

### What makes Louisiana's ELA Guidebooks 6-8 (2024) innovative?

Louisiana's ELA Guidebooks 6-8 (2024) curriculum helps all students read, understand, and express their understanding of complex, grade-level texts. The new Louisiana ELA Guidebooks 6-8, build students' understanding and knowledge through text sets, compelling questions, and integrated reading and writing activities.

In Louisiana's ELA Guidebooks 6-8, 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 6-8 (2024) are designed with four guiding principles in mind.

### Learning Community

Character Analysis

RESTART CHARACTER ANALYSIS		
Character	How does Korman reveal aspects of the character? Consider character traits, motivations, interactions, point of view, and development.	What text evidence supports your analysis? Be sure to cite the page number.
Shoshanna	He uses the interactions between her + Chase to show she is motivated by loyalty to her brother (Joel).	"You've got some nerve grinning at me after what you did! You stay out of my way or you'll be sorry!" (19).
Chase	He makes conflict when Chase + Shoshanna interact. Chase doesn't understand why she acted the way she did. He doesn't remember how he treated her.	"I take my beautiful vanilla yogurt with chocolate sprinkles, dump it on his head, and sweep out of the store!" (19).
Shoshanna	He uses her thoughts + what she says to show her POV. She doesn't know how bad Chase's memory loss is and she thinks he's the same person as before.	"After all the bad history that went down between him and Joe, I swear he looked at me like he'd never seen me before in his life like he hadn't played a starring role in destroying my family!" (19).
Chase	Korman uses word choice in Chase's thoughts to reveal that Chase is confused and doesn't know the kind of person he used to be.	"Several of them go in my direction and I smack hands, bump fists, and try to look like I belong, which I definitely don't. I also get some strange looks and a few kids meet my eye and furtively look away" (21). <span style="font-size: 0.8em;">↑ means to avoid notice or attention</span>

Home
Grade 7
Restart
Section 1
Lesson 4
Activity 3

#### Activity 3

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**Directions**

Read Chapter Three of *Restart* with your partner.

Take turns with your partner reading aloud a page at a time.

Focus on reading the text smoothly and with expression.

Then, add to the Chase section of your character analysis chart.

Consider the reading focus.

**Reading focus:**

- How has the author developed the point of view in the text so far?
- What is the impact of these choices in our understanding of the text?

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.

Knowledge

Text Overview

Use the following texts for the Restart Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
Restart	Gordan Korman	Fiction	All Sections	Purchase (book)
"Seventh Grade"	Gary Soto	Short Story	Section one	Restart Unit Reader
"Self-Concept"	Saul McLeod	Article	Section one	Restart Unit Reader
"What Your Most Vivid Memories Say About You"	Susan Krauss Whitbourne	Article	Section one	Restart Unit Reader

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.



Use the following texts for the Freak the Mighty Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>Freak the Mighty</i>	Rodman Philbrick	Novel	All Sections	Book Purchase
"All Summers in a Day"	Ray Bradbury	Short Story	Section 1	Freak the Mighty Unit Reader
"Thank You, M'am"	Langston Hughes	Short Story	Section 1	Freak the Mighty Unit Reader
The Benefits of Making Friends Who Are Different to You	Isabella Krebet, ABC Everyday, Australia Broadcasting Corporation	Article	Section 1	Freak the Mighty Unit Reader
Achieving Your Goals with Morquio A Syndrome: Dane's Story	Morquiosity	Video	Section 2	<a href="#">Digital Access</a>
"The Sword in the Stone"	Retold by Keith Baines	Novel excerpt	Section 2	Freak the Mighty Unit Reader
How Robots can help people with Disabilities walk again	CNBC	Video	Section 3	<a href="#">Digital Access</a>
"The Psychological Comforts of Storytelling"	Cody C. Delistraty	Article	Section 4	Freak the Mighty Unit Reader
"Raymond's Run"	Toni Cade Bambara	Short Story	Section 5	Freak the Mighty Unit Reader

**Choice and Flexibility**

At the program level, school or system leaders choose which units will be taught at each grade level. Schools will select one unit from each level to implement before the Application Unit.

Grade	Level 1		Level 2		Level 3		Application Unit
	Development 1	Development 2	Development 3	Development 4	Development 5	Development 6	
6	Esperanza Rising	Bud, Not Buddy	Hatchet	Revolution	I am Malala	Communication	Grade 6 Application Unit
7	Restart	Fever 1793	Giver	Brown Girl Dreaming	Chasing Lincoln’s Killer	Cooperation	Grade 7 Application Unit
8	Freak the Mighty	The Boy Who Harnessed the Wind	Call of the Wild	Diary of a Young Girl	Persuasion	Paving the Way	Grade 8 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.





