



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

Interact Elementary Library: **BONES AND STONES: A Simulation of Early Humans Facing Challenges of the Stone Age**

Summary: Do you ever wonder how humans lived thousands of years ago? This flexibly timed simulation will allow students to participate in college-type seminars, build a fire without matches, and compete in fun hunting games to experience the lifestyle of prehistoric human beings.
 (9781573362481-INT817)

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.5.2 | 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. |
| 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 |
| 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 |

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| 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.) |
| 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 | | 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 / DOMAIN | CCSS.ELA-Literacy.SL.5 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.5 | Language Standards |
| 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.6.2 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.6 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA- | Determine the meaning of words and phrases as they are used in a text, |

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| | Literacy.RI.6.4 | including figurative, connotative, and technical meanings |
| 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 | | 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.) |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.6 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.6.7 | Conduct short research projects to answer a question, drawing on several 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 |
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| CATEGORY / CLUSTER | | Key Ideas and Details |
| 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. |
| 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.) |
| 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. |

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. |
| 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). |
| 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.6-8.9 | 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 | | 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. |

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. |

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| 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). |
| 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.6-8.9 | 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 | | 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. |