

**CORRELATION OF SCHOLASTIC SHOCKWAVE TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS GRADES 6-9**

Common Core State Standards

SCHOLASTIC SHOCKWAVE

Grade 6

<p>Reading: Literature Key Ideas and Details</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or 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>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>Select titles in the Shockwave program contain content-based fiction that motivates students to explore the canon of fictional literature through the use of plot descriptions and biographical expositions.</p> <p>Library A: ‘Twas a Dark and Stormy Night: Why Writers Write (<i>Book Ingredient: Character</i>: discussion of character, <i>Book Ingredient: The Plot</i>: definition of plot) The Egyptian Science Gazette (newspaper-style book) Boundary Breakers: Remarkable People (biography) Leonardo da Vinci: Artist and Scientist (biography) Racing on the Wind: Steve Fossett (biography) Scientists Try, Try Again (biographical information) Thrills and Spills: Fast Sports (biographical information)</p> <p>Library B: Dr. Medieval: Medicine in the Middle Ages (written in diary format) The Earth is Flat! : Science Facts and Fictions (biographical information)</p> <p>Library C: Genius or Madman: Sir Isaac Newton (biography) Flight and Fancy (biographical information) Full Speed Ahead: The Science of Going Fast (short biographies) On the Lookout: Lives of Naturalists (biography)</p> <p><i>Quick Recaps and Notable Notes</i> is a feature embedded in every title that demonstrates how to summarize.</p> <p><i>Fact File Cards</i> are provided with each book and they contain a quick summary of the major facts from the book.</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>A feature of every Shockwave text is a <i>High-Powered Words</i> section that defines the related key content-area words. Words are also defined “at a glance” on the back cover flap of each title. The <i>Word Stunner</i> feature provides the meaning of words as they are used in the text.</p> <p>Library A: ‘Twas a Dark and Stormy Night: Why Writers Write (<i>Book Ingredient: The Narrator</i>: discussion of point of view, <i>Book Ingredient: The Plot</i> definition of plot, <i>Book Ingredient: Setting</i> definition of setting) ‘Twas a Dark and Stormy Night: Why Writers Write (Fact File card: Book elements chart) Racing on the Wind: Steve Fossett (Fact File card: word power; figure of speech)</p> <p>Library B: Dr. Medieval: Medicine in the Middle Ages (Fact File card: word power; synonyms)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the</p>	<p>Library A: ‘Twas a Dark and Stormy Night: Why Writers Write (Aftershocks: Pros and Cons of watching a movie version of a book versus reading the book)</p>

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<p>text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>‘Twas a Dark and Stormy Night: Why Writers Write (Explores different literary genres ranging from the nonfiction autobiographies of Helen Keller and Ann Frank to the novels written by Charles Dickens, Judy Blume, Roald Dahl, Toni Morrison, Lewis Carroll, Sandra Cisneros; fantasy titles by JRR Tolkien and JK Rowling; science fiction titles by HG Wells; the plays by Shakespeare; fairytales by Brothers Grimm; drama titles by Harper Lee; and adventure titles by as Daniel DeFoe and Mark Twain)</p> <p>The Egyptian Science Gazette (newspaper-style book)</p> <p>Boundary Breakers: Remarkable People (biography)</p> <p>Leonardo da Vinci: Artist and Scientist (biography)</p> <p>Racing on the Wind: Steve Fossett (biography)</p> <p>Scientists Try, Try Again (biographical information)</p> <p>Thrills and Spills: Fast Sports (biographical information)</p> <p>Library B:</p> <p>Dr. Medieval: Medicine in the Middle Ages (written in diary format)</p> <p>The Earth is Flat! : Science Facts and Fictions (biographical information)</p> <p>Library C:</p> <p>Genius or Madman: Sir Isaac Newton (Biography of Newton and references to other geniuses: Einstein, Van Gogh, George Washington Carver, Marie Curie, Virginia Woolf)</p> <p>Flight and Fancy (biographical information)</p> <p>Full Speed Ahead: The Science of Going Fast (short biographies)</p> <p>On the Lookout: Lives of Naturalists (biography)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Shockwave provides a wide range of titles which makes it easy for students to select books with which they will be successful. Shockwave helps striving readers use the same strategies that successful readers employ with point-of-use scaffolds and tips. Shockwave is organized into three classroom libraries: Library A, Library B and Library C. Each Library contains titles presenting low to high text complexity. Lexile levels in Library A range from 640 to 760 In Library B Lexile levels range from 730-860. And in Library C Lexile levels range from 740 to 960. Through the use of high interest, engaging topics, students build skills and a desire to read increasingly complex texts. Some examples are: Strategies for overcoming difficulty are modeled throughout (<i>Heads-Up</i> – suggests useful “in-the-head” strategies): See examples:</p> <p>The Egyptian Science Gazette: King Tut Murdered? (<i>Heads-Up</i>: rereading paragraph to understand difficult word(s))</p> <p>What Do You Mean?: Communication Isn't Easy (<i>Heads-Up</i>: Use headings for better comprehension)</p> <p>Istanbul, Once Constantinople (<i>Heads-Up</i>: make connections between movie use of ‘turbulence’ and the word ‘turbulent’)</p>
<p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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</p>	<p>The Shockwave program contains highly photographic Science and Social Studies books which support adolescent readers with embedded, point-of-use comprehension in the areas of reading, writing, fluency and language.</p> <p>The <i>Quick Recaps and Notable Notes</i> feature in every title includes examples of comprehension and critical-thinking skills such as summarizing and recognizing fact and opinion.</p> <p><i>Fact File Cards</i> are provided with each book and they contain a quick summary of the major</p>

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opinions or judgments.

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).

facts from the book.

The *Teacher Notes* cards contain a Comprehension section that focuses on key ideas and details. See examples:

Library A:

Art as Science (Teacher Notes, Comprehension; summarize the book into "did you know?" questions)

Ashes to Ashes: Uncovering Pompeii (Teacher Notes, Comprehension; sequence the main events)

Dollars and Sense: Economics and Science (Teacher Notes, Comprehension; what drilling, supply and demand, oil uses, and oil problems have to do with oil)

Full Speed Ahead: The Science of Going Fast (Teacher Notes, Comprehension; match scientific concepts with info from the book)

Leonardo da Vinci: Artist and Scientist (Teacher Notes, Comprehension; examples accomplishments)

Made by Humans: Astonishing Achievements (Teacher Notes, Comprehension technology and its purposes)

Mighty Earth (Teacher Notes, Comprehension; forces of nature)

The Rock We Eat: Salt (Teacher Notes, Comprehension; complete a fact web)

Wicked and Wonderful Water (Teacher Notes, Comprehension; complete a short quiz)

The Wind at Work (Teacher Notes, Comprehension; provide questions to answers)

Thrills and Spills: Fast Sports (Teacher Notes, Comprehension; write several quiz questions)

Tombs and Treasure: Ancient Egypt (Teacher Notes, Comprehension; locate facts)

Library B:

A Day in the Life of an African Village (Teacher Notes, Comprehension; how climate affects life in Africa)

Beach Biology (Teacher Notes, Comprehension; write supporting statements for generalizations)

Built Below Sea Level: New Orleans (Teacher Notes, Comprehension; create summary sentences for each of the main headings)

Caught With a Catch: Poaching in Africa (Teacher Notes, Comprehension; write the main facts)

Harsh or Heroic?: The Middle Ages (Teacher Notes, Comprehension; create summary sentences for each of the main headings)

Mysterious Places (Teacher Notes, Comprehension; find supporting statements)

No Animals, No Plants: Species at Risk (Teacher Notes, Comprehension; create quiz questions pertaining to information the book)

Paper Trail: History of an Everyday Material (Teacher Notes, Comprehension; create questions for answers)

The Earth is Flat!: Science Facts and Fictions (Teacher Notes, Comprehension; find the main accomplishment for scientists)

Venom and Visions: Art of the Southwest (Teacher Notes, Comprehension; create a web)

Your Papers, Please: Crossing Borders (Teacher Notes, Comprehension; write the sequence of steps)

Library C:

Don't Try This at Home!: The Science of Extreme Behaviors (Teacher Notes, Comprehension; list and explain the facts)

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	<p>Earth Partners: Saving the Planet (Teacher Notes, Comprehension; list positive and negative aspects)</p> <p>Earth Matters (Teacher Notes, Comprehension; create "did you know?" questions)</p> <p>Flight and Fancy: The Airline Industry (Teacher Notes, Comprehension; make a web)</p> <p>How Does it Fly?: The Science of Flight (Teacher Notes, Comprehension; create simple answers for questions posed in the book)</p> <p>Liberty: Blessing or Burden? (Teacher Notes, Teacher Notes, Comprehension; match dates and events from the book)</p> <p>Pills and Potions: A History of Remedies (Teacher Notes, Comprehension; write summary sentences for spreads in the book)</p> <p>Secrets of the Space Shuttle (Teacher Notes, Comprehension; discuss the difference between fact and opinion by using facts from the book)</p> <p>The DNA Gave it Away!: Teens Solve Crime (Teacher Notes, Comprehension; create a fact web)</p> <p>The Spoils of War (Teacher Notes, Comprehension; record examples of the immediate and long-term effects of various weapons of war)</p> <p>The Two Great Wars (Teacher Notes, Comprehension; match dates and events from the book)</p> <p>Vision Without Sight: Human Capabilities (Teacher Notes, Comprehension; find supporting statements for generalizations listed on teacher notes)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>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>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>A feature of every Shockwave text is a <i>High-Powered Words</i> section that defines the related key content-area words. Words are also defined “at a glance” on the back cover flap of each title. The <i>Word Stunner</i> feature provides the meaning of words as they are used in the text and the <i>Get on the Wavelength</i> feature at the beginning of the book builds background knowledge with scaffolding learning experiences and establishes the purpose for which the text was written. <i>Fact File Cards</i> are provided with each book and they contain a word study segment that focuses on the meaning of words in context. See examples:</p> <p>Library A:</p> <p>‘Twas a Dark and Stormy Night: Why Writers Write (<i>Book Ingredient: The Narrator</i>: point of view)</p> <p>Racing on the Wind: Steve Fossett (Fact File card: word power, figure of speech)</p> <p>Ashes to Ashes: Uncovering Pompeii (Fact File card: supporting statements)</p> <p>Boundary Breakers: Remarkable People (Fact File card: word power, compound words)</p> <p>Library B:</p> <p>Dr. Medieval: Medicine in the Middle Ages (Fact File card: word power; synonyms)</p> <p>What Do You Mean?: Communication Isn’t Easy (Vocabulary and Language discuss the difference between figurative and literal meanings)</p> <p>Library C:</p> <p>Earth Partners: Saving the Planet (Fact File card: word power, clarifying confusing words)</p> <p>Don’t Try This At Home: The Science of Extreme Behaviors (Fact File card: word power, homophones)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Integrate information presented in different media or formats (e.g.,</p>	<p>7. Shockwave has highly photographic books which support adolescent readers with embedded, point-of-use comprehension. Shockwave uses a variety of approaches to integrate information</p>

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<p>visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>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>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>and allow the student to develop a coherent understanding of the topic or issue. Some of these features are: <i>Shocker</i> (informative material intended to maintain interest) and <i>Quick Recap</i> (examples of comprehension)</p> <p>Specific guided reading cards are included with every book that provide questions and prompting in ways that will help guide groups of students as they integrate the information in the text.</p> <p>9. Shockwave has paired science and social studies topics which allow students to compare and contrast one author’s presentation with another and for the transference of knowledge across content areas. See examples:</p> <p>Library A: Ashes to Ashes: Uncovering Pompeii is paired with Anatomy of a Volcano The Bull and the Bear: How Stock Markets Work is paired with Dollars and Sense: Economics and Science</p> <p>Library B: Harsh or Heroic?: The Middle Ages is paired with Dr. Medieval: Medicine in the Middle Ages A Day in the Life of an African Village is paired with Caught With a Catch: Poaching in Africa</p> <p>Library C: Flight and Fancy: The Airline Industry How Does it Fly? is paired with The Science of Flight Earth Matters is paired with Earth Partners: Saving the Planet</p>
<p>Range of Reading and Level of Text Complexity</p> <p>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>Shockwave provides a wide range of titles which makes it easy for students to select books with which they will be successful. Shockwave helps striving readers use the same strategies that successful readers employ with point-of-use scaffolds and tips. Shockwave is organized into three classroom libraries: Library A, Library B and Library C. Each Library contains titles presenting low to high text complexity. Lexile levels in Library A range from 640 to 760 In Library B Lexile levels range from 730-860. And in Library C Lexile levels range from 740 to 960.</p> <p>Through the use of high interest, engaging topics, students build skills and a desire to read increasingly complex texts. Some examples are: Strategies for overcoming difficulty are modeled throughout (<i>Heads-Up</i> – suggests useful “in-the-head” strategies): See examples: The Egyptian Science Gazette: King Tut Murdered? (<i>Heads-Up</i>: rereading paragraph to understand difficult word(s)) What Do You Mean?: Communication Isn't Easy (<i>Heads-Up</i>: Use headings for better comprehension) Istanbul, Once Constantinople (<i>Heads-Up</i>: make connections between movie use of ‘turbulence’ and the word ‘turbulent’)</p>
<p>Language Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and</p>	<p>Language skill conventions such as grammar, punctuation, and spelling are most successfully learned with a combination of carefully targeted lessons applied within the context of meaningful speaking and writing. Students using Shockwave books will have multiple opportunities for using language and its conventions. Every title has an “Aftershocks - What Do You Think?” section at that presents a thought provoking question regarding the book topic and examples of Pro and Con responses. This activity is designed to encourage independent thought that is supported by comprehension of the information presented in the title. See examples: Library A:</p>

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person.*
 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
 Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
 Spell correctly.

