

**Sixth Grade Houghton Mifflin Reading at a Glance  
Aligned with Bellevue USD Standards**

Theme	Wk	Comprehension Strategy and Skill	Spelling Structural Analysis	Grammar	Writing	Assessment
Back to School		Strategy Workshop: Strategy Review				
1: Courage  Focus On: Poetry	1	Summarize  Evaluate  Predict/Infer  Monitor/Clarify	Short vowels Suffixes –ful, -less, -ly	Kinds of Sentences; Subjects and Predicates		
	2		Long vowels Syllabication	Conjunctions; Compound Sentences		
	3		More vowel spellings Prefixes un- and re-	Complex sentences; correcting fragments and run-on sentences		
	4		/ou/(stout), /oo/ (bloom), /ô/ (vault/sought), and /oi/ (avoid/annoy) Possessives and contractions	Common and proper nouns; singular and plural nouns		

ELLA Vocabulary:

frustration  
shelter  
survival  
diplomat  
refugees  
superiors  
fatigue  
improvising  
desperate  
ascent  
treacherous  
seasoned  
entangled

**Notes on this theme:**

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2: What Really Happened?  Focus On: Plays	1	Question	Vowel + /r/ sounds “Someone who” suffixes: -er, -or, -ar, -ist, -ian, -ent, -eer	Singular and plural possessive nouns; more possessive nouns		
	2	Summarize  Monitor/Clarify	Homophones Inflected endings –s and –es	Action verbs; direct objects; main verbs and auxiliary verbs		
	3	Text Organization	Final /schwa r/(acre, calendar), /schwa n/ (gallon, kitchen), and /schwa l/ (mental, novel) Adjective suffixes: -al, -ive, -ous	Transitive and intransitive verbs; being verbs and linking verbs		

ELLA Vocabulary:

inspiration  
 transmission  
 accounting  
 hearth  
 phases  
 suspicious  
 erosion  
 fossils  
 theory

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3: Growing Up	<b>1</b>	Predict/Infer Evaluate		Verb tenses; more about verb tenses	Expository:	Theme Skills test: <i>revised</i> Part B Part C Part D Part G Part H Part I Part J Part K Part L Part M Questions 3,4,5  Plus teacher generated (Edusoft) geared to released test questions
	<b>2</b>		Words with -ed or -ing Final /t/, /ed/, and /d/ sounds	Principal parts of regular ; perfect tenses	Writing to explain how	
	<b>3</b>	Making Inferences Question	Endings and suffixes: -en, -ize, -ify /ch/ and /k/	subject-verb agreement	Writing of a newspaper article	
	<b>4</b>	Story Structure Monitor/Clarify  Problem Solving and Decision Making	Prefixes in- and con-	Sit, set; lie, lay; rise, raise; lend, borrow; let, leave; teach, learn	Writing of a personal letter	

ELLA Vocabulary:

determination  
wares  
provisions  
stoop  
express  
desolate  
relieve  
awkward  
briskly  
notice  
commute  
resettling  
subtle

**Notes on this theme:**

Persuade your parents to buy \_\_\_\_\_.

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4: Dis- covering Ancient Cultures  Focus On: Myths	1	Evaluate Author's Viewpoint;	Suffixes –ic, -al, and -ure	Adjectives; proper adjectives	Writing of a business letter	
	2	Bias and Assumption Summarize	Adding –ion or –ation Different sounds for the letters wh	Comparing with adjectives; comparing with good and bad	Writing research reports	
	3	Cause and Effect Monitor/Clarify  Topic, Main Idea, and Supporting Details		Adverbs; comparing with adverbs	Writing poetry	

ELLA Vocabulary:

adorned  
intricate  
conquered  
massive  
durable  
extravagant  
vicinity  
flourishing  
primary

**Notes on this theme:**

## Sixth Grade Houghton Mifflin Reading at a Glance Aligned with Bellevue USD Standards

Theme	Wk	Comprehension Strategy and Skill	Spelling Structural Analysis	Grammar	Writing	Assessment
5: Doers and Dreamers  Focus On: Speeches	1	LR 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. <i>I can determine how the character's traits affect the plot. I can determine how the character's traits can affect the resolution of the conflict.</i> LR 3.3 Analyze the influence of setting on the problem and its resolution. <i>I can determine how the setting can affect the problem. I can determine how the setting can affect the solution.</i> RC 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text. <i>I can identify false reasoning and truths.</i>	Plurals  Suffixes: -ent/-ence; -ant/-ance; -able/-ible; -ate	Subject and Object pronouns; Pronouns in Compound Subjects and Objects Using who, whom, whose  Avoiding double negatives; Use of contractions	Persuasive Writing Writing of poetry – goes throughout the year) WS1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order. WRA2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed. Descriptive words and phrases.	Use full Theme Skills tests and Teacher generated (Edusoft) standards based questions.
	2					
	3					

### ELLA Vocabulary:

unconventional  
endurance  
discouraged  
certified  
relegated  
meticulous  
portrait  
abstract  
pallet  
  
trait  
resolution  
plot  
conflict

### Notes on this theme:

LR3.2 – Doers & dreamers naturally lends itself to character analysis. Use multi-flow, brace, bubble, and/or flow maps to elicit characters' traits and how these traits influenced plot and conflict resolution.

RC2.8 – Pg 459 & 473A/B and read aloud 452A-453B – 1<sup>st</sup> story

Pg 481 & 479 – 2<sup>nd</sup> story

LR3.3 – 2<sup>nd</sup> story: Read aloud pg. 475 U/V, 483, 495A/B

Packet – Guidelines for teaching persuasive writing. Transition words – mini lesson looking a list to “model” which ones are appropriate.

Introduce	} For middle paragraphs
Fact	
Reason	
Example	
Elaborate	
Conclusion	

\*Need to have sample of sound writing.

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Theme	Wk	Comprehension Strategy and Skill	Spelling Structural Analysis	Grammar	Writing	Assessment
6: New Frontiers: Oceans and Space	1	RC 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	Prefixes: de-, dis-, ex-, inter-, per-, pre-, pro- /schwa ry/ (battery, injury) and /sh schwa r/ (usher, pressure) sounds	Prepositions and prepositional phrases; prepositional phrases with adjectives and adverbs	WRA 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed.  *Change to expository writing to explain why.	Use full theme skill test
	2	RC 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.	Prefixes: ad- and ob- /th/ (this) and /th/ (that) sounds	interjections; abbreviations		
	3	RC 2.7 Make reasonable assertions about a text through accurate, supporting citations.	words with ie or ei Vowel alternations (equal-equation)	Commas in a series; more uses for commas		
	4		Word parts Consonant alternations (practice-practical)	Punctuating dialogue; capitalization in titles		

**ELLA Vocabulary:**

monitoring  
navigation  
analysis  
simulate  
qualifications  
methodically  
menagerie  
unfathomable  
undulates  
visibility  
buoy  
inquiries

**Notes on this theme:**

R2.3 – connect deep sea with outer space (double bubble) (ts.s. link)  
R2.6 – read aloud 616G/H/I/J, 617C, 627, 639A/B