**Activities**

1

OPTIONAL

10 MIN

**Prepare to Read: Reading Skills**

We will determine and explore the meaning of important words and phrases in preparation for reading Chapter 3 of *The Call of the Wild*. This will help us build our reading skills.

2

CORE

10 MIN

**Establish Understanding: Read the Text**

We will read pages 43-49 of Chapter 3 from *The Call of the Wild* together to establish our understanding. When we are done reading, we will react to what we have read.

3

OPTIONAL

10 MIN

**Deepen Understanding: Analyze Relationships**

We will use the character analysis tool to analyze the relationships of details in Chapter 3 from *The Call of the Wild*. This will help us deepen our understanding.

4

CORE

10 MIN

**Deepen Understanding: Attend to Details**

We will annotate Chapter 3 from *The Call of the Wild* focusing on figurative language to deepen our understanding.

At the lesson level, teachers choose which activities to include in each lesson to best support students' needs from the lesson's embedded core and optional activities.

**Teaching Notes**

10 min

Have students work independently to complete this activity.

Direct students to add to the Chapter 3 section of the character analysis tool to explain how the environment and incident with Spitz impact Buck's character.

After five minutes, prompt students to share their thoughts and evidence.

Encourage students to make revisions to their tool.

**Anticipated Response:** (Answers will vary)

- See the teacher version of the character analysis tool.

If students need support during the activity:

- Ask guiding questions.
  - How is Buck described at the beginning of Chapter 3? To what extent does he want or seek conflict?
  - How does Buck respond when Spitz takes his bed?
  - What does the incident reveal about how Buck's character is changing as a result of his environment in the wild?
- Provide direct support or examples.
  - As needed, explain to students that they are analyzing the relationships in the text, which is the process of recognizing and interpreting how the key details and ideas of a text interact to establish the elements, such as characters and tone, and the structure or organization of a text.

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

Coherent System of Instruction and Assessment

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



**Lesson Look Fors**

- Can students determine the positive and negative consequences of peer influence and connect this to themes developed in *Restart*?
- Can students write a claim and support it with evidence from an informational text?

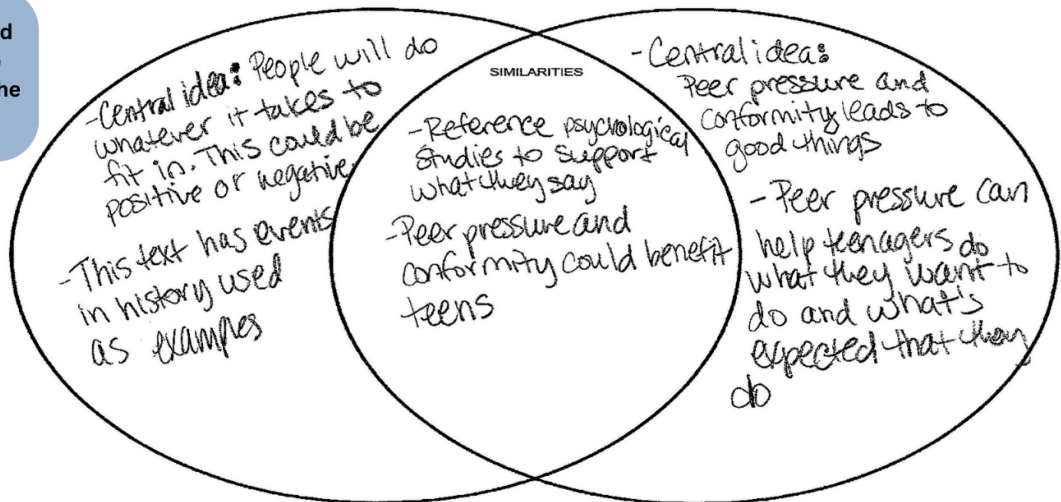


Compare and Contrast

Compare and Contrast

Conformity

Peer Pressure



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



### Section Diagnostic

Students will prepare for and participate in a discussion on the following questions:  
 How does peer influence affect Chase after his accident? How does the author include events that reflect peer influence in the novel? Does the impact of peer influence in the novel reflect the research? Use evidence from the two articles and the novel to support your claims.

**At the end of each section, there is a section diagnostic and each unit ends with a culminating task, which requires students to use the knowledge and skills they have developed throughout the unit.**

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

Discussion Tool

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What are the discussion questions?

1. How does peer influence affect Chase after his accident? 2. How does the author include events that reflect peer influence in the novel? Does the impact of peer influence in the novel reflect the research?

Texts: Restart, "Conformity," and "Peer Pressure Has a Positive Side"

**Before the Discussion**

Form Claims  
Review the unit texts and your completed tools and notes. As you review, record and organize your thinking as the first step in forming a claim.