The Rock We Eat: Salt (*What Do You Think?*; question about child labor)
 Leonardo da Vinci: Artist and Scientist (*What Do You Think?*; question about Leonardo's anatomy experiments)
 Full Speed Ahead: The Science of Going Fast (*Get on the Wavelength*; Discuss why people like speed, using examples. Discuss in pairs)
 The Uncanny Can (*Get on the Wavelength*; Students discuss, in pairs, any knowledge or assumptions they may have about cans or canning)
 Library B:
 A Day in the Life of an African Village (*What Do You Think?*; question about culture and traditions)
 Caught With a Catch: Poaching in Africa (*What Do You Think?*; question about cancelling Africa's debt)
 Liberty: Blessing or Burden? (*Get on the Wavelength*; Talk about topics covered)
 Skiing in the Desert: Asian Innovation (*Get on the Wavelength*; Students share any information they have about Asia, or famous Asian buildings)
 Library C:
 The Two Great Wars (*What Do You Think?*; question about children under eighteen being allowed to fight in a war)
 Secrets of the Space Shuttle (*What Do You Think?*; question about whether or not businesses should be allowed to exploit the moon or other planets?)
 Carved in Stone (*Get on the Wavelength*; Students use specific examples to respond to questions)
 How Does It Fly? (*Get on the Wavelength*; Discuss the cover photo and the questions on the back cover.)

 Every Teaching Card has a Vocabulary and Language section which helps students discover more about the way words work and the conventions of English. See examples:
 Library A:
 Anatomy of a Volcano (Vocabulary and Language; correct spelling and punctuation errors)
 Library B:
 Camp Extreme (Vocabulary and Language; words that can be used as both nouns and verbs (grip, bowl, whip, tuck, camp))
 Stuck on Cactus: American Desert Life (Vocabulary and Language; discuss irregular plurals)
 What Do You Mean?: Communication Isn't Easy (Vocabulary and Language; discuss the difference between figurative and literal meanings)
 Venom and Visions: Art of the Southwest (Vocabulary and Language; correct spelling and punctuation errors)
 Library C:
 Kids Have Rights Too! (Vocabulary and Language correct spelling and punctuation errors)

 Every Teacher Notes card includes a writing opportunity designed to deepen understanding of the content area and further student's ideas and reflections. All of these sections encourage the proper use of language. Grammar and language conventions are taught and learned through multiple language modalities.

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<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*</p>	<p>The Teacher Notes card that comes with every Shockwave title contains a Writing and Reading section as well as a <i>Get on the Wavelength</i> feature that helps build background knowledge and scaffold the learning through classroom discussion. <i>Fact File Cards</i> are provided with each book and they contain a word study segment that focuses on language conventions. All of these opportunities reinforce the standard use of language. See examples:</p> <p>Library A: The Wind at Work (Writing; write newspaper article) The Water Planet (Writing; write an opinion report)</p> <p>Library B: Skiing in the Desert: Asian Innovation (<i>Get on the Wavelength</i>; Students share any information they have about Asia, or famous Asian buildings) Skiing in the Desert: Asian Innovation (Writing; rank five structures in the book from most to least impressive and explain your ranking) The Earth is Flat!: Science Facts and Fictions (Writing; come up with three "big" questions in your world that you would like answered, and explain why)</p> <p>Library C: Liberty: Blessing or Burden? (<i>Get on the Wavelength</i>; Talk about topics covered) Flight and Fancy: The Airline Industry (Fact File card: word power, prefixes)</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when</p>	<p>All Shockwave titles have a feature called: <i>High-Powered Words</i> that defines the related key content-area words critical to understanding that students will encounter as they read each book. Each Shockwave title has an embedded feature: <i>Word Stunner</i> that helps students build vocabulary in a nonthreatening way. These words are also defined 'at a glance' on the back cover flag under the heading: <i>Wordmark</i>. In the Fact File section of every Teacher Notes card, the Word Power feature contains vocabulary/word study. The Teacher Notes cards contain a Vocabulary/Language section and a Vocabulary Development section where content words are explored for each book. See examples:</p> <p>Library A: Leonardo da Vinci: Artist and Scientist (Vocabulary and Language; discuss prefixes used to create opposites (ir-, il-, in-, etc.)) Mighty Earth (Vocabulary and Language; discuss prefixes that indicate number (uni-, bi-, tri-, etc.) Art as Science (<i>Word Stunner</i>; new words and words related to them)</p> <p>Library B: Dr. Medieval: Medicine in the Middle Ages (Vocabulary and Language; discuss examples of alliteration) Skiing in the Desert: Asian Innovation Vocabulary and Language; discuss and list prefixes that indicate multiples of numbers (nano, deca, micro, deci, etc.) Your Papers, Please: Crossing Borders Vocabulary and Language; discuss suffixes that indicate a profession (-er, -ian, -ist, etc.) What Do You Mean?: Communication Isn't Easy (<i>Word Stunner</i>; discuss the difference between figurative and literal meanings)</p> <p>Library C:</p>

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<p>considering a word or phrase important to comprehension or expression.</p>	<p>Don't Try This at Home!: The Science of Extreme Behaviors Vocabulary and Language; discuss the relationship between "-ism" and "-ist" suffixes, brainstorm words with those suffixes) On the Lookout: Lives of Naturalists Vocabulary and Language; discuss the different meanings of the prefix "para-" (accessory to, relating to, alongside, modify, beyond)) Flight and Fancy: The Airline Industry (Fact File card: word power, prefixes) Genius or Madman?: Sir Isaac Newton (<i>Word Stunner</i>; new words are needed to describe new ideas)</p> <p>All Shockwave titles contain glossaries that highlight general and content-specific words.</p>
<p>Writing Text Types and Purposes 1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds</p>	<p>The Teacher Notes card that comes with every Shockwave title contains a Writing section as well as a <i>Writer's Workshop</i> feature in the Fact File. Both of these sections encourage writing to support claims with clear reasons and relevant evidence. See examples: Library A: Racing on the Wind: Steve Fossett (Writing; write about a daring adventure you would like to try; include details, preparation) Mighty Earth discuss (Writing; write an e-mail or letter to a friend outlining what makes one of the sites in the book so special) Thrills and Spills: (Writing; Fast Sports write a speech you would give while presenting medals to three people in the book you most admire) Anatomy of a Volcano (Fact File, Writer's Workshop; write summary) Library B: Caught With a Catch: Poaching in Africa (Writing; write a letter of protest to an African embassy addressing the problem of poaching and what can be done) Harsh or Heroic?: The Middle Ages (Writing; design your own coat of arms and explain the significance of each part) Mysterious Places (Fact File, Writer's Workshop; write fact web) Library C: From Bugbots to Humanoids: (Writing; Design a robot including labels and captions that have a helpful purpose) Grab a Seat at the Periodic Table: A Chemical Mystery (Writing; write a conversation between Celia and Kenny about their first science class and new teacher) Secrets of the Space Shuttle (Fact File, Writer's Workshop; write opinion piece)</p>

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<p>naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>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. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Every Teacher Notes card contains a Writing section as well as a <i>Writer’s Workshop</i> feature. Both of these sections encourage writing in which the development, organization, and style are appropriate to task, purpose, and audience. See examples: Library A: Racing on the Wind: Steve Fossett (Writing; write about a daring adventure you would like to try; include details, preparation) Mighty Earth discuss (Writing; write an e-mail or letter to a friend outlining what makes one of the sites in the book so special) Thrills and Spills: (Writing; Fast Sports write a speech you would give while presenting medals to three people in the book you most admire) Library B: Caught With a Catch: Poaching in Africa (Writing; write a letter of protest to an African embassy addressing the problem of poaching and what can be done) Harsh or Heroic?: The Middle Ages (Writing; design your own coat of arms and explain the significance of each part) Library C: From Bugbots to Humanoids: (Writing; Design a robot including labels and captions that have a helpful purpose) Grab a Seat at the Periodic Table: A Chemical Mystery (Writing; write a conversation between Celia and Kenny about their first science class and new teacher) All Shockwave books have a <i>Research It</i> feature that lists a safe and comprehensive Web site for students to research a topic more fully.</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., “Compare and</p>	<p>All Shockwave books have a <i>Research It</i> feature that lists a safe and comprehensive Web site for students to research a topic more fully. See examples: Library B: Dr. Medieval: Medicine in the Middle Ages (Writing; research and write about a modern illness) Library C: Don’t Try This at Home!: The Science of Extreme Behaviors (Writing; research one of the legal substances from the book and write a report on it, including dangers of it)</p>

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<p>contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). Apply grade 6 Reading standards to literary nonfiction (e.g., “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>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences)</p>	<p>The Teacher Notes card that comes with every Shockwave title contains a Writing section as well as a Fact File <i>Writer’s Workshop</i> feature. Both of these sections encourage a deeper understanding of the content area through a range of discipline-specific tasks, purposes, and audiences. See examples: Library A: Racing on the Wind: Steve Fossett (Writing; write about a daring adventure you would like to try; include details, preparation) Mighty Earth discuss (Writing; write an e-mail or letter to a friend outlining what makes one of the sites in the book so special) Anatomy of a Volcano (Fact File, Writer’s Workshop; write summary) Library B: Caught With a Catch: Poaching in Africa (Writing; write a letter of protest to an African embassy addressing the problem of poaching and what can be done) Harsh or Heroic?: The Middle Ages (Writing; design your own coat of arms and explain the significance of each part) Mysterious Places (Fact File, Writer’s Workshop; write fact web) Library C: From Bugbots to Humanoids: (Writing; Design a robot including labels and captions that have a helpful purpose) Grab a Seat at the Periodic Table: A Chemical Mystery (Writing; write a conversation between Celia and Kenny about their first science class and new teacher) Secrets of the Space Shuttle (Fact File, Writer’s Workshop; write opinion piece) Teachers can expand upon any writing activity by extending the writing experience and product through the writing process to publication as they determined appropriate.</p>
<p>Speaking & Listening Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>All Shockwave Teacher Notes cards contain strategies for effectively engaging students in discussions on topics, texts and issues. In the <i>Develop Reading Strategies</i> section teachers guide the reading and have students discuss their findings. The Paired Reading feature involves pairing a more capable reader with a reader needing support. Students are also invited to recall and discuss the main ideas of the text as it is being read. Also, the “Aftershocks” section at the end of every book poses the question: “What Do You Think?” that presents a thought provoking question regarding the book topic and examples of Pro and Con responses. See examples:</p>

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<p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Library A: Full Speed Ahead: The Science of Going Fast (<i>Get on the Wavelength</i>; Discuss why people like speed, using examples. Discuss in pairs) The Uncanny Can (<i>Get on the Wavelength</i>; Students discuss, in pairs, any knowledge or assumptions they may have about cans or canning) The Rock We Eat: Salt (<i>What Do You Think?</i>; question about child labor) Leonardo da Vinci: Artist and Scientist (<i>What Do You Think?</i>; question about Leonardo’s anatomy experiments)</p> <p>Library B: Liberty: Blessing or Burden? (<i>Get on the Wavelength</i>; Talk about topics covered) Skiing in the Desert: Asian Innovation (<i>Get on the Wavelength</i>; Students share any information they have about Asia, or famous Asian buildings) A Day in the Life of an African Village (<i>What Do You Think?</i>; question about culture and traditions) Caught With a Catch: Poaching in Africa (<i>What Do You Think?</i>; question about cancelling Africa’s debt)</p> <p>Library C: Carved in Stone (<i>Get on the Wavelength</i>; Students use specific examples to respond to questions) How Does It Fly? (<i>Get on the Wavelength</i>; Discuss the cover photo and the questions on the back cover.) The Two Great Wars (<i>What Do You Think?</i>; question about children under eighteen being allowed to fight in a war) Secrets of the Space Shuttle (<i>What Do You Think?</i>; question about whether or not businesses should be allowed to exploit the moon or other planets?)</p>
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<p>Presentation of Knowledge and Ideas</p> <p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>All Shockwave Teacher Notes Cards contain strategies for presenting claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. See examples:</p> <p>Library A: The Water Planet (<i>Get on the Wavelength</i>; Invite students to share any experiences they have had at the seashore) The Uncanny Can (<i>Get on the Wavelength</i>; Students discuss, in pairs, any knowledge or assumptions they may have about cans or canning)</p> <p>Library B: Harsh or Heroic?: The Middle Ages (<i>Get on the Wavelength</i>; Encourage students to discuss assumptions they have about Middle Ages) Mirror Power: (<i>Get on the Wavelength</i>; Students to talk about different types and uses of mirrors)</p> <p>Library C: Carved in Stone (<i>Get on the Wavelength</i>; Students use specific examples to respond to questions) Liberty: Blessing or Burden? (<i>Get on the Wavelength</i>; Ask “Why is freedom important to you?” Have students explore their ideas fully)</p>
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Grade 7

