



Correlation to the  
**Common Core State  
Standards, Literacy in  
History/Social Studies,  
Grades 6-8**

**United States History**  
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**COMMON  
CORE**

 **HOUGHTON MIFFLIN HARCOURT**

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correlated to the

**Common Core Standards for Reading and Writing (June 2010), grades 6-8**

<b>Standards</b>		<b>Page References</b>
<b>Reading Standards for Literacy in History/Social Studies, Grades 6-8</b>		
<b>Key Ideas and Details</b>		
1.	Cite specific textual evidence to support analysis of primary and secondary sources.	Reading Skills: inferences about history, 232–233, bias and historical events, 296–297, information and propaganda, 436–437, fact, opinions, and history, 474–475, supporting facts and details, 508–509, analyzing historical information, 550–551; Social Studies Skills: understanding historical interpretation, 140, determine different points of view, 174, determining the context of statements, 226, assessing primary and secondary sources, 498, interpreting political cartoons, 544, oral histories, 914; also see: Analyzing primary sources, 44, 59, 74, 79, 101, 119, 132, 138, 166, 172, 248, 268, 276, 281, 300, 324, 329, 330, 391, 394, 429, 451, 458, 464, 478, 479, 480, 491, 494, 520, 524, 531, 559, 663, 665, 812, 889, 896, 903, 935 ; Analyzing points of view, 51, 119, 166, 241, 282, 329, 334, 560; Interpreting political cartoons, 252, 281, 330, 520, 559, 707; Writing Workshop: Analyzing a Primary Source, 716-717
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.	Reading Skills: main ideas in social studies, 110–111, summarizing historical text, 180–181, public documents in history, 264–265, drawing conclusions about the past, 320–321; Social Studies Skills: assessing primary and secondary sources, 498; also see: Analyzing primary sources, 44, 59, 74, 79, 101, 119, 132, 138, 166, 172, 248, 268, 276, 281, 300, 324, 329, 330, 391, 394, 429, 451, 458, 464, 478, 479, 480, 491, 494, 520, 524, 531, 559, 663, 665, 812, 889, 896, 903, 935; Writing Workshop: Analyzing a Primary Source, 716-717
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).	Understanding the Constitution, 182–186; How Bill Becomes a Law, 192–193; Federalism, 201; Amending the U.S. Constitution, 202; Rights and Responsibilities of Citizenship, 222–225; Writing Workshop: Explaining a Political Process, 258–259

Standards		Page References
	<b>Craft and Structure</b>	
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.	Reading Skills: specialized vocabulary of social studies, 4–5, vocabulary clues, 70–71, vocabulary in context, 344–345; Reading Social Studies: Key Terms and People, 37, 111, 151, 181, 233, 265, 297, 321, 383, 415, 437, 475, 509, 551; Reviewing Ideas, Key Terms, and People, 9, 15, 21, 27, 41, 45, 51, 57, 61, 77, 84, 87, 97, 103, 117, 121, 134, 139, 155, 162, 169, 173, 187, 221, 225, 237, 242, 249, 253, 271, 277, 283, 287, 301, 305, 313, 325, 335, 349, 353, 363, 369, 389, 395, 401, 405, 419, 423, 429, 442, 447, 453, 460, 482, 487, 492, 497, 515, 521, 525, 535, 543, 557, 563, 571; Chapter Review: Reviewing Vocabulary, Terms, and People, 31, 65, 105, 141, 175, 227, 255, 291, 315, 339, 373, 407, 431, 469, 499, 545, 573, 629, 713
5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Reading Skills: specialized vocabulary of social studies, 4–5, outlining and history, 36–37, vocabulary clues, 70–71, main ideas in social studies, 110–111, chronological order, 150–151, summarizing historical text, 180–181, inferences about history, 232–233, public documents in history, 264–265, bias and historical events, 296–297, drawing conclusions about the past, 320–321, vocabulary in context, 344–345, causes and effects in history, 382–383, online research, 412–415, information and propaganda, 436–437, fact, opinions, and history, 474–475, supporting facts and details, 508–509, analyzing historical information, 550–551; also see: Social Studies Skills: interpreting diagrams, 30, interpreting graphs, 430, interpreting maps: expansion, 372, interpreting political cartoons, 544, interpreting time lines, 104; Chapter Review: Visual Summary, 31, 65, 105, 141, 175, 227, 255, 291, 315, 339, 373, 407, 431, 469, 499, 545, 573
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).	Reading Skills: bias and historical events, 296–297, information and propaganda, 436–437, fact, opinions, and history, 474–475; Social Studies Skills: understanding historical interpretation, 140, determine different points of view, 174, determining the context of statements, 226, assessing primary and secondary sources, 498, interpreting political cartoons, 544; also see: Analyzing primary sources, 44, 59, 74, 79, 101, 119, 132, 138, 166, 172, 248, 268, 276, 281, 300, 324, 329, 330, 391, 394, 429, 451, 458, 464, 478, 479, 480, 491, 494, 520, 524, 531, 559 ; Analyzing points of view, 51, 119, 166, 241, 282, 329, 334, 560; Interpreting political cartoons, 252, 281, 330, 520, 559

