

THE BOOK IS JUST THE BEGINNING.

Nonstop nonfiction—online and off



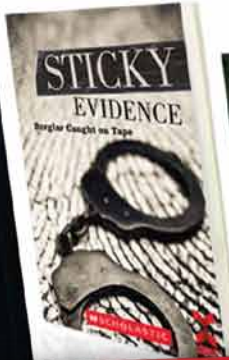
XBOOKS



COMMON CORE
STATE STANDARDS

CELEBRITY SON SNATCHED

Can Cops Catch a Kidnapper?



STRANGE • MEDICAL • FORENSIC • TYRANTS • TOTAL WAR

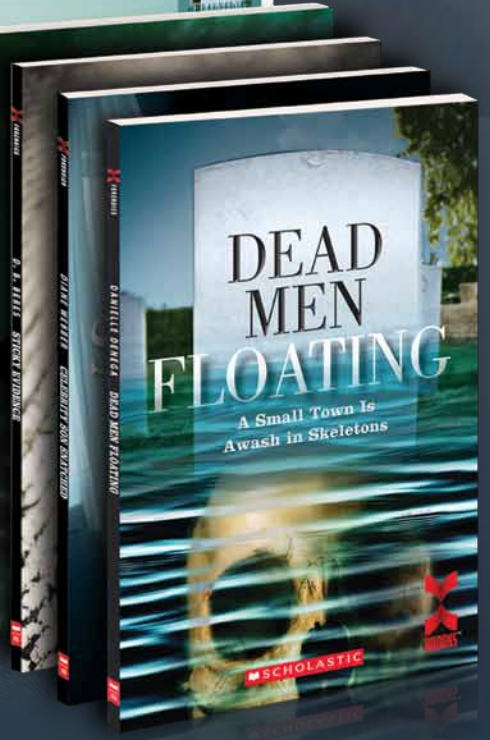
STRANGE • MEDICAL • FORENSIC • TYRANTS • TOTAL WAR

IMPLEMENTATION

STRANGE • MEDICAL • FORENSIC • TYRANTS • TOTAL WAR

FORENSICS

Teaching Materials



SCHOLASTIC

STRANGE

STRANGE



SCHOLASTIC

SCHOLASTIC

Providing the best in print and digital nonfiction and instruction, XBOOKS is an engaging ELA program designed to meet CCSS standards.

Build Core Skills with Engaging Interactive Nonfiction

A supplemental ELA curriculum developed by master teachers Dr. Jeffrey Wilhelm and Laura Robb, XBOOKS offers 25 original titles (5 in Spanish) in both eBook and print form, and provides close reading, writing, and research activities that broaden students' thinking and build core skills.

The XBOOKS collection is organized into five topical strands:



Narrative elements combined with detailed informational texts are designed to engage and motivate reluctant and enthusiastic readers alike. XBOOKS will help students unlock the power and pleasure of reading.

Multimedia content provided on the XBOOKS website includes:

- Five introductory strand videos
- Book preview videos
- Class blogs
- Quizzes
- Interactive projects
- X-Challenge interactive games



XBOOKS Master Teachers

Developed by Master Teachers, XBOOKS is a program grounded in a deep understanding of the needs and interests of middle school students and teachers. With a combined total of 56 years of experience in middle school classrooms, Laura Robb and Jeffrey Wilhelm have made XBOOKS a relevant and meaningful tool for all learners.

Dr. Jeff Wilhelm taught middle- and high-school English, reading and language arts for 13 years. He is a professor of English Education at Boise State University in Idaho and founding director of the Boise State Writing Project. Dr. Wilhelm's current work focuses on interpreting and implementing the Common Core State Standards. Visit jeffreywilhelm.com to learn more.

Laura Robb is a Master Teacher, consultant and sought-after speaker. She taught grades 4–8 for 43 years, and currently coaches grades K–10 teachers in Virginia, Ohio and New York. The author of many best-selling books for teachers, Robb has also developed several classroom libraries for Scholastic. Learn more about Robb and her work at lrobb.com.





Five Strands of Increasing Complexity

Teachers and students can choose from five high-interest topical strands that are based in science, history and social studies. Rich informational texts of increasing complexity build skills in close reading, comprehension and critical thinking. XBOOKS develops disciplinary interest and expertise, and provides embedded assistance that helps students meet the Common Core State Standards.

The image displays five book covers arranged in a row, each on a different colored background. From left to right:

- STRANGE** (yellow background): 'WILD MAN OF THE WOODS! Where's the Creature with the Big Feet?' featuring a photo of a monkey.
- MEDICAL** (red background): 'BEWARE OF Prairie DOG! A Pet Swap Goes Viral' featuring a hand with a bandage.
- FORENSICS** (teal background): 'DEAD MEN FLOATING A Small Town Is Awash in Skeletons' featuring a white container in water.
- TOTAL WAR** (purple background): 'REPORTING FROM IRAQ On the Ground in Fallujah' featuring a soldier with a rifle.
- TYRANTS** (green background): 'ICE QUEEN Catherine the Great Seizes Power in Russia' featuring a portrait of a woman.

 Each cover has the XBOOKS logo in the bottom right corner. Below the covers are icons for each strand: a leaf for 'STRANGE', a medical cross for 'MEDICAL', a silhouette of a person for 'FORENSICS', a soldier for 'TOTAL WAR', and a crown for 'TYRANTS'.

Complex> More Complex

Lead Books

Each strand is anchored with a Lead Book. Strand instruction begins with teacher-led, whole-class reading of the Lead Book.

Reader's Choice

Reader's Choice books provide further exploration of the strand topics, as well as opportunities for close reading.

Stretch Texts

Stretch Texts provide opportunities for students to stretch their reading comprehension with short, complex texts.

Print and Interactive eBooks Designed to Engage

STRANDS

LEAD BOOKS

READER'S CHOICE BOOKS

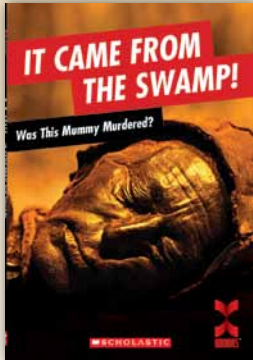


STRANGE



WILD MAN OF THE WOODS!

Formidable footprints found! Something enormous is out there. It's too big to be human. It must be a...



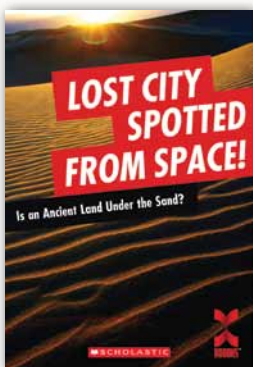
IT CAME FROM THE SWAMP!

