HOUGHTON MIFFLIN **COMPREHENSION STRATEGIES**	HOUGHTON MIFFLIN **COMPREHENSION STRATEGIES** WHERE TO LOCATE	HOUGHTON MIFFLIN **COMPREHENSION SKILLS**	HOUGHTON MIFFLIN **COMPREHENSION SKILLS** WHERE TO LOCATE	**RESOURCES/NOTES COMPREHENSION TOOLS**

Predict/Infer (target)
 ➢ 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.
 	
 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?
 	
 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.
 	
 Question (target)
 ➢ Ask questions that can be answered as you read or after you finish reading.
	Predict/Infer
	 TE: 158
	      162
	      172
	 Event Map
	
	 Evaluate
	   TE: 186, 190, 202
	      M10, M14, M20
	 Character Development Flow Chart
	
	 Summarize
	   TE: 224
	      238
	 Generalization Chart
	
	 Question
	   TE: 248
	      254
	      262
	   Who/What Chart
		Sequencing events words that show sequence of events is the order in which the story events occur **(target)**
		
		 Making inferences (target) readers must use clues and their own knowledge to make inferences about people and events.
		
		 Making generalizations (target)
		 ➢ Statement that is usually true
		 ➢ Is based on fact or good reasons
		 ➢ May include words like always or most
		
		 Categorizing and classifying (target)
		 ➢ involves grouping like items
		 ➢ involves naming the group
		 ➢ grouping making it easier to remember them
			Sequencing events
			 <u>Tomas and the Library Lady</u> (AR 3.3)
			   and Leveled Readers
			
			 TE: 155 A, 158, 167
			      181A-B, 181*O-R*
			      M36
			 Event Map
			
			 Making inferences
			 <u>Tanya's Reunion</u> (AR 4.1)
			   and Leveled Readers
			 TE: 183S, 186, 191, 215A
			      215*O-R*, 261, M36
			 Character Development Flow Chart
			
			 Making generalizations
			 <u>Boss of the Plains</u>(AR 4.6)
			   and Leveled Readers
			
			 TE: 215CC, 218, 235
			      245A, 245 *O-R*
			      251, M37
			 Generalization Chart
			
			 Categorizing and classifying
			 A Very Important Day (AR 4.2)
			   and Leveled Readers
			 TE: 245CC, 265
			      275 A-B, 275 *O-R*
			      M37
			   Who/What Chart
				• Time lines/Schedules
				 • Event map
				 • Flow Chart (Character Development)
				 • Word Web

HOUGHTON MIFFLIN **PRINT RESOURCE CONCEPTS**	HOUGHTON MIFFLIN **PRINT RESOURCE CONCEPTS** WHERE TO LOCATE	HOUGHTON MIFFLIN **FICTION & NONFICTION CONCEPTS**	HOUGHTON MIFFLIN **FICTION & NONFICTION CONCEPTS** WHERE TO LOCATE
Study and Print Resources Skills	**Study and Print Resources Skills**	**Fiction Concepts**	**Fiction Concepts**

• **Dictionary entry:** alphabetical order, guide words
 • **Evaluating Sources:** Dictionary, Atlas, Almanac, Encyclopedia, Internet
 • **Library Catalogs:** card catalog and electronic catalogs
 • **Time Lines and schedules:** time lines show events in order and tells what happened, schedule is a chart that tells dates and/or time when events happen.
 • **Using Electronic Sources**
	Dictionary entry
	 TE: 215G
	 Evaluating Sources:
	 TE: 275 H
	
	 Library Catalogs:
	 TE: 181H
	 Time Lines and schedules:
	 TE 245H
	
	 Using Electronic Sources
	 TE: 215H
		Story Structure: character, setting, plot **(target)**
		
		 Sequence of Events: the sequence of events is the order in which they occur **(target)**
		
		 * Genre: realistic fiction: the author has invented story events that could happen in real life
		 * Setting: where (place), and when (time)
		 * Drawing Conclusions: students must draw conclusions from story details to figure out what the author does not explain directly
			Story Structure
			 TE: 186
			
			 Sequence of Events
			 TE: 155A
			   158
			   167
			   181A
			   M 36-37

Test-taking Skill: Filling in the Blank	**Test-taking Skill: Filling in the Blank**		

• **Understand the sentence:** find key words
 	
 • **Look back to the selection:** think about where to find the answer, may have to look in more than one place; skim to find by using key words
 	
 • **Narrow the choices; choose the best answer:** read the sentence trying each answer; eliminate the choices that are clearly wrong; have a reason for choice
	TE: M33 – M34	**Nonfiction Concepts**
		
		 * Genre: informational/expository nonfiction
		 * Print features: title, headings, captions, bulleted information, sidebar, different typeface
		 * Use of visuals: photographs, maps, globe, cross-section diagram, diagram, chart, table
			Nonfiction Concepts
			
			 Genre: TE: 178-181
			   223, 244
			   272-275
			 Print Features TE: 272-275
			
			 Use of visuals: TE: 180
			   227
			   257

*These skills are not "target skills" for the theme, but are a part of the continuous skill development throughout the year.

