



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

**Interact Middle School Library: GALLEON**  
 Summary: Students will participate as 16th century crew members who have to find the most advantageous routes on transoceanic voyages while avoiding obstacles like deadly calms, storms, and spoiled food. (9781573360586-INT970)

**Common Core State Standards**  
**Language Arts**  
**Grade: 7 - Adopted 2010**

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| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.7</b>   | <b>Reading Standards for Informational Text</b>  |
| <b>CATEGORY / CLUSTER</b> |                                 | Key Ideas and Details  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.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.  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.7.2</b> | 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.   |
| <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.RI.7</b>   | <b>Reading Standards for Informational Text</b>  |
| <b>CATEGORY / CLUSTER</b> |                                 | Craft and Structure  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.7.4</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 a specific word choice on meaning and tone.  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.7.6</b> | 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.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.W.7</b>    | <b>Writing Standards</b>   |
| <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.7.2a</b> | 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. |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.W.7.2b</b> | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.W.7</b>    | <b>Writing Standards</b>   |
| <b>CATEGORY / CLUSTER</b> |                                 | Production and Distribution of Writing   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.W.7.4</b>  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific   |

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|                           |                                  | expectations for writing types are defined in standards 1-3 above.)   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.W.7</b>     | <b>Writing Standards</b>  |
| <b>CATEGORY / CLUSTER</b> |                                  | Research to Build and Present Knowledge   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.W.7.7</b>   | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.W.7.8</b>   | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.W.7</b>     | <b>Writing Standards</b>  |
| <b>CATEGORY / CLUSTER</b> |                                  | Range of Writing  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.W.7.10</b>  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.SL.7</b>    | <b>Speaking and Listening Standards</b>   |
| <b>CATEGORY / CLUSTER</b> |                                  | Comprehension and Collaboration   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.SL.7.1</b>  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.   |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.SL.7.1a</b> | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.   |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.SL.7.1b</b> | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.SL.7.1c</b> | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.SL.7.1d</b> | Acknowledge new information expressed by others and, when warranted, modify their own views.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.L.7</b>     | <b>Language Standards</b>   |
| <b>CATEGORY / CLUSTER</b> |                                  | Vocabulary Acquisition and Use  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.L.7.6</b>   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  |

**Grade: 8 - Adopted 2010**

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| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.8</b>   | <b>Reading Standards for Informational Text</b>   |
| <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>   | <b>Reading Standards for Informational Text</b>   |
| <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>STANDARD</b>           | <b>CCSS.ELA-</b>                | Determine an author's point of view or purpose in a text and analyze how the  |

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|                           | <b>Literacy.RI.8.6</b>           | author acknowledges and responds to conflicting evidence or viewpoints.   |
| <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>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> |                                  | 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-Literacy.SL.8.1c</b> | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.SL.8.1d</b> | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.L.8</b>     | Language Standards  |
| <b>CATEGORY / CLUSTER</b> |                                  | Vocabulary Acquisition and Use  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.L.8.6</b>   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  |

**Grade: 9 - Adopted 2010**

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| <b>STRAND / DOMAIN</b> | <b>CCSS.ELA-Literacy.RI.9-10</b> | Reading Standards for Informational Text |
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| <b>CATEGORY / CLUSTER</b> |                                    | Key Ideas and Details   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.9-10.1</b> | Cite strong and thorough 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.9-10.2</b> | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.9-10</b>   | Reading Standards for Informational Text  |
| <b>CATEGORY / CLUSTER</b> |                                    | Craft and Structure   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.9-10.4</b> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.9-10.6</b> | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.9-10</b>   | Reading Standards for Informational Text  |
| <b>CATEGORY / CLUSTER</b> |                                    | Integration of Knowledge and Ideas  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.9-10.9</b> | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.W.9-10</b>    | Writing Standards   |
| <b>CATEGORY / CLUSTER</b> |                                    | Text Types and Purposes   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.W.9-10.2</b>  | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.W.9-10.2b</b> | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.W.9-10</b>    | Writing Standards   |
| <b>CATEGORY / CLUSTER</b> |                                    | Production and Distribution of Writing  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.W.9-10.4</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.9-10</b>    | Writing Standards   |
| <b>CATEGORY / CLUSTER</b> |                                    | Research to Build and Present Knowledge   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.W.9-10.7</b>  | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.W.9-10.8</b>  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.W.9-10</b>    | Writing Standards   |
| <b>CATEGORY / CLUSTER</b> |                                    | Range of Writing  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.W.9-10.10</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 tasks, purposes, and audiences.   |

