



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	
	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.	Analyzing Primary Sources, 100, 259, 334, 385, 470, 500 Social Studies Skills: Analyzing Information, 136, Taking Notes, 151, Connecting Ideas, 215, Interpreting Political Cartoons, 394 Focus On Reading: Understanding Cause and Effect, 518, Understanding Main Ideas, 519, Understanding Comparison-Contrast, 522, Identifying Supporting Details, 523, Making Inferences, 525, Categorizing, 526, Understanding Chronological Order, 529, Asking Questions, 531, Understanding Problems and Solutions, 534, Making Generalizations, 535
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.	Analyzing Primary Sources, 100, 259, 334, 385, 470, 500 Social Studies Skills: Connecting Ideas, 215 Focus On Reading: Understanding Main Ideas, 519, Identifying Supporting Details, 523, Making Inferences, 525, Asking Questions, 531, Understanding Problems and Solutions, 534, Making Generalizations, 535

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, Proportion, 406</p> <p>Social Studies Skills: Analyzing Satellite Images, 15, Using a Physical Map, 44, Analyzing a Bar Graph, 74, Interpreting a Climate Graph, 180, Using Latitude and Longitude, 200, Interpreting an Elevation Profile, 233, Using a Political Map, 253, Using Mental Maps and Sketch Maps, 292, Interpreting a Historical Map, 338, Reading a Climate Map, 404, Analyzing a Circle, 442, Analyzing Benefits and Costs, 486, Interpreting a Population Map, 501</p> <p>Close-up: A Forest Ecosystem, 63, A Global Economy, 98, A British Textile Factory, 369, Trench Warfare, 378</p>
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.	<p>Key Terms and Places, 4, 10, 16, 26, 30, 35, 50, 55, 62, 68, 86, 91, 97, 124, 129, 142, 146, 152, 162, 166, 174, 186, 190, 194, 206, 210, 216, 228, 234, 238, 248, 256, 276, 280, 286, 310, 318, 328, 344, 350, 358, 366, 376, 382, 388, 400, 405, 410, 415, 424, 428, 436, 448, 452, 458, 468, 472, 476, 480, 492, 496, 502, 508</p> <p>Reviewing Vocabulary, Terms, and Places, 21, 45, 75, 101, 137, 157, 181, 201, 223, 243, 271, 293, 339, 371, 395, 419, 443, 463, 487, 511</p> <p>Focus On Reading: Using Word Parts, 517, Using Context Clues—Contrast, 530, Recognizing Word Origins, 532, Using Context Clues—Synonyms, 533</p>
5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	<p>Focus On Reading: Understanding Cause and Effect, 518, Understanding Comparison-Contrast, 522, Understanding Lists, 527, Understanding Chronological Order, 529, Understanding Problems and Solutions, 534</p> <p>Visual Summary, 21, 45, 75, 101, 137, 157, 181, 201, 223, 243, 271, 293, 339, 371, 395, 419, 443, 463, 487, 511</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>Primary Sources: Robert Heinlein, on climate, 50, Bernardino de Sahagun, on riddles, 127, The Constitution, 259, Magna Carta, 334, The Diary of Anne Frank, 385, Winston Churchill, speech, 389, The Plains of Ukraine, 470, Communist-era Poster, 500</p> <p>Social Studies Skills: Interpreting Political Cartoons, 394</p>

