

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>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>Question (target)</b></p> <ul style="list-style-type: none"> <li>➤ Ask questions that can be answered as you read or after you finish reading.</li> </ul> <p><b>Evaluate (target)</b></p> <ul style="list-style-type: none"> <li>➤ 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?</li> </ul>	<p><b>Predict/Infer</b> <u>Mariah Keeps Cool</u> TE: 344 348 356</p> <p><b>Monitor/Clarify</b> <u>Mom's Best Friend</u> TE: 368 372 373 382</p> <p><b>Question</b> <u>Yang the Second and Her Secret Admirers</u> TE: 394 398 404 M 10 M 14 M20</p> <p><b>Evaluate</b> <u>Dear Mr. Henshaw</u> TE: 413 H 416 422 426</p>	<p><b>Problem solving (target)</b></p> <ul style="list-style-type: none"> <li>➤ In most story plots, characters face problems <ul style="list-style-type: none"> <li>◦ Define the problem</li> <li>◦ Think about possible solutions and pick the best one</li> <li>◦ Carry out the solution</li> </ul> </li> </ul> <p><b>Noting details (target)</b></p> <ul style="list-style-type: none"> <li>➤ Authors use details to help readers understand characters and visualize what is happening.</li> <li>➤ Notes taken on characters and their feelings.</li> <li>➤ Notes taken on things that happened in the story.</li> </ul> <p><b>Comparing and contrasting (target)</b></p> <ul style="list-style-type: none"> <li>➤ To compare is to tell how things are alike.</li> <li>➤ To contrast is to tell how things are different.</li> <li>➤ "Like" can signal a comparison.</li> <li>➤ "But" can signal a contrast.</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>Problem solving</b> <u>Mariah Keeps Cool</u> <b>Comprehension Tool:</b> Problem Solution Chart TE: 314 A-B 344 353 363 A-B 363 O-R M13, M32 R8</p> <p><b>Noting details</b> <u>Mom's Best Friend</u> <b>Comprehension Tool:</b> Details Chart TE: 365 S-T 368 377 391 A-B M15, M32 R10</p> <p><b>Comparing and contrasting</b> <u>Yang the Second and Her Secret Admirers</u> <b>Comprehension Tool:</b> Venn Diagram TE: 391 CC-DD 394 403 413 A-B 412 O-R M17, M21, M33 R12</p> <p><b>Making inferences</b> <u>Dear Mr. Henshaw</u> <b>Comprehension Tool:</b> Reading Between the Lines Chart (Making inferences) TE: 413 AA 413 CC-DD 416 423 437 A-B 437 O-R M33 R14</p>	<ul style="list-style-type: none"> <li>• Problem solution chart</li> <li>• Detail chart</li> <li>• Venn diagram</li> <li>• Inference chart</li> <li>• Story map</li> <li>• Event map</li> <li>• Comparison charts</li> </ul>

## 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;"><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, prefixes</li> <li>• <b>Note Taking:</b> List facts and details</li> <li>• <b>Outlining:</b> Format</li> <li>• <b>Paraphrasing and Synthesizing:</b> restating information in your own words</li> <li>• <b>Evaluating information:</b> evaluate sources for accuracy</li> <li>• <b>Interviewing:</b> a formal way of asking a person questions</li> <li>• <b>Finding Media Resources:</b> stories displayed as audio or video productions</li> <li>• <b>Following Directions:</b> Read all the directions carefully; Ask questions if you're confused; Gather any necessary materials; Follow each step in order; Finish each step before going on</li> </ul>	<p style="text-align: center;"><b>Study and Print Resources Skills</b></p> <p>TE: 363G, 413C, 413G, M37</p> <p>TE: 363H</p> <p>TE: 388</p> <p>TE: 391H</p> <p>TE: 413</p> <p>TE: 437H</p> <p>TE: 363, 391, 461H</p> <p>TE: 383</p>	<p style="text-align: center;"><b>Fiction Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Genre:</b>  <ul style="list-style-type: none"> <li>• <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>Diary</b>-a daily record or journal</li> <li>• <b>Poetry</b></li> </ul> </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> simile</li> </ul> <p style="text-align: center;"><b>Comparing Across Fiction</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>Nonfiction Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Genre:</b>  <ul style="list-style-type: none"> <li>• <b>Informational/expository</b> nonfiction: gives factual information about a specific topic.