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| **Purpose of Planning** | [**Unit One**](#OutoftheDust)(pg. 2) | [**Unit Two**](#Archaeology)**English Language Arts/Literacy** **Grade 6 Year-at-a-Glance (SAMPLE)**(pg. 3) | [**Unit Three**](#Hatchet)(pg. 4) | [**Unit Four**](#Success)(pg. 5) |
| **Build students’ knowledge:**Illustrate how knowledge builds through texts within and across grades | *Out of the Dust*, Karen Hesse (Literary) | *The Mystery of the Egyptian Mummy*, Joyce Filer (Informational) | *Hatchet*, Gary Paulsen (Literary) | “[Read and Watch: Steve Jobs’ Stanford Commencement Address](http://www.npr.org/blogs/thetwo-way/2011/10/06/141120359/read-and-watch-steve-jobs-stanford-commencement-address),” Mark Memmott, NPR (Informational) |
| Following the excess of the 1920s, the 1930s in the US were marked by economic, environmental, and social crisis and change. Literature and music of the period reflect the will of people to stand up for and, at times, sacrifice everything for family survival. | Students learn that archaeologists, like detectives, work to piece together the past based on artifacts. The written results are the “stories” of human history and help us to more completely understand the past. | This set teaches students about physical and emotional survival. Students learn about the importance of positive thinking and problem solving when facing any situation, especially a life threatening one. | Studies on success have revealed that it isn’t talent that makes a person great, rather it is hard work, deliberate practice, and the ability to learn from failures and persevere. |
| [**Increase text complexity**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2)**[[1]](#footnote-1):**Illustrate how text complexityincreases within and across grades | Since the anchor text is a novel in verse, the readability is not reliably determined, but the complexity of the meaning and the innovative structure of the novel make the complexity appropriate for grade 6. The related texts include some exemplars from Appendix B. | The technical content of these texts makes this set complex. With the exception of *Motel of Mysteries*, the meaning of the texts is typically straightforward. | The readability of the anchor text measures in the middle of the grades 6-8 band. The related texts vary in complexity. *Snow Fall: The Avalanche at Tunnel Creek* offers opportunities for work with more complex and innovative structures.  | While there is a range of text complexity levels in this set, the majority of these texts fit in the grades 6-8 band. Understanding some of the technical vocabulary related to theory in the articles will require scaffolding. |
| **Integrate standards around texts:**Provide multiple opportunities for students to develop their literacy | The PARCC Model Content Frameworks provide an overview of how the standards can be integrated and centered around the reading of complex texts. The frameworks include: * A [sample visual](http://www.parcconline.org/mcf/english-language-artsliteracy/structure-model-content-frameworks-elaliteracy) of how a year might be organized,
* An [overview](http://www.parcconline.org/mcf/english-language-artsliteracy/parcc-model-content-framework-elaliteracy-grade-6) of the Common Core State Standard expectations in grade 6,
* [Writing standards progression](http://www.parcconline.org/mcf/english-language-artsliteracy/writing-standards-progression-grade-5-grade-6) from grade 5 to grade 6, and
* [Speaking and Listening standards progression](http://www.parcconline.org/mcf/english-language-artsliteracy/speaking-and-listening-standards-progression-grade-5-grade-6) from grade 5 to grade 6.

The plan below provides a sample of the specific year-long content for grade 6 based on the PARCC Model Content Frameworks. |

**English Language Arts Grade 6 Year-in-Detail (SAMPLE)**

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| [**Unit One**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text***Out of the Dust*, Karen Hesse (Novel in Verse) | **Related Texts***Literary Texts** Excerpts from *Esperanza Rising*, Pam Muñoz Ryan
* Excerpts from *Roll of Thunder, Hear My Cry*, Mildred Taylor (Appendix B Exemplar)
* “[Leaving the Dust Bowl](http://www.fmschools.org/webpages/pwebsites/index.cfm?subpage=19850),” Bob Bradshaw (Poem)

