



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

Ancient Civilizations
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**COMMON
CORE**



HOUGHTON MIFFLIN HARCOURT

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
College and Career Readiness Anchor Standards for Reading		
Key Ideas and Details		
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: 20, 27, 37, 39, 53, 99, 107, 113, 119, 124, 133, 139, 147, 154, 163, 182, 203, 217, 233, 239, 243, 248, 275, 284, 303, 320, 331, 333, 340, 350, 383, 395, 402, 438, 446, 449, 462–463, 469, 473, 477, 481, 485, 488, 493, 496, 498, 507, 515, 517, 519, 521, 525, 530, 537, 539, 541, 543, 547, 551, 552, 554, 559, 561, 562
CCRR.4-5.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	SE: 6–7, 15, 16, 17, 19, 20, 23, 24, 25, 27, 31, 32, 34, 35, 37, 40, 49, 51, 53, 57, 58, 59, 61, 67, 68, 69, 71, 74, 85, 86–87, 95, 96, 97, 98, 99, 103, 104, 107, 109, 110, 111, 113, 115, 117, 118, 119, 121, 122, 124, 128, 135, 136, 137, 139, 143, 144, 145, 147, 151, 152, 154, 159, 160, 163, 166, 173, 174, 175, 177, 179, 180, 181, 182, 186, 366–367
CCRR.4-5.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Students practice this skill throughout the <i>Harcourt Social Studies: Ancient Civilizations</i> program. See the following pages: SE: 13, 20, 248, 293, 426, 496 TE: 49, 183, 259, 281, 329, 377
Craft and Structure		
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.	TE: 9, 10, 11, 15, 18, 23, 31, 44, 45, 49, 57, 67, 89, 92, 95, 103, 104, 109, 115, 121, 132, 135, 143, 151, 159, 170, 173, 179, 194, 205, 213, 221, 232, 235, 237, 245, 258, 266, 271, 279, 289, 297, 299, 311, 312, 315, 317, 325, 329, 335, 337, 345, 357, 370, 375, 385, 387, 391, 397, 409, 410, 411, 415, 423, 433, 435, 443, 469, 477, 485, 493, 504, 507, 515, 521, 534, 537, 543, 551, 559, 565
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.	

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Standard	Descriptor	Citations
CCRR.4-5.6	Assess how point of view or purpose shapes the content and style of a text.	SE: 526–527
Integration of Knowledge and Ideas		
CCRR.4-5.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	TE: 6, 11, 12, 16, 17, 21, 34, 35, 39, 45, 46, 50, 58, 69, 77, 81G, 81O, 86, 91, 105, 111, 137, 145, 148, 155, 189, 198, 201, 210, 215, 243, 246, 249, 262, 265, 268, 280, 282, 285, 291, 301, 304, 327, 333, 338, 347, 351, 357, 363, 366, 372, 376, 388, 392, 400, 411, 417, 427, 436, 439, 449, 453, 462, 471, 479, 486, 503, 523, 529, 545, 555
CCRR.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: 149, 304, 318, 395, 431, 518, 552
CCRR.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: 149, 304, 318, 395, 431, 518, 552
Range of Reading and Level of Text Complexity		
CCRR.4-5.10	Read and comprehend complex literary and informational texts independently and proficiently.	TE: 1F, 81F, 193F, 257F, 361F, 457F
College and Career Readiness Anchor Standards for Writing		
Text Types and Purposes		
CCRW.4-5.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	TE: 148
CCRW.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: 63, 74, 80, 107, 141, 166, 201, 228, 250, 275, 306, 340, 450, 496, 498, 511, 554, 562, R9 TE: 16, 105, 148
CCRW.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: 20, 74, 128, 139, 166, 186, 192, 219, 284, 389, 406, 450, 530, 562, R9 TE: 249, 347
Production and Distribution of Writing		
CCRW.4-5.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: 20, 41, 63, 74, 80, 99, 101, 107, 128, 139, 141, 166, 186, 192, 201, 219, 228, 250, 275, 284, 304, 306, 340, 354, 389, 406, 450, 496, 498, 511, 530, 554, 562, R9, R29, TE: 13, 16, 21, 47, 93, 105, 133, 155, 171, 203, 233, 249, 268, 269, 292, 313, 347, 373, 392, 413, 467, 505, 535, R21

