



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

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correlated to

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

Standards	Page References	
	Reading Standards for Literacy in History/Social Studies, Grades 6-8	
	Key Ideas and Details	
1.	Cite specific textual evidence to support analysis of primary and secondary sources.	Reading Social Studies: Using Questions to Analyze Tests, 352–353, Analyzing Historical Information, 466–467, Evaluating Sources, 494–495 Stereotypes and Bias in History, 522–523; Social Studies Skills: Assessing primary and secondary sources, 114, 116; also see: Analyzing Primary Sources, 9, 15, 38, 73, 114, 170, 240, 268, 305, 337, 426, 447, 502, 526, 541, 562, 571 ; Analyzing Points of View, 38, 268, 526
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 Social Studies: Main Ideas in Social Studies, 52–53, Summarizing Historical Texts, 158–159, Facts and Opinions about the Past, 200–201, Using Questions to Analyze Tests, 352–353, Analyzing Historical Information, 466–467, Evaluating Sources, 494–495, Stereotypes and Bias in History, 522–523; Social Studies Skills: assessing primary and secondary sources, 114, 116; also see: Analyzing Primary Sources, 9, 15, 38, 73, 114, 170, 240, 268, 305, 337, 426, 447, 502, 526, 541, 562, 571
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).	Writing Workshops: Unit 3: Why Things Happen, 195 WW1–195 WW2

Standards		Page References
	Craft and Structure	
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 Social Studies: Understanding Specialized Vocabulary, 4–5, Understanding Word Origins, 226–227, Greek and Latin Word Roots, 556–557; Reading Social Studies: Key Terms and People, 5, 27, 53, 85, 123, 159, 201, 227, 259, 293, 321, 353, 379, 409, 439, 467, 495, 523, 557; Reviewing Ideas, Key Terms, and People, 35, 39, 43, 57, 64, 69, 77, 129, 135, 141, 146, 151, 165, 171, 177, 183, 189, 207, 213, 219, 233, 241, 249, 265, 271, 276, 283, 299, 307, 313, 329, 338, 343, 357, 361, 367, 371, 383, 389, 395, 399, 413, 419, 423, 431, 445, 451, 459, 474, 478, 483, 499, 505, 511, 515, 527, 532, 539, 542, 549, 564, 568, 575; Chapter Review: Reviewing Vocabulary, Terms, and People, 21, 45, 79, 115, 153, 193, 221, 253, 285, 315, 345, 373, 401, 433, 461, 487, 517, 551, 579
5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Reading Social Studies: Chronological Order, 26–27, Causes and Effects in History, 84–85, Outlining and History, 292–293, Organization of Facts and Information, 378–379; also see: Social Studies Skills: Identifying Central Issues, 44, Identifying Short- and Long-Term Effects, 220, Understanding Historical Context, 372; Chapter Review: Visual Summary, 21, 45, 79, 115, 153, 193, 221, 253, 285, 315, 345, 373, 401, 433, 461, 487, 517, 551, 579
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 Social Studies: Facts and Opinions about the Past, 200–201, Evaluating Sources, 494–495, Stereotypes and Bias in History, 522–523; Social Studies Skills: Recognizing Bias, 20, Assessing primary and secondary sources, 114, 116; also see: Analyzing Primary Sources, 9, 15, 38, 73, 114, 170, 240, 268, 305, 337, 426, 447, 502, 526, 541, 562, 571 ; Analyzing Points of View, 38, 268, 526

