



Interact Middle School Library
Grades: 9, 10, 11, 12
States: Common Core State Standards

Interact Middle School Library: DIG: A Simulation of the Archaeological Reconstruction of a Vanished Civilization

Summary: Artifacts of student design and construction are placed in the ground according to archaeological principles. Competing teams excavate, restore, analyze, and reconstruct the other team's artifacts and culture. (9781573360371-INT115)

Common Core State Standards

Language Arts

Grade: **9** - Adopted **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.9-10	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.ELA-Literacy.RI.9-10.2	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.9-10	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.9-10.4	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).
STANDARD	CCSS.ELA-Literacy.RI.9-10.6	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.9-10	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RI.9-10.9	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
STRAND / DOMAIN	CCSS.ELA-Literacy.W.9-10	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.9-10.2	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.
EXPECTATION	CCSS.ELA-Literacy.W.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.

STRAND / DOMAIN	CCSS.ELA-Literacy.W.9-10	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.9-10.4	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.)
STANDARD	CCSS.ELA-Literacy.W.9-10.5	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.9-10	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.W.9-10.7	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.
STANDARD	CCSS.ELA-Literacy.W.9-10.8	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.9-10	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.W.9-10.10	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 tasks, purposes, and audiences.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.9-10	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.9-10.1	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.
EXPECTATION	CCSS.ELA-Literacy.SL.9-10.1a	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.
EXPECTATION	CCSS.ELA-Literacy.SL.9-10.1b	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.
EXPECTATION	CCSS.ELA-Literacy.SL.9-10.1c	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.
EXPECTATION	CCSS.ELA-Literacy.SL.9-10.1d	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.9-10	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.9-10	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD	CCSS.ELA-Literacy.L.9-10.6	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.
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Grade: 10 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.9-10	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.ELA-Literacy.RI.9-10.2	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.9-10	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.9-10.4	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).
STANDARD	CCSS.ELA-Literacy.RI.9-10.6	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.9-10	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.9-10.2	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.
EXPECTATION	CCSS.ELA-Literacy.W.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.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.9-10	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.9-10.4	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.)
STANDARD	CCSS.ELA-Literacy.W.9-10.5	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.9-10	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.W.9-10.7	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.
STANDARD	CCSS.ELA-Literacy.W.9-10.8	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.9-10	Writing Standards
CATEGORY / CLUSTER		Range of Writing

STANDARD	CCSS.ELA-Literacy.W.9-10.10	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 tasks, purposes, and audiences.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.9-10	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.9-10.1	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.
EXPECTATION	CCSS.ELA-Literacy.SL.9-10.1a	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.
EXPECTATION	CCSS.ELA-Literacy.SL.9-10.1b	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.
EXPECTATION	CCSS.ELA-Literacy.SL.9-10.1c	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.
EXPECTATION	CCSS.ELA-Literacy.SL.9-10.1d	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.9-10	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.9-10	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.9-10.6	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: 9 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD	CCSS.ELA-Literacy.RH.9-10.2	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.
STANDARD	CCSS.ELA-Literacy.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RH.9-10.4	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.

STANDARD	CCSS.ELA-Literacy.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
STANDARD	CCSS.ELA-Literacy.RH.9-10.6	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
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
STANDARD	CCSS.ELA-Literacy.WHST.9-10.3	(See note; not applicable as a separate requirement)
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.3a	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.9-10	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	CCSS.ELA-Literacy.WHST.9-10.5	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.WHST.9-10.7	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.
STANDARD	CCSS.ELA-Literacy.WHST.9-10.8	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.
STANDARD	CCSS.ELA-Literacy.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.WHST.9-10.10	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: 10 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD	CCSS.ELA-Literacy.RH.9-10.2	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

	10.2	course of the text.
STANDARD	CCSS.ELA-Literacy.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RH.9-10.4	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.
STANDARD	CCSS.ELA-Literacy.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
STANDARD	CCSS.ELA-Literacy.RH.9-10.6	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
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-	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings),

	10.2a	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
STANDARD	CCSS.ELA-Literacy.WHST.9-10.3	(See note; not applicable as a separate requirement)
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.3a	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.9-10	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	CCSS.ELA-Literacy.WHST.9-10.5	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.WHST.9-10.7	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.
STANDARD	CCSS.ELA-Literacy.WHST.9-10.8	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.
STANDARD	CCSS.ELA-Literacy.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.WHST.9-	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-