*Informational Texts** “[Mass Exodus From the Plains](http://www.pbs.org/wgbh/americanexperience/features/general-article/dustbowl-mass-exodus-plains/),” *American Experience*, PBS.org
* Excerpts from *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie*, Elizabeth Partridge (Appendix B Exemplar)
* “[Why the New Ken Burns Documentary on the Dust Bowl Has Lessons to Teach Us](http://science.time.com/2012/11/18/why-the-new-ken-burns-documentary-on-the-dust-bowl-has-lessons-to-teach-us/),” Bryan Walsh
* “[Legacy](http://www.pbs.org/kenburns/dustbowl/legacy/),” *The Dust Bowl*, PBS.org

*Nonprint Texts (Media, Website, Video, Film, Music, Art, Graphics)** “[Interactive Dust Bowl](http://www.pbs.org/kenburns/dustbowl/interactive/),” PBS.org (Website with video)
* “[Migrant Workers](http://www.loc.gov/pictures/collection/fsa/docchap3.html),” *Documenting America*, Dorothea Lange (Photographs) and “[Tenant Farmers](http://www.loc.gov/pictures/collection/fsa/docchap5.html),” *Documenting America*, Arthur Rothstein (Photographs)
* Excerpt from audio recording of “[FDR’s Fireside Chat on the Drought and the Dust Bowl](http://www.history.com/speeches/fdrs-fireside-chat-on-dust-bowl#fdrs-fireside-chat-on-dust-bowl),” HISTORY.com (Text of the full chat available [here](http://newdeal.feri.org/chat/chat08.htm))
* *The Storm in the Barn*, Matt Phelan (Graphic Novel)
* [*American Gothic*](http://www.wapellocounty.org/americangothic/educate/ag.htm), Grant Wood
 | **Building Student Knowledge**Students will learn about the 1930s from different perspectives. Focused on the Dust Bowl and how families fought for a meaningful existence and survival, students will also gain a basic understanding of the social and environmental issues of the time. This unit connects to social studies and science. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[2]](#footnote-2)** |
| **Text Complexity Rationale**The anchor text is written in verse, so the readability cannot be determined. The complexity of meaning and the innovative structure are appropriate for grade 6. The informational texts are included to build student knowledge and support their understanding of the literary texts. | **Reading**RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.9, RL.6.10RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10  |
| **Sample Research [[3]](#footnote-3)**Students will investigate the causes of the Dust Bowl and efforts made to prevent similar disasters. They will then create a written news report and live presentation explaining the causes, effects, and possible solutions. Include “firsthand accounts” (i.e., quotes from the literary texts), multimedia components and visuals. Some work, like the presentation, can be done in groups. | **Writing**W.6.1a-e, W.6.2a-f, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9a-b, W.6.10 |
| **Speaking and Listening**SL.6.1a-d, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6 |
| **Language**L.6.1a-b, e; L.6.2a-b; L.6.3a; L.6.4a-d; L.6.5a-c; L.6.6 |
| **Possible Teacher Resources**“[The Migrant Experience](http://lcweb2.loc.gov/ammem/afctshtml/tsme.html),” Robin Fanslow (Library of Congress) and <http://nys.smithsonianconference.org/files/2012/08/Persuasive_Rhetoric.pdf>“[The Storm in the Barn: Book Trailer](http://www.youtube.com/watch?v=73Fzoa-OmcU)” and [Teacher’s Guide](http://www.btsb.com/libcorner/lp/TG-Storm-in-the-Barn.pdf) |

**English Language Arts Grade 6 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Two**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text***The Mystery of the Egyptian Mummy*, Joyce Filer (Informational) | **Related Texts***Literary Texts** Excerpts from [*Motel of Mysteries*](http://books.google.com/books?id=Tq_5c8Tsp_gC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false), David Macaulay (Read Aloud)
* Excerpts from *Pyramid*, David Macaulay

