

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

Interact Middle School Library: BEYOND BASEBALL

Summary: Combine character development and language arts learning with John H. Ritter's baseball novel, Choosing Up Sides, which highlights the moral dilemmas facing adolescents. (9781573363730-INT833)

Common Core State Standards

Language Arts

Grade: 5 - Adopted 2010

| 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 |
| 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.) |
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| 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. |

Grade: 6 - Adopted 2010

| 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.6.2b | 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 | | Production and Distribution of Writing |

| CLUSTER | | |
|-----------------------|-------------------------------|---|
| 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. |

Grade: 7 - Adopted 2010

| STRAND / DOMAIN | CCSS.ELA- Literacy.RI.7 | Reading Standards for Informational Text |
|-----------------------|------------------------------|--|
| CATEGORY / CLUSTER | | Key Ideas and Details |
| 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.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.7.2b | 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.) |
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| 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 | |
| EXPECTATION | CCSS.ELA- | building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, |
| | CCSS.ELA- Literacy.SL.7.1a | building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals |

Grade: 8 - Adopted 2010

| STRAND / DOMAIN | CCSS.ELA- Literacy.W.8 | Writing Standards |
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| 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- | Gather relevant information from multiple print and digital sources, using |

| | Literacy.W.8.8 | 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: 6 - Adopted 2010

| STRAND / DOMAIN | CCSS.ELA- Literacy.RH.6-8 | Reading Standards for Literacy in History/Social Studies |
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| 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- 8.5 | 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 |
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| 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 / DOMAIN | CCSS.ELA- Literacy.WHST.6- 8 | Writing Standards for Literacy in History/Social Studies |
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| 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. |

| 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- 8.5 | 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 | | Text Types and Purposes |
| STANDARD | CCSS.ELA- Literacy.WHST.6- 8.1 | Write arguments focused on discipline-specific content. |

