

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>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>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>Summarize (target)</b></p> <ul style="list-style-type: none"> <li>➤ Think about the main ideas or the important parts of the selection.</li> <li>➤ Tell in your own words the important things you have read.</li> </ul>	<p><b>Evaluate</b></p> <p><u>The Grizzly Bear Family Book</u></p> <p>TE: 602 604 605 612</p> <p><b>Monitor/Clarify</b></p> <p><u>The Golden Lion Tamarin Comes Home</u></p> <p>TE: 628 632 634 638 M10 M12 M22</p> <p><b>Summarize</b></p> <p><u>My Side of the Mountain</u></p> <p>TE: 650 654 662</p>	<p><b>Making generalizations: (target)</b></p> <ul style="list-style-type: none"> <li>➤ Broad statements that are true most of the time.</li> </ul> <p><b>Topic, Main Idea and Details: Nonfiction (target)</b></p> <ul style="list-style-type: none"> <li>➤ Topic- what the text is about.</li> <li>➤ Main Ideas-Important points about the topic. Can be in a passage or in paragraphs.</li> <li>➤ Supporting Detail: facts and examples that support the main idea.</li> </ul> <p><b>Drawing conclusions: (target)</b></p> <ul style="list-style-type: none"> <li>➤ Authors give details about characters or events without telling readers what to think of them. Readers use the details to draw conclusion.</li> </ul>	<p><b>Making generalization</b></p> <p><u>The Grizzly Bear Family Book</u></p> <p><b>Comprehension Tool:</b> T-chart (clue → Generalization)</p> <p>TE: 599A 602 615 623A-B 623O-R 639 M11, 19, 32 R8</p> <p><b>Topic, Main Idea and Details: Nonfiction</b></p> <p><u>The Golden Lion Tamarin Comes Home</u></p> <p><b>Comprehension Tool:</b> Main Idea/Details Chart</p> <p>TE: 625S-T 628 631 647A-B 647O-R M13, 32 R10</p> <p><b>Drawing conclusions:</b></p> <p><u>My Side of the Mountain</u></p> <p><b>Comprehension Tool:</b> Clues Chart (story clue + story clue = conclusion)</p> <p>TE: 647CC-DD 650 657 R12 671A-B 671O-R M33 R12</p>	<ul style="list-style-type: none"> <li>• Making generalization T-chart</li> <li>• Topic, main idea, T-chart</li> <li>• Drawing conclusion chart</li> <li>• Comparison Charts</li> <li>• Story map</li> <li>• Event map</li> <li>• Classification map and chart</li> </ul>

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 Teacher Notes
<p><b>Study and Print Resources Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Dictionary entry: (target)</b> entry word, definition, phonetic respelling, part of speech, definition, sample sentence, run-on entry (idioms)</li> <li>• <b>Preparing a report:</b> Use of graphic aides</li> <li>• <b>Evaluate the effects of media:</b> audio, written, and visual.</li> <li>• <b>Completing applications and forms:</b> job, memberships, driver’s license, etc.</li> </ul>	<p><b>Study and Print Resources Skill</b></p> <p>TE: 647G, 671G , R19, M36-37</p> <p>TE: 623H</p> <p>TE: 647H</p> <p>TEL 671H</p>	<p><b>Fiction Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Genre:</b> <b>Realistic fiction-</b> events and setting are like those in real life. The characters act like real people with real problems. <b>Fantasy-</b> characters are animals that talk</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> </ul>	<p><b>Fiction Concepts</b></p> <p>TE: M18</p>
<p><b>Test-taking Skill: Writing an Opinion Essay</b></p> <ul style="list-style-type: none"> <li>• <b>Read the prompt:</b> 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</li> <li>• <b>Explore and plan:</b> brainstorm reasons and details to support you opinion; organize your reasons and supporting details (facts and examples) in a chart</li> <li>• <b>Write your paper:</b> use chart to draft essay; revise word choice to make exact and interesting; revise sentence structure so that not all sentences begin the same way; proofread for spelling, grammar, and usage/mechanics</li> </ul>	<p><b>Test-taking Skill Writing an Opinion Essay</b></p> <p>TE: M 28-31</p>	<p><b>Poetry Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Subject, mood, sounds/rhythms,</b></li> <li>• <b>Imagery, figurative language</b></li> </ul> <p><b>Comparing Across Fiction</b> characters, plot problems, sequence of events, details of description, author’s use of language/word choice, method of organization</p> <p><b>Nonfiction Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Genre:</b> <b>Informational/expository nonfiction</b> <b>Following directions</b></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>Print features:</b> title, headings, captions, bulleted items, dialogue, graphic aids</li> <li>• <b>Sensory imagery:</b> details author uses to appeal to reader’s senses</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> <li>• <b>Visual literacy:</b> drawing conclusions from photographs and map</li> </ul>	<p><b>Poetry Concepts</b></p> <p>TE: 620</p> <p>TE: 622</p> <p><b>and Nonfiction Texts</b></p> <p>TE: 618-619, 642-643, 666-667, M16, M21, M23</p> <p><b>Nonfiction Concepts</b></p> <p>TE: 602-616, 629-641, 644</p> <p>TE: 663</p> <p>TE: 600, 611, 631, M13</p> <p>TE: 600, 644-647, 668,</p> <p>TE: 630</p> <p>TE: 626-627</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;"><b>Word Attack/Spelling/ Phonics Skills</b></p> <ul style="list-style-type: