

6<sup>th</sup> Grade Reading  
Curriculum Map  
2026-2027  
Cassity Maas

<b>UNIT #1, GENRES #1-3:</b> Narrative Nonfiction Realistic Fiction Argumentative Text	<b>TIME FRAME:</b> August - October
<b>STANDARDS COVERED:</b>	
<ul style="list-style-type: none"> <li>• 6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.</li> <li>• 6.RL.2 Determine a theme or central idea(s) of a text.           <ul style="list-style-type: none"> <li>○ 6.RL.2.a Analyze its development over the course of the text.</li> <li>○ 6.RL.2.b Provide an objective summary of the text.</li> <li>○ 6.RL.2.c Identify key textual details to support the analysis.</li> </ul> </li> <li>• 6.RL.3 Explain how the plot of a story or drama progresses through its series of events and analyze how characters respond or change as the story moves towards its resolution.</li> <li>• 6.RL.4 Interpret words and phrases as they are used as intended by the author of a text.           <ul style="list-style-type: none"> <li>○ 6.RL.4a Determine the meaning of words and phrases, including figurative and connotative language.</li> </ul> </li> <li>• 6.RL.6 Explain how an author develops the point of view of the narrator, speaker, and/or the audience.</li> <li>• 6.R.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 6.           <ul style="list-style-type: none"> <li>○ 6.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.</li> <li>○ 6.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>○ 6.RL.10.c Read widely to understand diverse perspectives and viewpoints.</li> </ul> </li> <li>• 6.RI.1 Cite relevant textual evidence to support analysis of what the text says explicitly and inferentially.</li> <li>• 6.RI.2 Determine the central idea(s) of a text.           <ul style="list-style-type: none"> <li>○ 6.RI.2.a Analyze its development over the course of the text.</li> <li>○ 6.RI.2.b Identify key textual details to support the analysis.</li> <li>○ 6.RI.2.c Provide an objective summary of the text.</li> </ul> </li> <li>• 6.RI.3 Analyze how key individuals, events, or ideas are introduced, illustrated, and elaborated on in a text.</li> <li>• 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</li> <li>• 6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</li> <li>• 6.RI.7 Integrate information presented in different media or visual formats and in words, developing a coherent understanding of a topic or issue.</li> <li>• 6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> <li>• 6.RI.10 By the end of the year, independently read and comprehend informational texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 6.           <ul style="list-style-type: none"> <li>○ 6.RI.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.</li> <li>○ 6.RI.10.b Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>○ 6.RI.10.c Read widely to understand diverse perspectives and viewpoints.</li> </ul> </li> <li>• 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</li> </ul>	

- 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - 6.L.2.b Spell correctly, recognizing that some words have commonly accepted variations; consult references as needed.
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.L.6 Acquire and use grade-appropriate general academic and domain-specific words and phrases.
- 6.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.
- 6.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational texts.
- 6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - 6.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to respond, probe, and reflect on ideas under discussion.
  - 6.SL.1.b Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - 6.SL.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.
  - 6.SL.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
  - 6.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate.

**ESSENTIAL QUESTION:**

How are the structures and storylines of Narrative Nonfiction, Realistic Fiction, and Argumentative Text genres similar and different?

**INSTRUCTION RELEVANCE:**

To read at grade-level and beyond, students must understand and identify the elements of literary genres.

<b>CLASSROOM ENVIRONMENT:</b>	<b>LESSON PROCESS:</b>	<b>ASSIGNMENT DIFFERENTIATION:</b>
<p>The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.</p>	<p>Throughout the lesson, students read passages for comprehension practice, watch videos and listen to read alouds for literary genre and topic understanding, reference word lists for vocabulary acquisition, and reference short</p>	<p>Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive access to read alouds and audiobooks, leveled genre passages, and alternative settings and extended times on worksheets.</p>

	stories for critical thinking questions.	
<b>PRIOR KNOWLEDGE:</b> Students had prior knowledge of reading fluency and comprehension, genre elements, vocabulary strategies, and collaborative communication.	<b>ACQUIRED VOCABULARY:</b> short story vocabulary main idea & key details maps & models metaphors & similes plotline elements visualization & imagery narrator & dialogue author's & reader's point-of-view graphs & sidebars cause & effect	<b>ASSESSMENT TYPES:</b> reading comprehension genre passages vocabulary worksheets short story worksheets literature circle questions