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Standard	Descriptor	Citations
CCRW.4-5.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	TE: 80, 146, 192, 256, 360, 381, 406, 426, 450, 456, 513, 531, 553, 560, 568
CCRW.4-5.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	SE: 41, 80, 99, 101, 250, 406, R29 TE: 155, 268, 292, 392, 426, 441, 513, 563, R21
Research to Build and Present Knowledge		
CCRW.4-5.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	SE: 41, 80, 99, 101, 250, 406, 503, 547, R29 TE: 155, 268, 280, 291, 292, 333, 392, R21
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: 41, 80, 99, 101, 250, 406, 503, 547, R29 TE: 155, 268, 280, 291, 292, 333, 392, R21
CCRW.4-5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE: 41, 80, 99, 101, 250, 406, 503, 547, R29 TE: 155, 268, 280, 291, 292, 333, 392, R21
Range of Writing		
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: 20, 41, 63, 74, 80, 99, 101, 107, 128, 139, 141, 166, 186, 192, 201, 219, 228, 250, 275, 284, 304, 306, 340, 354, 389, 406, 450, 496, 498, 511, 530, 554, 562, R9, R29, TE: 13, 16, 21, 47, 93, 105, 133, 155, 171, 203, 233, 249, 268, 269, 292, 313, 347, 373, 392, 413, 467, 505, 535, R21
College and Career Readiness Anchor Standards for Speaking and Listening		
Comprehension and Collaboration		
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: 184–185, 342–343, 404–405 TE: 211, 388
CCRSL.4-5.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	TE: 6, 11, 12, 16, 17, 21, 34, 35, 39, 45, 46, 50, 58, 69, 77, 81G, 81O, 86, 91, 105, 111, 137, 145, 148, 155, 189, 198, 201, 210, 215, 243, 246, 249, 262, 265, 268, 280, 282, 285, 291, 301, 304, 327, 333, 338, 347, 351, 357, 363, 366, 372, 376, 388, 392, 400, 411, 417, 427, 436, 439, 449, 453, 462, 471, 479, 486, 503, 523, 529, 545, 555
CCRSL.4-5.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	TE: 388

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Standard	Descriptor	Citations
	Presentation of Knowledge and Ideas	
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: 40, R83 TE: 48, 69, 98, 112, 136, 153, 158, 160, 176, 189, 211, 212, 223, 243, 268, 272, 281, 283, 292, 302, 321, 339, 348, 378, 434, 468, 479, 480, 494, 499, 517, 518, 523, 538, 539, 542, R13, R22
CCRSL.4-5.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SE: R83 TE: 69, 136, 138, 153, 176, 189, 223, 283, 302, 339, 348, 378, 480, 518, 538, R22
CCRSL.4-5.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	TE: 212, 568
Grade 4		
Reading: Literature		
	Key Ideas and Details	
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: 10–13, 44–47, 90–93, 132–135, 170–171, 202–203, 232–233, 266–269, 502–505
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	TE: 132, 266, 370
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: 11, 268, 282
	Craft and Structure	
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).	TE: 9, 10, 11, 15, 18, 23, 31, 44, 45, 49, 57, 67, 89, 92, 95, 103, 104, 109, 115, 121, 132, 135, 143, 151, 159, 170, 173, 179, 194, 205, 213, 221, 232, 235, 237, 245, 258, 266, 271, 279, 289, 297, 299, 311, 312, 315, 317, 325, 329, 335, 337, 345, 357, 370, 375, 385, 387, 391, 397, 409, 410, 411, 415, 423, 433, 435, 443, 469, 477, 485, 493, 504, 507, 515, 521, 534, 537, 543, 551, 559, 565
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.	

