

HOUGHTON MIFFLIN COMPREHENSION STRATEGIES	HOUGHTON MIFFLIN COMPREHENSION STRATEGIES WHERE TO LOCATE	HOUGHTON MIFFLIN COMPREHENSION SKILLS	HOUGHTON MIFFLIN COMPREHENSION SKILLS WHERE TO LOCATE	HOUGHTON MIFFLIN 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. ➤ Think about how you would feel in a situation like the one in the story? ➤ Apply what you know from personal experiences. <p>Evaluate (target)</p> <ul style="list-style-type: none"> ➤ Ask yourself: How do I feel about what I read? Do I agree or disagree with it? Am I learning what I wanted to know? How good a job has the author done? <p>Question (target)</p> <ul style="list-style-type: none"> ➤ Ask questions that can be answered as you read or after you finish reading. ➤ Asking question helps focus on main events and details. 	<p>Summarize</p> <p>TE: 452 458 470</p> <p>M10, M14, M20</p> <p>Prediction Chart</p> <p>Predict/Infer</p> <p>TE: 392 396 402</p> <p>Problem/Solution Frame</p> <p>Evaluate</p> <p>TE: 416 434</p> <p>Details/Conclusion Chart</p> <p>Question</p> <p>TE: 488 492 504</p> <p>Story Structure Map</p>	<p>Predicting outcomes (target)</p> <ul style="list-style-type: none"> ➤ Use what you know about the story, character, and your own knowledge to predict an outcome. ➤ Predict what will happen based on information the author has given. <p>Problem solving (target)</p> <ul style="list-style-type: none"> ➤ In most story plots, characters face problems <p>Drawing conclusions (target)</p> <ul style="list-style-type: none"> ➤ Authors give details about characters or events without telling readers what to think of them. Readers use the details to draw a conclusion. <p>Applying knowledge of story structure (target)</p> <ul style="list-style-type: none"> ➤ Character(s), setting (time and place), problem, solution, plot 	<p>Predicting outcomes <u>My Name is Maria Isabel</u> (AR 4.3) and Leveled Readers</p> <p>TE: 389 A, 392, 405, 411 A-B, 435, M32</p> <p>Prediction Chart</p> <p>Problem solving <u>Marvin of the Great North Woods</u> (AR 4.5) and Leveled Readers</p> <p>TE: 413 S, 416, 419, 449A, M32</p> <p>Problem/Solution Frame</p> <p>Drawing conclusions <u>The Last Dragon</u> (AR 4.5) and Leveled Readers</p> <p>TE: 449 CC, 452, 416, 485 A-B, M33, 461</p> <p>Details/Conclusion Chart</p> <p>Applying knowledge of story structure <u>Sing to the Stars</u>(AR 3.9) and Leveled Readers</p> <p>TE: 485 CC, 488, 491, 511 A-B, M33</p> <p>Story Structure Map</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 • Fantasy-Realism Chart

HOUGHTON MIFFLIN PRINT RESOURCE CONCEPTS	HOUGHTON MIFFLIN PRINT RESOURCE CONCEPTS WHERE TO LOCATE	HOUGHTON MIFFLIN FICTION & NONFICTION CONCEPTS	HOUGHTON MIFFLIN FICTION & NONFICTION CONCEPTS WHERE TO LOCATE
<p style="text-align: center;">Study and Print Resources Skills</p> <ul style="list-style-type: none"> • Using SQRRR: survey, question, read, recite, and review • Following Directions • Skim and Scan • Encyclopedia • Information in magazines <p style="text-align: center;">Test-taking Skill: Vocabulary Items</p> <ul style="list-style-type: none"> • Understand the question: find the word, determine if the word is shown in or if you can find it in context • Think about what the word means: use knowledge of roots, prefixes and suffixes • Narrow the choices; choose the best answer: try each choice in the context; eliminate incorrect choices; have a reason for choice; guess only if you have to 	<p style="text-align: center;">Study and Print Resources Skills:</p> <p>Using SQRRR TE 411H</p> <p>Following Directions TE 449H 429</p> <p>Skim and Scan TE 485 H</p> <p>Encyclopedia TE 511</p> <p>Information in magazines TE 525H</p> <p style="text-align: center;">Test-taking Skill: Vocabulary Items</p> <p>TE M28-30</p>	<p style="text-align: center;">Fiction Concepts</p> <ul style="list-style-type: none"> * Genre: Realistic fiction- events and setting are like those in real life. The characters act like real people with real problems. * Story Structure: character, setting, plot, problem, and solution * Author’s Viewpoint: author’s feelings and opinions about the subject, why write selection? What was purpose? * 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;">Nonfiction