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| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.SL.9-10</b>    | <b>Speaking and Listening Standards</b>   |
| <b>CATEGORY / CLUSTER</b> |                                     | Comprehension and Collaboration   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.SL.9-10.1</b>  | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.SL.9-10.1a</b> | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.   |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.SL.9-10.1b</b> | Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.SL.9-10.1c</b> | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.SL.9-10.1d</b> | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.L.9-10</b>     | <b>Language Standards</b>   |
| <b>CATEGORY / CLUSTER</b> |                                     | Vocabulary Acquisition and Use  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.L.9-10.6</b>   | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

### Social Studies

Grade: 7 - Adopted 2010

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| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RH.6-8</b>   | <b>Reading Standards for Literacy in History/Social Studies</b>   |
| <b>CATEGORY / CLUSTER</b> |                                   | Key Ideas and Details   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.6-8.1</b> | Cite specific textual evidence to support analysis of primary and secondary sources.  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.6-8.2</b> | 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.   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.6-8.3</b> | 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). |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RH.6-8</b>   | <b>Reading Standards for Literacy in History/Social Studies</b>   |
| <b>CATEGORY / CLUSTER</b> |                                   | Craft and Structure   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.6-8.4</b> | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.                  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.6-8.5</b> | Describe how a text presents information (e.g., sequentially, comparatively, causally).   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.6-8.6</b> | 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).                    |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RH.6-8</b>   | <b>Reading Standards for Literacy in History/Social Studies</b>   |
| <b>CATEGORY / CLUSTER</b> |                                   | Integration of Knowledge and Ideas  |

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| 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 |

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|                           |                                      | analyses of individuals or events of historical import.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.WHST.6-8</b>    | <b>Writing Standards for Literacy in History/Social Studies</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>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.WHST.6-8</b>    | <b>Writing Standards for Literacy in History/Social Studies</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 History/Social Studies</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**

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| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RH.6-8</b>   | <b>Reading Standards for Literacy in History/Social Studies</b>   |
| <b>CATEGORY / CLUSTER</b> |                                   | Key Ideas and Details   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.6-8.1</b> | Cite specific textual evidence to support analysis of primary and secondary sources.  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.6-8.2</b> | 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.   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.6-8.3</b> | 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). |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RH.6-8</b>   | <b>Reading Standards for Literacy in History/Social Studies</b>   |
| <b>CATEGORY / CLUSTER</b> |                                   | Craft and Structure   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.6-8.4</b> | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.                  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.6-8.5</b> | Describe how a text presents information (e.g., sequentially, comparatively, causally).   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.6-8.6</b> | 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).                    |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RH.6-8</b>   | <b>Reading Standards for Literacy in History/Social Studies</b>   |
| <b>CATEGORY / CLUSTER</b> |                                   | Integration of Knowledge and Ideas  |

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| 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 |



|                           |                                      |   |
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|                           |                                      | analyses of individuals or events of historical import.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.WHST.6-8</b>    | <b>Writing Standards for Literacy in History/Social Studies</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>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.WHST.6-8</b>    | <b>Writing Standards for Literacy in History/Social Studies</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 History/Social Studies</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: 9 - Adopted 2010**

