

GRADE 6

ELA Scope and Sequence

SAVVAS myPerspectives 2027 + Novel Studies

2026-2027 School Year

Purpose	Six-unit Grade 6 instructional map integrating myPerspectives 2027, three anchor novel studies, NYS ELA standards, IB inquiry, ATL skills, writing, and assessment.
Novel progression	Bud, Not Buddy (Unit 1) The Lightning Thief (Unit 4) Front Desk (Unit 6)
Year-end outcome	Students read and comprehend literary and informational texts in the Grades 6-8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Source basis	Grade 6 SAVVAS Units 2025 updated plan and district novel-study drafts, adapted to myPerspectives 2027 and the 2026-2027 calendar.

How to Use This Scope and Sequence

This guide preserves six myPerspectives-aligned conceptual units while strengthening the curriculum through three full-length anchor novels. Novel phases are integrated with, rather than added on top of, the SAVVAS text sets. Teachers should adjust daily chapter pacing to the edition, instructional minutes, student reading stamina, and accessibility needs while protecting the unit's standards and culminating task.

Novel-Study Design Commitments

- Treat each novel as an anchor for sustained reading, not as an isolated enrichment activity.
- Use myPerspectives selections as mentor, paired, comparison, background-knowledge, and transfer texts.
- Balance in-class close reading, teacher read-aloud, collaborative reading, audio support, and accountable independent reading.
- Maintain an evidence notebook for character, theme, vocabulary, structure, perspective, and inquiry connections.
- Build toward authentic writing, discussion, research, and presentation products rather than chapter-by-chapter recall alone.

Year-at-a-Glance

Unit / Dates	myPerspectives Focus	Novel Anchor	Essential Question	Priority Standards
1 September 3-October 16, 2026	Growing Up	Bud, Not Buddy	What are some of the challenges and triumphs of growing up?	6R1, 6R2, 6R3, 6R4, 6R5, 6R6, 6W3, 6W7
2 October 19-December 4, 2026	Natural Allies	None - myPerspectives core and independent text set	How do animals and people interact?	6R1, 6R2, 6R8, 6W2, 6W6
3 December 8, 2026-February 5, 2027	Living with Technology	None - myPerspectives core and independent text set	Is technology helpful or harmful in our lives?	6R2, 6R3, 6R5, 6R6, 6R8, 6W1
4 February 8-April 9, 2027	Imagined Worlds	The Lightning Thief	How does imagination enrich our lives?	6R1, 6R2, 6R3, 6R4, 6R6, 6W1, 6W3, 6W7, 6SL1
5 April 12-May 28, 2027	Extraordinary People	None - myPerspectives core and independent text set	What makes people extraordinary?	6R2, 6R3, 6R4, 6R6, 6R8, 6W1, 6W6
6 June 1-June 25, 2027	Fairness, Justice, and Community	Front Desk	How can people help create fair and equitable communities?	6R1, 6R2, 6R3, 6R5, 6R6, 6R8, 6W1, 6W2, 6SL1

Novel anchors are distributed across the opening, middle, and closing portions of the year to build stamina and transfer.

Unit 1: Growing Up

September 3-October 16, 2026

IB connection	Who We Are
Learner profile	Risk-Taker (September); Inquirer (October)
Mindset	Everything Is Possible; Passion First
Essential question	What are some of the challenges and triumphs of growing up?
Theme / genre	Identity, resilience, belonging, and historical change Nonfiction narrative and historical fiction
Novel anchor	Bud, Not Buddy

Standards and Learning Outcomes

Standard	Grade 6 expectation
6R1	Cite textual evidence to support analysis of explicit and implicit meaning and logical inferences.
6R2	Determine theme or central idea, analyze its development through details, and summarize objectively.
6R3	Analyze how events unfold and characters respond or change; analyze how informational individuals, events, and ideas relate and develop.
6R4	Determine figurative, connotative, academic, and content-specific meanings and analyze effects on meaning, tone, and mood.
6R5	Analyze how a sentence, paragraph, chapter, scene, stanza, or section contributes to structure, theme, central idea, setting, or plot.
6R6	Identify literary point of view and explain how it conveys meaning; explain how culture or geography affects informational perspective.
6W3	Write narratives using effective technique, descriptive detail, and logical sequencing.
6W7	Gather relevant information, assess source credibility, quote/paraphrase appropriately, avoid plagiarism, and provide source information.

