



Correlation to the  
**Common Core State  
Standards, Literacy in  
History/Social Studies,  
Grades 9-10**

**Ancient World History:  
Patterns of Interaction**  
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**COMMON  
CORE**



HOUGHTON MIFFLIN HARCOURT

**Holt McDougal**  
***Ancient World History: Patterns of Interaction*** © 2012

correlated to

**Common Core Standards for Reading and Writing (June 2010), Grades 9-10**

**Reading Standards for Literacy in History/Social Studies**

**Grades 9-10**

Standards		Page References
<b>Key Ideas and Details</b>		
1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Analyzing Primary Sources, 33, 79, 97, 129, 310, 368, 395, 416, 424, 455, 473, 473, 509, 569, 631; Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Analyzing Political Cartoons, R29; Primary Source Handbook, R40–R64  Online Resources: Primary Sources, S8–S9; Secondary Sources, S10–S11; Political Cartoons, S12–S13; Constructed Responses, 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 of how key events or ideas develop over the course of the text.	Determining Main Ideas, R2; Summarizing, R4; also see: Analyzing Primary Sources, 33, 79, 97, 129, 310, 368, 395, 416, 424, 455, 473, 473, 509, 569, 631; Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Analyzing Political Cartoons, R29; Primary Source Handbook, R40–R64  Online Resources: Primary Sources, S8–S9; Secondary Sources, S10–S11; Political Cartoons, S12–S13; Constructed Responses, S26–S27; Extended Responses, S28–S29; Document-Based Questions, S30–S33;

3.	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Causes and effects, 18, 19, 106, 221, 238–239, 363, 401, 403, 471, 488–489, 529–530, 556, 572, 573–575, 640, 641–645, 652–654, 655–661, 687, 688, 708; Timelines, 26–27, 58–59, 86–87, 113, 120–121, 145, 152, 184, 186–187, 208, 210, 232, 252–253, 260–261, 298–299, 318, 320–321, 338, 350–351, 376–377, 406–407, 438–439, 468–469, 492–493, 504–505, 526–527, 550–551, 573, 586–587, 620–621, 626–627, 648–649, 678–679; Analyzing Causes and Recognizing Effects, R6; Evaluating Decisions and Courses of Action, R19
<b>Craft and Structure</b>		
4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	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:  Key Terms, 61, 89, 123, 155, 189, 213, 235, 263, 301; Section Assessment: Terms and Names, 11, 18, 34, 43, 49, 65, 71, 141, 172; Chapter Assessment: Terms and Names, 56, 84, 110, 184, 208, 230, 250, 280, 318, 348, 374, 404, 428
5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	This standard can be met in two ways. Firstly, features call out key points and provide students with focus questions about the content of the section or chapter.  Analyzing Key Concepts: 6, 21, 80, 180, 305, 361, 491, 574, 594, 643, 688; Different Perspectives, 83, 177, 386, 501, 560, 635, 662; Comparing and Contrasting: Ancient Civilizations, 112–117, Classical Ages, 252–257, Trade Networks, 430–435, Methods of Government, 578–583, Political Revolutions, 706–711  Secondly, students are also made aware of how to use the text and its structure through the Taking Notes and Using Your Notes features which begin and end every section of the book. Here are representative pages:  Taking Notes, 61, 89, 123, 155, 189, 213, 235, 263, 301; Using Your Notes, 11, 18, 34, 43, 49, 65, 71, 141, 172
6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Different Perspectives (Document-Based Questions), 83, 177, 386, 501, 560, 635, 662