</li> </ul> </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> </ul>	<p style="text-align: center;"><b>Fiction Concepts</b></p> <p>TE: 419</p> <p>TE: 415 TE: 434</p> <p>TE: 355, 398, 403,</p> <p>TE: 349, 377</p> <p>TE: 435</p> <p style="text-align: center;"><b>and Nonfiction Texts</b></p> <p>TE: 387, 408-409, 432-433, M8-M17, M18-M23</p> <p style="text-align: center;"><b>Nonfiction Concepts</b></p> <p>TE: 342, 360-363, 366-367, 388-391, 392-393, 410 413, 414-414, 434-437</p> <p>TE: 388, 410, 412, R8</p> <p>TE: 410, 419</p> <p>TE: 342, 360, 366-367, 369-385, 390, 411-412, 436</p>
<p style="text-align: center;"><b>Test-taking Skill: Vocabulary Items</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the question:</b> find the word, determine if the word is shown in or if you can find it in context</li> <li>• <b>Think about what the word means:</b> use knowledge of roots, prefixes and suffixes</li> <li>• <b>Narrow the choices; choose the best answer:</b> try each choice in the context; eliminate incorrect choices; have a reason for choice; guess only if you have to</li> </ul>	<p style="text-align: center;"><b>Test-taking Skill: Vocabulary Items</b></p> <p>TE: M28-31</p>		

HOUGHTON MIFFLING PHONICS & SPELLING	HOUGHTON MIFFLING PHONICS & SPELLING Where to Locate	HOUGHTON MIFFLIN VOCABULARY SKILLS	HOUGHTON MIFFLIN VOCABULARY SKILLS Where to Locate
<p><b>Word Attack/Spelling/Phonics Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Consonant Clusters:</b> 2 or 3 consonants blended together to make a single sound.</li> <li>• <b>Less common Long e spellings:</b> ei, ie, ey, and y have the long e sound.</li> <li>• <b>Double Consonants:</b> in most double consonants, the consonants stand for a single sound.</li> <li>• <b>Spelling Words ending in –ed or –ing</b></li> <li>• <b>/s/ and /z/ sound:</b> <ul style="list-style-type: none"> <li>➤ /s/: c, ce and s</li> <li>➤ /z/: s and z</li> </ul> </li> </ul>	<p><b>Word Attack/Spelling/Phonics Skills</b></p> <p>TE: 363D</p> <hr/> <p>TE: 391D</p> <hr/> <p>TE: 413D, R20</p> <hr/> <p>TE: 413 E-F</p> <hr/> <p>TE: 437D</p>	<ul style="list-style-type: none"> <li>• <b>Word Connotations: (target)</b> feelings associated with words.</li> <li>• <b>Multiple meaning words: (target)</b> choosing the correct definition</li> <li>• <b>Base words and inflected forms (target)</b></li> <li>• <b>Analogies</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Word Connotations</b> TE: 437G M37</li> <li>• <b>Multiple meaning words</b> TE: 391G M36</li> <li>• <b>Base words and inflected forms</b> TE: 363G R17 M36-M37</li> <li>• <b>Analogies</b> TE: 391F</li> </ul>
<p><b>Structural Analysis</b></p> <ul style="list-style-type: none"> <li>• <b>Syllabication</b> <ul style="list-style-type: none"> <li>◦ <b>VCCCV Pattern:</b> have 2 blended consonants pronounced in the same syllable. Break into syllables before or after the blended consonants.</li> <li>◦ <b>VV Pattern:</b> 2 vowels together and form a single sound.</li> </ul> </li> </ul>	<p><b>Structural Analysis</b></p> <p>TE: 363C, 363E-F M 34, M38 R 16</p> <p>TE: 391 C M 34, M38 R 18</p>	<p>HOUGHTON MIFFLIN <b>PREFIXES</b> Where to Locate</p>	<p>HOUGHTON MIFFLIN <b>SUFFIXES</b> Where to Locate</p>
<ul style="list-style-type: none"> <li>• <b>Base Word + Inflected endings</b> <ul style="list-style-type: none"> <li>◦ - ed, -ing, -s</li> <li>◦ -er, -est</li> </ul> </li> <li>• <b>Words ending in –ed or –ing:</b> -ed indicates past, and -ing indicates present</li> </ul>	<p>TE: 363, 412E-F, M38, R20 TE: 363, 363I-J, M36, R24</p> <p>TE: 413 C, M35, R20</p>		<ul style="list-style-type: none"> <li>• -ful, -ness, -ment, -less TE: 437C, 437E-F, M35, M38, R22</li> </ul>
