contains video book previews, digital stretch texts, and quizzes. Explorations embedded in each digital text include links to slide shows, interactive activities, and videos. For example:</p> <p>eBook <i>Wild Man of the Woods! Where's the Creature with the Big Feet?</i> (purported actual footage of Bigfoot encourages student discussion of whether everything seen can be believed)</p> <p>eBook <i>Reporting From Iraq, On the Ground In Fallujah</i> (live footage of bombing of Baghdad supports the “Shock and Awe” chapter; a digital slide show introduces several more men and women who risked lives reporting from danger zones around the world)</p> <p>eBook <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (an interactive map helps students see events in Russia in the context of other global events at that time; a slide show examines the class system in Russia in Catherine’s day and the dramatically different lifestyles of royals, nobles, religious figures, members of the military and peasants)</p>
<p>Reading: Informational Text Integration of Knowledge and Ideas 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Each XBOOKS Reader’s Choice Book includes a Teacher Resource Card (TRC) that provides brief chapter summaries and suggests ways to engage students in discussion circles. The suggested discussion prompts encourage students to identify specific claims in the text and to evaluate the strength of the evidence supporting those claims. See examples:</p> <p>TRC <i>Worms! Parasites Plague a Village</i> (The text says that by 2011, Ghana had been worm-free for a year. What details does the author include to show what health workers did to help to bring about this successful outcome?)</p> <p>TRC <i>DNA Doesn’t Lie, Is the Real Criminal Behind Bars?</i> (According to the author, on what grounds did Robert N. Feldman and his staff at the Innocence Project decide to take the Cowans case?)</p> <p>TRC <i>Three Days in Vietnam, A Vet’s Harrowing Story</i> (The author writes that Serrano said, “We clawed for every inch of ground.” What details does the author include to support that description of what happened?)</p> <p>TRC <i>It Came From the Swamp! Was This Mummy Murdered?</i> (What evidence does the author give to support the claim that Tollund Man was “the best-preserved bog body ever discovered”?)</p> <p>TRC <i>Napoleon Complex, A Young General Takes France by Storm</i> (The author writes that Napoleon “made himself a king in everything but name.” What details does the author include to support this statement?)</p> <p>TRC <i>Lost City Spotted From Space! Is an Ancient Land Under the Sand?</i> (The author titles Chapter 6 “Paradise Found!” What evidence did the team find to support the statement that they had found Ubar?)</p>

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	<p>TRC <i>Conquistador, Francisco Pizarro Ravages the Inca Empire</i> (What evidence does the author give to support the statement that Pizarro “could not have timed his expedition better”?)</p>
<p>Reading: Informational Text Integration of Knowledge and Ideas 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>Each XBOOKS classroom set features access to the XBOOKS streaming digital platform including 25 eBooks, Stretch Texts, and additional interactive content. The Stretch Texts (ST) and additional digital content (DC) give students the opportunity to compare how different authors present similar events. See examples:</p> <p><i>Ice Queen, Catherine the Great Seizes Power in Russia</i> and Tyrants Strand ST <i>Reflections of Catherine the Great</i> (text is a biography of Catherine; ST presents excerpts from Catherine’s memoirs) <i>Conquistador, Francisco Pizarro Ravages the Inca Empire</i> and Tyrants ST <i>Perspectives on Spanish Conquest of the New World</i> (text provides a modern, third-person view of both the Inca Empire and Pizarro’s conquest; ST presents contemporaneous quotations from Inca and Spanish leaders about the relationship between the two groups) DC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (digital content includes slide show that explains misconceptions about other legendary wild creatures)</p> <p>In addition, each Teacher Resource Card (TRC) includes an Across the Texts feature suggesting way to compare two texts within the same strand. See examples:</p> <p>TRC <i>UFO Lands in USA! Was Spacecraft Crash Covered Up?</i> (Choose two books that you read from the STRANGE strand. Discuss what was strange about the topic and why many people found it so intriguing.) TRC <i>Bitten! Mosquitoes Infect New York</i> (Choose two of the books in the MEDICAL strand and compare and contrast how the public was warned by health officials about each disease in an effort to control its spread.) TRC <i>Three Days in Vietnam, A Vet’s Harrowing Story</i> (Choose a first-person account of a battle scene from this book to compare and contrast with a third-person account in another book in the TOTAL WAR strand. How do they differ in their impact on the reader?) TRC <i>Pickett’s Charge at Gettysburg, A Bloody Clash in the Civil War</i> (What is the central struggle for people on the ground during a war? Use information from the texts you read in the TOTAL WAR strand to support your ideas.) TRC <i>Conquistador, Francisco Pizarro Ravages the Inca Empire</i> (Compare two tyrants that you read about. What qualities did they share? What was unique about each one?) TRC <i>The Chairman, Mao Unleashes Chaos in China</i> (What makes the people who are ruled by a tyrant powerless to act against him or her? Use examples from two of the texts that you read from this strand.)</p>

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<p>Reading: Informational Text Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>XBOOKS is a compelling collection of nonfiction titles for middle school students. The program includes both abundant scaffolding for struggling readers and enhanced content to motivate accelerated readers. The titles in the XBOOKS program are: <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> <i>It Came From the Swamp! Was This Mummy Murdered?</i> <i>UFO Lands in USA! Was Spacecraft Crash Covered Up?</i> <i>Lost City Spotted From Space! Is an Ancient Land Under the Sand?</i> <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> <i>Flesh Wound! A Minor Injury Takes a Deadly Turn</i> <i>Bitten! Mosquitoes Infect New York</i> <i>Worms! Parasites Plague a Village</i> <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> <i>Celebrity Son Snatched, Can Cops Catch the Kidnapper?</i> <i>Sticky Evidence, Burglar Caught on Tape</i> <i>DNA Doesn’t Lie, Is the Real Criminal Behind Bars?</i> <i>Reporting From Iraq, On the Ground in Fallujah</i> <i>Three Days in Vietnam, A Vet’s Harrowing Story</i> <i>Attack on Pearl Harbor, World War II Strikes Home in the USA</i> <i>Pickett’s Charge at Gettysburg, A Bloody Clash in the Civil War</i> <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> <i>Conquistador, Francisco Pizarro Ravages the Inca Empire</i> <i>Napoleon Complex, A Young General Takes France by Storm</i> <i>The Chairman, Mao Unleashes Chaos in China</i></p>
<p>Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Each Lead Book Teaching Card (LBTC) includes two Argument Writing exercises prompting students to respond to the two queries posed in “The Question” portion of the text’s Preview pages. See examples: LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (Write a statement that tells why some people believe in the existence of a Bigfoot. Then support your statement with clear reasons and evidence from the text. Add a concluding statement at the end that sums up your support.) LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (Choose a position. Should we believe everything we read – or see? Why or why not? Defend your answer.) LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (Write a statement that tells why you think wild animals belong in the wild and not as pets. Then support your statement with clear reasons and evidence from the text. Add a concluding statement that sums up your support.) LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (Choose a position. Do you think Schyan’s parents should have brought home a prairie dog for a pet? Why or why not? Defend your answer.) LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (Write a statement that tells why you think it mattered to the people of Hardin that the corpses and coffins be reburied. Then support your statement with clear reasons and evidence</p>

