

What makes Louisiana’s ELA Guidebooks 3-5 (2022) innovative?

The [Louisiana’s ELA Guidebooks 3-5 \(2022\)](#) curriculum helps all students read, understand, and express their understanding of complex, grade-level texts. The new Louisiana ELA Guidebooks 3-5 (2022) units build students’ understanding and knowledge through text sets, compelling questions, and integrated reading and writing activities.

In Louisiana’s ELA Guidebooks 3-5 (2022), students

- Explore [central questions](#) that connect units in a year-long pathway;
- Examine [texts by diverse authors and about substantive topics](#);
- Engage in varied reading, discussion, writing, and presentation opportunities in class; and
- Experience integrated instruction and assessment leading to a comprehensive ELA experience.

Louisiana’s ELA Guidebooks 3-5 (2022) were designed with four guiding principles in mind.

Learning Community

The ELA Guidebooks units are designed to help students establish, build, and expand their learning community. Students work both collaboratively and independently throughout the ELA Guidebooks units.

Plot Event(s)	How does Jenny feel about Prince Brat?	How does Prince Brat feel about Jenny?
Chapter 3 PR makes S run away w/ him.	Jahayed that PB wants to runaway J how was about possible they will get in to when caught	PB doesn't care about J's concern PB treats J as a servant

Activity 8

Directions

With your partner, review chapter 3 from *The Whipping Boy*. Use the character relationship understanding tool to evaluate, or judge, the character relationships in the text.

On your character relationship tool, write your response to the questions.

1. What key event happens?
2. How does Prince Brat feel about Jenny? Why?
3. How does Jenny feel about Prince Brat? Why?

Record your thinking and relevant supporting evidence on the chapter 3 section of your character relationship tool. Be sure to include text evidence.

Knowledge

Use the following texts for the Wonderstruck Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
Wonderstruck	Brian Selznick	Fiction Novel	Sections one, two, three, four, five, six, and seven	Purchase (Book)
The Handmade Alphabet	Laura Rankin	Informational Text	Section one	Purchase (Book)
Wonder	R.J. Palacio	Fiction Novel	Sections one, two, three, and six	Purchase (Book)
"The History of Deaf Culture and Sign Language" from "The Collection of Essays Illuminating the World of Wonderstruck"	Carol Padden and Tom Humphries	Essay	Sections one, two, three, and six	Shutting Out the Sky Unit Reader
Excerpts from The Story of My Life	Helen Keller	Nonfiction Novel	Section one	Digital Access

Text Overview

Text Overview

Use the following texts for the Shutting Out the Sky unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
Shutting Out the Sky	Deborah Hopkinson	Historical Nonfiction	Sections two, three, four, five, six, and seven	Purchase (Book)
Coming to America: The Story of Immigration	Betsy Maestro	Historical Nonfiction	Sections one, two, three, and six	Purchase (Book)
"Statue of Liberty" from Coming to America: A New Life in a New Land	Edited by Katherine Emsden	Article	Sections one, two, three, and six	Shutting Out the Sky Unit Reader
"Virtual Field Trip to Ellis Island"	Scholastic	Video	Section one	Digital Access
"Meet Young Immigrants"	Scholastic	Video	Section one	Digital Access
"History of Immigration"	LDOE	Video	Section two	Digital Access
"America the Melting Pot"	LDOE	Video	Section two	Digital Access
"The New Colossus"	Emma Lazarus	Poem	Section three	Shutting Out the Sky Unit Reader
"What is a Sonnet"	Wonderopolis	Article	Section three	Shutting Out the Sky Unit Reader
"Coming to America: New York's Immigrants"	Discovery Education	Video	Section three	Digital Access

Each unit is based on a text set. Text sets are a series of texts organized around an anchor text or topic that guide and focus student learning and knowledge development. The text sets represent a diversity of authors and genres while also providing coherence among the texts so that students systematically build knowledge of substantive texts and topics.

Choice and Flexibility

At the program level, school leaders choose which units will be taught at each grade level.