| Literacy.WHST.6. 3.10argument presented.STRAND / DOMAINCGS.ELA- Literacy.WHST.6. 3Writing Standards for Literacy in History/Social StudiesCATEGORY / CLUSTERCCS.ELA- Literacy.WHST.6. 3.20Text Types and PurposesSTANDARDCCS.ELA- Literacy.WHST.6. 3.20Develop the topic with relevant, well-chosen facts, definitions, concrete detail interacy.WHST.6. 3.20EXPECTATIONCCS.ELA- Literacy.WHST.6. 3.20Develop the topic with relevant, well-chosen facts, definitions, concrete detail interacy.WHST.6. 3.20EXPECTATIONCCS.ELA- Literacy.WHST.6. 3.20Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.EXPECTATIONCCS.ELA- Literacy.WHST.6. 3.24Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.EXPECTATIONCCS.ELA- Literacy.WHST.6. 3.21Establish and maintain a formal style and objective tone. Literacy.WHST.6. 3.21EXPECTATIONCCS.ELA- Literacy.WHST.6. 3.21Frovide a concluding statement or section that follows from and supports the information or explanation presented.STRAND / DOMAINCCS.ELA- Literacy.WHST.6. 3.32Steatodards for Literacy in History/Social StudiesSTANDARDCCS.ELA- Literacy.WHST.6. 3.32Steatodards for Literacy in History/Social StudiesSTANDARDCCS.ELA- Literacy.WHST.6. 3.33Steatodards for Literacy in History/Social StudiesSTANDARDCCS.ELA- Literacy.WHST.6. 3.33Production and Distribution of WritingS | 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. |
|---|---|--|--|
| Literacy.WHST.6 B.16argument presented.STRAND / DOMAINCCSS.ELA- Literacy.WHST.6 BWhiting Standards for Literacy in History/Social StudiesSTANDARDCCSS.ELA- Literacy.WHST.6 B.2Text Types and PurposesSTANDARDCCSS.ELA- | EXPECTATION | Literacy.WHST.6- | Establish and maintain a formal style. |
| DOMAIN Literacy.WHST.6-8 Interact Types and Purposes CATEGORY / CLUSTER 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- 8.20 Develop the topic with relevant, well-chosen facts, definitions, concrete detail quotations, or other information and examples. EXPECTATION CCSS.ELA- Literacy.WHST.6- 8.20 Develop the topic with relevant, well-chosen facts, definitions, concrete detail quotations, or other information and examples. EXPECTATION CCSS.ELA- Literacy.WHST.6- 8.20 Use appropriate and varied transitions to create cohesion and clarify the explain the topic. EXPECTATION CCSS.ELA- Literacy.WHST.6- 8.20 Establish and maintain a formal style and objective tone. Literacy.WHST.6- 8.21 EXPECTATION CCSS.ELA- Literacy.WHST.6- 8.21 Frovide a concluding statement or section that follows from and supports the Information or explanation presented. STRAND1 CCSS.ELA- Literacy.WHST.6- 8.3 Writing Standards for Literacy in History/Social Studies STANDARD CCSS.ELA- Literacy.WHST.6- 8.3 Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative accounts into their analyses of individuely into arguments and informative/explanatory texts. In history/Social Studies, students' narrative skills | EXPECTATION | Literacy.WHST.6- | Provide a concluding statement or section that follows from and supports the argument presented. |
| CLUSTER Image: Close interact inter | | Literacy.WHST.6- | Writing Standards for Literacy in History/Social Studies |
| Literacy.WHST.6- 8.2 scientific procedures/ experiments, or technical processes. EXPECTATION READED CCSS.ELA- Literacy.WHST.6- 8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete detail quotations, or other information and examples. EXPECTATION READED CCSS.ELA- Literacy.WHST.6- 8.2d Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. EXPECTATION READED CCSS.ELA- Literacy.WHST.6- 8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. EXPECTATION READED CCSS.ELA- Literacy.WHST.6- 8.2d Establish and maintain a formal style and objective tone. Literacy.WHST.6- 8.2d EXPECTATION READED CCSS.ELA- Literacy.WHST.6- 8.2d Provide a concluding statement or section that follows from and supports the information or explanation presented. S.2f STRND / DOMAIN CCSS.ELA- Literacy.WHST.6- 8.3 Information or explanation presented. S.2f STANDARD CCSS.ELA- Literacy.WHST.6- 8.3 Information or explanation presented. S.3f STANDARD CCSS.ELA- Literacy.WHST.6- 8.3 Information or explanation presented. S.3f STANDARD CCSS.ELA- Literacy.WHST.6- 8.3 Information or explanation presented. S.3f STRAND / DOMAIN CCSS.ELA- Literacy.WHST.6- 8.3 Information or explanation presentequoproprate narrat | | | Text Types and Purposes |
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| Literacy.WHST.6- 8.8search 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. | CLUSTER STANDARD EXPECTATION STRAND / DOMAIN CLUSTER STANDARD STRAND / CLUSTER CATEGORY / CLUSTER | Literacy.WHST.6- 8.3 CCSS.ELA- Literacy.WHST.6- 8.3a CCSS.ELA- Literacy.WHST.6- 8.4 CCSS.ELA- Literacy.WHST.6- 8.4 CCSS.ELA- Literacy.WHST.6- 8 | (See note; not applicable as a separate requirement) 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. Writing Standards for Literacy in History/Social Studies Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing Standards for Literacy in History/Social Studies Research to Build and Present Knowledge Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional |

| STANDARD | CCSS.ELA- Literacy.WHST.6- 8.9 | Draw evidence from informational texts to support analysis reflection, and research. |
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| 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. |

| 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- 8.5 | 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 | | 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. |
| | | |

Grade: 8 - Adopted 2010

| 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 |
| STANDARD | CCSS.ELA- | Write routinely over extended time frames (time for reflection and revision) and |