



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

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correlated to the

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.	Primary Sources: 14, 50, 100, 129, 356, 386, 421, 521, 525, 555, 710, 733; Case Study: 42-43, 124-125, 370-371, 444-445, 562-563, 696-697; Biographies: 18, 37, 69, 127, 175, 201, 221, 243, 339, 359, 417, 453, 499, 591, 622, 672, 704, 734; Using the Internet: 22, 46, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738; History and Literature: 73, 133, 248, 393, 430, 531, 634, 736; Social Studies Skills: 177, 241, 596, 660; Focus on Reading: R10, R12, R21, R23, R25, R27, R28, R30
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: R5, R21, R27; Primary Sources: 14, 50, 100, 129, 356, 386, 421, 521, 525, 555, 710, 733; History and Literature: 73; Summarize: 22, 330, 397, 661, 662, 714
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).	Earth’s Movement: 26-27; The Seasons: 28-29; The Water Cycle: 32-33; The Land: 35-41
	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.	Key Terms: 4, 10, 16, 26, 30, 35, 50, 55, 62, 68, 80, 86, 91, 97, 118, 126, 134, 146, 150, 156, 168, 172, 178, 188, 192, 200, 212, 216, 220, 232, 236, 242, 254, 260, 264, 286, 291, 296, 301, 310, 314, 322, 334, 338, 344, 354, 358, 366, 378, 382, 388, 394, 412, 416, 420, 426, 436, 440, 446, 450, 460, 464, 469, 494, 498, 505, 516, 520, 526, 538, 542, 546, 558, 564, 568, 580, 584, 590, 616, 620, 626, 630, 640, 644, 651, 656, 666, 671, 676, 682, 692, 698, 703, 708, 718, 727, 732; Reviewing Vocabulary, Terms, and Places: 21, 45, 75, 101, 141, 163, 183, 207, 227, 249, 269, 305, 329, 349, 373, 397, 431, 455, 477, 511, 533, 553, 575, 597, 635, 661, 687, 713, 737
5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Taking Notes: 177; Understanding Cause and Effect: R4; Categorizing: R6; Understanding Lists: R7; Understanding Comparison-Contrast: R9, R22; Understanding Problems and Solutions: R16
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).	Analyzing Points of View: 660; Understanding Fact and Opinion: R28; Primary Sources: 14, 50, 100, 129, 356, 386, 421, 521, 525, 555, 710, 733; History and Literature: 73, 133, 248, 393, 430, 531, 634, 736

