

## ELA Grade 6 Scope and Sequence

### To Be a Hero: Cluster Four

Cluster four addresses students thinking on their own through a short story, article, eulogy, poem, and fairy tale. The main thinking skills are conflict, figurative language, tone, theme and constructed response.

(Note: ELA utilizes multiple texts during instructional time, including extended texts which are planned separately from the anthology unit clusters represented below. Since there is an extensive list of approved fiction and nonfiction texts at grade level for the teacher to select for classroom use, they are not represented on this chart.)

Estimated Days	Unit	Standard(s)/Outcome(s)	Essential/Guiding Questions
2-4	“Hamish Mactavish is Eating a Bus” by Gordon Korman pg. 118	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<ul style="list-style-type: none"> <li>• How do I effectively demonstrate the following:</li> <li>• Close analytical reading?</li> <li>• Identifying conflict?</li> <li>• Identifying tone?</li> <li>• Writing a constructed response?</li> </ul>
2-4	“Who’s	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly	<ul style="list-style-type: none"> <li>• How do I effectively demonstrate the following:</li> </ul>

	the Greate	as well as inferences drawn from the text.	
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	st of All” by Dani el Okre nt pg. 130	<p>RI.6.2 Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reason and evidence from claims that are not.</p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> <li>• Close analytical reading?</li> <li>• Supporting a claim?</li> <li>• Writing a constructed response?</li> </ul>
2-4	“Dr. Mart in Luth er King Jr.” by David Dinkin s pg. 132	<p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<ul style="list-style-type: none"> <li>• How do I effectively demonstrate the following:</li> <li>• Close analytical reading?</li> <li>• Identifying figurative language?</li> <li>• Writing a constructed response?</li> </ul>
2-4	“Visib	W.6.3 Write narratives to develop real or	<ul style="list-style-type: none"> <li>• How do I effectively demonstrate</li> </ul>

	le Ink” by Nikki Giovanni pgs. 134-135	imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.	<p>the following:</p> <ul style="list-style-type: none"> <li>• Note Taking?</li> <li>• Identifying theme?</li> <li>• Writing a poem?</li> </ul>
3-5	“The	RL.6.2 Determine a theme or central idea of	<ul style="list-style-type: none"> <li>• How do I effectively demonstrate</li> </ul>

	Woodcutters’ Story” by Nancy Schimmel pg. 136	<p>a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>the following:</p> <ul style="list-style-type: none"> <li>• Close analytical reading?</li> <li>• Identifying plot elements?</li> <li>• Identifying theme?</li> <li>• Writing a narrative response?</li> </ul>
1-2		Cluster Four Summative Assessment	<ul style="list-style-type: none"> <li>• Selected Response and Constructed Response questions</li> </ul>