

HOUGHTON MIFFLIN COMPREHENSION STRATEGIES	HOUGHTON MIFFLIN COMPREHENSION STRATEGIES WHERE TO LOCATE	HOUGHTON MIFFLIN COMPREHENSION SKILLS	HOUGHTON MIFFLIN COMPREHENSION SKILLS WHERE TO LOCATE	RESOURCES/NOTES COMPREHENSION TOOLS
<p>Summarize (target)</p> <ul style="list-style-type: none"> ➤ Think about the main ideas or the important parts of the selection. ➤ Tell in your own words the important things you have read. <p>Predict/Infer (target)</p> <ul style="list-style-type: none"> ➤ Think about the title, the illustrations, and what you have read so far. ➤ Tell what you think will happen next or what you will learn. ➤ Try to figure out things that the author does not say directly. <p>Monitor/Clarify (target)</p> <ul style="list-style-type: none"> ➤ Ask yourself if what you are reading makes sense or if you are learning what you want to learn. ➤ If you don't understand something, reread, read ahead, or use the illustrations. <p>Question (target)</p> <ul style="list-style-type: none"> ➤ Ask questions that can be answered as you read or after you finish reading. 	<p>Summarize</p> <p>TE: 28 34 48</p> <p>Predict/Infer</p> <p>TE: 62 66 74 M10 M14 M22</p> <p>Monitor/Clarify</p> <p>TE: 82 88 96</p> <p>Question</p> <p>TE: 110 114</p>	<p>Applying knowledge of story structure (target)</p> <ul style="list-style-type: none"> ➤ characters are people or animals in the story ➤ setting is the time and place ➤ plot is the series of story events, including a problem and its solution <p>Author's Viewpoint (target)</p> <ul style="list-style-type: none"> ➤ reflects the author's feelings about a subject and the purpose for writing ➤ can be determined from the author's word choices and information given or left out <p>Text Organization (target)</p> <ul style="list-style-type: none"> ➤ authors use features such as headings, pictures, captions, and charts to help the reader better understand information <p>Noting details (target)</p> <ul style="list-style-type: none"> ➤ give information ➤ explain ideas ➤ reveal character's feelings <p>Sequencing events & words that show sequence</p>	<p>Applying knowledge of story structure</p> <p><u>Akiak</u> (AR 3.6) and Leveled Readers</p> <p>TE: 25 G, 28, 39, 57A Story Map</p> <p>Author's Viewpoint</p> <p><u>Grandfather's Journey</u> (AR 3.7) and Leveled Readers</p> <p>TE: 59 S, 62, 65, 79 A, M32 Word Web</p> <p>Text Organization</p> <p><u>Titanic</u> (AR 4.0) and Leveled Readers</p> <p>TE: 79CC, 82, 89, 107A-B, M32 Organizational Outline</p> <p>Noting details</p> <p><u>By the Shores of Silver Lake</u> (AR 34.1) and Leveled Readers</p> <p>TE: 107 CC, 110, 121, 133 A-B, M33 Detail Map</p> <p>Sequencing events</p> <p>TE 67</p>	<ul style="list-style-type: none"> • Story map • Event map • Folktale map • Cause/effect chart • Category chart • Inference chart Topic, main idea, detail frame and T-chart • Word Web to infer author's attitude/ feelings toward the subject • K-W-L chart

HOUGHTON MIFFLIN PRINT RESOURCE CONCEPTS	HOUGHTON MIFFLIN PRINT RESOURCE CONCEPTS WHERE TO LOCATE	HOUGHTON MIFFLIN FICTION AND NONFICTION CONCEPTS	HOUGHTON MIFFLIN FICTION & NONFICTION CONCEPTS WHERE TO LOCATE
<p>Study and Print Resources Skills</p> <ul style="list-style-type: none"> • Dictionary entry: alphabetical order, guide words • Parts of a book: title page, copyright page, table of contents, index, cross-references, glossary • Thesaurus: synonyms/antonyms, shade of meaning, selecting appropriate • Library Catalogs: card catalog and electronic catalogs • Visual Literacy: perspective in pictures (illusion of distance, makes 2-dimensional picture look 3-dimensional); accuracy of detail in historical fiction illustrations <p style="text-align: center;">Test-taking Skill: Choosing the Best Answer</p> <ul style="list-style-type: none"> • Understand the question: find key words • Look back to the selection: skim using key words • Narrow the choices; choose the best answer: eliminate the wrong choices, have a reason your choice, guess only if you have to 	<p>Study and Print Resources Skills</p> <p>Dictionary entry TE: 133 G</p> <p>Parts of a book: TE: 57H</p> <p>Thesaurus: TE: 107 G</p> <p style="text-align: center;">Test-taking Skill: Choosing the Best Answer</p> <p>TE: M28-31</p>	<p style="text-align: center;">Fiction Concepts</p> <ul style="list-style-type: none"> • Story Structure: character, setting, plot (target) • Author's Viewpoint: author's feelings and opinions about the subject, why write selection? what was purpose? (target) * Genre: realistic fiction, folktale * Plot: story events which usually include a problem and solution * Setting: where (place), and when (time) * Mood: emotional tone in a selection, e.g., fear, happiness, panic, mystery, suspense * Characters: main people or animals in a story * Writer's/Author's Craft: selected details, personification, repetition of words or sentences, purposeful word choice * Figurative Language: simile * Narrative Techniques: flashback, foreshadow, dialogue * Point of View: first person * Comparing Across Texts: characters, plot problems, sequence of events, details of description <p style="text-align: center;">Poetry</p> <ul style="list-style-type: none"> * Haiku * How words create a mental picture <p style="text-align: center;">Nonfiction Concepts</p> <ul style="list-style-type: none"> * Genre: informational/expository nonfiction * Print features: title, headings, captions, bulleted information, sidebar, different typeface * Text organization: paragraph main idea & supporting details * Use of visuals: photographs, maps, globe, cross-section diagram, diagram, chart, table * Comparing the use of text features and graphics across nonfiction texts 	<p style="text-align: center;">Fiction Concepts</p> <p>Story Structure TE: 57 A, 28, 39</p> <p>Author's Viewpoint TE: 59 S, 62, 65, 79 A, 79 B</p> <p>TE: M10</p> <p style="text-align: center;">Nonfiction Concepts</p> <p>Historical Fiction TE: 115, 123</p> <p>Text organization TE: 82, 89, 107 A, 79 CC</p> <p>Use of visuals TE: 104, 123</p>

