



Correlation to the  
**Common Core State  
Standards, English  
Language Arts,  
Grades K-5**

**World Regions**  
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**COMMON  
CORE**



**HOUGHTON MIFFLIN HARCOURT**

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correlated to the

**Common Core State Standards for English Language Arts (2010)**  
**Grades 4–5**

Standard	Descriptor	Citations
<b>College and Career Readiness Anchor Standards for Reading</b>		
<b>Key Ideas and Details</b>		
CCRR.4-5.1	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.	SE: 25, 39, 45, 47, 57, 59, 65, 73, 81, 103, 109, 111, 113, 119, 127, 141, 147, 153, 176, 182, 187, 199, 205, 213, 215, 370, 377, 385, 393, 405, 413, 421, 427, 449, 457, 465, 473, 484, 491, 498, 505, 521, 529, 535, 540, 547, 559, 565, 574, 579, 589, 596, 601, 624, 631, 639, 659, 667 TE: 3, 5, 9, 16, 17, 21, 27, 31, 36, 42, 55, 63, 79, 101, 115, 125, 146, 365, 368, 391, 417, 424, 446, 454, 462, 471, 486, 496, 526, 538, 545, 562, 577, 586, 639, 651, 655, 667
CCRR.4-5.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	TE: A2–A3, A4, A6–A7, A8, A9, 5, 9, 28, 30, 38, 39, 42, 44, 55, 56, 64, 72, 97, 109, 110, 123, 145, 171, 197, 261, 271, 284, 321, 361, 371, 384, 415, 420, 425, 443, 447, 452, 459, 469, 489, 544, 615, 627
CCRR.4-5.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	SE: 120–121, 320–321 TE: 270, 272, 403
<b>Craft and Structure</b>		
CCRR.4-5.4	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.	SE: A2–A3, A26–A27, 4, 6, 8, 14–17, 20, 26, 32, 34, 40, 52, 58, 60, 68, 76, 98, 106, 114, 122, 134, 142, 148, 172, 177, 200, 208, 220, 230, 240, 260, 268, 276, 282, 294, 300, 308, 326, 334, 342, 364, 371, 380, 388, 400, 408, 416, 444, 450, 452, 458–459, 460, 485, 499, 524, 530, 536, 542, 554, 560, 570, 575, 584, 592, 597, 620, 625, 634, 646, 654, 662
CCRR.4-5.5	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.	TE: 23, 24, 38, 207, 225, 285, 344, 455, 572

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<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
CCR.4-5.6	Assess how point of view or purpose shapes the content and style of a text.	SE: 120–121, 212, 214–215, 283, 285, 311, 320–321, 386–387, 389, 394–395, 458–459, 497, 543, 599, 637 TE: 5, 14, 211, 295, 302, 310, 318
<b>Integration of Knowledge and Ideas</b>		
CCR.4-5.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	SE: A2–A25, 3, 5, 12–13, 14–17, 20–21, 23, 29, 56, 62, 67, 73, 93, 96, 99, 104–105, 116, 140, 150, 154–155, 165, 182, 199, 222, 228–229, 238–239, 252–253, 287, 288–289, 306–307, 313, 332–333, 340–341, 356–357, 378–379, 404, 406–407, 414–415, 450–4451, 500, 506–507, 516–517, 548–549, 568–569, 590–591, 602–603, 612–613, 626–627, 640–641, 660–661 TE: 25, 27, 33, 37, 39, 46, 51, 77, 110, 124, 164, 179, 262, 269, 271, 279, 286, 326, 375, 462, 577, 622
CCR.4-5.8	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.	SE: 120–121, 138, 188–189, 214–215, 259, 311, 394–395, 458–459, 523, 529, 586
CCR.4-5.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	SE: 6–7, 14–17, 386–387
<b>Range of Reading and Level of Text Complexity</b>		
CCR.4-5.10	Read and comprehend complex literary and informational texts independently and proficiently.	SE: 7, 14–17, 90, 94–95, 162, 166–169, 250, 254–257, 354, 358–361, 434, 438–441, 514, 518–521, 610, 674 TE: 11D, 91D, 163D, 251D, 355D, 410, 435D, 515D, 611D, 666
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>Text Types and Purposes</b>		
CCR.4-5.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SE: 48, 84, 111, 129, 153, 156, 244, 290, 348, 396, 428, 550, 604, 642, 668 TE: 44, 46, 121, 130, 144, 212, 390, 458, 510
CCR.4-5.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	SE: 84, 113, 250, 396, 508, 580, 668 TE: A2, A5, A12, A23, A24, 38, 51, 70, 83, 101, 225, 226, 233, 267, 277, 298, 367, 370, 379, 404, 420, 549, 589
CCR.4-5.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SE: 48, 90, 156, 190, 216, 290, 322, 428, 474, 550, 604 TE: 67, 129, 280, 414, 556, 653

