HOUGHTON MIFFLIN **COMPREHENSION STRATEGIES**	HOUGHTON MIFFLIN **COMPREHENSION STRATEGIES** Where to Locate	HOUGHTON MIFFLIN **COMPREHENSION SKILLS**	HOUGHTON MIFFLIN **COMPREHENSION SKILLS** Where to Locate	**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.
 ➢ Think about how you would feel in a situation like the one in the story?
 ➢ Apply what you know from personal experiences.
 	
 Question (target)
 ➢ Ask questions that can be answered as you read or after you finish reading.
 ➢ Asking question helps focus on main events and details.
 	
 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
 	
 SQP3R
 ➢ **S**urvey, **Q**uestion, Predict, **R**ead, **R**ecite **R**eview
	Predict/Infer
	 A Boy Called Slow
	 TE: 470
	             473
	             475
	             476
	             482
	
	 Question
	 Pioneer Girl
	 TE: 498
	             500
	             504
	             512
	
	 Evaluate
	 Black Cowboy, Wild Horses
	 TE: 522
	             528
	             529
	             534
	             536
	             M10, 12, 20
	
	 Summarize
	 Elena
	 TE: 550
	             554
	             560
	             569 A
	
	 SQP3R
	 Home on the Range
	 TE: 544-547
		Drawing Conclusions: (target)
		 ➢ Authors give details about characters or events without telling readers what to think of them. Readers use the details to draw conclusion.
		
		 Propaganda (target)
		 ➢ A variety of propaganda techniques may be used to influence people.
		 ➢ Propaganda is an attempt to persuade people to believe something or act in a certain way.
		
		 Making Judgments (target)
		 ➢ 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.
		
		 Applying Story Structure: (target)
		 ➢ **Characters:** People or animals in the story.
		 ➢ **Setting:** time and place the story occurs.
		 ➢ **Plot:** Sequence of events in a story, includes the problem and solution**.**
			Drawing Conclusions:
			 A Boy Called Slow
			 Comprehension Tool: Conclusion Chart (Story Clue + Story Clue = Conclusion)
			 TE: 467A
			             470
			             483
			             491A
			             509
			             R8
			             M13, 32
			
			 Propaganda
			 Pioneer Girl
			 Comprehension Tool (target): KWL chart (TE 497)
			 TE: 495 S
			             498
			             501
			             519A
			             561
			             R10
			             M32
			
			 Making Judgments
			 Black Cowboy, Wild Horses
			 Comprehension Tool: Judgments Chart
			 TE: 519 CC
			           522
			           535
			           547
			           R12
			           M33
			
			 Applying Story Structure:
			 Elena
			 Comprehension Tool: Story Map
			 TE: 533
			             547 CC
			             550
			             559
			             569A
			             R14
			             M11, 33
				• Conclusion Chart
				 • K-W-L chart
				 • Judgment chart
				 • Classification map and chart
				 • Story map
				 • Comparison Charts
				 • Event map
				 • Topic, main idea, T-chart

