Using the Integration Guide

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Integrate Social Studies with Reading

The Integration Guide for Houghton Mifflin Harcourt Journeys and Houghton Mifflin Harcourt Social Studies New York City provides direction for integrating both programs in an effective and consistent manner.

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 Houghton Mifflin Harcourt Journeys. 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 into 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.
### How Do I Integrate Social Studies Two Days a Week?

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<tr>
<th>Day</th>
<th>Teach Reading/Language Arts</th>
<th>Teach Social Studies</th>
<th>Hands-On Activities</th>
<th>Apply Skills in Leveled Books</th>
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</thead>
</table>
| Day 1 | • Skills and Strategies  
• Word Work Phonics and Spelling  
• Language Arts Spelling, Grammar, and Writing | | | Apply Skills in Leveled Books |
| Day 2 | • Skills and Strategies  
• Word Work Phonics and Spelling  
• Language Arts Spelling, Grammar, and Writing | | | Apply Skills in Leveled Books |
| Day 3 | • Skills and Strategies Comprehension Skill Instruction  
• Word Work Phonics and Spelling  
• Language Arts Spelling, Grammar, and Writing | **THEN** Teach Social Studies  
• Apply Strategies and Skills Lessons  
• Apply Writing & Language Writing Options | | Apply Skills in Leveled Books |
| Day 4 | **THEN** Teach Social Studies  
• Apply Strategies and Skills Lessons or Skillbuilders  
• Apply Writing & Language Writing Options | | | |
| Day 5 | • Word Work Phonics and Spelling  
• 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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• Apply Strategies and Skills Lessons or Skillbuilders  
• Apply Writing & Language Writing Options | | | |
| Day 5 | • Word Work Phonics and Spelling  
• Language Arts Spelling, Grammar, and Writing | | | Apply Skills in Leveled Books |

**Options**

**Day 1**

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| • Skills and Strategies Comprehension Skill Instruction  
• Word Work Phonics and Spelling  
• Language Arts Spelling, Grammar, and Writing | **THEN** Teach Social Studies  
• Apply Strategies and Skills Lessons  
• Apply Writing & Language Writing Options | | Apply Skills in Leveled Books |

**Day 4**

<table>
<thead>
<tr>
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</table>
| **THEN** Teach Social Studies  
• Apply Strategies and Skills Lessons or Skillbuilders  
• Apply Writing & Language Writing Options | | | |

**Day 5**

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**Then**

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**Apply Reading/Language Arts**  
Building and reviewing vocabulary

**Hands-On Activities**

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**Apply Strategies and Skills Lessons or Skillbuilders**

**Apply Writing & Language Writing Options**

**Apply Skills in Leveled Books**
Integrate Journeys with Social Studies

**Lesson 1 Selection: Henry and Mudge**
- **Skill:** Sequence of Events
- **Strategy:** Infer/Predict
- **Listening, Speaking,**
  - **Viewing:** Listen for a Purpose
  - **Writing:** Write to Narrate

**Lesson 2 Selection: My Family**
- **Skill:** Compare and Contrast
- **Strategy:** Question
- **Listening, Speaking,**
  - **Viewing:** Interpret Poems
  - **Writing:** Write to Narrate

**Lesson 3 Selection: Henry and Mudge Under the Yellow Moon**
- **Skill:** Author's Purpose
- **Strategy:** Analyze/Evaluate
- **Listening, Speaking,**
  - **Viewing:** Hold a Conversation or Discussion
  - **Writing:** Write to Narrate

**Lesson 4 Selection: Diary of a Spider**
- **Skill:** Cause and Effect
- **Strategy:** Summarize
- **Listening, Speaking,**
  - **Viewing:** Retell a Story
  - **Writing:** Write to Narrate

**Lesson 5 Selection: Teacher’s Pets**
- **Skill:** Story Structure
- **Strategy:** Visualize
- **Listening, Speaking,**
  - **Viewing:** Follow and Give Directions
  - **Writing:** Write to Narrate

**Unit 1 Opener: Lesson 1**
- **Skill:** Main Idea and Details, pp. 8, 11
- **Strategy:** Summarize, pp. 7, 9
- **Listening, Speaking,**
  - **Viewing:** Identify Boundaries, p. 10
  - **Writing:** Write a Comparison, p. 9

**Unit 1: Lesson 2**
- **Skill:** Classify, pp. 18, 21
- **Strategy:** Summarize, p. 19

**Unit 1: Lesson 3**
- **Skill:** Compare and Contrast, pp. 24, 27
- **Strategy:** Summarize, p. 25
- **Writing:** Write About Land and Water, p. 27

