

ELA Grade 6 Scope and Sequence

To Be a Hero: Cluster One

Cluster One addresses types of heroes through an autobiography, editorial essay, Greek myth, poem and article. The main thinking skills are inferencing, figurative language, text features and structure 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
6-12	"Older Run" by Gary Paulsen pgs. 14-21	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI. 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 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. RL 6.6 Explain how an author develops the point of view of the narrator or	<ul style="list-style-type: none">• Why is inferencing valuable? • How does Identifying figurative language reveal the author's purpose? • Why are foreshadowing and flashback effective?• How does text structure contribute to the meaning of the text? • What is an effective written constructed response?

		<p>speaker in a text.</p> <p>W.6.1.a Introduce claim(s) and organize the reasons and evidence 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>	
5-7	<p>“The Man in the Water” by Roger Rosenblatt</p> <p>pgs. 23-25</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. 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. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.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"> • What is Close Analytical Reading? • How do I identify the central idea of an informational text? • How do I effectively analyze an author’s claim and support my analysis?
5-7	<p>“The Hero’s Test”</p>	<p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a</p>	<ul style="list-style-type: none"> • How do I practice Close analytical reading? • What is the theme in a text? •

	by Aliso u	summary of the text distinct from personal opinions or judgments.	How do I write an effective
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	n Wittin g pgs. 27-32	<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>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)</p>	constructed response?
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2-3	"Bird fo ot's Grand pa" by Jose ph Bruc h	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.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</p>	<ul style="list-style-type: none"> • How do I practice Close analytical reading? • How does Identifying figurative language reveal the author's purpose? • What is the theme in a text?
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	ac pg. 33	<p>or judgments. 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. W.6.9.a Apply grade 6 Reading standards to literature (e.g., "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>	
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3-5	<p>“The Teacher Who Changed My Life” by Nicholas Gage</p> <p>pgs. 35-38</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. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text. 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. RL.6.9 Compare and contrast texts in</p>	<ul style="list-style-type: none"> • What is the process of analyzing multiple texts? • What does analyzing character reveal? • How do authors create text to achieve their purpose? • How do I effectively analyze and support a claim?
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		<p>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>	
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3-5	<p>“Flyin g in the Face of the Fuhrer ” by Phil Taylor pgs. 39-41</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. RI.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>RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., memoir written by and biography of the same person).</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence. W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.</p>	<ul style="list-style-type: none"> • What are idioms, and how do they affect the reader? • What are the differences between primary and secondary sources? • Why / How should I revisit a text for key information? • What is an effective claim?
1-2		Cluster 1 Summative Assessment	