

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>Evaluate (target)</b> Ask yourself:</p> <ul style="list-style-type: none"> <li>➢ How do I feel about what I read?</li> <li>➢ Do I agree or disagree with it?</li> <li>➢ Am I learning what I wanted to know?</li> <li>➢ How good a job has the author done?</li> </ul> <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>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>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>Evaluate</b> <u>Michelle Kwan: Heart of a Champion</u> TE: 138 142 148</p> <p><b>Summarize</b> <u>La Bamba</u> TE: 162 168 174</p> <p><b>Predict/Infer</b> <u>The Fear Place</u> TE: 184 188 198</p> <p><b>Monitor/Clarify</b> <u>Mae Jemison: Space Scientist</u> <u>Iditarod Dream</u> <u>Me, Mop, and the Moon</u> <u>Dance Kid</u> TE: 210 214 222 M10 M14 M20</p>	<p><b>Distinguishing fact and opinion (target)</b></p> <ul style="list-style-type: none"> <li>• Recognize the difference between a fact and an opinion.</li> <li>• Recognize clue words that signal opinions: <i>think, feel, should, best, and seem</i></li> </ul> <p><b>Applying knowledge of Story Structure (target)</b></p> <ul style="list-style-type: none"> <li>• Elements of a story: characters; setting; plot events, including the story's problem and solution</li> </ul> <p><b>Predicting outcomes (target)</b></p> <ul style="list-style-type: none"> <li>• Using selection clues and personal knowledge</li> <li>• Looking for clues in illustrations</li> </ul> <p><b>Applying knowledge of nonfiction text organization (target)</b></p> <ul style="list-style-type: none"> <li>• Topic: what the selection is about</li> <li>• Main idea: most important ideas about the topic</li> <li>• Supporting details: information about the main ideas</li> </ul>	<p><b>Distinguishing fact and opinion</b> <u>Michelle Kwan: Heart of a Champion</u> <b>Comprehension Tool:</b> Fact and Opinion Chart TE: 135A 138 141 157A-B M21, M36 R8</p> <p><b>Applying knowledge of Story Structure</b> <u>La Bamba</u> <b>Comprehension Tool:</b> Story Structure Chart, Event Map TE: 159S 162 173 181A-B M25, M36 R10</p> <p><b>Predicting outcomes</b> <u>The Fear Place</u> <b>Comprehension Tool:</b> I Predict Chart (Prediction Chart) TE: 181CC 184 193 207A-B M23, M23, 37 R12</p> <p><b>Applying knowledge of nonfiction text organization</b> <u>Mae Jemison: Space Scientist</u> <b>Comprehension Tool:</b> Main Idea Chart TE: 147 207CC-DD 210 221 229A-B M17, M36 R14</p>	<ul style="list-style-type: none"> <li>• Story Structure chart</li> <li>• Event map</li> <li>• Fact and Opinion chart</li> <li>• Categories chart</li> <li>• Predictions chart</li> <li>• Venn diagram</li> <li>• Main Idea chart</li> <li>• Time line</li> </ul>

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;"><b>Study and Print Resources Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Dictionary entry:</b> entry word, definition, phonetic respelling, part of speech, definition, sample sentence</li> <li>• <b>Encyclopedia:</b> alphabetical order, guide words, cross-reference list</li> <li>• <b>Atlas:</b> kinds and organization of</li> <li>• <b>Thesaurus:</b> parts of entry and use of (synonyms/antonyms)</li> <li>• <b>Using the Internet</b></li> <li>• <b>Parts of a Book</b></li> <li>• <b>Summarizing Text Graphically</b></li> </ul>	<p style="text-align: center;"><b>Study and Print Resources Skills</b></p> <p>TE: 181G-H, 229G, 253H, M41</p> <p>TE: 181H</p> <p>TE: 181H</p> <p>TE: 181H</p> <p>TE: 157H</p> <p>TE: 207H</p> <p>TE: 229H</p>	<p style="text-align: center;"><b>Fiction Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Genre</b> <b>Realistic fiction</b>-events and setting are like those in real life. The characters act like real people with real problems</li> <li>• <b>Story Structure:</b> character, setting, plot (problem/solution)</li> <li>• <b>Mood:</b> emotional tone in a selection, e.g., fear, happiness, panic, mystery, suspense</li> <li>• <b>Writer's/Author's Craft:</b> purpose of selected details, creating suspense, use of dialogue, creating mood</li> <li>• <b>Figurative language:</b> analogy</li> </ul> <p style="text-align: center;"><b>Comparing Across Fiction and Nonfiction Texts</b></p> <p>characters, plot problems, sequence of events, details of description, author's use of language/word choice, method of organization</p>	<p style="text-align: center;"><b>Fiction Concepts</b></p> <p>TE: 159S-159T, 162, 173, 181A-B, M25</p> <p>TE: 190, 196, 197, 199, 212, TE: 199, 166</p> <p>TE: 157</p> <p style="text-align: center;"><b>Comparing Across Fiction and Nonfiction Texts</b></p> <p>TE: 152-153, 176-177, 202-203, 224-225, M8-18, M20-27</p>