Grade	Level 1		Level 2		Level 3		Application Unit
	D1	D2	D3	D4	D5	D6	
3	Stories Julian Tells	Cajun Folktales	Because of Winn Dixie	Treasure Island	Louisiana Purchase	Voices in America	3rd Grade Application Unit
4	The Whipping Boy	Hurricanes	The Lightning Thief	Pushing Up the Sky	American Revolution	Olympics	4th Grade Application Unit
5	The Birchbark House	The Making of a Scientist	Wonderstruck	The Lion, the Witch and the Wardrobe	Shutting Out the Sky	Renaissance Art	5th Grade Application Unit

The final unit at each grade level, the application units, are also designed with choice and flexibility. These units give school systems, school leaders, teachers, and/or students the choice of which development unit and mode of writing the students will use to apply the year’s knowledge to.

Activities

1

OPTIONAL

10 MIN

Prepare to Read: Background Knowledge

We will build our knowledge of reasons immigrants traveled to America. This will help us prepare to read *Shutting out the Sky*.

2

CORE

20 MIN

Establish Understanding: Read the Text

We will read “Coming to the Golden Land” from *Shutting out the Sky* in pairs to establish our understanding. When we are done reading, we will react to what we have read.

3

CORE

10 MIN

Establish Understanding: React to the Text

We will react to “Coming to the Golden Land” from *Shutting out the Sky* to establish our initial understanding of the text.

At the lesson level, teachers choose which optional activities to include in each lesson to best support students’ needs. The ELA Guidebooks 3-5 (2022) units provide flexibility by offering optional supports and opportunities to extend students’ knowledge of the unit topics.

Supports are embedded into the core and optional lessons to support diverse learners.

Teaching Notes

20 min

- Direct students to form groups.
Direct pairs to take turns reading independently.
- If pairs need support during the activity:
- Provide direct support or examples.
 - Pair students to read together to practice oral fluency. Refer to the partner reading protocol for support implementing this strategy.
 - Pull a small group for a teacher read aloud. Refer to the teacher read aloud protocol for support implementing this strategy.
 - For English Learners, engage in a paired reading or have students preview/view/review information in their native language during instruction.
 - Provide a synonym or student-friendly definition for difficult words in the text.
 - Possible words for this section:
 - Eke
 - Restrictions
 - Repression
 - Despair
 - Frantic
 - Industrialization
 - Additional diverse learner supports:
 - [English learners](#)
 - [Students with cognitive disabilities](#)
 - [Foundational literacy supports](#)

Coherent System of Instruction and Assessment

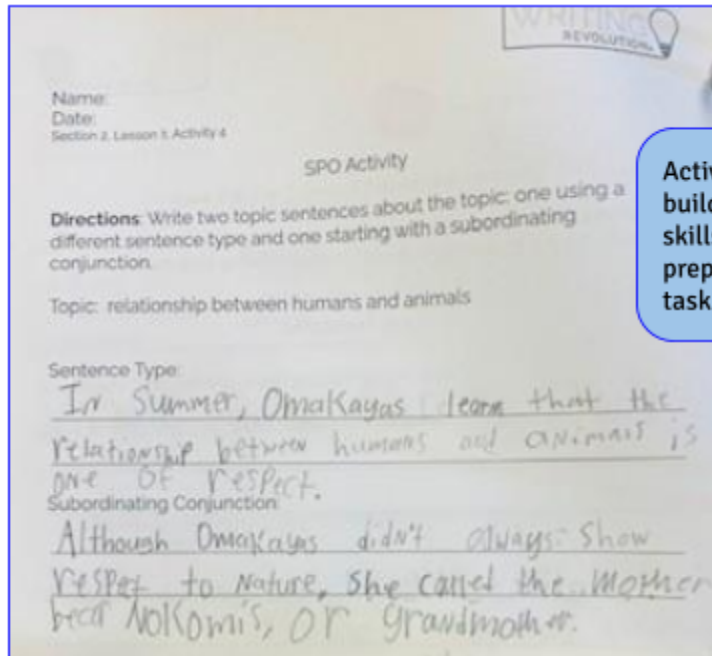
Everything that a student needs to meet the standards is provided in the ELA Guidebooks units and is openly licensed. This includes a coherent system of curriculum-embedded assessments.

Every lesson includes two look fors based on content knowledge and skill.



Lesson Look Fors

- Can students explain the lessons Omakayas has learned in Neebin (Summer)?
- Can students write knowledgeably about the first section of the text?



