



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

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**COMMON  
CORE**



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correlated to

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

Standards	Page References	
	<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.	Analyzing Primary Sources, 14, 100, 133, 155, 205, 377, 530, 636, 659  Social Studies Skills: Analyzing Primary and Secondary Sources, 304, Identifying Bias, 320, Analyzing Points of View, 586  Focus On Reading: Understanding Cause and Effect, 670, Understanding Main Ideas, 671, Understanding Implied Main Ideas, 673, Asking Questions, 679, Understanding Cause and Effect, 680, Understanding Comparison-Contrast, 682, Identifying Supporting Details, 683, Identifying Implied Main Ideas, 689, Understanding Fact and Opinion, 690, Drawing Conclusions, 692
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.	Focus On Reading: Understanding Main Ideas, 671, Paraphrasing, 672, Understanding Implied Main Ideas, 673, 689, Summarizing, 681  Social Studies Skills: Analyzing Primary and Secondary Sources, 304  Analyzing Primary Sources, 14, 100, 133, 155, 205, 377, 530, 636, 659

Standards		Page References
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).	<p>Mapping the Earth, H2–H3; Mapmaking, H4–H5; How to Read a Map, H6–H7; Working With Maps, H8–H9; Earth’s Movement, 26–27; Seasons, 28–29; The Water Cycle, 32–33</p> <p>Connecting To: Technology: Computer Mapping, 19; Math: Calculating Population Density, 88</p> <p>Social Studies Skills: Analyzing Satellite Images, 15, Using a Physical Map, 44, Analyzing a Bar Graph, 74, Interpreting a Route Map, 151, Analyzing a Cartogram, 209, Analyzing Tables and Statistics, 238, Analyzing a Diagram, 360, Analyzing a Precipitation Map, 388, Doing Fieldwork and Using Questionnaires, 408, Interpreting a Population Pyramid, 430, Making Economic Choices, 536, Analyzing a Line Graph, 551, Using a Topographic Map, 596, Analyzing Visuals, 628</p> <p>Close-up: The Water Cycle, 32, A Forest Ecosystem, 63, A Global Economy, 98, Building the Pyramids, 288</p>
<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.	<p>Key Terms and Places, 4, 10, 16, 26, 30, 35, 50, 55, 62 68, 86, 91, 97, 116, 122, 127, 132, 144, 152, 160, 170, 174, 180, 186, 196, 200, 210, 220, 224, 230, 234, 244, 248, 253, 278, 283, 291, 298, 310, 315, 326, 334, 340, 350, 354, 361, 372, 376, 382, 394, 398, 402, 414, 420, 424, 436, 440, 446, 472, 478, 484, 490, 495, 506, 510, 518, 524, 528, 542, 546, 552, 556, 566, 570, 577, 582, 592, 597, 602, 608, 618, 624, 629, 634, 644, 653, 658</p> <p>Reviewing Vocabulary, Terms, and Places, 21, 45, 75, 101, 139, 165, 191, 215; 239, 261, 305, 321, 345, 367, 389, 409, 431, 453, 501, 537, 561, 587, 613, 639, 663</p> <p>Focus On Reading: Using Word Parts, 669, 684, Using Context Clues, 677, Using Context Clues–Definitions, 691</p>
5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	<p>Focus On Reading: Understanding Cause and Effect, 670, Sequencing, 674, Understanding Cause and Effect, 680, Understanding Comparison-Contrast, 682, Sequencing, 686, Understanding Chronological Order, 687</p> <p>Visual Summary, 21, 45, 75, 101, 139, 165, 191, 215; 239, 261, 305, 321, 345, 367, 389, 409, 431, 453, 501, 537, 561, 587, 613, 639, 663</p>
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).	<p>Social Studies Skills: Identifying Bias, 320, Analyzing Points of View, 586</p> <p>Analyzing Primary Sources, 14, 100, 133, 155, 205, 377, 530, 636, 659</p>