Standards		Page References
Integration of Knowledge and Ideas		
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 Physical Maps, 78, Interpreting Diagrams, 152, Interpreting Charts and Tables, 284, Interpreting Culture Maps, 314, Interpreting Time Lines, 344, Interpreting Political Maps, 400, Interpreting Diagrams, 516, Understanding Transportation Maps, 550, Understanding Graphs, 578; Chapter Review: Visual Summary, 21, 45, 79, 115, 153, 193, 221, 253, 285, 315, 345, 373, 401, 433, 461, 487, 517, 551, 579; Multimedia Connections: 195 MC1–195 MC2, 255 MC1–255 MC2, 347 MC1–347 MC2, 463 MC1–463 MC2, 489 MC1–489 MC2, 553 MC1–553 MC2; also see: Skills: geography: interpreting maps, 19, 29, 37, 41, 55, 59, 61, 63, 74, 77, 87, 98, 108, 112, 129, 131, 140, 143, 144, 161, 173, 188, 191, 203, 206, 217, 229, 232, 235, 261, 264, 270, 280, 295, 298, 309, 312, 325, 331, 338, 340, 355, 365, 366, 367, 381, 385, 387, 391, 411, 413, 425, 441, 458, 469, 475, 480, 497, 501, 503, 504, 525, 531, 545, 547; reading time lines, 205, 357, 394, 567; analyzing visuals, 32, 43, 57, 63, 69, 91, 93, 95, 99, 103, 104, 151, 168, 183, 211, 243, 244–45, 311, 360, 368, 427, 429, 455, 471, 476, 482, 485, 507, 509, 513, 534, 539, 561
8.	Distinguish among fact, opinion, and reasoned judgment in a text.	Reading Social Studies: Facts and Opinions about the Past, 200–201, Comparing and Contrasting Historical Facts, 258–259, Analyzing Historical Information, 466–467, Evaluating Sources, 494–495, Stereotypes and Bias in History, 522–523; Social Studies Skills: Recognizing Bias, 20, Assessing primary and secondary sources, 114, 116, Understanding Chance, Error, and Oversight, 432; also see: Analyzing Primary Sources, 9, 15, 38, 73, 114, 170, 240, 268, 305, 337, 426, 447, 502, 526, 541, 562, 571 ; Analyzing Points of View, 38, 268, 526
9.	Analyze the relationship between a primary and secondary source on the same topic.	Social Studies Skills: Assessing primary and secondary sources, 114, 116
Range of Reading and Level of Text Complexity		
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 Social Studies, 4–5, 26–27, 52–53, 84–85, 122–123, 158–159, 200–201, 226–227, 258–259, 292–293, 320–321, 352–353, 378–379, 408–409, 438–439, 466–467, 494–495, 522–523, 556–557; Chapter Review, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580

Standards	Page References	
Writing Standards for Literacy in History/Social Studies, Grades 6-8		
Text Types and Purposes		
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.	Writing Workshops: Persuasion and Historical Issues: Taking a Position, 489 WW1, Evaluation questions (reasons and evidence organized), 489 WW2
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.	Writing Workshops: Persuasion and Historical Issues: Supporting Your Position, 489 WW1, Evaluation questions (given reasons to support your position), 489 WW2
1.c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Writing Workshops: Persuasion and Historical Issues: Organizing reasons and evidence, 489 WW1, Evaluation questions (reasons and evidence organized), 489 WW2
1.d.	Establish and maintain a formal style.	<i>Not addressed</i>
1.e.	Provide a concluding statement or section that follows from and supports the argument presented.	Writing Workshops: Persuasion and Historical Issues: Writer’s Framework (Conclusion), 489 WW1, Evaluation questions (does conclusion restate position), 489 WW2
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.	Writing Workshop: A Writer’s Framework (Introduction) & Prewriting, 47 WW1, 117 WW1, 195 WW1, 287 WW2, 347 WW1, 403 WW1; Evaluation questions, 47 WW2, 117 WW2, 195 WW2, 287 WW4, 347 WW2, 403 WW2
2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Writing Workshop: A Writer’s Framework (Body), 47 WW1, 117 WW1, 195 WW1, 287 WW2, 347 WW1, 403 WW1; Evaluation questions, 47 WW2, 117 WW2, 195 WW2, 287 WW4, 347 WW2, 403 WW2; also see: Using the Internet & Focus on Writing, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580
2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Writing Workshop: Comparing and Contrasting Societies: point-by-point style, 47 WW1, Clue words for similarities and differences, 47 WW1, 47 WW2; Why Things Happen: Revising (transitions), 195 WW2; Historical Problem and Solution: Revising (insert words to link causes and effects), 347 WW2
2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing Workshop: Comparing and Contrasting Societies: Clue words for similarities and differences, 47 WW1, 47 WW2; A Description of a Historical Place, 117 WW1–117 WW2; Why Things Happen: Writer’s Framework (use different words), 195 WW1; Historical Problem and Solution: Explain and summarize problem, 347 WW1; A Summary of a History Lesson, 403 WW1–403 WW2
2.e.	Establish and maintain a formal style and objective tone.	<i>Not addressed</i>

Standards		Page References
2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Writing Workshop: A Writer's Framework (Conclusion), 47 WW1, 117 WW1, 195 WW1, 287 WW2, 347 WW1, 403 WW1; Evaluation questions, 47 WW2, 117 WW2, 195 WW2, 287 WW4, 347 WW2, 403 WW2
3.	(See note; not applicable as a separate requirement)	

