



**Interact Elementary Library**  
**Grades: 7, 8**  
**States: Common Core State Standards**

Interact Elementary Library: CANADA: A Simulation of Travel Agencies Planning Vacations in the Canadian Provinces  
 Summary: A captivating simulation introducing the history and geography of North America's largest nation through focussed research and team presentations. (9781573360135-INT182)

**Common Core State Standards**  
**Language Arts**  
**Grade: 7 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.7</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.7.3</b>	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).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.7</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.7.4</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.7</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Production and Distribution of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.7.4</b>	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.)
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.7</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.7.7</b>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.7.8</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.7</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Range of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.7.10</b>	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.

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.7</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.7.1</b>	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.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.7.1a</b>	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.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.7.1b</b>	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.7.1c</b>	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.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.7.1d</b>	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.7</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.7.6</b>	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.

**Grade: 8 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.8</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.8.4</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		Production and Distribution of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.8.4</b>	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.)
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.8.7</b>	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.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.8.8</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		Range of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.8.10</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.8</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups,

	<b>Literacy.SL.8.1</b>	and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.8.1a</b>	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.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.8.1b</b>	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.8.1c</b>	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.8.1d</b>	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.8</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.8.6</b>	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.

### Social Studies

Grade: 7 - Adopted 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RH.6-8</b>	Reading Standards for Literacy in History/Social Studies
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.1</b>	Cite specific textual evidence to support analysis of primary and secondary sources.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.2</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.3</b>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RH.6-8</b>	Reading Standards for Literacy in History/Social Studies
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.4</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.5</b>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RH.6-8</b>	Reading Standards for Literacy in History/Social Studies
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.9</b>	Analyze the relationship between a primary and secondary source on the same topic.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RH.6-8</b>	Reading Standards for Literacy in History/Social Studies
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.10</b>	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.WHST.6-8</b>	Writing Standards for Literacy in History/Social Studies
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge

<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.7</b>	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.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.8</b>	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.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.9</b>	Draw evidence from informational texts to support analysis reflection, and research.

**Grade: 8 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RH.6-8</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.1</b>	Cite specific textual evidence to support analysis of primary and secondary sources.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.2</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.3</b>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RH.6-8</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.4</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.5</b>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RH.6-8</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.9</b>	Analyze the relationship between a primary and secondary source on the same topic.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RH.6-8</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.10</b>	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.WHST.6-8</b>	<b>Writing Standards for Literacy in History/Social Studies</b>
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.7</b>	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.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.8</b>	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.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.9</b>	Draw evidence from informational texts to support analysis reflection, and research.

