



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 FOUR**

STANDARD	DESCRIPTOR	CITATIONS
<b>College and Career Readiness Anchor Standards for Reading</b>		
<b>Key Ideas and Details</b>		
CCRR.4.1	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, 15, 23, 36, 46, 55, 63, 82, 89, 121, 131, 142, 151, 181, 190, 199, 210, 215, 217, 224, 243, 251, 268, 278, 286, 302, 307, 311, 312, 315, 319, 320, 321, 323, 329, 334, 339, 340, 341, 342, 347, 350, 354, 379, 387, 394, 406, 415
CCRR.4.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	SE: 7, 13, 15, 19, 21, 23, 29, 36, 38, 55, 63, 66, 75, 82, 89, 90, 134, 151, 154, 202, 214, 226, 238, 239, 243, 247, 249, 251, 255, 257, 259, 265, 266, 268, 270, 275, 277, 278, 283, 284, 285, 286, 290, 334, 354, 398, 418
CCRR.4.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	SE: 8-9, 15, 37, 47, 83, 103, 115, 159, 191, 192-193, 211, 240, 269, 279, 287, 326-327, 335, 343, 368, 387
<b>Craft and Structure</b>		
CCRR.4.4	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: 10, 15, 23, 29, 36, 46, 55, 63, 75, 82, 89, 90, 114, 121, 131, 134, 135, 142, 151, 181, 190, 199, 210, 217, 224, 241, 243, 251, 259, 268, 278, 304, 306, 315, 323, 331, 342, 350, 379, 387, 394, 406, 415
CCRR.4.5	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: 7
CCRR.4.6	Assess how point of view or purpose shapes the content and style of a text.	TE: 173

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STANDARD	DESCRIPTOR	CITATIONS
<b>Integration of Knowledge and Ideas</b>		
CCRR.4.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	SE: 1-3, 4-5, 13, 14, 16-17, 20-21, 24-25, 30-31, 35, 39, 40, 62, 72, 74-75, 76-77, 91, 92-93, 95, 97-99, 100-101, 113, 122-123, 124-125, 129, 131, 135, 152-153, 155, 156-157, 159, 161-163, 164-165, 182-183, 200-201, 203, 218-219, 227, 228-229, 231, 233-235, 236-237, 252-253, 260-261, 265, 267, 271, 292-293, 295, 297-299, 300-301, 312, 314, 324-325, 328-331, 338-342, 352-353, 355, 356-357, 359, 361-363, 364-365, 380-381, 399, 420-421, 423
CCRR.4.8	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: 315, 408-409, 419
CCRR.4.9	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: 204
<b>Range of Reading and Level of Text Complexity</b>		
CCRR.4.10	Read and comprehend complex literary and informational texts independently and proficiently.	SE: 7, 8-9, 12-15, 18-23, 32-36, 42-46, 48-49, 50-55, 56-57, 58-63, 70-75, 78-82, 84-89, 104-107, 110-114, 116-121, 126-131, 138-142, 146-151, 168-173, 176-181, 184-190, 194-199, 206-210, 212-217, 220-224, 240-243, 246-251, 254-259, 264-268, 274-278, 282-286, 304-307, 310-315, 318-323, 346-350, 368-371, 374-379, 382-387, 390-394, 402-406, 410-415
<b>Reading Standards for Literature K-5</b>		
<b>Key Ideas and Details</b>		
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.	TE: 105
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	SE: 8-9, 243
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).	
<b>Craft and Structure</b>		
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).	SE: 241, 243, 304, 306
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.	
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: 173

