



# Correlation to the Common Core State Standards, Literacy in History/Social Studies, Grades 11-12

The Americans:  
Beginnings to 1914

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# Holt McDougal

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correlated to

### **Common Core Standards for Reading and Writing (June 2010), Grades 11-12**

Standards		Page References
<b>Reading Standards for Literacy in History/Social Studies, Grades 11-12</b>		
<b>Key Ideas and Details</b>		
1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	Analyzing Primary Sources, 12, 48, 78, 201, 228, 236, 285, 309, 331, 350, 372, 497, 543, 551; American Literature: 430–431, 532–533; Analyzing Assumptions and Biases, R15; Primary and Secondary Sources, R22; Visual, Audio, and Multimedia Sources, R23; Analyzing Political Cartoons, R24  Online Resources: Primary Sources, S8–S9; Secondary Sources, S10–S11; Political Cartoons, S12–S13; Constructed Response, S26–S27; Extended Responses, S28–S29; Document-Based Questions, S30–S33
2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	Finding Main Idea, R2; Summarizing, R4; also see: Analyzing Primary Sources, 12, 48, 78, 201, 228, 236, 285, 309, 331, 350, 372, 497, 543, 551; American Literature: 430–431, 532–533; Analyzing Assumptions and Bias, R15; Primary

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		and Secondary Sources, R22; Visual, Audio, and Multimedia Sources, R23; Analyzing Political Cartoons, R24  Online Resources: Primary Sources, S8–S9; Secondary Sources, S10–S11; Political Cartoons, S12–S13; Constructed Response, S26–S27; Extended Responses, S28–S29; Document-Based Questions, S30–S33
3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Point Counterpoint: 30, 228, 400; Distinguishing Fact from Opinion, R9; Analyzing Assumptions and Biases, R15; also see: Another Perspective: 45, 111, 135, 222, 243, 297, 349, 444, 569; Analyzing Primary Sources, 12, 48, 78, 201, 228, 236, 285, 309, 331, 350, 372, 497, 543, 551; Analyzing Issues, R14; Analyzing Assumptions and Biases, R15
<b>Craft and Structure</b>		
4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	Please note that vocabulary, including terms and names, is introduced at the beginning of every section, then reviewed at the end of every section, and finally assessed in the Chapter Assessment. Representative pages of each of these listing of words and phrases are provided below:  Terms and Names, 20, 42, 85, 182, 212, 248, 318, 447, 498; Section Assessment: Terms and Names, 41, 102, 144, 285, 531; Chapter Assessment: Terms and Names, 574
5.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	Analyzing Primary Sources, 12, 48, 78, 201, 228, 236, 285, 309, 331, 350, 372, 497, 543, 551; American Literature: 430–431, 532–533; Analyzing Assumptions and Bias, R15; Primary and Secondary Sources, R22; Visual, Audio, and Multimedia Sources, R23; Analyzing Political Cartoons, R24
6.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	Another Perspective: 45, 111, 135, 222, 243, 297, 349, 444, 569; Point Counterpoint: 30, 228, 400
<b>Integration of Knowledge and Ideas</b>		

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7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question, or solve a problem.	Interact With History: 33, 63, 93, 127, 177, 209, 237, 269, 335, 373, 403, 433, 441, 457, 479, 484, 505, 507, 545, 575; Using Internet for Research, 3, 35, 65, 95, 131, 177, 181, 211, 237, 239, 247, 269, 273, 301, 303,333, 335, 337, 375, 407, 431, 436, 459, 481; Formulating Historical Questions, R12; Primary and Secondary Sources, R22; Visual, Audio, and Multimedia Sources, R23; Creating Written Presentations, R34
8.	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other sources of information.	Point Counterpoint: 30, 228, 400; Distinguishing Fact from Opinion, R9; Analyzing Assumptions and Biases, R15; also see: Another Perspective: 45, 111, 135, 222, 243, 297, 349, 444, 569
9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Difficult Decisions: 535; Another Perspective: 45, 111, 135, 222, 243, 297, 349, 444, 569; Point Counterpoint: 30, 228, 400; Analyzing Issues, R14; Analyzing Assumptions and Biases, R15
<b>Range of Reading and Level of Text Complexity</b>		
10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.	Main Idea: Section Opener, 4, 113, 324, 383, 512; Section Assessment (Taking Notes), 84, 137, 149, 253, 279, 392, 456, 564; Chapter Assessment: Critical Thinking, Visual Summary & Main Ideas, 32, 126, 208, 268, 334, 478, 506, 544, 574
<b>Writing Standards for Literacy in History/Social Studies, Grades 11-12</b>		
<b>Text Types and Purposes</b>		
1. Write arguments focused on <i>discipline-specific</i> content.		
a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	Persuasive Article, 151, 545; Write an Opinion, 209; Editorial, 373, 457, 575; Diary Entry, 575; Persuasive Pamphlet, 479; also see: Plan of Action, 269, 335; Forming Opinions, R17
b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying	Persuasive Article, 151, 545; Write an Opinion, 209; Editorial, 373, 457, 575;