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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: 15; Maps: 8, 22, 36, 42, 44, 52, 59, 82, 84, 92, 106, 107, 108, 109, 110, 111, 123, 124, 128, 131, 162, 165, 198, 209, 214, 223, 226, 229, 238, 244, 246, 258, 266, 274, 275, 276, 277, 278, 279, 290, 294, 298, 302, 307, 320, 323, 327, 341, 345, 351, 363, 371, 383, 387, 389, 399, 402, 403, 404, 405, 406, 407, 418, 423, 425, 428, 433, 444, 447, 475, 476, 479, 482, 483, 484, 485, 486, 487, 506, 513, 524, 532, 535, 560, 562, 599, 602, 603, 604, 606, 607, 608, 609, 628, 646, 654, 663, 670, 680, 683, 689, 697, 725, 730, 739, R40-R59; Charts and Graphs: 9, 13, 42, 56, 59, 70, 74, 77, 89, 90, 93, 94, 107, 112, 114, 115, 135, 153, 161, 185, 202, 206, 208, 223, 244, 251, 259, 262, 271, 274, 280, 283, 295, 321, 325, 328, 331, 338, 346, 367, 392, 403, 408, 409, 422, 425, 444, 445, 452, 454, 457, 470, 472, 483, 488, 491, 506, 527, 548, 566, 569, 574, 577, 594, 603, 610, 613, 625, 627, 636, 637, 653, 680, 712, 715, 723, R36-R39
8.	Distinguish among fact, opinion, and reasoned judgment in a text.	Analyzing Points of View: 660; Understanding Fact and Opinion: R28
9.	Analyze the relationship between a primary and secondary source on the same topic.	Opportunities to address this standard may be found on the following pages: Locating Information: 726; Primary Sources: 14, 50, 100, 129, 356, 386, 421, 521, 525, 555, 710, 733; Writing Workshop: 740
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.	Focus on Reading: R2-R30; Social Studies Skills: 177, 241, 596, 660, 726; Section Review: 9, 14, 20, 29, 34, 41, 54, 61, 65, 72, 85, 90, 95, 100, 122, 133, 140, 149, 155, 161, 171, 176, 182, 191, 197, 205, 215, 219, 225, 235, 240, 248, 258, 263, 268, 289, 295, 300, 304, 313, 319, 327, 337, 342, 348, 357, 361, 365, 369, 381, 386, 393, 396, 415, 419, 424, 430, 439, 443, 449, 453, 463, 468, 473, 497, 503, 510, 519, 523, 531, 541, 545, 551, 561, 567, 573, 583, 589, 595, 619, 624, 629, 634, 643, 650, 655, 659, 669, 675, 681, 686, 695, 701, 707, 712, 723, 731, 736; Chapter Review: 21-22, 45-46, 75-76, 101-102, 141-142, 163-164, 183-184, 207-208, 227-228, 249-250, 269-270, 305-306, 329-330, 349-350, 373-374, 397-398, 431-432, 455-456, 477-478, 511-512, 533-534, 553-554, 575-576, 597-598, 635-636, 661-662, 687-688, 713-714, 737-738
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 Workshop: Persuasion, 740; Presenting a Persuasive Speech: 308, 330; Creating a Real Estate Ad: 376; Creating a Brochure: 716, 738
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, 740; Presenting a Persuasive Speech: 308, 330; Creating a Real Estate Ad: 376; Creating a Brochure: 716, 738

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Standards		Page References
1.c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Writing Workshop: Persuasion, 740; Presenting a Persuasive Speech: 308, 330; Creating a Real Estate Ad: 376; Creating a Brochure: 716, 738
1.d.	Establish and maintain a formal style.	Writing Workshop: Persuasion, 740; Presenting a Persuasive Speech: 308, 330; Creating a Real Estate Ad: 376; Creating a Brochure: 716, 738
1.e.	Provide a concluding statement or section that follows from and supports the argument presented.	Writing Workshop: Persuasion, 740; Presenting a Persuasive Speech: 308, 330; Creating a Real Estate Ad: 376; Creating a Brochure: 716, 738
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; Describing a Place, 272; A Biographical Narrative, 400; Compare and Contrast, 480; Explaining Cause or Effect, 600; Writing a Job Description: 2, 22; Creating a Travel Guide: 186, 208; Creating a Web Site: 230, 250; Writing a News Report: 284, 306; Writing a Description: 410, 432; Giving an Oral Description: 514, 534
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; Describing a Place, 272; A Biographical Narrative, 400; Compare and Contrast, 480; Explaining Cause or Effect, 600; Writing a Job Description: 2, 22; Creating a Travel Guide: 186, 208; Creating a Web Site: 230, 250; Writing a News Report: 284, 306; Writing a Description: 410, 432; Giving an Oral Description: 514, 534
2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Writing Workshop: Explaining a Process, 104; Describing a Place, 272; A Biographical Narrative, 400; Compare and Contrast, 480; Explaining Cause or Effect, 600; Writing a Job Description: 2, 22; Creating a Travel Guide: 186, 208; Creating a Web Site: 230, 250; Writing a News Report: 284, 306; Writing a Description: 410, 432; Giving an Oral Description: 514, 534
2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing Workshop: Explaining a Process, 104; Describing a Place, 272; A Biographical Narrative, 400; Compare and Contrast, 480; Explaining Cause or Effect, 600; Writing a Job Description: 2, 22; Creating a Travel Guide: 186, 208; Creating a Web Site: 230, 250; Writing a News Report: 284, 306; Writing a Description: 410, 432; Giving an Oral Description: 514, 534
2.e.	Establish and maintain a formal style and objective tone.	Writing Workshop: Explaining a Process, 104; Describing a Place, 272; A Biographical Narrative, 400; Compare and Contrast, 480; Explaining Cause or Effect, 600; Writing a Job Description: 2, 22; Creating a Travel Guide: 186, 208; Creating a Web Site: 230, 250; Writing a News Report: 284, 306; Writing a Description: 410, 432; Giving an Oral Description: 514, 534
2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Writing Workshop: Explaining a Process, 104; Describing a Place, 272; A Biographical Narrative, 400; Compare and Contrast, 480; Explaining Cause or Effect, 600; Writing a Job Description: 2, 22; Creating a Travel Guide: 186, 208; Creating a Web Site: 230, 250; Writing a News Report: 284, 306; Writing a Description: 410, 432; Giving an Oral Description: 514, 534
3.	(See note; not applicable as a separate requirement)	