Name: _____
Date: _____
Section 2, Lesson 3, Activity 4

SPO Activity

Directions: Write two topic sentences about the topic: one using a different sentence type and one starting with a subordinating conjunction.

Topic: relationship between humans and animals

Sentence Type:
In Summer, Omakayas learns that the relationship between humans and animals is one of respect.

Subordinating Conjunction:
Although Omakayas didn't always show respect to nature, she called the Mother bear Nokomis, or grandmother.

Activities throughout the unit build students' knowledge and skills to ensure students are prepared for the culminating task.

At the end of each section there is a section diagnostic which teachers use to measure student progress throughout the units.

Section Diagnostic

Students complete sentence stems using the conjunctions because, but, and so to compare the African folktale elements in *Zomo the Rabbit* to the Cajun folktale elements in *Lapin Plays Possum*.

Students engage in a variety of activities throughout each section to build the knowledge and skills needed to be successful on the section diagnostic.

The screenshot shows a 'Compare and Contrast' activity page. At the top right, it says 'Compare and Contrast 302_S2_L3_A2_CC'. The page is divided into two columns for 'Zomo the Rabbit: A Trickster Tale from West Africa' and 'Lapin Plays Possum' from Lapin Plays Possum Trickster Tales from the Louisiana Bayou'. Handwritten notes in yellow highlight similarities: 'bright colored clothing', 'SKA God that can grant request', 'the name Zomo', 'Setting - West Africa', 'animal characters', and 'trickster character' for Zomo; and 'the crops and food', 'the food - gumbo/bread pudding', 'Setting - La bayou', 'French language', 'the characters - bouki and Lapin', 'animal characters', and 'trickster character' for Lapin. Below the table, an 'Activity 2' box is visible, containing instructions for a partner activity.

Activity 2 1 2 3 4 5 6 7

We will use the compare and contrast tool to examine the information in *Zomo the Rabbit: A Trickster Tale from West Africa*. This will help us deepen our understanding.

Directions

Zomo the Rabbit: A Trickster Tale from West Africa is a Nigerian folktale that has been passed down many generations, many years before the folktales of Lapin and Bouki.

Turn and talk with a partner: What are some cultural elements found in *Zomo the Rabbit: A Trickster Tale from West Africa*?

Follow along with the model of identifying cultural elements found in *Zomo the Rabbit: A Trickster Tale from West Africa*.

Copy the information from the model on your compare and contrast tool.

Culminating Task

This is the Culminating Task.

What do Jemmy and Prince Brat learn in *The Whipping Boy* that communicates a theme of the text? Write a claim to answer this question. Then, create three SPOs that support your claim by showing how Prince Brat and Jemmy’s relationship changes to help them learn this lesson.

- SPO 1: What is Jemmy and Prince Brat’s relationship like at the beginning of the text?
- SPO 2: What events cause Jemmy and Prince Brat’s relationship to change in the text?
- SPO 3: What is Jemmy and Prince Brat’s relationship like at the end of the text?

Each unit ends with a culminating task, which requires students to use the knowledge and skills they have developed throughout the unit.



Lesson Look Fors

- Can students explain why the characters are angry with each other?
- Can students explain how details and dialogue in the text add to our understanding of the characters?

By monitoring student understanding of the daily lesson look fors and diagnosing student needs based upon the section diagnostic data, teachers can ensure students have the knowledge and skills necessary to be successful on the culminating task.

Section Diagnostic

Using the texts, *Magic Tree House Fact Checker: Knights and Castles* and *A Medieval Feast*, students will identify and correct fragments and sentences to show understanding of the Middle Ages in Europe.