<b>Integration of Knowledge and Ideas</b>		
7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital texts.	Interact with History, Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating and Using a Database, R33; Creating a Model, R34; Creating Written Presentations, R37
8.	Assess the extent to which the reasoning and evidence in a text support the author’s claims.	Different Perspectives (Document-Based Questions), 83, 177, 386, 501, 560, 635, 662; Distinguishing Fact from Opinion, R8 ; Analyzing Bias, R18
9.	Compare and contrast treatments of the same topic in several primary and secondary sources.	Different Perspectives (Document-Based Questions), 83, 177, 386, 501, 560, 635, 662 (and see related chapter text and activities for how secondary sources treat the same topic).
<b>Range of Reading and Level of Text Complexity</b>		
10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	<p>The Taking Notes feature is designed to support student acquisition of reading strategies and strengthen comprehension skills. This feature is found at the beginning of every section and is then reinforced in the Section Assessment. The Chapter Assessment features ask students questions geared to basic comprehension as well as higher order critical thinking. For representative pages see the following:</p> <p>Taking Notes (Section Opener), 61, 89, 123, 155, 189, 213, 235, 263, 301; Section Assessment: Critical Thinking and Writing &amp; Using Your Notes, 11, 18, 34, 43, 49, 65, 71, 141, 172; Chapter Assessment: Critical Thinking, Visual Summary &amp; Main Ideas, 56, 84, 110, 184, 208, 230, 250, 280, 318, 348, 374, 404, 428</p> <p>Also see the Reading and Critical Thinking Skills section on the following pages: R2–R21</p>

**Writing Standards for Literacy in History/Social Studies,  
Grades 9-10**

Standards		Page References
<b>Text Types and Purposes</b>		
1. Write arguments focused on <i>discipline-specific</i> content.		
a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	Persuasive writing assignments, 55, 82, 209, 229, 403, 617, 675, 705
b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.	Persuasive writing assignments, 55, 82, 209, 229, 403, 617, 675, 705; Forming and Supporting Opinions, R20
c.	Use words, phrases, and clauses 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 writing assignments, 55, 82, 209, 229, 403, 617, 675, 705

Standards		Page References
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.		
a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37
b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among 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>
d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
e.	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>
f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (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).	

**Note:** 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.

Standards		Page References
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37  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, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	Integrated Technology & Writing About History, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24

Standards		Page References
<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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Writing for Social Studies, R30; Creating Written Presentations, R37
8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Writing for Social Studies, R30; Creating Written Presentations, R37
9.	Draw evidence from informational texts to support analysis, reflection, and research.	Interact with History, Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating and Using a Database, R33; Creating Written Presentations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
<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 & Writing About History, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33



**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.

Standards		Page References
<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 or speaking to support conclusions drawn from the text.	<p>Students learn how to read the text closely through the Taking Notes and Using Your Notes features which begin and end every section of the book and include both basic comprehension skills as well as higher order skills. Here are representative pages:</p> <p>Taking Notes, 61, 89, 123, 155, 189, 213, 235, 263, 301; Using Your Notes, 11, 18, 34, 43, 49, 65, 71, 141, 172</p> <p>The Chapter Assessment also reinforces reading comprehension and critical thinking skills through the following features:</p> <p>Main Ideas, Critical Thinking, Visual Summary, 24, 56, 84, 110, 184, 208, 230, 250, 280, 318, 348, 374, 404, 428, 466, 502, 524, 548, 576, 618, 646, 676, 704</p> <p>The Skillbuilder Handbook pages provide additional reading instruction as well as suggested in-book activities.</p> <p>Determining Main Ideas, R2; Clarifying; Summarizing, R4; Making Inferences, R10; Drawing Conclusions, R11</p>
2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p>Analyzing Key Concepts: 6, 21, 80, 180, 305, 361, 491, 574, 594, 643, 688; Main Ideas, Visual Summary, 24, 56, 84, 110, 184, 208, 230, 250, 280, 318, 348, 374, 404, 428, 466, 502, 524, 548, 576, 618, 646, 676, 704; Different Perspectives, 83, 177, 386, 501, 560, 635, 662; Determining Main Ideas, R2; Clarifying; Summarizing, R4</p>