Standards		Page References
<b>Integration of Knowledge and Ideas</b>		
7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print or digital texts.	Social Studies Skills: interpreting diagrams, 30, interpreting time lines, 104, interpreting maps: expansion, 372, interpreting graphs, 430, interpreting political cartoons, 544; Chapter Review: Visual Summary, 31, 65, 105, 141, 175, 227, 255, 291, 315, 339, 373, 407, 431, 469, 499, 545, 573; Multimedia Connections, 33 MC1–33 MC2, 67 MC1–67 MC2, 143 MC1–143 MC2, 293 MC1–293 MC2, 375 MC1–375 MC2, 547 MC1–547 MC2; also see: Skills: geography: interpreting maps, 7, 9, 13, 18, 41, 43, 49, 50, 55, 56, 60, 73, 76, 91, 92, 96, 113, 115, 127, 130, 134, 139, 154, 159, 196, 245, 246, 251, 273, 285, 299, 303, 304, 317, 335, 347, 352, 359, 362, 375, 400, 416, 428, 457, 484, 495, 501, 512, 517, 521, 523, 529, 539, 541, 547, 561, 565; reading time lines, 25, 207, 245, 275, 281, 405, 463; analyzing visuals, 39, 81, 103, 137, 225, 235, 246, 356, 385, 393, 421, 428, 439, 441, 512, 513, 514, 519, 906-907; interpreting charts, 76, 416, 542; analyzing diagrams, 279
8.	Distinguish among fact, opinion, and reasoned judgment in a text.	Reading Skills: bias and historical events, 296–297, information and propaganda, 436–437, fact, opinions, and history, 474–475; Social Studies Skills: understanding historical interpretation, 140, determine different points of view, 174, determining the context of statements, 226, assessing primary and secondary sources, 498, interpreting political cartoons, 544; also see: Analyzing primary sources, 44, 59, 74, 79, 101, 119, 132, 138, 166, 172, 248, 268, 276, 281, 300, 324, 329, 330, 391, 394, 429, 451, 458, 464, 478, 479, 480, 491, 494, 520, 524, 531, 559 ; Analyzing points of view, 51, 119, 166, 241, 282, 329, 334, 560; Interpreting political cartoons, 252, 281, 330, 520, 559
9.	Analyze the relationship between a primary and secondary source on the same topic.	Reading Skills: assessing primary and secondary sources, 498
<b>Range of Reading and Level of Text Complexity</b>		
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.	Reading Skills, 4–5, 36–37, 70–71, 110–111, 150–151, 180–181, 232–233, 264–265, 296–297, 320–321, 344–345, 382–383, 412–415, 436–437, 474–475, 508–509, 550–551; Chapter Review, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574, 714

Standards	Page References	
	<b>Writing Standards for Literacy in History/Social Studies, Grades 6-8</b>	
	<b>Text Types and Purposes</b>	
1.	Write arguments focused on <i>discipline-specific content</i>	
1.a.	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.	Focus on Writing: an infomercial, 68, 106, a newspaper editorial, 148, 176, a letter of recommendation, 262, 292, a newspaper advertisement, 380, 408, a persuasive letter, 434, 470, a newspaper article, 546, a personal letter, 608, a list of pros and cons, 714, a radio ad, 772, a radio news broadcast, 834
1.b.	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	Focus on Writing: an infomercial, 68, 106, a newspaper editorial, 148, 176, a letter of recommendation, 262, 292, a newspaper advertisement, 380, 408, a persuasive letter, 434, 470, a newspaper article, 546, a personal letter, 608, a list of pros and cons, 714, a radio ad, 772, a radio news broadcast, 834
1.c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Focus on Writing: an infomercial, 68, 106, a newspaper editorial, 148, 176, a letter of recommendation, 262, 292, a newspaper advertisement, 380, 408, a persuasive letter, 434, 470, a newspaper article, 546, a personal letter, 608, a list of pros and cons, 714, a radio ad, 772, a radio news broadcast, 834
1.d.	Establish and maintain a formal style.	Focus on Writing: an infomercial, 68, 106, a newspaper editorial, 148, 176, a letter of recommendation, 262, 292, a newspaper advertisement, 380, 408, a persuasive letter, 434, 470, a newspaper article, 546, a personal letter, 608, a list of pros and cons, 714, a radio ad, 772, a radio news broadcast, 834
1.e.	Provide a concluding statement or section that follows from and supports the argument presented.	Focus on Writing: an infomercial, 68, 106, a newspaper editorial, 148, 176, a letter of recommendation, 262, 292, a newspaper advertisement, 380, 408, a persuasive letter, 434, 470, a newspaper article, 546, a personal letter, 608, a list of pros and cons, 714, a radio ad, 772, a radio news broadcast, 834