<p>Reading: Literature 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. 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Select titles in the Shockwave program contain content-based fiction that motivates students to explore the canon of fictional literature through the use of plot descriptions and biographical expositions. Library A: ‘Twas a Dark and Stormy Night: Why Writers Write (<i>Book Ingredient: Character</i>: discussion of character, <i>Book Ingredient: The Plot</i>: definition of plot) The Egyptian Science Gazette (newspaper-style book) Boundary Breakers: Remarkable People (biography) Leonardo da Vinci: Artist and Scientist (biography) Racing on the Wind: Steve Fossett (biography) Scientists Try, Try Again (biographical information) Thrills and Spills: Fast Sports (biographical information) Library B: Dr. Medieval: Medicine in the Middle Ages (written in diary format) The Earth is Flat! : Science Facts and Fictions (biographical information) Library C: Genius or Madman: Sir Isaac Newton (biography) Flight and Fancy (biographical information) Full Speed Ahead: The Science of Going Fast (short biographies) On the Lookout: Lives of Naturalists (biography)</p> <p><i>Quick Recaps and Notable Notes</i> is a feature embedded in every title that demonstrates how to summarize. <i>Fact File Cards</i> are provided with each book and they contain a quick summary of the major facts from the book.</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>A feature of every Shockwave text is a <i>High-Powered Words</i> section that defines the related key content-area words. Words are also defined “at a glance” on the back cover flap of each title. The <i>Word Stunner</i> feature provides the meaning of words as they are used in the text. Library A: ‘Twas a Dark and Stormy Night: Why Writers Write (<i>Book Ingredient: The Narrator</i>: discussion of point of view, <i>Book Ingredient: The Plot</i> definition of plot, <i>Book Ingredient: Setting</i> definition of setting) ‘Twas a Dark and Stormy Night: Why Writers Write (Fact File card: Book elements chart) Racing on the Wind: Steve Fossett (Fact File card: word power; figure of speech) Library B: Dr. Medieval: Medicine in the Middle Ages (Fact File card: word power; synonyms)</p>
<p>Integration of Knowledge and Ideas 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). 8. (Not applicable to literature)</p>	<p>Library A: ‘Twas a Dark and Stormy Night: Why Writers Write (Aftershocks: Pros and Cons of watching a movie version of a book versus reading the book) ‘Twas a Dark and Stormy Night: Why Writers Write (Explores different literary genres ranging from the nonfiction autobiographies of Helen Keller and Ann Frank to the novels written by Charles Dickens, Judy Blume, Roald Dahl, Toni Morrison, Lewis Carroll, Sandra Cisneros;</p>

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<p>9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>fantasy titles by JRR Tolkien and JK Rowling; science fiction titles by HG Wells; the plays by Shakespeare; fairytales by Brothers Grimm; drama titles by Harper Lee; and adventure titles by as Daniel DeFoe and Mark Twain) The Egyptian Science Gazette (newspaper-style book) Boundary Breakers: Remarkable People (biography) Leonardo da Vinci: Artist and Scientist (biography) Racing on the Wind: Steve Fossett (biography) Scientists Try, Try Again (biographical information) Thrills and Spills: Fast Sports (biographical information) Library B: Dr. Medieval: Medicine in the Middle Ages (written in diary format) The Earth is Flat! : Science Facts and Fictions (biographical information) Library C: Genius or Madman: Sir Isaac Newton (Biography of Newton and references to other geniuses: Einstein, Van Gogh, George Washington Carver, Marie Curie, Virginia Woolf) Flight and Fancy (biographical information) Full Speed Ahead: The Science of Going Fast (short biographies) On the Lookout: Lives of Naturalists (biography)</p>
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Shockwave provides a wide range of titles which makes it easy for students to select books with which they will be successful. Shockwave helps striving readers use the same strategies that successful readers employ with point-of-use scaffolds and tips. Shockwave is organized into three classroom libraries: Library A, Library B and Library C. Each Library contains titles presenting low to high text complexity. Lexile levels in Library A range from 640 to 760 In Library B Lexile levels range from 730-860. And in Library C Lexile levels range from 740 to 960. Through the use of high interest, engaging topics, students build skills and a desire to read increasingly complex texts.</p>
<p>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. 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. 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 Shockwave program contains highly photographic Science and Social Studies books which support adolescent readers with embedded, point-of-use comprehension in the areas of reading, writing, fluency and language. The <i>Quick Recaps and Notable Notes</i> feature in every title includes examples of comprehension and critical-thinking skills such as summarizing and recognizing fact and opinion. <i>Fact File Cards</i> are provided with each book and they contain a quick summary of the major facts from the book. The <i>Teacher Notes</i> cards contain a Comprehension section that focuses on key ideas and details. See examples: Library A: Art as Science (Teacher Notes, Comprehension; summarize the book into "did you know?" questions) Ashes to Ashes: Uncovering Pompeii (Teacher Notes, Comprehension; sequence the main events) Dollars and Sense: Economics and Science (Teacher Notes, Comprehension; what drilling, supply and demand, oil uses, and oil problems have to do with oil)</p>

Full Speed Ahead: The Science of Going Fast (Teacher Notes, Comprehension; match scientific concepts with info from the book)

Leonardo da Vinci: Artist and Scientist (Teacher Notes, Comprehension; examples accomplishments)

Made by Humans: Astonishing Achievements (Teacher Notes, Comprehension technology and its purposes)

Mighty Earth (Teacher Notes, Comprehension; forces of nature)

The Rock We Eat: Salt (Teacher Notes, Comprehension; complete a fact web)

Wicked and Wonderful Water (Teacher Notes, Comprehension; complete a short quiz)

The Wind at Work (Teacher Notes, Comprehension; provide questions to answers)

Thrills and Spills: Fast Sports (Teacher Notes, Comprehension; write several quiz questions)

Tombs and Treasure: Ancient Egypt (Teacher Notes, Comprehension; locate facts)

Library B:

A Day in the Life of an African Village (Teacher Notes, Comprehension; how climate affects life in Africa)

Beach Biology (Teacher Notes, Comprehension; write supporting statements for generalizations)

Built Below Sea Level: New Orleans (Teacher Notes, Comprehension; create summary sentences for each of the main headings)

Caught With a Catch: Poaching in Africa (Teacher Notes, Comprehension; write the main facts)

Harsh or Heroic?: The Middle Ages (Teacher Notes, Comprehension; create summary sentences for each of the main headings)

Mysterious Places (Teacher Notes, Comprehension; find supporting statements)

No Animals, No Plants: Species at Risk (Teacher Notes, Comprehension; create quiz questions pertaining to information the book)

Paper Trail: History of an Everyday Material (Teacher Notes, Comprehension; create questions for answers)

The Earth is Flat!: Science Facts and Fictions (Teacher Notes, Comprehension; find the main accomplishment for scientists)

Venom and Visions: Art of the Southwest (Teacher Notes, Comprehension; create a web)

Your Papers, Please: Crossing Borders (Teacher Notes, Comprehension; write the sequence of steps)

Library C:

Don't Try This at Home!: The Science of Extreme Behaviors (Teacher Notes, Comprehension; list and explain the facts)

Earth Partners: Saving the Planet (Teacher Notes, Comprehension; list positive and negative aspects)

Earth Matters (Teacher Notes, Comprehension; create "did you know?" questions)

Flight and Fancy: The Airline Industry (Teacher Notes, Comprehension; make a web)

How Does it Fly?: The Science of Flight (Teacher Notes, Comprehension; create simple answers for questions posed in the book)

Liberty: Blessing or Burden? (Teacher Notes, Teacher Notes, Comprehension; match dates and events from the book)

Pills and Potions: A History of Remedies (Teacher Notes, Comprehension; write summary sentences for spreads in the book)

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	<p>Secrets of the Space Shuttle (Teacher Notes, Comprehension; discuss the difference between fact and opinion by using facts from the book)</p> <p>The DNA Gave it Away!: Teens Solve Crime (Teacher Notes, Comprehension; create a fact web)</p> <p>The Spoils of War (Teacher Notes, Comprehension; record examples of the immediate and long-term effects of various weapons of war)</p> <p>The Two Great Wars (Teacher Notes, Comprehension; match dates and events from the book)</p> <p>Vision Without Sight: Human Capabilities (Teacher Notes, Comprehension; find supporting statements for generalizations listed on teacher notes)</p>
<p>Craft and Structure</p> <p>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>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>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 feature of every Shockwave text is a <i>High-Powered Words</i> section that defines the related key content-area words. Words are also defined “at a glance” on the back cover flap of each title. The <i>Word Stunner</i> feature provides the meaning of words as they are used in the text and the <i>Get on the Wavelength</i> feature at the beginning of the book builds background knowledge with scaffolding learning experiences and establishes the purpose for which the text was written. <i>Fact File Cards</i> are provided with each book and they contain a word study segment that focuses on the meaning of words in context. See examples:</p> <p>Library A:</p> <p>‘Twas a Dark and Stormy Night: Why Writers Write (<i>Book Ingredient: The Narrator</i>: point of view)</p> <p>Racing on the Wind: Steve Fossett (Fact File card: word power, figure of speech)</p> <p>Ashes to Ashes: Uncovering Pompeii (Fact File card: supporting statements)</p> <p>Boundary Breakers: Remarkable People (Fact File card: word power, compound words)</p> <p>Library B:</p> <p>Dr. Medieval: Medicine in the Middle Ages (Fact File card: word power; synonyms)</p> <p>What Do You Mean?: Communication Isn't Easy (Vocabulary and Language discuss the difference between figurative and literal meanings)</p> <p>Library C:</p> <p>Earth Partners: Saving the Planet (Fact File card: word power, clarifying confusing words)</p> <p>Don’t Try This At Home: The Science of Extreme Behaviors (Fact File card: word power, homophones)</p>
<p>Integration of Knowledge and Ideas</p> <p>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>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>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>7. Shockwave has highly photographic books which support adolescent readers with embedded, point-of-use comprehension. Shockwave uses a variety of approaches to integrate information and allow the student to develop a coherent understanding of the topic or issue. Some of these features are: <i>Shocker</i> (informative material intended to maintain interest) and <i>Quick Recap</i> (examples of comprehension)</p> <p>Specific guided reading cards are included with every book that provide questions and prompting in ways that will help guide groups of students as they integrate the information in the text.</p> <p>9. Shockwave has paired science and social studies topics which allow students to compare and contrast one author’s presentation with another and for the transference of knowledge across content areas. See examples:</p> <p>Library A:</p> <p>Ashes to Ashes: Uncovering Pompeii is paired with <i>Anatomy of a Volcano</i></p>