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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: 104, 272, 400, 480, 600, 740; Social Studies Skills: 343; Focus on Writing, Speaking, Viewing: 2, 24, 166, 186, 210, 230, 284, 308, 332, 376, 410, 436, 492, 514, 536, 556, 614, 638, 664, 716; Focus on Reading and Writing: 22, 46, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738
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: 104, 272, 400, 480, 600, 740
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, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738
	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: 104, 272, 400, 740; Using the Internet: 22, 46, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738
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.	Social Studies Skills; 726; Writing Workshop: 104, 272, 400, 740; Using the Internet: 22, 46, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738
9.	Draw evidence from informational text to support analysis, reflection, and research.	Social Studies Skills: 177, 726; Writing Workshop: 104, 272, 400, 740; Using the Internet: 22, 46, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738; Focus on Reading: R8, R12, R25, R30

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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.	Writing Workshop: 104, 272, 400, 480, 600, 740; Social Studies Skills: 343; Focus on Writing, Speaking, Viewing: 2, 24, 166, 186, 210, 230, 284, 308, 332, 376, 410, 436, 492, 514, 536, 556, 614, 638, 664, 716; Focus on Reading and Writing: 22, 46, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738
<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>		
Key Ideas and Details		
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.	Focus on Reading: R2-R30; Social Studies Skills: 177, 241, 596, 660, 726; Section Review: 9, 14, 20, 29, 34, 41, 54, 61, 65, 72, 85, 90, 95, 100, 122, 133, 140, 149, 155, 161, 171, 176, 182, 191, 197, 205, 215, 219, 225, 235, 240, 248, 258, 263, 268, 289, 295, 300, 304, 313, 319, 327, 337, 342, 348, 357, 361, 365, 369, 381, 386, 393, 396, 415, 419, 424, 430, 439, 443, 449, 453, 463, 468, 473, 497, 503, 510, 519, 523, 531, 541, 545, 551, 561, 567, 573, 583, 589, 595, 619, 624, 629, 634, 643, 650, 655, 659, 669, 675, 681, 686, 695, 701, 707, 712, 723, 731, 736; Chapter Review: 21-22, 45-46, 75-76, 101-102, 141-142, 163-164, 183-184, 207-208, 227-228, 249-250, 269-270, 305-306, 329-330, 349-350, 373-374, 397-398, 431-432, 455-456, 477-478, 511-512, 533-534, 553-554, 575-576, 597-598, 635-636, 661-662, 687-688, 713-714, 737-738
2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Focus on Reading: R5, R21, R27; Primary Sources: 14, 50, 100, 129, 356, 386, 421, 521, 525, 555, 710, 733; History and Literature: 73; Summarize: 22, 330, 397, 661, 662, 714
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Primary Sources: 14, 50, 100, 129, 356, 386, 421, 521, 525, 555, 710, 733; Section Review: 9, 14, 20, 29, 34, 41, 54, 61, 65, 72, 85, 90, 95, 100, 122, 133, 140, 149, 155, 161, 171, 176, 182, 191, 197, 205, 215, 219, 225, 235, 240, 248, 258, 263, 268, 289, 295, 300, 304, 313, 319, 327, 337, 342, 348, 357, 361, 365, 369, 381, 386, 393, 396, 415, 419, 424, 430, 439, 443, 449, 453, 463, 468, 473, 497, 503, 510, 519, 523, 531, 541, 545, 551, 561, 567, 573, 583, 589, 595, 619, 624, 629, 634, 643, 650, 655, 659, 669, 675, 681, 686, 695, 701, 707, 712, 723, 731, 736; Chapter Review: 21-22, 45-46, 75-76, 101-102, 141-142, 163-164, 183-184, 207-208, 227-228, 249-250, 269-270, 305-306, 329-330, 349-350, 373-374, 397-398, 431-432, 455-456, 477-478, 511-512, 533-534, 553-554, 575-576, 597-598, 635-636, 661-662, 687-688, 713-714, 737-738