Standards	Page References
2.	Write Informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
2.a.	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.
2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
2.e.	Establish and maintain a formal style and objective tone.
2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
3.	(See note; not applicable as a separate requirement)

Standards		Page References
<b>Production and Distribution of Writing</b>		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing Workshop (Evaluate and Revise, Publish): A Biographical Narrative, 145, Explaining a Political Process, 259, Cause and Effect in History, 377, Comparing People and Events, 503, A Social Studies Report, 577, 686
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.	Writing Workshop: A Biographical Narrative, 144–145, Explaining a Political Process, 258–259, Cause and Effect in History, 376–377, Comparing People and Events, 502–503, A Social Studies Report, 576–579, Persuasion and History, 654–655, Analyzing a Primary Source, 716–717
6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Using the Internet, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574, 686
<b>Research to Build and Present Knowledge</b>		
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.	Writing Workshop: A Social Studies Report, 576–579; also see: Using the Internet, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574
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.	Writing Workshop: A Social Studies Report, 576–579; also see: Using the Internet, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574; also see: Social Studies Skills: assessing primary and secondary sources, 498
9.	Draw evidence from informational text to support analysis, reflection, and research.	Writing Workshop: A Social Studies Report, 576–579; also see: Reading Skills: inferences about history, 232–233, bias and historical events, 296–297, information and propaganda, 436–437, fact, opinions, and history, 474–475, supporting facts and details, 508–509, analyzing historical information, 550–551; Social Studies Skills: understanding historical interpretation, 140, determine different points of view, 174, determining the context of statements, 226, assessing primary and secondary sources, 498, interpreting political cartoons, 544
<b>Range of Writing</b>		
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.	Focus on Writing: Chapter Review, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574; Writing Workshop: A Biographical Narrative, 144–145, Explaining a Political Process, 258–259, Cause and Effect in History, 376–377, Comparing People and Events, 502–503, A Social Studies Report, 576–577; also see: Focus on Writing: Section Assessment, 9, 15, 21, 27, 41, 45, 51, 57, 61, 77, 84, 87, 97, 103, 117, 121, 134, 139, 155, 162, 169, 173, 187, 221, 225, 237, 242, 249, 253, 271, 277, 283, 287, 301, 305, 313, 325, 31, 335, 349, 353, 363, 369, 389, 395, 401, 405, 419, 423, 429, 442, 447, 453, 460, 482, 487, 492, 497, 515, 521, 525, 535, 543, 557, 563, 571

Standards	Page References
<p><b>College and Career Readiness Anchor Standards for Reading</b>            The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.</p>	
	<p><b>Key Ideas and Details</b></p>
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Reading Skills: main ideas in social studies, 110–111, summarizing historical text, 180–181, inferences about history, 232–233, drawing conclusions about the past, 320–321, fact, opinions, and history, 474–475, supporting facts and details, 508–509, analyzing historical information, 550–551; also see: Chapter Review: Comprehension and Critical Thinking, 31–32, 65–66, 105–106, 141–142, 175–176, 227–228, 255–256, 291–292, 315–316, 339–340, 373–374, 407–408, 431–432, 469–470, 499–500, 545–546, 573–574, 685–686</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Reading Skills: outlining and history, 36–37, main ideas in social studies, 110–111, summarizing historical text, 180–181, supporting facts and details, 508–509; also see: Chapter Review: Visual Summary, 31, 65, 105, 141, 175, 227, 255, 291, 315, 339, 373, 407, 431, 469, 499, 545, 573, Reviewing Themes, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Social Studies Skills: framing historical questions, 64, understanding historical interpretation, 140, determine different points of view, 174, determining the context of statements, 226, identifying central issues, 314, interpreting political cartoons, 544, chance, oversight, and error in history, 572; Reading Skills: causes and effects in history, 382–383; also see: Chapter Review: Visual Summary, 31, 65, 105, 141, 175, 227, 255, 291, 315, 339, 373, 407, 431, 469, 499, 545, 573, Reviewing Themes, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574</p>