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	<p>The Bull and the Bear: How Stock Markets Work is paired with Dollars and Sense: Economics and Science</p> <p>Library B: Harsh or Heroic?: The Middle Ages is paired with Dr. Medieval: Medicine in the Middle Ages A Day in the Life of an African Village is paired with Caught With a Catch: Poaching in Africa</p> <p>Library C: Flight and Fancy: The Airline Industry How Does it Fly? is paired with The Science of Flight Earth Matters is paired with Earth Partners: Saving the Planet</p>
<p>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>Shockwave provides a wide range of titles which makes it easy for students to select books with which they will be successful. Shockwave helps striving readers use the same strategies that successful readers employ with point-of-use scaffolds and tips. Shockwave is organized into three classroom libraries: Library A, Library B and Library C. Each Library contains titles presenting low to high text complexity. Lexile levels in Library A range from 640 to 760 In Library B Lexile levels range from 730-860. And in Library C Lexile levels range from 740 to 960. Through the use of high interest, engaging topics, students build skills and a desire to read increasingly complex texts.</p> <p>Some examples are: Strategies for overcoming difficulty are modeled throughout (<i>Heads-Up</i> – suggests useful “in-the-head” strategies): See examples: The Egyptian Science Gazette: King Tut Murdered? (<i>Heads-Up</i>: rereading paragraph to understand difficult word(s)) What Do You Mean?: Communication Isn't Easy (<i>Heads-Up</i>: Use headings for better comprehension) Istanbul, Once Constantinople (<i>Heads-Up</i>: make connections between movie use of ‘turbulence’ and the word ‘turbulent’)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). Spell correctly.</p>	<p>Language skill conventions such as grammar, punctuation, and spelling are most successfully learned with a combination of carefully targeted lessons applied within the context of meaningful speaking and writing. Students using Shockwave books will have multiple opportunities for using language and its conventions. Every title has an “Aftershocks - What Do You Think?” section at that presents a thought provoking question regarding the book topic and examples of Pro and Con responses. This activity is designed to encourage independent thought that is supported by comprehension of the information presented in the title. See examples: Library A: The Rock We Eat: Salt (<i>What Do You Think?</i>; question about child labor) Leonardo da Vinci: Artist and Scientist (<i>What Do You Think?</i>; question about Leonardo’s anatomy experiments) Full Speed Ahead: The Science of Going Fast (<i>Get on the Wavelength</i>; Discuss why people like speed, using examples. Discuss in pairs) The Uncanny Can (<i>Get on the Wavelength</i>; Students discuss, in pairs, any knowledge or assumptions they may have about cans or canning) Library B: A Day in the Life of an African Village (<i>What Do You Think?</i>; question about culture and traditions)</p>

	<p>Caught With a Catch: Poaching in Africa (<i>What Do You Think?</i>; question about cancelling Africa’s debt) Liberty: Blessing or Burden? (<i>Get on the Wavelength</i>; Talk about topics covered) Skiing in the Desert: Asian Innovation (<i>Get on the Wavelength</i>; Students share any information they have about Asia, or famous Asian buildings) Library C: The Two Great Wars (<i>What Do You Think?</i>; question about children under eighteen being allowed to fight in a war) Secrets of the Space Shuttle (<i>What Do You Think?</i>; question about whether or not businesses should be allowed to exploit the moon or other planets?) Carved in Stone (<i>Get on the Wavelength</i>; Students use specific examples to respond to questions) How Does It Fly? (<i>Get on the Wavelength</i>; Discuss the cover photo and the questions on the back cover.)</p> <p>Every Teaching Card has a Vocabulary and Language section which helps students discover more about the way words work and the conventions of English. See examples: Library A: Anatomy of a Volcano (Vocabulary and Language; correct spelling and punctuation errors) Library B: Camp Extreme (Vocabulary and Language; words that can be used as both nouns and verbs (grip, bowl, whip, tuck, camp)) Stuck on Cactus: American Desert Life (Vocabulary and Language; discuss irregular plurals) What Do You Mean?: Communication Isn't Easy (Vocabulary and Language; discuss the difference between figurative and literal meanings) Venom and Visions: Art of the Southwest (Vocabulary and Language; correct spelling and punctuation errors) Library C: Kids Have Rights Too! (Vocabulary and Language correct spelling and punctuation errors)</p> <p>Every Teacher Notes card includes a writing opportunity designed to deepen understanding of the content area and further student’s ideas and reflections. All of these sections encourage the proper use of language. Grammar and language conventions are taught and learned through multiple language modalities.</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>The Teacher Notes card that comes with every Shockwave title contains a Writing and Reading section as well as a <i>Get on the Wavelength</i> feature that helps build background knowledge and scaffold the learning through classroom discussion. <i>Fact File Cards</i> are provided with each book and they contain a word study segment that focuses on language conventions. All of these opportunities reinforce the standard use of language. See examples: Library A: The Wind at Work (Writing; write newspaper article) The Water Planet (Writing; write an opinion report) Library B: Skiing in the Desert: Asian Innovation (<i>Get on the Wavelength</i>; Students share any information</p>

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	<p>they have about Asia, or famous Asian buildings) Skiing in the Desert: Asian Innovation (Writing; rank five structures in the book from most to least impressive and explain your ranking) The Earth is Flat!: Science Facts and Fictions (Writing; come up with three "big" questions in your world that you would like answered, and explain why) Library C: Liberty: Blessing or Burden? (<i>Get on the Wavelength</i>; Talk about topics covered) Flight and Fancy: The Airline Industry (Fact File card: word power, prefixes)</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>All Shockwave titles have a feature called: <i>High-Powered Words</i> that defines the related key content-area words critical to understanding that students will encounter as they read each book. Each Shockwave title has an embedded feature: <i>Word Stunner</i> that helps students build vocabulary in a nonthreatening way. These words are also defined ‘at a glance’ on the back cover flag under the heading: <i>Wordmark</i>. In the Fact File section of every Teacher Notes card, the Word Power feature contains vocabulary/word study. The Teacher Notes cards contain a Vocabulary/Language section and a Vocabulary Development section where content words are explored for each book. See examples: Library A: Leonardo da Vinci: Artist and Scientist (Vocabulary and Language; discuss prefixes used to create opposites (ir-, il-, in-, etc.)) Mighty Earth (Vocabulary and Language; discuss prefixes that indicate number (uni-, bi-, tri-, etc.) Art as Science (<i>Word Stunner</i>; new words and words related to them) Library B: Dr. Medieval: Medicine in the Middle Ages (Vocabulary and Language; discuss examples of alliteration) Skiing in the Desert: Asian Innovation Vocabulary and Language; discuss and list prefixes that indicate multiples of numbers (nano, deca, micro, deci, etc.) Your Papers, Please: Crossing Borders Vocabulary and Language; discuss suffixes that indicate a profession (-er, -ian, -ist, etc.) What Do You Mean?: Communication Isn't Easy (<i>Word Stunner</i>; discuss the difference between figurative and literal meanings) Library C: Don't Try This at Home!: The Science of Extreme Behaviors Vocabulary and Language; discuss the relationship between "-ism" and "-ist" suffixes, brainstorm words with those suffixes) On the Lookout: Lives of Naturalists Vocabulary and Language; discuss the different meanings of the prefix "para-" (accessory to, relating to, alongside, modify, beyond)) Flight and Fancy: The Airline Industry (Fact File card: word power, prefixes) Genius or Madman?: Sir Isaac Newton (<i>Word Stunner</i>; new words are needed to describe new ideas) All Shockwave titles contain glossaries that highlight general and content-specific words.</p>

Grade 7

Writing**Text Types and Purposes**

1. Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated

The Teacher Notes card that comes with every Shockwave title contains a Writing section as well as a *Writer's Workshop* feature in the Fact File. Both of these sections encourage writing to support claims with clear reasons and relevant evidence. See examples:

Library A:

Racing on the Wind: Steve Fossett (Writing; write about a daring adventure you would like to try; include details, preparation)

Mighty Earth discuss (Writing; write an e-mail or letter to a friend outlining what makes one of the sites in the book so special)

Thrills and Spills: (Writing; Fast Sports write a speech you would give while presenting medals to three people in the book you most admire)

Anatomy of a Volcano (Fact File, Writer's Workshop; write summary)

Library B:

Caught With a Catch: Poaching in Africa (Writing; write a letter of protest to an African embassy addressing the problem of poaching and what can be done)

Harsh or Heroic?: The Middle Ages (Writing; design your own coat of arms and explain the significance of each part)

Mysterious Places (Fact File, Writer's Workshop; write fact web)

Library C:

From Bugbots to Humanoids: (Writing; Design a robot including labels and captions that have a helpful purpose)

Grab a Seat at the Periodic Table: A Chemical Mystery (Writing; write a conversation between Celia and Kenny about their first science class and new teacher)

Secrets of the Space Shuttle (Fact File, Writer's Workshop; write opinion piece)

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<p>experiences or events.</p>	
<p>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. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>The Teacher Notes card that comes with every Shockwave title contains a Writing section as well as a <i>Writer’s Workshop</i> feature. Both of these sections encourage writing in which the development, organization, and style are appropriate to task, purpose, and audience. See examples: Library A: Racing on the Wind: Steve Fossett (Writing; write about a daring adventure you would like to try; include details, preparation) Mighty Earth discuss (Writing; write an e-mail or letter to a friend outlining what makes one of the sites in the book so special) Thrills and Spills: (Writing; Fast Sports write a speech you would give while presenting medals to three people in the book you most admire) Library B: Caught With a Catch: Poaching in Africa (Writing; write a letter of protest to an African embassy addressing the problem of poaching and what can be done) Harsh or Heroic?: The Middle Ages (Writing; design your own coat of arms and explain the significance of each part) Library C: From Buggbots to Humanoids: (Writing; Design a robot including labels and captions that have a helpful purpose) Grab a Seat at the Periodic Table: A Chemical Mystery (Writing; write a conversation between Celia and Kenny about their first science class and new teacher)</p> <p>All Shockwave books have a <i>Research It</i> feature that lists a safe and comprehensive Web site for students to research a topic more fully.</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). Apply grade 7 Reading standards to literary nonfiction (e.g. “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</p>	<p>All Shockwave books have a <i>Research It</i> feature that lists a safe and comprehensive Web site for students to research a topic more fully. Library B: Dr. Medieval: Medicine in the Middle Ages (Writing; research and write about a modern illness) Library C: Don’t Try This at Home!: The Science of Extreme Behaviors (Writing; research one of the legal substances from the book and write a report on it, including dangers of it)</p>

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<p>support the claims”).</p>	
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>The Teacher Notes card that comes with every Shockwave title contains a Writing section as well as a Fact File <i>Writer’s Workshop</i> feature. Both of these sections encourage a deeper understanding of the content area through a range of discipline-specific tasks, purposes, and audiences. See examples: Library A: Racing on the Wind: Steve Fossett (Writing; write about a daring adventure you would like to try; include details, preparation) Mighty Earth discuss (Writing; write an e-mail or letter to a friend outlining what makes one of the sites in the book so special) Anatomy of a Volcano (Fact File, Writer’s Workshop; write summary) Library B: Caught With a Catch: Poaching in Africa (Writing; write a letter of protest to an African embassy addressing the problem of poaching and what can be done) Harsh or Heroic?: The Middle Ages (Writing; design your own coat of arms and explain the significance of each part) Mysterious Places (Fact File, Writer’s Workshop; write fact web) Library C: From Bugbots to Humanoids: (Writing; Design a robot including labels and captions that have a helpful purpose) Grab a Seat at the Periodic Table: A Chemical Mystery (Writing; write a conversation between Celia and Kenny about their first science class and new teacher) Secrets of the Space Shuttle (Fact File, Writer’s Workshop; write opinion piece)</p> <p>Teachers can expand upon any writing activity by extending the writing experience and product through the writing process to publication as they determined appropriate.</p>
<p>Speaking and Listening Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when</p>	<p>All Shockwave Teacher Notes cards contain strategies for effectively engaging students in discussions on topics, texts and issues. In the <i>Develop Reading Strategies</i> section teachers guide the reading and have students discuss their findings. The Paired Reading feature involves pairing a more capable reader with a reader needing support. Students are also invited to recall and discuss the main ideas of the text as it is being read. Also, the “Aftershocks” section at the end of every book poses the question: “What Do You Think?” that presents a thought provoking question regarding the book topic and examples of Pro and Con responses. See examples: Library A: Full Speed Ahead: The Science of Going Fast (<i>Get on the Wavelength</i>; Discuss why people like speed, using examples. Discuss in pairs) The Uncanny Can (<i>Get on the Wavelength</i>; Students discuss, in pairs, any knowledge or assumptions they may have about cans or canning) The Rock We Eat: Salt (<i>What Do You Think?</i>; question about child labor)</p>

