

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>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>Question (target)</p> <ul style="list-style-type: none"> ➤ Ask questions that can be answered as you read or after you finish reading. <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 	<p>Predict/Infer <u>Earth Quake Terror</u> <u>Night of the Twisters</u> TE: 28 32 42 M10 M14 M20</p> <p>Question <u>Eye of the Storm</u> TE: 56 64 72</p> <p>Monitor/Clarify <u>Volcanoes</u> TE: 84 88 96</p>	<p>Sequencing events & words that show sequence (target)</p> <p>Applying knowledge of nonfiction text organization (target)</p> <ul style="list-style-type: none"> ➤ by topic/main idea with supporting details, ➤ by sequence of events, ➤ by cause and effect <p>Categorizing and classifying (target)</p>	<p>Sequencing events <u>Earth Quake Terror</u> Comprehension Tool: Event Map (sequence) TE: 25G-25H 28 33 51O-R 51A-B R8-R9 M34-35 71</p> <p>Applying knowledge of nonfiction text organization: <u>Eye of the Storm</u> Comprehension Tool: Selection Map (summarize) TE: 53S R10-11 73 81A-B M34-35 95</p> <p>Categorizing and classifying <u>Volcanoes</u> Comprehension Tool: Categorization chart (classify) TE: M35 81CC 84 97 105A R12 M34-35</p>	<ul style="list-style-type: none"> • Comparison charts • Classification map and chart • Topic, main idea, T-chart • K-W-L chart • Story map • Event map

READING STANDARDS

HOUGHTON MIFFLIN PRINT RESOURCE AND SKILL CONCEPTS	HOUGHTON MIFFLIN PRINT RESOURCE AND SKILL CONCEPTS Where to Locate	HOUGHTON MIFFLIN FICTION, NONFICTION, AND POETRY CONCEPTS	HOUGHTON MIFFLIN FICTION, NONFICTION, AND POETRY CONCEPTS Where to Locate
<p style="text-align: center;">Study and Print Resources Skills</p> <ul style="list-style-type: none"> • Dictionary entry: entry word, definition, phonetic respelling, part of speech, definition, sample sentence • Encyclopedia: alphabetical order, guide words, cross-reference list • Atlas: kinds and organization of • Thesaurus: parts of entry and use of (synonyms/antonyms) • Library Catalogs: card catalog and electronic catalogs • Visual Literacy: how pictures support text, reading series of pictures left to right or top to bottom, how visuals add information to text 	<p style="text-align: center;">Study and Print Resources Skills</p> <p>TE: 81G, 105G, R12, M38-39</p> <p>TE: 105G, 51H, R19</p> <p>TE: 129H</p> <p>TE: 51G, M38-39, R15</p> <p>TE: 81H</p> <p>TE: 63</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 • Folktale: Pourquoi tale explains how something came to be • Story Structure: character, setting, plot (problem/solution) • Mood: emotional tone in a selection, e.g., fear, happiness, panic, mystery, suspense • Writer's/Author's Craft: purpose of selected details, creating suspense, use of dialogue, creating humor, creating mood • Figurative language 	<p style="text-align: center;">Fiction Concepts</p> <p>TE: 31</p> <p>TE: 102-103</p> <p>TE: 26, 37, 43, 61, 88</p> <p>TE: 39, M12</p> <p>TE: 39, 53C, 61, 115, 117, 121, 123</p> <p>TE: 30, 76</p>
<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 style="text-align: center;">Test-taking Skill Choosing the Best Answer</p> <p>TE: M 30-33</p>	<p style="text-align: center;">Comparing Across Fiction and Nonfiction Texts</p> <p>characters, plot problems, sequence of events, details of description, author's use of language/word choice</p>	<p style="text-align: center;">Comparing Across Fiction and Nonfiction Texts</p> <p>TE: 47, 77, M9</p>
		<p style="text-align: center;">Nonfiction Concepts</p> <ul style="list-style-type: none"> • Genre: Informational/expository Nonfiction, science article • Print features: title, headings, captions, bulleted items, dialogue, graphic aids • Text organization: by topic/main idea with supporting details, by sequence of events, & by cause and effect • Use and interpretation of graphic aids: photographs, political and specialized maps (compass rose, key, scale), globe, cross-section diagram, timeline, diagram, chart, table • Visual literacy: supporting text information 	<p style="text-align: center;">Nonfiction Concepts</p> <p>TE: 26, 50, 48-51, 57-75, 78-81, 82, 84-98</p> <p>TE: 48, 49, 81O, R2, 56, 51O, 105P R10</p> <p>TE: 56, 73, 81A-B, 89, 95 TE: 28, 33, 51A-B, 71 TE: 51, 100, M19, R10</p> <p>TE: 65, 79, 87, R8, 105H,</p> <p>TE: 63, 80</p>