<b>UNIT #2:</b> Young Adult Novel	<b>TIME FRAME:</b> November - December
<b>STANDARDS COVERED:</b>	
<ul style="list-style-type: none"> <li>• 6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.</li> <li>• 6.RL.2 Determine a theme or central idea(s) of a text. <ul style="list-style-type: none"> <li>○ 6.RL.2.a Analyze its development over the course of the text.</li> <li>○ 6.RL.2.b Provide an objective summary of the text.</li> <li>○ 6.RL.2.c Identify key textual details to support the analysis.</li> </ul> </li> <li>• 6.RL.3 Explain how the plot of a story or drama progresses through its series of events and analyze how characters respond or change as the story moves towards its resolution.</li> <li>• 6.RL.4 Interpret words and phrases as they are used as intended by the author of a text. <ul style="list-style-type: none"> <li>○ 6.RL.4.a Determine the meaning of words and phrases, including figurative and connotative language.</li> </ul> </li> <li>• 6.RL.6 Explain how an author develops the point of view of the narrator, speaker, and/or the audience.</li> <li>• 6.RL. 7 Analyze by comparing and contrasting the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</li> <li>• 6.RL.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 6. <ul style="list-style-type: none"> <li>○ 6.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.</li> <li>○ 6.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>○ 6.RL.10.c Read widely to understand diverse perspectives and viewpoints.</li> </ul> </li> <li>• 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</li> <li>• 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>○ 6.L.2.b Spell correctly, recognizing that some words have commonly accepted variations; consult references as needed.</li> </ul> </li> <li>• 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</li> <li>• 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• 6.L.6 Acquire and use grade-appropriate general academic and domain-specific words and phrases.</li> </ul>	

- 6.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.
- 6.W.6 Use technology, including digital tools/platforms, to produce and publish writing.
  - 6.W.6.c Demonstrate sufficient command of keyboarding skills to produce writing with a minimum of two-three pages in a single sitting.
- 6.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational texts.
- 6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - 6.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to respond, probe, and reflect on ideas under discussion.
  - 6.SL.1.b Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - 6.SL.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.
  - 6.SL.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
  - 6.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate.

**ESSENTIAL QUESTION:**

How are the characters and storylines of Realistic Literature novels similar to and different from readers?

**INSTRUCTION RELEVANCE:**

To read at grade-level and beyond, students must connect texts to the real world.

<b>CLASSROOM ENVIRONMENT:</b>	<b>LESSON PROCESS:</b>	<b>ASSIGNMENT DIFFERENTIATION:</b>
<p>The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.</p>	<p>Throughout the lesson, students create bookmarks for literary genre and author understanding, research vocabulary terms for chapter application, reference chapters for critical thinking questions and quickwrites, complete a review and test for content assessment.</p>	<p>Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) access to read alouds and audiobooks, shortened worksheets and quickwrites, and alternative settings and extended times on quizzes and tests.</p>
<b>PRIOR KNOWLEDGE:</b>	<b>ACQUIRED VOCABULARY:</b>	<b>ASSESSMENT TYPES:</b>
<p>Students had prior knowledge of reading fluency and comprehension, vocabulary research and application, and collaborative communication.</p>	<p>coming-of-age chapter terms characterization connecting</p>	<p>author research chapter questions chapter quickwrites novel test</p>