List a detail or evidence related to the discussion questions. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the discussion questions?
<p style="color: #00a0e3; font-style: italic;">Restart: "I don't feel like a video club kid - not that I can recall being any kind of kid!" (Korman 51).</p> <p style="color: #00a0e3; font-style: italic;">Peer Pressure has a positive side: The Social <del>Advantage</del> "their brains prompt them to think and even obsess about others."</p>	<p style="color: #00a0e3; font-style: italic;">Chase knows he doesn't fit in w/ the video club kids, he is really obsessed with how he should be on the field as a football player, but he knows he can't play football right now.</p> <p style="color: #00a0e3; font-style: italic;">Chase is trying to put the pieces together based on what his friends tell him about himself but he is also trying to make a new identity based on how his new friends want him to be. His brain is telling him to obsess but he doesn't know who's opinion of him he should focus on.</p>

Home Grade 7 Restart Section 2 Lesson 5 Activity 3

Activity 3

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Directions

Form claims in preparation for a discussion about the discussion questions.

**Discussion Questions:**

1. How does peer influence affect Chase after his accident?
2. How does the author include events that reflect peer influence in the novel?
3. Does the impact of peer influence in the novel reflect the research?

Complete the form claims section of the discussion tool.

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

## Culminating Task

Throughout the unit, you have read texts on the importance of reflection and change. How do characters in *Restart* grow from reflecting on the past? Choose a scene from a chapter of *Restart* that illustrates a change and then write a narrative in which you retell the scene from a different character's perspective. Use details from the chapter to develop your narrative.

Be sure to

- use narrative techniques such as dialogue, pacing, description and reflection to develop the character's experiences.
- include details that show the character's growth from who he or she was in the past.
- maintain an accurate series of events from the original plot.
- use transitions and linking words to manage the sequence of time.
- use precise words and phrases that accurately reflect your chosen character/narrator.

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.



## Lesson Look Fors

- Can students determine how characters' actions help develop a theme or topic?
- Can students write and support a claim using text evidence?

## Section Diagnostic

Prepare for and participate in a discussion on the following prompt: Has Chase truly changed as a person? How does the author's characterization of Chase support your position?

Central Questions and Culminating Tasks: Grade 6

Level	Unit	Central Question	Culminating Task	Mode
Choose one unit from each level		Grade 6 Becoming and Overcoming		Writing Mode
1	Esperanza Rising	How can we change based on our life experiences?	Throughout the novel <i>Esperanza Rising</i> , Esperanza heeds the advice of other characters as she encounters conflicts in her life. Write a continuation of the story set years later that portrays Esperanza as a mother. Write the narrative from Esperanza’s point of view and include the advice that she has learned from her own life experiences that she would pass on to her children.	Narrative
	Bud, Not Buddy	How can people overcome their circumstances?	Throughout the unit, you have read texts about different individuals who have overcome difficult circumstances. Analyze and explain how a theme is developed in <i>Bud, Not Buddy</i> and <i>Out of the Dust</i> . Write an essay that examines a theme shared by both texts and explain how the theme is introduced and elaborated in each text.	Informational/Explanatory
2	Hatchet	Why is it important to persevere during difficult moments?	Throughout the unit, you have read texts about how people persevere through extraordinary circumstances. Think about how each character responds to the challenges within the text. Write an essay that compares how Brian from <i>Hatchet</i> and one other character’s choices impact their ability to persevere during difficult moments.	Informational/Explanatory
	Revolution	How do times of change shape our identity?	Throughout the unit, you have read texts about characters and historical figures who lived during the American Revolution, a time of great change in our country. Analyze two of these texts in an essay that answers the following prompt: Compare and contrast how the individuals in both <i>Chains</i> and <i>George Washington’s Secret Six</i> respond or change as a result of the events of the American Revolution.	Informational/Explanatory
3	I Am Malala	How can our choices impact those around us?	Throughout the unit, you’ve read texts about the impact that individual choices can have on others. Consider Malala Yousafzhi’s experiences and the experiences of other individuals in the texts you have read in this unit. Write an argument to support a claim in response to the questions: Are the risks people take worth the rewards they gain? How did Malala’s and one of the other individuals’ choices impact the world around them??	Argument
	Communication	Why is communication important?	Throughout the unit, you have read texts about the importance of communication and the experiences people have when trying to find both traditional and unique ways to communicate. Write an argument to support a claim in response to the question: Is it possible to be truly understood by others if we do not communicate the same way?	Argument
Application Unit		System/School Leader chooses the application unit to be completed at the end of the year. Each application task includes a student-selected research task that is aligned to the units they have completed throughout the school year.		Research



