

## ELA Grade 6 Scope and Sequence To Be a Hero: Cluster Two

Cluster two addresses what makes a hero through a short story, essay, autobiography, poem, Arthurian legend and drama. The main thinking skills are theme, author’s purpose, poetry analysis, plot elements, summarizing and constructed responses.

(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	“Tough Alice” by Jane Yolen pg. 44	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.6.3 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>● What are the features of a narrative text?</li> <li>● How do I analyze a theme in a text?</li> </ul>
3-5	“Great Plains” by Ian Frazier	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI.6.6 Determine an author’s point of view or	<ul style="list-style-type: none"> <li>● What is the process for Close Analytical Reading?</li> <li>● How do I determine the Author's Purpose in a text?</li> </ul>

	pg. 54	<p>purpose in a text and explain how it is conveyed in a text.</p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>● What is the effective and correct use of the semicolon?</li> <li>● How do I write an effective Constructed Response?</li> </ul>
3-5	<p>“The Letter A” by Christy Brown pg. 56</p>	<p>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.</p> <p>RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.</p> <p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<ul style="list-style-type: none"> <li>● How do I practice Close Analytical Reading?</li> <li>● What is the process for extracting the theme from the details of a text?</li> <li>● How do I write an effective Constructed Response?</li> </ul>
3-5	<p>“Those Winter Sundays” by Robert Hayden pg. 63</p>	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</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>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> <p>RL.6.5 Analyze how a particular sentence,</p>	<ul style="list-style-type: none"> <li>● How do I practice Close Analytical Reading?</li> <li>● How do I effectively analyze poetry, and how does it differ from other texts?</li> <li>● How do I write an effective Constructed Response?</li> </ul>

		<p>chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	
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3-5	<p>“Sir Bors Fights for a Lady” by Rosemary Sutcliff pg. 64</p>	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</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>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> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.1.e Provide a concluding statement or section that follows from the argument presented.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<ul style="list-style-type: none"> <li>● What are the elements of plot structure and what purpose do they serve?</li> <li>● How do I analyze an author’s Character Development?</li> <li>● How do I share ideas with others, practice active listening, and contribute meaningfully to the group?</li> <li>● How do I write an effective Constructed Response?</li> </ul>
3-5	“Elizab	RI.6.1 Cite textual evidence to support	<ul style="list-style-type: none"> <li>● How do I practice Close Analytical</li> </ul>

	<p>eth Blackwell: Medical Pioneer” by Joanna Halper t Kraus pgs. 70-87</p>	<p>analysis of what the text says explicitly as well as inferences drawn from the text.  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.  RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.  W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p>Reading?</p> <ul style="list-style-type: none"> <li>● What are the elements of plot structure and what purpose do they serve?</li> <li>● What are the similarities and differences / effects of summarizing and paraphrasing?</li> <li>● How do I write an effective Constructed Response?</li> </ul>
<p>2-4</p>		<p>Cluster Two Summative Assessment</p>	<p>Selected Response and Constructed Response questions</p>