*Informational Texts** “[Introduction](http://www.rla.unc.edu/lessons/Lesson/L100/L100.htm),” *Intrigue of the Past*,Research Laboratories of Archaeology
* “[Indiana Jones Meets Reality: Adventure into Archaeology](http://web.mesacc.edu/dept/d10/asb/anthro2003/archy/exploration/)”
* [*The Secrets of Vesuvius*](http://books.google.com/books/about/The_secrets_of_Vesuvius.html?id=cJ7b1sTqOn4C), Sara Bisel
* “[Ancient Roman Life Preserved at Pompeii](http://science.nationalgeographic.com/science/archaeology/pompeii/),”James Owens, *National Geographic*
* “[Who Built the Pyramids?](http://www.pbs.org/wgbh/nova/ancient/who-built-the-pyramids.html),” NOVA
* Excerpts from *The Riddle of the Rosetta Stone: Key to Ancient Egypt*, James Cross Giblin

*Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics** [*Archeology for Kids*](http://www.nps.gov/archeology/public/kids/index.htm), National Park Service (Website)
* [*Archaeology’s Interactive Dig*](http://interactive.archaeology.org/pompeii/), ARCHAEOLOGY Magazine (Website)
* “[My First Adventure](http://www.youtube.com/watch?v=KMVNiEtr_DM),” *The Young Indiana Jones Chronicles* (Film)
 | **Building Student Knowledge**Students will learn more about how we determine what happened in the past. Building on the idea of reading written accounts from different points of view, archaeologists, like detectives, work to piece together the past based on artifacts. Their written results provide for us the “stories” of human history and help us to more completely understand the past, both in how we are connected to it and how life has changed over time and what lesson can be learned. This set connects to social studies. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[4]](#footnote-4)** |
| **Reading**RL.6.1, RL.6.2, RL.6.4, RL.6.6, RL.6.9RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10 |
| **Text Complexity Rationale**The technical content of these texts makes this set complex. With the exception of *Motel of Mysteries*, the meaning of the texts is fairly straightforward. The readability of *Motel of Mysteries* also measures above the 6-8 grade band, which makes it ideal for a read-aloud text. Teaching this set as a compliment to or in coordination with social studies will help support students’ understanding of the texts. | **Writing**W.6.2a-f, W.6.3a-e, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9b, W.6.10 |
| **Sample Research**Following the style and content of *Motel of Mysteries*, students will “investigate” an area of their school or community as a futuristic explorer. They will create their own archaeological report detailing their findings (including visuals (i.e., drawings, photographs)) and a separate narrative description of daily life based on artifacts and evidence located at the “site.” They can use a humorous or serious tone, but they should include vocabulary from material read and model their writing after the style of the texts included in the set. | **Speaking and Listening**SL.6.1a-d, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6 |
| **Language**L.6.1a, c-e; L.6.2a-b; L.6.3a-b; L.6.4a-d; L.6.5b-c; L.6.6 |
| **Possible Teacher Resources**[*Intrigue of the Past*](http://www.rla.unc.edu/lessons/Menu/part1.htm) (Ideas for student lessons in archaeology)“[Introduction to Archaeology](http://www.indiana.edu/~arch/saa/matrix/ia.html)” from Making Archaeology Teaching Relevant in the XXI Century, Nancy White (Overview and types of archaeology)[*The Archaeology Channel*](http://www.archaeologychannel.org/), The Archaeological Legacy Institute and [*ARCHAEOLOGY Magazine*](http://www.archaeology.org/) (online), The Archaeological Institute of America |

**English Language Arts Grade 6 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Three**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text***Hatchet*, Gary Paulsen (Literary) | **Related Texts***Literary Texts* * Excerpts from one of the sequels to the anchor (*The River*, *Brian’s Winter*, *Brian’s Return*, or *Brian’s Hunt*, Gary Paulsen)
* *A Long Walk to Water*, Linda Sue Park
* “[To Build a Fire](http://www.americanliterature.com/author/jack-london/short-story/to-build-a-fire),” Jack London
* “[Requiem for a Nest](http://www.poetryfoundation.org/poem/237640),” Wanda Coleman (Poem)

*Informational Texts** “[The Practice of Slowing Down](http://thisibelieve.org/essay/21254/)” from *This I Believe*, Phil Powers,
* “[Survival Stories](http://www.rd.com/true-stories/survival/),” *Reader’s Digest*
* “[Your Story: Are You a Survivor?](http://www.nationalgeographic.com/adventure/your-story/survival-stories.html),” *National Geographic*
* “[The Captivating Story Behind ‘127 Hours’](http://www.cbsnews.com/8301-3445_162-7031884/the-captivating-story-behind-127-hours/),” *CBSNews Sunday Morning*

*Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics** [*Snow Fall: The Avalanche at Tunnel Creek*](http://www.nytimes.com/projects/2012/snow-fall/), John Branch (Website)
 | **Building Student Knowledge**This set teaches students about physical and emotional survival in the face of grave danger and overwhelming odds. Students learn about the importance of positive thinking, problem solving, and constant vigilance when facing any situation, especially a life threatening one. They will also learn about the struggle of man versus nature, our connection to the natural world, and our attempts to control it. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[5]](#footnote-5)** |
| **Reading**RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.9, RL.6.10RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8, RI.6.10 |
| **Text Complexity Rationale**The readability of the anchor text measures in the middle of the grades 6-8 band. The related texts vary in complexity. *Snow Fall: The Avalanche at Tunnel Creek* offers opportunities for work with more complex and innovative structures | **Sample Research**Students will select an event from the anchor text and research Brian’s steps for survival. They will evaluate his skills against what experts say are the best methods and write a report explaining how Brian was successful and/or could have improved his situation.Another option:Students will gather the stories of a real-life survivor and compare the real-life accounts to Brian’s fictional accounts in *Hatchet*. How do the real stories approach the idea of survival differently from the fictional portrayal? What themes or ideas are common? | **Writing**W.6.1a-e, W.6.2a-f, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9a-b, W.6.10 |
| **Speaking and Listening**SL.6.1a-d, SL.6.2, SL.6.3, SL.6.6 |
| **Language**L.6.1a-e, L.6.2a-b, L.6.3a-b, L.6.4a-d, L.6.5a-c, L.6.6 |
| **Possible Teacher Resources**For student research: <http://artofmanliness.com/2010/03/11/10-wilderness-survival-lessons-from-hatchet/>, <http://www.wildwoodsurvival.com/survival/index.html>, and “[Help Me make it Through the Night—Surviving a Wilderness Emergency](http://www.dec.ny.gov/docs/administration_pdf/0412survival.pdf)”, Kelly Stang, *New York State Conservationist* (April 2012) |

**English Language Arts/Literacy Grade 6 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Four**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text**“[Read and Watch: Steve Jobs’ Stanford Commencement Address](http://www.npr.org/blogs/thetwo-way/2011/10/06/141120359/read-and-watch-steve-jobs-stanford-commencement-address),” Mark Memmott, NPR | **Related Texts***Literary Texts** “[Mother to Son](http://www.poetryfoundation.org/poem/177021),” Langston Hughes (Poem)
* “[To Failure](http://allpoetry.com/poem/8495657-To_Failure-by-Philip_Larkin),” Philip Larkin (Poem)
* “[Casey at the Bat](http://etc.usf.edu/lit2go/154/casey-at-the-bat/2726/casey-at-the-bat/),” Ernest Lawrence Thayer (Appendix B Exemplar, Poem)
* “[The Story of David and Goliath](http://www.bible.gen.nz/amos/bible/1sam17.htm),” 1 Samuel 17, *The Holy Bible*

*Informational Texts** “[What it Takes to Be Great](http://money.cnn.com/magazines/fortune/fortune_archive/2006/10/30/8391794/index.htm)” from *FORTUNE* Magazine, Geoffrey Colvin
* “[Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success](http://articles.chicagotribune.com/2012-10-16/special/chi-special-jodymichael-week4_1_failure-success-foreign-languages)” from the *Chicago Tribune*, Jody Michael
* “[11 Steps Toward Deliberate Practice](http://expertenough.com/2327/deliberate-practice-steps),” Lukas Kyska, *The Aspiring Guitarist*
* “[Happy Talk](http://thisibelieve.org/essay/16609/)” from *This I Believe*, Oscar Hammerstein II
* Small-group investigation of different perspectives of famous people who used failure to move forward; present findings to class (See Teacher Resources)