Diggers discover dead body in Denmark! Workers digging in a Danish bog uncovered something shocking. A body! Investigators on the scene suspect the body is...



UFO LANDS IN USA!

Unearthly remains recovered in Roswell! A rancher in New Mexico stumbles on something strange. It's like nothing else on Earth. The U.S. Army says...



LOST CITY SPOTTED FROM SPACE!

High-tech hunt for hidden treasure! Thousands of years ago, a great city vanished from the Arabian Peninsula. Centuries later—and halfway around the world—an amateur archeologist thinks he knows just how to find it...

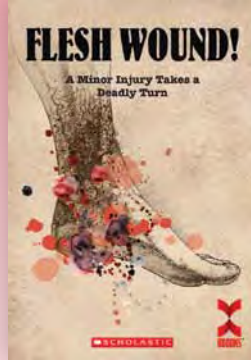


MEDICAL



BEWARE OF PRAIRIE DOG!

A nasty bite leads to big trouble. Three-year-old Schyan Kautzer has a fever, and her body is covered with sores. The only clue to her illness is a bite from her pet prairie dog.



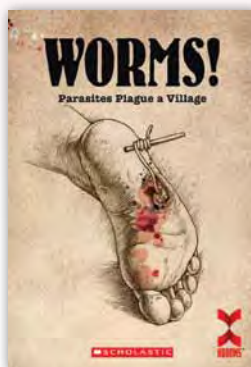
FLESH WOUND!

Can doctors discover what's eating Bo Salisbury alive—before it's too late? Bo Salisbury limped off the soccer field with a nasty bruise on his ankle. Now he's fighting for his life.



BITTEN!

There's a killer loose in New York City. Six New Yorkers are sick with a mysterious virus that attacks the brain. Experts suspect a tiny culprit: mosquitoes!

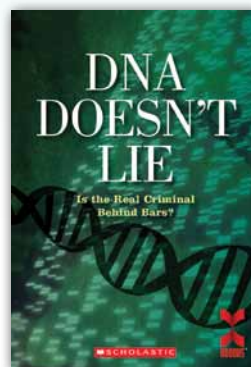
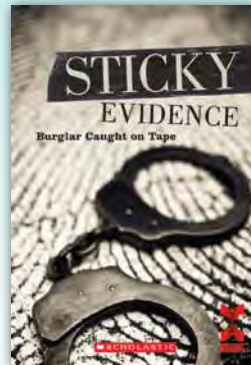
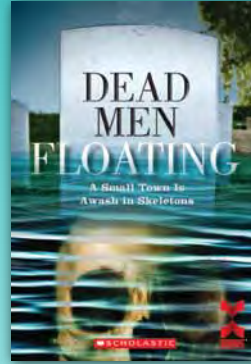


WORMS!

It's under their skin. In Ghana, Africa, a family is in agony. Parasites called guinea worms are eating through their bodies. While the family gets treatment, a health-care worker hunts for the source of the worms. Can he find it—before others become infected?



FORENSIC





GENSICS



TOTAL WAR



TYRANTS

DEAD MEN FLOATING

Who will put the dead back to rest? It's the Great Flood of 1993, and much of the Midwestern U.S. is covered with water. But tiny Hardin, Missouri, is covered with something much, much worse... dead bodies.



REPORTING FROM IRAQ

Journalist Anne Garrels was in Baghdad when the bombs began to fall. Now she's preparing for an even more dangerous mission: to follow a platoon of U.S. Marines as they invade the war-torn city of Fallujah.



ICE QUEEN

She was groomed for greatness. And soon she was ruling Russia. "The glory of the country is my own glory—to raise the Russian Empire to a degree of power above that of other empires of Asia and Europe."
— Catherine the Great

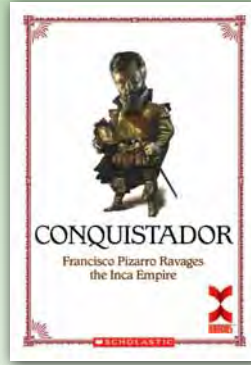
CELEBRITY SON SNATCHED

Charles Lindbergh, Jr. is America's most famous baby. And now he's missing. A frantic search turns up muddy footprints, a homemade ladder... and a ransom note. But there's no sign of the kid or his kidnappers.



THREE DAYS IN VIETNAM

They call it Hamburger Hill. That's because it grinds soldiers up like meat in a grinder. All the soldiers look out for each other. But when they're ambushed, only one man can save them.



CONQUISTADOR

He and his 200 soldiers lusted for gold. And not even 100,000 mighty Inca warriors could stop them. "When in ancient or modern times has so great an enterprise been undertaken by so few against so many...?"
— Spanish soldier

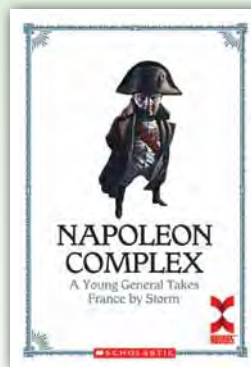
STICKY EVIDENCE

Was it the perfect crime? When Bob Moranes unlocks the door to his pharmacy, he gasps in shock. The store is in ruins—and the cash register is empty. But medicine and money aren't all that's missing—so are the burglar's fingerprints!



ATTACK ON PEARL HARBOR

The U.S. fleet is under attack! Mess Attendant Dorie Miller wasn't trained for combat. But as Japanese fighter planes fire at his ship, how will Miller and others in the U.S. Navy manage to defend themselves?

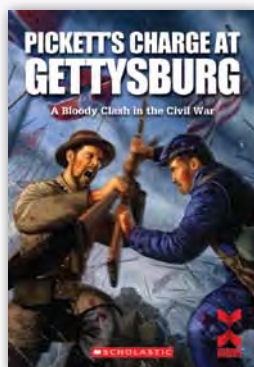


NAPOLEON COMPLEX

His goal was simple: To dominate France—and conquer the world! "I wanted to rule the world. And in order to do this I needed unlimited power."
— Napoleon Bonaparte

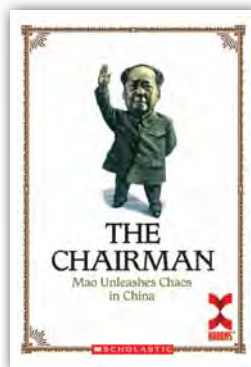
DNA DOESN'T LIE

Can spit and sweat free an innocent man from prison? Stephan Cowans was accused of shooting a police officer. Did the evidence add up? The jury thought so. Now Cowans is in jail—and on a mission to prove his innocence.



