

COMPREHENSION STRATEGIES	HOUGHTON MIFFLIN COMPREHENSION STRATEGIES WHERE TO LOCATE	COMPREHENSION SKILLS	HOUGHTON MIFFLIN COMPREHENSION SKILLS WHERE TO LOCATE
<ul style="list-style-type: none"> • Predict/Infer (target) <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. 	<ul style="list-style-type: none"> • Predict/Infer TE 18, 24, 35, 124, 128, 134 <u>Cliff Hanger</u> 	<ul style="list-style-type: none"> • Identifying cause/effect Comprehension Tool 	<p>TE 15A, 18, 23, 39, 49A-49B, Transparency 1-2</p> <p>Cause-and-Effect Chart TE 18</p>
<ul style="list-style-type: none"> • Monitor/Clarify (target) <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 illustrations. 	<ul style="list-style-type: none"> • Monitor/Clarify TE54, 62, 74 <u>The Ballad of Mulan</u> 	<ul style="list-style-type: none"> • Making inferences Comprehension Tool 	<p>TE51S, 54, 65, 89A-89B, 125, 133</p> <p>Inference T-Chart TE 54</p>
<ul style="list-style-type: none"> • Summarize (target) <ul style="list-style-type: none"> ➢ Think about the main ideas or the important parts of the selection. ➢ Tell in your own words the important things you have read 	<ul style="list-style-type: none"> • Summarize TE92, 96 <u>The Lost and Found</u> 	<ul style="list-style-type: none"> • Sequencing events & words that show sequence Comprehension Tool 	<p>TE81, 89CC, 92, 109, 121B, 129, 130A</p> <p>Event Map TE 92</p>

PRINT RESOURCE CONCEPTS AND TEST TAKING SKILLS	HOUGHTON MIFFLIN PRINT RESOURCE CONCEPTS WHERE TO LOCATE	LITERARY CONCEPTS FICTION, POETRY and NONFICTION	HOUGHTON MIFFLIN LITERARY CONCEPTS WHERE TO LOCATE
<p style="text-align: center;">Study and Print Resources Skills</p> <ul style="list-style-type: none"> • Using the dictionary: ABC order, entry word + entry information (pronunciation, part of speech, definitions, and spellings of different forms of the word, eg. noun plurals, verb tenses, adjective & adverb endings) • Parts of a book: title page, table of contents, index, cross-references, glossary • Magazine features: articles, visuals, table of content 	<p style="text-align: center;">Study and Print Resources Skills</p> <p>TE49G, 89H, 121G</p> <p>TE121H</p>	<p style="text-align: center;">Fiction Concepts</p> <ul style="list-style-type: none"> • Genre: Realistic fiction, legend/folktale, and fantasy * Story Structure: character, setting, plot • Character motivation * Character development: says, does, thinks/feels • Character’s behavior: beginning, middle, end * Writer’s/Author’s craft or style: word choice, selected details, sentences length * Humorous dialogue * Figurative language: personification, simile * Artist’s/Illustrator’s style • Connecting & Comparing events or characters from multiple texts; drawing conclusions from two narratives 	<p>TE57, 95, 105</p> <p>TE25</p> <p>TE97</p> <p>TE59</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>TE136-137C</p>	<p style="text-align: center;">Nonfiction Concepts</p> <ul style="list-style-type: none"> * Print features: title, headings, captions * Text organization: paragraph main idea & supporting details • Use of visuals: photographs, maps 	<p>TE46-47, 86-87</p>