Student-Friendly Learning Targets

- I can cite evidence and make inferences.
- I can analyze character change and motivation.
- I can determine theme across a novel.
- I can analyze historical setting and cause/effect.
- I can explain how first-person point of view shapes meaning.
- I can connect historical sources to a literary text.

Integrated Writing Application

Write a nonfiction personal narrative about a challenge that led to triumph, then connect the craft and theme to evidence from Bud's journey.

Approaches to Learning (ATL)

Research; communication; social; self-management; critical thinking; information transfer

Instructional Sequence

Phase	Core Text / Focus	Instructional Emphasis	Resource Role
1	myPerspectives: The Competition; My Achilles' Meal; From Bad Boy; I Was a Skinny Tomboy Kid	Cite evidence and make inferences	Novel study + paired myPerspectives texts
2	Bud, Not Buddy - launch, historical context, and early character study	Analyze character change and motivation	Novel study + paired myPerspectives texts
3	Bud, Not Buddy - challenge, causation, resilience, and belonging	Determine theme across a novel	Novel study + paired myPerspectives texts
4	myPerspectives peer/independent selections: Eleven; Oranges; Raymond's Run and related texts	Analyze historical setting and cause/effect	Novel study + paired myPerspectives texts
5	Bud, Not Buddy - perspective, theme development, and historical-source synthesis	Explain how first-person point of view shapes meaning	Novel study + paired myPerspectives texts
6	Performance synthesis: challenge-to-triumph narrative and analytical response	Connect historical sources to a literary text	Novel study + paired myPerspectives texts

Assessment Evidence

- NWEA MAP Growth - Fall: Sept. 14-25, 2026
- iReady Diagnostic - BOY: Oct. 5-16, 2026
- Novel reading checks, evidence notebook, and discussion protocols
- Performance task: nonfiction personal narrative answering when a challenge led to triumph
- Novel synthesis: explain how historical events shape identity and belonging

Planning note: Use phases as flexible instructional blocks. Teachers should set chapter targets after confirming the adopted novel edition and available daily minutes.

Unit 2: Natural Allies

October 19-December 4, 2026

IB connection	Where We Are in Place and Time
Learner profile	Inquirer (October); Communicator (November); Open-Minded (December)
Mindset	Passion First; We Are Connected
Essential question	How do animals and people interact?
Theme / genre	Relationships, observation, and scientific patterns Explanatory text, biography, poetry, and argument
Novel anchor	None - myPerspectives core and independent text set

Standards and Learning Outcomes

Standard	Grade 6 expectation
6R1	Cite textual evidence to support analysis of explicit and implicit meaning and logical inferences.
6R2	Determine theme or central idea, analyze its development through details, and summarize objectively.
6R8	Trace and evaluate arguments and claims, distinguishing supported claims from unsupported claims.
6W2	Write informative/explanatory texts that select, organize, and analyze relevant content.
6W6	Conduct research using multiple sources and refocus inquiry when appropriate.

Student-Friendly Learning Targets

- I can analyze author's purpose.
- I can determine central idea.
- I can trace and evaluate arguments.
- I can conduct focused research.
- I can synthesize information across sources.
- I can write an organized explanatory text.

Integrated Writing Application

Research and write an explanatory essay using relevant facts, definitions, examples, quotations/paraphrases, transitions, and source information.

Approaches to Learning (ATL)

Communication; research; thinking skills

Instructional Sequence

Phase	Core Text / Focus	Instructional Emphasis	Resource Role
1	Mentor and whole-class texts: Reading Buddies; My Life with the Chimpanzees	Analyze author's purpose	myPerspectives whole-class, peer, or independent learning
2	Horses as Healers Around the World and related research	Determine central idea	myPerspectives whole-class, peer, or independent learning
3	Poetry collection: Sonnet; Nikita; The Visitor; Creation Story; The Tale of the Hummingbird	Trace and evaluate arguments	myPerspectives whole-class, peer, or independent learning
4	Biography: Black Cowboy, Wild Horses	Conduct focused research	myPerspectives whole-class, peer, or independent learning
5	Independent selections and argument pairings: Predators; The Girl Who Gets Gifts From Birds; Speak, Fidel; All the Pretty Ponies	Synthesize information across sources	myPerspectives whole-class, peer, or independent learning

Assessment Evidence

- Ongoing text-dependent responses and research notes
- ELA Benchmark #1: Dec. 7, 2026
- Performance task: explanatory essay about human-animal interaction

Planning note: Use phases as flexible instructional blocks. Teachers should set chapter targets after confirming the adopted novel edition and available daily minutes.

