



**Interact Middle School Library**  
**Grades: 7, 8, 9**  
**States: Common Core State Standards**

**Interact Middle School Library: SHAKESPEARE FESTIVAL: A Notebook Program That Enlivens Shakespeare's Works**  
 Summary: This creative resource helps bring the words of William Shakespeare and the pageantry of Elizabethan England into the classroom through puppet shows, incorporating period language into everyday activities, designing costumes, and creating a Shakespeare exhibit. (9781573361125-INT200)

**Common Core State Standards**

**Language Arts**

Grade: 7 - Adopted 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.7</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.7.3</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.7</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.7.4</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.7</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.7.10</b>	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.
<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.W.7</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.7.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.W.7.2b</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.7</b>	<b>Writing Standards</b>
<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>	<b>Writing Standards</b>
<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>	<b>Writing Standards</b>
<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.RL.8</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.8.2</b>	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.8</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.8.4</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.8</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.8.9</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.8</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.8.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.8.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.W.8.2b</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<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>		Research to Build and Present Knowledge
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.8.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.W.8.9a</b>	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").
<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-Literacy.SL.8.1</b>	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.
<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.

**Grade: 9 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.9-10</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.9-10.3</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.9-10</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.9-10.4</b>	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).
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.9-10.6</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.9-10</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.9-10.9</b>	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).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.9-10</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.9-10.10</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.9-10</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas

STANDARD	CCSS.ELA-Literacy.RI.9-10.9	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
STRAND / DOMAIN	CCSS.ELA-Literacy.W.9-10	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.9-10.2	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.
EXPECTATION	CCSS.ELA-Literacy.W.9-10.2b	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.9-10	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.9-10.4	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.)
STRAND / DOMAIN	CCSS.ELA-Literacy.W.9-10	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.W.9-10.7	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.
STANDARD	CCSS.ELA-Literacy.W.9-10.8	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.9-10	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.ELA-Literacy.W.9-10.9a	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]").
STRAND / DOMAIN	CCSS.ELA-Literacy.W.9-10	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.W.9-10.10	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.9-10	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.9-10.1	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.
EXPECTATION	CCSS.ELA-Literacy.SL.9-10.1a	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.

<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.9-10.1b</b>	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.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.9-10.1c</b>	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.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.9-10.1d</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.9-10</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.9-10.6</b>	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.

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