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	the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	Diary Entry, 575; Persuasive Pamphlet, 479; also see: Plan of Action, 269, 335; Forming Opinions, R17
c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<i>This standard is not explicitly addressed in the text. Although there are many opportunities to write in the program, the elements of style and structure are not addressed.</i>
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<i>This standard is not explicitly addressed in the text. Although there are many opportunities to write in the program, the elements of style and structure are not addressed.</i>
e.	Provide a concluding statement or section that follows from or supports the argument presented.	Persuasive Article, 151, 545; Write an Opinion, 209; Editorial, 373, 457, 575; Diary Entry, 575; Persuasive Pamphlet, 479; also see: Plan of Action, 269, 335; Forming Opinions, R17
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.		
a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Report/Debate, 209, 269, 301, 403; Essay, 237, 335, 403; Plan of Action, 269, 335; Poster, 457; Multimedia Presentation, 479; Lists, 507; Newspaper Article, 545; Creating Written Presentations, R34
b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Report/Debate, 209, 269, 301, 403; Essay, 237, 335, 403; Plan of Action, 269, 335; Poster, 457; Multimedia Presentation, 479; Lists, 507; Newspaper Article, 545; Creating Written Presentations, R34
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<i>This standard is not explicitly addressed in the text. Although there are many opportunities to write in the program, the elements of style and structure are not addressed.</i>

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d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	Interact With History and Learning from Media: 33, 63, 93, 127, 177, 209, 237, 269, 335, 373, 403, 433, 441, 457, 479, 484, 505, 507, 545, 575; Creating Written Presentations, R34  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	<i>This standard is not explicitly addressed in the text. Although there are many opportunities to write in the program, the elements of style and structure are not addressed.</i>
3.	(See note; not applicable as a separate requirement) <b>Note:</b> 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, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.	
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Interact With History and Learning from Media: 33, 63, 93, 127, 177, 209, 237, 269, 335, 373, 403, 433, 441, 457, 479, 484, 505, 507, 545, 575; Creating Written Presentations, R34  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<i>This standard is not explicitly addressed in the text. Although there are many opportunities to write in the program, the elements of the writing process are not taught.</i>
6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Interact With History: 33, 63, 93, 127, 177, 209, 237, 269, 335, 373, 403, 433, 441, 457, 479, 484, 505, 507, 545, 575; Using Internet for Research, 177, 237, 247, 269, 301, 333, 335, 431; Creating Written Presentations, R34
<b>Research to Build and Present Knowledge</b>		
7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;	Interact With History and Learning from Media: 33, 63, 93, 127, 177, 209, 237, 269, 335, 373, 403, 433, 441, 457, 479, 484, 505, 507, 545, 575; Creating

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	narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Written Presentations, R34  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Research (sample pages), 30, 93, 228, 323, 505, 531; Print, Visual, and Technological Sources, R22–R29
9.	Draw evidence from informational texts to support analysis, reflection, and research.	Research (sample pages), 30, 93, 228, 323, 505, 531; Print, Visual, and Technological Sources, R22–R29; Creating Written Presentations, R34; Creating Oral Presentation, R36; Creating Visual Presentations, R37
<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.	Interact With History and Learning from Media: 33, 63, 93, 127, 177, 209, 237, 269, 335, 373, 403, 433, 441, 457, 479, 484, 505, 507, 545, 575; Creating Written Presentations, R34  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
<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.		
<b>Key Ideas and Details</b>		
1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing	Students learn how to read the text closely through the Main Idea Student Book sidenotes and the Section Assessment activities. Here are representative pages:

