



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

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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)

GRADE ONE

STANDARD	DESCRIPTOR	CITATIONS
College and Career Readiness Anchor Standards for Reading		
Key Ideas and Details		
CCRR.1.1	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: 2-3, 6-9, 10-13, 16-19, 22-25, 28-31, 34-37, 40-41, 42-43, 50-51, 54-55, 56-59, 62-65, 68-71, 74-79, 82-83, 84-87, 96-97, 98-99, 104-109, 112-115, 116-119, 120-123, 126-127, 128-133, 136-137, 150-157, 158-163, 166-169, 172-173, 178-181, 184-189, 206-209, 210-215, 220-225, 228-231, 232-235, 238-241, 254-259, 260-263, 268-273, 280-285, 290-295
CCRR.1.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	SE: 100-101, 119, 122, 133, 140-141, 252-253, 263, 271, 300-301
CCRR.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	SE: 2-3, 6-9, 10-13, 16-19, 22-25, 28-31, 34-37, 40-41, 42-43, 50-51, 54-55, 56-59, 62-65, 68-71, 74-79, 82-83, 84-87, 96-97, 98-99, 104-109, 112-115, 116-119, 120-123, 126-127, 128-133, 136-137, 150-157, 158-163, 166-169, 172-173, 178-181, 184-189, 206-209, 210-215, 220-225, 228-231, 232-235, 238-241, 254-259, 260-263, 268-273, 280-285, 290-295
Craft and Structure		
CCRR.1.4	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: 6-9, 54-55
CCRR.1.5	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.	
CCRR.1.6	Assess how point of view or purpose shapes the content and style of a text.	SE: 88-89, 226-227, 266-267

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STANDARD	DESCRIPTOR	CITATIONS
Integration of Knowledge and Ideas		
CCRR.1.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	
CCRR.1.8	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.	
CCRR.1.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Range of Reading and Level of Text Complexity		
CCRR.1.10	Read and comprehend complex literary and informational texts independently and proficiently.	SE: 6-9, 54-55, 48, 102-103, 150-157, 206-209, 254-259
Reading Standards for Literature K-5		
Key Ideas and Details		
RL.1.1	Ask and answer questions about key details in a text.	SE: 143-144, 164-165 TE: 6, 10, 34, 56, 100, 150
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	SE: 100-101, 119, 122, 133, 140, 252-253, 263, 271, 300-301
RL.1.3	Describe characters, settings, and major events in a story, using key details.	SE: 6-9, 150-157, 172-173, 206-209, 254-259
Craft and Structure		
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	SE: 6-9, 54-55
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	SE: 6-9, 54-55, 48, 102-103, 150-157, 206-209, 254-259
RL.1.6	Identify who is telling the story at various points in a text.	
Integration of Knowledge and Ideas		
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	SE: 6-9, 150-157, 172-173, 206-209, 254-259
RL.1.8	(Not applicable to literature)	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	
Range of Reading and Level of Text Complexity		
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	SE: 6-9, 54-55

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STANDARD	DESCRIPTOR	CITATIONS
Reading Standards for Informational Text K-5		
Key Ideas and Details		
RI.1.1	Ask and answer questions about key details in a text.	SE: 143-144, 164-165 TE: 6, 10, 34, 56, 100, 150
RI.1.2	Identify the main topic and retell key details of a text.	SE: 100-101, 119, 122, 133, 140-141, 252-253, 263, 271, 300-301
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	SE: 204-205, 215, 231, 244
Craft and Structure		
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	TE: 7, 99, 115, 147, 167, 186, 203, 219
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	SE: 2-3, 6-9, 10-13, 16-19, 22-25, 28-31, 34-37, 40-41, 42-43, 50-51, 54-55, 56-59, 62-65, 68-71, 74-79, 82-83, 84-87, 96-97, 98-99, 104-109, 112-115, 116-119, 120-123, 126-127, 128-133, 136-137, 150-157, 158-163, 166-169, 172-173, 178-181, 184-189, 206-209, 210-215, 220-225, 228-231, 232-235, 238-241, 254-259, 260-263, 268-273, 280-285, 290-295
Integration of Knowledge and Ideas		
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	SE: 6-9, 150-157, 166-169, 184-189, 206-209, 254-259
RI.1.8	Identify the reasons an author gives to support points in a text.	
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
Range of Reading and Level of Text Complexity		
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	SE: 4-5, 52-53, 100-101, 148-149, 204-205, 252-253
College and Career Readiness Anchor Standards for Writing		
Text Types and Purposes*		
CCRW.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SE: 13, 59, 103
CCRW.1.2	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: 79, 109, 119, 175, 263, 285
CCRW.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	TE: 209

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STANDARD	DESCRIPTOR	CITATIONS
Production and Distribution of Writing		
CCRW.1.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: 13, 59, 79, 103, 109, 119, 175, 263, 285
CCRW.1.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CCRW.1.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Research to Build and Present Knowledge		
CCRW.1.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	TE: 115
CCRW.1.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
CCRW.1.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE: 6-9, 54-55, 48, 102-103, 150-157, 206-209, 254-259
Range of Writing		
CCRW.1.10	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: 13, 59, 79, 103, 109, 119, 175, 263, 285
Writing Standards K-5		
Text Types and Purposes		
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	SE: 13, 59, 103
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	SE: 79, 109, 119, 175, 263, 285
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	TE: 209
Production and Distribution of Writing		
W.1.4	(Begins in grade 3)	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	SE: 13, 59, 79, 109, 119, 175, 215, 263, 285
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	

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STANDARD	DESCRIPTOR	CITATIONS
Research to Build and Present Knowledge		
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	TE: R10-R17
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	SE: 252-253, 263, 300-301
W.1.9	(Begins in grade 4)	
Text Type and Purposes		
W.1.10	(Begins in grade 3)	
College and Career Readiness Anchor Standards for Speaking and Listening		
Comprehension and Collaboration		
CCRSL.1.1	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.	
CCRSL.1.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
CCRSL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
Presentation of Knowledge and Ideas		
CCRSL.1.4	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.	
CCRSL.1.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
CCRSL.1.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Speaking and Listening Standards K-5		
Comprehension and Collaboration		
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
SL.1.1.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.1.1.b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	SE: 38-39
SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.	

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STANDARD	DESCRIPTOR	CITATIONS
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
Presentation and Knowledge of Ideas		
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
SL.1.6	Produce complete sentences when appropriate to task and situation.	SE: 79