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 (2024) 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

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

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.

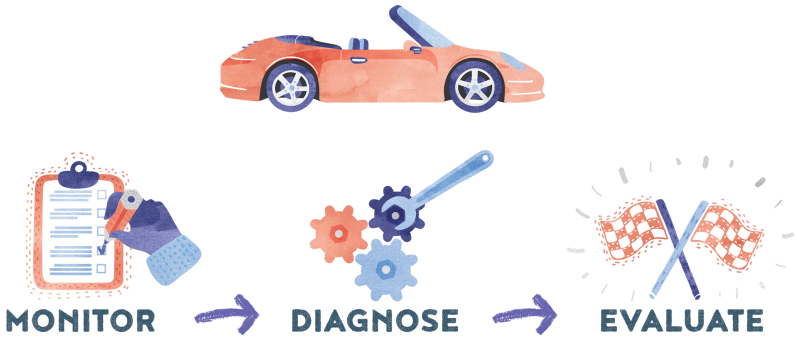
Choice and Flexibility

At the program level, school leaders choose which units will be taught at each grade level. 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. The ELA Guidebooks 6–8 (2024) units provide flexibility by offering optional supports and opportunities to extend students' knowledge of the unit topics.

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.

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. 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. Additionally, in the units, assessment is accomplished through three instructional practices: monitor, diagnose, and evaluate.



- Teachers monitor student understanding daily through the use of lesson look-fors.
- Teachers use Section Diagnostics to measure student progress throughout the units.
- Teachers evaluate student understanding at the end of each unit with the Culminating Task.

Louisiana's Open Source Platform

Louisiana's ELA Guidebooks 6–8 (2024) is housed on Louisiana's open-source, digital platform, Louisiana Curriculum Hub.

Text Access and Purchasing Information

Text purchasing for Louisiana's ELA Guidebooks 6–8 (2024) is available through American Reading Company and XanEdu.

Professional Learning Opportunities

Professional learning is available through approved vendors in the Louisiana Professional Learning Partner Guide.

A Preview of Louisiana's ELA Guidebooks 6–8 (2024)

Development Unit Text and Topic Overview

	Level 1		Level 2		Level 3		Application Unit
Grade	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	Laughter	Persuasion	Paving the Way	Grade 8 Application Unit

Central Questions and Culminating Tasks

Level	Unit	Central Question	Culminating Task	Mode
Choose one unit from each level	**Grade 6 Becoming and Overcoming**			**Writing Mode of CT**
1	Esperanza Rising	How can we change based on our life experiences?	Throughout the novel *Esperanza Rising,* 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 *Bud, Not Buddy* and *Out of the Dust*. Write an essay that examines a theme shared by both texts and explains 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 *Hatchet* 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 *Chains* and *George Washington's Secret Six* 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 Yousafzai's experiences and the experiences of other individuals in the texts you have read in this unit. Write an	Argument

			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??	
	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	School 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

Level	Unit	Central Question	Culminating Task	Mode
Choose one unit from each level	**Grade 7 Knowledge**			**Writing Mode of CT**
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 *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.	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 *Fever 1793* 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 *The Giver* 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 *Brown Girl Dreaming* 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 *Chasing Lincoln's Killer* 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	School 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

Level	Unit	Central Question	Culminating Task	Mode
Choose one unit from each level	**Grade 8 Change**			**Writing Mode of CT**
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 *Freak the Mighty* 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 *The Boy Who Harnessed the Wind* 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 *The Call of the Wild* 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
	Laughter	How does humor help us understand human behavior, perception, and society?	Throughout the unit, you have read several texts about why humans laugh and how authors intentionally use humor to reveal insights about people and social interaction. Write an informational/explanatory essay that explains how humor helps us understand human behavior, perception, and society. Use evidence from at least two texts in the unit.	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	Argument

			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.	
	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	School 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