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Standards		Page References
	or speaking to support conclusions drawn from the text.	<p>Main Idea sidenotes, 73, 83, 191, 203, 380, 469, 474, 561; Section Assessment (Taking Notes), 84, 137, 149, 253, 279, 392, 456, 564</p> <p>The Chapter Assessment also reinforces reading comprehension and critical thinking skills through the following features:</p> <p>Chapter Assessment: Critical Thinking, Visual Summary &amp; Main Ideas, 32, 126, 208, 268, 334, 478, 506, 544, 574</p> <p>The Skillbuilder Handbook pages provide additional reading instruction as well as suggested in-book activities.</p> <p>Understanding Historical Readings, R2–R10; Using Critical Thinking, R11–R21</p>
2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p>Main Idea sidenotes, 73, 83, 191, 203, 380, 469, 474, 561; Section Assessment (Taking Notes), 84, 137, 149, 253, 279, 392, 456, 564</p> <p>Chapter Assessment: Critical Thinking, Visual Summary &amp; Main Ideas, 32, 126, 208, 268, 334, 478, 506, 544, 574</p> <p>Tracing Themes: 124–125, 174–175, 322–323, 466–467</p> <p>Summarizing (sample pages), 25, 27, 120, 122, 245, 250, 415, 422, 490, 494, 533</p> <p>Finding Main Idea, R2; Clarifying; Summarizing, R5</p>
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>Tracing Themes: 124–125, 174–175, 322–323, 466–467; Geography Spotlight: 60–61, 138–139, 286–287, 440–441, 572–573; World Stage, 41, 69, 75, 253, 278, 395, 485, 541, 563; Another Perspective, 45, 111, 135, 222, 243, 297, 349, 444, 569; Analyzing causes, 19, 38, 40, 41, 47, 59, 74, 75, 78, 82, 89, 123, 215, 234, 235, 262, 275, 278, 295, 316, 339, 353, 379, 392, 414, 417, 421, 426, 428,</p>



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		453, 462, 476, 477, 483, 502, 516, 520, 562, R7; Analyzing effects, 5, 7, 19, 28, 31, 54, 80, 92, 93, 114, 123, 218, 241, 252, 260, 276, 278, 279, 282, 289, 294, 300, 306, 309, 311, 317, 321, 325, 328, 330, 342, 348, 356, 359, 360, 362, 367, 380, 398, 401, 412, 421, 439, 443, 465, 471, 472, 477, 493, 521, 526, 543, 549, 557, 566, R7; Using Critical Thinking, R11–R21; Print, Visual and Technological Sources, R22–R29
<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.	Terms and Names, 20, 42, 85, 182, 212, 248, 318, 447, 498; Section Assessment: Terms and Names, 41, 102, 144, 285, 531; Chapter Assessment: Terms and Names, 574
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.	Analyzing Primary Sources, 12, 48, 78, 201, 228, 236, 285, 309, 331, 350, 372, 497, 543, 551; American Literature: 430–431, 532–533; Primary and Secondary Sources, R22  Online Resources: Primary Sources, S8–S9; Secondary Sources, S10–S11; Document-Based Questions, S30–S33
6.	Assess how point of view or purpose shapes the content and style of a text.	Point Counterpoint, 30, 228, 400; Analyzing Primary Sources, 12, 48, 78, 201, 228, 236, 285, 309, 331, 350, 372, 497, 543, 551; American Literature: 430–431, 532–533; Analyzing Assumptions and Bias, R15; Primary and Secondary Sources, R22  Online Resources: Primary Sources, S8–S9; Secondary Sources, S10–S11; Political Cartoons, S12–S13; Constructed Response, S26–S27; Document-Based Questions, S30–S33
<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*.	Print, Visual and Technological Sources, R22–R29; also see Interact With History and Learning from Media: 33, 63, 93, 127, 177, 209, 237, 269, 335, 373, 403, 433, 441, 457, 479, 484, 505, 507, 545, 575

