



**Interact Middle School Library**  
**Grades: 4, 5, 6**  
**States: Common Core State Standards**

Interact Middle School Library: **ROLLER COASTER: A Simulation Solving a Scientific Mystery while Learning About the Science of Motion**  
 Summary: Students use the discoveries of Galileo, Newton, and more to solve the perplexing problems of Roller Coaster World's rides. (9781573363327-INT951)

**Common Core State Standards**

**Language Arts**

Grade: 4 - Adopted 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.4</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.4</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.4.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.4</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.4.4a</b>	Read on-level text with purpose and understanding.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.4</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.W.4.2b</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.4</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Production and Distribution of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.4.4</b>	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.)
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.4</b>	Writing Standards

<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.4.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.4.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.4</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.W.4.9b</b>	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.4</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Range of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.4.10</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.4</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.4.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.4.1a</b>	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.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.4.1b</b>	Follow agreed-upon rules for discussions and carry out assigned roles.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.4.1c</b>	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.4</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Presentation of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.4.6</b>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.4</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Knowledge of Language
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.4.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.L.4.3c</b>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Grade: 5 - Adopted 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.5</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.5.7</b>	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

<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.5.1</b>	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.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.5.1a</b>	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.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.5.1b</b>	Follow agreed-upon rules for discussions and carry out assigned roles.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.5.1c</b>	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**Grade: 6 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.6</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.6.7</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.6</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.6.2</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.6.2b</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.6</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Production and Distribution of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.6.4</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.6</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.6.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.6.8</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.6</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Range of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.6.10</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.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.

### Science

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RST.6-8</b>	Reading Standards for Literacy in Science and Technical Subjects
<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>STANDARD</b>	<b>CCSS.ELA-Literacy.RST.6-8.3</b>	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RST.6-8</b>	Reading Standards for Literacy in Science and Technical Subjects
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RST.6-8.4</b>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
<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>	Reading Standards for Literacy in Science and Technical Subjects
<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>	Reading Standards for Literacy in Science and Technical Subjects
<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>	Writing Standards for Literacy in Science and Technical Subjects
<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-</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

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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 Science and Technical Subjects
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.6-8.2a	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.
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 Science and Technical Subjects
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 science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in Science and Technical Subjects
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.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.5	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.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-	Writing Standards for Literacy in Science and Technical Subjects

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<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in Science and Technical Subjects
<b>CATEGORY / CLUSTER</b>		Range of Writing
<b>STANDARD</b>	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.