Common Core State Standards

SCHOLASTIC SHOCKWAVE

Grade 7

<p>warranted, modify their own views.</p> <p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>Leonardo da Vinci: Artist and Scientist (<i>What Do You Think?</i>; question about Leonardo’s anatomy experiments)</p> <p>Library B:</p> <p>Liberty: Blessing or Burden? (<i>Get on the Wavelength</i>; Talk about topics covered)</p> <p>Skiing in the Desert: Asian Innovation (<i>Get on the Wavelength</i>; Students share any information they have about Asia, or famous Asian buildings)</p> <p>A Day in the Life of an African Village (<i>What Do You Think?</i>; question about culture and traditions)</p> <p>Caught With a Catch: Poaching in Africa (<i>What Do You Think?</i>; question about cancelling Africa’s debt)</p> <p>Library C:</p> <p>Carved in Stone (<i>Get on the Wavelength</i>; Students use specific examples to respond to questions)</p> <p>How Does It Fly? (<i>Get on the Wavelength</i>; Discuss the cover photo and the questions on the back cover.)</p> <p>The Two Great Wars (<i>What Do You Think?</i>; question about children under eighteen being allowed to fight in a war)</p> <p>Secrets of the Space Shuttle (<i>What Do You Think?</i>; question about whether or not businesses should be allowed to exploit the moon or other planets?)</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>All Shockwave Teacher Notes cards contain strategies for presenting claims and findings with pertinent descriptions, facts, details, and examples. See examples:</p> <p>Library A:</p> <p>Art as Science (Vocabulary and Language; discuss the role of an art critic)</p> <p>The Uncanny Can (<i>Get on the Wavelength</i>; Students discuss, in pairs, any knowledge or assumptions they may have about cans or canning)</p> <p>Library B:</p> <p>Harsh or Heroic?: The Middle Ages (<i>Get on the Wavelength</i>; Encourage students to discuss assumptions they have about Middle Ages)</p> <p>Mirror Power: (<i>Get on the Wavelength</i>; Students to talk about different types and uses of mirrors)</p> <p>Library C:</p> <p>Carved in Stone (<i>Get on the Wavelength</i>; Students use specific examples to respond to questions)</p> <p>Liberty: Blessing or Burden? (<i>Get on the Wavelength</i>; Ask “Why is freedom important to you?” Have students explore their ideas fully)</p>

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<p>Reading: Literature 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>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the</p>	<p>Select titles in the Shockwave program contain content-based fiction that motivates students to explore the canon of fictional literature through the use of plot descriptions and biographical expositions.</p> <p>Library A:</p> <p>‘Twas a Dark and Stormy Night: Why Writers Write (<i>Book Ingredient: Character</i>: discussion of character, <i>Book Ingredient: The Plot</i>: definition of plot)</p>
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<p>characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>The Egyptian Science Gazette (newspaper-style book) Boundary Breakers: Remarkable People (biography) Leonardo da Vinci: Artist and Scientist (biography) Racing on the Wind: Steve Fossett (biography) Scientists Try, Try Again (biographical information) Thrills and Spills: Fast Sports (biographical information) Library B: Dr. Medieval: Medicine in the Middle Ages (written in diary format) The Earth is Flat! : Science Facts and Fictions (biographical information) Library C: Genius or Madman: Sir Isaac Newton (biography) Flight and Fancy (biographical information) Full Speed Ahead: The Science of Going Fast (short biographies) On the Lookout: Lives of Naturalists (biography)</p> <p><i>Quick Recaps and Notable Notes</i> is a feature embedded in every title that demonstrates how to summarize. <i>Fact File Cards</i> are provided with each book and they contain a quick summary of the major facts from the book.</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>A feature of every Shockwave text is a <i>High-Powered Words</i> section that defines the related key content-area words. Words are also defined “at a glance” on the back cover flap of each title. The <i>Word Stunner</i> feature provides the meaning of words as they are used in the text. Library A: ‘Twas a Dark and Stormy Night: Why Writers Write (<i>Book Ingredient: The Narrator</i>: discussion of point of view, <i>Book Ingredient: The Plot</i> definition of plot, <i>Book Ingredient: Setting</i> definition of setting) ‘Twas a Dark and Stormy Night: Why Writers Write (Fact File card: Book elements chart) Racing on the Wind: Steve Fossett (Fact File card: word power; figure of speech) Library B: Dr. Medieval: Medicine in the Middle Ages (Fact File card: word power; synonyms)</p>
<p>Integration of Knowledge and Ideas 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 8. (Not applicable to literature) 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>Library A: ‘Twas a Dark and Stormy Night: Why Writers Write (Aftershocks: Pros and Cons of watching a movie version of a book versus reading the book) ‘Twas a Dark and Stormy Night: Why Writers Write (Connection between myths, fable and folktales and development of literature; connection between Mary Shelly’s <i>Frankenstein</i> and real-life debate of cloning)</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including</p>	<p>Shockwave provides a wide range of titles which makes it easy for students to select books with which they will be successful. Shockwave helps striving readers use the same strategies that</p>

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<p>stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>successful readers employ with point-of-use scaffolds and tips. Shockwave is organized into three classroom libraries: Library A, Library B and Library C. Each Library contains titles presenting low to high text complexity. Lexile levels in Library A range from 640 to 760 In Library B Lexile levels range from 730-860. And in Library C Lexile levels range from 740 to 960. Through the use of high interest, engaging topics, students build skills and a desire to read increasingly complex texts.</p>
<p>Reading: Informational Text Key Ideas and Details 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. 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. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>The Shockwave program contains highly photographic Science and Social Studies books which support adolescent readers with embedded, point-of-use comprehension in the areas of reading, writing, fluency and language. The <i>Quick Recaps and Notable Notes</i> feature in every title includes examples of comprehension and critical-thinking skills such as summarizing and recognizing fact and opinion. <i>Fact File Cards</i> are provided with each book and they contain a quick summary of the major facts from the book. The <i>Teacher Notes</i> cards contain a Comprehension section that focuses on key ideas and details. See examples: Library A: Art as Science (Teacher Notes, Comprehension; summarize the book into "did you know?" questions) Ashes to Ashes: Uncovering Pompeii (Teacher Notes, Comprehension; sequence the main events) Dollars and Sense: Economics and Science (Teacher Notes, Comprehension; what drilling, supply and demand, oil uses, and oil problems have to do with oil) Full Speed Ahead: The Science of Going Fast (Teacher Notes, Comprehension; match scientific concepts with info from the book) Leonardo da Vinci: Artist and Scientist (Teacher Notes, Comprehension; examples accomplishments) Made by Humans: Astonishing Achievements (Teacher Notes, Comprehension technology and its purposes) Mighty Earth (Teacher Notes, Comprehension; forces of nature) The Rock We Eat: Salt (Teacher Notes, Comprehension; complete a fact web) Wicked and Wonderful Water (Teacher Notes, Comprehension; complete a short quiz) The Wind at Work (Teacher Notes, Comprehension; provide questions to answers) Thrills and Spills: Fast Sports (Teacher Notes, Comprehension; write several quiz questions) Tombs and Treasure: Ancient Egypt (Teacher Notes, Comprehension; locate facts) Library B: A Day in the Life of an African Village (Teacher Notes, Comprehension; how climate affects life in Africa) Beach Biology (Teacher Notes, Comprehension; write supporting statements for generalizations) Built Below Sea Level: New Orleans (Teacher Notes, Comprehension; create summary sentences for each of the main headings) Caught With a Catch: Poaching in Africa (Teacher Notes, Comprehension; write the main facts) Harsh or Heroic?: The Middle Ages (Teacher Notes, Comprehension; create summary sentences for each of the main headings)</p>

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	<p>Mysterious Places (Teacher Notes, Comprehension; find supporting statements)</p> <p>No Animals, No Plants: Species at Risk (Teacher Notes, Comprehension; create quiz questions pertaining to information the book)</p> <p>Paper Trail: History of an Everyday Material (Teacher Notes, Comprehension; create questions for answers)</p> <p>The Earth is Flat!: Science Facts and Fictions (Teacher Notes, Comprehension; find the main accomplishment for scientists)</p> <p>Venom and Visions: Art of the Southwest (Teacher Notes, Comprehension; create a web)</p> <p>Your Papers, Please: Crossing Borders (Teacher Notes, Comprehension; write the sequence of steps)</p> <p>Library C:</p> <p>Don't Try This at Home!: The Science of Extreme Behaviors (Teacher Notes, Comprehension; list and explain the facts)</p> <p>Earth Partners: Saving the Planet (Teacher Notes, Comprehension; list positive and negative aspects)</p> <p>Earth Matters (Teacher Notes, Comprehension; create "did you know?" questions)</p> <p>Flight and Fancy: The Airline Industry (Teacher Notes, Comprehension; make a web)</p> <p>How Does it Fly?: The Science of Flight (Teacher Notes, Comprehension; create simple answers for questions posed in the book)</p> <p>Liberty: Blessing or Burden? (Teacher Notes, Teacher Notes, Comprehension; match dates and events from the book)</p> <p>Pills and Potions: A History of Remedies (Teacher Notes, Comprehension; write summary sentences for spreads in the book)</p> <p>Secrets of the Space Shuttle (Teacher Notes, Comprehension; discuss the difference between fact and opinion by using facts from the book)</p> <p>The DNA Gave it Away!: Teens Solve Crime (Teacher Notes, Comprehension; create a fact web)</p> <p>The Spoils of War (Teacher Notes, Comprehension; record examples of the immediate and long-term effects of various weapons of war)</p> <p>The Two Great Wars (Teacher Notes, Comprehension; match dates and events from the book)</p> <p>Vision Without Sight: Human Capabilities (Teacher Notes, Comprehension; find supporting statements for generalizations listed on teacher notes)</p>
<p>Craft and Structure</p> <p>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>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>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>A feature of every Shockwave text is a <i>High-Powered Words</i> section that defines the related key content-area words. Words are also defined “at a glance” on the back cover flap of each title. The <i>Word Stunner</i> feature provides the meaning of words as they are used in the text and the <i>Get on the Wavelength</i> feature at the beginning of the book builds background knowledge with scaffolding learning experiences and establishes the purpose for which the text was written. <i>Fact File Cards</i> are provided with each book and they contain a word study segment that focuses on the meaning of words in context. See examples:</p> <p>Library A:</p> <p>‘Twas a Dark and Stormy Night: Why Writers Write (<i>Book Ingredient: The Narrator:</i> point of view)</p> <p>Racing on the Wind: Steve Fossett (Fact File card: word power, figure of speech)</p>

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	<p>Ashes to Ashes: Uncovering Pompeii (Fact File card: supporting statements) Boundary Breakers: Remarkable People (Fact File card: word power, compound words) Library B: Dr. Medieval: Medicine in the Middle Ages (Fact File card: word power; synonyms) What Do You Mean?: Communication Isn't Easy (Vocabulary and Language discuss the difference between figurative and literal meanings) Library C: Earth Partners: Saving the Planet (Fact File card: word power, clarifying confusing words) Don't Try This At Home: The Science of Extreme Behaviors (Fact File card: word power, homophones)</p>
<p>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. 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. 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>7. Shockwave has highly photographic books which support adolescent readers with embedded, point-of-use comprehension. Shockwave uses a variety of approaches to integrate information and allow the student to develop a coherent understanding of the topic or issue. Some of these features are: <i>Shocker</i> (informative material intended to maintain interest) and <i>Quick Recap</i> (examples of comprehension) Specific guided reading cards are included with every book that provide questions and prompting in ways that will help guide groups of students as they integrate the information in the text. 9. Shockwave has paired science and social studies topics which allow students to compare and contrast one author's presentation with another and for the transference of knowledge across content areas. See examples: Library A: Ashes to Ashes: Uncovering Pompeii is paired with Anatomy of a Volcano The Bull and the Bear: How Stock Markets Work is paired with Dollars and Sense: Economics and Science Library B: Harsh or Heroic?: The Middle Ages is paired with Dr. Medieval: Medicine in the Middle Ages A Day in the Life of an African Village is paired with Caught With a Catch: Poaching in Africa Library C: Flight and Fancy: The Airline Industry How Does it Fly? is paired with The Science of Flight Earth Matters is paired with Earth Partners: Saving the Planet</p>
<p>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>Shockwave provides a wide range of titles which makes it easy for students to select books with which they will be successful. Shockwave helps striving readers use the same strategies that successful readers employ with point-of-use scaffolds and tips. Shockwave is organized into three classroom libraries: Library A, Library B and Library C. Each Library contains titles presenting low to high text complexity. Lexile levels in Library A range from 640 to 760 In Library B Lexile levels range from 730-860. And in Library C Lexile levels range from 740 to 960. Through the use of high interest, engaging topics, students build skills and a desire to read increasingly complex texts. Some examples are: Strategies for overcoming difficulty are modeled throughout (<i>Heads-Up</i> – suggests useful “in-the-head” strategies): See examples: The Egyptian Science Gazette: King Tut Murdered? (<i>Heads-Up</i>: rereading paragraph to understand difficult word(s))</p>

Grade 8

Language**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Form and use verbs in the active and passive voice.

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Recognize and correct inappropriate shifts in verb voice and mood.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Use an ellipsis to indicate an omission.

Spell correctly.