Standards		Page References
	<b>Craft and Structure</b>	
4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Reading Skills: specialized vocabulary of social studies, 4–5, vocabulary clues, 70–71, vocabulary in context, 344–345; Reading Social Studies: Key Terms and People, 37, 111, 151, 181, 233, 265, 297, 321, 383, 415, 437, 475, 509, 551; Reviewing Ideas, Key Terms, and People, 9, 15, 21, 27, 41, 45, 51, 57, 61, 77, 84, 87, 97, 103, 117, 121, 134, 139, 155, 162, 169, 173, 187, 221, 225, 237, 242, 249, 253, 271, 277, 283, 287, 301, 305, 313, 325, 335, 349, 353, 363, 369, 389, 395, 401, 405, 419, 423, 429, 442, 447, 453, 460, 482, 487, 492, 497, 515, 521, 525, 535, 543, 557, 563, 571; Chapter Review: Reviewing Vocabulary, Terms, and People, 31, 65, 105, 141, 175, 227, 255, 291, 315, 339, 373, 407, 431, 469, 499, 545, 573
5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Reading Skills: specialized vocabulary of social studies, 4–5, outlining and history, 36–37, vocabulary clues, 70–71, main ideas in social studies, 110–111, chronological order, 150–151, summarizing historical text, 180–181, inferences about history, 232–233, vocabulary in context, 344–345, supporting facts and details, 508–509, analyzing historical information, 550–551
6.	Assess how point of view or purpose shapes the content and style of a text.	Reading Skills: bias and historical events, 296–297, information and propaganda, 436–437, fact, opinions, and history, 474–475; Social Studies Skills: understanding historical interpretation, 140, determine different points of view, 174, determining the context of statements, 226, personal conviction and bias, 406, assessing primary and secondary sources, 498, interpreting political cartoons, 544; also see: Analyzing primary sources, 44, 59, 74, 79, 101, 119, 132, 138, 166, 172, 248, 268, 276, 281, 300, 324, 329, 330, 391, 394, 429, 451, 458, 464, 478, 479, 480, 491, 494, 520, 524, 531, 559 ; Analyzing points of view, 51, 119, 166, 241, 282, 329, 334, 560; Interpreting political cartoons, 252, 281, 330, 520, 559

Standards		Page References
<b>Integration of Knowledge and Ideas</b>		
7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words*.	Social Studies Skills: interpreting diagrams, 30, interpreting time lines, 104, interpreting maps: expansion, 372, interpreting graphs, 430, interpreting political cartoons, 544; Chapter Review: Visual Summary, 31, 65, 105, 141, 175, 227, 255, 291, 315, 339, 373, 407, 431, 469, 499, 545, 573; Multimedia Connections, 33 MC1–33 MC2, 67 MC1–67 MC2, 143 MC1–143 MC2, 293 MC1–293 MC2, 375 MC1–375 MC2, 547 MC1–547 MC2; also see: Skills: geography: interpreting maps, 7, 9, 13, 18, 41, 43, 49, 50, 55, 56, 60, 73, 76, 91, 92, 96, 113, 115, 127, 130, 134, 139, 154, 159, 196, 245, 246, 251, 273, 285, 299, 303, 304, 317, 335, 347, 352, 359, 362, 375, 400, 416, 428, 457, 484, 495, 501, 512, 517, 521, 523, 529, 539, 541, 547, 561, 565; reading time lines, 25, 207, 245, 275, 281, 405, 463; analyzing visuals, 39, 81, 103, 137, 225, 235, 246, 356, 385, 393, 421, 428, 439, 441, 512, 513, 514, 519; interpreting charts, 76, 416, 542; analyzing diagrams, 279
8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Reading Skills: bias and historical events, 296–297, information and propaganda, 436–437, fact, opinions, and history, 474–475; Social Studies Skills: understanding historical interpretation, 140, determine different points of view, 174, determining the context of statements, 226, assessing primary and secondary sources, 498, interpreting political cartoons, 544; also see: Analyzing primary sources, 44, 59, 74, 79, 101, 119, 132, 138, 166, 172, 248, 268, 276, 281, 300, 324, 329, 330, 391, 394, 429, 451, 458, 464, 478, 479, 480, 491, 494, 520, 524, 531, 559 ; Analyzing points of view, 51, 119, 166, 241, 282, 329, 334, 560; Interpreting political cartoons, 252, 281, 330, 520, 559
9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Reading Skills: assessing primary and secondary sources, 498
<b>Range of Reading and Level of Text Complexity</b>		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	Chapter Review: Using the Internet, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574, 714; also see: Taking notes, 6, 10, 16, 22, 38, 42, 46, 52, 58, 72, 78, 85, 90, 98, 112, 118, 126, 135, 152, 158, 163, 170, 182, 216, 222, 234, 238, 243, 250, 266, 272, 278, 284, 298, 302, 308, 322, 326, 332, 346, 350, 354, 364, 384, 390, 396, 402, 414, 420, 424, 438, 443, 448, 454, 461, 476, 483, 488, 493, 510, 516, 522, 528, 536, 552, 558, 564; Chapter Review, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574

