



# Anchor Charts: Display, Print, or Draw Your Way

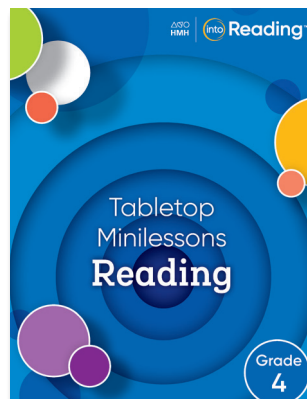
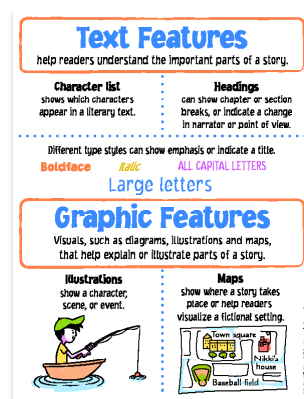
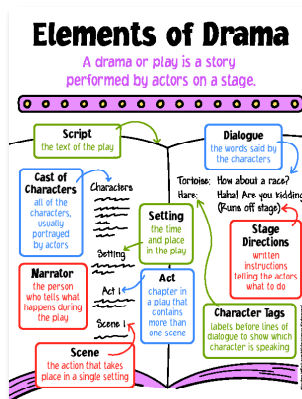
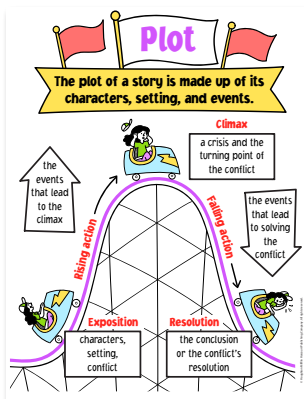
GRADE 4





## Reading Workshop Anchor Charts

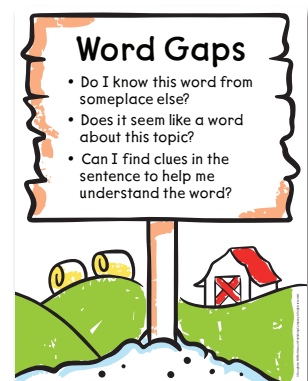
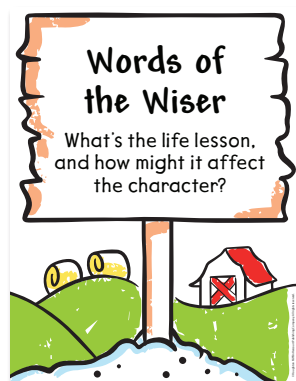
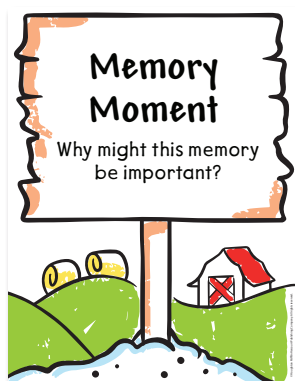
Introduce skills during whole-group minilessons.



**Anchor Charts** are included in **Reading Tabletop Minilessons** for targeted small-group instruction.

## Anchor Charts for Reading Strategies

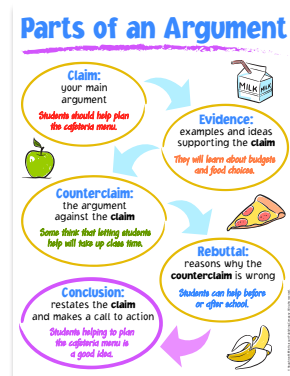
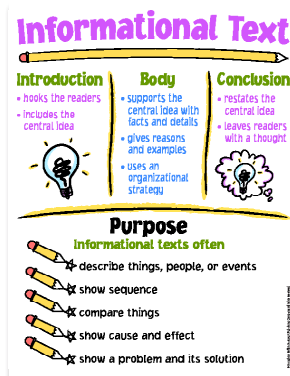
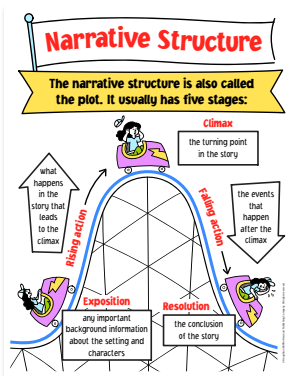
**Notice & Note Signposts** help students annotate and read closely, developing their ability to read critically.



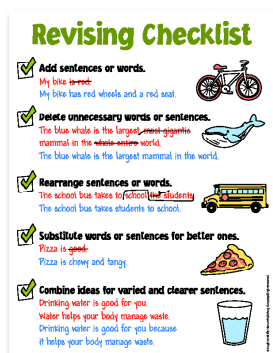
# Writing Workshop Anchor Charts

Make students' thinking and writing come alive!