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STANDARD	DESCRIPTOR	CITATIONS
<b>Integration of Knowledge and Ideas</b>		
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.	
<b>Range of Reading and Level of Text Complexity</b>		
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 range.	SE: 8-9, 104-107, 168-173, 240-243, 304-307, 368-371
<b>Reading Standards for Informational Text K-5</b>		
<b>Key Ideas and Details</b>		
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.	SE: 15, 23, 36, 46, 55, 63, 82, 89, 121, 131, 142, 151, 181, 190, 199, 210, 217, 224, 251, 259, 268, 278, 286, 315, 323, 331, 342, 350, 379, 387, 394, 406, 415
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, 13, 15, 19, 21, 23, 29, 36, 38, 55, 63, 66, 75, 82, 89, 90, 134, 154, 202, 226, 238-239, 251, 259, 268, 270, 278, 286, 290, 334, 354, 398, 418
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: 37, 47, 83, 103, 159, 191, 192-193, 211, 269, 279, 287, 326-327, 335, 343, 387
<b>Craft and Structure</b>		
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.	SE: 10, 15, 23, 29, 36, 46, 55, 63, 75, 82, 89, 90, 114, 121, 131, 134, 135, 142, 151, 181, 190, 199, 210, 217, 224, 251, 259, 268, 278, 315, 323, 331, 342, 350, 379, 387, 394, 406, 415
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.	SE: 102-103, 114, 121, 131, 142, 151, 166-167, 181, 190, 199, 210, 217, 224
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: 132-133, 316-317
<b>Integration of Knowledge and Ideas</b>		
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: 1-3, 4-5, 13, 14, 16-17, 20-21, 24-25, 30-31, 35, 39, 40, 62, 72, 74-75, 76-77, 91, 92-93, 95, 97-99, 100-101, 113, 122-123, 124-125, 129, 131, 135, 152-153, 155, 156-157, 159, 161-163, 164-165, 182-183, 200-201, 203, 218-219, 227, 228-229, 231, 233-235, 236-237, 252-253, 260-261, 265, 267, 271, 292-293, 295, 297-299, 300-301, 312, 314, 324-325, 328-331, 338-342, 352-353, 355, 356-357, 359, 361-363, 364-365, 380-381, 399, 420-421, 423

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STANDARD	DESCRIPTOR	CITATIONS
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	SE: 315, 408-409, 419
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	SE: 204
<b>Range of Reading and Level of Text Complexity</b>		
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.	SE: 12-15, 18-23, 32-36, 42-46, 48-49, 50-55, 56-57, 58-63, 70-75, 78-82, 84-89, 110-114, 116-121, 126-131, 138-142, 146-151, 176-181, 184-190, 194-199, 206-210, 212-217, 220-224, 246-251, 254-259, 264-268, 274-278, 282-286, 310-315, 318-323, 346-350, 374-379, 382-387, 390-394, 402-406, 410-415
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>Text Types and Purposes*</b>		
CCRW.4.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SE: 96, 121, 227, 251, 271, 286, 394
CCRW.4.2	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: 39, 67, 91, 142, 160, 203, 227, 268, 278, 291, 296, 350, 355, 399, 419
CCRW.4.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SE: 91, 203, 335, 342, 360, 399
<b>Production and Distribution of Writing</b>		
CCRW.4.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: 15, 23, 39, 67, 91, 96, 121, 142, 160, 203, 227, 251, 271, 286, 291, 296, 335, 342, 350, 355, 360, 394, 399, 419
CCRW.4.5	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.	
<b>Research to Build and Present Knowledge</b>		
CCRW.4.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	SE: 136, 174, 268, 342, 355
CCRW.4.8	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: 136, 174, 262-263, 355, R30-R33
CCRW.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE: 39, 67, 91, 136, 203, 227, 291, 342, 350, 355, 419
<b>Range of Writing</b>		
CCRW.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 tasks, purposes, and audiences.	SE: 15, 23, 39, 67, 91, 96, 121, 142, 160, 203, 227, 251, 271, 286, 291, 296, 335, 342, 350, 355, 360, 394, 399, 419

