

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>Predict/Infer (target)</p> <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. <p>Monitor/Clarify (target)</p> <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. <p>Evaluate (target)</p> <ul style="list-style-type: none"> ➤ 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? 	<p>Predict/Infer</p> <p>TE: 534 538 548</p> <p>Cause and Effect Chart</p> <p>Monitor/Clarify</p> <p>TE: 560 564 568</p> <p>Judgments Chart</p> <p>Evaluate</p> <p>TE: 590 M10 M14 M20</p> <p>Fact/Opinion chart</p>	<p>Recognizing cause and effect (target)</p> <ul style="list-style-type: none"> ➤ Story events and why they happen. ➤ One event that leads to another. ➤ Clue words: because, so, since, and as a result. <p>Making judgments (target)</p> <ul style="list-style-type: none"> ➤ Look for signs of an author's viewpoint and decide if you share the same opinion. ➤ Decide whether the author has given convincing support for a viewpoint. ➤ Forming an opinion on what is read. <p>Distinguishing fact and opinion (target)</p> <ul style="list-style-type: none"> ➤ A statement of fact can be proven true or false. The fact can be checked in a reference source. ➤ A statement of opinion tells what a person thinks, believes, or feels. 	<p>Recognizing cause and effect</p> <p><u>Happy Birthday, Dr. King!</u> (AR 3.3) and Leveled Readers</p> <p>TE: 531 A, 534, 537, 555 A-B, M30</p> <p>Cause and Effect Chart</p> <p>Making judgments</p> <p><u>Gloria Estefan</u> (AR 4.7) and Leveled Readers</p> <p>TE: 557 S, 560, 575, 581 A-B, M30</p> <p>Judgments Chart</p> <p>Distinguishing fact and opinion</p> <p><u>Lou Gehrig</u> (AR 4.8) and Leveled Readers</p> <p>TE: 581CC, 584, 589, 607 A-B, M31</p> <p>Fact/Opinion Chart</p>	<ul style="list-style-type: none"> • Story map • Cause/effect chart • Category chart • Inference chart • Event map • Folktale map • Word Web to infer author's attitude/ feelings toward the subject • Topic, main idea, detail frame and T-chart • K-W-L chart

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
<p>Study and Print Resources Skills</p> <ul style="list-style-type: none"> • Dictionary entry: prefixes, word histories • Newspapers and Magazines: published daily, weekly, or monthly • Conduct an Interview • Collecting Data • Using an Atlas <p>Test-taking Skill: Writing an Answer to a Question</p> <ul style="list-style-type: none"> • Understand the question: find key words • Get ready to write: skim selection using key words; list details that help answer the question • Write your answer: use details from list; write clear and complete answer 	<p>Study and Print Resources Skills:</p> <p>Dictionary entry TE: 555G, 607G</p> <p>Newspapers and Magazines TE: 555H</p> <p>Conduct an Interview TE: 581H</p> <p>Collecting Data TE: 607H</p> <p>Using an Atlas TE: 625H</p> <p>Test-taking Skill: Writing an Answer to a Question</p> <p>TE: M26 - 29</p>	<p>Fiction Concepts</p> <ul style="list-style-type: none"> * Genre: Realistic Fiction- events and setting are like those in real life. The characters act like real people with real problems. * Story Structure: character, setting, plot, problem, and solution * Author’s Viewpoint: author’s feelings and opinions about the subject, why write selection? What was the purpose? * Plot: story events which usually include a problem and solution * Setting: where (place), and when (time) * Mood: emotional tone in a selection, e.g., fear, happiness, panic, mystery, suspense * Characters: main people or animals in a story * Writer’s/Author’s Craft: selected details, personification, repetition of words or sentences, purposeful word choice * Figurative Language: simile * Narrative Techniques: flashback, foreshadow, dialogue * Point of View: first person * Comparing Across Texts: characters, plot problems, sequence of events, details of description <p>Nonfiction Concepts</p> <ul style="list-style-type: none"> * Genre: Biography- gives facts about a person’s life * Print features: title, headings, captions, bulleted information, sidebar, different typeface * Text organization: paragraph main idea & supporting details * Use of visuals: photographs, maps, globe, cross-section diagram, diagram, chart, table * Comparing the use of text features and graphics across nonfiction texts. 	<p>Fiction Concepts</p> <p>TE: 545</p> <p>TE: 543</p> <p>TE: 540, 590, 597, 598</p> <p>TE: 543</p> <p>TE: 536, 543</p> <p>TE: 543</p> <p>TE: 598, 617, 569</p> <p>TE: 545, 596</p> <p>TE: 547, 570</p> <p>TE: 612, 619, 623</p> <p>Nonfiction Concepts</p> <p>Print features: TE: 582</p> <p>Text organization: TE: 563, 581</p> <p>Use of visuals: TE: 555, 573, 595, 606</p>

