

**HOUGHTON MIFFLIN READING GRADE 5,  
THEMES 1-6, ORGANIZED BY READING STRATEGY AND SOS**

<b><u>THEME</u></b>	<b><u>Reading Strategy</u></b>	<b><u>Main Selection</u></b>	<b><u>Comprehension Skills</u></b>	<b><u>Suggested Student Onramp Strategy (SOS) Lesson</u></b>	<b><u>Supplemental Text Options</u></b>
<b>1 Nature's Fury</b>	<b>Predict/Infer</b>	<i>Earthquake Terror</i>	Sequence of Events	<b>VISUALIZE: <i>Sketching for Understanding</i></b>  <b>QUESTION: <i>Want to Know vs. Need to Know Questions</i></b>	Teacher Read Aloud Content Link Story <i>Reader's Library</i> text Social studies text
	<b>Question</b>	<i>Eye of the Storm: Chasing Storms with Warren Faidley</i>	Text Organization		
	<b>Monitor/Clarify</b>	<i>Volcanoes</i>	Categorize and Classify		
<b>2 Give It All You've Got</b>	<b>Evaluate</b>	<i>Michelle Kwan: Heart of a Champion</i>	Fact and Opinion	<b>MONITOR: <i>Interacting Voice vs. Distracting Voice</i></b>  <b>VERIFY PREDICTIONS: <i>Bull's Eye—Hitting the Prediction Target</i></b>	Teacher Read Aloud Content Link Story <i>Reader's Library</i> text Social studies text
	<b>Summarize</b>	<i>La Bamba</i>	Story Structure		
	<b>Predict/Infer</b>	<i>The Fear Place</i>	Predicting Outcomes		
	<b>Monitor/Clarify</b>	<i>Mae Jemison: Space Scientist</i>	Topic/Main Idea and Supporting Details		
<b>3 Voices of the Revolution</b>	<b>Evaluate</b>	<i>And Then What Happened, Paul Revere?</i>	Author's Viewpoint	<b>SUMMARIZE: <i>Summarize-As-You-Go</i></b>	Teacher Read Aloud Content Link Story <i>Reader's Library</i> text Social studies text
	<b>Summarize</b>	<i>Katie's Trunk</i>	Cause and Effect		
	<b>Question</b>	<i>James Forten</i>	Following Directions		
<b>4 Person to Person</b>	<b>Predict/Infer</b>	<i>Mariah Keeps Cool</i>	Problem Solving and Decision Making	<b>INFER: <i>Answering Inferential Questions</i></b>  <b>CLARIFY: <i>Recognizing and Fixing Confusion</i></b>	Teacher Read Aloud Content Link Story <i>Reader's Library</i> text Social studies text
	<b>Monitor/Clarify</b>	<i>Mom's Best Friend</i>	Noting Details		
	<b>Question</b>	<i>Yang the Second and Her Secret Admirers</i>	Compare and Contrast		
	<b>Evaluate</b>	<i>Dear Mr. Henshaw</i>	Making Inferences		

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<b>5 One Land, Many Trails</b>	<b>Predict/Infer Question Evaluate Summarize</b>	<i>A Boy Called Slow</i> <i>Pioneer Girl</i> <i>Black Cowboy, Wild Horses</i> <i>Elena</i>	Drawing Conclusions Propaganda Making Judgments Story Structure	<b>PREDICT: <i>Signal Scavenger Hunt</i></b>  <b>SUMMARIZE: <i>TPE</i></b>	Teacher Read Aloud Content Link Story <i>Reader's Library</i> text Social studies text
<b>6 Animal Encoun- ters</b>	<b>Evaluate Monitor/Clarify Summarize</b>	<i>The Grizzly Bear Family Book</i> <i>The Golden Lion Tamarin Comes Home</i> <i>My Side of the Mountain</i>	Making Generalizations Topic, Main Idea, and Supporting Details Drawing Conclusions	<b>EVALUATE: <i>Thumbs Up, Thumbs Down</i></b>  <b>STRATEGY REVIEW</b>	Teacher Read Aloud Content Link Story <i>Reader's Library</i> text Social studies text