<p style="text-align: center;"><b>Test-taking Skill: Filling in the Blank</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the sentence:</b> find key words</li> <li>• <b>Look back to the selection:</b> skim using key words</li> <li>• <b>Narrow the choices; choose the best answer:</b> eliminate the wrong choices, have a reason your choice, guess only if you have to</li> </ul>	<p style="text-align: center;"><b>Test-taking Skill: Filling in the Blank</b></p> <p>TE: M32-35</p>	<p style="text-align: center;"><b>Nonfiction Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Genre:</b> informational/expository nonfiction, science article</li> <li>• <b>Autobiography</b>-a factual story of a person's life written by that person</li> <li>• <b>Print features:</b> title, headings, captions, bulleted items, dialogue, graphic aids</li> <li>• <b>Text organization:</b> by topic/main idea with supporting details, by sequence of events, &amp; by cause and effect</li> <li>• <b>Use and interpretation of graphic aids:</b> photographs, political and specialized maps (compass rose, key, scale), globe, cross-section diagram, timeline, diagram, chart, table</li> <li>• <b>Visual Literacy:</b> how pictures support text, reading series of pictures left to right or top to bottom, how visuals add information to text</li> </ul>	<p style="text-align: center;"><b>Nonfiction Concepts</b></p> <p>TE: 136, 160, 178-181, 182, 204-207, 208</p> <p>TE: 145</p> <p>TE: 204-207</p> <p>TE: 147, 157, 207C, 210, 213, 221, 226-229, 229A, M16</p> <p>TE: 154-155 (map), 178-181 (timeline), 208-209 (timeline)</p> <p>TE: 187, 228, 229H, M18</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;"><b>Word Attack/Spelling/ Phonics Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Silent Consonants:</b> <i>g followed by n, gh used with igh, b, t, and k</i></li> <hr style="border-top: 1px dashed black;"/> <li>• <b>Sounds:</b> /ou/, /o/, /oi/, /or/, /ar/ (R), /ar/ (air) /ur/ /ir/ (fur), /ir/ (deer)</li> <hr style="border-top: 1px dashed black;"/> <li>• <b>Decode longer (multisyllable) words</b></li> </ul>	<p style="text-align: center;"><b>Word Attack/Spelling/ Phonics Skills</b></p> <p>TE: 157D</p> <hr style="border-top: 1px dashed black;"/> <p>TE: 181D-E, 207D, 207E-F, 229D, 229E-F</p> <hr style="border-top: 1px dashed black;"/> <p>TE: 157C-D, 181C-D, 207C-D, 211, 229C</p>	<ul style="list-style-type: none"> <li>* <b>Antonyms</b></li> <li>* <b>Analogy</b></li> <li>* <b>Understanding Words from Other Languages</b></li> <li>• <b>Dictionary Skills (target)</b> <ul style="list-style-type: none"> <li>➤ Locating multiple meanings of words</li> <li>➤ Pronunciation</li> <li>➤ Syllables</li> </ul> </li> <li>• <b>Homophones</b> <ul style="list-style-type: none"> <li>➤ Identify and define homophones in sentences</li> </ul> </li> <li>• <b>Word Families with Vowel Changes</b> <ul style="list-style-type: none"> <li>➤ Share the same base word but have different endings or beginnings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Antonyms TE: 181F, 183</li> <li>• Analogy TE: 157</li> <li>• Understanding Words from Other Languages</li> <li>• <b>Dictionary Skills</b> TE: 181G, R19  229G 229G, M40-41</li> <li>• <b>Homophones</b> TE: 207G 21 M40 40-41</li> <li>• <b>Word Families with Vowel Changes</b> TE: 157G</li> </ul>
<p style="text-align: center;"><b>Structural Analysis</b></p> <ul style="list-style-type: none"> <li>• <b>Compound Words (target)</b></li> <hr style="border-top: 1px dashed black;"/> <li>• <b>Roots:</b> <i>spec, spect, opt</i></li> <hr style="border-top: 1px dashed black;"/> <li>• <b>Prefix:</b> <i>op</i></li> <hr style="border-top: 1px dashed black;"/> <li>• <b>Suffixes:</b> <i>-ive, -ic, -ward, -ous</i></li> </ul>	<p style="text-align: center;"><b>Structural Analysis</b></p> <p>TE 157C, 157E-F, R16, M38</p> <hr style="border-top: 1px dashed black;"/> <p>TE 181C, R18, M38</p> <hr style="border-top: 1px dashed black;"/> <p>TE 229 C, R 20, R 22, M 39</p>	<p style="text-align: center;">HOUGHTON MIFFLIN <b>PREFIXES</b> Where to Locate</p>	<p style="text-align: center;">HOUGHTON MIFFLIN <b>SUFFIXES</b> Where to Locate</p>
