

HOUGHTON MIFFLIN COMPREHENSION STRATEGIES	HOUGHTON MIFFLIN COMPREHENSION STRATEGIES WHERE TO LOCATE	HOUGHTON MIFFLIN COMPREHENSION SKILLS	HOUGHTON MIFFLIN COMPREHENSION SKILLS WHERE TO LOCATE	COMPREHENSION TOOLS
<p><b>Summarize (target)</b></p> <ul style="list-style-type: none"> <li>➤ Think about the main ideas or the important parts of the selection.</li> <li>➤ Tell in your own words the important things you have read.</li> </ul> <p><b>Monitor/Clarify (target)</b></p> <ul style="list-style-type: none"> <li>➤ Ask yourself if what you are reading makes sense or if you are learning what you want to learn.</li> <li>➤ If you don't understand something, reread, read ahead, or use the illustrations.</li> </ul> <p><b>Predict/Infer (target)</b></p> <ul style="list-style-type: none"> <li>➤ Think about the title, the illustrations, and what you have read so far.</li> <li>➤ Tell what you think will happen next or what you will learn.</li> <li>➤ Try to figure out things that the author does not say directly.</li> </ul>	<p><b>Summarize</b></p> <p>TE: 634 640 644</p> <p><b>Directions Flow Chart</b></p> <p><b>Monitor/Clarify</b></p> <p>TE: 666 674 M10 M12 M18</p> <p><b>Supporting Details Chart</b></p> <p><b>Predict/Infer</b></p> <p>TE: 688 692</p> <p><b>Inferences Chart</b></p>	<p><b>Following directions (target)</b></p> <ul style="list-style-type: none"> <li>➤ May appear in a narrative paragraph, or numbered list.</li> <li>➤ Order words; first, next, finally, clarify the order.</li> <li>➤ Steps must be followed to complete a task.</li> </ul> <p><b>Applying knowledge of nonfiction organization (target)</b></p> <ul style="list-style-type: none"> <li>➤ Topic – what the text is about.</li> <li>➤ Main Ideas- Important points about the topic. Can be in a passage or in paragraphs.</li> <li>➤ Supporting Details- facts and examples that support the main idea</li> </ul> <p><b>Making inferences (target)</b></p> <ul style="list-style-type: none"> <li>➤ Read between the lines</li> <li>➤ Apply what you already know to story clues given by the author.</li> </ul>	<p><b>Following directions</b> <u>Salmon Summer</u> (AR 3.9) and Leveled Readers</p> <p>TE: 631 A, 634, 643, 653 A-B, M32</p> <p><b>Directions Flow Chart</b></p> <p><b>Applying knowledge of nonfiction organization</b> <u>Wildfires</u> (AR 5.3) and Leveled Readers</p> <p>TE: 687 CC, 660, 663, 685 A-B, M32</p> <p><b>Topic, Main Idea, Supporting Details Chart</b></p> <p><b>Making inferences</b> <u>Skylark</u> (AR 3.7) and Leveled Readers</p> <p>TE: 685 CC, 688, 691, 607 A-B, M33</p> <p><b>Inferences Chart</b></p>	<ul style="list-style-type: none"> <li>• Story map</li> <li>• Event map</li> <li>• Folktale map</li> <li>• Cause/effect chart</li> <li>• Topic, main idea, detail frame and T-chart</li> <li>• Category chart</li> <li>• Inference chart</li> <li>• Word Web to infer author's attitude/ feelings toward the subject</li> <li>• K-W-L chart</li> </ul>