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.	<p>Visual Summary, 21, 45, 75, 101, 137, 157, 181, 201, 223, 243, 271, 293, 339, 371, 395, 419, 443, 463, 487, 511</p> <p>Quick Facts and Infographics, H10, 5, 6, 11, 17, 21, 27, 28, 30, 32, 38, 45, 51, 54, 60, 63, 65, 75, 98, 101, 120, 122, 126, 127, 132, 137, 146, 154, 157, 168, 181, 188, 192, 201, 208, 223, 230, 243, 271, 280, 288, 293, 312, 314, 319, 327, 330, 331, 332, 339, 360, 369, 371, 378, 395, 402, 407, 411, 419, 429, 443, 459, 463, 487, 499, 511</p> <p>Charts and Graphs, 9, 13, 42, 56, 59, 70, 74, 77, 89, 90, 93, 94, 107, 112, 114, 115, 159, 176, 180, 182, 197, 218, 225, 233, 236, 245, 265, 283, 291, 298, 304, 307, 324, 359, 386, 389, 392, 397, 409, 435, 439, 445, 452, 460, 506, 540, 542, 542, 543, 543</p> <p>Maps, H3, H4, H5, H6, H8, H9, 8, 22, 23, 36, 42, 44, 82, 84, 92, 100, 106, 107, 108, 109, 110, 111, 117, 125, 134, 139, 172, 183, 188, 197, 200, 203, 212, 218, 220, 232, 240, 253, 254, 258, 261, 292, 295, 298, 299, 300, 301, 303, 309, 317, 321, 323, 323, 326, 336, 341, 345, 356, 363, 364, 373, 375, 389, 404, 408, 412, 434, 437, 455, 459, 465, 477, 485, 497, 500, 501, 503, 509, 513, 544, 550, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563</p>
8.	Distinguish among fact, opinion, and reasoned judgment in a text.	<p>Social Studies Skills: Interpreting Political Cartoons, 394</p> <p>Primary Sources: Robert Heinlein, on climate, 50, Bernardino de Sahagun, on riddles, 127, The Constitution, 259, Magna Carta, 334, The Diary of Anne Frank, 385, Winston Churchill, speech, 389, The Plains of Ukraine, 470, Communist-era Poster, 500</p>
9.	Analyze the relationship between a primary and secondary source on the same topic.	<p>Analyzing Primary Sources, 100, 259, 334, 385, 470, 500</p> <p>Social Studies Skills: Analyzing Information, 136, Taking Notes, 151, Connecting Ideas, 215, Interpreting Political Cartoons, 394</p>

Standards	Page References
Writing Standards for Literacy in History/Social Studies, Grades 6-8	
Text Types and Purposes	
1.	Write arguments focused on <i>discipline-specific content</i>
1.a.	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Presenting a Persuasive Speech, 422, 444; Creating a Real Estate Ad, 490, 512
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. Presenting a Persuasive Speech, 422, 444; Creating a Real Estate Ad, 490, 512
1.c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Presenting a Persuasive Speech, 422, 444; Creating a Real Estate Ad, 490, 512
1.d.	Establish and maintain a formal style. Presenting a Persuasive Speech, 422, 444; Creating a Real Estate Ad, 490, 512
1.e.	Provide a concluding statement or section that follows from and supports the argument presented. Presenting a Persuasive Speech, 422, 444; Creating a Real Estate Ad, 490, 512

Standards	Page References
2.	Write Informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
2.a.	<p>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.</p> <p>Writing Workshop: Explaining a Process, 104</p> <p>Writing assignments: Presenting and Viewing a Weather Report, 48, 76; Writing a Newspaper Article, 116, 138; Creating a Travel Guide, 160, 182; Creating a Web Site, 204, 224; Writing a News Report, 398, 420; Presenting and Viewing Visual Reports, 466, 488</p>
2.b.	<p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Writing Workshop: Explaining a Process, 104</p> <p>Writing assignments: Presenting and Viewing a Weather Report, 48, 76; Writing a Newspaper Article, 116, 138; Creating a Travel Guide, 160, 182; Creating a Web Site, 204, 224; Writing a News Report, 398, 420; Presenting and Viewing Visual Reports, 466, 488</p>
2.c.	<p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Writing Workshop: Explaining a Process, 104</p> <p>Writing assignments: Presenting and Viewing a Weather Report, 48, 76; Writing a Newspaper Article, 116, 138; Creating a Travel Guide, 160, 182; Creating a Web Site, 204, 224; Writing a News Report, 398, 420; Presenting and Viewing Visual Reports, 466, 488</p>
2.d.	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Writing Workshop: Explaining a Process, 104</p> <p>Writing assignments: Presenting and Viewing a Weather Report, 48, 76; Writing a Newspaper Article, 116, 138; Creating a Travel Guide, 160, 182; Creating a Web Site, 204, 224; Writing a News Report, 398, 420; Presenting and Viewing Visual Reports, 466, 488</p>
2.e.	<p>Establish and maintain a formal style and objective tone.</p> <p>Writing Workshop: Explaining a Process, 104</p> <p>Writing assignments: Presenting and Viewing a Weather Report, 48, 76; Writing a Newspaper Article, 116, 138; Creating a Travel Guide, 160, 182; Creating a Web Site, 204, 224; Writing a News Report, 398, 420; Presenting and Viewing Visual Reports, 466, 488</p>
2.f.	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Writing Workshop: Explaining a Process, 104</p> <p>Writing assignments: Presenting and Viewing a Weather Report, 48, 76; Writing a Newspaper Article, 116, 138; Creating a Travel Guide, 160, 182; Creating a Web Site, 204, 224; Writing a News Report, 398, 420; Presenting and Viewing Visual Reports, 466, 488</p>
3.	(See note; not applicable as a separate requirement)