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STANDARD	DESCRIPTOR	CITATIONS
<b>Writing Standards K-5</b>		
<b>Text Types and Purposes</b>		
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.	SE: 96, 121, 142, 227, 251, 271, 286, 394
W.4.1.b	Provide reasons that are supported by facts and details.	SE: 96, 121, 142, 227, 251, 271, 286, 394
W.4.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	SE: 96, 121, 142, 227, 251, 271, 286, 394
W.4.1.d	Provide a concluding statement or section related to the opinion presented.	SE: 96, 121, 142, 227, 251, 271, 286, 394
W.4.2	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.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: 39, 67, 91, 142, 160, 203, 227, 268, 278, 291, 296, 335, 350, 355, 399, 419, R33-R34
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	SE: 39, 67, 142, 160, 203, 268, 278, 335, 350, 399
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	SE: 39, 142, 160, 203, 268, 278, 335, 350, 399
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 39, 142, 160, 203, 268, 278, 335, 350, 399
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.	SE: 39, 142, 160, 203, 268, 278, 335, 350, 399
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: 91, 203, 335, 342, 360, 399
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	SE: 91, 203, 335, 360, 399
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.	SE: 91, 203, 335, 360, 399
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	SE: 91, 203, 335, 360, 399
W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.	SE: 91, 203, 335, 360, 399

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STANDARD	DESCRIPTOR	CITATIONS
<b>Production and Distribution of Writing</b>		
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: 39, 67, 91, 96, 121, 142, 160, 203, 227, 271, 286, 291, 296, 335, 342, 350, 355, 360, 394, 399, 419, R33-R34
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.)	
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.	
<b>Research to Build and Present Knowledge</b>		
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	SE: 268, 342, 355
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: 136, 174, 262-263, 268, 355, R30-R33
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].”).	SE: 91, 286, 342
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”).	SE: 96, 121, 227, 271, 286, 394
<b>Range of Writing</b>		
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: 15, 39, 67, 91, 96, 121, 142, 160, 203, 227, 271, 286, 291, 296, 335, 342, 350, 355, 360, 394, 399, 419, R33-R34

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STANDARD	DESCRIPTOR	CITATIONS
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>		
<b>Comprehension and Collaboration</b>		
CCRSL.4.1	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: 65, 77, 133, 252, 327, 333, 409
CCRSL.4.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SE: 20, 133, 252-253, 327
CCRSL.4.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SE: 145, 289, 397
<b>Presentation of Knowledge and Ideas</b>		
CCRSL.4.4	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: 151, 123, 281, 333
CCRSL.4.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SE: 123, 327
CCRSL.4.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SE: 151, 123, 281, 333
<b>Speaking and Listening Standards K-5</b>		
<b>Comprehension and Collaboration</b>		
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: 49, 107, 120, 145, 186, 193, 257, 289, 329, 333, 385
SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.	
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.	SE: 17, 23, 29, 38-39, 46, 55, 63, 64-65, 66-67, 75, 82, 89, 91, 95, 114, 121, 131, 135, 142, 151, 159, 173, 181, 190, 199, 203, 210, 217, 224, 227, 231, 251, 259, 268, 278, 286, 315, 323, 350, 379, 394, 406, 409, 415
SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	SE: 15, 23, 29, 36, 46, 55, 63, 75, 82, 114, 121, 131, 142, 151, 181, 190, 199, 210, 218, 224, 251, 259, 268, 278, 281, 286, 315, 323, 331, 333, 350, 379, 387, 406, 415
SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TE: 15, 23, 29, 36, 46, 55, 63, 75, 82, 114, 121, 131, 142, 151, 181, 190, 199, 210, 218, 224, 251, 259, 268, 278, 286, 315, 323, 331, 350, 379, 387, 406, 415
SL.4.3.	Identify the reasons and evidence a speaker provides to support particular points.	SE: 145, 289, 397



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STANDARD	DESCRIPTOR	CITATIONS
<b>Presentation and Knowledge of Ideas</b>		
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: 151, 123, 281
SL.4.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SE: 123, 327
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.	SE: 333