Central Questions and Culminating Tasks

Level	Unit	Central Question	Culminating Task	Mode
Choose one from each level	Grade 3			Writing Mode of CT
1	Stories Julian Tells	How does storytelling teach us lessons and help us relate to others?	What is a central message that the author conveys in More Stories Julian Tells? Students respond to the question by writing a paragraph.	Literary Analysis
	Cajun Folktales	What can folktales teach us about how we should treat others?	Why is the rabbit a good animal to play a trickster? Students respond to the question by writing a paragraph.	Expository
2	Because of Winn Dixie	Why is it important to have friends who are different from us?	How do the friendships Opal builds develop a central message, or theme, of the story? Students respond to the question by writing two paragraphs.	Literary Analysis
	Treasure Island	What is considered treasure and why?	Select either Jim Hawkins, Long John Silver, or Ben Gunn and describe what happened to them after the story.	Narrative
3	Louisiana Purchase	How can making deals benefit people in different ways?	Explain who benefitted the most from the Louisiana Purchase. Students respond to the prompt by writing two paragraphs.	Opinion
	Voices in America	Why is it important to speak up for what you believe in?	Choose one person you have studied in this unit. How did this person’s voice affect the United States of America?	Expository
Application Unit	School System/School Leader chooses the application unit to be completed at the end of the year. The application unit will have three corresponding writing prompts to each of the units. The students should respond to one of the writing prompts.			Expository, Narrative, or Opinion

Central Questions and Culminating Tasks

Level	Unit	Central Question	Culminating Task	Mode
Choose one from each level	Grade 4			Writing Mode of CT
1	The Whipping Boy	What was life like in Medieval Europe living under the Feudal System?	What do Jemmy and Prince Brat learn in <i>The Whipping Boy</i> that communicates a theme of the text? Students support their claim by showing how Prince Brat and Jemmy’s relationship changes to help them learn this lesson. Students respond to the question by writing three paragraphs.	Literary Analysis
	Hurricanes	How do natural disasters affect communities both negatively and positively?	What are three ways hurricanes impact people and communities? Students write 3 paragraphs to support a claim statement by showing ways that hurricanes have impacted people and their communities in different ways.	Expository
2	The Lightning Thief	How do myths and other stories help us make sense of the world?	How do the quests develop the themes in <i>The Lightning Thief</i> and <i>Where the Mountain Meets the Moon</i> ? In an extended response, explain each character’s quest. Then explain how the quests are used to develop a common theme across the two texts. Students respond to the question by writing three paragraphs.	Literary Analysis
	Pushing Up the Sky	What can reading folktales teach us about the past?	Students will write their own pourquoi tale that incorporates narrative elements and a theme.	Narrative
3	American Revolution	Why is it important to have civil debates?	Was the American Revolution an act of treason or a justified fight for freedom? Students respond to the question by writing a three paragraph letter from a specific point of view.	Opinion
	Olympics	How has ancient culture impacted athletic competition?	How has athletic competition changed since Ancient Greece? How have the changes affected the way we view athletics today?	Expository
Application Unit	School System/School Leader chooses the application unit to be completed at the end of the year. The application unit will have three corresponding writing prompts to each of the units. The students should respond to one of the writing prompts.			Expository, Narrative, or Opinion

Central Questions and Culminating Tasks

Level	Unit	Central Question	Culminating Task	Mode
Choose one from each level	Grade 5			Writing Mode of CT
1	The Birchbark House	Why is it important to learn from the stories of the past?	How do the lessons that Omakayas learns in each season reveal the theme of the novel? Students respond to the question by writing four paragraphs.	Literary Analysis
	Making of a Scientist	How does the process of scientific inquiry lead to the development of advanced technology?	In an extended response, explain how scientists were inspired to develop advanced technology to study the solar system.	Expository
2	Wonderstruck	How does effective communication develop strong relationships?	In an extended response, answer the following question: How do the details and illustrations of Wonderstruck help to develop the theme “effective communication develops strong relationships?”	Literary Analysis
	The Lion, the Witch and the Wardrobe	How can people understand the same experiences differently?	Retell a key scene from the text using first-person point of view from a specified character. Students respond to the prompt by writing multiple paragraphs.	Narrative
3	Shutting Out the Sky	Why is it important to maintain cultural identity in a new community?	Was the American dream worth the sacrifice? Students respond to the question by writing multiple paragraphs connected by a thesis statement.	Opinion
	Renaissance Art	How has culture influenced art?	Choose two examples of Renaissance art that you learned about in the unit. How did the Renaissance time period impact the art produced?	Expository
Application Unit	School System/School Leader chooses the application unit to be completed at the end of the year. The application unit will have three corresponding writing prompts to each of the units. The students should respond to one of the writing prompts.			Expository, Narrative, or Opinion