PICKETT'S CHARGE AT GETTYSBURG

It is General Robert E. Lee's last chance. Union and Confederate armies are in fierce combat. After two days of fighting, the Confederate troops are in tatters. Desperate for victory, Lee makes a shocking decision.



THE CHAIRMAN

He promised China a "great leap forward." Instead his people died by the millions. "It is better to let half the people die so that the other half can eat their fill."
— Mao Zedong

XBOOKS Helps Students Unlock the Power and Pleasure of Reading

XBOOKS uses online and print components in an integrated, interactive program that builds students' proficiency in reading, writing, and thinking critically about informational text.

Strands and Lead Books

Five high-interest, science and social studies themed strands. Each strand is anchored with a lead book in both print and ebook formats including Spanish translations (ebook only).
(5 books, 30 copies each)

Reader's Choice Books

Used for independent or small-group reading, Reader's Choice Books provide further exploration of strand topics and are in print and ebook formats.
(15 books, 10 copies each)

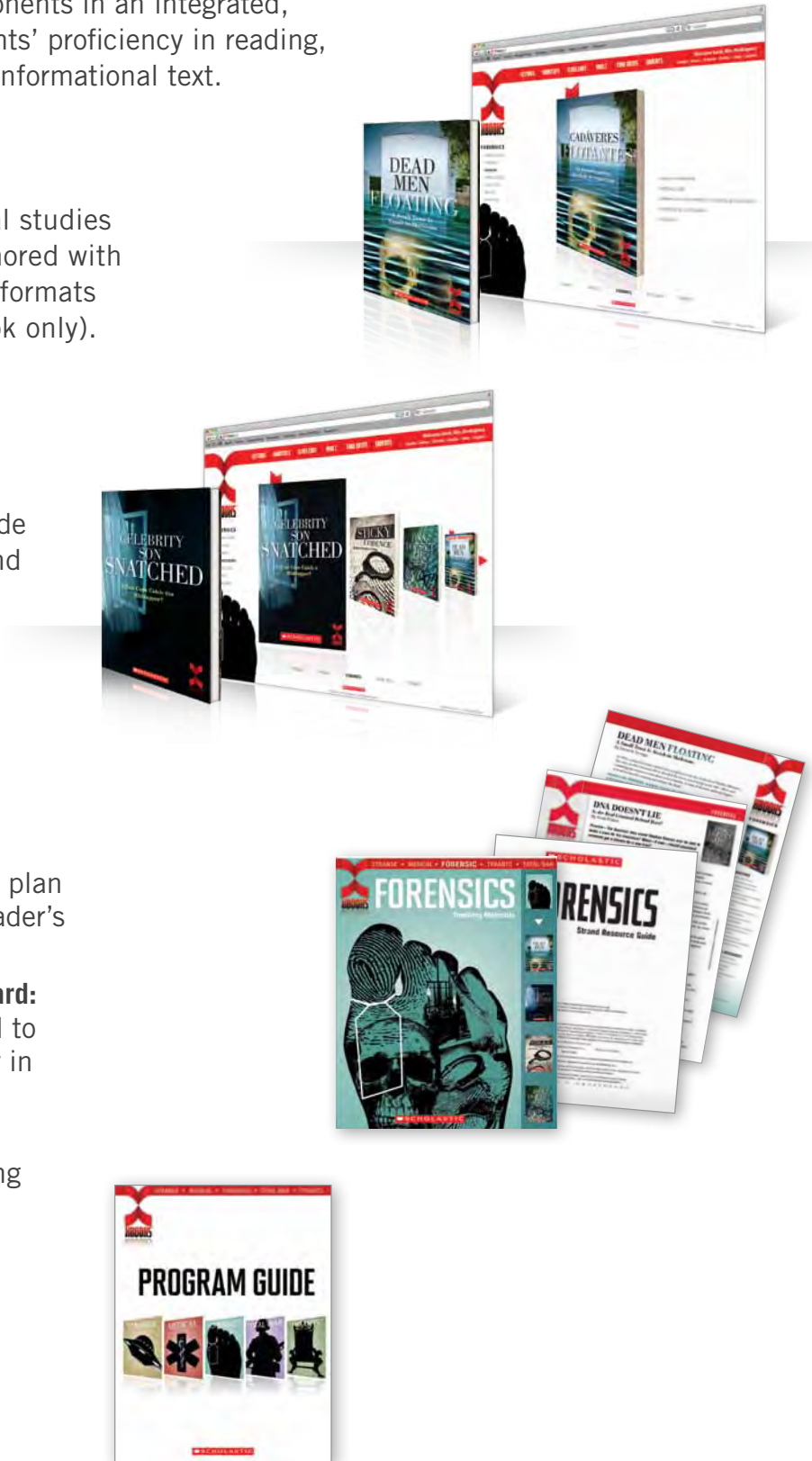
Strand Book Folder

This folder contains all of the strand specific materials for teachers.
(5 folders, one per strand)

- **Lead Book Teaching Card:** Provides a plan to teach the Lead Book and the Reader's Guide pages.
- **Reader's Choice Teacher Resource Card:** Provides teachers with tools needed to help students read independently or in small groups.
- **Strand Resource Guides:** Provide routines and information for teaching and assessing the Stretch Texts.

Program Guide

A walk-thru that provides support, including instructional routines and pacing suggestions.



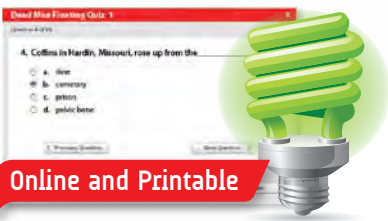
Online Components

Stretch Texts

Provide exposure to a variety of informational text types and opportunities for students to extend their knowledge and reading comprehension. (25 Stretch Texts)

Reader's Guide Pages

Provide students with a place to write as they preview the text, begin a Concept Map, cite text evidence for specific questions, and respond in writing to "The Question" posed at the end of each Preview. (75 guides, 3 per title)



Assessment Quizzes

Are provided for each book. Students may take the second quiz after passing the first. Quizzes are scored automatically. (50 quizzes, 2 per title)



Videos

- **Strand Intro Videos:** Introduces ideas and books within the strand.
- **Book Preview Videos:** Introduces and builds anticipation for what will follow.



Projects

Each strand includes four categories of projects.

- **Quick Search**
- **Explore:** More extensive research
- **Go Deep:** In-depth research on a topic
- **Your Own Inquiry:** Students design their own research projects



X-Challenge

A quiz-show-style activity that tests students' knowledge of the strand.



Implementation Guide

Detailed information about navigation and use of the software.