Standards		Page References
Production and Distribution of Writing		
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), 47 WW2, 117 WW2, 195 WW2, 287 WW4, 347 WW2, 403 WW2, 489 WW2, 581 WW2
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: Comparing and Contrasting Societies, 47 W1–47 WW2; A Description of a Historical Place, 117 WW1–117 WW2; Why Things Happen, 195 WW1–195 WW2; A Social Studies Report, 287 WW1–287 WW4; Historical Problem and Solution: 347 WW1–347 WW2; A Summary of a History Lesson, 403 WW1–403 WW2; Persuasion and Historical Issues, 489 WW1–489 WW2; A Historical Narrative, 581 WW1–581 WW2
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, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580
Research to Build and Present Knowledge		
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, 287 WW1–287 WW4; also see: Using the Internet, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580
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, 287 WW1–287 WW4; also see: Using the Internet, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580; also see: Social Studies Skills: assessing primary and secondary sources, 114, 116.
9.	Draw evidence from informational text to support analysis, reflection, and research.	Writing Workshop: A Social Studies Report, 287 WW1–287 WW4; also see: Reading Social Studies: Facts and Opinions about the Past, 200–201, Comparing and Contrasting Historical Facts, 258–259, Outlining and History, 292–293, Organization of Facts and Information, 378–379, Analyzing Historical Information, 466–467, Evaluating Sources, 494–495; Social Studies Skills: Identifying Central Issues, 44, Assessing Primary and Secondary Sources, 114, Identifying Short- and Long-Term Effects, 220, Analyzing Costs and Benefits, 252, Analyzing Economic Effects, 486

Standards		Page References
	Range of Writing	
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, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580; Writing Workshop: Comparing and Contrasting Societies, 47 W1–47 WW2; A Description of a Historical Place, 117 WW1–117 WW2; Why Things Happen, 195 WW1–195 WW2; A Social Studies Report, 287 WW1–287 WW4; Historical Problem and Solution: 347 WW1–347 WW2; A Summary of a History Lesson, 403 WW1–403 WW2; Persuasion and Historical Issues, 489 WW1–489 WW2; A Historical Narrative, 581 WW1–581 WW2; also see: Focus on Writing: Section Assessment, 35, 39, 43, 57, 64, 69, 77, 129, 135, 141, 146, 151, 165, 171, 177, 183, 189, 207, 213, 219, 233, 241, 249, 265, 271, 276, 283, 299, 307, 313, 329, 338, 343, 357, 361, 367, 371, 383, 389, 395, 399, 413, 419, 423, 431, 445, 451, 459, 474, 478, 483, 499, 505, 511, 515, 527, 532, 539, 542, 549, 564, 568, 575

Standards	Page References
<p>College and Career Readiness Anchor Standards for Reading 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>Key Ideas and Details</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 Social Studies: Main Ideas in Social Studies, 52–53, Inferences about History, 122–123, Summarizing Historical Texts, 158–159, Facts and Opinions about the Past, 200–201, Comparing and Contrasting Historical Facts, 258–259, Using Questions to Analyze Tests, 352–353, Drawing Conclusions about the Past, 408–409, Main Ideas and Their Support, 438–439, Analyzing Historical Information, 466–467; also see: Chapter Review: Comprehension and Critical Thinking, 21–22, 45–46, 79–80, 115–116, 153–154, 193–194, 221–222, 253–254, 285–286, 315–316, 345–346, 373–374, 401–402, 433–434, 461–462, 487–488, 517–518, 551–552, 579–580</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 Social Studies: Main Ideas in Social Studies, 52–53, Drawing Conclusions about the Past, 408–409, Main Ideas and Their Support, 438–439; also see: Chapter Review: Visual Summary, 21, 45, 79, 115, 153, 193, 221, 253, 285, 315, 345, 373, 401, 433, 461, 487, 517, 551, 579, Reviewing Themes, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580</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: Identifying Central Issues, 44, Identifying Short- and Long-Term Effects, 220, Analyzing Costs and Benefits, 252, Understanding Historical Context, 372, Understanding Chance, Error, and Oversight, 432, Analyzing Economic Effects, 486; Reading Social Studies: Causes and Effects in History, 84–85, Drawing Conclusions about the Past, 408–409; also see: Chapter Review: Visual Summary, 21, 45, 79, 115, 153, 193, 221, 253, 285, 315, 345, 373, 401, 433, 461, 487, 517, 551, 579, Reviewing Themes, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580</p>

