

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>Evaluate (target) 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> <p>Summarize (target) ➤ Think about the main ideas or the important parts of the selection. ➤ Tell in your own words the important things you have read</p> <p>Question (target) ➤ Ask questions that can be answered as you read or after you finish reading.</p>	<p>Evaluate <u>And Then What Happened, Paul Revere?</u> TE: 262 266 274</p> <p>Summarize <u>Katie's Trunk</u> TE: 292 298 302 M 22</p> <p>Question <u>James Forten</u> TE: 318 322</p>	<p>Understanding Author's Viewpoint (target) ➤ Ask yourself if authors of nonfiction express their viewpoints through language, information they include or leave out, and their purpose for writing. ➤ Listen to identify an author's viewpoint. ➤ Using a graphic organizer to infer the author's attitude toward his or her subject. ➤ Identify statements of fact and statements of opinion and what they reveal about the author. ➤ Use clues to infer an author's viewpoint. ➤ Use information in the text to infer if the author is expressing a fact or an opinion. ➤ Compare authors' viewpoints.</p> <p>Recognizing cause and effect (target) ➤ Readers identify the causes and effects in a selection. ➤ Readers identify a chain of cause-and effect events</p> <p>Following directions (target) Readers use guidelines for following directions</p>	<p>Understanding Author's Viewpoint <u>And Then What Happened, Paul Revere?</u> Comprehension Tool: Fact or Opinion Chart TE: 259 262 265 285 A-B 285 O-R 325 M32</p> <p>Recognizing cause and effect <u>Katie's Trunk</u> Comprehension Tool: Why did it Happen? (Cause/Effect Chart). Cause/Effect Chain, Cause/Effect T-Chart) TE: 289 S-T 292 297 309 A-B 309 O-R M 32</p> <p>Following directions <u>James Forten from Now Is Your Time</u> Comprehension Tool: KWL, Time Line TE: 309 CC 333 A-B 312 333 O-R 332 M33</p>	<ul style="list-style-type: none"> • Fact or Opinion Chart • Cause/Effect Chart • Topic, main idea, T-chart • Comparison Charts • Story map • Event map • Time line

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> <p>* Using Multiple Reference sources: nonfiction books, encyclopedias, dictionaries, atlases, almanacs, the Internet, and personal interviews</p> <hr/> <p>• Primary Source Documents: first-hand information (e.g., letter, diary, speech, newspaper article) from the time.</p> <hr/> <p>• Secondary Sources: written after the historical event; author relies on research; usually summaries, e.g., textbooks, articles</p> <hr/> <p>• Directions: materials, sequence/steps, visuals</p> <hr/> <p>• Visual Literacy: how pictures support text, reading series of pictures left to right or top to bottom, how visuals add information to text</p>	<p style="text-align: center;">Study and Print Resources Skills</p> <p>TE: 285H</p> <hr/> <p>TE: 306-309, 309H</p> <hr/> <p>TE: 290-291, 330, 309CC-DD, 309H, M19-22, 310-311</p> <hr/> <p>TE: 309CC, M13, 330-333, 333A, M33, R12-13</p> <hr/> <p>TE: 284-285, 308</p>	<p style="text-align: center;">Fiction Concepts</p> <ul style="list-style-type: none"> • Genre: Historical fiction- fictional stories written on historical events and topics. These stories seem as if they are real <hr/> • Story Structure: character, setting, plot (problem/solution) <hr/> • Point of View: first-person, second-person, third-person <hr/> • Mood: emotional tone in a selection, e.g., fear, happiness, panic, mystery, suspense <hr/> • Writer’s/Author’s Craft: purpose of selected details; reason for repeating details/information or questions; creating suspense; use of dialogue, creating mood; posing questions and using repetition of questions, using figurative language <p style="text-align: center;">Comparing Across Fiction</p> <p>characters, plot problems, sequence of events, details of description, author’s use of language/word choice, method of organization</p> <hr/> <p style="text-align: center;">Nonfiction Concepts</p> <p>Genre: Biography-historical story of a person’s life, fictionalized dialogue, factual information about time period and life</p> <ul style="list-style-type: none"> • Author’s Viewpoint: how the author thinks about the topic. Revealed through language they use, information they include or leave out, and their purpose <hr/> * Print features: title, headings, captions, bulleted items, dialogue, graphic aids <hr/> * Text organization: by topic/main idea with supporting details, by sequence of events, & by cause and effect <hr/> * Use and interpretation of graphic aids: photographs, political and specialized maps (compass rose, key, scale), globe, diagram, chart, table <hr/> • Visual literacy: how illustrations, pictures or paintings add interest and/or help readers understand information 	<p style="text-align: center;">Fiction Concepts</p> <p>TE: 295</p> <hr/> <p>TE: 295, 303, 324</p> <hr/> <p>TE: 274, 296, 309AA</p> <hr/> <p>TE: 314, M17</p> <hr/> <p>TE: 267, 278, 294, 296, 309M 314, 259A, 285R, 289T</p> <p style="text-align: center;">and Nonfiction Texts</p> <p>TE: 280-281, 304-305, 328-329, M9, M11, M17, M8-22</p> <hr/> <p style="text-align: center;">Nonfiction Concepts</p> <p>TE: 259A-B, 262, 265, 285A, 285O-R, 325, M15, M32, R8</p> <hr/> <p>TE: M20</p> <hr/> <p>TE: 284, 290-291, 308, 310-311</p>
<p style="text-align: center;">Test-taking Skill: Writing an Answer to a Question</p> <ul style="list-style-type: none"> • Understand the question: identify key words that tell whom or what the question is asking, key words that tell the reader what to do <hr/> • Get ready to write: look back to selection and list details; think about your thoughts/ideas and list them <hr/> • Write response: use details from both lists; write clear and complete answer 	<p style="text-align: center;">Test-taking Skill: Writing an Answer to a Question</p> <p>TE: M28-31</p>		