XBOOKS Reports

Generates reports on student achievement in a variety of areas including reports by student, by class, and by strand.

Using **XBOOKS** in the Classroom: How It Works

The instructional routine for each strand follows the steps shown below and can be customized to meet the needs of your classroom.

Introduce the Strand

Show the Intro Video and engage the class in a discussion of the Essential Question.

1



Teach the Lead Book

Use the website and Lead Book Teaching Card to teach the Lead Book. Distribute the Reader's Guide pages. After reading, direct students to complete the online Quiz for the Lead Book.

3

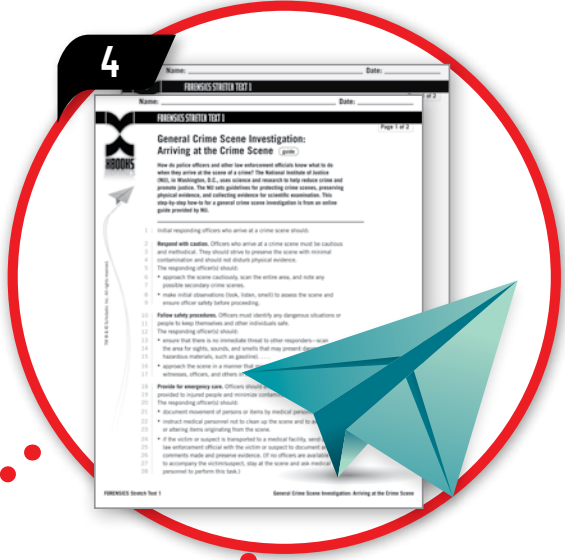


Introduce the Lead Book

Show the preview video. Engage the class in a discussion of the Big Idea using the Lead Book Teaching Card.

2





Use Class Chat

Encourage students to respond to prompts in Class Chat. This will get students thinking and writing about larger themes related to what they have read. Sample prompts are provided.



Teach Stretch Texts 1 & 2

Teach Stretch Text 1, related to the strand theme, and Stretch Text 2, related to the Lead Book. Have students do the accompanying Comprehension Checks.



Introduce Reader's Choice Books

Invite students to read one or more Reader's Choice Books independently or in small groups. Have students watch preview videos to help decide which book to choose.



Wrap Up the Strand

Wrap up the strand with Projects and the X-Challenge.

Teaching the Lead Book

The Lead Book Teaching Cards are thoughtful, easy-to-implement plans for teaching the Lead Books. They offer support for teachers and students as they explore the books.



The Preview Video introduces students to the Lead Book.

Preview • Engage • Predict provides activities and discussion questions to help students prepare to read and understand the Lead Book.

Concept Maps reinforce students' learning and highlights vocabulary and background information.

Cite Evidence tasks engage students in discussion and require them to locate evidence.



Preview • Engage • Predict

Preview

Have partners pair-share to discuss preliminary answers to the Question on p. 3. What would you like to get the remains back in their proper ground? And why did it matter anyway?

Engage: What's the Big Idea?

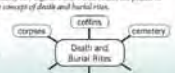
Circle and underline strong evidence in your text, and ask students to provide support for their thinking.

Predict

Have partners pair-share to discuss preliminary answers to the Question on p. 3. What would you like to get the remains back in their proper ground? And why did it matter anyway?

Build Concepts and Acquire Vocabulary

Create a concept map on the whiteboard or on chart paper with "Death and Burial Rites" in the center space. Ask students to look through the Preview for words and phrases that relate to this concept and record their suggestions. Encourage students to explain how each one connects to the concept. Then have students copy the words and phrases onto their own concept maps. You might use the following suggestions to begin the concept map.



1800S FORENSICS

OBJECTIVES

- 1. The student will be able to identify the forensic sciences.
- 2. The student will be able to explain the role of forensic science in the justice system.
- 3. The student will be able to describe the various forensic sciences and their applications.

DIGITAL RESOURCES

- 1. Forensic Science: The Basics
- 2. Forensic Science: A Career in Forensics
- 3. Forensic Science: The Role of Forensics in the Justice System
- 4. Forensic Science: The Role of Forensics in the Crime Scene
- 5. Forensic Science: The Role of Forensics in the Laboratory

Active Reading • Session 1 Chapters 1 & 2 **Active Reading • Session 2** Chapter 3 **Active Reading • Session 3**

Engage • Discuss • Cite Evidence

Engage

Distribute Reader's Guide #26. Write the question from the chart below on the whiteboard or on chart paper for students to copy. Ask students to read pp. 16-17 and note important details about what happened at the cemetery during the flood.

After students read, guide a discussion based on the question. Encourage students to cite the evidence they found to support their responses. Sample evidence is provided.

Discuss	Cite Evidence
What does the author mean when she writes, "The dead rose up from the cemetery"?	<ul style="list-style-type: none"> • Hundreds of headstones, burial vaults, and coffins were swept away. • Hundreds of coffins broke open. • About half of the 1,576 graves in the cemetery were destroyed. • Human remains spilled out into the streets and fields.

Build Concepts and Acquire Vocabulary

Have students add new words or phrases to their concept maps and explain their thinking. If needed, model for students a connection you want them to make using one of the examples below. Then ask students to connect the other two examples to the concept.

graves Say: I see that the floodwater poured into graves and dug up the coffins. I know that graves are where coffins are buried, so the word graves connects to the concept of death and burial rites.

headstones Say: Marking a grave with a headstone is a part of many people's burial rites.

burial vaults Say: Burial vaults are places above ground where coffins are kept.

Words in Context

headstones p. 16
burial vaults p. 16

Engage • Discuss • Cite Evidence

Engage

Write the question from the chart below on the whiteboard or on chart paper for students to copy. Ask students to read pp. 18-23 and note important details about the DMOET team on their Reader's Guide page.

After students read, guide a discussion based on the question. Encourage students to cite the evidence they found to support their responses. Sample evidence is provided.

Discuss	Cite Evidence
Which details about the DMOET team does the author include to show why Dean Stoen, county coroner, called them in to help?	<ul style="list-style-type: none"> • The DMOET team included forensic anthropologists, scientists who help identify human remains. • The team also included forensic pathologists, medical experts who figure out how a person died. • The team studied the corpses and bones. • The team created "antemortem" (before death) profiles.

Build Concepts and Acquire Vocabulary

Remind students to add new words or phrases to their concept maps. If needed, use the following phrases, and model their connections to the concept.

laid to rest Say: I see that the people wanted the remains laid to rest once more, which meant they wanted them reburied.

dearly departed Say: "Dearly departed" is a term often used at funerals to talk about the dead. It implies a strong relationship between the dead person and those still living.