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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.	Point Counterpoint, 30, 228, 400; Distinguishing Fact from Opinion, R9; Analyzing Assumptions and Biases, R15; also see: Another Perspective: 45, 111, 135, 222, 243, 297, 349, 444, 569; Political Cartoons: 89, 108, 166, 195, 233, 298, 329, 385, 395, 426, 446, 475, 525
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.	Another Perspective: 45, 111, 135, 222, 243, 297, 349, 444, 569; Point Counterpoint, 30, 228, 400
<b>Range of Reading and Level of Text Complexity</b>		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	<p>Students learn how to read the text closely through the Main Idea Student Book sidenotes and the Section Assessment activities. Here are representative pages:</p> <p>Main Idea sidenotes, 73, 83, 191, 203, 380, 469, 474, 561; Section Assessment (Taking Notes), 84, 137, 149, 253, 279, 392, 456, 564</p> <p>The Chapter Assessment also reinforces reading comprehension and critical thinking skills through the following features:</p> <p>Chapter Assessment: Critical Thinking, Visual Summary &amp; Main Ideas, 32, 126, 208, 268, 334, 478, 506, 544, 574</p> <p><b>Also see:</b> Analyzing Primary Sources, 12, 48, 78, 201, 228, 236, 285, 309, 331, 350, 372, 497, 543, 551; American Literature: 430–431, 532–533</p> <p>Online Resources: Primary Sources, S8–S9; Secondary Sources, S10–S11; Political Cartoons, S12–S13; Constructed Response, S26–S27; Extended Responses, S28–S29; Document-Based Questions, S30–S33</p> <p>The Skillbuilder Handbook pages provide additional reading instruction as well as suggested in-book activities.</p> <p>Understanding Historical Readings, R2–R10; Using Critical Thinking, R11–</p>

Standards		Page References
		R21
*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.		
<p><b>College and Career Readiness Anchor Standards for Writing</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>		
<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.	Persuasive Article, 151, 237, 545; Write an Opinion, 209; Editorial/Presentation, 301, 373, 457, 575; Persuasive Speech, 575; Persuasive Pamphlet, 479; also see: Plan of Action, 269, 335; Forming Opinions, R17
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.	Oral Report, 209, 269, 301, 403; Essay, 237, 335, 403; Plan of Action, 269, 335; Poster, 457; Multimedia Presentation, 479; Lists, 507; Newspaper Article, 545; Creating Written Presentations, R34  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Letter, 63, 433; Journal Entry, 127, 373
<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.	Interact With History and Learning from Media: 33, 63, 93, 127, 177, 209, 237, 269, 335, 373, 403, 433, 441, 457, 479, 484, 505, 507, 545, 575; Creating Written Presentations, R34  Online Resources: Constructed and Extended Responses, S26–S29; Document-

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		Based Questions, S30–S33
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Creating Written Presentations, R34–R35
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Visual, Audio, and Multimedia Sources, R23; Using the Internet, R29; Creating Databases, R33; Creating Written Presentations, R34–R35; Creating Visual Representations, R37; Using Internet for Research, 3, 35, 65, 95, 131, 177, 181, 211, 237, 239, 247, 269, 273, 301, 303,333, 335, 337, 375, 407, 431, 436, 459, 481
<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.	Using Internet for Research, 3, 35, 65, 95, 131, 177, 181, 211, 237, 239, 247, 269, 273, 301, 303,333, 335, 337, 375, 407, 431, 436, 459, 481; Formulating Historical Questions, R12; Primary and Secondary Sources, R22; Visual, Audio, and Multimedia Sources, R23; Creating Written Presentations, R37
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.	Interact With History and Learning from Media: 33, 63, 93, 127, 177, 209, 237, 269, 335, 373, 403, 433, 441, 457, 479, 484, 505, 507, 545, 575; Creating Written Presentations, R34  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Interact With History and Learning from Media: 33, 63, 93, 127, 177, 209, 237, 269, 335, 373, 403, 433, 441, 457, 479, 484, 505, 507, 545, 575; Visual, Audio, and Multimedia Sources, R23; Using the Internet, R29; Creating Databases, R33; Creating Written Presentations, R34–R35; Creating Visual Representations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33

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<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.	Interact With History and Learning from Media: 33, 63, 93, 127, 177, 209, 237, 269, 335, 373, 403, 433, 441, 457, 479, 484, 505, 507, 545, 575; Creating Written Presentations, R34  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.		