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	<p>from the text. Add a concluding sentence at the end that sums up your support.) LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (Choose a position. Should it have mattered to the people of Hardin whether the corpses were reburied or not? Why or why not? Defend your answer.) LBTC <i>Reporting From Iraq, On the Ground in Fallujah</i> (Write a statement that tells why you think Garrels decided to remain in Iraq as an embedded reporter. Then support your statement with clear reasons and evidence from the text. Add a concluding statement at the end that sums up your support.) LBTC <i>Reporting From Iraq, On the Ground in Fallujah</i> (Choose a position. Should reporters risk their lives to pursue a story? Why or why not? Defend your answer.) LBTC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (Write a statement that tells how Catherine used the power she gained. Then support your statement with clear reasons that support your statement and evidence from the text. Add a concluding statement at the end that sums up your support.) LBTC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (Choose a position. Should Catherine have used her power to bring more Enlightenment ideals to Russia? Why or why not? Defend your answer.)</p>
<p>Writing Research to Build and Present Knowledge 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Each Lead Book Teaching Card (LBTC) includes two Argument Writing exercises that prompt students to respond to the two queries posed in “The Question” portion of the text’s Preview pages. These exercises explicitly require the students to refer to text to support their response. See examples: LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (Write a statement that tells why some people believe in the existence of a Bigfoot. Then support your statement with clear reasons and evidence from the text. Add a concluding statement at the end that sums up your support.) LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (Write a statement that tells why you think wild animals belong in the wild and not as pets. Then support your statement with clear reasons and evidence from the text. Add a concluding statement that sums up your support.) LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (Write a statement that tells why you think it mattered to the people of Hardin that the corpses and coffins be reburied. Then support your statement with clear reasons and evidence from the text. Add a concluding sentence at the end that sums up your support.) LBTC <i>Reporting From Iraq, On the Ground in Fallujah</i> (Write a statement that tells why you think Garrels decided to remain in Iraq as an embedded reporter. Then support your statement with clear reasons and evidence from the text. Add a concluding statement at the end that sums up your support.) LBTC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (Write a statement that tells how Catherine used the power she gained. Then support your statement with clear reasons that support your statement and evidence from the text. Add a concluding statement at the end that sums up your support.)</p>

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Grade 7

Reading: Informational Text

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Each Lead Book Teaching Card (LBTC) includes a “Preview Engage Predict” feature. Teachers introduce the text and engage students in discussion preparing them to find textual evidence to support analysis of the text’s explicit and implicit messages. See examples:
 LBTC *Wild Man of the Woods! Where’s the Creature with the Big Feet?* (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)
 LBTC *Beware of Prairie Dog! A Pet Swap Goes Viral* (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)
 LBTC *Dead Men Floating, A Small Town Is Awash in Skeletons* (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)
 LBTC *Reporting From Iraq, On the Ground in Fallujah* (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)
 LBTC *Ice Queen, Catherine the Great Seizes Power in Russia* (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)

In addition, the Teacher Resource Cards (TRC) accompanying each Reader’s Choice Book include an “Engage Discuss Cite Evidence” feature deeply engaging students in the text, including making inferences. See examples:
 TRC *It Came From the Swamp! Was This Mummy Murdered?* (What conclusions can you draw about what it’s like to work in a bog based on the author’s description?)
 TRC *UFO Lands in USA! Was Spacecraft Crash Covered Up?* (The In Depth feature on pp. 14—15 lists five kinds of evidence offered in UFO encounters. Cite the Roswell evidence included in the text and determine under which category each clue falls.)
 TRC *UFO Lands in USA! Was Spacecraft Crash Covered Up?* (According to the author, what reasons did the U.S. Air Force give to explain the incident at Roswell? What can you infer was the author’s reason for writing about Roswell?)
 TRC *Flesh Wound! A Minor Injury Takes a Deadly Turn* (In what ways do you think making a diagnosis is like solving a mystery? Support your ideas with examples from the text.)
 TRC *Worms! Parasites Plague a Village* (Based on the text, explain why guinea worm disease is easy to get but hard to control in Ghana.)
 TRC *Celebrity Son Snatched, Can Cops Catch the Kidnapper?* (Once the baby’s body was found, the case became a murder investigation. What evidence did the author include to show that Bruno Hauptmann was tied to the kidnapping?)
 TRC *DNA Doesn’t Lie, Is the Real Criminal Behind Bars?* (Forensic investigators bear a huge responsibility when processing a crime scene. Look at “Crime Scene Investigators.” What mistakes could compromise an investigation?)

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	<p>TRC <i>Attack on Pearl Harbor, World War II Strikes Home in the USA</i> (What can you infer about the author’s choice to include what pilots Taylor and Welsh did and what Commander Young did that day?)</p> <p>TRC <i>Napoleon Complex, A Young General Takes France by Storm</i> (Though the author does not state reasons, what can you infer were the reasons that the Russian army destroyed food supplies and poisoned wells as they retreated?)</p> <p>TRC <i>Lost City Spotted From Space! Is an Ancient Land Under the Sand?</i> (Before satellite photos identified trade routes in the Rub’ al-Khali, Nicholas Clapp believed that Ubar was real. What clues does the author include that supported Clapp’s belief?)</p> <p>TRC <i>Three Days in Vietnam, A Vet’s Harrowing Story</i> (The author writes that Serrano said “We clawed for every inch of ground.” What details does the author include to support that description of what happened?)</p> <p>TRC <i>Pickett’s Charge at Gettysburg, A Bloody Clash in the Civil War</i> (What does the description of General Pickett and his men marching across the field suggest about what life must have been like for a Confederate soldier in battle?)</p> <p>TRC <i>DNA Doesn’t Lie, Is the Real Criminal Behind Bars?</i> (The author writes, “In August 2006, the City of Boston paid Cowans a reported \$3.2 million to settle a civil lawsuit brought against the city.” What can you infer the civil lawsuit was about, and why do you think the city settled for such a large amount?)</p> <p>TRC <i>Bitten, Mosquitoes Infect New York</i> (How does the author show why it is necessary for medical experts to consider all the evidence when unraveling a medical mystery?)</p> <p>TRC <i>Conquistador, Francisco Pizarro Ravages the Inca Empire</i> (What evidence does the author give to support the statement that Pizarro “could not have timed his expedition better”?)</p> <p>TRC <i>The Chairman, Mao Unleashes Chaos in China</i> (What can you infer is the author’s purpose for including the quote from the writer Dai Qing: “Only when we can tell all the stories of that time, without censorship, only then will we know what happened and why it happened”?)</p>
<p>Reading: Informational Text Key Ideas and Details 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>Each XBOOKS title begins with four Preview pages and a “The Question” page which includes two questions: one that predicts the information to be presented in the text and one that suggests a larger context for that information. These questions guide the students in determining the central ideas of the text and analyzing their development over the course of the text. See examples:</p> <p><i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (The Question: How would experts be able to prove whether Bigfoot was real? How can we know whether or not to believe everything we read — or see?)</p> <p><i>It Came From the Swamp! Was This Mummy Murdered?</i> (The Question: How could investigators discover what had happened to the man in the bog? Why are murder investigations — from any time period — so fascinating?)</p> <p><i>Worms, Parasites Plague a Village</i> (The Question: How could Kofi find out where the worms were living — and destroy them? And how could the parasites be wiped out for good?)</p>