Standards		Page References
<b>Writing</b>		
<b>Text Types and Purposes*</b>		
1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Focus on Writing: an infomercial, 68, 106, a newspaper editorial, 148, 176, a letter of recommendation, 262, 292, a newspaper advertisement, 380, 408, a persuasive letter, 434, 470
2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing Workshop: A Biographical Narrative, 144–145, Explaining a Political Process, 258–259, Cause and Effect in History, 376–377, Comparing People and Events, 502–503, A Social Studies Report, 576–577, Analyzing a Primary Source, 716–717; also see: Focus on Writing: Chapter Review, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Writing Workshop: A Biographical Narrative, 144–145; also see: Focus on Writing: a travelogue, 2, 32
<b>Production and Distribution of Writing</b>		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing Workshop (Prewriting, Evaluating, Revising, and Proofreading): A Biographical Narrative, 144–145, Explaining a Political Process, 258–259, Cause and Effect in History, 376–377, Comparing People and Events, 502–503, A Social Studies Report, 576–577; also see: Focus on Writing: Chapter Review, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574; Focus on Writing: Section Assessment, 9, 15, 21, 27, 41, 45, 51, 57, 61, 77, 84, 87, 97, 103, 117, 121, 134, 139, 155, 162, 169, 173, 187, 221, 225, 237, 242, 249, 253, 271, 277, 283, 287, 301, 305, 313, 325, 31, 335, 349, 353, 363, 369, 389, 395, 401, 405, 419, 423, 429, 442, 447, 453, 460, 482, 487, 492, 497, 515, 521, 525, 535, 543, 557, 563, 571
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Writing Workshop (Prewriting, Evaluating, Revising, and Proofreading): A Biographical Narrative, 144–145, Explaining a Political Process, 258–259, Cause and Effect in History, 376–377, Comparing People and Events, 502–503, A Social Studies Report, 576–577
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Using the Internet, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574; Writing Workshop: Publishing, 145, 259, 377, 503, 579

Standards		Page References
<b>Research to Build and Present Knowledge</b>		
7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Writing Workshop: A Social Studies Report, 576–579; also see: Using the Internet, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574
8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Writing Workshop: A Social Studies Report, 576–579; also see: Using the Internet, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574; also see: Social Studies Skills: assessing primary and secondary sources, 498
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing Workshop: A Social Studies Report, 576–579; also see: Reading Skills: inferences about history, 232–233, bias and historical events, 296–297, information and propaganda, 436–437, fact, opinions, and history, 474–475, supporting facts and details, 508–509, analyzing historical information, 550–551; Social Studies Skills: understanding historical interpretation, 140, determine different points of view, 174, determining the context of statements, 226, assessing primary and secondary sources, 498, interpreting political cartoons, 544
<b>Range of Writing</b>		
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 tasks, purposes, and audiences.	Focus on Writing: Chapter Review, 32, 66, 106, 142, 176, 228, 256, 292, 316, 340, 374, 408, 432, 470, 500, 546, 574; Writing Workshop: A Biographical Narrative, 144–145, Explaining a Political Process, 258–259, Cause and Effect in History, 376–377, Comparing People and Events, 502–503, A Social Studies Report, 576–577; also see: Focus on Writing: Section Assessment, 9, 15, 21, 27, 41, 45, 51, 57, 61, 77, 84, 87, 97, 103, 117, 121, 134, 139, 155, 162, 169, 173, 187, 221, 225, 237, 242, 249, 253, 271, 277, 283, 287, 301, 305, 313, 325, 31, 335, 349, 353, 363, 369, 389, 395, 401, 405, 419, 423, 429, 442, 447, 453, 460, 482, 487, 492, 497, 515, 521, 525, 535, 543, 557, 563, 571