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.	<p>Visual Summary, 21, 45, 75, 101, 139, 165, 191, 215; 239, 261, 305, 321, 345, 367, 389, 409, 431, 453, 501, 537, 561, 587, 613, 639, 663</p> <p>Quick Facts and Infographics, H10, 5, 6, 8, 11, 17, 21, 27, 28, 30, 32, 38, 45, 51, 54, 60, 63, 65, 75, 98, 101, 118, 124, 130, 139, 148, 162, 165, 171, 176, 178, 186, 188, 191, 200, 212, 215, 239, 249, 250, 261, 284, 286, 288, 299, 300, 305, 316, 318, 321, 331, 336, 345, 352, 360, 367, 379, 389, 399, 402, 409, 431, 448, 452, 453, 474, 479, 487, 498, 501, 514, 522, 526, 531, 532, 537, 546, 553, 561, 570, 574, 584, 587, 604, 613, 622, 625, 628, 631, 639, 646, 650, 663</p> <p>Charts and Graphs, 9, 13, 42, 56, 59, 70, 74, 77, 89, 90, 93, 94, 107, 113, 128, 138, 147, 172, 177, 206, 209, 229, 236, 238, 241, 254, 256, 267, 275, 275, 291, 362, 383, 404, 425, 430, 433, 450, 459, 465, 469, 480, 510, 551, 557, 562, 563, 579, 606, 638, 641, 649, 700, 701</p> <p>Maps, H3, H4, H5, H6, H8, H9, 8, 22, 23, 36, 42, 44, 57, 61, 82, 84, 92, 106, 107, 108, 109, 110, 111, 115, 117, 120, 123, 134, 136, 143, 151, 153, 157, 158, 169, 179, 183, 185, 202, 207, 209, 217, 228, 231, 259, 260, 260, 267, 268, 269, 270, 271, 277, 279, 293, 309, 311, 325, 362, 369, 388, 391, 416, 418, 455, 458, 459, 460, 461, 462, 463, 464, 465, 473, 477, 491, 492, 500, 500, 505, 516, 520, 529, 554, 572, 580, 589, 596, 606, 609, 615, 623, 651, 702, 704, 706, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721</p>
8.	Distinguish among fact, opinion, and reasoned judgment in a text.	<p>Focus On Reading: Understanding Fact and Opinion, 690</p> <p>Social Studies Skills: Identifying Bias, 320, Analyzing Points of View, 586</p> <p>Analyzing Primary Sources, 14, 100, 133, 155, 205, 377, 530, 636, 659</p>
9.	Analyze the relationship between a primary and secondary source on the same topic.	<p>Social Studies Skills: Analyzing Primary and Secondary Sources, 304, Identifying Bias, 320, Doing Fieldwork and Using Questionnaires, 408, Evaluating a Web Site, 452, Analyzing Points of View, 586</p> <p>Analyzing Primary Sources, 14, 100, 133, 155, 205, 377, 530, 636, 659</p>

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. Writing Workshop: Persuasion, 666 Focus on Reading and Writing: Creating a Brochure, 642, 664
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 Workshop: Persuasion, 666 Focus on Reading and Writing: Creating a Brochure, 642, 664
1.c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Writing Workshop: Persuasion, 666 Focus on Reading and Writing: Creating a Brochure, 642, 664
1.d.	Establish and maintain a formal style. Writing Workshop: Persuasion, 666 Focus on Reading and Writing: Creating a Brochure, 642, 664
1.e.	Provide a concluding statement or section that follows from and supports the argument presented. Writing Workshop: Persuasion, 666 Focus on Reading and Writing: Creating a Brochure, 642, 664
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: Explaining a Process, 104, Compare and Contrast, 264, Explaining Cause or Effect, 456 Focus on Writing (section assessment), 9, 14, 20, 29, 34, 41, 85, 90, 95, 100, 119, 126, 131, 137, 150, 159, 164, 173, 177, 185, 189, 199, 203, 208, 213, 223, 227, 233, 237, 282, 290, 296, 303, 314, 319, 331, 338, 343, 353, 359, 366, 397, 401, 407, 417, 423, 429, 477, 483, 489, 493., 499, 509, 515, 523, 527, 534, 569, 576, 585, 595, 601, 607, 612, 649, 657, 661
2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing Workshop: Explaining a Process, 104, Compare and Contrast, 264, Explaining Cause or Effect, 456
2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Writing Workshop: Explaining a Process, 104, Compare and Contrast, 264, Explaining Cause or Effect, 456
2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Workshop: Explaining a Process, 104, Compare and Contrast, 264, Explaining Cause or Effect, 456
2.e.	Establish and maintain a formal style and objective tone. Writing Workshop: Explaining a Process, 104, Compare and Contrast, 264, Explaining Cause or Effect, 456