Unit 3: Living with Technology

December 8, 2026-February 5, 2027

IB connection	How We Express Ourselves
Learner profile	Open-Minded (December); Principled (January); Balanced (February)
Mindset	We Are Connected; 100% Accountability; Attitude of Gratitude
Essential question	Is technology helpful or harmful in our lives?
Theme / genre	Innovation, ethics, evidence, and consequences Argument and science fiction
Novel anchor	None - myPerspectives core and independent text set

Standards and Learning Outcomes

Standard	Grade 6 expectation
6R2	Determine theme or central idea, analyze its development through details, and summarize objectively.
6R3	Analyze how events unfold and characters respond or change; analyze how informational individuals, events, and ideas relate and develop.
6R5	Analyze how a sentence, paragraph, chapter, scene, stanza, or section contributes to structure, theme, central idea, setting, or plot.
6R6	Identify literary point of view and explain how it conveys meaning; explain how culture or geography affects informational perspective.
6R8	Trace and evaluate arguments and claims, distinguishing supported claims from unsupported claims.
6W1	Write arguments supported by clear reasons and relevant evidence.

Student-Friendly Learning Targets

- I can analyze point of view.
- I can determine central idea.
- I can analyze text features and structure.
- I can analyze plot and setting.
- I can compare and contrast texts.
- I can evaluate arguments and evidence.

Integrated Writing Application

Write an argument with a precise claim, logical reasons, relevant evidence, source acknowledgement, counterclaim awareness, and a concluding section.

Approaches to Learning (ATL)

Information transfer; information literacy; literacy; interpersonal relationships and social-emotional intelligence

Instructional Sequence

Phase	Core Text / Focus	Instructional Emphasis	Resource Role
1	Mentor and whole-class: That's Not Progress!; From Cinder	Analyze point of view	myPerspectives whole-class, peer, or independent learning
2	The Biometric Body / Biometrics Are Not Better	Determine central idea	myPerspectives whole-class, peer, or independent learning
3	Peer texts: Feathered Friend; Microchip Implants; Social Media Influencers Impact Teens	Analyze text features and structure	myPerspectives whole-class, peer, or independent learning
4	Independent texts: 7-Year-Old Girl Gets New Hand; High-Tech Backpacks	Analyze plot and setting	myPerspectives whole-class, peer, or independent learning
5	Poetry and synthesis: The Railway Train; The Engine; The Internet of Things	Compare and contrast texts	myPerspectives whole-class, peer, or independent learning

Assessment Evidence

- iReady Diagnostic - MOY: Jan. 11-22, 2027
- Argument evidence tracker and seminar
- Performance task: argumentative essay on whether technology is helpful or harmful

Planning note: Use phases as flexible instructional blocks. Teachers should set chapter targets after confirming the adopted novel edition and available daily minutes.

Unit 4: Imagined Worlds

February 8-April 9, 2027

IB connection	How We Organize Ourselves
Learner profile	Balanced (February); Reflective (March); Caring (April)
Mindset	Attitude of Gratitude; Live to Give
Essential question	How does imagination enrich our lives?
Theme / genre	Perspective, transformation, responsibility, mythology, and quest Fictional narrative, fantasy, myth, and novel study
Novel anchor	The Lightning Thief

Standards and Learning Outcomes

Standard	Grade 6 expectation
6R1	Cite textual evidence to support analysis of explicit and implicit meaning and logical inferences.
6R2	Determine theme or central idea, analyze its development through details, and summarize objectively.
6R3	Analyze how events unfold and characters respond or change; analyze how informational individuals, events, and ideas relate and develop.
6R4	Determine figurative, connotative, academic, and content-specific meanings and analyze effects on meaning, tone, and mood.
6R6	Identify literary point of view and explain how it conveys meaning; explain how culture or geography affects informational perspective.
6W1	Write arguments supported by clear reasons and relevant evidence.
6W3	Write narratives using effective technique, descriptive detail, and logical sequencing.
6W7	Gather relevant information, assess source credibility, quote/paraphrase appropriately, avoid plagiarism, and provide source information.
6SL1	Engage effectively in collaborative discussions, express ideas clearly and persuasively, and build on others' ideas.