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;">Word Attack/Spelling/ Phonics Skills</p> <ul style="list-style-type: none"> • short vowel in single and multiple syllable words <hr/> <ul style="list-style-type: none"> • long vowel sound a (aCe, ai, ay); e (ea, ee); i (iCe, igh, i) <hr/> <ul style="list-style-type: none"> • long vowel sound o: (oCe, oa, ow, o) <hr/> <ul style="list-style-type: none"> • long vowel sound u (oo sound: uCe, ue, ew, u, ui, ou, oo); (yoo sound: uCe, ue, ew, u, eau) 	<p style="text-align: center;">Word Attack/ Spelling/ Phonics Skills</p> <p>TE: 51C, 51E-F</p> <hr/> <p>TE: 81D, 81E-F</p> <hr/> <p>TE: 105D, 105E-F</p> <hr/> <p>TE: 105D, 105E-F</p>	<p>*Context clues: using words, phrases and sentences around a word to determine its meaning</p> <p>* Homophones:</p> <p>• Synonyms (target)</p> <p>* Multiple meaning words: choosing the correct definition</p> <p>* Avoiding Slang</p>	<ul style="list-style-type: none"> • Kinds of Context clues <ul style="list-style-type: none"> • definition or synonym • examples • contrast clues • description • Homophones • Synonyms TE: 51G • Multiple meaning words: choosing the correct definition • Slang TE: 129G
<p style="text-align: center;">Structural Analysis</p> <ul style="list-style-type: none"> • Word parts: base word + ending <hr/> <ul style="list-style-type: none"> • Root words: <i>struct, rupt</i> <hr/> <ul style="list-style-type: none"> • Syllabication: VCCV, VCV, CVVC <hr/> <ul style="list-style-type: none"> • Inflected forms: Changing y to i -ed, -ing -s or -es 	<p style="text-align: center;">Structural Analysis</p> <ul style="list-style-type: none"> • TE: 51C, R14 <hr/> <ul style="list-style-type: none"> • TE: 105C, R18 <hr/> <ul style="list-style-type: none"> • TE: CVVC 81C, R16 <hr/> <p>TE: 105I-J TE: 51E, 51M TE: 105I-J</p>	<p style="text-align: center;">HOUGHTON MIFFLIN PREFIXES Where to Locate</p> <ul style="list-style-type: none"> • <i>con-, de-, dis-, e-, in-, inter-</i> TE 105N • <i>ex-</i> TE: 85 • <i>out-</i> TE: 121 • <i>re-</i> TE: 99, 105N • <i>un-</i> TE: 35 	<p style="text-align: center;">HOUGHTON MIFFLIN SUFFIXES Where to Locate</p> <ul style="list-style-type: none"> • <i>-ion, -ive, -or, -ure</i> TE: 105N • <i>-sion</i> TE: 85 • <i>-tion</i> TE: 64 • <i>-ment</i> TE: 57
	<p style="text-align: center;">Spelling Unit Review</p> <p style="text-align: center;">M40-41</p>		

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

WRITING and ORAL LANGUAGE STANDARDS

HOUGHTON MIFFLIN FORMS AND GRAMMAR	HOUGHTON MIFFLIN FORMS AND GRAMMAR Where to Locate	HOUGHTON MIFFLIN WRITING PROCESS
<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: information contained in each, complete subject and predicate; simple subject and predicate • Sentence combining: making sentence parts and/or sentences compound by using conjunctions • Sentence structure: avoiding run-ons, correcting fragments • Sentence variety: using different sentence patterns and beginnings to create a rhythm • Nouns: singular and plural forms • Appositives: adding to elaborate sentence and punctuation of 	<p style="text-align: center;">Grammar/Language Structures</p> <ul style="list-style-type: none"> • Four kinds of sentences TE: 51I, R20 • Subject and predicate TE: 51J, R21 • Sentence combining TE: 51J, 81I-J, R23 • Sentence structure TE: 81J, R22-23, 105L • Sentence variety TE: 129I-J • Nouns TE: 105I-J, R24-25 • Appositives TE: 129J 	<p style="text-align: center;">DESCRIPTION TE: 51S-T, 52, 53A- H</p> <ul style="list-style-type: none"> • Prewriting/ Planning: <ul style="list-style-type: none"> ➤ Finding a topic: brainstorming to find an idea, brainstorming ideas in response to question prompts ➤ Identifying audience and purpose ➤ Planning what to write: using a description web: sights, actions, facts and figures; talking over with partner; drawing and labeling details ➤ Focusing writing on single experience: eliminating details that are not related to the topic, starring most important details • Drafting/Composing: <ul style="list-style-type: none"> ➤ Using a Pattern of Organization: time order, spatial order, order of importance ➤ Organizing by using numbers to indicate the order the details will be used ➤ Beginning, middle, end • Revising/Written Expression: <ul style="list-style-type: none"> ➤ Sentence fluency; varying sentence beginnings ➤ Details: selected, use of words that appeal to senses, use of simile • Proofreading/Editing: <ul style="list-style-type: none"> ➤ Frequently misspelled words/no excuse words ➤ Complete sentences • Publishing: <ul style="list-style-type: none"> ➤ Create a book with illustrations ➤ Share in author's chair ➤ Display as poster with photos or illustrations ➤ Send to magazine for review and possible publication
<p style="text-align: center;">Concepts of Print</p> <ul style="list-style-type: none"> • End punctuation TE: 51I • Comma in compound sentence with conjunctions TE: 81I 	<p style="text-align: center;">Oral Communication Options</p> <ul style="list-style-type: none"> • Participation as effective group member • Report out from small-group work • Give constructive feedback in writing groups • Give a planned oral presentation • Listen and take notes from an oral presentation 	
<p style="text-align: center;">Writing Forms Options</p> <ul style="list-style-type: none"> • News Article: who, what, where, why, when • Response to a prompt: importance of voice • Paragraph of Information • Response to prompt writing 	<p style="text-align: center;">Writing Forms Options</p> <ul style="list-style-type: none"> • News Article TE: 51K-L • Response to a prompt TE: 81K-L • Paragraph of Information TE: 105K-L • Prompt writing TE: 81K-L 	