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	<p><i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (The Question: What would it take to get the remains back in their proper graves? And why did it matter, anyway?)</p> <p><i>Attack on Pearl Harbor, World War II Strikes Home in the USA</i> (The Question: What was it like that morning in Pearl Harbor? Why would the slogan “Remember Pearl Harbor” be repeated so often for years to come?)</p> <p>In addition, the Teacher Resource Cards (TRC) include discussion topics encouraging the students to critically analyze the text, including determining central ideas and formulating summaries. See examples: TRC <i>Flesh Wound! A Minor Injury Takes a Deadly Turn</i> (How would you briefly summarize the doctors’ “race against time” and how the patient was “saved”?) TRC <i>Conquistador, Francisco Pizarro Ravages the Inca Empire</i> (Based on the text, how would you summarize the conquest of the Incas by the Spaniards?) TRC <i>Pickett’s Charge at Gettysburg, A Bloody Clash in the Civil War</i> (How does the author show that the battle of Gettysburg was the “bloodiest battle of the Civil War”?)</p>
<p>Reading: Informational Text Key Ideas and Details 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>The discussion questions presented on each Teacher Resource Card (TRC) assist students in analyzing the interactions between individuals, events and ideas in the text. For example: TRC <i>Sticky Evidence, Burglar Caught on Tape</i> (According to the author, how did the investigators use forensic science to discover that the burglar hadn’t left any fingerprints?) TRC <i>Attack on Pearl Harbor, World War II Strikes Home in the USA</i> (What details does the author include to describe what Doris “Dorie” Miller saw and heard on the morning of Dec. 7, 1941?) TRC <i>Napoleon Complex, A Young General Takes France by Storm</i> (The title of Chapter 3 is “Ruler of the World.” What evidence did the author provide to show how much power Napoleon had gained?) TRC <i>Lost City Spotted From Space! Is an Ancient Land Under the Sand?</i> (Which strategies for finding Ubar did Clapp use that you think could be applied to finding other lost cities?) TRC <i>DNA Doesn’t Lie, Is the Real Criminal Behind Bars?</i> (Forensic investigators bear a huge responsibility when processing a crime scene. Look at “Crime Scene Investigators.” What mistakes could compromise an investigation?) TRC <i>The Chairman, Mao Unleashes Chaos in China</i> (What details does the author reveal to show how powerful the Red Guard had become and the terror it unleashed on “suspected enemies of communism”?)</p> <p>In addition, the eBook versions of XBOOKS include additional informational text types and digital content that will assist students in analyzing interactions between individuals, events and ideas in the text. See examples:</p> <p>eBook <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (purported actual footage of Bigfoot encourages student discussion of whether everything seen</p>

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	<p>can be believed) eBook <i>Reporting From Iraq, On the Ground in Fallujah</i> (live footage of bombing of Baghdad supports the “Shock and Awe” chapter; a digital slide show introduces several more men and women who risked lives reporting from danger zones around the world) eBook <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (an interactive map helps students see events in Russia in the context of other global events at that time; a slide show examines the class system in Russia in Catherine’s day and the dramatically different lifestyles of royals, nobles, religious figures, members of the military and peasants)</p>
<p>Reading: Informational Text Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Each XBOOKS title contains a detailed glossary. In addition, the Lead Book Teaching Cards (LBTC) contain exercises teachers use to engage students and help them build concepts and acquire vocabulary. See examples:</p> <p>LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (students study the Preview pages looking for words and phrases relating to “Strange Creatures” and create a concept map) LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (students study the Preview pages looking for words and phrases relating to “Disease” and create a concept map) LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (students study the Preview pages looking for words and phrases relating to “Death and Burial Rites” and create a concept map) LBTC <i>Reporting From Iraq, On the Ground in Fallujah</i> (students study the Preview pages looking for words and phrases relating to “War Up Close” and create a concept map) LBTC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (students study the Preview pages looking for words and phrases relating to “Ruling a Nation” and create a concept map)</p> <p>XBOOKS include a Teacher Resource Card (TRC) with each Reader’s Choice Book offering tactics to engage students in class discussion to explore the text in-depth, including the use of word choice on meaning and tone. See examples:</p> <p>TRC <i>Flesh Wound! A Minor Injury Takes a Deadly Turn</i> (How would you describe the tone the author uses to introduce the reader to what first happened to Bo Salisbury? How does the tone change as the events unfold?) TRC <i>Three Days in Vietnam, A Vet’s Harrowing Story</i> (How does the author’s inclusion of the personal conversations between the men affect the tone of the writing?) TRC <i>Sticky Evidence, Burglar Caught on Tape</i> (Based upon the author’s descriptions, what are two meanings for the statement “That mistake made the burglar charges stick!”?)</p>

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	<p>TRC <i>Pickett's Charge at Gettysburg, A Bloody Clash in the Civil War</i> (The title of the first chapter is "A Suicidal Plan?" Analyze the chapter. Why do you think the author uses this title to introduce General Lee's plan?)</p> <p>TRC <i>Celebrity Son Snatched, Can Cops Catch the Kidnapper</i> (How would you describe the tone the author uses when she is talking about the family? The kidnapping? The ransom? The end of the search?)</p> <p>TRC <i>Bitten, Mosquitoes Infect New York</i> (The writer uses the expressions "dropping like flies" and "set abuzz." What do the expressions mean, and in what context does the writer use them?)</p>
<p>Reading: Informational Text Craft and Structure</p> <p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>The structure of the XBOOKS titles is designed to make informational narrative accessible to middle school students. In the Close Reading sections on each Lead Book Teaching Card (LBTC), the teacher models how to unpack meaning from informational text. The associated Think Alouds focus the students' attention on how the particular passage contributes to the overall development of ideas in the text. See examples:</p> <p>LBTC <i>Wild Man of the Woods! Where's the Creature with the Big Feet?</i> (close reading of list of evidence types helps students draw conclusions about what information can be learned from each piece of evidence and why it might be important when cryptid hunting)</p> <p>LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (understanding that the "Going Viral" section not only provides background information on viruses generally, but also foreshadows the quick spread of the girl's infection)</p> <p>LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (identifying main idea and supporting details in a paragraph and how this information can assist in making inferences about unknown expressions)</p> <p>XFiles material at the end of each title includes additional nonfiction text types such as interviews, photos with captions, charts, diagrams and timelines. Each Lead Book Teaching Card (LBTC) includes an "Explore Informational Text Features: In Depth" section suggesting ways that teachers can help students understand how these sections contribute to the development of ideas in the text. For example, LBTC <i>Reporting From Iraq, On the Ground in Fallujah</i> (map helps students trace the events presented in the book; timeline helps students summarize war events)</p> <p>LBTC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (using the map of Mother Russia to explore the power of the Russian Empire)</p>
<p>Reading: Informational Text Craft and Structure</p> <p>6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>A Teacher Resource Card (TRC) accompanies each XBOOKS Reader's Choice Book and provides brief chapter summaries and tactics to engage students in discussion circles. The discussion questions provided include consideration of author point of view or purpose. See examples:</p> <p>TRC <i>UFO Lands in USA! Was Spacecraft Crash Covered Up?</i> (According to the author, what reasons did the U.S. Air Force give to explain the incident at Roswell? What can you infer was the author's reason for writing about Roswell?)</p> <p>TRC <i>Bitten! Mosquitoes Infect New York</i> (Based on the text, would you characterize the point of view of the scientists as optimistic, pessimistic, or a little of both?)</p>