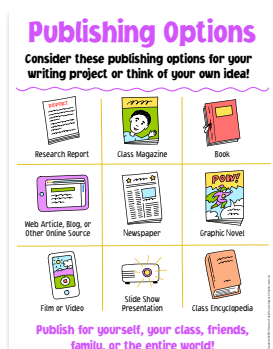
## For Genre Study



## Anchor Charts for the Writing Process



All Anchor Charts available online for easy projection.



# Learning Mindset

This **Learning Mindset Anchor Chart** keeps the focus on growth throughout the year.

## My Learning Mindset

Ways of thinking that help me learn and succeed

<b>Asking for Help</b> I ask questions when I get stuck. 	<b>Belonging</b> I help my classmates. My classmates help me. 	<b>Curiosity</b> I want to learn new things. 
<b>Noticing</b> I look closely. 	<b>Perseverance</b> I learn from my mistakes. 	<b>Planning Ahead</b> What steps can I take to reach my goals? 
<b>Problem Solving</b> I try different ways to solve problems. 	<b>Purpose</b> How can this help me outside of class? 	<b>Resilience</b> I won't give up. I will keep trying. 
<b>Seeking Challenges</b> I like to try things that seem difficult. 	<b>Self-Reflection</b> How can I make this even better? 	<b>Setting Goals</b> I have a plan. 

Each *Into Reading*™ module focuses on a different **Learning Mindset** skill.

## Anchor Charts for Communication and Spelling

### Following and Giving Instructions

**MATERIALS**

- Read the instructions all the way through.
- Look for a list of materials you will need.
- Look for numbered steps or sequence words: First, Next, Then, Last.
- Do what the instructions tell you.

**Following Oral Instructions**

- Listen for the materials you will need.
- Listen for sequence words: First, Next, Then, Last.
- Repeat each step in your own words.
- Do what the instructions tell you.

**Giving Written or Oral Instructions**

- List the materials that will be needed.
- Think about what each step will be.
- Use numbers or sequence words to put the steps in order.
- Write or say the steps in order.

### How to Have a Discussion

**BE PREPARED** **BE POLITE** **PARTICIPATE** **FOLLOW INSTRUCTIONS**

**SPEAKING** **LISTENING**

- Take turns speaking.
- State and explain your ideas clearly.
- Stay on topic.
- Connect your comments to those of others.
- Answer questions.
- Offer your opinion, supported with reasons.
- Use specific vocabulary and language appropriate for the audience.

- Listen actively.
- Notice the speaker's gestures and expressions.
- Follow up to clarify what you heard.
- Ask relevant questions.
- Identify points of agreement and disagreement.
- Summarize key ideas.

### Spelling Different Syllable Types

Recognizing common syllable types can help you read and spell words that have more than one syllable.

A **closed syllable** ends with at least one consonant. Its vowel sound is short. Top: These words have closed syllables.

*may/net cac/us in/dex*

An **open syllable** ends with a vowel. Its vowel sound is long. The first syllable in these words is open.

*pa/per e/ven*

A **vowel-consonant-e (VCE) syllable** has a silent *e* at the end that makes the syllable's vowel sound long. The second syllable in these words has the VCE pattern.

*rep/le por/cke*

An **r-controlled syllable** has an *r* after the vowel. The *r* controls how the vowel is pronounced, making it neither short nor long. These words have one or two *r*-controlled syllables.

*per/fect part/nice*

A **final stable syllable** appears at the end of a word. Its vowel sound is neither short nor long. Common final stable syllables include consonant + *le*, *-tion*, and *-sion*. The last syllable in these words is a final stable syllable.

*cable na/tion ex/plo/sion*

Use what you know about syllable types to spell multisyllable words.

### Spelling Words with Prefixes and Suffixes

● A **prefix** is a word part that is added to the front of a word. ● A prefix changes the meaning of the word but not its spelling.

*prefix (meaning) + word = new word (meaning)*

*pre- (before) + view = preview (view before)*

Some common prefixes are...

anti- (opposite)	dis- (opposite of)	mis- (wrongly)
re- (again)	semi- (between)	sub- (under)

● A **suffix** is a word part that is added to the end of a word. ● A suffix changes the form of the word. Sometimes, a suffix changes the spelling of the word.

*base word + suffix = new word (double final consonants)*

*chat + -ed = chatted*

*base word + suffix = new word (change y to i)*

*happy + -ness = happiness*

*base word + suffix = new word (drop final e)*

*shame + -ing = shameing*

Sometimes, a suffix changes the consonant sound at the end of a word.

*create + -ion = creation: The /t/ sound at the end of create changed to a /tʃ/ sound.*

*select + -ion = selection: The /t/ sound at the end of select changed to a /ʃ/ sound.*

Use what you know about prefixes and suffixes to spell new words.

To learn more about *Into Reading* please visit

[hmhco.com/IntoReading](http://hmhco.com/IntoReading)

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