Central Questions and Culminating Tasks: Grade 7

Level	Unit	Central Question	Culminating Task	Mode
Choose one unit from each level		Grade 7 Knowledge		Writing Mode
1	Restart	How can people grow from reflecting about their lives?	Throughout the unit, you've read texts on the importance of reflection and change. How do characters in <i>Restart</i> grow from reflecting on the past? Choose a scene from a chapter of <i>Restart</i> that illustrates a change and then write a narrative in which you retell the scene from a different character's perspective.	Narrative
	Fever 1793	What can we learn about humanity from studying the past?	Throughout the unit, you've read historical texts to study the past. How does Laurie Halse Anderson use a historical event to develop a theme about human nature? Write an essay that examines how events in <i>Fever 1793</i> affect the characters and reveal a theme.	Informational / Explanatory
2	Giver	What is the impact of gaining knowledge?	Throughout the unit, you've read texts centered around knowledge and its impact on individual perspectives. Write an essay about <i>The Giver</i> and at least one additional unit text that answers the prompt: Compare and contrast how each author develops a common theme about knowledge.	Informational / Explanatory
	Brown Girl Dreaming	What can we gain from sharing our personal experiences?	Throughout the unit, you've read texts in different formats about the personal experiences of individuals with various perspectives. Compose an essay that compares and contrasts the structure of <i>Brown Girl Dreaming</i> and your independent reading memoir text to answer the question: How does each text's structure contribute to the author's purpose?	Informational / Explanatory
3	Chasing Lincoln's Killer	How can exploring different perspectives help us recognize what motivates people to act?	Throughout the unit, you've read texts about motivations and actions in order to answer the following question: Are people more motivated to act because of internal or external factors? How does history support your claim? Using what you've learned from <i>Chasing Lincoln's Killer</i> and at least one additional text from the unit, write an argument in which you state and logically support a claim about what drives most people to action.	Argument
	Cooperation	How can we solve problems through cooperation between individuals with different types of knowledge?	Throughout the unit, you have read about the cave rescue of the Thai boys soccer team as well as other texts that explore the value of cooperation and knowledge in problem-solving. Write an argument in which you state and logically support a claim in response to the questions: Was cooperation or knowledge more essential in the rescue of the Thai boys soccer team? How did cooperation or knowledge contribute to the success of the soccer team more than other factors?	Argument
Application Unit		System/School Leader chooses the application unit to be completed at the end of the year. Each application task includes a student-selected research task that is aligned to the units they have completed throughout the school year.		Research

Central Questions and Culminating Tasks: Grade 8

Level	Unit	Central Question	Culminating Task	Mode
Choose one unit from each level		Grade 8 Change		Writing Mode
1	Freak the Mighty	How can our interactions and relationships with people who are different from us change our perspectives?	Throughout the unit, you have read several texts in which a character's relationship with others has had a significant impact on his or her perspective. How do interactions and relationships with others have the power to change our perspective? Write an essay that explains how a theme is developed in <i>Freak the Mighty</i> and one other unit text. Be sure to use evidence from both texts in your response.	Informational / Explanatory
	The Boy Who Harnessed the Wind	How can challenges fuel curiosity, innovation, and change?	Throughout the unit, you've read several texts in which individuals have responded to challenges related to their environment. What is a central idea that is communicated about the relationship between challenge and progress in <i>The Boy Who Harnessed the Wind</i> and at least one other unit text? Write an essay that explains how the authors develop this central idea in each of the texts.	Informational / Explanatory
2	Call of the Wild	How can our environment change us?	Throughout the unit, you've read texts about how environmental factors impact individuals. Write a narrative in which you continue <i>The Call of the Wild</i> from Buck's perspective and explore what happens to him as he heeds the call of the wild. Include a series of at least two events that illustrate how Buck continues to interact with the environment and its impact on him.	Narrative
	Diary of A Young Girl	How do historical events change our perception of ourselves and the world?	Throughout the unit, you have read several texts about the Holocaust, including two memoirs that share first-hand accounts of this time period. Compare and contrast the structure of <i>The Diary of Anne Frank</i> and <i>Night</i> by Elie Wiesel. How does the structure of each text contribute to its meaning?	Informational / Explanatory
3	Persuasion	How are our beliefs and actions impacted by persuasion?	Throughout the unit, you have read texts about the construction of persuasion and its impact on the beliefs and actions of others. Write an argument in which you state and logically support a claim in response to the following: Can the power of persuasion ever be beneficial? Consider the various ways individuals' beliefs and actions were impacted by persuasion in the unit texts. Use evidence from at least two texts in the unit to support your claim.	Argument
	Paving the Way	What factors led leaders in America to pave the way for progress?	Throughout the unit, you have read several texts about individuals and collective groups that have influenced progress in society. What factors were most important to leaders in America when paving the way for progress? How does history support your claim?	Argument
Application Unit		System/School Leader chooses the application unit to be completed at the end of the year. Each application task includes a student-selected research task that is aligned to the units they have completed throughout the school year.		Research