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	<p>Explain why.) TRC <i>Three Days in Vietnam, A Vet’s Harrowing Story</i> (What do you think was the author’s purpose for writing about this particular battle of the war in Vietnam and showing the veteran’s point of view?) TRC <i>Celebrity Son Snatched, Can Cops Catch the Kidnapper?</i> (What are the unanswered questions that the author includes to show the point of view of people who were not certain of Hauptmann’s guilt?) TRC <i>The Chairman, Mao Unleashes Chaos in China</i> (What can you infer is the author’s purpose for including the quote from the writer Dai Qing:, “Only when we can tell all the stories of that time, without censorship, only then will we know what happened and why it happened.”)</p>
<p>Reading: Informational Text Integration of Knowledge and Ideas 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>Each XBOOKS classroom set features access to the XBOOKS streaming digital platform including 25 eBooks and additional interactive content, including video book previews, digital stretch texts, and quizzes. The video book previews allow the students to directly compare spoken words to the text of the book’s preview pages. See, See examples: <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> pp. 1-5 and DC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> Preview Video <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> pp. 1-5 and DC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> Preview Video <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> pp. 1-5 and DC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> Preview Video <i>Reporting From Iraq, On the Ground in Fallujah</i> pp. 1-5 and DC <i>Reporting From Iraq, On the Ground in Fallujah</i> Preview Video <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> pp. 1-5 and DC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> Preview Video</p>
<p>Reading: Informational Text Integration of Knowledge and Ideas 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>Each XBOOKS Reader’s Choice Book includes a Teacher Resource Card (TRC) that provides brief chapter summaries and suggests ways to engage students in discussion circles. The suggested discussion prompts encourage students to find evidence from the text to support their responses. See examples: TRC <i>UFO Lands in USA! Was Spacecraft Crash Covered Up?</i> (Which evidence from the text would you weave into an argument to persuade someone that a UFO did really land in Roswell?) TRC <i>Worms! Parasites Plague a Village</i> (The text says that by 2011, Ghana had been worm-free for a year. What details does the author include to show what health workers did to help to bring about this successful outcome?) TRC <i>Celebrity Son Snatched, Can Cops Catch the Kidnapper?</i> (Once the baby’s body was found, the case became a murder investigation. What evidence did the author include to show that Bruno Hauptmann was tied to the kidnapping?) TRC <i>DNA Doesn’t Lie, Is the Real Criminal Behind Bars?</i> (The author writes, “In August 2006, the City of Boston paid Cowans a reported \$3.2 million to settle a civil lawsuit against the city.” What can you infer the civil lawsuit was about and why do you think the city settled for such a large amount?) TRC <i>Three Days in Vietnam, A Vet’s Harrowing Story</i> (The author writes that</p>

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	<p>Serrano said, “We clawed for every inch of ground.” What details does the author include to support that description of what happened?)</p> <p>TRC <i>It Came From the Swamp! Was This Mummy Murdered?</i> (What evidence does the author give to support the claim that Tollund Man was “the best-preserved bog body ever discovered”?)</p> <p>TRC <i>Napoleon Complex, A Young General Takes France by Storm</i> (The author writes that Napoleon “made himself a king in everything but name.” What details does the author include to support this statement?)</p> <p>TRC <i>Lost City Spotted From Space! Is an Ancient Land Under the Sand?</i> (The author titles Chapter 6 “Paradise Found!” What evidence did the team find to support the statement that they had found Ubar?)</p> <p>TRC <i>Conquistador, Francisco Pizarro Ravages the Inca Empire</i> (What evidence does the author give to support the statement that Pizarro “could not have timed his expedition better”?)</p>
<p>Reading: Informational Text Integration of Knowledge and Ideas 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>Each XBOOKS classroom set features access to the XBOOKS streaming digital platform including 25 eBooks, Stretch Texts and additional interactive content. The Stretch Texts (ST) and additional digital content (DC) give students the opportunity to compare how different authors present information on the same topic. For example:</p> <p><i>Celebrity Son Snatched, Can Cops Catch the Kidnapper?</i> and FORENSICS Strand ST <i>Handwriting Evidence from the Lindbergh Case</i> (both present information on the use of handwriting analysis to convict Bruno Hauptmann)</p> <p><i>Sticky Evidence, Burglar Caught on Tape</i> and FORENSICS Strand ST <i>Fingerprinting as ID Method</i> (the text explores how fingerprint evidence was used to solve a single case; the ST is presented in a criticism-and-defense format exploring whether fingerprint evidence is infallible)</p> <p><i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> and MEDICAL Strand ST <i>Wild Pets</i> (text presents an actual case of human infection resulting from handling of a wild animal pet; ST magazine article is a general summary of the dangers to humans and to animals when exotic animals are kept as pets)</p> <p><i>Flesh Wound! A Minor Injury Takes a Deadly Turn</i> and MEDICAL ST <i>Skin Disease</i> (text explore a particular case of necrotizing fasciitis; ST encyclopedia entry provides general information on the function of the skin and on skin diseases, such as necrotizing fasciitis)</p> <p><i>Worms! Parasites Plague a Village</i> and MEDICAL Strand ST <i>Fighting Guinea Worm Disease</i> (text explorers efforts to help an African family infected with guinea worms; ST interview explores the cultural attitudes that can hamper efforts to eradicate guinea worm disease)</p> <p><i>Ice Queen, Catherine the Great Seizes Power in Russia</i> and TYRANTS Strand ST <i>Reflections of Catherine the Great</i> (text is a biography of Catherine; ST presents excerpts from Catherine’s memoirs)</p> <p><i>Conquistador, Francisco Pizarro Ravages the Inca Empire</i> and TYRANTS ST <i>Perspectives on Spanish Conquest of the New World</i> (text provides a modern, third-person view of both the Inca Empire and Pizarro’s conquest; ST presents</p>