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Standard	Descriptor	Citations
<b>Production and Distribution of Writing</b>		
CCRW.4-5.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	TE: 226, 376, 404
CCRW.4-5.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CCRW.4-5.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	SE: 113, 141, 205 TE: 55, 73, 87, 222, 242, 296, 304, 328, 404, 418, 534, 630
<b>Research to Build and Present Knowledge</b>		
CCRW.4-5.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	TE: A23, A24, 3, 28, 30, 36, 43, 44, 53, 55, 56, 64, 73, 83, 86, 87, 102, 113, 115, 126, 136, 140, 141, 146, 162, 176, 187, 198, 226, 233, 236, 242, 278, 286, 312, 321, 331, 343, 350, 367, 370, 402, 413, 448, 479, 502, 534, 564, 623, 630
CCRW.4-5.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	SE: 73, 113, 141, 147, 287, 354, 535, TE: 28, 30, 36, 55, 56, 67, 150, 236, 242, 263, 296, 304, 310, 328, 373, 381, 395, 404, 418, 420, 453, 479, 534, 564, 623
CCRW.4-5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE: 73, 113, 147, 354 TE: 30, 36, 56, 126, 236, 269, 317, 373, 381, 400, 458, 472, 516, 564, 600
<b>Range of Writing</b>		
CCRW.4-5.10	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.	SE: 48, 67, 84, 90, 111, 113, 129, 153, 156, 190, 216, 244, 250, 280, 290, 322, 348, 396, 414, 428, 474, 508, 550, 580, 604, 642, 668 TE: A23, A24, 3, 9, 30, 55, 67, 83, 156, 223, 236, 242, 278, 350, 367, 370, 448, 502, 564
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>		
<b>Comprehension and Collaboration</b>		
CCRSL.4-5.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SE: 25, 39, 45, 57, 65 TE: 128, 152, 181, 223, 234, 235, 346, 363, 393, 399, 467, 477, 523, 553, 583, 619
CCRSL.4-5.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SE: 29, 57, 65, 90, 165, 182 TE: 3, 9, 16–17, 214, 234, 296, 317, 337, 384, 448
CCRSL.4-5.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SE: 491 TE: 346, 393, 443, 497, 633

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Standard	Descriptor	Citations
	<b>Presentation of Knowledge and Ideas</b>	
CCRSL.4-5.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SE: 127, 162, 339, 346 TE: 5, 9, 28, 37, 57, 111, 348, 384, 633
CCRSL.4-5.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SE: 111, 162, 267, 303, 514, 674 TE: 5, 9, 11E, 12–13, 22, 57, 61, 87, 146, 214, 234, 296, 317, 337, 345, 384, 404, 448, 595
CCRSL.4-5.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SE: 45, 65, 127, 213, 339, 347, 457, 491, 589, 659 TE: 346, 348, 413, 497
<b>Grade 4</b>		
<b>Reading: Literature</b>		
	<b>Key Ideas and Details</b>	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	SE: 14–17, 94–95, 438–441, 614–617
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	TE: 16, 94, 440, 615
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	TE: 438
	<b>Craft and Structure</b>	
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	SE: 615
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	

