

COMPREHENSION STRATEGIES	HOUGHTON MIFFLIN COMPREHENSION STRATEGIES Where to Locate	COMPREHENSION SKILLS	HOUGHTON MIFFLIN COMPREHENSION SKILLS Where to Locate
<ul style="list-style-type: none"> • Evaluate (target) Ask yourself: <ul style="list-style-type: none"> ➤ How do I feel about what I read? ➤ Am I learning what I wanted to know? ➤ How good a job has the author done? 	<ul style="list-style-type: none"> • Evaluate TE304, 310, 318, 319 <u>Pepita Talks Twice</u> 	<ul style="list-style-type: none"> • Problem solving (target) <p style="text-align: center;">Comprehension Tool</p>	<p>TE301A, 304, 413D, R8</p> <p>Problem Solving Chart TE 304</p>
<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 TE346, 356 <u>Poppa's New Pants</u> 	<ul style="list-style-type: none"> • Drawing conclusions (target) <p style="text-align: center;">Comprehension Tool</p>	<p>TE339S, 342, 359, 367A-B, 391, 413D, R10</p> <p>Conclusions Chart TE 342</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. <p>Making Judgments</p>	<ul style="list-style-type: none"> • Summarize TE376, 388, 402, 404, 408 <u>Ramona Quimby, Age 8</u> <p>TE383</p>	<ul style="list-style-type: none"> • Making generalizations (target) <p style="text-align: center;">Comprehension Tool</p> <ul style="list-style-type: none"> • Recognizing Cause And Effect (Review) • Comparing And Contrasting (Review) 	<p>TE367CC, 370, 385. 399A-B, 413A, R13</p> <p>Generalization Chart TE 370</p> <p>TE349</p> <p>TE355</p>

NONFICTION, PRINT RESOURCES 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>Nonfiction Concepts</p> <ul style="list-style-type: none"> • Print features: title, headings, captions, labels • Text organization: chronological sequence • Use of visuals: photographs, media language, 	<p>Nonfiction Concepts</p> <p>TE364-365</p>	<p>Stories</p> <ul style="list-style-type: none"> • Genre: Realistic fiction, Narrative nonfiction 	<p>TE329</p>
<p>Study and Print Resources Skills</p> <ul style="list-style-type: none"> • Bilingual dictionary: compare to single-language dictionaries • Dictionary: Spelling Table • Real-Life (functional) reading: menus, signs and specialized print features of each 	<p>Study and Print Resources Skills</p> <p>TE337H</p> <p>TE399G-H, 413I</p>	<ul style="list-style-type: none"> • Character Development: created through character's words, actions, and thoughts • Writer's/Author's craft or style: vivid language, imagery (word choice that helps create picture), selected details, use of punctuation (ellipses), repeated lines • Mood: the feeling in the scene or story, e.g., suspense • Humor: created through exaggeration and unexpected events • Point of view: 1st person (character in the story) • Making connections about characters from multiple texts • Connecting/comparing: how characters from different texts might react to a situation 	<p>TE357, 387</p> <p>TE325</p> <p>TE403, 405-405A, 407, 409</p>
<p>Test-taking Skill: Writing a Story</p> <ul style="list-style-type: none"> • Read the prompt: find the key words that tell the topic and kind of writing; think to yourself in your own words what you need to do; decide what to write about • Explore and plan: brainstorm characters, events, and details; think of a problem; organize ideas on a story map • Write your paper: use chart to draft story; revise word choice to make exact and interesting; proofread for spelling, grammar, and usage/mechanics 	<p>Test-taking Skill: Writing a Story</p> <p>TE413N-O</p>	<p>Poetry Concepts</p> <ul style="list-style-type: none"> • Expressing: idea or feeling • Form: stanza, line • Techniques: rhythm, rhyme, word choice, metaphor • Author's Viewpoint: way author looks at, thinks of, or feels about a subject; related to the author's purpose for writing: to inform, persuade, entertain, describe, or express) <p>Comic Strips</p> <ul style="list-style-type: none"> • Features: frames, speech balloon, details in visual detail create humor • Form: read from left to right <p>Play</p> <ul style="list-style-type: none"> • Features: title, cast of characters, script, acts, scene • Script: character names on left side of page followed by lines to be spoken by actor; setting; stage directions meant to tell actors what to do and how to say their lines 	<p>TE335-337</p> <p>TE309</p> <p>TE366-367</p> <p>TE396-399</p>

