



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

**Interact Middle School Library: WAR LORDS OF JAPAN: A Simulation of the Shogun History of Feudal Japan**  
**Summary: Representing the six powerful samurai clans of the late 1500s, students compete for the title of Shogun in this challenging simulation. (9781573361316-INT179)**

**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>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.4</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.4.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<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.4.7</b>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
<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-</b>	Read on-level text with purpose and understanding.

	Literacy.RF.4.4a	
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.4</b>	<b>Writing Standards</b>
<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>	<b>Writing Standards</b>
<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>	<b>Writing Standards</b>
<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>	<b>Writing Standards</b>
<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>	<b>Writing Standards</b>
<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>	<b>Speaking and Listening Standards</b>
<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>	<b>Speaking and Listening Standards</b>
<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).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.4</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Grade: 5 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.5</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.5</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<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.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.5</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.5.10</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.5</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.5.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.5.4a</b>	Read on-level text with purpose and understanding.
<b>STRAND /</b>	<b>CCSS.ELA-</b>	Writing Standards

<b>DOMAIN</b>	Literacy.W.5	
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>EXPECTATION</b>	CCSS.ELA-Literacy.W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<b>STRAND / DOMAIN</b>	CCSS.ELA-Literacy.W.5	Writing Standards
<b>CATEGORY / CLUSTER</b>		Production and Distribution of Writing
<b>STANDARD</b>	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.)
<b>STRAND / DOMAIN</b>	CCSS.ELA-Literacy.W.5	Writing Standards
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	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.
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.ELA-Literacy.W.5	Writing Standards
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>EXPECTATION</b>	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]").
<b>STRAND / DOMAIN</b>	CCSS.ELA-Literacy.W.5	Writing Standards
<b>CATEGORY / CLUSTER</b>		Range of Writing
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	CCSS.ELA-Literacy.SL.5.1	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>	CCSS.ELA-Literacy.SL.5.1a	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>	CCSS.ELA-Literacy.SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
<b>EXPECTATION</b>	CCSS.ELA-Literacy.SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / DOMAIN</b>	CCSS.ELA-Literacy.L.5	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.6</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.6.2</b>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.6.3</b>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.6</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.6.6</b>	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.6</b>	<b>Reading Standards for Informational Text</b>
<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>	<b>Writing Standards</b>
<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.6.2a</b>	Introduce a topic; 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.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>	<b>Writing Standards</b>
<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>	<b>Writing Standards</b>
<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>	<b>Writing Standards</b>
<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>	<b>Speaking and Listening Standards</b>
<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>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		Presentation of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.6.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.6</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.6.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Social Studies

<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
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.8</b>	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 analyses of individuals or events of historical import.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-	Writing Standards for Literacy in History/Social Studies

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<b>CATEGORY / CLUSTER</b>		Production and Distribution of Writing
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
<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>STANDARD</b>	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.
<b>STANDARD</b>	CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.
<b>STRAND / DOMAIN</b>	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
<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.