Standards		Page References
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	This standard is met throughout the text with many features. Some of these include:  Causes and effects, 18, 19, 106, 221, 238–239, 363, 401, 403, 471, 488–489, 529–530, 556, 572, 573–575, 640, 641–645, 652–654, 655–661, 687, 688, 708; Different Perspectives, 83, 177, 386, 501, 560, 635, 662; Comparing and Contrasting: Ancient Civilizations, 112–117, Classical Ages, 252–257, Trade Networks, 430–435, Methods of Government, 578–583, Political Revolutions, 706–711; Identifying Problems and Solutions, R5; Analyzing Causes and Recognizing Effects, R6; Developing Historical Perspective, R12; Formulating Historical Questions, R13; Analyzing Motives, R16; Analyzing Issues, R17; Evaluating Decisions and Courses of Action, R19
<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.	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:  Key Terms, 61, 89, 123, 155, 189, 213, 235, 263, 301; Section Assessment: Terms and Names, 11, 18, 34, 43, 49, 65, 71, 141, 172; Chapter Assessment: Terms and Names, 56, 84, 110, 184, 208, 230, 250, 280, 318, 348, 374, 404, 428
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.	Although students are asked to analyze primary sources, they are not asked to observe or comment on how parts of text relate to the whole.  Analyzing Primary Sources, 33, 79, 97, 129, 310, 368, 395, 416, 424, 455, 473, 473, 509, 569, 631; Analyzing Primary and Secondary Sources, R22
6.	Assess how point of view or purpose shapes the content and style of a text.	Analyzing Primary Sources, 33, 79, 97, 129, 310, 368, 395, 416, 424, 455, 473, 473, 509, 569, 631; Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Analyzing Political Cartoons, R29  Online Resources: Primary Sources, S8–S9; Secondary Sources, S10–S11; Political Cartoons, S12–S13
<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* .	Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24

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Standards		Page References
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 Primary Sources, 33, 79, 97, 129, 310, 368, 395, 416, 424, 455, 473, 473, 509, 569, 631; Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Analyzing Political Cartoons, R29  Online Resources: Primary Sources, S8–S9; Secondary Sources, S10–S11; Political Cartoons, S12–S13; Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
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.	Different Perspectives (Document-Based Questions), 83, 177, 386, 501, 560, 635, 662
<b>Range of Reading and Level of Text Complexity</b>		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	Students learn how to read the text closely through the Taking Notes and Using Your Notes features which begin and end every section of the book and include both basic comprehension skills as well as higher order skills. Here are representative pages:  Taking Notes, 61, 89, 123, 155, 189, 213, 235, 263, 301; Using Your Notes, 11, 18, 34, 43, 49, 65, 71, 141, 172  The Chapter Assessment also reinforces reading comprehension and critical thinking skills through the following features:  Main Ideas, Critical Thinking, Visual Summary, 24, 56, 84, 110, 184, 208, 230, 250, 280, 318, 348, 374, 404, 428, 466, 502, 524, 548, 576, 618, 646, 676, 704  The Skillbuilder Handbook pages provide additional reading instruction as well as suggested in-book activities.  Determining Main Ideas, R2; Clarifying; Summarizing, R4; Making Inferences, R10; Drawing Conclusions, R11

\*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.

## Writing

Standards		Page References
<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 writing assignments, 55, 82, 209, 229, 403, 617, 675, 705; Forming and Supporting Opinions, R20
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 About History, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37  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.	Writing About History, 111, 525, 677
<b>Production and Distribution of Writing</b>		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing About History, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37  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.	<i>This standard is not explicitly addressed in the text.</i>
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Integrated Technology & Writing About History, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24

Standards		Page References
<b>Research to Build and Present Knowledge</b>		
7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Writing for Social Studies, R30; 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.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Writing for Social Studies, R30; Creating Written Presentations, R37
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Interact with History, Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating and Using a Database, R33; Creating Written Presentations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
<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 & Writing About History, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37  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.