Integration Guide

Harcourt School Publishers Storytown New York
and
Houghton Mifflin Harcourt Social Studies New York City

GRADE 5
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Integrate Social Studies? with Reading


Fit Social Studies Into Your Day The Integration Guide helps you find the time to teach Social Studies by doing the following:

• Integrating Social Studies with the Language Arts block.
• Linking Social Studies to Reading through reading strategies and writing skills.
• Covering all New York Standards for English Language Arts and all Content Standards for Social Studies.

Enhance Core Reading Instruction

Use Content Area Texts The informational texts in Houghton Mifflin Harcourt Social Studies New York City provide opportunities to apply, extend, and enrich what you are already teaching in Harcourt School Publishers Storytown New York. The Integration Guide shows how to:

• Teach comprehension strategies in Reading and apply them in Social Studies.
• Teach comprehension skills in Reading and review them in Social Studies.
• Teach writing and grammar in Reading and apply them to Social Studies.

Leveled Books enhance student learning through application of skills and strategies.
Follow a Daily Plan

Three Steps Each Day Three-step lesson plans show you how to fit Social Studies in to your day, at the same time meeting your core instructional goals in Reading. Each week ends with a chance for students to “get out of the book” and explore Social Studies through hands-on activities.

1 Teach Reading/Language Arts
2 Teach Social Studies
3 Apply Skills in Leveled Books
   Hands-On Activities for Social Studies

Make Weekly Choices

Flexibility The daily plans allow you to choose how to integrate Social Studies with your Reading instruction. Choose to teach Social Studies two, three, or five days a week.

Two Days a Week In addition to teaching Reading every day:
   • Teach Social Studies on Day 3.
   • Teach Social Studies and offer hands-on activities on Day 4.

Three Days a Week In addition to teaching Reading every day:
   • Teach Social Studies on Day 3.
   • Teach Social Studies on Day 4.
   • Teach Social Studies and offer hands-on activities on Day 5.

Five Days a Week
   • Teach Social Studies at the end of reading block each day.
Options

How Do I Integrate Social Studies Two Days a Week?

Day 1

Teach Reading/Language Arts
  • Skills and Strategies
  • Language Arts Spelling, Grammar, and Writing

Apply Skills in Leveled Books

Day 2

Teach Reading/Language Arts
  • Skills and Strategies
  • Language Arts Spelling, Grammar, and Writing

Apply Skills in Leveled Books

Day 3

Teach Reading/Language Arts
  • Skills and Strategies Comprehension Skill Instruction
  • Language Arts Spelling, Grammar, and Writing

Teach Social Studies
  • Apply Strategies and Skills Lessons
  • Apply Writing & Language Writing Options

Apply Skills in Leveled Books

Day 4

Teach Reading/Language Arts
  • Language Arts Spelling, Grammar, and Writing

Teach Social Studies
  • Apply Strategies and Skills Lessons or Skillbuilders
  • Apply Writing & Language Writing Options

Hands-On Activities
  • Art, Music, or Drama
  • Ongoing Writing Projects

Day 5

Teach Reading/Language Arts
  • Language Arts Spelling, Grammar, and Writing

Apply Skills in Leveled Books
# How Do I Integrate Social Studies Three Days a Week?

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**Lesson 1: Rope Burn**
- **Skill**: Plot: Conflict and Resolution
- **Strategy**: Use Story Structure
- **Writing**: Character Description Paragraph

**Lesson 2: Line Drive**
- **Skill**: Conflict and Resolution
- **Strategy**: Use Story Structure
- **Writing**: Autobiographical Composition

**Lesson 3: Chang and the Bamboo Flute**
- **Skill**: Character's Motives
- **Strategy**: Monitor Comprehension: Reread
- **Writing**: Autobiographical Narrative

**Lesson 4: The Daring Nellie Bly: America’s Star Reporter**
- **Skill**: Character’s Motives
- **Strategy**: Monitor Comprehension: Reread
- **Writing**: Newspaper Story

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- **Strategy**: Use Story Structure
- **Writing**: Revise and Publish

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| Writing: Personal Response Paragraph |

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| Strategy: Ask Questions  
| Writing: Journal Entry |

| Lesson 8: When Washington Crossed the Delaware | Skill: Text Structure: Sequence  
| Strategy: Use Graphic Organizers  
| Writing: Biography |

| Lesson 9: Leonardo’s Horse | Skill: Text Structure: Sequence  
| Strategy: Use Graphic Organizers  
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Grade 5

Theme 3: **TEACH**
Reading/Language Arts

*Lesson 11: Sailing Home: A Story of a Childhood at Sea*
- **Skill:** Compare and Contrast
- **Strategy:** Monitor Comprehension: Self Correct
- **Writing:** Descriptive Paragraph

*Lesson 12: Ultimate Field Trip 3: Wading into Marine Biology*
- **Skill:** Text Structure: Compare and Contrast
- **Strategy:** Monitor Comprehension: Self Correct
- **Writing:** Compare and Contrast: Composition

*Lesson 13: Stormalong*
- **Skill:** Cause and Effect
- **Strategy:** Use Graphic Organizers
- **Writing:** Descriptive Paragraph: Character

*Lesson 14: A Drop of Water*
- **Skill:** Text Structure: Cause and Effect
- **Strategy:** Use Graphic Organizers
- **Writing:** Cause-and-Effect: Paragraph

*Lesson 15 [Theme Review]: How Prairie Became Ocean*
- **Skill:** Cause and Effect
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- **Strategy**: Use Story Structure
- **Writing**: Narrative Scene

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- **Skill**: Make Inferences
- **Strategy**: Use Story Structure
- **Writing**: Skit

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- **Strategy**: Monitor Comprehension: Adjust Reading Rate
- **Writing**: Suspense Story

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- **Skill**: Main Idea and Details
- **Strategy**: Monitor Comprehension: Adjust Reading Rate
- **Writing**: Letter to Request

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Integrate Reading with Social Studies • 5
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- **Writing**: Persuasive Letter

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- **Skill**: Author’s Purpose and Perspective
- **Strategy**: Summarize
- **Writing**: Persuasive Paragraph

**Lesson 23: Any Small Goodness: A Novel of the Barrio**
- **Skill**: Literary Devices
- **Strategy**: Answer Questions
- **Writing**: Poem

**Lesson 24: Chester Cricket’s Pigeon Ride**
- **Skill**: Literary Devices
- **Strategy**: Answer Questions
- **Writing**: Narrative Composition

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### Unit 5: APPLY Social Studies

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