



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

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COMMON
CORE



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correlated to the

Common Core State Standards for English Language Arts (2010)

GRADE TWO

STANDARD	DESCRIPTOR	CITATIONS
College and Career Readiness Anchor Standards for Reading		
Key Ideas and Details		
CCRR.2.1	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: 7, 13, 21, 27, 37, 45, 65, 69, 81, 87, 93, 113, 119, 129, 135, 141, 171, 175, 183, 191, 199, 205, 225, 231, 241, 249, 257, 275, 279, 289, 299, 305, 306-307, 311 TE: 165
CCRR.2.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	SE: 9, 13, 19, 21, 27, 35, 37, 45, 52-53, 149, 213, 261, 317
CCRR.2.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	SE: 30-31, 72-73, 119, 122-123, 129, 135, 141, 148, 183, 189, 191, 199, 208-209, 212
Craft and Structure		
CCRR.2.4	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: 13, 21, 22-23, 27, 37, 45, 53, 58-59, 69, 81, 87, 93, 119, 129, 135, 141, 149, 154-155, 175, 183, 191, 199, 205, 213, 218-219, 231, 241, 249, 257, 261, 266-267, 279, 289, 299, 305, 311, 317
CCRR.2.5	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: 110
CCRR.2.6	Assess how point of view or purpose shapes the content and style of a text.	SE: 8, 18, 24, 32, 40, 66, 74, 84, 90, 114, 124, 132, 138, 172, 178, 186, 196, 200, 226, 236, 246, 254, 276, 294, 302, 308 TE: 63
Integration of Knowledge and Ideas		
CCRR.2.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	SE: 33, 85, 91, 97, 129, 135, 176-177, 189, 192-193, 246-249, 295-297, 300-301, 311, 318-319
CCRR.2.8	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.2.9	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.2.10	Read and comprehend complex literary and informational texts independently and proficiently.	SE: 6-7, 8-13, 18-21, 32-37, 40-45, 62-65, 66-69, 74-81, 84-87, 90-93, 110-113, 114-119, 124-129, 132-135, 138-141, 158-171, 172-175, 178-183, 186-191, 196-199, 200-205, 222-225, 226-231, 236-241, 246-249, 254-257, 270-275, 276-279, 284-289, 294-299, 302-305, 308-311
Reading Standards for Literature K-5		
Key Ideas and Details		
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	SE: 7, 65, 113, 171, 225, 275 TE: 165
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	SE: 225 TE: 63, 112, 113
RL.2.3	Describe how characters in a story respond to major events and challenges.	
Craft and Structure		
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	TE: 110, 224
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	TE: 110
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	TE: 63
Integration of Knowledge and Ideas		
RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	TE: 63, 65, 111, 159, 160-170, 223, 271, 273-274
RL.2.8	(Not applicable to literature)	
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
Range of Reading and Level of Text Complexity		
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE: 6-7, 62-65, 110-113, 158-171, 222-225, 270-275

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STANDARD	DESCRIPTOR	CITATIONS
Reading Standards for Informational Text K-5		
Key Ideas and Details		
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	SE: 13, 21, 27, 37, 45, 69, 81, 87, 93, 119, 129, 135, 141, 175, 183, 191, 199, 205, 231, 241, 249, 257, 279, 289, 299, 305, 306-307, 311
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	SE: 9, 13, 19, 21, 27, 35, 37, 45, 52-53, 149, 213, 261, 317
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	SE: 30-31, 72-73, 119, 122-123, 129, 135, 141, 148, 183, 189, 191, 199, 208-209, 212
Craft and Structure		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	SE: 13, 21, 22-23, 27, 37, 45, 53, 58-59, 69, 81, 87, 93, 119, 129, 135, 141, 149, 154-155, 175, 183, 191, 199, 205, 213, 218-219, 231, 241, 249, 257, 261, 266-267, 279, 289, 299, 305, 311, 317
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	SE: 35, 48-49, 50-51, 66-68, 70-71, 74-81, 99, 147, 202, 211, 253, 255, 259, 305, 315
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	SE: 8, 18, 24, 32, 40, 66, 74, 84, 90, 114, 124, 132, 138, 172, 178, 186, 196, 200, 226, 236, 246, 254, 276, 294, 302, 308
Integration of Knowledge and Ideas		
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	SE: 33, 85, 91, 97, 129, 135, 176-177, 189, 192-193, 246-249, 295-297, 300-301, 311, 318-319
RI.2.8	Describe how reasons support specific points the author makes in a text.	
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	
Range of Reading and Level of Text Complexity		
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE: 8-13, 18-21, 32-37, 40-45, 66-69, 74-81, 84-87, 90-93, 114-119, 124-129, 132-135, 138-141, 172-175, 178-183, 186-191, 196-199, 200-205, 226-231, 236-241, 246-249, 254-257, 276-279, 284-289, 294-299, 302-305, 308-311
College and Career Readiness Anchor Standards for Writing		
Text Types and Purposes*		
CCRW.2.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SE: 56
CCRW.2.2	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: 13, 119, 152, 175, 191, 305
CCRW.2.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SE: 216, 264

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STANDARD	DESCRIPTOR	CITATIONS
Production and Distribution of Writing		
CCRW.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: 13, 21, 56, 69, 87, 104, 119, 152, 175, 191, 216, 264, 289, 305, 320
CCRW.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CCRW.2.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Research to Build and Present Knowledge		
CCRW.2.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	SE: R12-R19 TE: 185, 235
CCRW.2.8	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: R12-R19 TE: 185, 235
CCRW.2.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE: R12-R19 TE: 185, 235
Range of Writing		
CCRW.2.10	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: 7, 13, 21, 56, 65, 69, 87, 104, 113, 119, 152, 171, 175, 185, 191, 216, 225, 235, 264, 275, 289, 305, 320
Writing Standards K-5		
Text Types and Purposes		
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	SE: 56
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	SE: 13, 119, 152, 175, 191, 305
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	SE: 216
Production and Distribution of Writing		
W.2.4	(Begins in grade 3)	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
W.2.6	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.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	TE: 185, 235
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	SE: R12-R19 TE: 185, 235
W.2.9	(Begins in grade 4)	
Text Type and Purposes		
W.2.10	(Begins in grade 3)	
College and Career Readiness Anchor Standards for Speaking and Listening		
Comprehension and Collaboration		
CCRS.L.2.1	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: 17, 39, 44, 65, 77, 91, 113, 117, 141, 171, 195, 229, 233, 239, 243, 262, 280, 291, 297, 300, 313
CCRS.L.2.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SE: 23, 47, 54-55, 71, 83, 88, 95, 102-103, 121, 137, 143, 150-151, 152, 177, 214-215, 233, 307, 318-319
CCRS.L.2.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
Presentation of Knowledge and Ideas		
CCRS.L.2.4	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.	
CCRS.L.2.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SE: 23, 47, 54-55, 71, 83, 88, 95, 102-103, 121, 137, 143, 150-151, 152, 177, 214-215, 233, 307
CCRS.L.2.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SE: 56
Speaking and Listening Standards K-5		
Comprehension and Collaboration		
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
SL.2.1.a	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.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.	SE: 17, 39, 44, 65, 77, 91, 113, 117, 141, 171, 195, 229, 233, 239, 243, 262, 280, 291, 297, 300, 313
SL.2.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SE: 220-221

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STANDARD	DESCRIPTOR	CITATIONS
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
Presentation and Knowledge of Ideas		
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SE: 56, 264
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	SE: 17, 39, 44, 65, 77, 91, 113, 117, 141, 171, 195, 229, 233, 239, 243, 262, 280, 291, 297, 300, 313