Student-Friendly Learning Targets

- I can analyze character motivation and development.
- I can evaluate multiple perspectives.
- I can explain transformation and consequences.
- I can analyze responsibility and ethical choices.
- I can connect mythology to modern storytelling.
- I can construct evidence-based arguments and narratives.

Integrated Writing Application

Craft a fictional narrative using purposeful structure and descriptive detail, and produce an evidence-based response analyzing perspective, change, or responsibility in the novel.

Approaches to Learning (ATL)

Communication; self-management/resilience; critical thinking; research; perspective taking

Instructional Sequence

Phase	Core Text / Focus	Instructional Emphasis	Resource Role
1	myPerspectives launch: From The New Planet; A Wrinkle in Time selections	Analyze character motivation and development	Novel study + paired myPerspectives texts
2	The Lightning Thief - mythology background, identity, and perspective	Evaluate multiple perspectives	Novel study + paired myPerspectives texts
3	The Lightning Thief - quest structure, conflict, alliances, and change	Explain transformation and consequences	Novel study + paired myPerspectives texts
4	The Lightning Thief - responsibility, ethical choices, and consequences	Analyze responsibility and ethical choices	Novel study + paired myPerspectives texts
5	myPerspectives connections: Tanuki-Kettle; Jabberwocky; Wizard of Oz; Alice; Don Quixote selections	Connect mythology to modern storytelling	Novel study + paired myPerspectives texts
6	Novel synthesis: perspective debate, character analysis, and narrative/argument product	Construct evidence-based arguments and narratives	Novel study + paired myPerspectives texts

Assessment Evidence

- WIDA ACCESS - ABGS placement for ELLs: March 8-12, 2027
- ELA Benchmark #2: March 8, 2027 (administered during this extended unit)
- Novel reading checks, perspective charts, and collaborative discussions
- Performance task: fictional narrative plus evidence-based novel response

Planning note: Use phases as flexible instructional blocks. Teachers should set chapter targets after confirming the adopted novel edition and available daily minutes.

Unit 5: Extraordinary People

April 12-May 28, 2027

IB connection	How the World Works
Learner profile	Caring (April); Thinker (May)
Mindset	Live to Give; The Time Is Now
Essential question	What makes people extraordinary?
Theme / genre	Achievement, courage, perseverance, and evidence Argument, biography, and historical narrative
Novel anchor	None - myPerspectives core and independent text set

Standards and Learning Outcomes

Standard	Grade 6 expectation
6R2	Determine theme or central idea, analyze its development through details, and summarize objectively.
6R3	Analyze how events unfold and characters respond or change; analyze how informational individuals, events, and ideas relate and develop.
6R4	Determine figurative, connotative, academic, and content-specific meanings and analyze effects on meaning, tone, and mood.
6R6	Identify literary point of view and explain how it conveys meaning; explain how culture or geography affects informational perspective.
6R8	Trace and evaluate arguments and claims, distinguishing supported claims from unsupported claims.
6W1	Write arguments supported by clear reasons and relevant evidence.
6W6	Conduct research using multiple sources and refocus inquiry when appropriate.

Student-Friendly Learning Targets

- I can determine point of view.
- I can analyze character and events.
- I can analyze text structure.
- I can conduct research.
- I can evaluate claims and evidence.
- I can write a research-based argument.

Integrated Writing Application

Write a research-based argument that establishes criteria, advances a claim, integrates relevant evidence, addresses alternative views, and cites sources.

Approaches to Learning (ATL)

Research; communication; social; thinking skills

Instructional Sequence

Phase	Core Text / Focus	Instructional Emphasis	Resource Role
1	Mentor and whole-class: What Does It Mean to Be Extraordinary?; Eyes Looking to the Sky	Determine point of view	myPerspectives whole-class, peer, or independent learning
2	The World's Best Blind Mountain Biker	Analyze character and events	myPerspectives whole-class, peer, or independent learning
3	Peer texts: Ada and the Thinking Machines; The King of Mazy May; Sacajawea / Lewis and Clark	Analyze text structure	myPerspectives whole-class, peer, or independent learning
4	Independent texts: Hero Twins; Shipwreck at the Bottom...; Kid of the Year; Arctic explorer legacy	Conduct research	myPerspectives whole-class, peer, or independent learning
5	Research synthesis: define and defend criteria for extraordinary achievement	Evaluate claims and evidence	myPerspectives whole-class, peer, or independent learning

