



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

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CORE



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correlated to the

Common Core State Standards for English Language Arts (2010)

GRADE THREE

STANDARD	DESCRIPTOR	CITATIONS
College and Career Readiness Anchor Standards for Reading		
Key Ideas and Details		
CCRR.3.1	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: 11, 19, 25, 29, 37, 47, 55, 61, 79, 87, 97, 105, 109, 118, 127, 131, 153, 159, 167, 175, 185, 193, 203, 209, 219, 241, 247, 251, 257, 269, 277, 285, 295, 303, 321, 329, 337, 341, 353, 361, 367, 385, 392, 397, 403, 409, 421, 425, 431, 439
CCRR.3.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	SE: 38, 66, 110, 138, 186, 226, 236-237, 241, 247, 251, 257, 262, 269, 285, 295, 303, 306, 344, 370, 414, 442
CCRR.3.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	SE: 50-51, 156-159, 165-167, 170-175, 196-203, 213-219, 258-259, 329, 342-343
Craft and Structure		
CCRR.3.4	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: 12, 19, 25, 29, 37, 47, 55, 61, 74-75, 87, 97, 105, 109, 118, 127, 131, 146-147, 159, 167, 175, 185, 193, 203, 209, 219, 234-235, 247, 251, 257, 269, 277, 285, 295, 303, 314-315, 329, 337, 341, 353, 361, 367, 378-379, 392, 397, 403, 409, 421, 425, 431, 439
CCRR.3.5	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.	SE: 148-149, 156-159, 185, 196-203, 204-209, 213-219, 316
CCRR.3.6	Assess how point of view or purpose shapes the content and style of a text.	
Integration of Knowledge and Ideas		
CCRR.3.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	SE: 30-31, 48-49, 68-69, 88-89, 98-99, 100-101, 120-121, 140-141, 160-161, 176-177, 220-221, 222-223, 228-229, 278-279, 286-287, 296-297, 298-299, 308-309, 330-331, 364-365, 372-373, 398-399, 412-413, 420, 444-445
CCRR.3.8	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.3.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	

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STANDARD	DESCRIPTOR	CITATIONS
Range of Reading and Level of Text Complexity		
CCRR.3.10	Read and comprehend complex literary and informational texts independently and proficiently.	SE: 6-11, 78-79, 150-153, 238-241, 318-321, 382-385
Reading Standards for Literature K-5		
Key Ideas and Details		
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	SE: 11, 79, 153, 241, 321, 385
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	TE: 349, 357, 384
RL.3.3	Describe characters in a story (e.g., their traits motivations, or feelings) and explain how their actions contribute to the sequence of events.	TE: 239, 241, 320
Craft and Structure		
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	SE: 12 TE: 9, 239, 383
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	
Integration of Knowledge and Ideas		
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	TE: 7, 319, 383
RL.3.8	(Not applicable to literature)	
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
Range of Reading and Level of Text Complexity		
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	SE: 6-11, 78-79, 150-153, 238-241, 318-321, 382-385
Reading Standards for Informational Text K-5		
Key Ideas and Details		
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	SE: 19, 25, 29, 37, 47, 55, 61, 87, 97, 105, 109, 118, 127, 131, 159, 167, 175, 185, 193, 203, 209, 219, 247, 251, 257, 269, 277, 285, 295, 303, 329, 337, 341, 353, 361, 367, 392, 397, 403, 409, 421, 425, 431, 439
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	SE: 76-77, 87, 97, 105, 109, 118, 127, 131

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STANDARD	DESCRIPTOR	CITATIONS
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	SE: 156-159, 165-167, 193, 196-203, 207, 209, 213, 215, 217, 219, 316-317, 329, 337
Craft and Structure		
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	SE: 12, 19, 25, 29, 37, 47, 55, 61, 74-75, 87, 97, 105, 109, 118, 127, 131, 146-147, 159, 167, 175, 185, 193, 203, 209, 219, 234-235, 247, 251, 257, 269, 277, 285, 295, 303, 314-315, 329, 337, 341, 353, 361, 367, 378-379, 392, 397, 403, 409, 421, 425, 431, 439
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	SE: 69, 141, 229, 264, 309, 373, 445
RI.3.6	Distinguish their own point of view from that of the author of a text.	
Integration of Knowledge and Ideas		
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	SE: 59, 83-86, 88-89, 90-97, 98-99, 100-101, 102-105, 160-161, 179-184, 191-192, 213, 216, 220-221, 274, 278-279, 281-282, 290-295, 301, 325, 330-331, 333-334, 364-365, 396, 398-399, 402, 438
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	SE: 148-149, 156-159, 185, 196-203, 204-209, 213-219, 316
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	
Range of Reading and Level of Text Complexity		
RI.3.10	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 2–3 text complexity band independently and proficiently.	SE: 14-19, 20-25, 26-29, 32-37, 42-47, 52-55, 56-61, 82-87, 90-97, 102-105, 106-109, 114-118, 122-127, 128-131, 156-159, 170-175, 178-185, 190-193, 196-203, 204-209, 212-219, 244-247, 248-251, 252-257, 266-269, 272-277, 280-285, 290-295, 300-303, 324-329, 332-337, 338-341, 348-353, 358-361, 362-367, 388-392, 394-397, 400-403, 406-409, 418-421, 422-425, 426-431, 436-439
College and Career Readiness Anchor Standards for Writing		
Text Types and Purposes*		
CCRW.3.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SE: 131, 227
CCRW.3.2	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: 111, 247, 251, 299, 303, 307, 312, 371, 413, 425
CCRW.3.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SE: 67, 118, 139, 144, 353