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Standard	Descriptor	Citations
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.	TE: 232
Integration of Knowledge and Ideas		
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.	
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.	
Range of Reading and Level of Text Complexity		
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: 10–13, 44–47, 90–93, 132–135, 170–171, 202–203, 232–233, 266–269, 502–505
Reading: Informational Text		
Key Ideas and Details		
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.	Students practice this skill throughout the <i>Harcourt Social Studies: Ancient Civilizations</i> program. See the following pages: SE: 20, 239, 248, 293, 426, 496 TE: 49, 183, 237, 259, 281, 329, 377
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	SE: 6–7, 15, 16, 17, 19, 20, 23, 24, 25, 27, 31, 32, 34, 35, 37, 49, 51, 53, 57, 58, 59, 61, 67, 68, 69, 71
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: 366, 375, 376, 379, 385, 386, 387, 389, 391, 392, 395, 397, 398, 399, 401, 402, 415, 419, 423, 428, 433, 438, 443, 444, 446
Craft and Structure		
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.	TE: 9, 15, 18, 23, 31, 44, 57, 67, 89, 103, 104, 109, 115, 121, 135, 143, 151, 159, 170, 173, 179, 194, 205, 213, 221, 235, 237, 245, 258, 271, 279, 289, 297, 299, 311, 312, 315, 317, 325, 329, 335, 337, 345, 357, 375, 385, 387, 391, 397, 409, 410, 411, 415, 423, 433, 435, 443, 469, 477, 485, 493, 507, 515, 521, 534, 537, 543, 551, 559, 565

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Standard	Descriptor	Citations
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.	
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: 286–287, 307
Integration of Knowledge and Ideas		
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: 110–111, 115, 143, 144–145, 152–153
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	TE: 149
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
Range of Reading and Level of Text Complexity		
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.	Students practice this skill throughout the <i>Harcourt Social Studies: Ancient Civilizations</i> program. See the following pages: SE: 14–20, 234–239, 244–249, 288–295, 422–429, 492–497
Writing Standards		
Text Types and Purposes		
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.	TE: 148
W.4.1.b	Provide reasons that are supported by facts and details.	TE: 148
W.4.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	TE: 148
W.4.1.d	Provide a concluding statement or section related to the opinion presented.	TE: 148
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	

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Standard	Descriptor	Citations
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: 63, 74, 80, 107, 141, 166, 201, 228, 250, 275, 306, 340, 450, 496, 498, 511, 554, 562, R9 TE: 16, 105, 148
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	SE: 63, 74, 80, 107, 141, 166, 201, 228, 250, 275, 306, 340, 450, 496, 498, 511, 554, 562, R9 TE: 16, 105, 148
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	SE: 63, 74, 80, 107, 141, 166, 201, 228, 250, 275, 306, 340, 450, 496, 498, 511, 554, 562, R9 TE: 16, 105, 148
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 63, 74, 80, 107, 141, 166, 201, 228, 250, 275, 306, 340, 450, 496, 498, 511, 554, 562, R9 TE: 16, 105, 148
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.	SE: 63, 74, 80, 107, 141, 166, 201, 228, 250, 275, 306, 340, 450, 496, 498, 511, 554, 562, R9 TE: 16, 105, 148
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
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: 20, 74, 128, 139, 166, 186, 192, 219, 284, 389, 406, 450, 530, 562, R9 TE: 249, 347
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	SE: 20, 74, 128, 139, 166, 186, 192, 219, 284, 389, 406, 450, 530, 562, R9 TE: 249, 347
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.	SE: 20, 74, 128, 139, 166, 186, 192, 219, 284, 389, 406, 450, 530, 562, R9 TE: 249, 347
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	SE: 20, 74, 128, 139, 166, 186, 192, 219, 284, 389, 406, 450, 530, 562, R9 TE: 249, 347
W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.	SE: 20, 74, 128, 139, 166, 186, 192, 219, 284, 389, 406, 450, 530, 562, R9 TE: 249, 347

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Standard	Descriptor	Citations
Production and Distribution of Writing		
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.)	SE: 20, 41, 63, 74, 80, 99, 101, 107, 128, 139, 141, 166, 186, 192, 201, 219, 228, 250, 275, 284, 304, 306, 340, 354, 389, 406, 450, 496, 498, 511, 530, 554, 562, R9, R29, TE: 13, 16, 21, 47, 93, 105, 133, 155, 171, 203, 233, 249, 268, 269, 292, 313, 347, 373, 392, 413, 467, 505, 535, R21
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.)	TE: 80, 146, 192, 256, 360, 381, 406, 426, 450, 456, 513, 531, 553, 560, 568
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: 41, 80, 99, 101, 250, 406, R29 TE: 155, 268, 292, 392, 426, 441, 513, 563, R21
Research to Build and Present Knowledge		
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	SE: 41, 80, 99, 101, 250, 406, 503, 547, R29 TE: 155, 268, 280, 291, 292, 333, 392, R21
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: 41, 80, 99, 101, 250, 406, 503, 547, R29 TE: 155, 268, 280, 291, 292, 333, 392, R21
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”).	
Range of Writing		
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: 20, 41, 63, 74, 80, 99, 101, 107, 128, 139, 141, 166, 186, 192, 201, 219, 228, 250, 275, 284, 304, 306, 340, 354, 389, 406, 450, 496, 498, 511, 530, 554, 562, R9, R29, TE: 13, 16, 21, 47, 93, 105, 133, 155, 171, 203, 233, 249, 268, 269, 292, 313, 347, 373, 392, 413, 467, 505, 535, R21