Each Teaching Card has a Vocabulary and Language section This helps students with language skill conventions such as grammar, punctuation, and spelling are most successfully learned with a combination of carefully targeted lessons applied within the context of meaningful speaking and writing. Students using Shockwave books will have multiple opportunities for using language and its conventions. Every title has an “Aftershocks - What Do You Think?” section at that presents a thought provoking question regarding the book topic and examples of Pro and Con responses. This activity is designed to encourage independent thought that is supported by comprehension of the information presented in the title. See examples:

Library A:

The Rock We Eat: Salt (*What Do You Think?*; question about child labor)

Leonardo da Vinci: Artist and Scientist (*What Do You Think?*; question about Leonardo’s anatomy experiments)

Full Speed Ahead: The Science of Going Fast (*Get on the Wavelength*; Discuss why people like speed, using examples. Discuss in pairs)

The Uncanny Can (*Get on the Wavelength*; Students discuss, in pairs, any knowledge or assumptions they may have about cans or canning)

Library B:

A Day in the Life of an African Village (*What Do You Think?*; question about culture and traditions)

Caught With a Catch: Poaching in Africa (*What Do You Think?*; question about cancelling Africa’s debt)

Liberty: Blessing or Burden? (*Get on the Wavelength*; Talk about topics covered)

Skiing in the Desert: Asian Innovation (*Get on the Wavelength*; Students share any information they have about Asia, or famous Asian buildings)

Library C:

The Two Great Wars (*What Do You Think?*; question about children under eighteen being allowed to fight in a war)

Secrets of the Space Shuttle (*What Do You Think?*; question about whether or not businesses should be allowed to exploit the moon or other planets?)

Carved in Stone (*Get on the Wavelength*; Students use specific examples to respond to questions)

How Does It Fly? (*Get on the Wavelength*; Discuss the cover photo and the questions on the back cover.)

Every Teaching Card has a Vocabulary and Language section which helps students discover more about the way words work and the conventions of English. See examples:

Library A:

Anatomy of a Volcano (Vocabulary and Language; correct spelling and punctuation errors)

Library B:

Camp Extreme (Vocabulary and Language; words that can be used as both nouns and verbs (grip, bowl, whip, tuck, camp))

Stuck on Cactus: American Desert Life (Vocabulary and Language; discuss irregular plurals)

What Do You Mean?: Communication Isn't Easy (Vocabulary and Language; discuss the difference between figurative and literal meanings)

Venom and Visions: Art of the Southwest (Vocabulary and Language; correct spelling and

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	<p>punctuation errors) Library C: Kids Have Rights Too! (Vocabulary and Language correct spelling and punctuation errors)</p> <p>Every Teacher Notes card includes a writing opportunity designed to deepen understanding of the content area and further student’s ideas and reflections. All of these sections encourage the proper use of language. Grammar and language conventions are taught and learned through multiple language modalities.</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>The Teacher Notes card that comes with every Shockwave title contains a Writing and Reading section as well as a <i>Get on the Wavelength</i> feature that helps build background knowledge and scaffold the learning through classroom discussion. <i>Fact File Cards</i> are provided with each book and they contain a word study segment that focuses on language conventions. All of these opportunities reinforce the standard use of language.</p> <p>Library A: The Wind at Work (Writing; write newspaper article) The Water Planet (Writing; write an opinion report)</p> <p>Library B: Skiing in the Desert: Asian Innovation (<i>Get on the Wavelength</i>; Students share any information they have about Asia, or famous Asian buildings) Skiing in the Desert: Asian Innovation (Writing; rank five structures in the book from most to least impressive and explain your ranking) The Earth is Flat!: Science Facts and Fictions (Writing; come up with three "big" questions in your world that you would like answered, and explain why)</p> <p>Library C: Liberty: Blessing or Burden? (<i>Get on the Wavelength</i>; Talk about topics covered) Flight and Fancy: The Airline Industry (Fact File card: word power, prefixes)</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>All Shockwave titles have a feature called: <i>High-Powered Words</i> that defines the related key content-area words critical to understanding that students will encounter as they read each book. Each Shockwave title has an embedded feature: <i>Word Stunner</i> that helps students build vocabulary in a nonthreatening way. These words are also defined ‘at a glance’ on the back cover flag under the heading: <i>Wordmark</i>. In the Fact File section of every Teacher Notes card, the Word Power feature contains vocabulary/word study. The Teacher Notes cards contain a Vocabulary/Language section and a Vocabulary Development section where content words are explored for each book.</p> <p>Library A: Leonardo da Vinci: Artist and Scientist (Vocabulary and Language; discuss prefixes used to create opposites (ir-, il-, in-, etc.)) Mighty Earth (Vocabulary and Language; discuss prefixes that indicate number (uni-, bi-, tri-, etc.) Art as Science (<i>Word Stunner</i>; new words and words related to them)</p> <p>Library B:</p>

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<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Dr. Medieval: Medicine in the Middle Ages (Vocabulary and Language; discuss examples of alliteration) Skiing in the Desert: Asian Innovation Vocabulary and Language; discuss and list prefixes that indicate multiples of numbers (nano, deca, micro, deci, etc.) Your Papers, Please: Crossing Borders Vocabulary and Language; discuss suffixes that indicate a profession (-er, -ian, -ist, etc.) What Do You Mean?: Communication Isn't Easy (<i>Word Stunner</i>; discuss the difference between figurative and literal meanings) Library C: Don't Try This at Home!: The Science of Extreme Behaviors Vocabulary and Language; discuss the relationship between "-ism" and "-ist" suffixes, brainstorm words with those suffixes) On the Lookout: Lives of Naturalists Vocabulary and Language; discuss the different meanings of the prefix "para-" (accessory to, relating to, alongside, modify, beyond)) Flight and Fancy: The Airline Industry (Fact File card: word power, prefixes) Genius or Madman?: Sir Isaac Newton (<i>Word Stunner</i>; new words are needed to describe new ideas)</p> <p>All Shockwave titles contain glossaries that highlight general and content-specific words.</p>
<p>Writing Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the</p>	<p>The Teacher Notes card that comes with every Shockwave title contains a Writing section as well as a <i>Writer's Workshop</i> feature in the Fact File. Both of these sections encourage writing to support claims with clear reasons and relevant evidence. See examples:</p> <p>Library A: Racing on the Wind: Steve Fossett (Writing; write about a daring adventure you would like to try; include details, preparation) Mighty Earth discuss (Writing; write an e-mail or letter to a friend outlining what makes one of the sites in the book so special) Thrills and Spills: (Writing; Fast Sports write a speech you would give while presenting medals to three people in the book you most admire) Anatomy of a Volcano (Fact File, Writer's Workshop; write summary)</p> <p>Library B: Caught With a Catch: Poaching in Africa (Writing; write a letter of protest to an African embassy addressing the problem of poaching and what can be done) Harsh or Heroic?: The Middle Ages (Writing; design your own coat of arms and explain the significance of each part) Mysterious Places (Fact File, Writer's Workshop; write fact web)</p> <p>Library C: From Buggbots to Humanoids: (Writing; Design a robot including labels and captions that have a helpful purpose) Grab a Seat at the Periodic Table: A Chemical Mystery (Writing; write a conversation between Celia and Kenny about their first science class and new teacher) Secrets of the Space Shuttle (Fact File, Writer's Workshop; write opinion piece)</p>

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<p>relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<p>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. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>The Teacher Notes card that comes with every Shockwave title contains a Writing section as well as a <i>Writer's Workshop</i> feature. Both of these sections encourage writing in which the development, organization, and style are appropriate to task, purpose, and audience. See examples: Library A: Racing on the Wind: Steve Fossett (Writing; write about a daring adventure you would like to try; include details, preparation) Mighty Earth discuss (Writing; write an e-mail or letter to a friend outlining what makes one of the sites in the book so special) Thrills and Spills: (Writing; Fast Sports write a speech you would give while presenting medals to three people in the book you most admire) Library B: Caught With a Catch: Poaching in Africa (Writing; write a letter of protest to an African embassy addressing the problem of poaching and what can be done) Harsh or Heroic?: The Middle Ages (Writing; design your own coat of arms and explain the significance of each part) Library C: From Buggbots to Humanoids: (Writing; Design a robot including labels and captions that have a helpful purpose) Grab a Seat at the Periodic Table: A Chemical Mystery (Writing; write a conversation between Celia and Kenny about their first science class and new teacher)</p>

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	All Shockwave books have a <i>Research It</i> feature that lists a safe and comprehensive Web site for students to research a topic more fully.
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>Apply grade 8 Reading standards to literary nonfiction (e.g., “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>All Shockwave books have a <i>Research It</i> feature that lists a safe and comprehensive Web site for students to research a topic more fully.</p> <p>Library B: Dr. Medieval: Medicine in the Middle Ages (Writing; research and write about a modern illness)</p> <p>Library C: Don't Try This at Home!: The Science of Extreme Behaviors (Writing; research one of the legal substances from the book and write a report on it, including dangers of it)</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p>	<p>The Teacher Notes card that comes with every Shockwave title contains a Writing section as well as a <i>Writer's Workshop</i> feature. Both of these sections encourage routine writing as an activity that accompanies every book and covers a range of timeframes and topics. See examples:</p> <p>Library A: Anatomy of a Volcano (Writing; interview a volcanologist) The Bull and the Bear: How Stock Markets Work (Writing; write a dialogue explaining how to buy and sell shares in the stock market) Racing on the Wind: Steve Fossett (Writing; write about a daring adventure you would like to try; include details, preparation) Mighty Earth discuss (Writing; write an e-mail or letter to a friend outlining what makes one of the sites in the book so special) Anatomy of a Volcano (Fact File, Writer's Workshop; write summary)</p> <p>Library B: Caught With a Catch: Poaching in Africa (Writing; write a letter of protest to an African embassy addressing the problem of poaching and what can be done) What Do You Mean?: Communication Isn't Easy (Writing; create a dialogue between yourself and an older person using age-appropriate language) Mysterious Places (Fact File, Writer's Workshop; write fact web)</p> <p>Library C: Earth Matters (Writing; write notebook entries about "how to save energy at school")</p>

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	<p>Kids Have Rights Too! imagine what a day in the life of a child laborer in the 19th century would've been like, create diary entries</p> <p>From Bugbots to Humanoids: (Writing; Design a robot including labels and captions that have a helpful purpose)</p> <p>Grab a Seat at the Periodic Table: A Chemical Mystery (Writing; write a conversation between Celia and Kenny about their first science class and new teacher)</p> <p>Secrets of the Space Shuttle (Fact File, Writer's Workshop; write opinion piece)</p> <p>Teachers can expand upon any writing activity by extending the writing experience and product through the writing process to publication as they determined appropriate.</p>
<p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>All Shockwave Teacher Notes cards contain strategies for effectively engaging students in discussions on topics, texts and issues. In the <i>Develop Reading Strategies</i> section teachers guide the reading and have students discuss their findings.</p> <p>The Paired Reading feature involves pairing a more capable reader with a reader needing support. Students are also invited to recall and discuss the main ideas of the text as it is being read.</p> <p>Also, the "Aftershocks" section at the end of every book poses the question: "What Do You Think?" that presents a thought provoking question regarding the book topic and examples of Pro and Con responses. See examples:</p> <p>Library A:</p> <p>Full Speed Ahead: The Science of Going Fast (<i>Get on the Wavelength</i>; Discuss why people like speed, using examples. Discuss in pairs)</p> <p>The Uncanny Can (<i>Get on the Wavelength</i>; Students discuss, in pairs, any knowledge or assumptions they may have about cans or canning)</p> <p>The Rock We Eat: Salt (<i>What Do You Think?</i>; question about child labor)</p> <p>Leonardo da Vinci: Artist and Scientist (<i>What Do You Think?</i>; question about Leonardo's anatomy experiments)</p> <p>Library B:</p> <p>Liberty: Blessing or Burden? (<i>Get on the Wavelength</i>; Talk about topics covered)</p> <p>Skiing in the Desert: Asian Innovation (<i>Get on the Wavelength</i>; Students share any information they have about Asia, or famous Asian buildings)</p> <p>A Day in the Life of an African Village (<i>What Do You Think?</i>; question about culture and traditions)</p> <p>Caught With a Catch: Poaching in Africa (<i>What Do You Think?</i>; question about cancelling Africa's debt)</p> <p>Library C:</p> <p>Carved in Stone (<i>Get on the Wavelength</i>; Students use specific examples to respond to questions)</p> <p>How Does It Fly? (<i>Get on the Wavelength</i>; Discuss the cover photo and the questions on the back cover.)</p> <p>The Two Great Wars (<i>What Do You Think?</i>; question about children under eighteen being allowed to fight in a war)</p> <p>Secrets of the Space Shuttle (<i>What Do You Think?</i>; question about whether or not businesses should be allowed to exploit the moon or other planets?)</p>

Common Core State Standards

SCHOLASTIC SHOCKWAVE

Grade 8

<p>Presentation of Knowledge and Ideas</p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>All Shockwave Teaching Cards contain strategies for presenting claims and findings with pertinent descriptions, facts, details, and examples. See examples:</p> <p>Library A: Art as Science (Vocabulary and Language; discuss the role of an art critic) The Uncanny Can (<i>Get on the Wavelength</i>; Students discuss, in pairs, any knowledge or assumptions they may have about cans or canning)</p> <p>Library B: Harsh or Heroic?: The Middle Ages (<i>Get on the Wavelength</i>; Encourage students to discuss assumptions they have about Middle Ages) Mirror Power: (<i>Get on the Wavelength</i>; Students to talk about different types and uses of mirrors)</p> <p>Library C: Carved in Stone (<i>Get on the Wavelength</i>; Students use specific examples to respond to questions) Liberty: Blessing or Burden? (<i>Get on the Wavelength</i>; Ask “Why is freedom important to you?” Have students explore their ideas fully)</p>
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Common Core State Standards