HOUGHTON MIFFLING **PHONICS & SPELLING**	HOUGHTON MIFFLING **PHONICS & SPELLING** WHERE TO LOCATE	HOUGHTON MIFFLIN **VOCABULARYSKILLS**	HOUGHTON MIFFLIN **VOCABULARY SKILLS** WHERE TO LOCATE
Word Attack/Spelling/ Phonics Skills	**Word Attack/Spelling/ Phonics Skills**	• Antonyms	TE: 181 G, M40
• ou/ and /o/	TE: 181 D-F, M42	• Dictionary Entry Skills	TE: 215 G, M40
• /oo/ and /oo/	TE: 215 D-F, M42	• Using Context	TE: 245 G, M41
• r controlled vowels /ir/ /ar/ /ar/ /or/ /ur/ /yoor/	TE: 245 D-F 275 D-F M42	• Multiple meaning words: choosing the correct definition	TE: 275 G, M41
Structural Analysis	**Structural Analysis**		
• Contractions **(target)**	TE: 181C, M38		
• Root words for *sign* and *spect* **(target)**	TE: 215C, M38		
• Suffixes –er, -or, -ist **(target)**	TE: 245 C, M39		
• Possessives **(target)**	TE: 275 C, 275 I-J, M39		
Phonics/Decoding Strategy			
• Look carefully at the word. • Look for word parts you know and think about the sounds for the letters. • Blend the sounds to read the word. • Ask yourself: Is it a word I know? Does it make sense in what I am reading? • If not, ask yourself: What else can I try?			

HOUGHTON MIFFLIN **GRAMMAR AND WRITING FORMS**		HOUGHTON MIFFLIN **WRITING PROCESS FOR TARGET GENRE**

Grammar/Language Structures
 	
• **Nouns:** Proper nouns, Singular and Plural forms, Singular and Plural Possessives
• **Capitalization:** capitalize proper nouns (names of people, places, and things), beginning of a sentence
 	
Writing Forms
 	
• **Essay** (Main Idea and Details)
• **Character sketch** (Identify the characteristics of a good character sketch, Correcting Run-on sentences)
• **Writing a Business Letter** (identify the characteristics of a good business letter)
• **Journal Writing** (identify the characteristics of a good journal entry)
 	
Oral Language
 	
• Giving Accurate Directions
• Oral Presentations
• Performing Reader's Theater
• Telephone Skills
• Oral Reports
• Describe Public Sculpture
• Sharing Plays
	Grammar/Language Structures
	
	TE: 181 I-J, 215 I-J,
	     245 I-J, 275 C, 275 I-J
	
	Writing Forms
	
	TE: 181 K-L
	TE: 215 K-L
	
	TE: 245 K-L
	
	TE: 275 K-L
		WRITING A DESCRIPTION
		TE: 181 S-T, 182, 183 A-E
		What Makes a Good Beginning?
		Sensory Language
		Idea Web
		Writing rubric TE: 183 H
		
		Prewriting/ Planning:
		➢ **Finding a topic:** brainstorming to find an idea, asking self questions (audience, purpose) brainstorming ideas in response to question prompts
		➢ **Planning what to write:** plan details using the five-senses chart
		➢ **Organize Details:** organize details for their description
		➢ **Drafting/Composing:**
		   ◦ Use sensory language
		➢ **Revising/Written Expression:**
		➢ Evaluate description
		➢ Revise description
		➢ Improve their writing by combining sentences
		Proofreading/Editing:
		➢ Frequently misspelled words/no excuse words
		➢ Proofread their description
		Publishing:
		➢ Publish their description
		
		Writing a Play
		(See Focus on Genre)
		
		Prewriting
		➢ Introducing the Format for a play
		➢ Stage Directions
		➢ Dialogue
		➢ Setting
		➢ Plot
		Drafting
		Revising
		Proofreading
		Publishing