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	<p>contemporaneous quotations from Inca and Spanish leaders about the relationship between the two groups)</p> <p>In addition, each Teacher Resource Card (TRC) includes an Across the Texts feature offering ways to compare two texts within the same strand. For example: TRC <i>Bitten! Mosquitoes Infect New York</i> (Choose two of the books in the MEDICAL strand and compare and contrast how the public was warned by health officials about each disease in an effort to control its spread.) TRC <i>DNA Doesn't Lie, Is the Real Criminal Behind Bars?</i> (Compare the kinds of forensic evidence used to solve the problems in this book with the evidence used in <i>Dead Men Floating</i>. Why was forensic evidence valuable in each?) TRC <i>Celebrity Son Snatched, Can Cops Catch the Kidnapper?</i> (Choose two books from this strand. Identify the central or main problem in each and explain why there was a need for forensic science to help solve the problem.) TRC <i>Three Days in Vietnam, A Vet's Harrowing Story</i> (Choose a first-person account of a battle scene from this book to compare and contrast with a third-person account in another book in the TOTAL WAR strand. How do they differ in their impact on the reader?) TRC <i>Pickett's Charge at Gettysburg, A Bloody Clash in the Civil War</i> (What is the central struggle for people on the ground during a war? Use information from the texts you read in the TOTAL WAR strand to support your ideas.)</p>
<p>Reading: Informational Text Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction in the Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>XBOOKS is a compelling collection of nonfiction titles for middle school students. The program includes both abundant scaffolding for struggling readers and enhanced content to motivate accelerated readers. The titles in the XBOOKS program are:</p> <p><i>Wild Man of the Woods! Where's the Creature with the Big Feet?</i> <i>It Came From the Swamp! Was This Mummy Murdered?</i> <i>UFO Lands in USA! Was Spacecraft Crash Covered Up?</i> <i>Lost City Spotted From Space! Is an Ancient Land Under the Sand?</i> <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> <i>Flesh Wound! A Minor Injury Takes a Deadly Turn</i> <i>Bitten! Mosquitoes Infect New York</i> <i>Worms! Parasites Plague a Village</i> <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> <i>Celebrity Son Snatched, Can Cops Catch the Kidnapper?</i> <i>Sticky Evidence, Burglar Caught on Tape</i> <i>DNA Doesn't Lie, Is the Real Criminal Behind Bars?</i> <i>Reporting From Iraq, On the Ground in Fallujah</i> <i>Three Days in Vietnam, A Vet's Harrowing Story</i> <i>Attack on Pearl Harbor, World War II Strikes Home in the USA</i> <i>Pickett's Charge at Gettysburg, A Bloody Clash in the Civil War</i> <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> <i>Conquistador, Francisco Pizarro Ravages the Inca Empire</i></p>

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	<p><i>Napoleon Complex, A Young General Takes France by Storm</i> <i>The Chairman, Mao Unleashes Chaos in China</i></p>
<p>Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Each Lead Book Teaching Card (LBTC) includes two Argument Writing exercises prompting students to respond to the two queries posed in “The Question” portion of the text’s Preview pages. See examples:</p> <p>LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (Write a statement that tells why some people believe in the existence of a Bigfoot. Then support your statement with clear reasons and evidence from the text. Add a concluding statement at the end that sums up your support.) LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (Choose a position. Should we believe everything we read—or see? Why or why not? Defend your answer.) LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (Write a statement that tells why you think wild animals belong in the wild and not as pets. Then support your statement with clear reasons and evidence from the text. Add a concluding statement that sums up your support.) LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (Choose a position. Do you think Schyan’s parents should have brought home a prairie dog for a pet? Why or why not? Defend your answer.) LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (Write a statement that tells why you think it mattered to the people of Hardin that the corpses and coffins be reburied. Then support your statement with clear reasons and evidence from the text. Add a concluding sentence at the end that sums up your support.) LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (Choose a position. Should it have mattered to the people of Hardin whether the corpses were reburied or not? Why or why not? Defend your answer.) LBTC <i>Reporting From Iraq, On the Ground in Fallujah</i> (Write a statement that tells why you think Garrels decided to remain in Iraq as an embedded reporter. Then support your statement with clear reasons and evidence from the text. Add a concluding statement at the end that sums up your support.) LBTC <i>Reporting From Iraq, On the Ground in Fallujah</i> (Choose a position. Should reporters risk their lives to pursue a story? Why or why not? Defend your answer.) LBTC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (Write a statement that tells how Catherine used the power she gained. Then support your statement with clear reasons that support your statement and evidence from the text. Add a concluding statement at the end that sums up your support.) LBTC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (Choose a position. Should Catherine have used her power to bring more Enlightenment ideals to Russia? Why or why not? Defend your answer.)</p>
<p>Writing Research to Build and Present Knowledge 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Each Lead Book Teaching Card (LBTC) includes two Argument Writing exercises that prompt students to respond to the two queries posed in “The Question” portion of the text’s Preview pages. These exercises explicitly require the students to refer to text to support their response. See examples:</p>

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	<p>LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (Write a statement that tells why some people believe in the existence of a Bigfoot. Then support your statement with clear reasons and evidence from the text. Add a concluding statement at the end that sums up your support.)</p> <p>LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (Write a statement that tells why you think wild animals belong in the wild and not as pets. Then support your statement with clear reasons and evidence from the text. Add a concluding statement that sums up your support.)</p> <p>LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (Write a statement that tells why you think it mattered to the people of Hardin that the corpses and coffins be reburied. Then support your statement with clear reasons and evidence from the text. Add a concluding sentence at the end that sums up your support.)</p> <p>LBTC <i>Reporting From Iraq, On the Ground in Fallujah</i> (Write a statement that tells why you think Garrels decided to remain in Iraq as an embedded reporter. Then support your statement with clear reasons and evidence from the text. Add a concluding statement at the end that sums up your support.)</p> <p>LBTC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (Write a statement that tells how Catherine used the power she gained. Then support your statement with clear reasons that support your statement and evidence from the text. Add a concluding statement at the end that sums up your support.)</p>
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<p>Reading: Informational Text Key Ideas and Details</p> <p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Each Lead Book Teaching Card (LBTC) includes a “Preview Engage Predict” feature. Teachers introduce the text and engage students in discussion preparing them to find textual evidence to support analysis of the text’s explicit and implicit messages. See examples:</p> <p>LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)</p> <p>LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)</p> <p>LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)</p> <p>LBTC <i>Reporting From Iraq, On the Ground in Fallujah</i> (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)</p> <p>LBTC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (students read the Preview Pages and The Question pages of the text, predict what they may learn about, and read the text to determine if their predictions were accurate)</p>
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In addition, the Teacher Resource Cards (TRC) accompanying each XBOOKS Reader's Choice Book include an "Engage Discuss Cite Evidence" feature that deeply engages students into the text, including making inferences. See examples:

TRC *It Came From the Swamp! Was This Mummy Murdered?* (Based on the text, which theory about the Tollund Man's death do you think best solves the mystery? Explain your reasons.)