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Standard	Descriptor	Citations
Speaking and Listening Standards		
Comprehension and Collaboration		
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: 184–185, 342–343, 404–405 TE: 211, 388
SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.	SE: 184–185, 342–343, 404–405 TE: 211, 388
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.	
SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	SE: 6–7, 15, 16, 17, 19, 20, 23, 24, 25, 27, 31, 32, 34, 35, 37, 49, 51, 53, 57, 58, 59, 61, 67, 68, 69, 71
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.	
Presentation of Knowledge and Ideas		
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: 40, R83 TE: 48, 69, 98, 112, 136, 153, 158, 160, 176, 189, 211, 212, 223, 243, 268, 272, 281, 283, 292, 302, 321, 339, 348, 378, 434, 468, 479, 480, 494, 499, 517, 518, 523, 538, 539, 542, R13, R22
SL.4.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
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.)	

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Standard	Descriptor	Citations
Grade 5		
Reading: Literature		
Key Ideas and Details		
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	SE: 10–13, 44–47, 90–93, 132–135, 170–171, 202–203, 232–233, 266–269, 502–505
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.	TE: 11, 268, 282
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: 366, 534
Craft and Structure		
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.	TE: 9, 10, 11, 15, 18, 23, 31, 44, 45, 49, 57, 67, 89, 92, 95, 103, 104, 109, 115, 121, 132, 135, 143, 151, 159, 170, 173, 179, 194, 205, 213, 221, 232, 235, 237, 245, 258, 266, 271, 279, 289, 297, 299, 311, 312, 315, 317, 325, 329, 335, 337, 345, 357, 370, 375, 385, 387, 391, 397, 409, 410, 411, 415, 423, 433, 435, 443, 469, 477, 485, 493, 504, 507, 515, 521, 534, 537, 543, 551, 559, 565
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.	
Integration of Knowledge and Ideas		
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).	
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.	

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Standard	Descriptor	Citations
RL.5.10	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	SE: 10–13, 44–47, 90–93, 132–135, 170–171, 202–203, 232–233, 266–269, 502–505
Reading: Informational Text		
Key Ideas and Details		
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Students practice this skill throughout the <i>Harcourt Social Studies: Ancient Civilizations</i> program. See the following pages: SE: 20, 239, 248, 293, 426, 496 TE: 49, 183, 237, 259, 281, 329, 377
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: 6–7, 15, 16, 17, 19, 20, 23, 24, 25, 27, 31, 32, 34, 35, 37, 49, 51, 53, 57, 58, 59, 61, 67, 68, 69, 71
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: 366, 375, 376, 379, 385, 386, 387, 389, 391, 392, 395, 397, 398, 399, 401, 402, 415, 419, 423, 428, 433, 438, 443, 444, 446
Craft and Structure		
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.	TE: 9, 15, 18, 23, 31, 44, 57, 67, 89, 103, 104, 109, 115, 121, 135, 143, 151, 159, 170, 173, 179, 194, 205, 213, 221, 235, 237, 245, 258, 271, 279, 289, 297, 299, 311, 312, 315, 317, 325, 329, 335, 337, 345, 357, 375, 385, 387, 391, 397, 409, 410, 411, 415, 423, 433, 435, 443, 469, 477, 485, 493, 507, 515, 521, 534, 537, 543, 551, 559, 565
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.	
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: 286–287, 307
Integration of Knowledge and Ideas		
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: 110–111, 115, 143, 144–145, 152–153
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).	TE: 149

