



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 5

Standard	Descriptor	Citations
College and Career	Readiness Anchor Standards for Reading	
	Key Ideas and Details	
CCRR.5.1.	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: 310–311, 313, 318, 322, 331, 333, 336, 337, 339, 344–347, 349, 357, 360, 365, 367, 369, 374, 379, 382, 385, 414, 488–491
CCRR.5.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	SE: 102–103, 105, 111, 115, 120, 123, 129, 132, 139, 141, 148, 150, 154, 156, 160, 163, 173, 180, 181, 184, 191, 199, 201, 491 TE: 168, 400, 488–490
CCRR.5.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	SE: 35, 81, 133, 151, 157, 214–215, 219, 225, 227, 232, 236, 237, 240, 243, 248, 249, 254, 259, 270, 273, 277, 280, 281, 286, 289, 294, 297, 323, 361, 401, 473, 491, 513, 551 TE: 400, 488–490
	Craft and Structure	
CCRR.5.4.	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.	TE: 9, 10, 27, 32, 57, 64, 84, 88, 92, 113, 117, 131, 148, 160, 180, 189, 216, 224, 232, 240, 246, 270, 277, 287, 320, 330, 336, 356, 375, 406, 412, 418, 426, 434, 440, 449, 451, 470, 488, 502, 517, 535, 578
CCRR.5.5.	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: 488–491
CCRR.5.6.	Assess how point of view or purpose shapes the content and style of a text.	SE: 124–125, 326–327, 422–423 TE: 8–11, 216–219

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Standard	Descriptor	Citations
	Integration of Knowledge and Ideas	
CCRR.5.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	SE: 35, 46–47, 81, 133, 151, 157, 185, 237, 249, 281, 323, 361, 415, 473, 513, 522–523, 551 TE: 8–11, 216–219, 488–491
CCRR.5.8.	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: 124–125, 263, 325, 326–327, 363, 422–423 TE: 348, 559
CCRR.5.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	TE: 312, 414, 488
	Range of Reading and Level of Text Complexity	
CCRR.5.10.	Read and comprehend complex literary and informational texts independently and proficiently.	TE: 1H, 11, 97H, 105, 209H, 219, 305H, 313, 393H, 401, 481H, 491
College and Career Readiness Anchor Standards for Writing		
	Text Types and Purposes	
CCRW.5.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SE: 91, 143, 163, 203, 208, 259, 265, 280, 322, 349, 351, 387, 392, 529, 569, 600 TE: 313
CCRW.5.2	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: 49, 91, 96, 143, 150, 175, 299, 304, 351, 443, 475, 480, 527, 569, 595 TE: 11, 219, 401
CCRW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SE: 39, 49, 87, 105, 141, 175, 203, 227, 243, 265, 299, 437, 475, 529 TE: 491
	Production and Distribution of Writing	
CCRW.5.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: 39, 45, 49, 59, 87, 91, 96, 105, 115, 132, 141, 143, 150, 163, 175, 184, 191, 201, 203, 208, 227, 243, 259, 265, 273, 280, 297, 299, 304, 313, 322, 333, 349, 351, 360, 369, 379, 387, 392, 421, 429, 437, 443, 453, 472, 475, 480, 505, 512, 527, 529, 537, 543, 561, 567, 569, 575, 587, 595, 600 TE: 1N–1O, 11, 97N–97O, 209N–209O, 219, 305N–305O, 313, 393N–393O, 401, 481N–481O, 491
CCRW.5.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	TE: 1N–1O, 97N–97O, 209N–209O, 305N–305O, 392N–393O, 481N–481O

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Standard	Descriptor	Citations
CCRW.5.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	TE: 1N–1O, 97N–97O, 209N–209O, 219, 305N–305O, 392N–393O, 401, 481N–481O
Research to Build and Present Knowledge		
CCRW.5.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	TE: 120, 219, 229, 251, 346, 370, 395, 401, 419, 427, 450, 503, 510, 526, 554
CCRW.5.8	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: 120, 219, 229, 251, 346, 370, 395, 401, 419, 427, 450, 503, 510, 526, 554
CCRW.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	TE: 120, 219, 229, 251, 346, 370, 395, 401, 419, 427, 450, 503, 510, 526, 554
Range of Writing		
CCRW.5.10	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: 39, 45, 49, 59, 87, 91, 96, 105, 115, 132, 141, 143, 150, 163, 175, 184, 191, 201, 203, 208, 227, 243, 259, 265, 273, 280, 297, 299, 304, 313, 322, 333, 349, 351, 360, 369, 379, 387, 392, 421, 429, 437, 443, 453, 472, 475, 480, 505, 512, 527, 529, 537, 543, 561, 567, 569, 575, 587, 595, 600 TE: 1N–1O, 11, 97N–97O, 209N–209O, 219, 305N–305O, 313, 393N–393O, 401, 481N–481O, 491
College and Career Readiness Anchor Standards for Speaking and Listening		
Comprehension and Collaboration		
CCRSL.5.1	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: 69, 263, 325, 363, 371, 555 TE: 42, 56, 89, 112, 124, 181, 241, 256, 261, 263, 326, 541
CCRSL.5.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SE: 47, 439, 523 TE: 89, 92, 112, 181, 188, 241, 251, 301, 346, 398
CCRSL.5.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SE: 124–125, 263, 325, 326–327, 363, 422–423 TE: 348, 559
Presentation of Knowledge and Ideas		
CCRSL.5.4	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: 69, 263, 325, 363, 523, 555 TE: 85, 89, 92, 112, 124, 181, 241, 251, 301, 326, 346, 348, 398, 427, 461, 503, 541, 559

