Interact Middle School Library
Grades: 5, 6, 7, 8
States: Common Core State Standards

Interact Middle School Library: EGYPT: A Simulation of Ancient Egyptian Civilization
Summary: Students sail the Nile from its source in Africa to where it flows into the Mediterranean navigating six "cataracts" that explore Egyptian history, culture, and geography. (9781573362184-INT398)

Common Core State Standards

Language Arts

Grade: **5** - Adopted **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
STANDARD	CCSS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD	CCSS.ELA-Literacy.RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	CCSS.ELA-Literacy.RF.5.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	CCSS.ELA-Literacy.W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization 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.5	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
STANDARD	CCSS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.ELA-Literacy.W.5.9b	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.W.5.10	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-	Acquire and use accurately grade-appropriate general academic and domain-

	Literacy.L.5.6	specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Grade: **6** - Adopted **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.6	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	CCSS.ELA-Literacy.W.6.2a	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.
EXPECTATION	CCSS.ELA-Literacy.W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.6	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.6.4	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.6	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD	CCSS.ELA-Literacy.W.6.8	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.6	Writing Standards

CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.W.6.10	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.6	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.6.1	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.
EXPECTATION	CCSS.ELA-Literacy.SL.6.1a	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.
EXPECTATION	CCSS.ELA-Literacy.SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.ELA-Literacy.SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.6	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.6	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.6.6	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.

Grade: **7** - Adopted **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.7	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.ELA-Literacy.RI.7.2	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.
STANDARD	CCSS.ELA-Literacy.RI.7.3	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).
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.7	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.7.4	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.
STANDARD	CCSS.ELA-Literacy.RI.7.6	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.7	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	CCSS.ELA-Literacy.W.7.2a	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.
EXPECTATION	CCSS.ELA-Literacy.W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.7	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.7.4	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.7	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STANDARD	CCSS.ELA-Literacy.W.7.8	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.7	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.W.7.10	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.7	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.7.1	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.
EXPECTATION	CCSS.ELA-Literacy.SL.7.1a	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.
EXPECTATION	CCSS.ELA-Literacy.SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.ELA-Literacy.SL.7.1c	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.
EXPECTATION	CCSS.ELA-Literacy.SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.7	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.7.6	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.

Grade: **8** - Adopted **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.ELA-Literacy.RI.8.2	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.
STRAND / DOMAIN	**CCSS.ELA-Literacy.RI.8**	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.8.4	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.
STANDARD	CCSS.ELA-Literacy.RI.8.6	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.
STRAND / DOMAIN	**CCSS.ELA-Literacy.W.8**	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	CCSS.ELA-Literacy.W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND / DOMAIN	**CCSS.ELA-Literacy.W.8**	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.8.4	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.8**	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.W.8.7	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.
STANDARD	CCSS.ELA-Literacy.W.8.8	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.
STRAND / DOMAIN	**CCSS.ELA-Literacy.W.8**	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.W.8.10	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.
STRAND / DOMAIN	**CCSS.ELA-Literacy.SL.8**	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.8.1	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.
EXPECTATION	CCSS.ELA-Literacy.SL.8.1a	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.
EXPECTATION	CCSS.ELA-Literacy.SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.ELA-Literacy.SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.ELA-Literacy.SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND /	**CCSS.ELA-**	Language Standards

DOMAIN	Literacy.L.8	
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.8.6	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.

Social Studies

Grade: **6** - Adopted **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RH.6-8	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
STANDARD	CCSS.ELA-Literacy.RH.6-8.2	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.
STANDARD	CCSS.ELA-Literacy.RH.6-8.3	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).
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.6-8	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD	CCSS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
STANDARD	CCSS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.6-8	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STANDARD	CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
STANDARD	CCSS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.6-8	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.6-8.1	Write arguments focused on discipline-specific content.

EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1d	Establish and maintain a formal style.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1e	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2e	Establish and maintain a formal style and objective tone.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.6-8.3	(See note; not applicable as a separate requirement)
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.3a	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.WHST.6-8.7	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.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.8	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.

STANDARD	CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.
STRAND / DOMAIN	**CCSS.ELA-Literacy.WHST.6-8**	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for 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.

Grade: **7** - Adopted **2010**

STRAND / DOMAIN	**CCSS.ELA-Literacy.RH.6-8**	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
STANDARD	CCSS.ELA-Literacy.RH.6-8.2	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.
STANDARD	CCSS.ELA-Literacy.RH.6-8.3	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).
STRAND / DOMAIN	**CCSS.ELA-Literacy.RH.6-8**	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD	CCSS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
STANDARD	CCSS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
STRAND / DOMAIN	**CCSS.ELA-Literacy.RH.6-8**	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STANDARD	CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
STANDARD	CCSS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
STRAND / DOMAIN	**CCSS.ELA-Literacy.RH.6-8**	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
STRAND / DOMAIN	**CCSS.ELA-Literacy.WHST.6-8**	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes

STANDARD	CCSS.ELA-Literacy.WHST.6-8.1	Write arguments focused on discipline-specific content.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1d	Establish and maintain a formal style.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1e	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2e	Establish and maintain a formal style and objective tone.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.6-8.3	(See note; not applicable as a separate requirement)
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.3a	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.WHST.6-8.7	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.
STANDARD	CCSS.ELA-	Gather relevant information from multiple print and digital sources, using

	Literacy.WHST.6-8.8	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.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for 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.

Grade: **8** - Adopted **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RH.6-8	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
STANDARD	CCSS.ELA-Literacy.RH.6-8.2	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.
STANDARD	CCSS.ELA-Literacy.RH.6-8.3	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).
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.6-8	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD	CCSS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
STANDARD	CCSS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.6-8	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STANDARD	CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
STANDARD	CCSS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.6-8	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies

CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.6-8.1	Write arguments focused on discipline-specific content.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1d	Establish and maintain a formal style.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1e	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2e	Establish and maintain a formal style and objective tone.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.6-8.3	(See note; not applicable as a separate requirement)
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.3a	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-	Conduct short research projects to answer a question (including a self-

	Literacy.WHST.6-8.7	generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.8	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.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for 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.