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Standard	Descriptor	Citations
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
	Range of Reading and Level of Text Complexity	
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	Students practice this skill throughout the <i>Harcourt Social Studies: Ancient Civilizations</i> program. See the following pages: SE: 14–20, 234–239, 244–249, 288–295, 422–429, 492–497
Writing Standards		
	Text Types and Purposes	
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.	TE: 148
W.5.1.b	Provide logically ordered reasons that are supported by facts and details.	TE: 148
W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	TE: 148
W.5.1.d	Provide a concluding statement or section related to the opinion presented.	TE: 148
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: 63, 74, 80, 107, 141, 166, 201, 228, 250, 275, 306, 340, 450, 496, 498, 511, 554, 562, R9 TE: 16, 105, 148
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	SE: 63, 74, 80, 107, 141, 166, 201, 228, 250, 275, 306, 340, 450, 496, 498, 511, 554, 562, R9 TE: 16, 105, 148
W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	SE: 63, 74, 80, 107, 141, 166, 201, 228, 250, 275, 306, 340, 450, 496, 498, 511, 554, 562, R9 TE: 16, 105, 148
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 63, 74, 80, 107, 141, 166, 201, 228, 250, 275, 306, 340, 450, 496, 498, 511, 554, 562, R9 TE: 16, 105, 148

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Standard	Descriptor	Citations
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.	SE: 63, 74, 80, 107, 141, 166, 201, 228, 250, 275, 306, 340, 450, 496, 498, 511, 554, 562, R9 TE: 16, 105, 148
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: 20, 74, 128, 139, 166, 186, 192, 219, 284, 389, 406, 450, 530, 562, R9 TE: 249, 347
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: 20, 74, 128, 139, 166, 186, 192, 219, 284, 389, 406, 450, 530, 562, R9 TE: 249, 347
W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	SE: 20, 74, 128, 139, 166, 186, 192, 219, 284, 389, 406, 450, 530, 562, R9 TE: 249, 347
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	SE: 20, 74, 128, 139, 166, 186, 192, 219, 284, 389, 406, 450, 530, 562, R9 TE: 249, 347
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.	SE: 20, 74, 128, 139, 166, 186, 192, 219, 284, 389, 406, 450, 530, 562, R9 TE: 249, 347
Production and Distribution of Writing		
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.)	SE: 20, 41, 63, 74, 80, 99, 101, 107, 128, 139, 141, 166, 186, 192, 201, 219, 228, 250, 275, 284, 304, 306, 340, 354, 389, 406, 450, 496, 498, 511, 530, 554, 562, R9, R29, TE: 13, 16, 21, 47, 93, 105, 133, 155, 171, 203, 233, 249, 268, 269, 292, 313, 347, 373, 392, 413, 467, 505, 535, R21
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.)	TE: 80, 146, 192, 256, 360, 381, 406, 426, 450, 456, 513, 531, 553, 560, 568
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: 41, 80, 99, 101, 250, 406, R29 TE: 155, 268, 292, 392, 426, 441, 513, 563, R21

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Standard	Descriptor	Citations
	Research to Build and Present Knowledge	
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	SE: 41, 80, 99, 101, 250, 406, 503, 547, R29 TE: 155, 268, 280, 291, 292, 333, 392, R21
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: 41, 80, 99, 101, 250, 406, 503, 547, R29 TE: 155, 268, 280, 291, 292, 333, 392, R21
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]”).	
	Range of Writing	
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: 20, 41, 63, 74, 80, 99, 101, 107, 128, 139, 141, 166, 186, 192, 201, 219, 228, 250, 275, 284, 304, 306, 340, 354, 389, 406, 450, 496, 498, 511, 530, 554, 562, R9, R29, TE: 13, 16, 21, 47, 93, 105, 133, 155, 171, 203, 233, 249, 268, 269, 292, 313, 347, 373, 392, 413, 467, 505, 535, R21
Speaking and Listening Standards		
	Comprehension and Collaboration	
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: 184–185, 342–343, 404–405 TE: 211, 388
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.	SE: 184–185, 342–343, 404–405 TE: 211, 388
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.	
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SE: 6–7, 15, 16, 17, 19, 20, 23, 24, 25, 27, 31, 32, 34, 35, 37, 49, 51, 53, 57, 58, 59, 61, 67, 68, 69, 71

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Standard	Descriptor	Citations
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
Presentation of Knowledge and Ideas		
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: 40, R83 TE: 48, 69, 98, 112, 136, 153, 158, 160, 176, 189, 211, 212, 223, 243, 268, 272, 281, 283, 292, 302, 321, 339, 348, 378, 434, 468, 479, 480, 494, 499, 517, 518, 523, 538, 539, 542, R13, R22
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.	
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.)	