**EdGate Correlation Services**

**Interact Middle School Library**
**Grades:** 4, 5, 6
**States:** Common Core State Standards

Interact Middle School Library: TEAMWORK: An Interactive Team Building Unit
Summary: Students discover the value of teamwork as they participate in several different group situations, learning how to communicate, listen, identify and resolve conflicts, and set common goals to accomplish tasks. (9781573363372-INT943)

**Common Core State Standards**

**Language Arts**

Grade: **4** - Adopted **2010**

| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.4 | Reading Standards for Informational Text |
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| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.4 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RI.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.4 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.4.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.4.4a | Read on-level text with purpose and understanding. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.4 | Writing Standards |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.W.4.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | CCSS.ELA-Literacy.W.4.2b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.4 | Writing Standards |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.ELA-Literacy.W.4.4 | 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.4 | Writing Standards |

| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
|---|---|---|
| STANDARD | CCSS.ELA-Literacy.W.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| STANDARD | CCSS.ELA-Literacy.W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.4 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | CCSS.ELA-Literacy.W.4.9b | Apply grade 4 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text''). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.4 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.W.4.10 | 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.4 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | CCSS.ELA-Literacy.SL.4.1a | 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.4.1b | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | CCSS.ELA-Literacy.SL.4.1c | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.4 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Presentation of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.4 | Language Standards |
| CATEGORY / CLUSTER | | Knowledge of Language |
| STANDARD | CCSS.ELA-Literacy.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | CCSS.ELA-Literacy.L.4.3c | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |

Grade: **5** - Adopted **2010**

| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.5 | Reading Standards for Informational Text |
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| 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- | Explain how an author uses reasons and evidence to support particular points |

| | Literacy.RI.5.8 | 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.) |
| 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 / | | Comprehension and Collaboration |

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