Standards		Page References
	Craft and Structure	
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 Social Studies: Understanding Specialized Vocabulary, 4–5, Understanding Word Origins, 226–227, Greek and Latin Word Roots, 556–557; Reading Social Studies: Key Terms and People, 5, 27, 53, 85, 123, 159, 201, 227, 259, 293, 321, 353, 379, 409, 439, 467, 495, 523, 557; Reviewing Ideas, Key Terms, and People, 35, 39, 43, 57, 64, 69, 77, 129, 135, 141, 146, 151, 165, 171, 177, 183, 189, 207, 213, 219, 233, 241, 249, 265, 271, 276, 283, 299, 307, 313, 329, 338, 343, 357, 361, 367, 371, 383, 389, 395, 399, 413, 419, 423, 431, 445, 451, 459, 474, 478, 483, 499, 505, 511, 515, 527, 532, 539, 542, 549, 564, 568, 575; Chapter Review: Reviewing Vocabulary, Terms, and People, 21, 45, 79, 115, 153, 193, 221, 253, 285, 315, 345, 373, 401, 433, 461, 487, 517, 551, 579
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 Social Studies: Chronological Order, 26–27, Main Ideas in Social Studies, 52–53, Causes and Effects in History, 84–85, Comparing and Contrasting Historical Facts, 258–259, Outlining and History, 292–293, Using Questions to Analyze Tests, 352–353, Organization of Facts and Information, 378–379, Main Ideas and Their Support, 438–439
6.	Assess how point of view or purpose shapes the content and style of a text.	Reading Social Studies: Facts and Opinions about the Past, 200–201, Evaluating Sources, 484–485, Stereotypes and Bias in History, 522–523; Social Studies Skills: Recognizing Bias, 20, Assessing primary and secondary sources, 114, 116; also see: Analyzing Primary Sources, 9, 15, 38, 73, 114, 170, 240, 268, 305, 337, 426, 447, 502, 526, 541, 562, 571 ; Analyzing Points of View, 38, 268, 526

Standards		Page References
Integration of Knowledge and Ideas		
7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words* .	Social Studies Skills: Interpreting Physical Maps, 78, Interpreting Diagrams, 152, Interpreting Charts and Tables, 284, Interpreting Culture Maps, 314, Interpreting Time Lines, 344, Interpreting Political Maps, 400, Interpreting Diagrams, 516, Understanding Transportation Maps, 550, Understanding Graphs, 578; Chapter Review: Visual Summary, 21, 45, 79, 115, 153, 193, 221, 253, 285, 315, 345, 373, 401, 433, 461, 487, 517, 551, 579; Multimedia Connections: 195 MC1–195 MC2, 255 MC1–255 MC2, 347 MC1–347 MC2, 463 MC1–463 MC2, 489 MC1–489 MC2, 553 MC1–553 MC2; also see: Skills: geography: interpreting maps, 19, 29, 37, 41, 55, 59, 61, 63, 74, 77, 87, 98, 108, 112, 129, 131, 140, 143, 144, 161, 173, 188, 191, 203, 206, 217, 229, 232, 235, 261, 264, 270, 280, 295, 298, 309, 312, 325, 331, 338, 340, 355, 365, 366, 367, 381, 385, 387, 391, 411, 413, 425, 441, 458, 469, 475, 480, 497, 501, 503, 504, 525, 531, 545, 547; reading time lines, 205, 357, 394, 567; analyzing visuals, 32, 43, 57, 63, 69, 91, 93, 95, 99, 103, 104, 151, 168, 183, 211, 243, 244–45, 311, 360, 368, 427, 429, 455, 471, 476, 482, 485, 507, 509, 513, 534, 539, 561
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 Social Studies: Facts and Opinions about the Past, 200–201, Evaluating Sources, 484–485, Stereotypes and Bias in History, 522–523; Social Studies Skills: Recognizing Bias, 20, Assessing primary and secondary sources, 114, 116; also see: Analyzing Primary Sources, 9, 15, 38, 73, 114, 170, 240, 268, 305, 337, 426, 447, 502, 526, 541, 562, 571 ; Analyzing Points of View, 38, 268, 526
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.	Social Studies Skills: Assessing primary and secondary sources, 114, 116
Range of Reading and Level of Text Complexity		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	Chapter Review: Using the Internet, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580; also see: Chapter Review, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580