Standards		Page References
Production and Distribution of Writing		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing Workshop: Explaining a Process, 104, Describing a Place, 296, A Biographical Narrative, 514 Focus on Writing (section assessment), 9, 14, 20, 29, 34, 41, 85, 90, 95, 100, 123, 128, 133, 145, 150, 156, 165, 171, 179, 189, 193, 199, 209, 214, 221, 232, 317, 325, 335, 349, 357, 364, 370, 380, 387, 393, 403, 409, 414, 418, 451, 456, 462, 495, 500, 506, 510 Focus on Writing (chapter opener and chapter assessment), 2, 22, 24, 46, 116, 138, 140, 158, 184, 202, 308, 340, 374, 396, 398, 420, 446, 464
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, Describing a Place, 296, A Biographical Narrative, 514
6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Writing Workshop (Proofread and Publish): Explaining a Process, 104, Describing a Place, 296, A Biographical Narrative, 514 Focus on Writing, Speaking, Viewing: Creating a Web Site, 204, 224; Creating a Radio Ad, 274, 294; Creating a Travel Brochure, 342, 372; Presenting and Viewing Visual Reports, 466, 488
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.	Using the Internet, 22, 46, 76, 102, 138, 158, 182, 202, 224, 244, 272, 294, 340, 372, 396, 420, 444, 464, 488, 512 Focus on Writing, Speaking, Viewing: Presenting and Viewing a Weather Report, 48, 76; Creating a Web Site, 204, 224; Presenting and Viewing Visual Reports, 466, 488
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.	Using the Internet, 22, 46, 76, 102, 138, 158, 182, 202, 224, 244, 272, 294, 340, 372, 396, 420, 444, 464, 488, 512 Focus on Writing, Speaking, Viewing: Presenting and Viewing a Weather Report, 48, 76; Creating a Web Site, 204, 224; Presenting and Viewing Visual Reports, 466, 488
9.	Draw evidence from informational text to support analysis, reflection, and research.	Focus on Writing (Section Assessment), 9, 14, 20, 29, 34, 41, 85, 90, 95, 100, 123, 128, 133, 145, 150, 156, 165, 171, 179, 189, 193, 199, 209, 214, 221, 232, 317, 325, 335, 349, 357, 364, 370, 380, 387, 393, 403, 409, 414, 418, 451, 456, 462, 495, 500, 506, 510

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.	<p>Writing Workshop: Explaining a Process, 104, Describing a Place, 296, A Biographical Narrative, 514</p> <p>Focus on Writing (section assessment), 9, 14, 20, 29, 34, 41, 85, 90, 95, 100, 123, 128, 133, 145, 150, 156, 165, 171, 179, 189, 193, 199, 209, 214, 221, 232, 317, 325, 335, 349, 357, 364, 370, 380, 387, 393, 403, 409, 414, 418, 451, 456, 462, 495, 500, 506, 510</p> <p>Focus on Writing (chapter opener and chapter assessment), 2, 22, 24, 46, 116, 138, 140, 158, 184, 202, 308, 340, 374, 396, 398, 420, 446, 464</p>