TRC *UFO Lands in USA! Was Spacecraft Crash Covered Up?* (The In Depth feature on pp. 14-15 lists five kinds of evidence offered in UFO encounters. Cite the Roswell evidence included in the text and determine under which category each clue falls.)

TRC *UFO Lands in USA! Was Spacecraft Crash Covered Up?* (According to the author, what reasons did the U.S. Air Force give to explain the incident at Roswell? What can you infer was the author's reason for writing about Roswell?)

TRC *Flesh Wound! A Minor Injury Takes a Deadly Turn* (In what ways do you think that making a diagnosis is like solving a mystery? Support your ideas with examples from the text.)

TRC *Worms! Parasites Plague a Village* (Based on the text, explain why guinea worm disease is easy to get but hard to control in Ghana.)

TRC *Celebrity Son Snatched, Can Cops Catch the Kidnapper?* (Once the baby's body is found, the case becomes a murder investigation. What evidence did the author include to show that Bruno Hauptmann was tied to the kidnapping?)

TRC *DNA Doesn't Lie, Is the Real Criminal Behind Bars?* (Forensic investigators bear a huge responsibility when processing a crime scene. Look at "Crime Scene Investigators." What mistakes could compromise an investigation?)

TRC *Three Days in Vietnam, A Vet's Harrowing Story* (The author writes that Serrano said "We clawed for every inch of ground." What details does the author include to support that description of what happened?)

TRC *Attack on Pearl Harbor, World War II Strikes Home in the USA* (What can you infer about the author's choice to include what pilots Taylor and Welsh did and what Commander Young did that day?)

TRC *Napoleon Complex, A Young General Takes France by Storm* (Though the author does not state reasons, what can you infer were the reasons that the Russian army destroyed food supplies and poisoned wells as they retreated?)

TRC *Lost City Spotted From Space! Is an Ancient Land Under the Sand?* (Before satellite photos identified trade routes in the Rub' al-Khali, Nicholas Clapp believed that Ubar was real. What clues does the author include that supported Clapp's belief?)

TRC *Pickett's Charge at Gettysburg, A Bloody Clash in the Civil War* (What does the description of General Pickett and his men marching across the field suggest about what life must have been like for a Confederate soldier in battle?)

TRC *DNA Doesn't Lie, Is the Real Criminal Behind Bars?* (The author writes, "In August 2006, the City of Boston paid Cowans a reported \$3.2 million to settle a civil lawsuit brought against the city." What can you infer the civil lawsuit was about, and why do you think the city settled for such a large amount?)

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	<p>TRC <i>Bitten, Mosquitoes Infect New York</i> (How does the author show why it is necessary for medical experts to consider all the evidence when unraveling a medical mystery?)</p> <p>TRC <i>Conquistador, Francisco Pizarro Ravages the Inca Empire</i> (What evidence does the author give to support the statement that Pizarro “could not have timed his expedition better”?)</p> <p>TRC <i>The Chairman, Mao Unleashes Chaos in China</i> (What can you infer is the author’s purpose for including the quote from the writer Dai Qing: “Only when we can tell all the stories of that time, without censorship, only then will we know what happened and why it happened”?)</p>
<p>Reading: Informational Text Key Ideas and Details 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>Each XBOOKS title begins with four Preview pages and “The Question” page which includes two questions: one that predicts the information to be presented in the text and one that suggests a larger context for that information. These Questions guide the students in determining the central ideas of the text and analyzing their development over the course of the text. See examples:</p> <p><i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (The Question: How would experts be able to prove whether Bigfoot was real? How can we know whether or not to believe everything we read—or see?)</p> <p><i>It Came From the Swamp! Was This Mummy Murdered?</i> (The Question: How could investigators discover what had happened to the man in the bog? Why are murder investigations—from any time period—so fascinating?)</p> <p><i>Worms, Parasites Plague a Village</i> (The Question: How could Kofi find out where the worms were living – and destroy them? And how could the parasites be wiped out for good?)</p> <p><i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (The Question: What would it take to get the remains back in their proper graves? And why did it matter, anyway?)</p> <p><i>Attack on Pearl Harbor, World War II Strikes Home in the USA</i> (The Question: What was it like that morning in Pearl Harbor? Why would the slogan “Remember Pearl Harbor” be repeated so often for years to come?)</p> <p>In addition, the Teacher Resource Cards (TRC) include discussion topics encouraging the students to critically analyze the text, including determining central ideas and formulating summaries. See examples:</p> <p>TRC <i>Flesh Wound! A Minor Injury Takes a Deadly Turn</i> (How would you briefly summarize the doctors’ “race against time” and how the patient was “saved”?)</p> <p>TRC <i>Conquistador, Francisco Pizarro Ravages the Inca Empire</i> (Based on the text, how would you summarize the conquest of the Incas by the Spaniards?)</p>
<p>Reading: Informational Text Key Ideas and Details 3. Analyze how a text makes connections among and distinctions</p>	<p>The discussion questions presented on each Teacher Resource Card (TRC) assist students in analyzing the connections and distinctions between individuals, events and ideas in the text. See examples:</p>

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<p>between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>TRC <i>UFO Lands in USA! Was Spacecraft Crash Covered Up?</i> (The In Depth feature on pp. 14-15 lists five kinds of evidence offered in UFO encounters. Cite the Roswell evidence included in the text and determine under which category each clue falls.) TRC <i>The Chairman, Mao Unleashes Chaos in China</i> (What facts did the author include about the first and second Five-Year Plans?) TRC <i>Conquistador, Francisco Pizarro Ravages the Inca Empire</i> (What does the author reveal about how the conquistadors and Inca rulers were alike and different?) TRC <i>It Came From the Swamp! Was This Mummy Murdered?</i> (Based on the text, which theory about the Tollund Man’s death do you think best solves the mystery? Explain your reasons.)</p> <p>In addition, the eBook versions of XBOOKS include additional informational text types and digital content that assist students in comparing and categorizing individuals, events and ideas in the text. See examples: eBook <i>Reporting From Iraq, On the Ground in Fallujah</i> (live footage of bombing of Baghdad supports the “Shock and Awe” chapter; a digital slide show introduces several more men and women who risked lives reporting from danger zones around the world) eBook <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (an interactive map helps students see events in Russia in the context of other global events at that time; a slide show examines the class system in Russia in Catherine’s day and the dramatically different lifestyles of royals, nobles, religious figures, member of the military and peasants)</p>
<p>Reading: Informational Text Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Each XBOOKS title contains a detailed glossary. In addition, the Lead Book Teaching Cards (LBTC) contain exercises teachers use to engage students, and help them build concepts, and acquire vocabulary. See examples:</p> <p>LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (students study the Preview pages looking for words and phrases relating to “Strange Creatures” and create a concept map) LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (students study the Preview pages looking for words and phrases relating to “Disease” and create a concept map) LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (students study the Preview pages looking for words and phrases relating to “Death and Burial Rites” and create a concept map) LBTC <i>Reporting From Iraq, On the Ground in Fallujah</i> (students study the Preview pages looking for words and phrases relating to “War Up Close” and create a concept map) LBTC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (students study the Preview pages looking for words and phrases relating to “Ruling a Nation” and create a concept map)</p> <p>XBOOKS Reader’s Choice Books include a Teacher Resource Card (TRC) which</p>