	comparing & contrasting predicting & inferencing	
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<b>UNIT #3, GENRES #1-3:</b> Realistic Fiction Narrative Nonfiction Argumentative Text	<b>TIME FRAME:</b> January - March
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<b>STANDARDS COVERED:</b>	
<ul style="list-style-type: none"> <li>• 6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.</li> <li>• 6.RL.2 Determine a theme or central idea(s) of a text.             <ul style="list-style-type: none"> <li>○ 6.RL.2.a Analyze its development over the course of the text.</li> <li>○ 6.RL.2.b Provide an objective summary of the text.</li> <li>○ 6.RL.2.c Identify key textual details to support the analysis.</li> </ul> </li> <li>• 6.RL.3 Explain how the plot of a story or drama progresses through its series of events and analyze how characters respond or change as the story moves towards its resolution.</li> <li>• 6.RL.4 Interpret words and phrases as they are used as intended by the author of a text.             <ul style="list-style-type: none"> <li>○ 6.RL.4a Determine the meaning of words and phrases, including figurative and connotative language.</li> </ul> </li> <li>• 6.RL.6 Explain how an author develops the point of view of the narrator, speaker, and/or the audience.</li> <li>• 6.R.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 6.             <ul style="list-style-type: none"> <li>○ 6.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.</li> <li>○ 6.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>○ 6.RL.10.c Read widely to understand diverse perspectives and viewpoints.</li> </ul> </li> <li>• 6.RI.1 Cite relevant textual evidence to support analysis of what the text says explicitly and inferentially.</li> <li>• 6.RI.2 Determine the central idea(s) of a text.             <ul style="list-style-type: none"> <li>○ 6.RI.2.a Analyze its development over the course of the text.</li> <li>○ 6.RI.2.b Identify key textual details to support the analysis.</li> <li>○ 6.RI.2.c Provide an objective summary of the text.</li> </ul> </li> <li>• 6.RI.3 Analyze how key individuals, events, or ideas are introduced, illustrated, and elaborated on in a text.</li> <li>• 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</li> <li>• 6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</li> <li>• 6.RI.7 Integrate information presented in different media or visual formats and in words, developing a coherent understanding of a topic or issue.</li> <li>• 6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> <li>• 6.RI.10 By the end of the year, independently read and comprehend informational texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 6.             <ul style="list-style-type: none"> <li>○ 6.RI.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.</li> <li>○ 6.RI.10.b Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>○ 6.RI.10.c Read widely to understand diverse perspectives and viewpoints.</li> </ul> </li> <li>• 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</li> <li>• 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	

- 6.L.2.b Spell correctly, recognizing that some words have commonly accepted variations; consult references as needed.
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.L.6 Acquire and use grade-appropriate general academic and domain-specific words and phrases.
- 6.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.
- 6.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational texts.
- 6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - 6.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to respond, probe, and reflect on ideas under discussion.
  - 6.SL.1.b Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - 6.SL.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.
  - 6.SL.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
  - 6.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate.

**ESSENTIAL QUESTION:**

How are the structures and storylines of Realistic Fiction, Narrative Nonfiction, and Argumentative Text genres similar and different?

**INSTRUCTION RELEVANCE:**

To read at grade-level and beyond, students must understand and identify the elements of literary genres.

<b>CLASSROOM ENVIRONMENT:</b>	<b>LESSON PROCESS:</b>	<b>ASSIGNMENT DIFFERENTIATION:</b>
The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.	Throughout the lesson, students read passages for comprehension practice, watch videos and listen to read alouds for literary genre and topic understanding, reference word lists for vocabulary acquisition, and reference short stories for critical thinking questions.	Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive access to read alouds and audiobooks, leveled genre passages, and alternative settings and extended times on worksheets.
<b>PRIOR KNOWLEDGE:</b>	<b>ACQUIRED VOCABULARY:</b>	<b>ASSESSMENT TYPES:</b>
	short story vocabulary	reading comprehension