Concepts</p> <ul style="list-style-type: none"> * Genre: <ul style="list-style-type: none"> ➢ Biography: gives facts about a person’s life. ➢ Expository: gives factual information about a specific topic. * 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>TE 423, 463, 485CC-485DD, 488, 491</p> <p>TE 437</p> <p>TE 503</p> <p style="text-align: center;">Nonfiction Concepts</p> <p>Genre Biography: Expository TE 448</p> <p>Print features</p> <p>Text organization</p> <p>Use of visuals</p> <p>Comparing</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 style="text-align: center;"><u>Word Attack/Spelling/ Phonics Skills</u></p> <ul style="list-style-type: none"> • Final long e (y and ey as in beauty and honey) • Final /j/ (dge, ge, and age as in bridge, strange, and village) • Final /s/ (ce as in fence) • /k/ (k, ck, c as in risk, jacket, topic) • /ng/ (nk as in sink) • /kw/ (qu as in question) • VCCV patterns <p style="text-align: center;"><u>Structural Analysis</u></p> <ul style="list-style-type: none"> • Prefixes (re-, mis-, ex-, pre-, con-, com) (target) • Suffix (-ible) (target) • VCCV Syllabication (target) <p style="text-align: center;"><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 style="text-align: center;"><u>Word Attack/Spelling/ Phonics Skills</u></p> <p>TE: 449 E-F</p> <p>TE: 485 E-F</p> <p>TE: 485 E-F</p> <p>TE: 411 D-F</p> <p>TE: 411 D-F</p> <p>TE: 411 D-F</p> <p>TE: 511 E-F</p> <p style="text-align: center;"><u>Structural Analysis</u></p> <p>TE: 449 C, 485 C, M 34-35</p> <p>TE: 411C, M 34</p> <p>TE: 511 C, M35</p>	<ul style="list-style-type: none"> • Base Words and Inflected Forms (target) <ul style="list-style-type: none"> ➤ Verb (ed, ing, s or es) ➤ Noun (s or es) ➤ Adjective (er and est) • Word Families (target) (snow, snowy, snowshoe, snowflake) • Suffixes (-ful, -less, -ly) (target) • Word Connotations (positive and negative) (target) 	<p>TE: 411 G, M 36</p> <p>TE: 449 G, M 36</p> <p>TE: 485 G, M 37</p> <p>TE: 511 G, M 37</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"> • Irregular Verbs: be • Irregular Verbs: past and present • Articles and Adjectives: a, an, and the • Using Exact Adjectives • Comparing with Adjectives: er, est, more, most <p style="text-align: center;">Writing Forms</p> <ul style="list-style-type: none"> • Opinion • Persuasive Essay • Taking Notes • Comparison/Contrast Composition • Writing a message <p style="text-align: center;">Oral Language</p> <ul style="list-style-type: none"> • Have a literature discussion • Dramatize a story • Group problem solving • Give a persuasive speech • Read poetry aloud 	<p style="text-align: center;">Grammar/Language Structures</p> <p>TE: 411 I-J, 449 I</p> <p>TE: 411 I-J</p> <p>TE: 485 I-J</p> <p>TE: 485 I-J</p> <p>TE: 511 I-J</p> <p style="text-align: center;">Writing Forms</p> <p>TE: 411 K-L</p> <p style="text-align: center;">Topic/Fact Chart</p> <p>TE: 411 S-T</p> <p style="text-align: center;">Pyramid Diagram</p> <p>TE: 449 K-L</p> <p style="text-align: center;">Main Idea/Detail Chart</p> <p>TE: 485</p> <p style="text-align: center;">Venn Diagram</p> <p>TE: 511 K-L</p>	<p style="text-align: center;">PERSUASIVE ESSAY TE 411 S-T, 412, 413 A-L</p> <p style="text-align: center;">Writing rubric TE: 413 H</p> <ul style="list-style-type: none"> • Prewriting/ Planning: <ul style="list-style-type: none"> ➤ Finding a topic: brainstorming to find an idea, purpose of the essay (persuasion) ➤ Planning what to write: listing 3 reasons with supported facts ➤ Focusing writing on single experience: eliminating events and details that are not related to the topic ➤ Pyramid Diagram • Drafting/Composing: <ul style="list-style-type: none"> ➤ Organizing : Each reason is demonstrated in an individual paragraph, support with facts and examples • Revising/Written Expression: <ul style="list-style-type: none"> ➤ Voice ➤ Sensory details • Proofreading/Editing: <ul style="list-style-type: none"> ➤ Frequently misspelled words/no excuse words ➤ Capitalization ➤ Punctuation ➤ Usage ➤ Subject/Verb Agreement • Publishing: <ul style="list-style-type: none"> ➤ Post on a website ➤ Present as a speech ➤ Make a flier with illustrations