*Nonprint Texts** “[No. 523: Edison’s Big Failure](http://www.uh.edu/engines/epi523.htm)“ (Text and Audio)
 | **Building Student Knowledge**Students will attempt to “define” *success* and learn that success takes hard work, deliberate practice, and the ability to learn from failures and persevere. Students will come to understand more about their personal beliefs and express those through a personal essay/belief statement. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[6]](#footnote-6)** |
| **Reading**RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.9RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10 |
| **Text Complexity Rationale**There is a range of text complexity levels in this set. Due to the heavy nature of informational texts and theoretical ideas being discussed, understanding some of the technical vocabulary in the articles will require teacher support. | **Sample Research**Students will investigate the content, structure, and style of several “This I Believe” essays (<http://thisibelieve.org/>) and (<http://www.npr.org/series/4538138/this-i-believe>). Students will then create their own essay (<http://thisibelieve.org/guidelines/>) for possible submission. Students will present their essays to the class in the form of a speech. | **Writing**W.6.1a-e, W.6.3a-e, W.6.4, W.6.5, W.6.6, W.6.7, W.6.9a-b, W.6.10 |
| **Speaking and Listening**SL.6.1a-d, SL.6.2, SL.6.3, SL.6.4, SL.6.6 |
| **Language**L.6.1a-e, L.6.2a-b, L.6.3a-b, L.6.4a-d, L.6.5a-c, L.6.6 |
| **Possible Teacher Resources**Sample texts for investigating “famous failures”:*The Secret of Success is Not a Secret: Stories of Famous People Who Persevered*, Darcy Andries, “[7 Entrepreneurs Whose Perseverance Will Inspire You](http://www.growthink.com/content/7-entrepreneurs-whose-perseverance-will-inspire-you),” Tom Zeleznock, and “[Famous Failures](http://www.youtube.com/watch?v=NgwH2LOxN6g)”“[The Master’s Mistakes: Einstein was often wrong, but even his errors led to deep truths](http://discovermagazine.com/2004/sep/the-masters-mistakes),” from *DiscoverMagazine.com*, Karen Wright (September 2004) and “[Einstein’s 23 Biggest Mistakes](http://discovermagazine.com/2008/sep/01-einsteins-23-biggest-mistakes)” from *DISCOVER* Magazine (September 2008)“[Thomas Edison and Michael Jordan Were Failures](http://articles.businessinsider.com/2010-09-16/strategy/29978051_1_thomas-edison-failure-nba-com),” Scott Cowley, “[How Failure Taught Edison to Repeatedly Innovate](http://www.forbes.com/sites/nathanfurr/2011/06/09/how-failure-taught-edison-to-repeatedly-innovate/)” from *Forbes*, Nathan Furr, and “[Thomas Alva Edison—The Failed Inventions](http://inventors.about.com/library/inventors/bledisonfailures.htm)”“[Lincoln’s ‘Failures’?](http://www.abrahamlincolnonline.org/lincoln/education/failures.htm)” *Abraham Lincoln Online* |

1. By the end of grade 6, students should demonstrate the ability to read and understand texts in the 6-8 grade band proficiently, which scaffolding as needed at the high end of the range (RL.6.10, RI.6.10). This plan provides direction for whole-class instruction with opportunities for student collaboration and rereading. Support for students outside of whole-class instruction should build student proficiency with reading grade-level texts. This might involve: for weaker readers—continued fluency work and reading of easier, related texts to support, not substitute or replace, the whole-class text; for on-level readers—continued support for students in reading the whole-class text (i.e., additional readings of specific passages with text-dependent questions); or, for advanced readers—extension work with more challenging texts. Students should also engage in regular independent reading of self-selected texts. [↑](#footnote-ref-1)
2. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-6-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-2)
3. “Research” throughout this plan refers to student-led inquiry activities; these are extension tasks that allow students to make connections with texts. These activities should be done after students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Additional reading and writing performance tasks with the texts are expected and indicated through the possible Reading and Writing Standards. [↑](#footnote-ref-3)
4. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-6-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-4)
5. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-6-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-5)
6. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-6-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-6)