



**Interact Elementary Library**  
**Grades: 5, 6, 7, 8**  
**States: Common Core State Standards**

Interact Elementary Library: PIONEERS: A Simulation of Decision Making on a Wagon Train  
 Summary: Playing settlers starting for Oregon in 1846, students determine which supplies to carry west, keep diaries, make trail decisions, and write reports to gain credits that move their wagons across a map. (9781573361118-INT68)

**Common Core State Standards**  
**Language Arts**  
**Grade: 5 - Adopted 2010**

<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 / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.5</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Production and Distribution of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.5.4</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.5</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.5.8</b>	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>	<b>CCSS.ELA-Literacy.W.5</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.W.5.9b</b>	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>	<b>CCSS.ELA-Literacy.W.5</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		Range of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.5.10</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.5</b>	<b>Speaking and Listening Standards</b>
<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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.5</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.5.6</b>	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).

**Grade: 6 - Adopted 2010**

<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>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>		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.

**Grade: 7 - Adopted 2010**

<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.7.3</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>CLUSTER</b>		
<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>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 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**

<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>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.8</b>	<b>Writing Standards</b>

<b>DOMAIN</b>	<b>Literacy.W.8</b>	
<b>CATEGORY / CLUSTER</b>		Production and Distribution of Writing
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.8.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.8</b>	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.

### Social Studies

Grade: 6 - Adopted 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RH.6-8</b>	Reading Standards for Literacy in History/Social Studies
<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.6-8.9</b>	Analyze the relationship between a primary and secondary source on the same topic.
<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>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.10</b>	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.WHST.6-8</b>	<b>Writing Standards for Literacy in History/Social Studies</b>
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1</b>	Write arguments focused on discipline-specific content.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1c</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1d</b>	Establish and maintain a formal style.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1e</b>	Provide a concluding statement or section that follows from and supports the argument presented.
<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>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2</b>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2b</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2c</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2e</b>	Establish and maintain a formal style and objective tone.

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.6-8	Writing Standards for Literacy in History/Social Studies
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.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
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 History/Social Studies
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: 7 - Adopted 2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RH.6-8	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
STANDARD	CCSS.ELA-Literacy.RH.6-8.2	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.
STANDARD	CCSS.ELA-Literacy.RH.6-8.3	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).

	8.3	
<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.6-8.9</b>	Analyze the relationship between a primary and secondary source on the same topic.
<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>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.10</b>	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.WHST.6-8</b>	<b>Writing Standards for Literacy in History/Social Studies</b>
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1</b>	Write arguments focused on discipline-specific content.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1c</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1d</b>	Establish and maintain a formal style.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1e</b>	Provide a concluding statement or section that follows from and supports the argument presented.
<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>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2</b>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2b</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2c</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-</b>	Establish and maintain a formal style and objective tone.



	8.2e	
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2f</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<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>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.3</b>	(See note; not applicable as a separate requirement)
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.3a</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.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>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>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**

<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-</b>	Identify key steps in a text's description of a process related to history/social

	Literacy.RH.6-8.3	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.6-8.9</b>	Analyze the relationship between a primary and secondary source on the same topic.
<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>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RH.6-8.10</b>	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.WHST.6-8</b>	<b>Writing Standards for Literacy in History/Social Studies</b>
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1</b>	Write arguments focused on discipline-specific content.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1c</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1d</b>	Establish and maintain a formal style.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1e</b>	Provide a concluding statement or section that follows from and supports the argument presented.
<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>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2</b>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2b</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2c</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>EXPECTATION</b>	<b>CCSS.ELA-</b>	Establish and maintain a formal style and objective tone.

	Literacy.WHST.6-8.2e	
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.6-8	Writing Standards for Literacy in History/Social Studies
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.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
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 History/Social Studies
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.