



Interact Middle School Library
Grades: 5, 6, 7, 8
States: Common Core State Standards

Interact Middle School Library: BETRAYED: An Exploration of the Betrayal of 19th-Century Native American Leaders by the U.S. Government
 Summary: In this simulation, students assume the identities of various Native American leaders (Sitting Bull, Geronimo, Crazy Horse, and nine others), research tribal traditions and turbulent relations with the U.S. government, and tell their "leader's" story at a culminating powwow followed by a Socratic debriefing. (9781573363723-INT123)

Common Core State Standards

Language Arts

Grade: 5 - Adopted 2010

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| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.5 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RI.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| STANDARD | CCSS.ELA-Literacy.RI.5.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.5 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RI.5.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.5 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RI.5.7 | 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. |
| STANDARD | CCSS.ELA-Literacy.RI.5.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| STANDARD | CCSS.ELA-Literacy.RI.5.9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.5 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RI.5.10 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.5 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |

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| STANDARD | CCSS.ELA-Literacy.RF.5.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.5.4a | Read on-level text with purpose and understanding. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.5 | Writing Standards |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.W.5.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | CCSS.ELA-Literacy.W.5.2b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.5 | Writing Standards |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | 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.) |
| STANDARD | CCSS.ELA-Literacy.W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.5 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | 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. |
| STANDARD | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.5 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.5.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 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]"). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.5 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.5 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | 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. |
| EXPECTATION | 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. |
| EXPECTATION | CCSS.ELA-Literacy.SL.5.1b | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 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. |
| STRAND / | CCSS.ELA- | Language Standards |

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| DOMAIN | Literacy.L.5 | |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | 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). |

Grade: 6 - Adopted 2010

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| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.6 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| STANDARD | CCSS.ELA-Literacy.RI.6.2 | 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. |
| STANDARD | CCSS.ELA-Literacy.RI.6.3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.6 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| STANDARD | CCSS.ELA-Literacy.RI.6.6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.6 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RI.6.7 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.6 | Writing Standards |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.W.6.2 | 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.6.2a | 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. |
| EXPECTATION | CCSS.ELA-Literacy.W.6.2b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.6 | Writing Standards |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.ELA-Literacy.W.6.4 | 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.6.5 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.6 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA- | Conduct short research projects to answer a question, drawing on several |

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| | Literacy.W.6.7 | sources and refocusing the inquiry when appropriate. |
| STANDARD | CCSS.ELA-Literacy.W.6.8 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.6 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.W.6.10 | 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.6 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.6.1 | 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. |
| EXPECTATION | CCSS.ELA-Literacy.SL.6.1a | 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. |
| EXPECTATION | CCSS.ELA-Literacy.SL.6.1b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | CCSS.ELA-Literacy.SL.6.1c | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.6 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Presentation of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.6 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.6.6 | 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

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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.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| STANDARD | CCSS.ELA-Literacy.RI.7.2 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| 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.RI.7 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RI.7.4 | 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. |
| STANDARD | CCSS.ELA-Literacy.RI.7.6 | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.7 | Writing Standards |

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| 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.7.2a | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| 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.) |
| STANDARD | CCSS.ELA-Literacy.W.7.5 | 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.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. |
| 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.7 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.7.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering |

a word or phrase important to comprehension or expression.

Grade: 8 - Adopted 2010

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| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.8 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RI.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| STANDARD | CCSS.ELA-Literacy.RI.8.2 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.8 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RI.8.4 | 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. |
| STANDARD | CCSS.ELA-Literacy.RI.8.6 | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| 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.) |
| STANDARD | CCSS.ELA-Literacy.W.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.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 |

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| 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. |
| 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.8 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.8.6 | 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

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| 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). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.6-8 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.5 | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.6 | 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). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.6-8 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.8 | Distinguish among fact, opinion, and reasoned judgment in a text. |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.9 | Analyze the relationship between a primary and secondary source on the same topic. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.6-8 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |

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| 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.6-8 | 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. |
| STRAND / | CCSS.ELA- | Writing Standards for Literacy in History/Social Studies |

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| DOMAIN | Literacy.WHST.6-8 | |
| 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

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| 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). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.6-8 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.5 | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.6 | 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). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.6-8 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.8 | Distinguish among fact, opinion, and reasoned judgment in a text. |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.9 | Analyze the relationship between a primary and secondary source on the same topic. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.6-8 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |

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| 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.6-8 | 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. |
| STRAND / | CCSS.ELA- | Writing Standards for Literacy in History/Social Studies |

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| DOMAIN | Literacy.WHST.6-8 | |
| 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: 8 - Adopted 2010

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| 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). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.6-8 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.5 | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.6 | 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). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.6-8 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.8 | Distinguish among fact, opinion, and reasoned judgment in a text. |
| STANDARD | CCSS.ELA-Literacy.RH.6-8.9 | Analyze the relationship between a primary and secondary source on the same topic. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.6-8 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |

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|---------------------------|--------------------------------------|--|
| 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.6-8 | 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. |
| STRAND / | CCSS.ELA- | Writing Standards for Literacy in History/Social Studies |

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| DOMAIN | Literacy.WHST.6-8 | |
| 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. |