<p>PHONICS & SPELLING</p>	<p>HOUGHTON MIFFLIN PHONICS & SPELLING WHERE TO LOCATE</p>	<p>VOCABULARY SKILLS</p>	<p>HOUGHTON MIFFLIN VOCABULARY SKILLS WHERE TO LOCATE</p>
<p>Word Attack/Spelling/Phonics Skills</p> <ul style="list-style-type: none"> • Words beginning with a- and be- (stressed an unstressed sounds) • Soft c (ce and ci)and soft g (ge, gi, gy and dge) 	<p>Word Attack/Spelling/Phonics Skills</p> <p>TE367D-F</p> <p>TE399D</p>	<ul style="list-style-type: none"> • Synonyms • Antonyms • Basic meaning of: "in, to, or toward the rear;" "once more;" "living;" "earlier in time" 	<p>TE337G, 413H</p> <p>TE367G, 413H</p>
<p>Structural Analysis</p> <ul style="list-style-type: none"> • Word endings: -er, -le • Syllabication of Pattern: VCCCV; VCV • Consonants: clusters (bl, sw, tr) and digraphs (th, sh, ch) • Contractions: commonly used ones; ones with multiple meanings, e.g., he's for "he is" or "he has", I'd for "I had" and "I would" 	<p>Structural Analysis</p> <p>TE337D-F</p> <p>TE336D, 367C, 413F, R14, R16</p> <p>TE399C, 399E-F, 413G, R18</p>	<p>Academic Language</p> <ul style="list-style-type: none"> • Summary and Paraphrase • Synonym and Antonym • Drawing Conclusions • Generalization • Contraction 	<p>TE413D</p>

HOUGHTON MIFFLIN FORMS AND GRAMMAR	HOUGHTON MIFFLIN WRITING PROCESS	UNIT ASSESSMENT TOOLS
<p>Grammar/Language Structures</p> <ul style="list-style-type: none"> • Adjectives: tell what kind or how many; articles (a, an, the) TE337I-J, 367I-J, R20 • Expanding Sentences: adding adjectives to make sentence more descriptive and interesting • Comparative and Superlative Adjective forms: -er, -est, TER21 • Using good (adjective) and well (adverb) • Adverbs: tell how, when, where; sometimes end in -ly TE399I-J, R22 <p>.....</p> <p>Writing Forms</p> <ul style="list-style-type: none"> • Announcement TE337K-L • Summary: for fiction or nonfiction; paraphrasing TE367K-L • Essay TE399K-L <p>.....</p> <p>Oral Language</p> <ul style="list-style-type: none"> • Make persuasive speech 	<p>PERSUASIVE ESSAY</p> <ul style="list-style-type: none"> • Prewriting/ Planning <ul style="list-style-type: none"> ➤ Choose a topic: listing three goals (what they want their readers to do) on own or in response to teacher prompts ➤ Identify: audience, purpose, and way will publish ➤ Discussing with partner: <ul style="list-style-type: none"> • list of goals and the reasons that might be given to support the goal • the facts an examples that might use to support reasons • how interested is the partner in the goal • select which one of the goals will write about; let strong feelings guide selection • Drafting/Composing <ul style="list-style-type: none"> ➤ Use Stating Goals and Giving Reasons organizer <ul style="list-style-type: none"> • State goal clearly, identifying exactly what readers should think or do • List 3-4 reasons that explain why the reader should think or do the goal • Understand the difference between fact and opinion ➤ Review and revise reasons: 1) if they do not clearly and logically support the goal and 2) if they are opinions ➤ Support reasons with facts and examples • Revising/Written Expression <ul style="list-style-type: none"> ➤ Check to see that followed format of a persuasive essay • Proofreading/Editing <ul style="list-style-type: none"> ➤ Proofread for capitalization, punctuation, spelling usage ➤ Using checklist and proofreading marks ➤ Checking Spelling: commonly/frequently misspelled words/no excuse words • Publishing <ul style="list-style-type: none"> ➤ Present essay as speech ➤ Send as letter ➤ Post on school internet site 	<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>