



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

Interact Elementary Library: GOLD RUSH: A Simulation of Life and Adventure in a Frontier Mining Camp
 Summary: Immersed in the hardscrabble lives of westbound 49ers, students build model mining equipment, write a research paper, stage a scripted melodrama, and keep a miners' log. In teams, students buy equipment, stake claims at Golden Gulch, and acquire "gold" by correctly answering questions and completing worksheets and activities. (9781573360609-INT82)

Common Core State Standards
Language Arts
Grade: 7 - Adopted 2010

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.7.8	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.

Grade: 8 - Adopted 2010

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.

Social Studies

Grade: 7 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RH.6-8	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
STANDARD	CCSS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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.6-8.5	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.6-8.1a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
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.6-8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade: 8 - Adopted 2010

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

STANDARD	CCSS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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.6-8.5	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.6-8.1a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
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.6-8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables),

		and multimedia when useful to aiding comprehension.
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.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-	Write routinely over extended time frames (time for reflection and revision) and

Literacy.WHST.6-8.10 shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