SCHOLASTIC SHOCKWAVE

Grades 9-10

<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>Select titles in the Shockwave program contain content-based fiction that motivates students to explore the canon of fictional literature through the use of plot descriptions and biographical expositions.</p> <p>Library A: ‘Twas a Dark and Stormy Night: Why Writers Write (<i>Book Ingredient: Character</i>: discussion of character, <i>Book Ingredient: The Plot</i>: definition of plot) The Egyptian Science Gazette (newspaper-style book) Boundary Breakers: Remarkable People (biography) Leonardo da Vinci: Artist and Scientist (biography) Racing on the Wind: Steve Fossett (biography) Scientists Try, Try Again (biographical information) Thrills and Spills: Fast Sports (biographical information)</p> <p>Library B: Dr. Medieval: Medicine in the Middle Ages (written in diary format) The Earth is Flat! : Science Facts and Fictions (biographical information)</p> <p>Library C: Genius or Madman: Sir Isaac Newton (biography) Flight and Fancy (biographical information) Full Speed Ahead: The Science of Going Fast (short biographies) On the Lookout: Lives of Naturalists (biography)</p> <p><i>Quick Recaps and Notable Notes</i> is a feature embedded in every title that demonstrates how to summarize.</p> <p><i>Fact File Cards</i> are provided with each book and they contain a quick summary of the major</p>
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Grades 9-10

	facts from the book.
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>A feature of every Shockwave text is a <i>High-Powered Words</i> section that defines the related key content-area words. Words are also defined “at a glance” on the back cover flap of each title. The <i>Word Stunner</i> feature provides the meaning of words as they are used in the text.</p> <p>Library A: ‘Twas a Dark and Stormy Night: Why Writers Write (<i>Book Ingredient: The Narrator</i>: discussion of point of view, <i>Book Ingredient: The Plot</i> definition of plot, <i>Book Ingredient: Setting</i> definition of setting) ‘Twas a Dark and Stormy Night: Why Writers Write (Fact File card: Book elements chart) Racing on the Wind: Steve Fossett (Fact File card: word power; figure of speech)</p> <p>Library B: Dr. Medieval: Medicine in the Middle Ages (Fact File card: word power; synonyms)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>8. (Not applicable to literature)</p> <p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	Not available.
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	Shockwave provides a wide range of titles which makes it easy for students to select books with which they will be successful. Shockwave helps striving readers use the same strategies that successful readers employ with point-of-use scaffolds and tips. Shockwave is organized into three classroom libraries: Library A, Library B and Library C. Each Library contains titles presenting low to high text complexity. Lexile levels in Library A range from 640 to 760 In Library B Lexile levels range from 730-860. And in Library C Lexile levels range from 740 to 960. Through the use of high interest, engaging topics, students build skills and a desire to read increasingly complex texts.
<p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between</p>	<p>The Shockwave program contains highly photographic Science and Social Studies books which support adolescent readers with embedded, point-of-use comprehension in the areas of reading, writing, fluency and language.</p> <p>The <i>Quick Recaps and Notable Notes</i> feature in every title includes examples of comprehension and critical-thinking skills such as summarizing and recognizing fact and opinion.</p> <p><i>Fact File Cards</i> are provided with each book and they contain a quick summary of the major facts from the book.</p> <p>The <i>Teacher Notes</i> cards contain a Comprehension section that focuses on key ideas and details. See examples:</p> <p>Library A:</p>

Grades 9-10

them.	<p>Art as Science (Teacher Notes, Comprehension; summarize the book into "did you know?" questions)</p> <p>Ashes to Ashes: Uncovering Pompeii (Teacher Notes, Comprehension; sequence the main events)</p> <p>Dollars and Sense: Economics and Science (Teacher Notes, Comprehension; what drilling, supply and demand, oil uses, and oil problems have to do with oil)</p> <p>Full Speed Ahead: The Science of Going Fast (Teacher Notes, Comprehension; match scientific concepts with info from the book)</p> <p>Leonardo da Vinci: Artist and Scientist (Teacher Notes, Comprehension; examples accomplishments)</p> <p>Made by Humans: Astonishing Achievements (Teacher Notes, Comprehension technology and its purposes)</p> <p>Mighty Earth (Teacher Notes, Comprehension; forces of nature)</p> <p>The Rock We Eat: Salt (Teacher Notes, Comprehension; complete a fact web)</p> <p>Wicked and Wonderful Water (Teacher Notes, Comprehension; complete a short quiz)</p> <p>The Wind at Work (Teacher Notes, Comprehension; provide questions to answers)</p> <p>Thrills and Spills: Fast Sports (Teacher Notes, Comprehension; write several quiz questions)</p> <p>Tombs and Treasure: Ancient Egypt (Teacher Notes, Comprehension; locate facts)</p> <p>Library B:</p> <p>A Day in the Life of an African Village (Teacher Notes, Comprehension; how climate affects life in Africa)</p> <p>Beach Biology (Teacher Notes, Comprehension; write supporting statements for generalizations)</p> <p>Built Below Sea Level: New Orleans (Teacher Notes, Comprehension; create summary sentences for each of the main headings)</p> <p>Caught With a Catch: Poaching in Africa (Teacher Notes, Comprehension; write the main facts)</p> <p>Harsh or Heroic?: The Middle Ages (Teacher Notes, Comprehension; create summary sentences for each of the main headings)</p> <p>Mysterious Places (Teacher Notes, Comprehension; find supporting statements)</p> <p>No Animals, No Plants: Species at Risk (Teacher Notes, Comprehension; create quiz questions pertaining to information the book)</p> <p>Paper Trail: History of an Everyday Material (Teacher Notes, Comprehension; create questions for answers)</p> <p>The Earth is Flat!: Science Facts and Fictions (Teacher Notes, Comprehension; find the main accomplishment for scientists)</p> <p>Venom and Visions: Art of the Southwest (Teacher Notes, Comprehension; create a web)</p> <p>Your Papers, Please: Crossing Borders (Teacher Notes, Comprehension; write the sequence of steps)</p> <p>Library C:</p> <p>Don't Try This at Home!: The Science of Extreme Behaviors (Teacher Notes, Comprehension; list and explain the facts)</p> <p>Earth Partners: Saving the Planet (Teacher Notes, Comprehension; list positive and negative aspects)</p> <p>Earth Matters (Teacher Notes, Comprehension; create "did you know?" questions)</p> <p>Flight and Fancy: The Airline Industry (Teacher Notes, Comprehension; make a web)</p>
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Grades 9-10

	<p>How Does it Fly?: The Science of Flight (Teacher Notes, Comprehension; create simple answers for questions posed in the book)</p> <p>Liberty: Blessing or Burden? (Teacher Notes, Teacher Notes, Comprehension; match dates and events from the book)</p> <p>Pills and Potions: A History of Remedies (Teacher Notes, Comprehension; write summary sentences for spreads in the book)</p> <p>Secrets of the Space Shuttle (Teacher Notes, Comprehension; discuss the difference between fact and opinion by using facts from the book)</p> <p>The DNA Gave it Away!: Teens Solve Crime (Teacher Notes, Comprehension; create a fact web)</p> <p>The Spoils of War (Teacher Notes, Comprehension; record examples of the immediate and long-term effects of various weapons of war)</p> <p>The Two Great Wars (Teacher Notes, Comprehension; match dates and events from the book)</p> <p>Vision Without Sight: Human Capabilities (Teacher Notes, Comprehension; find supporting statements for generalizations listed on teacher notes)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>A feature of every Shockwave text is a <i>High-Powered Words</i> section that defines the related key content-area words. Words are also defined “at a glance” on the back cover flap of each title. The <i>Word Stunner</i> feature provides the meaning of words as they are used in the text and the <i>Get on the Wavelength</i> feature at the beginning of the book builds background knowledge with scaffolding learning experiences and establishes the purpose for which the text was written. <i>Fact File Cards</i> are provided with each book and they contain a word study segment that focuses on the meaning of words in context. See examples:</p> <p>Library A:</p> <p>‘Twas a Dark and Stormy Night: Why Writers Write (<i>Book Ingredient: The Narrator</i>: point of view)</p> <p>Racing on the Wind: Steve Fossett (Fact File card: word power, figure of speech)</p> <p>Ashes to Ashes: Uncovering Pompeii (Fact File card: supporting statements)</p> <p>Boundary Breakers: Remarkable People (Fact File card: word power, compound words)</p> <p>Library B:</p> <p>Dr. Medieval: Medicine in the Middle Ages (Fact File card: word power; synonyms)</p> <p>What Do You Mean?: Communication Isn't Easy (Vocabulary and Language discuss the difference between figurative and literal meanings)</p> <p>Library C:</p> <p>Earth Partners: Saving the Planet (Fact File card: word power, clarifying confusing words)</p> <p>Don't Try This At Home: The Science of Extreme Behaviors (Fact File card: word power, homophones)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and</p>	<p>Library A:</p> <p>Scientists Try, Try Again (Teacher Notes card, Comprehension; choose an invention from the book; why is it important? What would life be like without it? Interesting facts?)</p> <p>Library B:</p> <p>Camp Extreme (Teacher Notes card, Comprehension; compare the skills, equipment, dangers, and special moves of: BMX, skateboarding, and gymnastics)</p>

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<p>sufficient; identify false statements and fallacious reasoning. 9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>Dr. Medieval: Medicine in the Middle Ages (Teacher Notes card, Comprehension; compare medicine and medical practices now with those in medieval times) Library C: Don't Try This at Home!: The Science of Extreme Behaviors (Teacher Notes card, Comprehension; list facts about the science of addiction, explain the facts) Earth Partners: Saving the Planet (Teacher Notes card, Comprehension list positive and negative aspects of: Agenda 21, Kyoto Treaty; Basel Convention; Antarctic Treaty) Flight and Fancy: The Airline Industry (Teacher Notes card, Comprehension; make a web of the different types/uses of planes (mail/passenger carriers, luxury/war planes, etc.) 9. Library B: Your Papers, Please: Crossing Borders (League of Nations, immigration laws) Library C: Liberty: Blessing or Burden? (Chapter on Civil Liberties and Bill of Rights)</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>Shockwave provides a wide range of titles which makes it easy for students to select books with which they will be successful. Shockwave helps striving readers use the same strategies that successful readers employ with point-of-use scaffolds and tips. Shockwave is organized into three classroom libraries: Library A, Library B and Library C. Each Library contains titles presenting low to high text complexity. Lexile levels in Library A range from 640 to 760 In Library B Lexile levels range from 730-860. And in Library C Lexile levels range from 740 to 960. Through the use of high interest, engaging topics, students build skills and a desire to read increasingly complex texts. Some examples are: Strategies for overcoming difficulty are modeled throughout (<i>Heads-Up</i> – suggests useful “in-the-head” strategies): See examples: The Egyptian Science Gazette: King Tut Murdered? (<i>Heads-Up</i>: rereading paragraph to understand difficult word(s)) What Do You Mean?: Communication Isn't Easy (<i>Heads-Up</i>: Use headings for better comprehension) Istanbul, Once Constantinople (<i>Heads-Up</i>: make connections between movie use of ‘turbulence’ and the word ‘turbulent’)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure.* Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation.</p>	<p>Language skill conventions such as grammar, punctuation, and spelling are most successfully learned with a combination of carefully targeted lessons applied within the context of meaningful speaking and writing. Students using Shockwave books will have multiple opportunities for using language and its conventions. Every title has an “Aftershocks - What Do You Think?” section at that presents a thought provoking question regarding the book topic and examples of Pro and Con responses. This activity is designed to encourage independent thought that is supported by comprehension of the information presented in the title. See examples: Library A: The Rock We Eat: Salt (<i>What Do You Think?</i>; question about child labor) Leonardo da Vinci: Artist and Scientist (<i>What Do You Think?</i>; question about Leonardo’s anatomy experiments) Full Speed Ahead: The Science of Going Fast (<i>Get on the Wavelength</i>; Discuss why people like speed, using examples. Discuss in pairs) The Uncanny Can (<i>Get on the Wavelength</i>; Students discuss, in pairs, any knowledge or</p>