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Standard	Descriptor	Citations
	<b>Integration of Knowledge and Ideas</b>	
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	TE: 439
RL.4.8	(Not applicable to literature)	
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	
	<b>Range of Reading and Level of Text Complexity</b>	
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the	SE: 14–17, 94–95, 438–441, 614–617
<b>Reading: Informational Text</b>		
	<b>Key Ideas and Details</b>	
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	SE: 25, 39, 45, 47, 57, 59, 65, 73, 81, 103, 109, 111, 113, 119, 127, 141, 147, 153, 176, 182, 187, 199, 205, 213, 215, 370, 377, 385, 393, 405, 413, 421, 427, 449, 457, 465, 473, 484, 491, 498, 505, 521, 529, 535, 540, 547, 559, 565, 574, 579, 589, 596, 601, 624, 631, 639, 659, 667 TE: 3, 9, 16, 17, 21, 27, 31, 36, 42, 63, 79, 101, 115, 125, 146, 171, 271, 365, 368, 371, 391, 415, 417, 424, 446, 454, 462, 471, 486, 496, 526, 538, 545, 562, 577, 586, 639, 651, 655, 667
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	SE: 5, 7, 9, 21, 28, 30, 38, 39, 42, 44, 45, 52, 55, 60, 64, 65, 68, 76, 97, 109, 123, 172, 177, 194, 197, 200, 220, 230, 237, 240, 261, 284, 300, 308, 314, 321, 326, 334, 342, 364, 371, 380, 384, 388, 416, 420, 452, 459, 443, 468, 469, 478, 492, 524, 530, 536, 542, 544, 554, 560, 570, 575, 584, 592, 597, 615, 620, 625, 627, 634, 646, 654, 662
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	SE: 6, 7, 29, 46–47, 78, 82–83, 154–155, 188–189, 193, 196, 214–215, 259, 373, 394–395, 470, 496, 506–507, 541 TE: 56, 57, 62, 65, 70, 73, 81, 103, 109, 110, 180, 201, 203, 272, 491

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Standard	Descriptor	Citations
<b>Craft and Structure</b>		
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	SE: A2–A3, A26–A27, 4, 6, 8, 14–17, 20, 26, 32, 34, 40, 52, 58, 60, 68, 76, 98, 106, 114, 122, 134, 142, 148, 172, 177, 200, 208, 220, 230, 240, 260, 268, 276, 282, 294, 300, 308, 326, 334, 342, 364, 371, 380, 388, 400, 408, 416, 444, 450, 452, 458–459, 460, 485, 499, 524, 530, 536, 542, 554, 560, 570, 575, 584, 592, 597, 620, 625, 634, 646, 654, 662
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	SE: 6, 7, 29, 46–47, 78, 82–83, 154–155, 188–189, 193, 196, 214–215, 259, 373, 394–395, 470, 496, 506–507, 541 TE: 56, 57, 62, 65, 70, 73, 81, 103, 109, 110, 180, 201, 203, 272, 491
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	SE: 6–7
<b>Integration of Knowledge and Ideas</b>		
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	SE: A2–A25, 3, 5, 12–13, 14–17, 20–21, 23, 29, 56, 62, 67, 73, 93, 96, 99, 104–105, 116, 140, 150, 154–155, 165, 182, 199, 222, 228–229, 238–239, 252–253, 287, 288–289, 306–307, 313, 332–333, 340–341, 356–357, 378–379, 404, 406–407, 414–415, 450–4451, 500, 506–507, 516–517, 548–549, 568–569, 590–591, 602–603, 612–613, 626–627, 640–641, 660–661 TE: 25, 27, 33, 37, 39, 46, 51, 77, 110, 124, 164, 179, 262, 269, 271, 279, 286, 326, 375, 462, 577, 622
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	SE: 120–121, 138, 188–189, 212, 259, 265, 273, 281, 293, 299, 305, 311, 322, 604, 637
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	SE: 6–7
<b>Range of Reading and Level of Text Complexity</b>		
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE: 7, 14–17, 90, 94–95, 162, 166–169, 250, 254–257, 354, 358–361, 434, 438–441, 514, 518–521, 610, 674 TE: 11D, 91D, 163D, 251D, 355D, 410, 435D, 515D, 611D, 666