<p>Students had prior knowledge of reading fluency and comprehension, genre elements, vocabulary strategies, and collaborative communication.</p>	<p>author's &amp; reader's point-of-view          predicting &amp; inferencing          plotline elements          figurative language          imagery &amp; visualization          voice &amp; tone          summary &amp; sequence          foreshadowing          problem &amp; solution          main idea &amp; key details          claims &amp; reasoning</p>	<p>genre passages          vocabulary worksheets          short story worksheets          literature circle questions</p>
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<p><b>UNIT #4:</b> Young Adult Novel</p>	<p><b>TIME FRAME:</b> March - May</p>
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<p style="text-align: center;"><b>STANDARDS COVERED:</b></p> <ul style="list-style-type: none"> <li>• 6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.</li> <li>• 6.RL.2 Determine a theme or central idea(s) of a text.             <ul style="list-style-type: none"> <li>○ 6.RL.2.a Analyze its development over the course of the text.</li> <li>○ 6.RL.2.b Provide an objective summary of the text.</li> <li>○ 6.RL.2.c Identify key textual details to support the analysis.</li> </ul> </li> <li>• 6.RL.3 Explain how the plot of a story or drama progresses through its series of events and analyze how characters respond or change as the story moves towards its resolution.</li> <li>• 6.RL.4 Interpret words and phrases as they are used as intended by the author of a text.             <ul style="list-style-type: none"> <li>○ 6.RL.4.a Determine the meaning of words and phrases, including figurative and connotative language.</li> </ul> </li> <li>• 6.RL.6 Explain how an author develops the point of view of the narrator, speaker, and/or the audience.</li> <li>• 6.RL.7 Analyze by comparing and contrasting the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</li> <li>• 6.RL.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 6.             <ul style="list-style-type: none"> <li>○ 6.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.</li> <li>○ 6.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>○ 6.RL.10.c Read widely to understand diverse perspectives and viewpoints.</li> </ul> </li> <li>• 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</li> <li>• 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.             <ul style="list-style-type: none"> <li>○ 6.L.2.b Spell correctly, recognizing that some words have commonly accepted variations; consult references as needed.</li> </ul> </li> <li>• 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</li> <li>• 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• 6.L.6 Acquire and use grade-appropriate general academic and domain-specific words and phrases.</li> <li>• 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> </ul>
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- 6.W.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
- 6.W.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- 6.W.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.
- 6.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 6.W.2.e Establish and maintain a formal style.
- 6.W.2.f Provide a concluding statement or section that follows from the information or explanation presented.
- 6.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.
- 6.W.5 Develop and strengthen writing as needed.
- 6.W.6 Use technology, including digital tools/platforms, to produce and publish writing.
  - 6.W.6.c Demonstrate sufficient command of keyboarding skills to produce writing with a minimum of two-three pages in a single sitting.
- 6.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational texts.
- 6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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  - 6.SL.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.
  - 6.SL.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
  - 6.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate.

**ESSENTIAL QUESTION:**

How are the characters and storylines of Realistic Literature novels similar to and different from readers?

**INSTRUCTION RELEVANCE:**

To read at grade-level and beyond, students must connect texts to the real world.

<b>CLASSROOM ENVIRONMENT:</b>	<b>LESSON PROCESS:</b>	<b>ASSIGNMENT DIFFERENTIATION:</b>
The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom	Throughout the lesson, students create bookmarks for literary genre and author understanding, research vocabulary terms for	Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) access to read alouds and audiobooks, shortened worksheets

<p>routines are established and enforced from the beginning to the end of the school year.</p>	<p>chapter application, reference chapters for critical thinking questions and quickwrites, complete a review, test, and project for content assessment.</p>	<p>and quickwrites, and alternative settings and extended times on quizzes, tests, and projects.</p>
<p><b>PRIOR KNOWLEDGE:</b> Students had prior knowledge of reading fluency and comprehension, vocabulary research and application, and collaborative communication.</p>	<p><b>ACQUIRED VOCABULARY:</b> coming-of-age naturalism chapter terms characterization connecting comparing &amp; contrasting predicting &amp; inferencing dodecahedron</p>	<p><b>ASSESSMENT TYPES:</b> author research chapter questions chapter quickwrites novel test novel project</p>