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Standard	Descriptor	Citations
CCRSL.5.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SE: 47, 439, 523 TE: 251, 301, 346
CCRSL.5.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SE: 263, 325, 371 TE: 89, 112, 124, 181, 234, 241, 256, 261, 326, 541
Grade 5		
Reading: Literature		
Key Ideas and Details		
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	SE: 414, 491 TE: 488–490
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	SE: 491 TE: 216–219, 400, 488–490
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
Craft and Structure		
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	SE: 414 TE: 8–11, 216–219, 488–490
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	TE: 8–11, 216–219
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.	
Integration of Knowledge and Ideas		
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	TE: 8–11, 216–219, 400, 488–490
RL.5.8	(Not applicable to literature)	
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	

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Standard	Descriptor	Citations
	Range of Reading and Level of Text Complexity	
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	TE: 1H, 11, 97H, 105, 209H, 219, 305H, 313, 393H, 401, 481H, 491
Reading: Informational Text		
	Key Ideas and Details	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	SE: 11, 12, 105, 176, 219, 310–311, 313, 318, 322, 331, 333, 336, 337, 339, 344–347, 349, 357, 360, 365, 367, 369, 374, 379, 382, 385, 401, 414, 488–491
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	SE: 102–103, 105, 111, 115, 120, 123, 129, 132, 139, 141, 148, 150, 154, 156, 160, 163, 173, 180, 181, 184, 188, 191, 199, 201, 486–487, 491, 497, 499, 505, 512, 521, 534, 535, 537, 540, 543, 550, 561, 565, 567, 575, 581, 587, 593 TE: 168, 558, 579
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
	Craft and Structure	
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	TE: 9, 10, 27, 32, 57, 64, 84, 88, 92, 113, 117, 131, 148, 160, 180, 189, 216, 224, 232, 240, 246, 270, 277, 287, 320, 330, 336, 356, 375, 406, 412, 418, 426, 434, 440, 449, 451, 470, 488, 502, 517, 535, 578
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	SE: 214–215, 219, 225, 227, 232, 236, 243, 248, 259, 273, 277, 280, 289, 297 TE: 1, 240, 254, 270, 286, 294
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	SE: 124–125, 326–327, 422–423
	Integration of Knowledge and Ideas	
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	SE: 530 TE: 120, 219, 229, 251, 346, 370, 395, 401, 419, 427, 450, 503, 510, 526, 554
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	SE: 124–125, 326–327, 422–423 TE: 8–11, 216–219

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Standard	Descriptor	Citations
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	SE: 530 TE: 120, 219, 229, 251, 346, 370, 395, 401, 419, 427, 450, 503, 510, 526, 554
Range of Reading and Level of Text Complexity		
RI.5.10	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 4–5 text complexity band independently and proficiently	TE: 1H, 11, 97H, 105, 209H, 219, 305H, 313, 393H, 401, 481H, 491
Writing Standards		
Text Types and Purposes		
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	SE: 91, 143, 163, 203, 208, 259, 265, 280, 322, 349, 351, 387, 392, 529, 569, 600 TE: 313
W.5.1.b	Provide logically ordered reasons that are supported by facts and details.	SE: 91, 143, 163, 203, 208, 259, 265, 280, 322, 349, 351, 387, 392, 529, 569, 600 TE: 313
W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	SE: 91, 143, 163, 203, 208, 259, 265, 280, 322, 349, 351, 387, 392, 529, 569, 600 TE: 313
W.5.1.d	Provide a concluding statement or section related to the opinion presented.	SE: 91, 143, 163, 203, 208, 259, 265, 280, 322, 349, 351, 387, 392, 529, 569, 600 TE: 313
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	SE: 49, 91, 96, 143, 150, 175, 299, 304, 351, 443, 475, 480, 527, 569, 595 TE: 11, 219, 401
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	SE: 49, 91, 96, 143, 150, 175, 299, 304, 351, 443, 475, 480, 527, 569, 595 TE: 11, 219, 401
W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	SE: 49, 91, 96, 143, 150, 175, 299, 304, 351, 443, 475, 480, 527, 569, 595 TE: 11, 219, 401