Assessment Evidence

- NYS ELA Assessment (Grade 6): district placement April 13-16; two consecutive days to be finalized
- NYS Math Assessment (Grade 6): May 4-7, 2027
- iReady Diagnostic - EOY: May 17-28, 2027
- Performance task: research-based argument defining what makes a person extraordinary

Planning note: Use phases as flexible instructional blocks. Teachers should set chapter targets after confirming the adopted novel edition and available daily minutes.

Unit 6: Fairness, Justice, and Community

June 1-June 25, 2027

IB connection	Sharing the Planet
Learner profile	Knowledgeable; Principled; Caring; Open-Minded; Communicator
Mindset	The Time Is Now
Essential question	How can people help create fair and equitable communities?
Theme / genre	Immigration, fairness, justice, equity, identity, and action Contemporary realistic fiction and social-justice inquiry
Novel anchor	Front Desk

Standards and Learning Outcomes

Standard	Grade 6 expectation
6R1	Cite textual evidence to support analysis of explicit and implicit meaning and logical inferences.
6R2	Determine theme or central idea, analyze its development through details, and summarize objectively.
6R3	Analyze how events unfold and characters respond or change; analyze how informational individuals, events, and ideas relate and develop.
6R5	Analyze how a sentence, paragraph, chapter, scene, stanza, or section contributes to structure, theme, central idea, setting, or plot.
6R6	Identify literary point of view and explain how it conveys meaning; explain how culture or geography affects informational perspective.
6R8	Trace and evaluate arguments and claims, distinguishing supported claims from unsupported claims.
6W1	Write arguments supported by clear reasons and relevant evidence.
6W2	Write informative/explanatory texts that select, organize, and analyze relevant content.
6SL1	Engage effectively in collaborative discussions, express ideas clearly and persuasively, and build on others' ideas.

Student-Friendly Learning Targets

- I can analyze theme and character development.
- I can explain how perspective shapes understanding.
- I can analyze causes and effects of inequality.
- I can recognize assumptions, bias, and stereotypes.
- I can evaluate claims about fairness and justice.
- I can propose evidence-based community action.

Integrated Writing Application

Create an evidence-based advocacy product that explains a fairness or justice issue, represents multiple perspectives, and proposes a responsible, realistic action.

Approaches to Learning (ATL)

Communication; listening; respectful speaking; critical thinking; recognizing bias; considering multiple perspectives

Instructional Sequence

Phase	Core Text / Focus	Instructional Emphasis	Resource Role
1	Front Desk - launch, immigration context, identity, and character perspectives	Analyze theme and character development	Novel study + paired myPerspectives texts
2	Front Desk - fairness, prejudice, economic inequality, and cause/effect	Explain how perspective shapes understanding	Novel study + paired myPerspectives texts
3	Front Desk - character choices, community, resilience, and justice	Analyze causes and effects of inequality	Novel study + paired myPerspectives texts
4	Paired informational and visual texts on immigration, equity, cultural identity, and advocacy	Recognize assumptions, bias, and stereotypes	Novel study + paired myPerspectives texts
5	Synthesis: evidence-based advocacy product and reflection on responsible action	Evaluate claims about fairness and justice	Novel study + paired myPerspectives texts

Assessment Evidence

- NWEA MAP Growth - Spring: June 1-11, 2027
- Novel reading checks, discussion evidence, and perspective/bias analysis
- Culminating advocacy product: propose an action that supports a fairer community
- Grade 7 readiness reflection and portfolio review

Planning note: Use phases as flexible instructional blocks. Teachers should set chapter targets after confirming the adopted novel edition and available daily minutes.

Assessment and Data Cycle

Evidence	Purpose	Instructional Response
Daily / chapter evidence	Monitor comprehension, vocabulary, fluency, annotations, discussion, and written response.	Adjust modeling, reading mode, prompts, access, grouping, and next-day practice.
Novel evidence notebook	Track character, theme, structure, perspective, vocabulary, and inquiry connections over time.	Conference with students; reteach evidence selection and analytical explanation.
Unit performance task	Measure transfer through sustained writing, discussion, research, or presentation.	Score with shared criteria; plan revision, intervention, and enrichment.
Diagnostic / Benchmark	Monitor growth and identify students needing follow-up.	Triangulate with classroom evidence; avoid decisions based on one score.
Student reflection	Strengthen self-management, resilience, and ownership.	Set specific goals for stamina, analysis, writing, and collaboration.