Words in Context

laid to rest p. 19
dearly departed p. 23

Engage • Discuss • Cite Evidence

Engage

Ask students to skim pp. 26-43. Encourage them to suggest their own questions and list them on the whiteboard or on a chart. Ask students to choose one question from the board or one of their own, write on their Reader's Guide page, and take notes as they read to answer the question.

Discuss/Cite Evidence

After students read, guide them as they discuss answers to their questions. Encourage students to cite evidence from the text to support their responses.

Build Concepts and Acquire Vocabulary

Ask students to complete their concept maps by adding any additional words or phrases. Use the models provided, if needed. Finally, have students review and share their completed concept maps.

postmortem Say: I see that postmortem means "after death." Postmortem profiles are done after death, so the word fits the concept.

skulls Say: Skulls are hard bones. They remain even after someone has been buried for a long time.

funeral directors Say: Funeral directors take care of making arrangements for funerals, which are part of some people's burial rites.

Words in Context

postmortem p. 27
skulls p. 26
funeral directors p. 26

Return to Predictions

Have students return to the predictions they made on their Reader's Guide pages to see if they were correct. Then ask students to tell if they found information about the three things that they listed as their interests.

ARGUMENT WRITING

Write "The Question" from p. 5 on the whiteboard or on a chart.

What would you like to get the remains back in their proper ground? And why did it matter, anyway?

Have students choose one of the following argument writing tasks. Before writing, have students list down points that support their argument. Check these points before students begin writing.

1. 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 statement at the end that sums up your support.

2. 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.

The teacher models the **Close Reading** for the class then students apply the strategies.

Words to Discuss expand students' academic and content vocabulary.

Argument Writing requires students to develop and defend responses.

Explore Informational Text Features: In Depth

In both the print and eBook versions of XBOOKS, there is a rich assortment of nonfiction text types. Use this chart to view/share/discuss, in small groups or as a whole class, some of these features in *Dead Men Floating*.

In Depth	Text Type	View/Share/Discuss	Assign
<p>ID Expert ID Expert</p>	<p>Interview (pp. 38–39)</p>	<p>Read each question as a main idea and the answers as the details. Do the details answer the question? Look for and identify three major patterns in the questions and answers.</p>	<p>Write three more questions that fit the pattern and that would be the best questions to ask Paul Sledzik in order to learn more about his work as an expert in his field.</p>
<p>Body Scan</p>	<p>Photos With Captions (Tools of Trade) (pp. 40–41) Multimedial</p>	<p>Point to each photo as you read its description. Note the information provided by each. What is similar? What is different? Compare the information you get from both.</p>	<p>Choose two of the tools of the trade to describe to another student, using the photos and your own words. Compare the two tools and emphasize why you might choose one over the other for a particular task.</p>
<p>Bare Bones</p>	<p>Diagram (pp. 42–43) Multimedial</p>	<p>Before reading, scan the diagram to find out what kinds of information are on the pages. As you read each numbered text, find that number on the skeletons. Help students identify this presentation as a compare-and-contrast structure.</p>	<p>Describe three parts of your own skeleton. Talk about how the parts are related to your age.</p>

In Depth exposes students to a rich variety of informational text types.

View/Share/Discuss and **Assign** provides discussion suggestions and ideas.

Explore Informational Text: Explorations

The eBook versions of XBOOKS include additional pieces of nonfiction. They are all indicated with the logo. Here's some of the digital content in *Dead Men Floating* you may wish to discuss with your students.

EXPLORATION	EXPLORATION	EXPLORATION
<p>Antemortem Profiles Slide Show Chapter 3, page 20 This slide show provides examples of the physical characteristics experts include in antemortem profiles. Characteristics include scars, tattoos, broken bones, dental and medical records, and autopsy reports.</p>	<p>Flesh-Eating Beetles Video Chapter 3, page 25 Students have read about how flesh-eating beetles help forensic anthropologists by removing the remaining flesh from bones. This is an up-close look at how these bugs operate.</p>	<p>Bone ID Interactive Activity Chapter 4, page 30 Students drag the names of bones onto the correct places on the skeleton. They'll use what they learned from the labeled diagram the book.</p>

Wrapping Up the Text

Projects

The projects in this strand range in difficulty. **Quick Search** requires students to do online research about the Lead Book. **Explore** guides students to complete a project also related to the Lead Book. **Go Deep** leads students to complete a strand-wide project. **Your Own Inquiry** invites students to suggest their own research ideas, but sample ideas are provided.

Quick Search	Explore	Go Deep	Your Own Inquiry
<p>Flood Facts The Great Flood of 1993 was one of the most destructive natural disasters in U.S. history. Go online and find answers to questions about the flood. Be sure to check a minimum of three sources for each. Then cite one source for each answer. International</p>	<p>Disaster Zone! Write a news report about a major catastrophe. When there's a large-scale disaster—like the Great Flood of 1993—members of the news media describe what happened. Be a reporter. Choose an event and write a news article or a script for a TV news report about the first day or two. International</p>	<p>Ready for Prime Time Write a script for the trailer of a new forensics TV show. Be a TV producer making a fictional show about crime scene investigators. Create a script for a script and storyboard for the trailer of a new TV show about an expert (or experts) in one branch of forensics. Intuitive</p>	<p>Consider one of these FORENSICS questions, or come up with your own.</p> <ul style="list-style-type: none"> Investigate police lineups. Are they a reliable way to identify a criminal? Evaluate whether you should donate your body to science when you die. Research how computer forensics has been used to catch cybercriminals.

ASSESSMENTS

<p>INFORMATIONAL TEXT Print out Reading Conferences: Informational Text form.</p>	<p>CHALLENGE Challenge the class with an end-of-strand activity.</p>	<p>QUIZZES Encourage students to take the online book quizzes.</p>
<p>PEER ASSESSMENT Print out Peer Book Conference form.</p>	<p>WRITING Monitor research and writing projects.</p>	<p>CLASS CHAT Prompt and monitor the Class Chat.</p>

WHAT'S NEXT?

<p>READER'S CHOICE BOOKS To motivate students and help them choose the next book to read in the FORENSICS strand, use the Preview Videos or the Previews on pp. 1–5 in the books.</p>	
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Stretch Texts

Give students a chance to stretch their thinking. Use FORENSICS Stretch Text 1, "General Crime Scene Investigation: Arriving at the Crime Scene" (a guide), and Stretch Text 2, "Mass Graves and Other Atrocities in Bosnia" (a testimony). Print out copies and/or project the text on the whiteboard. Scaffold students to read critically and analyze the text using the lessons provided. Students can work as a whole class, in small groups, with partners, or independently. Check their understanding with the questions provided online and in the strand resource guide.