*These skills are not "target skills" for the theme, but are a part of the continuous skill development throughout the year.

HOUGHTON MIFFLING PHONICS & SPELLING	HOUGHTON MIFFLING PHONICS & SPELLING WHERE TO LOCATE	HOUGHTON MIFFLIN VOCABULARY SKILLS	HOUGHTON MIFFLIN VOCABULARY SKILLS WHERE TO LOCATE
<p><u>Word Attack/Spelling/ Phonics Skills</u></p> <ul style="list-style-type: none"> • short and long vowel a and e • short and long vowels i and o • long and short vowels u • homophones <p><u>Structural Analysis</u></p> <ul style="list-style-type: none"> • Word parts: base word + ending Endings: -er, -est (target) • Suffixes -ly and -y (target) • Syllabication (target) • Root words: tele, rupt (target) <p><u>Phonics/Decoding Strategy</u></p> <ul style="list-style-type: none"> • Look carefully at the word. • Look for word parts you know and think about the sounds for the letters. • Blend the sounds to read the word. • Ask yourself: Is it a word I know? Does it make sense in what I am reading? • If not, ask yourself: What else can I do? 	<p><u>Word Attack/Spelling/ Phonics Skills</u></p> <p>TE: 57 D-F</p> <p>TE: 79 D-F</p> <p>TE: 107 D-F</p> <p>TE: 133 D-F</p> <p><u>Structural Analysis</u></p> <p>TE: 57 C , M34</p> <p>TE: 79 C, M34</p> <p>TE: 107 C, M35</p> <p>TE 133 C, M35</p>	<ul style="list-style-type: none"> • Multiple meaning words: choosing the correct definition (target) • Alphabetical Order (target) • Using a Thesaurus (target) • Dictionary Guide Words (target) 	<p>TE 57 G</p> <p>TE 79 G</p> <p>TE 107 G</p> <p>TE 133 G</p>

HOUGHTON MIFFLIN GRAMMAR AND WRITING FORMS		HOUGHTON MIFFLIN WRITING PROCESS FOR TARGET GENRE
<p style="text-align: center;">Grammar/Language Structures</p> <ul style="list-style-type: none"> • Four kinds of sentences and their punctuation: statement, question, command, exclamation • Subject and predicate: complete subject and predicate; simple subject and predicate • Sentence expansion: adding descriptive language, adding phrases that tell <i>which</i> or <i>where</i> • Sentence combining: making sentence compound • Nouns: singular and plural forms • Parts of Speech: common nouns, adverbs • Capitalization: beginning of a sentence • Punctuation: comma used in compound sentence <p style="text-align: center;">Writing Forms</p> <ul style="list-style-type: none"> • News Article: who, what, where, why, when • Journal entry (guidelines for) • Writing answers to questions (guidelines for) • Taking Notes • Friendly letter (guidelines for) (five parts: heading, greeting, body, closing, signature) <p style="text-align: center;">Oral Language</p> <ul style="list-style-type: none"> • Conducting an interview 	<p style="text-align: center;">Grammar/Language Structures</p> <p>TE: 57 I-J</p> <p>TE: 79 I-J</p> <p>TE: 107</p> <p>TE: 133 I-J</p> <p style="text-align: center;">Writing Forms</p> <p>TE: 57 K-L</p> <p>TE: 79 K-L</p> <p>TE: 107 K-L</p> <p>TE: 133 H</p> <p>TE: 133 K-L</p>	<p style="text-align: center;">PERSONAL NARRATIVE TE: 57 S-T, 58 – 59 A-E</p> <p>Writing a Good Beginning Keeping to the Topic <i>Idea Web</i></p> <p style="text-align: right;">Writing rubric TE: 59 H</p> <ul style="list-style-type: none"> • Prewriting/ Planning: <ul style="list-style-type: none"> ➤ Finding a topic: brainstorming to find an idea, asking self questions (audience, purpose) brainstorming ideas in response to question prompts ➤ Planning what to write: listing what happened and ordering events in the order in which they happened ➤ Focusing writing on single experience: eliminating events and details that are not related to the topic • Drafting/Composing: <ul style="list-style-type: none"> ➤ Opening: title, beginning to draw reader in (surprise the reader with unexpected, pose a question or problem, use dialogue) ➤ Organizing using personal narrative <i>Idea Web</i> of events • Revising/Written Expression: <ul style="list-style-type: none"> ➤ Voice ➤ Sentence fluency ➤ Sensory details • Proofreading/Editing: <ul style="list-style-type: none"> ➤ Frequently misspelled words/no excuse words ➤ Capitalization ➤ Punctuation ➤ Usage • Publishing: <ul style="list-style-type: none"> ➤ Send as email or in a letter ➤ Share in author's chair ➤ Display with photos