*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 VOCABULARY SKILLS	HOUGHTON MIFFLIN VOCABULARY SKILLS WHERE TO LOCATE
<p style="text-align: center;"><u>Word Attack/Spelling/ Phonics Skills</u></p> <ul style="list-style-type: none"> • Prefixes and Suffixes • Changing final y to i • VCV pattern <p style="text-align: center;"><u>Structural Analysis</u></p> <ul style="list-style-type: none"> • Prefixes: un-, dis-, re-, inter- (target) • Suffixes: -ful, -less, -ment, -less (target) • Changing final y to i (target) • VCV Pattern (target) <p style="text-align: center;"><u>Phonics/Decoding Strategy</u></p> <ul style="list-style-type: none"> • 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 do? 	<p style="text-align: center;"><u>Word Attack/Spelling/ Phonics Skills</u></p> <p>TE: 555 E-F, M32</p> <p>TE: 581 E-F, M32</p> <p>TE: 607 E-F, M33</p> <p style="text-align: center;"><u>Structural Analysis</u></p> <p>TE: 55 C, 555 G, M34</p> <p>TE: 555 C</p> <p>TE: 581 C</p> <p>TE: 607 C-D</p>	<ul style="list-style-type: none"> • Homophones (target) • Word Histories in a Dictionary (target) 	<p>TE: 581 G, M34</p> <p>TE: 607 G-H, M35</p>

HOUGHTON MIFFLIN GRAMMAR AND WRITING FORMS		HOUGHTON MIFFLIN WRITING PROCESS FOR TARGET GENRE
Grammar/Language Structures	Grammar/Language Structures	PERSONAL ESSAY: Writer's opinion TE: 555 S-T, 556, 557 A-H
<ul style="list-style-type: none"> • Subject Pronouns: I, you, he, she, it • Object Pronouns: me, you, him, her, it, us • Combining Sentences with pronouns • Possessive Pronouns: my, your, hers, his, its, our, their 	<p>TE: 555 I-J</p> <p>TE: 581 I-J</p> <p>TE: 581 L</p> <p>TE: 607 I-J, 607 L</p>	<p><i>Connection Diagram</i> Main Idea/Details Introduction, Conclusion</p> <p style="text-align: center;">Writing rubric TE: 557 H</p> <ul style="list-style-type: none"> • Prewriting/ Planning: <ul style="list-style-type: none"> ➢ Finding a topic: brainstorm to find an idea you feel strongly about ➢ Planning what to write: think about your intended audience; who are you writing for? ➢ Connection Diagram • Drafting/Composing: <ul style="list-style-type: none"> ➢ Organizing : state your opinion, give reasons and data to support your opinion ➢ Introduction and Conclusion Paragraphs: • Revising/Written Expression: <ul style="list-style-type: none"> ➢ Voice ➢ Sensory details ➢ Sentence fluency • Proofreading/Editing: <ul style="list-style-type: none"> ➢ Frequently misspelled words/no excuse words ➢ Capitalization ➢ Punctuation ➢ Usage ➢ Pronoun usage • Publishing: <ul style="list-style-type: none"> ➢ Send as an e-mail or letter ➢ Make a tape recording ➢ Display on a poster
Writing Forms	Writing Forms	
<ul style="list-style-type: none"> • Information paragraph • Problem Solving paragraph • Magazine article 	<p>TE: 555 K-L</p> <p>TE: 581 K-L</p> <p>TE: 607 K-L</p>	
Oral Language		
<ul style="list-style-type: none"> • Present a memorized speech • Conduct an interview • Present an Oral Report 		