	<p><b>Spelling Unit Review</b> TE: M 38-39</p>		

HOUGHTON MIFFLIN FORMS AND GRAMMAR	HOUGHTON MIFFLIN FORMS AND GRAMMAR	HOUGHTON MIFFLIN WRITING PROCESS
<p style="text-align: center;"><b>Grammar/Language Structures</b></p> <ul style="list-style-type: none"> <li>• <b>Comparing with Adjectives:</b> <ul style="list-style-type: none"> <li>➤ using –er and –est</li> <li>➤ using good and bad</li> </ul> </li> <li>• <b>Commas:</b> used to separate items in a series.</li> <li>• <b>Abbreviations &amp; Titles:</b> <ul style="list-style-type: none"> <li>➤ Abbreviations- shortened forms of words.</li> <li>➤ Titles- use of italics or underlining versus quotation marks.</li> </ul> </li> <li>• <b>Interjections; Quotations:</b> <ul style="list-style-type: none"> <li>➤ Interjections- words that express strong feelings.</li> <li>➤ Quotations- gives the speakers exact words.</li> </ul> </li> <li>• <b>More Commas:</b> to set off words at beginning of sentence or in direct address</li> </ul>	<p style="text-align: center;"><b>Grammar/Language Structures</b></p> <ul style="list-style-type: none"> <li>• <b>Comparing with Adjectives:</b> TE: 363I-J, R24 TE: 363J, R25</li> <li>• <b>Commas</b> TE: 391I-J, M41, R27</li> <li>• <b>Abbreviations; Titles</b> TE: 437I-J, M41, R30-31</li> <li>• <b>Interjections</b> TE: 413I-J</li> <li>• <b>Quotations</b> TE: 413J, R30-31</li> <li>• <b>Commas</b> TE: 391J, R27</li> </ul>	<p style="text-align: center;"><b>PERSONAL NARRATIVE</b> TE: 364S-T, 364, 365A-H</p> <ul style="list-style-type: none"> <li>• <b>Prewriting/ Planning:</b> <ul style="list-style-type: none"> <li>➤ <b>Finding a topic:</b> brainstorming to find an idea, brainstorm personal experiences.</li> <li>➤ <b>Identifying audience and purpose</b></li> <li>➤ <b>Planning what to write:</b> use a sequence of events chart to list the details of the event.</li> <li>➤ <b>Focusing writing on single experience:</b> eliminating details that are not related to the topic, tell events in the order they happened.</li> </ul> </li> <li>• <b>Drafting/Composing:</b> <ul style="list-style-type: none"> <li>➤ <b>Start</b> with a good beginning: question, surprise statement, or dialogue.</li> <li>➤ Write 2 different <b>beginnings</b>.</li> <li>➤ <b>Voice:</b> allows the audience to hear the person behind the words.</li> </ul> </li> <li>• <b>Revising/Written Expression:</b> <ul style="list-style-type: none"> <li>➤ Sentence fluency; varying sentence beginnings</li> </ul> </li> <li>• <b>Proofreading/Editing:</b> <ul style="list-style-type: none"> <li>➤ Frequently misspelled words/no excuse words</li> </ul> </li> <li>• <b>Publishing:</b> <ul style="list-style-type: none"> <li>➤ Make your paper into a pop-up booklet.</li> <li>➤ Record it on audio or videotape.</li> <li>➤ Make your paper into a photo essay.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Writing Forms Options</b></p> <ul style="list-style-type: none"> <li>• <b>Memo:</b> a message sent from one person to another.</li> <li>• <b>Instructions:</b> describe each step in order.</li> <li>• <b>How-to Paragraph:</b> gives instructions that describe how to do something.</li> <li>• <b>Journal Entry:</b> a place to record your thoughts, ideas, and experiences.</li> <li>• <b>Play:</b> a story that is written to be performed.</li> </ul>	<p style="text-align: center;"><b>Writing Forms Options</b></p> <ul style="list-style-type: none"> <li>• <b>Memo</b> TE: 363K-L</li> <li>• <b>Instructions</b> TE: 391K-L</li> <li>• <b>How-to Paragraph</b> TE: 413K-L</li> <li>• <b>Journal Entry</b> TE: 437K-L</li> </ul>	
<p style="text-align: center;"><b>Oral Language</b></p> <ul style="list-style-type: none"> <li>• <b>Give a speech</b></li> <li>• <b>Explain a process</b></li> <li>• <b>Interview</b></li> </ul>	<p style="text-align: center;"><b>Oral Language</b></p> <p>TE: 363N TE: 391N TE: 437H, R37</p>	