



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

Interact Middle School Library: S.O.S.
Summary: After receiving a message in a bottle from a stranded family, student teams must investigate the ocean and its elements in order to rescue them. (9781573364027-INT976)

Common Core State Standards

Language Arts

Grade: 7 - Adopted 2010

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| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.7 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| 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.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.) |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.7 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| STANDARD | CCSS.ELA-Literacy.W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.7 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.W.7.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

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| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.7 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.7.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| EXPECTATION | CCSS.ELA-Literacy.SL.7.1a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | CCSS.ELA-Literacy.SL.7.1b | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | CCSS.ELA-Literacy.SL.7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
| EXPECTATION | CCSS.ELA-Literacy.SL.7.1d | Acknowledge new information expressed by others and, when warranted, modify their own views. |

Grade: 8 - Adopted 2010

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| STRAND / DOMAIN | CCSS.ELA-Literacy.W.8 | Writing Standards |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.W.8.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| EXPECTATION | CCSS.ELA-Literacy.W.8.2b | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.8 | Writing Standards |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.ELA-Literacy.W.8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.8 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| STANDARD | CCSS.ELA-Literacy.W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.8 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.W.8.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.8 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| EXPECTATION | CCSS.ELA-Literacy.SL.8.1a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |

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| 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

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| 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.6-8.3 | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. |
| 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.6-8.4 | 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. |
| 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. |
| 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. |

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| 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.6-8 | Writing Standards for Literacy in Science and Technical Subjects |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.WHST.6-8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| STANDARD | CCSS.ELA-Literacy.WHST.6-8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STANDARD | CCSS.ELA-Literacy.WHST.6-8.9 | Draw evidence from informational texts to support analysis reflection, and research. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.6-8 | Writing Standards for Literacy in Science and Technical Subjects |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.WHST.6-8.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Grade: 8 - Adopted 2010

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| 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- | Follow precisely a multistep procedure when carrying out experiments, taking |

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| | Literacy.RST.6-8.3 | measurements, or performing technical tasks. |
| 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.6-8.4 | 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. |
| 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. |
| 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 |
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| 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. |
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| 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) |

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| 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 |
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