Projects deepen and extend strand topics and concepts. (20 projects, 4 per strand)

XBOOKS offers multiple opportunities for **formal and informal Assessment**.

After wrapping up the Lead Book, teachers assign the related **Stretch Texts**.

Teaching Reader's Choice Books

The Reader's Choice Teacher Resource Cards give teachers support as students read independently or in small groups.

A **Preview Video** introduces students to each book, builds anticipation and excitement to help them comprehend the text, and poses **The Question**: an inquiry to frame students' thinking as they read.



Reader's Choice At-A-Glance helps teachers follow the process of teaching a Reader's Choice Book.

Chapter-by-chapter Book Summary.

Content Vocabulary supports teachers in guiding students to acquire and record concept vocabulary.

ELL support is provided.

Class Chat offers opportunities for students to write informally about content and ideas.

Stretch Text to expand on topics and content.

Supports + Interventions + Text

As students work through their Reader's Choice discussion circles, circulate around the room, and their progress. Support and intervene when needed.

Concept Map

Possible additions to the completed concept map include: courtroom, witness, testified, crime, evidence, verdict, guilty, innocence, testified, jury, sentenced, and chromosomes (Reader's Guide #24)

CLOSE READING

Do a close read of the text under the heading "DNA Evidence" on p. 19 to support students who need help with making inferences, understanding structure, and drawing conclusions.

In Depth Text

Encourage students to show you how they navigate and make meaning from informational text features.

ELL Support

Read aloud the text or have students listen to the text online. Use the tips to provide help.

Class Chat

Use the Class Chat to encourage informal writing about the ideas and content in this book or about the strand.

Stretch Text

Introduce FORENSICS Stretch Text 5. You may also use Stretch Text 1.

Fluency

Assign the students partners. Ask them to read "The World's Smallest Instruction Manual" on pp. 20–21.

Reader's Choice At-A-Glance

Preview

Pages 1–5 Online

Assign Groups

Discussion Circles Digital Groups

Printable Reader's Guides

#34, #35, #36

Circulate

Engage in Support Monitor

Assess

Class Chat/Writing Quizzes Conference Forms Strips Projects X-Challenge

Stretch Texts 5, 1

DNA DOESN'T LIE
Is the Real Criminal Behind Bars?
By Anna Prokas

Preview—The Question: How would Stephan Cowans ever be able to make a case for his innocence? When—if ever—should convicted criminals get a chance for a new trial?

Book Summary

Chapter 1: Case Closed? An officer in pursuit of a suspect was shot twice. Stephan Cowans was identified as being responsible for the shooting by the officer and by an eyewitness watching from a nearby window. A fingerprint at the crime scene was said to match Cowans' left thumb. A jury convicted him, although Cowans maintained his innocence.

Chapter 2: DNA on the Case From prison, Cowans contacted the Innocence Project, an organization that uses DNA testing to help overturn wrongful convictions.

Chapter 3: Questionable Evidence A member of the Innocence Project analyzed Cowans' case and found some questionable things. Not all of the eyewitnesses identified Cowans as the attacker; several items from the crime scene were not tested for DNA; eyewitnesses often make mistakes; and the thumbprint was partial and the match was not likely to be conclusive.

Chapter 4: Testing, Testing DNA left on the shooter's baseball cap and sweatshirt left at the crime scene were now tested. The DNA did not match Cowans'. He had spent nearly six years in prison, but he was an innocent man.

Chapter 5: Justice—and An Apology An expert looked at the fingerprint again and decided it didn't match. Combined with the DNA evidence, the judge saw no need for a new trial and freed Cowans. He was awarded \$3.2 million dollars to settle a civil lawsuit brought against the city. Sadly, Cowans was killed only three years after being released from jail.

XFiles: A Chain of Evidence • DNA Detectives • In Your Genes

Engage + Discuss + Cite Evidence

You may wish to assign the book in sections as shown below. Distribute copies of Reader's Guides #34, #35 and #36 for students to complete as they read the book.

After reading, encourage students to conduct their own discussion circles. Prompt them with the following questions from Reader's Guide #35, if needed. Encourage students to cite evidence from the text to support their answers.

Chapter 1: Forensic investigators bear a huge responsibility when processing a crime scene. Look at "Crime Scene Investigators." What mistakes could compromise an investigation?

Chapters 2 & 3: According to the author, on what grounds did Robert N. Feldman and his staff at the Innocence Project decide to take the Cowans' case?

Chapters 4 & 5: 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?

Return to and discuss The Question from the Preview.

Across the Texts: Compare the kinds of forensic evidence used to solve the problem in this book with the evidence used in Dead Men Floating? Why was forensic science valuable in each situation?

Teaching the Stretch Texts & Text Complexity



XBOOKS Stretch Texts include articles, speeches, interviews, letters, guides, and other important informational text types. Each Stretch Text is linked to the theme of the particular strand, the Lead Book, or a Reader's Choice Book.

Preview the Text

First Reading—Getting the Gist

Stretch Text Teaching Routines

FORENSICS

ABOUT THE TEXT AT A GLANCE
This guide provides police officers and other law enforcement officials with varying levels of detail about the steps to take upon arrival at a crime scene. Readers will be exposed to systematic, procedural text and will become aware of the specificity and deliberateness of the criminal investigative process.

TEXT TYPE
guide

RELATED BOOKS
All strand books: FORENSICS

COMPLEXITY INDEX
Quantitative: Lexile 1030L
Qualitative: DM Moderate 2

Qualitative Complexity Criteria	Planning & Pacing	Language	Structure	Knowledge
Language				
Structure				
Knowledge				

Reader & Task

- Most students will have some knowledge about crime scene investigations, but they may not realize how specific and rigorous the procedure must be.
- Students may struggle with the technical language and "no-nonsense" tone.
- Think Alouds provide support, text-dependent questions and a writing task challenge readers.

18 Strand Resource Guide, FORENSICS

FORENSICS Stretch Text 1
Crime Scene Investigation: Arriving at the Crime Scene

Text Analysis Routine

Project or distribute printouts of FORENSICS Stretch Text 1, and use the following routine to build students' comprehension of the text's complexity.

1 Preview the Text

- Ask students to preview this text by looking at the title, introduction, and format of the selection. Based on this preview, discuss what students now know about the text. *What type of text is this? a guide? How do you think you might use a text like this to learn the step-by-step process required to do something?*
- What do you think is the purpose of this text? The purpose is to inform initial responding officers about important steps to take when they arrive at a crime scene. What can we expect to learn from reading this text? We'll learn what first responders must do in order to comply with the necessary procedures around the scene of a crime. Invite students to share their ideas, listing their responses on the IWB if you wish.