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;"><b><u>Word Attack/Spelling/Phonics Skills</u></b></p> <ul style="list-style-type: none"> <li>• 3 syllable words</li> <li>• Unusual Spellings</li> <li>• Silent Consonants: K (kneel), b (climb), l (calf), w (wrinkle)</li> </ul> <p style="text-align: center;"><b><u>Structural Analysis</u></b></p> <ul style="list-style-type: none"> <li>• 3 syllable words <b>(target)</b></li> <li>• Suffixes: -ness, -less, -ion <b>(target)</b></li> <li>• Word roots: graph and tract <b>(target)</b></li> </ul> <p style="text-align: center;"><b><u>Phonics/Decoding Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Look carefully at the word.</li> <li>• Look for word parts you know and think about the sounds for the letters.</li> <li>• Blend the sounds to read the word.</li> <li>• Ask yourself: Is it a word I know? Does it make sense in what I am reading?</li> <li>• If not, ask yourself: What else can I do?</li> </ul>	<p style="text-align: center;"><b><u>Word Attack/Spelling/Phonics Skills</u></b></p> <p>TE: 653 E-F</p> <p>TE: 685 E-F</p> <p>TE: 707 E-F</p> <p style="text-align: center;"><b><u>Structural Analysis</u></b></p> <p>TE: 653 C, M34</p> <p>TE: 685 C, M34</p> <p>TE: 707 C, M35</p>	<ul style="list-style-type: none"> <li>• Multiple meaning words: choosing the correct definition <b>(target)</b></li> <li>• Analogies <b>(target)</b></li> <li>• Parts of Speech in a Dictionary <b>(target)</b></li> </ul>	<p>TE: 653 G, M36</p> <p>TE: 685 G, M36</p> <p>TE: 707 G, M37</p>

HOUGHTON MIFFLIN FORMS AND GRAMMAR		HOUGHTON MIFFLIN WRITING PROCESS
<p><b>Grammar/Language Structures</b></p> <ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Comparing with Adverbs</li> <li>• Prepositions</li> </ul>	<p><b>Grammar/Language Structures</b></p> <p>TE: 653 I-J</p> <p>TE: 685 I-J</p> <p>TE: 707 I-J</p>	<p><b>RESEARCH REPORT</b> TE: 753 S-T, 654-657 A-E</p> <p><b>OUTLINE</b> <b>FINDING/EVALUATING INFORMATION</b> <b>TOPIC SENTENCE AND SUPPORTING FACTS</b></p> <p><b>Writing rubric TE: 657 H</b></p> <ul style="list-style-type: none"> <li>• <b>Prewriting/ Planning:</b> <ul style="list-style-type: none"> <li>➢ <b>Finding a topic:</b> brainstorm ideas you want to learn about.</li> <li>➢ <b>Planning what to write:</b> think about your intended audience; Who are you writing for? What is your purpose?</li> <li>➢ <b>Outline</b></li> </ul> </li> <li>• <b>Drafting/Composing:</b> <ul style="list-style-type: none"> <li>➢ <b>Organizing :</b> Topic sentence and supporting details in each paragraph</li> <li>➢ <b>Use a variety of sources (magazine, book, person, internet)</b></li> <li>➢ <b>List sources</b></li> </ul> </li> <li>• <b>Revising/Written Expression:</b> <ul style="list-style-type: none"> <li>➢ Sentences focused on a topic</li> <li>➢ Sentence fluency</li> </ul> </li> <li>• <b>Proofreading/Editing:</b> <ul style="list-style-type: none"> <li>➢ Frequently misspelled words/no excuse words</li> <li>➢ Capitalization</li> <li>➢ Punctuation</li> <li>➢ Usage</li> <li>➢ Pronoun usage</li> <li>➢ Correct use of adverbs</li> </ul> </li> <li>• <b>Publishing:</b> <ul style="list-style-type: none"> <li>➢ Put in a homemade booklet</li> <li>➢ Present orally</li> <li>➢ Create a visual display</li> </ul> </li> </ul>
<p><b>Writing Forms</b></p> <ul style="list-style-type: none"> <li>• How-to paragraph</li> <li>• Learning Log Entry</li> <li>• Writing a speech</li> </ul>	<p><b>Writing Forms</b></p> <p>TE: 653 K-L</p> <p>TE: 665 K-L</p> <p>TE: 707 K-L</p>	
<p><b>Oral Language</b></p> <ul style="list-style-type: none"> <li>• Explain a Process</li> <li>• Conduct an Interview</li> <li>• Hold a debate</li> </ul>	<p><b>Oral Language</b></p>	
<p><b>Test-taking Skill: Writing an Opinion Essay</b></p> <ul style="list-style-type: none"> <li>• Read the prompt</li> <li>• Explore and plan</li> <li>• Write your paper</li> </ul>	<p><b>Test-taking Skill: Writing an Opinion Essay</b></p> <p>TE M28 - 31</p>	