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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.	Focus on Reading: R3, R11, R14, R15, R20, R24, R29; Key Terms: 4, 10, 16, 26, 30, 35, 50, 55, 62, 68, 80, 86, 91, 97, 118, 126, 134, 146, 150, 156, 168, 172, 178, 188, 192, 200, 212, 216, 220, 232, 236, 242, 254, 260, 264, 286, 291, 296, 301, 310, 314, 322, 334, 338, 344, 354, 358, 366, 378, 382, 388, 394, 412, 416, 420, 426, 436, 440, 446, 450, 460, 464, 469, 494, 498, 505, 516, 520, 526, 538, 542, 546, 558, 564, 568, 580, 584, 590, 616, 620, 626, 630, 640, 644, 651, 656, 666, 671, 676, 682, 692, 698, 703, 708, 718, 727, 732; Reviewing Vocabulary, Terms, and Places: 21, 45, 75, 101, 141, 163, 183, 207, 227, 249, 269, 305, 329, 349, 373, 397, 431, 455, 477, 511, 533, 553, 575, 597, 635, 661, 687, 713, 737
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.	Taking Notes: 177; Understanding Cause and Effect: R4; Categorizing: R6; Understanding Lists: R7; Understanding Comparison-Contrast: R9, R22; Understanding Problems and Solutions: R16
6.	Assess how point of view or purpose shapes the content and style of a text.	Analyzing Points of View: 660; Understanding Fact and Opinion: R28; Primary Sources: 14, 50, 100, 129, 356, 386, 421, 521, 525, 555, 710, 733; History and Literature: 73, 133, 248, 393, 430, 531, 634, 736
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: 15; Maps: 8, 22, 36, 42, 44, 52, 59, 82, 84, 92, 106, 107, 108, 109, 110, 111, 123, 124, 128, 131, 162, 165, 198, 209, 214, 223, 226, 229, 238, 244, 246, 258, 266, 274, 275, 276, 277, 278, 279, 290, 294, 298, 302, 307, 320, 323, 327, 341, 345, 351, 363, 371, 383, 387, 389, 399, 402, 403, 404, 405, 406, 407, 418, 423, 425, 428, 433, 444, 447, 475, 476, 479, 482, 483, 484, 485, 486, 487, 506, 513, 524, 532, 535, 560, 562, 599, 602, 603, 604, 606, 607, 608, 609, 628, 646, 654, 663, 670, 680, 683, 689, 697, 725, 730, 739, R40-R59; Charts and Graphs: 9, 13, 42, 56, 59, 70, 74, 77, 89, 90, 93, 94, 107, 112, 114, 115, 135, 153, 161, 185, 202, 206, 208, 223, 244, 251, 259, 262, 271, 274, 280, 283, 295, 321, 325, 328, 331, 338, 346, 367, 392, 403, 408, 409, 422, 425, 444, 445, 452, 454, 457, 470, 472, 483, 488, 491, 506, 527, 548, 566, 569, 574, 577, 594, 603, 610, 613, 625, 627, 636, 637, 653, 680, 712, 715, 723, R36-R39; Primary Sources: 14, 50, 100, 129, 356, 386, 421, 521, 525, 555, 710, 733; Case Study: 42-43, 124-125, 370-371, 444-445, 562-563, 696-697; Biographies: 18, 37, 69, 127, 175, 201, 221, 243, 339, 359, 417, 453, 499, 591, 622, 672, 704, 734; Using the Internet: 22, 46, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738; History and Literature: 73, 133, 248, 393, 430, 531, 634, 736; Focus on Reading: R2-R30
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.	Analyzing Points of View: 660; Understanding Fact and Opinion: R28