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Standard	Descriptor	Citations
<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	SE: 48, 84, 111, 130, 153, 156, 244, 290, 348, 396, 428, 550, 604, 642, 668 TE: 44, 46, 121, 144, 212, 390, 458, 510
W.4.1.b	Provide reasons that are supported by facts and details.	SE: 48, 84, 111, 130, 153, 156, 244, 290, 348, 396, 428, 550, 604, 642, 668 TE: 44, 121, 144, 390
W.4.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	SE: 458–459, 523, 529, 535, 547, 550 TE: 532, 538, 540
W.4.1.d	Provide a concluding statement or section related to the opinion presented.	TE: 44
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	SE: 84, 113, 250, 396, 508, 580, 668 TE: A2, A5, A12, A23, A24, 38, 51, 70, 83, 101, 225, 226, 233, 267, 277, 298, 367, 370, 379, 404, 420, 549, 589
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	SE: 84, 113, 250, 396, 508, 580, 668 TE: A5, A12, 38, 51, 83, 101, 225, 226, 233, 277, 298, 367, 370, 379, 420
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: A2–A3, A26–A27, 4, 6, 8, 14–17, 20, 26, 32, 34, 40, 52, 58, 60, 68, 76, 98, 106, 114, 122, 134, 142, 148, 172, 177, 200, 208, 220, 230, 240, 260, 268, 276, 282, 294, 300, 308, 326, 334, 342, 364, 371, 380, 388, 400, 408, 416, 444, 450, 452, 458–459, 460, 485, 499, 524, 530, 536, 542, 554, 560, 570, 575, 584, 592, 597, 620, 625, 634, 646, 654, 662
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.	
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	



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Standard	Descriptor	Citations
W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	SE: 48, 90, 156, 190, 216, 290, 322, 428, 465, 474, 550, 604, 674 TE: 67, 129, 280, 414, 556, 653
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	SE: 48, 90, 156, 190, 216, 290, 322, 414, 428, 474, 550, 604 TE: 67, 414, 556, 653
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.	SE: 156
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.	
<b>Production and Distribution of Writing</b>		
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Representative pages: SE: 48, 84, 90, 111, 153, 156, 190, 244, 250, 290, 313, 348, 396, 428, 465, 474, 549, 550, 589, 604, 642 TE: 44, 51, 67, 83, 101, 129, 225, 267, 280, 298, 390, 414, 420, 510, 556, 589, 653
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	SE: 73, 113, 141, 205, 287, 354, 535 TE: 55, 87, 222, 242, 296, 304, 328, 404, 418, 514, 534, 630, 674
<b>Research to Build and Present Knowledge</b>		
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	TE: A23, A24, 3, 28, 30, 36, 43, 44, 53, 55, 56, 64, 73, 83, 86, 87, 102, 113, 115, 126, 136, 140, 141, 146, 162, 176, 187, 198, 226, 233, 236, 242, 278, 286, 312, 321, 331, 343, 350, 367, 370, 402, 413, 448, 479, 502, 534, 564, 623, 630
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	SE: 141, 147 TE: 28, 30, 36, 55, 56, 67, 73, 126, 236, 242, 317, 373, 381, 400, 450, 479, 516, 564, 600

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<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.4.9.a	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	
W.4.9.b	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	SE: 19, 39, 120–121, 171, 188–189, 190, 293, 363, 394–195, 396, 523, 550
	<b>Range of Writing</b>	
W.4.10	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 discipline-specific tasks, purposes, and audiences.	SE: 48, 67, 84, 90, 111, 113, 129, 153, 156, 190, 216, 244, 250, 280, 290, 322, 348, 396, 414, 428, 474, 508, 550, 580, 604, 642, 668 TE: A23, A24, 3, 9, 30, 55, 67, 83, 156, 223, 236, 242, 278, 350, 367, 370, 448, 502, 564
<b>Speaking and Listening Standards</b>		
	<b>Comprehension and Collaboration</b>	
SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	
SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	SE: 17, 69, 95, 169, 257, 361, 441, 496, 497, 521, 541, 543, 617 TE: 19, 51, 66, 72, 97, 128, 133, 152, 171, 181, 185, 193, 219, 223, 234, 235, 259, 325, 346, 363, 393, 399, 467, 477, 497, 523, 553, 583, 619
SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.	TE: 226, 346, 633, 638
SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	TE: 205, 535
SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	TE: 215, 226, 346, 390, 393, 394, 467, 633
SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.4.3.	Identify the reasons and evidence a speaker provides to support particular points.	