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
Study and Print Resources Skills	**Study and Print Resources Skills**	**Fiction Concepts**	**Fiction Concepts**
• **Dictionary entry:** entry word, definition, phonetic respelling, part of speech, definition, sample sentence, suffixes, word histories	TE: 519G, 547G, 569G M36-37	• **Genre** ➢ **Historical fiction:** fictional stories written on historical events and topics. These stories seem as if they are real	TE: 550-562
• **Computer literacy**		• **Story Structure:** character, setting, plot (problem/solution)	TE: 533, 547CC-DD, 550, 559, 569A, M13
° Using a word processor to type a report	TE: 491H	• **First –Person Narrative:** story told by one of the characters, refers to self as "I", tells own feelings	TE: 553, 556,
° Creating computer files	TE: 569H	• **Figurative language**	TE: 561
• **Multiple Sources of Information**		**Comparing Within and Across Fiction and Nonfiction Texts**	
° Comparing sources: different types of information; confirming facts and details; evaluating accuracy, completeness, timeliness, and bias	TE: 519H	characters, plot problems, sequence of events, details of description, author's use of language/word choice, method of organization	TE: 481, 486-487 514-515, 519 531, 542; 564-565, 569; M11-16, M19-23
° Using multiple sources: encyclopedia, trade books, newspaper or magazine articles, primary source materials, web sites	TE: 547H	**Nonfiction Concepts**	**Nonfiction Concepts**
		• **Genre:** ➢ **Biography:** gives facts about a person's life ➢ **Nonfiction:** author researches topic and presents factual information ➢ **Magazine article:** selection in a periodical, focusing on a particular area of interest	TE: 470-485 TE: 499-513, 523-541 TE: 516-519 TE: 506, 511, 532, 537
• **Using the Reader's Guide:** a reference work of articles	TE: 518, 593H	• **Writer's/Author's Craft:** purpose of selected details, creating suspense, use of dialogue, use of direct and indirect quotations, creating mood	TE: 524, 528,
Test-taking Skill: Writing an Answer to a Question	**Test-taking Skill: Writing an Answer to a Question**	• **Figurative language**	TE: 485, 502, 506, 527
• **Understand the question:** find key words		• **Author's Viewpoint:** way the author thinks or feels about a subject	TE: 532
• **Get ready to write:** skim selection using key words; list details that help answer the question	TE: M28-31	• **Mood:** emotional tone in a selection, e.g., fear, happiness, panic, mystery, suspense	TE: 496-497
• **Write your answer:** use details from list; write clear and complete answer		• **Print features:** title, headings, bulleted items, dialogue, graphic aids	TE: 506,
		• **Use and interpretation of graphic aids:** photographs, captions, political and specialized maps (compass rose, key, scale), globe, cross-section diagram, timeline, diagram, chart, table	TE: 516-519, 520-521
		• **Visual literacy:** ideas and information shared in paintings, identifying details and techniques in paintings	TE: 488-491, 539, 546-547

HOUGHTON MIFFLING PHONICS & SPELLING	HOUGHTON MIFFLING PHONICS & SPELLING Where to Locate	HOUGHTON MIFFLIN VOCABULARY SKILLS	HOUGHTON MIFFLIN VOCABULARY SKILLS Where to Locate

Word Attack/Spelling/ Phonics Skills
 	
• /ij/, /iv/, /is/ sounds:
  ➤ /ij/: **age** as in hom**age**
  ➤ /iv/: **ive** as in distinct**ive**
  ➤ /is/: **ice** as in pract**ice**
	Word Attack/ Spelling/ Phonics Skills
	
	TE 491D, 519E
		• **Context clues**
		
		• **Analogies** (target)
			• **Context clues**
			TE: 469
			
			• **Analogies**
			TE: 491G
			    M36, R19

• Word beginnings with schwa sound
  ➤ a- as in able
  ➤ be- as in became
	TE: 519D
	TE 519 E-F, M34
		• **Synonyms**
		
		• **Antonyms**
			• **Synonyms**
			TE: 519F
			
			• **Antonyms**
			TE: 569E

• Final sounds: Phonics
  ➤ /n/
  ➤ /en/: **ain** in fount**ain**
  ➤ /cher/: **ture** in cap**ture**
  ➤ /zher/: **sure** in mea**sure**
	TE 547D, 547E-F	• **Jargon**	• **Jargon**
			TE: 547F

• Initial and Medial Digraphs ➤ ch, sh, th, wh, ph, and gh	TE 569D, 569E-F TE: 547C	• **Word Origins**	• **Word Origins** TE: 491F
• Changing final y to i	TE: 569C, 569E, R22	• **Words from names of plac**es	• **Words from names of places** TE: 593G

• Unusual Consonants Pronunciations
  ➤ fact and factual
  ➤ locate and location
	TE: 593D, 593E	• **Word Histories in a Dictionary**	• **Word Histories in a Dictionary**
			TE: 569 G
			    M 37