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Standards		Page References
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.	Opportunities to address this standard may be found on the following pages: Locating Information: 726; Primary Sources: 14, 50, 100, 129, 356, 386, 421, 521, 525, 555, 710, 733; Writing Workshop: 740
Range of Reading and Level of Text Complexity		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	Primary Sources: 14, 50, 100, 129, 356, 386, 421, 521, 525, 555, 710, 733; Case Study: 42-43, 124-125, 370-371, 444-445, 562-563, 696-697; Biographies: 18, 37, 69, 127, 175, 201, 221, 243, 339, 359, 417, 453, 499, 591, 622, 672, 704, 734; Using the Internet: 22, 46, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738; History and Literature: 73, 133, 248, 393, 430, 531, 634, 736; Social Studies Skills: 177, 241, 596, 660; Focus on Reading: R2-R30; Social Studies Skills: 177, 241, 596, 660, 726; Section Review: 9, 14, 20, 29, 34, 41, 54, 61, 65, 72, 85, 90, 95, 100, 122, 133, 140, 149, 155, 161, 171, 176, 182, 191, 197, 205, 215, 219, 225, 235, 240, 248, 258, 263, 268, 289, 295, 300, 304, 313, 319, 327, 337, 342, 348, 357, 361, 365, 369, 381, 386, 393, 396, 415, 419, 424, 430, 439, 443, 449, 453, 463, 468, 473, 497, 503, 510, 519, 523, 531, 541, 545, 551, 561, 567, 573, 583, 589, 595, 619, 624, 629, 634, 643, 650, 655, 659, 669, 675, 681, 686, 695, 701, 707, 712, 723, 731, 736; Chapter Review: 21-22, 45-46, 75-76, 101-102, 141-142, 163-164, 183-184, 207-208, 227-228, 249-250, 269-270, 305-306, 329-330, 349-350, 373-374, 397-398, 431-432, 455-456, 477-478, 511-512, 533-534, 553-554, 575-576, 597-598, 635-636, 661-662, 687-688, 713-714, 737-738
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 Workshop: Persuasion, 740; Presenting a Persuasive Speech: 308, 330; Creating a Real Estate Ad: 376; Creating a Brochure: 716, 738
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: Explaining a Process, 104; Describing a Place, 272; Compare and Contrast, 480; Explaining Cause or Effect, 600; Writing a Job Description: 2, 22; Creating a Travel Guide: 186, 208; Creating a Web Site: 230, 250; Writing a News Report: 284, 306; Writing a Description: 410, 432; Giving an Oral Description: 514, 534
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, 400

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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: 104, 272, 400, 480, 600, 740; Social Studies Skills: 343; Focus on Writing, Speaking, Viewing: 2, 24, 166, 186, 210, 230, 284, 308, 332, 376, 410, 436, 492, 514, 536, 556, 614, 638, 664, 716; Focus on Reading and Writing: 22, 46, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Writing Workshop: 104, 272, 400, 480, 600, 740
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Using the Internet: 22, 46, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738
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: 104, 272, 400, 740; Using the Internet: 22, 46, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738
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.	Social Studies Skills: 726; Writing Workshop: 104, 272, 400, 740; Using the Internet: 22, 46, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Social Studies Skills: 177, 726; Writing Workshop: 104, 272, 400, 740; Using the Internet: 22, 46, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738; Focus on Reading: R8, R12, R25, R30
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.	Writing Workshop: 104, 272, 400, 480, 600, 740; Social Studies Skills: 343; Focus on Writing, Speaking, Viewing: 2, 24, 166, 186, 210, 230, 284, 308, 332, 376, 410, 436, 492, 514, 536, 556, 614, 638, 664, 716; Focus on Reading and Writing: 22, 46, 76, 102, 142, 164, 184, 208, 228, 250, 270, 306, 330, 350, 374, 398, 432, 456, 478, 512, 534, 554, 576, 598, 636, 662, 688, 714, 738