



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

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

Common Core State Standards
Language Arts
Grade: 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 |
| 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 |

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| | | expectations for writing types are defined in standards 1-3 above.) |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.7 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| STANDARD | CCSS.ELA-Literacy.W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.7 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.W.7.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| 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- | Determine an author's point of view or purpose in a text and analyze how the |

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| | Literacy.RI.8.6 | author acknowledges and responds to conflicting evidence or viewpoints. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.8 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RI.8.9 | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.8 | Writing Standards |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.W.8.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| EXPECTATION | CCSS.ELA-Literacy.W.8.2b | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.8 | Writing Standards |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.ELA-Literacy.W.8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.8 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| STANDARD | CCSS.ELA-Literacy.W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.8 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.W.8.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.8 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| EXPECTATION | CCSS.ELA-Literacy.SL.8.1a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| 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 |

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| 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. |
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Social Studies

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 |
| 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- | Provide a concluding statement or section that follows from and supports the |

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| | Literacy.WHST.6-8.1e | 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 / 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 |

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| CLUSTER | | |
| 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 |
| 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- | Provide a concluding statement or section that follows from and supports the |

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| | Literacy.WHST.6-8.1e | 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 / 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 |

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| 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. |