*These skills are not “target skills” for the theme but are apart 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;">Word Attack/Spelling/ Phonics Skills</p> <ul style="list-style-type: none"> • Final schwa sound + r: <i>er, ar, or</i> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> • Final digraphs <ul style="list-style-type: none"> ➤ ch, sh, th (each makes a single sound) ➤ gh (silent) <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> • Final /l/or/schwa +l/ <ul style="list-style-type: none"> ➤ the letters le, al, el for the ehl sound ➤ the letters le, al, el for the schwa+l sound 	<p style="text-align: center;">Word Attack/Spelling/ Phonics Skills</p> <p>TE: 285D, 285E, M38-39</p> <hr style="border-top: 1px dashed black;"/> <p>TE: 309D</p> <hr style="border-top: 1px dashed black;"/> <p>TE: 333D-E M39</p>	<ul style="list-style-type: none"> • Analogies • Antonyms • Spelling Table/Pronunciation Key in dictionary • Synonyms • Multiple-meaning words • Identify signal words that show generalizations: <i>always, few, often, and usually.</i> 	<ul style="list-style-type: none"> • Analogies TE: 285 • Antonyms TE: 333G M37 • Spelling Table/Pronunciation Key in dictionary TE: 309G M36 • Synonyms TE: 285G M36 • Multiple-meaning words TE: 333F • Identify signal words TE: 277
<p style="text-align: center;">Structural Analysis</p> <ul style="list-style-type: none"> • Possessives and Contractions (target) 	<p style="text-align: center;">Structural Analysis</p> <p>TE: 285C M34 R14</p>		
<ul style="list-style-type: none"> • Syllabication: VCCV, VCV patterns 	<p>TE: 309C 309E M34, M38 R16</p>		
	<p style="text-align: center;">Spelling Unit Review M38-39</p>	<p style="text-align: center;">HOUGHTON MIFFLIN PREFIXES Where to Locate</p> <ul style="list-style-type: none"> • sur-, sub- TE: 333C R19 M35 R18 	<p style="text-align: center;">HOUGHTON MIFFLIN SUFFIXES Where to Locate</p>

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"> • Subject-Verb Agreement: tense of a verb and its subject must agree in number • Regular/Irregular Verbs: adding <i>-ed</i> to regular verbs and altering form of irregular verbs • Verb Phrases: that use <i>have</i> • Correct usage of: teach/learn, sit/set, can/may, let/leave • Kinds of Adjectives: articles, demonstrative adjectives, words that tell "what kind" or "how many" 	<p style="text-align: center;">Grammar/Language Structures</p> <ul style="list-style-type: none"> • Subject-Verb Agreement TE: 285I, M40, R20 • Regular/Irregular Verbs TE: 285J, M40, R21 • Verb Phrases TE: 309I, M41, R22 • Correct usage TE: 309J, M41, R23 • Kinds of Adjectives: TE: 333I-J, R24-25 	<p style="text-align: center;">STORY</p> <p style="text-align: center;">TE: 285S-T, 286, 287, 288, 289A-H</p> <ul style="list-style-type: none"> • Prewriting/ Planning: <ul style="list-style-type: none"> ➤ Take notes ➤ Find a topic: brainstorming to develop their story's plot, characters, and setting. ➤ Identify audience and purpose ➤ Plan what to write: using a description web: sights, actions, facts and figures; talking over with partner; drawing and labeling details ➤ Develop plot, character, and setting ➤ Write dialogue/use quotes • 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 ➤ Focus writing on a single experience: eliminating details that are not related to the topic, starring most important details ➤ Develop a beginning, middle, and end ➤ Write a memorable conclusion • Revising/Written Expression: <ul style="list-style-type: none"> ➤ Word choice: Using exact verbs ➤ Sentence fluency; varying sentence beginnings, expanding sentences ➤ 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 ➤ Use proofreading marks • Publishing: <ul style="list-style-type: none"> ➤ Share in author's chair ➤ Make an illustrated story book ➤ Dress up as the main character and tell the story to classmates ➤ Make a diorama ➤ Publish on the Internet or in a children's magazine
<p style="text-align: center;">Writing Forms</p> <ul style="list-style-type: none"> • Character Sketch • Biography • Friendly Letter • Prompt Review 	<p style="text-align: center;">Writing Forms</p> <ul style="list-style-type: none"> • Character Sketch TE: 285K-L • Biography TE: 333K-L • Friendly Letter TE: 309K-L • Prompt Review TE: M42-43 	
<p style="text-align: center;">Oral Language</p> <ul style="list-style-type: none"> • Speaking to Persuade • Give an oral report 		