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	<p>engages students in class discussion and in-depth exploration of the text, including the use of word choice on meaning and tone. See examples:</p> <p>TRC <i>Three Days in Vietnam, A Vet’s Harrowing Story</i> (How does the author’s inclusion of the personal conversations between the men affect the tone of the writing?)</p> <p>TRC <i>Sticky Evidence, Burglar Caught on Tape</i> (Based upon the author’s descriptions, what are two meanings for the statement “That mistake made the burglary charges stick!”?)</p> <p>TRC <i>Pickett’s Charge at Gettysburg, A Bloody Clash in the Civil War</i> (The title of the first chapter is “A Suicidal Plan?” Analyze the chapter. Why do you think the author uses this title to introduce General Lee’s plan?)</p> <p>TRC <i>Celebrity Son Snatched, Can Cops Catch the Kidnapper</i> (How would you describe the tone the author uses when she is talking about the family? The kidnapping? The ransom? The end of the search?)</p> <p>TRC <i>Bitten, Mosquitoes Infect New York</i> (The writer uses the expressions “dropping like flies” and “set abuzz.” What do the expressions mean, and in what context does the writer use them?)</p>
<p>Reading: Informational Text Craft and Structure 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>The structure of the XBOOKS titles is designed to make informational narrative accessible to middle school students. In the Close Reading sections on each Lead Book Teaching Card (LBTC), the teacher models how to unpack meaning from specific paragraphs. The associated Think Alouds focus the students’ attention on how the particular passage contributes to the overall development of ideas in the text. See examples:</p> <p>LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (close reading of list of evidence types helps students draw conclusions about what information can be learned from each piece of evidence and why it might be important when cryptid hunting)</p> <p>LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (recognizing that the comparison of viruses and bacteria indicates that infections caused by viruses are more dangerous and deadly)</p> <p>LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (identifying main idea and supporting details in a paragraph and how this information can assist in making inferences about unknown expressions)</p> <p>LBTC <i>Reporting From Iraq, On the Ground in Fallujah</i> (inferring that the comparison and contrast structure on page 19 is used to emphasize that although the marines gave themselves a tough name and motto, they were not quite prepared for combat)</p> <p>LBTC <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> (identifying cause-and-effect structure of a paragraph to support inferences about who was, or was not, in favor of Princess Sophie’s marriage)</p> <p>In addition, the Teacher Resource Cards (TRC) include class discussion topics tied to particular chapters and to specific paragraphs or sentences within those chapters.</p>

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	<p>See examples:</p> <p>TRC <i>Worms! Parasites Plague a Village</i> (The text says that by 2011, Ghana had been worm-free for a year. What details does the author include to show what health workers did to help to bring about this successful outcome? Why is it crucial to have a team of workers to solve a large health problem?)</p> <p>TRC <i>Sticky Evidence, Burglar Caught on Tape</i> (According to the author, how did the investigators use forensic science to discover that the burglar hadn't left any fingerprints?)</p>
<p>Reading: Informational Text Craft and Structure 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Each XBOOKS Reader's Choice Book includes a Teacher Resource Card (TRC) that provides brief chapter summaries and ways to engage students in discussion circles. The discussion questions provided include consideration of the author's point of view or purpose. See examples:</p> <p>TRC <i>UFO Lands in USA! Was Spacecraft Crash Covered Up?</i> (According to the author, what reasons did the U.S. Air Force give to explain the incident at Roswell? What can you infer was the author's reason for writing about Roswell?)</p> <p>TRC <i>Bitten! Mosquitoes Infect New York</i> (Based on the text, would you characterize the point of view of the scientists as optimistic, pessimistic, or a little of both? Explain why.)</p> <p>TRC <i>Three Days in Vietnam, A Vet's Harrowing Story</i> (What do you think was the author's purpose for writing about this particular battle of the war in Vietnam and showing the veteran's point of view?)</p> <p>TRC <i>Celebrity Son Snatched, Can Cops Catch the Kidnapper?</i> (What are the unanswered questions that the author includes to show the point of view of people who were not certain of Hauptmann's guilt?)</p>
<p>Reading: Informational Text Integration of Knowledge and Ideas 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>Each XBOOKS classroom set features access to the XBOOKS streaming digital platform including 25 eBooks and additional interactive content. The additional digital content (DC) gives students the opportunity to consider similar information presented in different mediums. See examples:</p> <p>DC <i>Wild Man of the Woods! Where's the Creature with the Big Feet?</i> (purported video footage of Bigfoot encourages discussion of the power of visual evidence)</p> <p>DC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (the text mentions that flesh-eating beetles help forensic anthropologists by removing the remaining flesh from bones; this video provides a close-up look at how the beetles operate)</p> <p>DC <i>Reporting From Iraq, On the Ground in Fallujah</i> (the text presents one account of a journalist who risked her life to tell a story; this slide show introduces several more men and women who have reported from danger zones around the world)</p>
<p>Reading: Informational Text Integration of Knowledge and Ideas 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>Each XBOOKS Reader's Choice Book includes a Teacher Resource Card (TRC) that provides brief chapter summaries and suggests ways to engage students in discussion circles. The suggested discussion prompts encourage students to find evidence from the text to support their responses. See examples:</p> <p>TRC <i>Worms! Parasites Plague a Village</i> (The text says that by 2011, Ghana had</p>

