



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

Interact Middle School Library: GENRE JOURNEYS  
 Summary: Your students will love taking a journey through literature! These simulations take students on individualized adventures through one of eight literary genres: fantasy, biography, contemporary realistic fiction, sports fiction, science fiction, mystery, drama, and historical fiction. (9781560043812-INT920)

**Common Core State Standards**  
**Language Arts**  
**Grade: 6 - Adopted 2010**

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| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RL.6</b>    | Reading Standards for Literature  |
| <b>CATEGORY / CLUSTER</b> |                                  | Key Ideas and Details   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RL.6.1</b>  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RL.6.2</b>  | 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.                                  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RL.6.3</b>  | 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.                                    |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RL.6</b>    | Reading Standards for Literature  |
| <b>CATEGORY / CLUSTER</b> |                                  | Craft and Structure   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RL.6.4</b>  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.                     |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RL.6.5</b>  | 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.                                   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RL.6</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.6.10</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.6</b>    | Reading Standards for Informational Text  |
| <b>CATEGORY / CLUSTER</b> |                                  | Key Ideas and Details   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.6.1</b>  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.6.2</b>  | 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.   |

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| 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.6.5 | 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.  |
| 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.6.2b | 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.)                                    |
| STANDARD           | CCSS.ELA-Literacy.W.6.5  | 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.   |
| 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 |                          | Research to Build and Present Knowledge   |
| STANDARD           | CCSS.ELA-Literacy.W.6.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| EXPECTATION        | CCSS.ELA-Literacy.W.6.9a | Apply grade 6 reading standards to literature (e.g., "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").                 |
| 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.                                       |

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| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.SL.6</b>    | Speaking and Listening Standards  |
| <b>CATEGORY / CLUSTER</b> |                                  | Comprehension and Collaboration   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.SL.6.1</b>  | 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. |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.SL.6.1a</b> | 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.           |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.SL.6.1b</b> | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.SL.6.1c</b> | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.SL.6</b>    | Speaking and Listening Standards  |
| <b>CATEGORY / CLUSTER</b> |                                  | Presentation of Knowledge and Ideas   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.SL.6.6</b>  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.L.6</b>     | Language Standards  |
| <b>CATEGORY / CLUSTER</b> |                                  | Conventions of Standard English   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.L.6.1</b>   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.L.6.1d</b>  | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.L.6</b>     | Language Standards  |
| <b>CATEGORY / CLUSTER</b> |                                  | Knowledge of Language   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.L.6.3</b>   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.L.6.3a</b>  | Vary sentence patterns for meaning, reader/ listener interest, and style.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.L.6</b>     | Language Standards  |
| <b>CATEGORY / CLUSTER</b> |                                  | Vocabulary Acquisition and Use  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.L.6.4</b>   | 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.  |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.L.6.4c</b>  | 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.                   |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.L.6.4d</b>  | 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).   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.L.6</b>     | Language Standards  |
| <b>CATEGORY / CLUSTER</b> |                                  | Vocabulary Acquisition and Use  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.L.6.6</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: 7 - Adopted 2010**

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| <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.7.1</b> | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

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| STANDARD           | CCSS.ELA-Literacy.RL.7.2  | 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.  |
| STANDARD           | CCSS.ELA-Literacy.RL.7.3  | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).   |
| STRAND / DOMAIN    | CCSS.ELA-Literacy.RL.7    | Reading Standards for Literature  |
| CATEGORY / CLUSTER |                           | Craft and Structure   |
| STANDARD           | CCSS.ELA-Literacy.RL.7.4  | 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. |
| STANDARD           | CCSS.ELA-Literacy.RL.7.5  | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.   |
| STRAND / DOMAIN    | CCSS.ELA-Literacy.RL.7    | Reading Standards for Literature  |
| CATEGORY / CLUSTER |                           | Range of Reading and Level of Text Complexity   |
| STANDARD           | CCSS.ELA-Literacy.RL.7.10 | 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.   |
| 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.   |
| 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.7.2b  | 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.)  |
| STANDARD           | CCSS.ELA-Literacy.W.7.5   | 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.  |
| STRAND / DOMAIN    | CCSS.ELA-Literacy.W.7     | Writing Standards   |
| CATEGORY / CLUSTER |                           | Research to Build and Present Knowledge   |

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| <b>CLUSTER</b>            |                                  |   |
| <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>    | Speaking and Listening Standards  |
| <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>     | Language Standards  |
| <b>CATEGORY / CLUSTER</b> |                                  | Conventions of Standard English   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.L.7.1</b>   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.L.7.1b</b>  | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.L.7</b>     | Language Standards  |
| <b>CATEGORY / CLUSTER</b> |                                  | Vocabulary Acquisition and Use  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.L.7.4</b>   | 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.  |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.L.7.4c</b>  | 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.   |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.L.7.4d</b>  | 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).   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.L.7</b>     | Language Standards  |
| <b>CATEGORY / CLUSTER</b> |                                  | Vocabulary Acquisition and Use  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.L.7.5</b>   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.L.7.5b</b>  | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.L.7</b>     | Language Standards  |

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| <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**

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| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RL.8</b>    | Reading Standards for Literature  |
| <b>CATEGORY / CLUSTER</b> |                                  | Key Ideas and Details   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RL.8.1</b>  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   |
| <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>    | Reading Standards for Literature  |
| <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>    | Reading Standards for Literature  |
| <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>    | Reading Standards for Literature  |
| <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.RI.8</b>    | Reading Standards for Informational Text  |
| <b>CATEGORY / CLUSTER</b> |                                  | Key Ideas and Details   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.8.1</b>  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.8.2</b>  | 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.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.8</b>    | Reading Standards for Informational Text  |
| <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.RI.8</b>    | Reading Standards for Informational Text  |
| <b>CATEGORY / CLUSTER</b> |                                  | Integration of Knowledge and Ideas  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.8.8</b>  | 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.  |
| <b>STANDARD</b>           | <b>CCSS.ELA-</b>                 | Analyze a case in which two or more texts provide conflicting information on the  |

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|                           | <b>Literacy.RI.8.9</b>           | same topic and identify where the texts disagree on matters of fact or interpretation.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.W.8</b>     | Writing Standards   |
| <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>     | Writing Standards   |
| <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>STANDARD</b>           | <b>CCSS.ELA-Literacy.W.8.5</b>   | 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.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.W.8</b>     | Writing Standards   |
| <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>     | Writing Standards   |
| <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.8.9 a</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>     | Writing Standards   |
| <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>    | Speaking and Listening Standards  |
| <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-</b>                 | Pose questions that connect the ideas of several speakers and respond to  |

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|                           | <b>Literacy.SL.8.1c</b>          | 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.8.4</b>   | 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.   |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.L.8.4c</b>  | 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. |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.L.8.4d</b>  | 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).   |
| <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.8.5</b>   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.L.8.5b</b>  | Use the relationship between particular words to better understand each of the words.   |
| <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.                      |