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

PHONICS & SPELLING	HOUGHTON MIFFLIN PHONICS & SPELLING	VOCABULARY SKILLS	HOUGHTON MIFFLIN VOCABULARY SKILLS
<p>Word Attack/Spelling/Phonics Skills</p> <ul style="list-style-type: none"> • short vowel sounds a, e, and i • short vowel sounds o and u • long vowel sounds (/a/, /i/, /o/, and /yoo/) and (VCe pattern) • words with long i spelled y, i, or igh • vowel + r sounds: ar, ir, or, and ur 	<p>Word Attack/Spelling/Phonics Skills</p> <p>TE49E-49F</p> <p>TE89D-89F</p> <p>TE121D-F</p>	<ul style="list-style-type: none"> • Multiple-meaning words <hr/> <ul style="list-style-type: none"> * Synonyms <hr/> <ul style="list-style-type: none"> * Idioms <hr/>	<p>T89G</p> <hr/> <hr/> <hr/>
<p>Structural Analysis Phonics/Decoding Strategies</p> <ul style="list-style-type: none"> • Word parts: base word + ending • Endings: -ing, -ly, -er, -able, -ed, and -ing) • Prefixes: un-, dis-, and non- • Suffixes: -y and -ly • Familiar phonics patterns • Segmentation • Blending sounds • Digraphs • Shorter words within larger words • Syllabication: compound words, VCCV, VCC V 	<p>Structural Analysis Phonics/Decoding Strategies</p> <p>TE49C, 121C</p> <p>TE89C-D</p>	<ul style="list-style-type: none"> * Words that suggest sound: onomatopoeia <hr/> <ul style="list-style-type: none"> * Descriptive/sensory language <hr/> <ul style="list-style-type: none"> * Using context to understand the meaning of a word 	<hr/> <hr/> <hr/>

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HOUGHTON MIFFLIN GRAMMAR AND WRITING FORMS	HOUGHTON MIFFLIN WRITING PROCESS FOR TARGET GENRE	UNIT ASSESSMENT TOOLS
<p style="text-align: center;">Grammar/Language Structures</p> <ul style="list-style-type: none"> • Complete sentence/fragment TE49I-J • Four kinds of sentences and their punctuation: statement, question, command, exclamation TE89I-89J • Subjects & predicates TE121-J • Adjectives and adjectives of comparison • Capitalization: beginning of sentence, days of week T89J-89L <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Paragraph Skills</p> <ul style="list-style-type: none"> • Topic sentence and supporting details TE49K-L • Changing a question into the topic sentence for a paragraph TE49L • Academic language: paragraph of explanation; topic sentence. TE49L <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Writing Forms</p> <ul style="list-style-type: none"> • Paragraph of explanation • Journal entry TE89K • Friendly letter (heading, greeting, body, closing, signature) TE121K-L 	<p style="text-align: center;">PERSONAL NARRATIVE</p> <ul style="list-style-type: none"> • Prewriting/ Planning <ul style="list-style-type: none"> ➤ Brainstorming: to find an idea, in response to question prompts, ➤ Discussing ideas with partner ➤ Planning: using <i>Who, Where, When, What</i> column organizer • Drafting/Composing <ul style="list-style-type: none"> ➤ Beginning: ask a question, describe a feeling or a vivid scene, show action, present a problem or mystery, use dialogue, throw the reader into the middle of an interesting situation ➤ Elaboration: with details ➤ Focus: deleting ideas that stray from the topic • Revising/Written Expression <ul style="list-style-type: none"> ➤ Combining sentences to avoid a choppy rhythm ➤ Choosing exact/precise words • Proofreading/Editing <ul style="list-style-type: none"> ➤ Using checklist and proofreading marks ➤ Using punctuation: commas in dates and place names; end punctuation ➤ Using Capitalization: at beginning of sentence; with days of week ➤ Checking Spelling: commonly/frequently misspelled words/no excuse words • Publishing <ul style="list-style-type: none"> ➤ big book/scrap book ➤ author’s chair ➤ act out ➤ mail ➤ room display 	<p>End-of-Selection Assessment (Multiple Choice and SOL format)</p> <p>End-of-Theme Assessment Integrated Theme Test or Theme Skills Test</p> <p>SOL Released Test Selected texts and items from the Grade 3 Released Tests</p> <p>Daily word study assignments and/or spelling tests</p> <p>Daily language activities</p> <p>Writing rubric (Houghton Mifflin)</p>