Novel-Study Access and Differentiation

- Preserve access to the full novel through flexible combinations of print, audio, teacher read-aloud, partner reading, and supported independent reading.
- Preteach historical, cultural, mythological, and social-context knowledge needed for comprehension without replacing productive inquiry.
- Use chapter previews, character maps, timelines, vocabulary/morphology routines, visual summaries, and brief recap protocols.
- Provide oral rehearsal, sentence frames, bilingual resources when available, chunked evidence sets, and alternate response modes while maintaining analytical demand.
- Offer extension through research, source comparison, author craft, mythology, historical context, contemporary issues, and student-designed inquiry.
- Monitor reading volume and avoid assigning unsupported catch-up reading that undermines comprehension or belonging.

Implementation Notes and Source Normalization

- The source's repeated columns were consolidated into one coherent sequence.
- The program label is updated to myPerspectives 2027 as requested; the supplied 2025 unit plan remains the content spine.
- Bud, Not Buddy is integrated into Unit 1; The Lightning Thief into Unit 4; Front Desk into Unit 6.
- The novel-plan dates were draft placeholders from June 2026 and were replaced with purposeful 2026-2027 placements.
- Front Desk's draft listed Grade 5 standards; corresponding Grade 6 standards are used here.
- The blank sixth unit and Grade 7 codes in the source were replaced with the supplied Front Desk plan and Grade 6 expectations.

2026-27 Assessment Calendar

This consolidated calendar supports instructional pacing, staffing, device/lab planning, and student workload management. Grade 5-only science assessments remain visible as shared scheduling references but do not apply to Grade 6.

Assessment	2026-27 Placement	Applies To	Spacing / Rationale
NWEA MAP Growth - Fall	Sept. 14-25, 2026	Grade 6	Fall window; scheduled before iReady BOY to reduce screener fatigue.
iReady Diagnostic - BOY	Oct. 5-16, 2026	Grade 6	Fall norming window and early-year baseline.
Math Benchmark #1	Oct. 19, 2026	Grade 6 / cross-content	Shown for schoolwide planning and device coordination.
ELA Benchmark #1	Dec. 7, 2026	Grade 6	After myPerspectives Unit 2; confirm against actual completion date.
Science Benchmark #1	Suggested: Dec. 7-11, 2026	Grade 5 only - confirm	Shared scheduling reference; not a Grade 6 assessment.
iReady Diagnostic - MOY	Jan. 11-22, 2027	Grade 6	Approximately 13-15 weeks after BOY.
WIDA ACCESS	ABGS: March 8-12, 2027	ELLs only	NYSED window Feb. 1-April 9; district finalizes days by roster.
ELA Benchmark #2	March 8, 2027	Grade 6	Progress benchmark administered during extended Unit 4.
Math Benchmark #2	Suggested: March 12, 2027	Grade 6 / cross-content	Staggered from ELA to reduce assessment load.
Science Benchmark #2	Suggested: March 15-19, 2027	Grade 5 only - confirm	Shared scheduling reference; not a Grade 6 assessment.
NYSAA	March 16-April 9, 2027	Eligible students only	District placement within the March 9-June 5 window.
NYS ELA Assessment	District placement: April 13-16, 2027	Grade 6 / Grades 3-6	District selects two consecutive days within the NYSED window.
NYS Math Assessment	May 4-7, 2027	Grade 6 / Grades 3-8	Approximately two weeks after proposed ELA administration.
NYS Science Assessment	May 11, 2027	Grade 5 only	Not a Grade 6 assessment; included for shared scheduling.
iReady Diagnostic - EOY	May 17-28, 2027	Grade 6	Approximately 17-18 weeks after MOY and after state testing.
NWEA MAP Growth - Spring	June 1-11, 2027	Grade 6	Immediately follows iReady EOY and opens the final novel unit.

Calendar check: Spring recess is April 26-30, 2027. The proposed Grade 6 ELA placement of April 13-16 does not overlap the recess; the district must select and communicate the final two consecutive testing days within the NYSED window.