These are sample units organized for the year. Use the guide for adapting and/or creating your own units using a similar format.

<table>
<thead>
<tr>
<th>Year-Long Focus</th>
<th>Unit One (pg. 2)</th>
<th>Unit Two (pg. 3)</th>
<th>Unit Three (pg. 4)</th>
<th>Unit Four (pg. 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore the nature of learning and improvement as well as the value of accepting the talents and gifts of themselves and others.</td>
<td>Students explore the interplay between reality and perception and work to develop an understanding of truth.</td>
<td>Students will explore the human attempt to make sense of the tragedies of war by means of connecting to others, often through art.</td>
<td>This set focuses on the role that sugar has played in world history, including Louisiana history. Students will learn about conflicting viewpoints in informational texts.</td>
<td></td>
</tr>
<tr>
<td>Increase text complexity 1: Illustrate how text complexity increases within and across grades</td>
<td>The readability of the anchor text falls in the middle of the grades 6-8 band. The related texts range in complexity to prepare students to read more complex text in the next unit.</td>
<td>The readability of the anchor text falls just above the grades 6-8 band, but its short length should allow for an in-depth study of the text. There is a range of complexity in the related texts.</td>
<td>The readability of the anchor text falls in the middle of the grades 6-8 band, but the meaning and knowledge demands are very complex. The complexity of the related texts is suitable for stretching students’ abilities to read complex text.</td>
<td>The anchor text measures at the top of the grades 6-8 band, which is appropriate for the last unit in grade 8. The related texts range in complexity, but many of them are not reliably quantified, so they were selected for their content and their connection to the anchor text.</td>
</tr>
<tr>
<td>Integrate standards around texts: Provide multiple opportunities for students to develop their literacy</td>
<td>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:</td>
<td>A sample visual of how a year might be organized, An overview of the Common Core State Standard expectations in grade 5, Writing standards progression from grade 7 to grade 8, and Speaking and Listening standards progression from grade 7 to grade 8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 By the end of grade 8, students should demonstrate the ability to read and understand texts in the 6-8 grade band independently and proficiently (RL.8.10, RI.8.10). 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. Click here for guidance on determining text complexity.
### English Language Arts Grade 8 Year-in-Detail (SAMPLE)

<table>
<thead>
<tr>
<th>Unit One (Sample Tests, Tasks, and aligned standards)</th>
<th>Anchor Text</th>
<th>Related Texts</th>
<th>Unit Focus</th>
<th>Possible Common Core State Standards</th>
</tr>
</thead>
</table>
|                                                      | “Flowers for Algernon,” Daniel Keyes (Literary) (or the novel, but note that the novel contains sensitive material) | **Literary Texts**  
- “Chapter 4,” “Chapter 13,” and “Chapter 17” of Frankenstein; or, the Modern Prometheus, Mary Wollstonecraft Shelley  
- “The Scarlet Ibis,” James Hurst  
- “Demeter’s Prayer to Hades,” Rita Dove  
- “Prometheus and Pandora” | Students will explore intelligence and knowledge and the human desire to seek improvement. They will consider the dangers of arrogance, pride, and assuming that humans can control the uncontrollable. Through the various texts, students will explore how they can learn about themselves through the way they react to others, whether in response to perceived imperfections or by acknowledging others’ value and strengths. This unit can connect to science. | **Reading**  
RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10 RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.10 |
|                                                      | (Sample questions) | **Informational Texts**  
- “What’s in an Inkblot? Some Say, Not Much,” Erica Goode  
- “Neuroethics,” Neuroscience for Kids (Website)  
- “IQ Tests are ‘Meaningless and Too Simplistic’ Claim Researchers,” Nicholas McDermott  
- “Does IQ Test Really Measure Intelligence?” Denise Mann | | **Writing**  
W.8.1a-e, W.8.2a-f, W.8.3a-e, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10 |
|                                                      | **Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)**  
- Charly, Ralph Nelson (Film) | | **Speaking and Listening**  
SL.8.1a-d, SL.8.3, SL.8.4, SL.8.5, SL.8.6 |
|                                                      | | | **Language**  
L.8.1a-b; L.8.2a-c; L.8.4a-d; L.8.5a-c; L.8.6 |

2 For support in integrating and centering standards around the reading of complex texts, refer to the Grade 8 ELA/Literacy PARCC Model Content Framework. For support in selecting which standards to teach with each text, refer to the Appendix of the Grade 8 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox. For information about how these standards will be assessed statewide in 2013-14, refer to the Grade 8 Assessment Guidance 2013-2014 document.