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| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RH.9-10</b>   | <b>Reading Standards for Literacy in History/Social Studies</b>  |
| <b>CATEGORY / CLUSTER</b> |                                    | Key Ideas and Details  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.9-10.1</b> | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.                       |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.9-10.2</b> | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.         |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.9-10.3</b> | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RH.9-10</b>   | <b>Reading Standards for Literacy in History/Social Studies</b>  |
| <b>CATEGORY / CLUSTER</b> |                                    | Craft and Structure  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.9-10.4</b> | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.         |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.9-10.5</b> | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RH.9-10.6</b> | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RH.9-10</b>   | <b>Reading Standards for Literacy in History/Social Studies</b>  |
| <b>CATEGORY / CLUSTER</b> |                                    | Integration of Knowledge and Ideas   |

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| STANDARD           | CCSS.ELA-Literacy.RH.9-10.7    | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.   |
| STANDARD           | CCSS.ELA-Literacy.RH.9-10.8    | Assess the extent to which the reasoning and evidence in a text support the author's claims.   |
| STANDARD           | CCSS.ELA-Literacy.RH.9-10.9    | Compare and contrast treatments of the same topic in several primary and secondary sources.  |
| STRAND / DOMAIN    | CCSS.ELA-Literacy.RH.9-10      | Reading Standards for Literacy in History/Social Studies   |
| CATEGORY / CLUSTER |                                | Range of Reading and Level of Text Complexity  |
| STANDARD           | CCSS.ELA-Literacy.RH.9-10.10   | By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.   |
| STRAND / DOMAIN    | CCSS.ELA-Literacy.WHST.9-10    | Writing Standards for Literacy in History/Social Studies   |
| CATEGORY / CLUSTER |                                | Text Types and Purposes  |
| STANDARD           | CCSS.ELA-Literacy.WHST.9-10.1  | Write arguments focused on discipline-specific content.  |
| EXPECTATION        | CCSS.ELA-Literacy.WHST.9-10.1c | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.                 |
| EXPECTATION        | CCSS.ELA-Literacy.WHST.9-10.1d | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |
| EXPECTATION        | CCSS.ELA-Literacy.WHST.9-10.1e | Provide a concluding statement or section that follows from or supports the argument presented.  |
| STRAND / DOMAIN    | CCSS.ELA-Literacy.WHST.9-10    | Writing Standards for Literacy in History/Social Studies   |
| CATEGORY / CLUSTER |                                | Text Types and Purposes  |
| STANDARD           | CCSS.ELA-Literacy.WHST.9-10.2  | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.   |
| EXPECTATION        | CCSS.ELA-Literacy.WHST.9-10.2a | Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION        | CCSS.ELA-Literacy.WHST.9-10.2b | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                            |
| EXPECTATION        | CCSS.ELA-Literacy.WHST.9-10.2c | Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.  |
| EXPECTATION        | CCSS.ELA-Literacy.WHST.9-10.2d | Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.                                      |
| EXPECTATION        | CCSS.ELA-Literacy.WHST.9-10.2e | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |
| EXPECTATION        | CCSS.ELA-Literacy.WHST.9-10.2f | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  |
| STRAND / DOMAIN    | CCSS.ELA-Literacy.WHST.9-10    | Writing Standards for Literacy in History/Social Studies   |
| CATEGORY / CLUSTER |                                | Text Types and Purposes  |

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| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.WHST.9-10.3</b>  | (See note; not applicable as a separate requirement)   |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.WHST.9-10.3a</b> | 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. |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.WHST.9-10</b>    | <b>Writing Standards for Literacy in History/Social Studies</b>  |
| <b>CATEGORY / CLUSTER</b> |                                       | Production and Distribution of Writing   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.WHST.9-10.4</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.9-10.5</b>  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.WHST.9-10</b>    | <b>Writing Standards for Literacy in History/Social Studies</b>  |
| <b>CATEGORY / CLUSTER</b> |                                       | Research to Build and Present Knowledge  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.WHST.9-10.7</b>  | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.WHST.9-10.8</b>  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.                    |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.WHST.9-10.9</b>  | Draw evidence from informational texts to support analysis, reflection, and research.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.WHST.9-10</b>    | <b>Writing Standards for Literacy in History/Social Studies</b>  |
| <b>CATEGORY / CLUSTER</b> |                                       | Range of Writing   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.WHST.9-10.10</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.   |