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	<p>been worm-free for a year. What details does the author include to show what health workers did to help to bring about this successful outcome?) <i>TRC Celebrity Son Snatched, Can Cops Catch the Kidnapper?</i> (Once the baby's body was found, the case becomes a murder investigation. What evidence did the author include to show that Bruno Hauptmann was tied to the kidnapping?) <i>TRC DNA Doesn't Lie, Is the Real Criminal Behind Bars?</i> (The author writes, "In August 2006, the City of Boston paid Cowans a reported \$3.2 million to settle a civil lawsuit brought against the city." What can you infer the civil lawsuit was about, and why do you think the city settled for such a large amount?) <i>TRC Three Days in Vietnam, A Vet's Harrowing Story</i> (The author writes that Serrano said, "We clawed for every inch of ground." What details does the author include to support that description of what happened?) <i>TRC It Came From the Swamp! Was This Mummy Murdered?</i> (What evidence does the author give to support the claim that Tollund Man was "the best-preserved bog body ever discovered"?) <i>TRC Napoleon Complex, A Young General Takes France by Storm</i> (The author writes that Napoleon "made himself a king in everything but name." What details does the author include to support this statement?) <i>TRC Lost City Spotted From Space! Is an Ancient Land Under the Sand?</i> (The author titles Chapter 6 "Paradise Found!" What evidence did the team find to support the statement that they had found Ubar?) <i>TRC Conquistador, Francisco Pizarro Ravages the Inca Empire</i> (What evidence does the author give to support the statement that Pizarro 'could not have timed his expedition better'?)</p>
<p>Reading: Informational Text Integration of Knowledge and Ideas 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Each XBOOKS classroom set features access to the XBOOKS streaming digital platform including 25 eBooks, Stretch Texts and additional interactive content. The Stretch Texts (ST) and additional digital content (DC) give students the opportunity to compare how different authors present information on similar topics and to analyze differences in the evidence presented. See examples:</p> <p><i>Conquistador, Francisco Pizarro Ravages the Inca Empire</i> and TYRANTS Strand ST <i>Perspectives on Spanish Conquest of the New World</i> (text provides a modern, third-person view of both the Inca Empire and Pizarro's conquest; ST presents contemporaneous quotations from Inca and Spanish leaders about the relationship between the two groups) <i>Celebrity Son Snatched, Can Cops Catch the Kidnapper?</i> and FORENSICS Strand ST <i>Handwriting Evidence from the Lindbergh Case</i> (both present information on the use of handwriting analysis to convict Bruno Hauptmann, but ST emphasizes Hauptmann's signature and the text focuses on individual letter formation and grammar) <i>Sticky Evidence, Burglar Caught on Tape</i> and FORENSICS Strand ST <i>Fingerprinting as ID Method</i> (text explores how fingerprint evidence was used to solve a single case; ST is presented in a criticism-and-defense format exploring whether fingerprint evidence is infallible)</p>

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<p>Reading: Informational Text Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6–8 text complexity band independently and proficiently.</p>	<p>XBOOKS is a compelling collection of nonfiction titles for middle school students. The program includes both abundant scaffolding for struggling readers and enhanced content to motivate accelerated readers. The titles in the XBOOKS program are:</p> <p><i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> <i>It Came From the Swamp! Was This Mummy Murdered?</i> <i>UFO Lands in USA! Was Spacecraft Crash Covered Up?</i> <i>Lost City Spotted From Space! Is an Ancient Land Under the Sand?</i> <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> <i>Flesh Wound! A Minor Injury Takes a Deadly Turn</i> <i>Bitten! Mosquitoes Infect New York</i> <i>Worms! Parasites Plague a Village</i> <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> <i>Celebrity Son Snatched, Can Cops Catch the Kidnapper?</i> <i>Sticky Evidence, Burglar Caught on Tape</i> <i>DNA Doesn’t Lie, Is the Real Criminal Behind Bars?</i> <i>Reporting From Iraq, On the Ground in Fallujah</i> <i>Three Days in Vietnam, A Vet’s Harrowing Story</i> <i>Attack on Pearl Harbor, World War II Strikes Home in the USA</i> <i>Pickett’s Charge at Gettysburg, A Bloody Clash in the Civil War</i> <i>Ice Queen, Catherine the Great Seizes Power in Russia</i> <i>Conquistador, Francisco Pizarro Ravages the Inca Empire</i> <i>Napoleon Complex, A Young General Takes France by Storm</i> <i>The Chairman, Mao Unleashes Chaos in China</i></p>
<p>Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Each Lead Book Teaching Card (LBTC) includes two Argument Writing exercises prompting students to respond to the two queries posed in “The Question” portion of the text’s Preview pages. See examples:</p> <p>LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (Write a statement that tells why some people believe in the existence of a Bigfoot. Then support your statement with clear reasons and evidence from the text. Add a concluding statement at the end that sums up your support.) LBTC <i>Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (Choose a position. Should we believe everything we read—or see? Why or why not? Defend your answer.) LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (Write a statement that tells why you think wild animals belong in the wild and not as pets. Then support your statement with clear reasons and evidence from the text. Add a concluding statement that sums up your support.) LBTC <i>Beware of Prairie Dog! A Pet Swap Goes Viral</i> (Choose a position. Do you think Schyan’s parents should have brought home a prairie dog for a pet? Why or why not? Defend your answer.) LBTC <i>Dead Men Floating, A Small Town Is Awash in Skeletons</i> (Write a statement</p>

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	<p>that tells why you think it mattered to the people of Hardin that the corpses and coffins be reburied. Then support your statement with clear reasons and evidence from the text. Add a concluding sentence at the end that sums up your support.) <i>LBTC Dead Men Floating, A Small Town Is Awash in Skeletons</i> (Choose a position. Should it have mattered to the people of Hardin whether the corpses were reburied or not? Why or why not? Defend your answer.) <i>LBTC Reporting From Iraq, On the Ground in Fallujah</i> (Write a statement that tells why you think Garrels decided to remain in Iraq as an embedded reporter. Then support your statement with clear reasons and evidence from the text. Add a concluding statement at the end that sums up your support.) <i>LBTC Reporting From Iraq, On the Ground in Fallujah</i> (Choose a position. Should reporters risk their lives to pursue a story? Why or why not? Defend your answer.) <i>LBTC Ice Queen, Catherine the Great Seizes Power in Russia</i> (Write a statement that tells how Catherine used the power she gained. Then support your statement with clear reasons that support your statement and evidence from the text. Add a concluding statement at the end that sums up your support.) <i>LBTC Ice Queen, Catherine the Great Seizes Power in Russia</i> (Choose a position. Should Catherine have used her power to bring more Enlightenment ideals to Russia? Why or why not? Defend your answer.)</p>
<p>Writing Research to Build and Present Knowledge 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Each Lead Book Teaching Card (LBTC) includes two Argument Writing exercises that prompt students to respond to the two queries posed in “The Question” portion of the text’s Preview pages. These exercises explicitly require the students to refer to text to support their response. See examples: <i>LBTC Wild Man of the Woods! Where’s the Creature with the Big Feet?</i> (Write a statement that tells why some people believe in the existence of a Bigfoot. Then support your statement with clear reasons and evidence from the text. Add a concluding statement at the end that sums up your support.) <i>LBTC Beware of Prairie Dog! A Pet Swap Goes Viral</i> (Write a statement that tells why you think wild animals belong in the wild and not as pets. Then support your statement with clear reasons and evidence from the text. Add a concluding statement that sums up your support.) <i>LBTC Dead Men Floating, A Small Town Is Awash in Skeletons</i> (Write a statement that tells why you think it mattered to the people of Hardin that the corpses and coffins be reburied. Then support your statement with clear reasons and evidence from the text. Add a concluding sentence at the end that sums up your support.) <i>LBTC Reporting From Iraq, On the Ground in Fallujah</i> (Write a statement that tells why you think Garrels decided to remain in Iraq as an embedded reporter. Then support your statement with clear reasons and evidence from the text. Add a concluding statement at the end that sums up your support.) <i>LBTC Ice Queen, Catherine the Great Seizes Power in Russia</i> (Write a statement that tells how Catherine used the power she gained. Then support your statement</p>

**CORRELATION OF SCHOLASTIC XBOOKS® TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES 6–8
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