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<p>Spell correctly.</p>	<p>assumptions they may have about cans or canning)</p> <p>Library B: A Day in the Life of an African Village (<i>What Do You Think?</i>; question about culture and traditions) Caught With a Catch: Poaching in Africa (<i>What Do You Think?</i>; question about cancelling Africa’s debt) Liberty: Blessing or Burden? (<i>Get on the Wavelength</i>; Talk about topics covered) Skiing in the Desert: Asian Innovation (<i>Get on the Wavelength</i>; Students share any information they have about Asia, or famous Asian buildings)</p> <p>Library C: The Two Great Wars (<i>What Do You Think?</i>; question about children under eighteen being allowed to fight in a war) Secrets of the Space Shuttle (<i>What Do You Think?</i>; question about whether or not businesses should be allowed to exploit the moon or other planets?) Carved in Stone (<i>Get on the Wavelength</i>; Students use specific examples to respond to questions) How Does It Fly? (<i>Get on the Wavelength</i>; Discuss the cover photo and the questions on the back cover.)</p> <p>Every Teaching Card has a Vocabulary and Language section which helps students discover more about the way words work and the conventions of English. See examples:</p> <p>Library A: Anatomy of a Volcano (Vocabulary and Language; correct spelling and punctuation errors)</p> <p>Library B: Camp Extreme (Vocabulary and Language; words that can be used as both nouns and verbs (grip, bowl, whip, tuck, camp)) Stuck on Cactus: American Desert Life (Vocabulary and Language; discuss irregular plurals) What Do You Mean?: Communication Isn't Easy (Vocabulary and Language; discuss the difference between figurative and literal meanings) Venom and Visions: Art of the Southwest (Vocabulary and Language; correct spelling and punctuation errors)</p> <p>Library C: Kids Have Rights Too! (Vocabulary and Language correct spelling and punctuation errors)</p> <p>Every Teacher Notes card includes a writing opportunity designed to deepen understanding of the content area and further student’s ideas and reflections. All of these sections encourage the proper use of language. Grammar and language conventions are taught and learned through multiple language modalities.</p>
<p>Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers)</p>	<p>The Teacher Notes card that comes with every Shockwave title contains a Writing and Reading section as well as a <i>Get on the Wavelength</i> feature that helps build background knowledge and scaffold the learning through classroom discussion. <i>Fact File Cards</i> are provided with each book and they contain a word study segment that focuses on language conventions. All of these opportunities reinforce the standard use of language. See examples:</p> <p>Library A:</p>

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<p>appropriate for the discipline and writing type.</p>	<p>The Wind at Work (Writing; write newspaper article) The Water Planet (Writing; write an opinion report) Library B: Skiing in the Desert: Asian Innovation (<i>Get on the Wavelength</i>; Students share any information they have about Asia, or famous Asian buildings) Skiing in the Desert: Asian Innovation (Writing; rank five structures in the book from most to least impressive and explain your ranking) The Earth is Flat!: Science Facts and Fictions (Writing; come up with three "big" questions in your world that you would like answered, and explain why) Library C: Liberty: Blessing or Burden? (<i>Get on the Wavelength</i>; Talk about topics covered) Flight and Fancy: The Airline Industry (Fact File card: word power, prefixes)</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>All Shockwave titles have a feature called: <i>High-Powered Words</i> that defines the related key content-area words critical to understanding that students will encounter as they read each book. Each Shockwave title has an embedded feature: <i>Word Stunner</i> that helps students build vocabulary in a nonthreatening way. These words are also defined ‘at a glance’ on the back cover flag under the heading: <i>Wordmark</i>. In the Fact File section of every Teacher Notes card, the Word Power feature contains vocabulary/word study. The Teacher Notes cards contain a Vocabulary/Language section and a Vocabulary Development section where content words are explored for each book. See examples: Library A: Anatomy of a Volcano (<i>Word Stunner</i>; prefix ‘geo’ means ‘earth’...use context to determine definition of ‘geothermal’) Boundary Breakers: Remarkable People (<i>Word Stunner</i>; ‘caste’ Latin root ‘castus’, meaning ‘pure’ or ‘chaste’ – more definition of caste) The Water Planet (<i>Word Stunner</i>; roots of word “submersible”, others words that use <i>sub</i> or <i>mer</i>) Tombs and Treasure: Ancient Egypt (Vocabulary and Language; distinguishing homonyms (principal/principle, break/brake, etc.) The Uncanny Can (Vocabulary and Language; discuss heterophones (bow, read, minute, etc.) Library B: A Day in the Life of an African Village (<i>Word Stunner</i>; Latin roots of ‘colony’) Caught With a Catch: Poaching in Africa (<i>Word Stunner</i>; acronyms) Built Below Sea Level: New Orleans (Vocabulary and Language; replacing words with synonyms) Dr. Medieval: Medicine in the Middle Ages (Vocabulary and Language; discuss examples of alliteration) Library C: From Bugbots to Humanoids (<i>Word Stunner</i>; Latin root of ‘sapiens’; other words with same root) Grab a Seat at the Periodic Table (<i>Word Stunner</i>; Use of alliteration in headline) All Shockwave titles contain glossaries that highlight general and content-specific words.</p>

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<p>Writing The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). Text Types and Purposes (continued)</p>	<p>The Teacher Notes card that comes with every Shockwave title contains a Writing section as well as a <i>Writer’s Workshop</i> feature in the Fact File. Both of these sections encourage writing to support claims with clear reasons and relevant evidence. See examples: Library A: Racing on the Wind: Steve Fossett (Writing; write about a daring adventure you would like to try; include details, preparation) Mighty Earth discuss (Writing; write an e-mail or letter to a friend outlining what makes one of the sites in the book so special) Thrills and Spills: (Writing; Fast Sports write a speech you would give while presenting medals to three people in the book you most admire) Anatomy of a Volcano (Fact File, Writer’s Workshop; write summary) Library B: Caught With a Catch: Poaching in Africa (Writing; write a letter of protest to an African embassy addressing the problem of poaching and what can be done) Harsh or Heroic?: The Middle Ages (Writing; design your own coat of arms and explain the significance of each part) Mysterious Places (Fact File, Writer’s Workshop; write fact web) Library C: Liberty: Blessing or Burden? (Writing; rank the five civil liberties in order of importance, and justify your ranking) Carved in Stone: Clues About Cultures (Writing; choose the most interesting building near your school and explain why you chose it) From Bugbots to Humanoids: (Writing; Design a robot including labels and captions that have a helpful purpose) Grab a Seat at the Periodic Table: A Chemical Mystery (Writing; write a conversation between Celia and Kenny about their first science class and new teacher) Secrets of the Space Shuttle (Fact File, Writer’s Workshop; write opinion piece)</p>
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<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>The Teacher Notes card that comes with every Shockwave title contains a Writing section as well as a <i>Writer’s Workshop</i> feature. Both of these sections encourage writing in which the development, organization, and style are appropriate to task, purpose, and audience. See examples: Library A: Racing on the Wind: Steve Fossett (Writing; write about a daring adventure you would like to try; include details, preparation) Mighty Earth discuss (Writing; write an e-mail or letter to a friend outlining what makes one of the sites in the book so special) Thrills and Spills: (Writing; Fast Sports write a speech you would give while presenting medals to three people in the book you most admire) Library B: Caught With a Catch: Poaching in Africa (Writing; write a letter of protest to an African embassy addressing the problem of poaching and what can be done) Harsh or Heroic?: The Middle Ages (Writing; design your own coat of arms and explain the significance of each part) Library C: From Bugbots to Humanoids: (Writing; Design a robot including labels and captions that have a helpful purpose) Grab a Seat at the Periodic Table: A Chemical Mystery (Writing; write a conversation between Celia and Kenny about their first science class and new teacher)</p> <p>All Shockwave books have a <i>Research It</i> feature that lists a safe and comprehensive Web site for students to research a topic more fully.</p>
<p>Research to Build and Present Knowledge</p>	<p>All Shockwave books have a <i>Research It</i> feature that lists a safe and comprehensive Web site for</p>

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<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>students to research a topic more fully</p> <p>Library B: Dr. Medieval: Medicine in the Middle Ages (Writing; research and write about a modern illness)</p> <p>Library C: Don't Try This at Home!: The Science of Extreme Behaviors (Writing; research one of the legal substances from the book and write a report on it, including dangers of it)</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p>	<p>The Teacher Notes card that comes with every Shockwave title contains a Writing section as well as a <i>Writer's Workshop</i> feature. Both of these sections encourage routine writing as an activity that accompanies every book and covers a range of timeframes and topics. See examples:</p> <p>Library A: Anatomy of a Volcano (Writing; interview a volcanologist) The Bull and the Bear: How Stock Markets Work (Writing; write a dialogue explaining how to buy and sell shares in the stock market) Racing on the Wind: Steve Fossett (Writing; write about a daring adventure you would like to try; include details, preparation) Mighty Earth discuss (Writing; write an e-mail or letter to a friend outlining what makes one of the sites in the book so special) Anatomy of a Volcano (Fact File, Writer's Workshop; write summary)</p> <p>Library B: Caught With a Catch: Poaching in Africa (Writing; write a letter of protest to an African embassy addressing the problem of poaching and what can be done) What Do You Mean?: Communication Isn't Easy (Writing; create a dialogue between yourself and an older person using age-appropriate language) Mysterious Places (Fact File, Writer's Workshop; write fact web)</p> <p>Library C: Earth Matters (Writing; write notebook entries about "how to save energy at school") Kids Have Rights Too! imagine what a day in the life of a child laborer in the 19th century would've been like, create diary entries</p>

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	<p>From Bugbots to Humanoids: (Writing; Design a robot including labels and captions that have a helpful purpose) Grab a Seat at the Periodic Table: A Chemical Mystery (Writing; write a conversation between Celia and Kenny about their first science class and new teacher) Secrets of the Space Shuttle (Fact File, Writer’s Workshop; write opinion piece)</p> <p>Teachers can expand upon any writing activity by extending the writing experience and product through the writing process to publication as they determined appropriate.</p>
<p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>All Shockwave Teacher Notes cards contain strategies for effectively engaging students in discussions on topics, texts and issues. In the <i>Develop Reading Strategies</i> section teachers guide the reading and have students discuss their findings. The Paired Reading feature involves pairing a more capable reader with a reader needing support. Students are also invited to recall and discuss the main ideas of the text as it is being read. Also, the “Aftershocks” section at the end of every book poses the question: “What Do You Think?” that presents a thought provoking question regarding the book topic and examples of Pro and Con responses. See examples: Library A: Full Speed Ahead: The Science of Going Fast (<i>Get on the Wavelength</i>; Discuss why people like speed, using examples. Discuss in pairs) The Uncanny Can (<i>Get on the Wavelength</i>; Students discuss, in pairs, any knowledge or assumptions they may have about cans or canning) The Rock We Eat: Salt (<i>What Do You Think?</i>; question about child labor) Leonardo da Vinci: Artist and Scientist (<i>What Do You Think?</i>; question about Leonardo’s anatomy experiments) Library B: Liberty: Blessing or Burden? (<i>Get on the Wavelength</i>; Talk about topics covered) Skiing in the Desert: Asian Innovation (<i>Get on the Wavelength</i>; Students share any information they have about Asia, or famous Asian buildings) A Day in the Life of an African Village (<i>What Do You Think?</i>; question about culture and traditions) Caught With a Catch: Poaching in Africa (<i>What Do You Think?</i>; question about cancelling Africa’s debt) Library C: Carved in Stone (<i>Get on the Wavelength</i>; Students use specific examples to respond to questions) How Does It Fly? (<i>Get on the Wavelength</i>; Discuss the cover photo and the questions on the back cover.) The Two Great Wars (<i>What Do You Think?</i>; question about children under eighteen being allowed to fight in a war) Secrets of the Space Shuttle (<i>What Do You Think?</i>; question about whether or not businesses should be allowed to exploit the moon or other planets?)</p>
<p>Presentation of Knowledge and Ideas</p>	<p>All Shockwave Teaching Cards contain strategies for presenting information, findings, and</p>

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4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

supporting evidence that are appropriate to purpose, audience, and tasks. See examples:

Library A:
 Art as Science (Vocabulary and Language; discuss the role of an art critic)
 The Bull and the Bear: How Stock Markets Work (Vocabulary and Language; discuss the concept of "blue chip" stocks)
 The Uncanny Can (*Get on the Wavelength*; Students discuss, in pairs, any knowledge or assumptions they may have about cans or canning)

Library B:
 Harsh or Heroic?: The Middle Ages (*Get on the Wavelength*; Encourage students to discuss assumptions they have about Middle Ages)
 Mirror Power: (*Get on the Wavelength*; Students to talk about different types and uses of mirrors)

Library C:
 Carved in Stone (*Get on the Wavelength*; Students use specific examples to respond to questions)
 Liberty: Blessing or Burden? (*Get on the Wavelength*; Ask "Why is freedom important to you?"
 Have students explore their ideas fully)