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STANDARD	DESCRIPTOR	CITATIONS
Production and Distribution of Writing		
CCRW.3.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: 19, 25, 29, 37, 39, 47, 61, 67, 72, 97, 105, 111, 118, 131, 139, 144, 167, 187, 219, 223, 227, 232, 251, 257, 263, 269, 285, 295, 299, 303, 307, 312, 329, 345, 353, 355, 361, 367, 371, 376, 392, 397, 403, 409, 413, 415, 421, 425, 431, 443, 448
CCRW.3.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CCRW.3.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Research to Build and Present Knowledge		
CCRW.3.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	SE: 224, 440 TE: 101, 223, 326, 413
CCRW.3.8	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: 224, 440 TE: 101, 223, 326, 413
CCRW.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE: 224, 440 TE: 101, 223, 326, 413
Range of Writing		
CCRW.3.10	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: 19, 25, 29, 37, 39, 47, 61, 67, 72, 97, 105, 111, 118, 131, 139, 144, 167, 187, 219, 223, 227, 232, 251, 257, 263, 269, 285, 295, 299, 303, 307, 312, 329, 345, 353, 355, 361, 367, 371, 376, 392, 397, 403, 409, 413, 415, 421, 425, 431, 443, 448
Writing Standards K-5		
Text Types and Purposes		
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	SE: 131, 227
W.3.1.b	Provide reasons that support the opinion.	SE: 131, 227
W.3.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	
W.3.1.d	Provide a concluding statement or section.	SE: 227
W.E.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	SE: 111, 247, 251, 299, 303, 307, 312, 371, 413, 425
W.3.2.b	Develop the topic with facts, definitions, and details.	SE: 111, 247, 251, 303, 307, 312, 371, 413, 425
W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
W.3.2.d	Provide a concluding statement or section.	

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STANDARD	DESCRIPTOR	CITATIONS
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	SE: 67, 118, 139, 144, 219, 232, 353, 355, 371
W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	SE: 67, 118, 139, 144, 353, 355
W.3.3.c	Use temporal words and phrases to signal event order.	SE: 67, 118, 139, 353
W.3.3.d	Provide a sense of closure.	SE: 118, 139, 144, 353, 355
Production and Distribution of Writing		
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE: 19, 25, 29, 37, 39, 47, 61, 67, 72, 97, 105, 111, 118, 131, 139, 144, 167, 187, 219, 223, 227, 232, 251, 257, 263, 269, 285, 295, 299, 303, 307, 312, 329, 345, 353, 355, 361, 367, 371, 376, 392, 397, 403, 409, 413, 415, 421, 425, 431, 443, 448
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
Research to Build and Present Knowledge		
W.3.7	Conduct short research projects that build knowledge about a topic.	SE: 224, 440 TE: 101, 223, 326, 413
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	SE: 188, 416
W.3.9	(Begins in grade 4)	
Range of Writing		
W.3.10	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: 19, 25, 29, 37, 39, 47, 61, 67, 72, 97, 105, 111, 118, 131, 139, 144, 167, 187, 219, 223, 227, 232, 251, 257, 263, 269, 285, 295, 299, 303, 307, 312, 329, 345, 353, 355, 361, 367, 371, 376, 392, 397, 403, 409, 413, 415, 421, 425, 431, 443, 448
College and Career Readiness Anchor Standards for Speaking and Listening		
Comprehension and Collaboration		
CCRSL.3.1	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: 89, 133, 224
CCRSL.3.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SE: 30-31, 48-49, 220, 331
CCRSL.3.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SE: 63, 195, 410-411, 434-435

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STANDARD	DESCRIPTOR	CITATIONS
Presentation of Knowledge and Ideas		
CCRSL.3.4	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: 89, 169, 224, 440
CCRSL.3.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SE: 49
CCRSL.3.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SE: 30-31, 48-49, 63, 89, 133, 135, 149, 153, 169, 192, 195, 224, 313, 340, 381, 385, 405, 410, 412, 433, 435, 440
Speaking and Listening Standards K-5		
Comprehension and Collaboration		
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
SL.3.1.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.	TE: 135, 192, 313, 340, 412
SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
SL.3.1.d	Explain their own ideas and understanding in light of the discussion.	SE: 135, 195, 385, 405, 433, 435
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SE: 149, 381
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SE: 63
Presentation and Knowledge of Ideas		
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SE: 410
SL.3.5.	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SE: 30-31, 48-49, 63, 89, 133, 135, 149, 153, 169, 192, 195, 224, 313, 340, 381, 385, 405, 410, 412, 433, 435, 440