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Standard	Descriptor	Citations
	<b>Presentation of Knowledge and Ideas</b>	
SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SE: 48, 162, TE: 110, 145, 150, 152, 187, 226, 261, 320, 382, 390, 393, 402, 426, 448, 464, 497, 546, 564, 630
SL.4.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SE: 514, 674 TE: 118, 146, 595
SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	SE: 48, 156, 226
<b>Grade 5</b>		
<b>Reading: Literature</b>		
	<b>Key Ideas and Details</b>	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	SE: 14–17, 94–95, 438–441, 614–617
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	TE: 438
	<b>Craft and Structure</b>	
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	SE: 615
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.	
	<b>Integration of Knowledge and Ideas</b>	
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	TE: 439, 615

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Standard	Descriptor	Citations
RL.5.8	(Not applicable to literature)	
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
<b>Range of Reading and Level of Text Complexity</b>		
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	SE: 14–17, 94–95, 438–441, 614–617
<b>Reading: Informational Text</b>		
<b>Key Ideas and Details</b>		
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	SE: 5, 7, 9, 21, 28, 30, 38, 39, 42, 44, 45, 52, 55, 60, 64, 65, 68, 76, 97, 109, 123, 172, 177, 194, 197, 200, 220, 230, 237, 240, 261, 284, 300, 308, 314, 321, 326, 334, 342, 364, 371, 380, 384, 388, 416, 420, 452, 459, 443, 468, 469, 478, 492, 524, 530, 536, 542, 544, 554, 560, 570, 575, 584, 592, 597, 615, 620, 625, 627, 634, 646, 654, 662
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	SE: 6, 7, 29, 46–47, 78, 82–83, 120–121, 293, 154–155, 188–189, 193, 196, 214–215, 259, 283, 311, 373, 389, 394–395, 470, 496, 497, 506–507, 541, 543, 637 TE: 56, 57, 62, 65, 70, 73, 81, 103, 109, 110, 180, 201, 203, 272, 491
<b>Craft and Structure</b>		
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	SE: A2–A3, A26–A27, 4, 6, 8, 14–17, 20, 26, 32, 34, 40, 52, 58, 60, 68, 76, 98, 106, 114, 122, 134, 142, 148, 172, 177, 200, 208, 220, 230, 240, 260, 268, 276, 282, 294, 300, 308, 326, 334, 342, 364, 371, 380, 388, 400, 408, 416, 444, 450, 452, 458–459, 460, 485, 499, 524, 530, 536, 542, 554, 560, 570, 575, 584, 592, 597, 620, 625, 634, 646, 654, 662
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	SE: 6–7
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	SE: 120–121, 283, 311, 389, 497, 637

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Standard	Descriptor	Citations
	<b>Integration of Knowledge and Ideas</b>	
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	SE: 113, 141, 147 TE: 28, 30, 36, 55, 56, 67, 73, 236, 242, 373, 381, 450, 479, 564
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	SE: 120–121, 138, 188–189, 212, 259, 265, 273, 281, 293, 299, 305, 311, 322, 604, 637
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
	<b>Range of Reading and Level of Text Complexity</b>	
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently	SE: 7, 14–17, 90, 94–95, 162, 166–169, 250, 254–257, 354, 358–361, 434, 438–441, 514, 518–521, 610, 674 TE: 11D, 91D, 163D, 251D, 355D, 410, 435D, 515D, 611D, 666
<b>Writing Standards</b>		
	<b>Text Types and Purposes</b>	
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	SE: 48, 84, 111, 130, 153, 156, 244, 290, 348, 396, 428, 550, 604, 642, 668 TE: 44, 46, 121, 144, 212, 390, 458, 510
W.5.1.b	Provide logically ordered reasons that are supported by facts and details.	SE: 48, 84, 111, 130, 153, 156, 244, 290, 348, 396, 428, 550, 604, 642, 668 TE: 44, 121, 144, 390
W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	
W.5.1.d	Provide a concluding statement or section related to the opinion presented.	TE: 44
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	SE: 84, 113, 250, 396, 508, 580, 668 TE: A2, A5, A12, A23, A24, 38, 51, 70, 83, 101, 225, 226, 233, 267, 277, 298, 367, 370, 379, 404, 420, 549, 589
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	SE: 84, 113, 250, 396, 508, 580, 668 TE: A5, A12, 38, 51, 83, 101, 225, 226, 233, 277, 298, 367, 370, 379, 420