none"> <li>• <b>/k/ and /kw/ Sounds:</b> <ul style="list-style-type: none"> <li>➤ /k/: k, c, ck, or ch as in <i>capture</i> and <i>aching</i></li> <li>➤ /kw/: qu or kw as in <i>quiet</i></li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <b>Consonant Alternations:</b> In related words, the same consonant can be pronounced differently. Example: <b>c</b> in <i>practice</i> and <i>practical</i></li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <b>Vowel Alternations:</b> Words related in meaning and spelling, may have different pronunciations. Example: <i>unite</i> and <i>unity</i></li> </ul>	<p style="text-align: center;"><b>Word Attack/Spelling/ Phonics Skills</b></p> <p>TE: 623D 623E-F</p> <hr/> <p>TE: 647D</p> <hr/> <p>TE: 647G 671D R17 M36-37</p>	<ul style="list-style-type: none"> <li>• <b>Context clues (target)</b> <ul style="list-style-type: none"> <li>◦ Position of a word in sentence</li> <li>◦ Surrounding words and relationship to unknown word</li> </ul> </li> <li>• <b>Multiple meaning words:</b> choosing the correct definition</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Context clues</b> TE: 600, 623G, 627, 649, M36</li> <li>• <b>Multiple meaning words:</b> choosing the correct definition</li> </ul>
<p style="text-align: center;"><b>Structural Analysis</b></p> <ul style="list-style-type: none"> <li>• <b>Three-Syllable words:</b> Look for base words, apply syllabication patterns</li> </ul>	<p style="text-align: center;"><b>Structural Analysis</b></p> <p>TE: 647C 647E-F M34, M38 R16</p>	<p style="text-align: center;">HOUGHTON MIFFLIN <b>PREFIXES</b> Where to Locate</p>	<p style="text-align: center;">HOUGHTON MIFFLIN <b>SUFFIXES</b> Where to Locate</p>
	<p style="text-align: center;"><b>Spelling Unit Review</b> M38-39</p>	<ul style="list-style-type: none"> <li>• con-, ex-, com-, en-, pre-, pro-</li> </ul> <p style="text-align: right;">TE: 623C, 623E-F, M34, M38 R14</p>	<ul style="list-style-type: none"> <li>• -ent, -ant; -able, -ible –</li> </ul> <p style="text-align: right;">TE: 671C 617E-F M 34, M37 R 18</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>Contractions; Negatives:</b> using the word “not”</li> <li>• <b>Prepositions:</b> relate the noun and pronoun to another word in the sentence.. Example: <i>into, toward, from, with, etc.</i></li> <li>• <b>Objection Pronoun:</b> <i>me, you, him, her, it, us, and them.</i></li> </ul>	<p style="text-align: center;"><b>Grammar/Language Structures</b></p> <ul style="list-style-type: none"> <li>• <b>Contractions; Negatives</b> TE: 623I-J, M40, R20</li> <li>• <b>Prepositions</b> TE: 647I-J, M40-41, R22</li> <li>• <b>Objection Pronoun</b> TE: 671I-J, M41, R24</li> </ul>	<p style="text-align: center;"><b>PERSUASIVE ESSAY</b> TE: 623S-T, 624, 625A-H</p> <ul style="list-style-type: none"> <li>• <b>Prewriting/Planning:</b> <ul style="list-style-type: none"> <li>➤ <b>Choosing a topic:</b> brainstorming to find an idea, purpose of the essay (persuasion)</li> <li>➤ <b>Explore and Plan:</b> brainstorm opinions about their topic</li> <li>➤ <b>Writing and Introduction and Conclusion</b></li> <li>➤ <b>Keeping to the Focus:</b> Determine the main focus with strong reasons that are supported by details</li> <li>➤ <b>Drafting/Composing:</b> Organize each reason in a paragraph with supporting details</li> </ul> </li> <li>• <b>Revising/Written Expression:</b> <ul style="list-style-type: none"> <li>➤ Sentence fluency; varying sentence beginnings</li> <li>➤ Details: selected, use of words that appeal to senses</li> <li>➤ <b>Voice:</b> Writer decides how he/she wants essay to sound using interesting vocabulary, and exact words and phrases.</li> </ul> </li> <li>• <b>Proofreading/Editing:</b> <ul style="list-style-type: none"> <li>➤ Frequently misspelled words/no excuse words</li> <li>➤ Complete sentences</li> </ul> </li> <li>• <b>Publishing:</b> <ul style="list-style-type: none"> <li>➤ Send as a letter to the newspaper</li> <li>➤ Display essay on poster and illustrate each reason</li> <li>➤ Make slides to illustrate; write key points as captions</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Oral Communication Options</b></p> <ul style="list-style-type: none"> <li>• Present persuasive writing as a speech</li> <li>• Participating as Group Member</li> <li>• Giving an Oral Report</li> <li>• Choral Speaking</li> </ul>	<p style="text-align: center;"><b>Oral Communication Options</b></p> <p>TE: 625G</p>	
<p style="text-align: center;"><b>Writing Forms Options</b></p> <ul style="list-style-type: none"> <li>• <b>Opinion Paragraph:</b> written to persuade others</li> </ul>	<p style="text-align: center;"><b>Writing Forms Options</b></p> <ul style="list-style-type: none"> <li>• <b>Opinion Paragraph</b> TE: 623K-L</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Compare/Contrast Essay:</b> explains the similarities and differences between two or more items</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare/Contrast Essay</b> TE: 647K-L</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Answer to an Essay Question:</b> write about an experience, give an opinion, explain a process, or persuade someone.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Answer to an Essay Question</b> TE: 671K-L</li> </ul>	