**Unit 1: Lesson 4**
- **Skill:** Main Idea and Details, pp. 28, 31
- **Strategy:** Predict and Infer, p. 29
- **Writing:** Write a Biography, p. 32

**Unit 1: Lesson 5**
- **Skill:** Compare and Contrast, pp. 34, 39
- **Strategy:** Predict and Infer, pp. 35, 37
- **Writing:** Write Key Words, p. 38

**Unit 1 Opener: Lesson 6**
- **Skill:** Text and Graphic Feature
- **Strategy:** Question
- **Listening, Speaking,**
  - **Viewing:** Nonverbal Cues
  - **Writing:** Write to Inform

**Unit 1: Lesson 7**
- **Skill:** Conclusions
- **Strategy:** Analyze/Evaluate
- **Listening, Speaking,**
  - **Viewing:** Monitor Understanding and Ask Questions
  - **Writing:** Write to Inform

**Unit 1: Lesson 8**
- **Skill:** Main Ideas and Details
- **Strategy:** Visualize
- **Listening, Speaking,**
  - **Viewing:** Computer Basics
  - **Writing:** Write to Inform

**Unit 1: Lesson 9**
- **Skill:** Understanding Characters
- **Strategy:** Summarize
- **Listening, Speaking,**
  - **Viewing:** Listen to Compare and Contrast
  - **Writing:** Write to Inform

**Unit 1: Lesson 10**
- **Skill:** Fact and Opinion
- **Strategy:** Monitor/Clarify
- **Listening, Speaking,**
  - **Viewing:** Computer: Dictionary
  - **Writing:** Write to Inform

**Unit 1 Opener: Lesson 1**
- **Skill:** Classify, pp. 42, 47
- **Strategy:** Predict and Infer, pp. 43, 45
- **Writing:** Write Sentences, p. 44

**Unit 1: Lesson 2**
- **Skill:** Cause and Effect, pp. 62, 65
- **Strategy:** Predict and Infer, pp. 61, 63
- **Monitor and Clarify, p. 61**

**Unit 2 Opener: Lesson 1**
- **Skill:** Main Idea and Details
- **Strategy:** Summarize
- **Listening, Speaking,**
  - **Viewing:** Computer Basics
  - **Writing:** Write to Inform

**Unit 2: Lesson 2**
- **Skill:** Sequence, pp. 66, 69
- **Strategy:** Predict and Infer, p. 67
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**Unit 2: Lesson 3**
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- **Strategy:** Predict and Infer, pp. 71, 73
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**Unit 2: Lesson 4**
- **Skill:** Fact and Opinion
- **Strategy:** Monitor/Clarify
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  - **Viewing:** Computer: Dictionary
  - **Writing:** Write to Inform
Lesson 11 Selection: Click, Clack, Moo: Cows That Type
Skill: Conclusions
Strategy: Infer/Predict
Listening, Speaking, Viewing: Computer—Encyclopedias
Writing: Write to Persuade

Lesson 12 Selection: Violet's Music
Skill: Story Structure
Strategy: Question
Listening, Speaking, Viewing: Interview
Writing: Write to Persuade

Lesson 13 Selection: Schools Around the World
Skill: Author's Purpose
Strategy: Analyze/Evaluate
Listening, Speaking, Viewing: Listen for and Retell Main Ideas
Writing: Write to Persuade

Lesson 14 Selection: Helen Keller
Skill: Main Ideas and Details
Strategy: Summarize
Listening, Speaking, Viewing: Computer/Internet: Navigating a Website
Writing: Write to Persuade

Lesson 15 Selection: Officer Buckle and Gloria
Skill: Cause and Effect
Strategy: Monitor/Clarify
Listening, Speaking, Viewing: Summarize Important Information
Writing: Write to Persuade

Lesson 16 Selection: Mr. Tanen's Tie Trouble
Skill: Story Structure
Strategy: Infer/Predict
Listening, Speaking, Viewing: Listen Critically
Writing: Write to Express

Lesson 17 Selection: Luke Goes to Bat
Skill: Sequence of Events
Strategy: Visualize
Listening, Speaking, Viewing: Computer/Internet: Online Newspaper or Magazine
Writing: Write to Express

Lesson 18 Selection: My Name is Gabriela
Skill: Understanding Characters
Strategy: Analyze/Evaluate
Listening, Speaking, Viewing: Listen to Make Connections
Writing: Write to Express

Lesson 19 Selection: The Signmaker's Assistant
Skill: Text
Strategy: Question
Listening, Speaking, Viewing: Respond to Questions
Writing: Write to Express

Lesson 20 Selection: Henry and Mudge
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Strategy: Monitor/Clarify
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