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Standard	Descriptor	Citations
W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: A2–A3, A26–A27, 4, 6, 8, 14–17, 20, 26, 32, 34, 40, 52, 58, 60, 68, 76, 98, 106, 114, 122, 134, 142, 148, 172, 177, 200, 208, 220, 230, 240, 260, 268, 276, 282, 294, 300, 308, 326, 334, 342, 364, 371, 380, 388, 400, 408, 416, 444, 450, 452, 458–459, 460, 485, 499, 524, 530, 536, 542, 554, 560, 570, 575, 584, 592, 597, 620, 625, 634, 646, 654, 662
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.	
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	SE: 48, 90, 156, 190, 216, 290, 322, 428, 465, 474, 550, 604, 674 TE: 67, 129, 280, 414, 556, 653
W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	SE: 48, 90, 156, 190, 216, 290, 322, 414, 428, 474, 550, 604 TE: 67, 414, 556, 653
W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	SE: 156
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.	
<b>Production and Distribution of Writing</b>		
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Representative pages: SE: 48, 84, 90, 111, 153, 156, 190, 244, 250, 290, 313, 348, 396, 428, 465, 474, 549, 550, 589, 604, 642 TE: 44, 51, 67, 83, 101, 129, 225, 267, 280, 298, 390, 414, 420, 510, 556, 589, 653
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)	

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Standard	Descriptor	Citations
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	SE: 73, 113, 141, 147, 287, 354, 535 TE: 28, 30, 36, 55, 56, 67, 150, 236, 242, 263, 296, 304, 310, 328, 373, 381, 395, 404, 418, 420, 453, 479, 534, 564, 623
<b>Research to Build and Present Knowledge</b>		
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	TE: A23, A24, 3, 28, 30, 36, 43, 44, 53, 55, 56, 64, 73, 83, 86, 87, 102, 113, 115, 126, 136, 140, 141, 146, 162, 176, 187, 198, 226, 233, 236, 242, 278, 286, 312, 321, 331, 343, 350, 367, 370, 402, 413, 448, 479, 502, 534, 564, 623, 630
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	SE: 141, 147 TE: 28, 30, 36, 55, 56, 67, 73, 236, 242, 373, 381, 450, 479, 564
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.5.9.a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	
W.5.9.b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	SE: 120–121, 138, 188–189, 212, 259, 265, 273, 281, 293, 299, 305, 311, 322, 604, 637
<b>Range of Writing</b>		
W.5.10	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 discipline-specific tasks, purposes, and audiences.	SE: 48, 67, 84, 90, 111, 113, 129, 153, 156, 190, 216, 244, 250, 280, 290, 322, 348, 396, 414, 428, 474, 508, 550, 580, 604, 642, 668 TE: A23, A24, 3, 9, 30, 55, 67, 83, 156, 223, 236, 242, 278, 350, 367, 370, 448, 502, 564
<b>Speaking and Listening Standards</b>		
<b>Comprehension and Collaboration</b>		
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.	
SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	SE: 17, 69, 95, 169, 257, 361, 441, 496, 497, 521, 541, 543, 617 TE: 19, 51, 66, 72, 97, 128, 133, 152, 171, 181, 185, 193, 219, 223, 234, 235, 259, 325, 346, 363, 393, 399, 467, 477, 497, 523, 553, 583, 619

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Standard	Descriptor	Citations
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.	TE: 226, 346, 633, 638
SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	TE: 205, 535
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SE: 133, 141, 147, 153, 156, 553, 559, 565, 574, 579
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TE: A2–A3, A4, A6–A7, A8, A9, 5, 9, 28, 30, 38, 39, 42, 44, 55, 56, 64, 72, 97, 109, 110, 123, 145, 171, 197, 261, 271, 284, 321, 361, 371, 384, 415, 420, 425, 443, 447, 452, 459, 469, 489, 544, 615, 627
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
<b>Presentation of Knowledge and Ideas</b>		
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SE: 48, 162, TE: 110, 145, 150, 152, 187, 226, 261, 320, 382, 390, 393, 402, 426, 448, 464, 497, 546, 564, 630
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SE: 514, 674 TE: 118, 146, 148, 595
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	SE: 48, 156, 226