Structural Analysis	**Structural Analysis**		
• Base word: can stand alone Root word: cannot stand alone Adding suffix, ending, or prefix to base word	TE: 491E TE: 593F TE: 593C	HOUGHTON MIFFLIN **PREFIXES** WHERE TO LOCATE	HOUGHTON MIFFLIN **SUFFIXES** Where to Locate
• Stressed syllable	TE: 519C, R18	• un-, dis-, in-, re- TE 491C, M34	• -ion TE: 519D
• Unstressed syllables	TE: 519E, R18		• -ment, -ward TE: 593C
• Review of syllabication	547D, R20		• Finding definitions of suffixes in dictionary TE: 519G ° -ness, -ful, -less, -ly, -ment, -ion
	Spelling Review M 38-M39		

WRITING and ORAL LANGUAGE STANDARDS

HOUGHTON MIFFLIN **FORMS AND GRAMMAR**	HOUGHTON MIFFLIN **FORMS AND GRAMMAR** Where to Locate	HOUGHTON MIFFLIN **WRITING PROCESS**
Grammar/Language Structures	**Grammar/Language Structures**	**RESEARCH REPORT** TE: 491S-T 492, 493, 494, 495A-H

Grammar/Language Structures (column 1)

- **Pronouns:**
  - ➢ Subject: I, you, he, she, it, we, and they.
  - ➢ Object: me, you, him, her, it, us, and them.
- **More Pronouns:**
  - ➢ Possessive: my, your, his, her, its, our, and their
- **Using Pronoun:** avoid double subjects
- **Contractions:** pronoun + verb
- **Clear Pronoun Reference**
- **Adverbs:** tell how, when, and where; describe verbs, most end in -ly
- **Adverbs of Comparision:** -er with most one-syllable adverbs; more with adverbs of two or more syllables

Grammar/Language Structures (column 2)

- **Pronouns** TE: 491I-J, 547J
- **More Pronouns** TE: 519I-J
- **Using Pronoun:** TE: 547I-J
- **Contractions** TE: 519J
- **Clear Pronoun Reference** TE: 547J
- **Adverbs** TE: 569I
- **Adverbs of Comparison** TE: 591 I-J

RESEARCH REPORT (column 3)

- **Prewriting/ Planning:**
  - ➢ **Finding a topic:** brainstorm ideas you want to learn about.
  - ➢ **Planning what to write:** think about your intended audience. Who are you writing for? What is your purpose?
  - ➢ **Choosing a topic not too broad or too narrow**
  - ➢ **K-W-S prewriting chart:** Know, Want to know, Possible Sources
  - ➢ **Selecting sources of information:** resource texts (newspapers, magazines, encyclopedias, almanacs, atlases), experts, technology (video or Internet)

- **Drafting/Composing:**
  - ➢ **Organizing :** Topic sentence and supporting details in each paragraph
  - ➢ Use a variety of sources (magazine, book, person, internet)
  - ➢ Note cards and outline
  - ➢ List sources

Writing Forms Options (column 1)

- **Writing a speech:** importance of using quotations, making certain that the speaker's voice is present
- **Problem- Solution Composition:** describe a problem, define and give possible solutions, explain how it was solved.
- **Explanations:** steps of a process, how and why something works, who or what something is.
- **Compare/Contrast Paragraph:** explains how things are alike and different.

Writing Forms Options (column 2)

- **Writing a speech** TE: 491K-L
- **Problem- Solution Composition** TE: 591K-L
- **Explanations** TE: 547K-L
- **Compare/Contrast Paragraph:** TE: 569K-L

- **Revising/Written Expression:**
  - ➢ Sentences focused on a topic
  - ➢ Sentence fluency
  - ➢ Word choice: precise, descriptive

- **Proofreading/Editing:**
  - ➢ Frequently misspelled words/no excuse words
  - ➢ Capitalization
  - ➢ Punctuation
  - ➢ Usage
  - ➢ Pronoun usage
  - ➢ Correct use of adverbs

Oral Communication Options (column 1)
- Giving a written speech
- Giving an Oral Report
- Choral Speaking
- Sharing an Oral History of your family

Oral Communication Options (column 2)
TE: 491L

- **Publishing:**
  - ➢ Write as a newspaper article
  - ➢ Present orally
  - ➢ Create a visual display