Standards		Page References
Writing		
Text Types and Purposes*		
1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Writing Workshops: Persuasion and Historical Issues, 489 WW1–489 WW2
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: Comparing and Contrasting Societies, 47 W1–47 WW2; A Description of a Historical Place, 117 WW1–117 WW2; Why Things Happen, 195 WW1–195 WW2; A Social Studies Report, 287 WW1–287 WW4; Historical Problem and Solution: 347 WW1–347 WW2; A Summary of a History Lesson, 403 WW1–403 WW2; also see: Focus on Writing: Job Description, 2, 22, Magazine Article, 406, 434, Newspaper Article, 464, 488, Historical Article, 520, 552
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 Historical Narrative, 581 WW1–581 WW2; also see: Focus on Writing: Myth, 224, 254, Journal Entry, 376, 402
Production and Distribution of Writing		
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): Comparing and Contrasting Societies, 47 W1–47 WW2; A Description of a Historical Place, 117 WW1–117 WW2; Why Things Happen, 195 WW1–195 WW2; A Social Studies Report, 287 WW1–287 WW4; Historical Problem and Solution: 347 WW1–347 WW2; A Summary of a History Lesson, 403 WW1–403 WW2; Persuasion and Historical Issues, 489 WW1–489 WW2; A Historical Narrative, 581 WW1–581 WW2; also see: Focus on Writing: Chapter Review, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580; Focus on Writing: Section Assessment, 35, 39, 43, 57, 64, 69, 77, 129, 135, 141, 146, 151, 165, 171, 177, 183, 189, 207, 213, 219, 233, 241, 249, 265, 271, 276, 283, 299, 307, 313, 329, 338, 343, 357, 361, 367, 371, 383, 389, 395, 399, 413, 419, 423, 431, 445, 451, 459, 474, 478, 483, 499, 505, 511, 515, 527, 532, 539, 542, 549, 564, 568, 575
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Writing Workshop (Prewriting, Evaluating, Revising, and Proofreading): Comparing and Contrasting Societies, 47 W1–47 WW2; A Description of a Historical Place, 117 WW1–117 WW2; Why Things Happen, 195 WW1–195 WW2; A Social Studies Report, 287 WW1–287 WW4; Historical Problem and Solution: 347 WW1–347 WW2; A Summary of a History Lesson, 403 WW1–403 WW2; Persuasion and Historical Issues, 489 WW1–489 WW2; A Historical Narrative, 581 WW1–581 WW2
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Using the Internet, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580; Writing Workshop: Publishing, 47 WW2, 117 WW2, 195 WW2, 287 WW4, 347 WW2, 403 WW2, 489 WW2, 581 WW2

Standards		Page References
Research to Build and Present Knowledge		
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, 287 WW1–287 WW4; also see: Using the Internet, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580
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, 287 WW1–287 WW4; also see: Using the Internet, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580; also see: Social Studies Skills: assessing primary and secondary sources, 114, 116
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing Workshop: A Social Studies Report, 287 WW1–287 WW4; also see: Reading Social Studies: Facts and Opinions about the Past, 200–201, Comparing and Contrasting Historical Facts, 258–259, Outlining and History, 292–293, Organization of Facts and Information, 378–379, Analyzing Historical Information, 466–467, Evaluating Sources, 494–495; Social Studies Skills: Identifying Central Issues, 44, Assessing Primary and Secondary Sources, 114, Identifying Short- and Long-Term Effects, 220, Analyzing Costs and Benefits, 252, Analyzing Economic Effects, 486
Range of Writing		
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, 22, 46, 80, 116, 154, 194, 222, 254, 286, 316, 346, 374, 402, 434, 462, 488, 518, 552, 580; Writing Workshop: Comparing and Contrasting Societies, 47 W1–47 WW2; A Description of a Historical Place, 117 WW1–117 WW2; Why Things Happen, 195 WW1–195 WW2; A Social Studies Report, 287 WW1–287 WW4; Historical Problem and Solution: 347 WW1–347 WW2; A Summary of a History Lesson, 403 WW1–403 WW2; Persuasion and Historical Issues, 489 WW1–489 WW2; A Historical Narrative, 581 WW1–581 WW2; also see: Focus on Writing: Section Assessment, 35, 39, 43, 57, 64, 69, 77, 129, 135, 141, 146, 151, 165, 171, 177, 183, 189, 207, 213, 219, 233, 241, 249, 265, 271, 276, 283, 299, 307, 313, 329, 338, 343, 357, 361, 367, 371, 383, 389, 395, 399, 413, 419, 423, 431, 445, 451, 459, 474, 478, 483, 499, 505, 511, 515, 527, 532, 539, 542, 549, 564, 568, 575