2 First Reading: Getting the Gist

- Have students give the text a first reading independently to get the main ideas. Ask them to mark parts that seem confusing or difficult.
- As a group, discuss what struck students as complex or challenging. Mark these sections of the text on the IWB.

3 Second Reading: Close Reading

- Tell students that the next step is for them to do a close reading of the text, monitoring their comprehension as they read. You might wish to review some of the close-reading strategies that good readers use to comprehend complex texts (see p. 9 of this guide).
- Have students read silently as a class. Depending on the level of support needed, stop after selected paragraphs to approach areas of complexity together. Use the Think Alouds provided, or model your own close-reading strategies, using the IWB to mark details of the text.
- Return to the students' questions that you previously marked. Do these sections make more sense after a close reading? Encourage students to refer to specific parts of the text that helped them gain understanding.

4 Assessing Understanding

- Use the text-dependent questions and writing task on page 15 to assess students' comprehension of the Stretch Text.
- You may also assign the Comprehension Check for this Stretch Text, available on page 32 of this guide and on www.scholastic.com/xbooks.

THINK ALOUDS

Model close reading with the Think Alouds below, which correspond to the text as marked.

1 Language

Some of these words seem much more formal than what I'm used to. Terms like cautious, methodical, and minimal contamination make it seem as if the investigator needs to be very precise during the investigation. The language also has a commanding, almost bossy tone to it. The bullet points all start with command words, like approach, make, and ensure. Just wondering why they think the scene is written in this way. They probably want to reward me to give bullet points without use of this imperative, and discuss how this language that just

2 Knowledge

I see that this is an "official" kind of document about investigating a crime. I wonder why all these instructions are needed? I know that it's important to keep a crime scene exactly as it is. If anything is tampered with, that might prevent the crime from being solved.

3 Structure

Okay, this guide definitely has a clear setup, even if it is a little unusual. Each section has a boldface heading, some explanation, and then some bullet points. I'm curious about why it's set up this way, instead of being presented in paragraphs, like a story or essay. I'm thinking that it's probably to make reading the text as easy as possible. Oh, through "Should be investigated" and "Should be investigated" also for that with students demonstrating that each subsection becomes more specific.

FORENSICS Stretch Text 1

General Crime Scene Investigation

Stretch Texts 18

Assessing Understanding provides Text-Dependent Questions and a Writing Task.

Second Reading—Close Reading

Think Alouds help students with text-based questions and provide models of close-reading strategies.

Meets Common Core State Standards

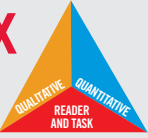
The Text Complexity Criteria

XBOOKS exposes students to a wide range of complex, quality texts, while providing them the scaffolding they need to access, comprehend, and respond to what they read.

The Common Core State Standards define a three-part model for determining text complexity, shown below.

COMPLEXITY INDEX

Quantitative: Lexile 820
Qualitative: QM Moderate 1



Qualitative Complexity Criteria	1	2	3	4	5
Meaning/Purpose			●		
Language		●			
Structure			●		
Knowledge		●			

QM: Moderate 1

Reader & Task

- Engaging for students interested in their own roots
- Many students will have some familiarity with Barack Obama.
- Text is designed to promote in-depth analysis and discussion.

Qualitative Measure (QM) Rating				
BASIC	MODERATE 1	MODERATE 2	COMPLEX 1	COMPLEX 2
Simple, clear text, accessible language	Mostly linear with clear meaning	May have more than one meaning and some figurative language	Likely to have multiple meanings and may use sophisticated syntax and language	Main purpose may be implicit and require synthesis; may require background knowledge

Quantitative Measure The quantitative measure takes into account concrete factors such as word length, word frequency, sentence length, sentence complexity, and vocabulary difficulty.

XBOOKS uses Lexile® measures as its quantitative measure of complexity.

Qualitative Measure The qualitative measure assesses the complexity of meaning and purpose, text structure and organization, language conventionality and clarity, and prior knowledge demands placed upon the reader.

XBOOKS uses a Qualitative Measure (QM) rubric to assign a score to these measures. These scores are then used to assign the Overall QM rating.

Reader and Task This measure considers variable elements such as a reader's level of motivation, his or her prior experience with a topic, and the complexity of the tasks and questions asked of the reader.



Text Complexity Scale of XBOOKS		
Component	Quantitative	Qualitative
Lead Books	Lexile: 710–900	QM: Moderate 1–Complex 1
Reader's Choice Books	Lexile: 630–870	QM: Moderate 1–Complex 2
Stretch Texts	Lexile: 820–1250	QM: Moderate 1–Complex 2

XBOOKS and the Common Core State Standards



Specifically designed with the Common Core State Standards in mind, XBOOKS promotes readiness for college, career, and life by helping students develop a broad range of reading, thinking, and research skills.



- Students will demonstrate independence in both reading and writing beginning with scaffolded support during the teacher-led Lead Book readings and progressing to increasingly independent reading of Reader's Choice titles and complex Stretch Texts.
- Students will respond to varying demands of audience, task, purpose, and discipline through XBOOKS's high-quality text-dependent questions, tasks, and research projects.
- Students will comprehend as well as critique, with frequent opportunities to analyze and discuss texts in peer groups and as a class.
- Students will value evidence by citing specific references to XBOOKS texts and other sources in their text analysis and research.
- **Find full alignments to the Common Core at www.scholastic.com/xbooks.**



Online Tools for Teaching and Managing Lessons

The teacher website provides easy, centralized access to multimedia strand content, interactive features, resources and tools for teaching, tracking student's progress with Reporting, and managing strand lessons and students' work.

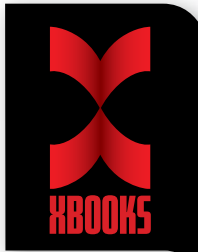
For Teachers



The XBOOKS strand homepage provides access to site-wide navigation

- 1 Intro Video:** Presents an overview of the material covered in a strand.
- 2 Lead Book:** Links to the Lead Book and related features, such as the Preview Video and Quizzes.
- 3 Strand Books:** Links to the Reader's Choice Books.
- 4 Stretch Texts:** Access Stretch Texts and related Comprehension Checks. Display Stretch Texts on the interactive whiteboard, print them, or send them to students' digital lockers.
- 5 Projects:** Jumps to four project ideas per strand, each at a different level of difficulty.
- 6 X-Challenge:** A whole-class activity that tests students' strand knowledge.
- 7 Settings:** Manage settings for students, classes, strands, and class chat.
- 8 Shortcuts:** Jump to any part of the site, and also access printable Reader's Guides.
- 9 Class Chat:** Access online forums where teachers post prompts for students to discuss.
- 10 Vault:** Monitor student work, write messages to students, view notepads, access Reporting to track student progress and more.
- 11 Take Notes:** Take notes and store notes on strand notepads.
- 12 Experts:** Links to additional information and professional development.

