



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

Interact Middle School Library: INVENT: A Simulation of Inventors and the Invention Process  
 Summary: Students gain insight into the creative process of inventing as they research inventors and discover how their ideas have changed our lives. (9781573360739-INT948)

**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.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>	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.

**Grade: 8 - Adopted 2010**

<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>		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.

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.

### Science

#### Grade: 7 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RST.6-8	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STRAND / DOMAIN	CCSS.ELA-Literacy.RST.6-8	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN	CCSS.ELA-Literacy.RST.6-8	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
STANDARD	CCSS.ELA-Literacy.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
STRAND / DOMAIN	CCSS.ELA-Literacy.RST.6-8	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RST.6-8.10	By the end of grade 8, read and comprehend science/technical 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 Science and Technical Subjects
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.6-8.1a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
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.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Text Types and Purposes

<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2</b>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2a</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2b</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2c</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2e</b>	Establish and maintain a formal style and objective tone.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.WHST.6-8</b>	<b>Writing Standards for Literacy in Science and Technical Subjects</b>
<b>CATEGORY / CLUSTER</b>		Production and Distribution of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.5</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>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.6</b>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.WHST.6-8</b>	<b>Writing Standards for Literacy in Science and Technical Subjects</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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.WHST.6-8</b>	<b>Writing Standards for Literacy in Science and Technical Subjects</b>
<b>CATEGORY / CLUSTER</b>		Range of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.10</b>	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**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RST.6-8</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RST.6-8.2</b>	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RST.6-8</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RST.6-8.5</b>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RST.6-8</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RST.6-8.7</b>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RST.6-8.9</b>	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RST.6-8</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RST.6-8.10</b>	By the end of grade 8, read and comprehend science/technical 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 Science and Technical Subjects</b>
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1</b>	Write arguments focused on discipline-specific content.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1a</b>	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1c</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1d</b>	Establish and maintain a formal style.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.WHST.6-8</b>	<b>Writing Standards for Literacy in Science and Technical Subjects</b>
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2</b>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2a</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2b</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2c</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-</b>	Establish and maintain a formal style and objective tone.

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<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.WHST.6-8</b>	<b>Writing Standards for Literacy in Science and Technical Subjects</b>
<b>CATEGORY / CLUSTER</b>		Production and Distribution of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.5</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>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.6</b>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.WHST.6-8</b>	<b>Writing Standards for Literacy in Science and Technical Subjects</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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.WHST.6-8</b>	<b>Writing Standards for Literacy in Science and Technical Subjects</b>
<b>CATEGORY / CLUSTER</b>		Range of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.10</b>	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.