	<p style="text-align: center;"><b>Spelling Unit Review</b> M 42-43</p>	<ul style="list-style-type: none"> <li>• en-- TE 211</li> </ul>	<ul style="list-style-type: none"> <li>• -ous, -ward TE: 207C, 207N, 253C, 253M, R20</li> <li>• -ive, -ic TE: 229C, 229M, 253C 253M, R20</li> <li>• -ly TE: 185</li> <li>• -able TE: 164</li> </ul>

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

HOUGHTON MIFFLIN FORMS AND GRAMMAR	HOUGHTON MIFFLIN FORMS AND GRAMMAR WHERE TO LOCATE	HOUGHTON MIFFLIN WRITING PROCESS
<p style="text-align: center;"><b>Grammar/Language Structures</b></p> <ul style="list-style-type: none"> <li>• <b>Common and Proper Nouns:</b> identify and categorize</li> <li>• <b>Possessive Nouns:</b> Form singular and possessive correctly</li> <li>• <b>Predicate nouns/predicate adjectives</b></li> <li>• <b>Actions Verbs</b></li> <li>• <b>Direct Objects</b></li> <li>• <b>Main Verbs, Helping Verbs:</b> identify and categorize</li> <li>• <b>Linking Verbs:</b> identify and use</li> <li>• <b>Verb Tenses</b> (Present, Past, Future of Regular Verbs)</li> </ul>	<p style="text-align: center;"><b>Grammar/Language Structures</b></p> <ul style="list-style-type: none"> <li>• <b>Common and Proper Nouns</b> TE: 157I</li> <li>• <b>Possessive Nouns</b> TE: 157J</li> <li>• <b>Predicate nouns/predicate adjectives</b> TE: 207I-J</li> <li>• <b>Actions Verbs</b> TE: 181I-J</li> <li>• <b>Direct Objects</b> TE: 181I-J</li> <li>• <b>Main Verbs, Helping Verbs</b> TE: 207I</li> <li>• <b>Linking Verbs</b> TE: 207J</li> <li>• <b>Verb Tenses</b> TE: 229I-J</li> </ul>	<p style="text-align: center;"><b>PERSONAL ESSAY</b> TE: 157 S-T, 158, 159 A-H</p> <ul style="list-style-type: none"> <li>• <b>Prewriting/Planning:</b> <ul style="list-style-type: none"> <li>➤ <b>Choosing a topic:</b> brainstorming to find an idea, brainstorming ideas in response to question prompts</li> <li>➤ <b>Explore and Plan:</b> brainstorm opinions about their topic</li> <li>➤ <b>Writing an Introduction and Conclusion</b></li> <li>➤ <b>Keeping to the Focus:</b> Determine the main focus with strong reasons that are supported by details</li> <li>➤ <b>Drafting/Composing:</b> Organize each reason in a paragraph with supporting details</li> <li>➤ <b>Voice:</b> Writer decides how he/she wants essay to sound using interesting vocabulary, and exact words and phrases.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Writing Forms Options</b></p> <ul style="list-style-type: none"> <li>• Announcement                     <ul style="list-style-type: none"> <li>➤ Identify and organize important information to be included in an announcement</li> </ul> </li> <li>• Summary                     <ul style="list-style-type: none"> <li>➤ Identify the characteristics of a good summary</li> <li>➤ Paraphrase to improve writing</li> </ul> </li> <li>• Clarification Essay                     <ul style="list-style-type: none"> <li>➤ Writing that explains a statement, making its meaning clear to others.</li> </ul> </li> <li>• Business Letter (appropriate tone)</li> <li>• Personal Responses to a selection</li> <li>• Prompts to review forms</li> </ul>	<p style="text-align: center;"><b>Writing Forms Options</b></p> <ul style="list-style-type: none"> <li>• Announcement TE: 157K-L</li> <li>• Summary TE: 181K-L</li> <li>• Clarification Composition TE: 207K-L</li> <li>• Business Letter TE: 229K-L</li> <li>• Review Prompts TE: M46-47</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Revising/Written Expression:</b> <ul style="list-style-type: none"> <li>➤ Sentence fluency; varying sentence beginnings</li> <li>➤ Combining Sentences with Helping Verbs</li> <li>➤ Details: selected, use of words that appeal to senses</li> </ul> </li> <li>• <b>Proofreading/Editing:</b> <ul style="list-style-type: none"> <li>➤ Frequently misspelled words/no excuse words</li> <li>➤ Complete sentences</li> </ul> </li> <li>• <b>Publishing:</b> <ul style="list-style-type: none"> <li>➤ Read from the Author's Chair</li> <li>➤ Students record themselves reading their writing on audiotape.</li> <li>➤ Stairstep booklet</li> </ul> </li> </ul>