Standards		Page References
2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Writing Workshop: Explaining a Process, 104, Compare and Contrast, 264, Explaining Cause or Effect, 456
3.	(See note; not applicable as a separate requirement)	
<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.	<p>Writing Workshop, 104, 264, 456, 666</p> <p>Focus on Writing (section assessment), 9, 14, 20, 29, 34, 41, 85, 90, 95, 100, 119, 126, 131, 137, 150, 159, 164, 173, 177, 185, 189, 199, 203, 208, 213, 223, 227, 233, 237, 282, 290, 296, 303, 314, 319, 331, 338, 343, 353, 359, 366, 397, 401, 407, 417, 423, 429, 477, 483, 489, 493., 499, 509, 515, 523, 527, 534, 569, 576, 585, 595, 601, 607, 612, 649, 657, 661</p> <p>Focus on Writing (chapter opener and chapter assessment), 2, 22, 24, 46, 142, 166, 194, 216, 276, 306, 308, 322, 348, 368, 392, 410, 412, 432, 504, 538, 564, 588</p>
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 (Prewrite, Write, Evaluate and Revise, Proofread and Publish): Explaining a Process, 104, Compare and Contrast, 264, Explaining Cause or Effect, 456, Persuasion, 666
6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	<p>Using the Internet, 22, 46, 76, 102, 138, 140, 166, 192, 216, 240, 262, 306, 322, 346, 368, 390, 410, 432, 454, 502, 538, 562, 588, 614, 640, 664</p> <p>Writing Workshop (Proofread and Publish): Explaining a Process, 104, Compare and Contrast, 264, Explaining Cause or Effect, 456, Persuasion, 666</p> <p>Focus on Writing, Speaking, Viewing: resenting and Viewing a Weather Report, 48, 76, Designing a Web Site, 168, 192, Giving a Travel Presentation, 242, 262, Viewing a TV News Report, 434, 454, Presenting and Viewing a Travelogue, 540, 562, Creating a Brochure, 642, 664</p>

Standards	Page References
	<b>Research to Build and Present Knowledge</b>
7.	<p>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.</p> <p>Using the Internet, 22, 46, 76, 102, 138, 140, 166, 192, 216, 240, 262, 306, 322, 346, 368, 390, 410, 432, 454, 502, 538, 562, 588, 614, 640, 664</p>
8.	<p>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.</p> <p>Using the Internet, 22, 46, 76, 102, 138, 140, 166, 192, 216, 240, 262, 306, 322, 346, 368, 390, 410, 432, 454, 502, 538, 562, 588, 614, 640, 664</p> <p>Focus on Writing, Speaking, Viewing: resenting and Viewing a Weather Report, 48, 76, Designing a Web Site, 168, 192, Giving a Travel Presentation, 242, 262, Viewing a TV News Report, 434, 454, Presenting and Viewing a Travelogue, 540, 562, Creating a Brochure, 642, 664</p>
9.	<p>Draw evidence from informational text to support analysis, reflection, and research.</p> <p>Focus on Writing (section assessment), 9, 14, 20, 29, 34, 41, 85, 90, 95, 100, 119, 126, 131, 137, 150, 159, 164, 173, 177, 185, 189, 199, 203, 208, 213, 223, 227, 233, 237, 282, 290, 296, 303, 314, 319, 331, 338, 343, 353, 359, 366, 397, 401, 407, 417, 423, 429, 477, 483, 489, 493, 499, 509, 515, 523, 527, 534, 569, 576, 585, 595, 601, 607, 612, 649, 657, 661</p>
	<b>Range of Writing</b>
10.	<p>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.</p> <p>Writing Workshop, 104, 264, 456, 666</p> <p>Focus on Writing (section assessment), 9, 14, 20, 29, 34, 41, 85, 90, 95, 100, 119, 126, 131, 137, 150, 159, 164, 173, 177, 185, 189, 199, 203, 208, 213, 223, 227, 233, 237, 282, 290, 296, 303, 314, 319, 331, 338, 343, 353, 359, 366, 397, 401, 407, 417, 423, 429, 477, 483, 489, 493, 499, 509, 515, 523, 527, 534, 569, 576, 585, 595, 601, 607, 612, 649, 657, 661</p> <p>Focus on Writing (chapter opener and chapter assessment), 2, 22, 24, 46, 142, 166, 194, 216, 276, 306, 308, 322, 348, 368, 392, 410, 412, 432, 504, 538, 564, 588</p>