



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

Our World, Now and Long Ago
© 2010

**COMMON
CORE**



HOUGHTON MIFFLIN HARCOURT

Houghton Mifflin Harcourt
Harcourt Social Studies: Our World, Now and Long Ago © 2010

correlated to the

Common Core State Standards for English Language Arts (2010)

KINDERGARTEN

STANDARD	DESCRIPTOR	CITATIONS
College and Career Readiness Anchor Standards for Reading		
Key Ideas and Details		
CCRR.K.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.	
CCRR.K.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	TE: 29-30, 33, 42
CCRR.K.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Craft and Structure		
CCRR.K.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.	
CCRR.K.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.K.6	Assess how point of view or purpose shapes the content and style of a text.	
Integration of Knowledge and Ideas		
CCRR.K.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	
CCRR.K.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.K.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.K.10	Read and comprehend complex literary and informational texts independently and proficiently.	

Harcourt Social Studies: Our World, Now and Long Ago © 2010 correlated to the
Common Core State Standards for English Language Arts (2010)

STANDARD	DESCRIPTOR	CITATIONS
Reading Standards for Literature K-5		
Key Ideas and Details		
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	TE: 33, 43, 55
RL.K.2	With prompting and support, retell familiar stories, including key details.	TE: 87-88
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	
Craft and Structure		
RL.K.4	Ask and answer questions about unknown words in a text.	TE: 61, 117, 176, 184, 257, 309, 355, 368, 372
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	TE: 39-40, 45, 53, 89-92 106-107, 147-148, 149-154, 184, 188, 219-220, 221-226, 233-234, 244, 254, 285-287, 288, 293, 297, 301, 313-314, 337, 339-344
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	TE: 90, 149, 151, 223, 285-287, 339, 341
Integration of Knowledge and Ideas		
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	TE: 90, 149, 151, 223 285-287, 339, 341
RL.K.8	(Not applicable to literature)	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	TE: 55
Range of Reading and Level of Text Complexity		
RL.K.10	Actively engage in group reading activities with purpose and understanding.	TE: 37, 55, 76, 87, 103, 136, 230, 255, 272, 291, 336
Reading Standards for Informational Text K-5		
Key Ideas and Details		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	TE: 61, 117, 176, 184, 257, 309, 355, 368, 372
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	TE: 87-88
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
Craft and Structure		
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	TE: 61, 117, 176, 184, 257, 309, 355, 368, 372
RI.K.5	Identify the front cover, back cover, and title page of a book.	
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	

Harcourt Social Studies: Our World, Now and Long Ago © 2010 correlated to the
Common Core State Standards for English Language Arts (2010)

STANDARD	DESCRIPTOR	CITATIONS
Integration of Knowledge and Ideas		
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	
RI.K.9	With prompting and support, 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.K.10	Actively engage in group reading activities with purpose and understanding.	TE: 37, 55, 76, 87, 103, 136, 230, 255, 272, 291, 336
College and Career Readiness Anchor Standards for Writing		
Text Types and Purposes*		
CCRW.K.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
CCRW.K.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.	TE: 123, 385
CCRW.K.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	TE: 30, 284
Production and Distribution of Writing		
CCRW.K.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CCRW.K.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CCRW.K.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.K.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
CCRW.K.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.	TE: 164-166, 368-371 <i>Internet Resources can be found throughout book: Go Online</i>
CCRW.K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	

Harcourt Social Studies: Our World, Now and Long Ago © 2010 correlated to the
Common Core State Standards for English Language Arts (2010)

STANDARD	DESCRIPTOR	CITATIONS
Range of Writing		
CCRW.K.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.	
Writing Standards K-5		
Text Types and Purposes		
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).	
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	TE: 30, 88, 123, 148, 220, 226, 243, 284, 308, 338, 385
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	TE: 30, 284
Production and Distribution of Writing		
W.K.4	(Begins in grade 3)	
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Research to Build and Present Knowledge		
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TE: 87-88, 91, 95, 104, 111, 123
W.K.9	(Begins in grade 4)	
Range of Writing		
W.K.10	(Begins in grade 3)	
College and Career Readiness Anchor Standards for Speaking and Listening		
Comprehension and Collaboration		
CCRSL.K.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.	

Harcourt Social Studies: Our World, Now and Long Ago © 2010 correlated to the
Common Core State Standards for English Language Arts (2010)

STANDARD	DESCRIPTOR	CITATIONS
CCRSL.K.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
CCRSL.K.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
Presentation of Knowledge and Ideas		
CCRSL.K.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.K.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
CCRSL.K.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.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	
SL.K.1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	TE: 43
SL.K.1.b	Continue a conversation through multiple exchanges.	TE: 57
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Presentation of Knowledge and Ideas		
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	TE: 29, 87, 95, 101