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Standard	Descriptor	Citations
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 49, 91, 96, 143, 150, 175, 299, 304, 351, 443, 475, 480, 527, 569, 595 TE: 11, 219, 401
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.	SE: 49, 91, 96, 143, 150, 175, 299, 304, 351, 443, 475, 480, 527, 569, 595 TE: 11, 219, 401
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	SE: 39, 49, 87, 105, 141, 175, 203, 227, 243, 265, 299, 437, 475, 529 TE: 491
W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	SE: 39, 49, 87, 105, 141, 175, 203, 227, 243, 265, 299, 437, 475, 529 TE: 491
W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	SE: 39, 49, 87, 105, 141, 175, 203, 227, 243, 265, 299, 437, 475, 529 TE: 491
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	SE: 39, 49, 87, 105, 141, 175, 203, 227, 243, 265, 299, 437, 475, 529 TE: 491
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.	SE: 39, 49, 87, 105, 141, 175, 203, 227, 243, 265, 299, 437, 475, 529 TE: 491
Production and Distribution of Writing		
W.5.4	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, 45, 49, 59, 87, 91, 96, 105, 115, 132, 141, 143, 150, 163, 175, 184, 191, 201, 203, 208, 227, 243, 259, 265, 273, 280, 297, 299, 304, 313, 322, 333, 349, 351, 360, 369, 379, 387, 392, 421, 429, 437, 443, 453, 472, 475, 480, 505, 512, 527, 529, 537, 543, 561, 567, 569, 575, 587, 595, 600 TE: 1N–1O, 11, 97N–97O, 209N–209O, 219, 305N–305O, 313, 393N–393O, 401, 481N–481O, 491
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)	TE: 1N–1O, 97N–97O, 209N–209O, 305N–305O, 392N–393O, 481N–481O

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Standard	Descriptor	Citations
W.5.6	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 two pages in a single sitting.	TE: 1N–1O, 97N–97O, 209N–209O, 219, 305N–305O, 392N–393O, 401, 481N–481O
Research to Build and Present Knowledge		
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	TE: 120, 219, 229, 251, 346, 370, 395, 401, 419, 427, 450, 503, 510, 526, 554
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	SE: 530 TE: 120, 219, 229, 251, 346, 370, 395, 401, 419, 427, 450, 503, 510, 526, 554
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.5.9.a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	SE: 11, 39, 49, 87, 105, 141, 175, 203, 219, 227, 243, 265, 299, 313, 437, 475, 529 TE: 216–219, 401, 491
W.5.9.b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	SE: 49, 91, 96, 143, 150, 175, 299, 304, 351, 443, 475, 480, 527, 530, 569, 595 TE: 11, 120, 219, 229, 251, 346, 370, 395, 401, 419, 427, 450, 503, 510, 526, 554
Range of Writing		
W.5.10	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: 39, 45, 49, 59, 87, 91, 96, 105, 115, 132, 141, 143, 150, 163, 175, 184, 191, 201, 203, 208, 227, 243, 259, 265, 273, 280, 297, 299, 304, 313, 322, 333, 349, 351, 360, 369, 379, 387, 392, 421, 429, 437, 443, 453, 472, 475, 480, 505, 512, 527, 529, 537, 543, 561, 567, 569, 575, 587, 595, 600 TE: 1N–1O, 11, 97N–97O, 209N–209O, 219, 305N–305O, 313, 393N–393O, 401, 481N–481O, 491

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Standard	Descriptor	Citations
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
SL.5.1.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: 69, 263, 325, 363, 371, 555 TE: 42, 56, 89, 112, 124, 181, 241, 256, 261, 263, 326, 441, 510, 541, 564
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.	SE: 69, 263, 325, 363, 371, 555 TE: 42, 56, 89, 112, 124, 181, 241, 256, 261, 263, 326, 441, 510, 541, 564
SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	SE: 11, 105, 219, 313, 401, 491 TE: 188, 441, 510, 564
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SE: 69, 263, 325, 363, 523, 555 TE: 85, 89, 92, 112, 124, 181, 241, 251, 301, 326, 346, 348, 398, 427, 461, 503, 541, 559
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SE: 47, 439, 523 TE: 89, 92, 112, 181, 188, 241, 251, 301, 346, 398
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	TE: 441, 510, 564
Presentation of Knowledge and Ideas		
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SE: 69, 263, 325, 363, 523, 555 TE: 85, 89, 92, 112, 124, 181, 241, 251, 301, 326, 346, 348, 398, 427, 461, 503, 541, 559
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SE: 47, 439, 523 TE: 251, 301, 346
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	SE: 69, 263, 325, 363, 523, 555 TE: 85, 89, 92, 112, 124, 181, 241, 251, 301, 326, 346, 348, 398, 427, 461, 503, 541, 559