For Students, Learning is Interactive and Social



A user-friendly student website provides an online locker for storage, helpful tools, and easy access to multimedia content and interactive features such as Class Chat and Quizzes.



The XBOOKS student homepage makes the site accessible and fun

- 1 Intro Video:** Students can access the Intro Videos from here.
- 2 Strand Books:** Access any book in the strand, as well as related features such as the Preview Video and Quizzes.
- 3 Quizzes:** Access all the quizzes in the strand from here.
- 4 Class Chat:** Respond to teacher posts and engage with classmates.
- 5 Projects** Leads to four project ideas per strand, each at a different level of difficulty.
- 6 My Stats:** Students can get at-a-glance information about their progress in XBOOKS.
- 7 Shortcuts:** Provides easy access to books and book preview videos across the site.
- 8 Locker:** An online storage area for students' work.
- 9 Take Notes:** Students can take and save notes from any part of the website.

eBooks Provide Rich Multimedia Content and Interactivity

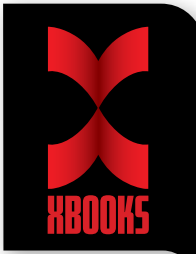
The eBook versions of XBOOKS are embedded with vocabulary popup words and exciting multimedia content that includes video and audio clips, slide shows, animations and interactive activities that inspire continued inquiry, reading and writing.



Links and Reading Tools make XBOOKS easy to navigate

- 1 Table of Contents:** Link to the table of contents, where you can jump to chapters and sidebars.
- 2 Words to Know:** Find pronunciations, parts of speech and definitions for key vocabulary words.
- 3 Click-and-Drag Zoom:** Highlight a portion of the text to enlarge it.
- 4 Zoom In/Zoom Out:** Zoom in or out on the screen by 20% increments.
- 5 Highlighter:** Highlight important portions of the text in one of three colors.
- 6 Notes:** Take a note and place an icon on the part of the page it relates to.
- 7 Bookmark:** Set a bookmark before leaving and return to it the next time you open the book.
- 8 Read Aloud:** Hear text aloud at two different speeds.
- 9 Search:** Search for a term or phrase, then jump to any of those places in the text.
- 10 Vocabulary Popup Words:** Five academic or content-area words in each book are blue and underlined.
- 11 Explorations:** Link to embedded slide shows, interactive activities and videos.
- 12 Page Turn:** Enter a page to jump to it, or use the arrows to turn the page.

From the XFiles: Supplemental content adds depth and context



At the end of every XBOOK readers will find the Xfiles, additional content with rich features such as illustrated time lines, interviews with field experts, and glossaries. This supplemental content provides deeper context and builds knowledge.

The image displays three overlapping XBOOK pages, each with a red header bar and a search bar. The top page is titled "Three Days in Vietnam" and features a "Timeline: The Vietnam War" section. The middle page is titled "DNA Doesn't Lie" and features "DNA Detectives" with a "Check out DNA specialists' tools of the trade" section. The bottom page is titled "Beware of Prairie Dog" and features "Disease Tracker" with an interview with epidemiologist Kim Mitchell. The pages also include "IN DEPTH" sections with numbered images and text boxes.

Timeline: The Vietnam War

1970: During an antiwar protest at Kent State University in Ohio, National Guardsmen fire into a crowd of protesters. Four students are killed.

1973: With many Americans now against the war, President Richard Nixon vows to bring peace with Vietnam.

1975: North Vietnamese troops overrun Saigon, the capital of South Vietnam. The South surrenders, ending the war. Months later, Vietnam unifies as a communist country, the Socialist Republic of Vietnam.

DNA Detectives

Check out DNA specialists' tools of the trade

6 Latex gloves: These protect investigator's hands from exposure to blood and other samples. They keep the investigator from contaminating the evidence.

7 Scalpel: A sharp knife that's used to scrape up dried fluids for testing.

Disease Tracker

Epidemiologist Kim Mitchell specializes in zoonotic diseases.

How did you get into your field?
MITCHELL: I stumbled into the study of epidemiology as I was finishing up my undergraduate degree. [Epidemiologists study epidemics. Those are outbreaks of diseases that affect large groups of people.] I hadn't even heard of epidemiology at the time, but I started reading about it and was intrigued. I ended up applying to public health school instead of medical school like I planned.

When you're at a dinner party, how do you explain your job?
MITCHELL: My exact title is Chief of Rabies and Vector-Borne Diseases. What this means is that I monitor and track diseases like rabies and West Nile virus in animals and humans. They call what I do disease surveillance.

What's the hardest part of your job?
MITCHELL: The biggest challenge is getting by with limited resources. Like many government agencies, we have a tight budget and are often short-staffed. Sometimes we have to get creative to get things done.

What do you like most about what you do?
MITCHELL: I like knowing that I am helping the larger community. My efforts contribute to the overall health and safety of all Marylanders.

What was your most memorable case?
MITCHELL: It's hard to pick. I would say the most fascinating cases involve [people] getting bitten by monkeys while traveling overseas. In these cases, the challenge is often determining the kind of monkey, the nature of the exposure, and the type of treatment the person may have already gotten.

Implementing XBOOKS

XBOOKS is designed to support your core ELA curriculum and the critical skills required by the CCSS. Pacing and implementation will depend on whether you devote two, three, or five days a week to teaching XBOOKS.

XBOOKS can also be offered as an in-depth experience with informational texts, either as a whole-year curriculum (five weeks per strand) or at the beginning and/or end of each semester.

With 20-minute sessions five times per week, or 30- to 35-minute sessions three times per week, each book will take about two weeks.

Other alternatives include:

- Intensive Units: For an in-depth focus on informational text, XBOOKS can be taught in 60-minute instructional blocks at the beginning or end of each marking period for 2–3 weeks per book.
- Supplemental Support for Struggling Readers: Engaging, interactive website features, audio support and thorough instructional support make this program accessible as supplemental support for struggling readers and intervention classes.
- After School or Summer School: Engaging, interactive online content make XBOOKS an exciting option for after-school or summer-school programs.

Learn more about XBOOKS:

Explore the program's interactive features and read a sample e-book at www.scholastic.com/xbooks. To order XBOOKS, call **800-724-6527** or use the form on the opposite page.

XBOOKS was carefully developed to motivate and capture the attention of both sixth and seventh grade students. However, the program can easily extend to both fifth grade and eighth grade.



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