3 “Sample Research” refers to student-led inquiry activities (as recommended with each module/unit on the PARCC Model Content Frameworks). These extension tasks allow students to make connections with texts and should be done AFTER students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Multiple text-dependent reading and writing performance tasks are expected prior to the Sample Research task.
# English Language Arts Grade 8 Year-in-Detail, cont. (SAMPLE)

<table>
<thead>
<tr>
<th>Unit Two</th>
<th>Anchor Text</th>
<th>Related Texts</th>
<th>Unit Focus</th>
<th>Possible Common Core State Standards</th>
</tr>
</thead>
</table>
|          | “The Tell-Tale Heart,” Edgar Allan Poe (Literary) | Literary Texts | Students will explore the distinction between reality and perception in literature. Students will analyze the texts for “truth,” focusing on how reality is altered by perception or emotion. Students will investigate point of view based on the reliability of narrators and the use of irony and its effects on the reader. Students will also look at the craft of writing and the differences between “story truth” and “real truth.” Due to the relativity of truth in stories, this set presents opportunities for students to write arguments defending or discrediting the “truth” the narrators present, and, like a lawyer, locate and cite evidence to support their claims about its validity. | Reading: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.9, RL.8.10  
  Writing: W.8.1a-e, W.8.3a-e, W.8.4, W.8.5, W.8.6, W.8.9a-b, W.8.10 |
|          |             | Literary Texts:  
  • Nothing But the Truth, Avi or Monster, Walter Dean Myers (Note: This novel contains sensitive content) (Sample lesson set 1; sample lesson set 2)  
  • “Good Form” from The Things They Carried, Tim O’Brien  
  • “Zoo,” Edward Hoch  
  • “The Ransom of Red Chief,” O. Henry | Informational Texts:  
  • “The Allegory of the Cave,” Plato, Book VII of The Republic  
  • A Million Little Pieces Revisited (video and transcript)  
  • Best-Selling Memoir Draws Scrutiny (article)  
  • “The Fabulous Fabulist: Did Marco Polo Really Make it to China?” Lewis Lord | |
|          |             | Sample Research | Students will rewrite the anchor text from a new perspective, altering the point of view to meet the character’s motives and personality. This activity can be done in small groups.  
  Students will then compare the different versions and write an evidence-based essay identifying and analyzing which version is more effective based on the different effects that each version creates and how those effects are reached (focusing on the techniques used including difference in point of view between the characters and the reader). | Speaking and Listening: SL.8.1a-d, SL.8.3, SL.8.4, SL.8.5, SL.8.6  
  Language: L.8.1a-c; L.8.2a-c; L.8.3a; L.8.4a-d; L.8.5a-c; L.8.6 |
|          |             | Text Complexity Rationale | The readability of the anchor text falls just above the grades 6-8 band, but its short length should allow for an in-depth study of the text. The quantitative and qualitative measures for the related texts are suitable for stretching students’ abilities to read complex text. | |

---

4 For support in integrating and centering standards around the reading of complex texts, refer to the Grade 8 ELA/Literacy PARCC Model Content Framework. For support in selecting which standards to teach with each text, refer to the Appendix of the Grade 8 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox. For information about how these standards will be assessed statewide in 2013-14, refer to the Grade 8 Assessment Guidance 2013-2014 document.
### Possible Teacher Resources

- **Texts and sample assessment** for small-group reading or intervention (to be used in addition to, not as a replacement for on-level instruction)

- “The Undying Uncertainty of the Narrator in Tim O’Brien’s *The Things They Carried,*” Stephen Kaplan
# English Language Arts Grade 8 Year-in-Detail, cont. (SAMPLE)

## Unit Three

### Anchor Text

*Anne Frank: A Diary of a Young Girl*, Anne Frank
(Informational, [Appendix B Exemplar](#))

### Related Texts

**Literary Texts**
- “Dulce et Decorum Est,” Wilfred Owen (Poem) ([Sample lesson/questions](#))
- “My Father on His Shield,” Walt McDonald (Poem)

**Informational Texts**
- Excerpts from *Night*, Elie Wiesel
- “The Veil,” “The Jewels,” “The Key,” and “The Wine” and from *Persepolis*, Marjane Satrapi
- Excerpt from *Only What We Could Carry*, Lawson Fusao Inada
- Excerpt from *A Long Way Gone*, Ishmael Beah

**Nonprint Texts (Media, Website, Video, Film, Music, Art, Graphics)**
- *The Diary of Anne Frank*, George Stevens (Film)
- *Life is Beautiful*, Roberto Benigni (Film)
- “Japanese American Internment,” Mark Kim (Video) and “Japanese Relocation,” Office of War Information
- *The Creative Art of Coping in Japanese Internment* (Audio)
- *Ishmael Beah Interview on being a child soldier in Sierra Leone* (Video)
- *Tim O’Brien Tells a True War Story* (Video)
- “Performance Art in Terezin”
- “I Never Saw Another Butterfly: A Child’s Look Inside a Jewish Ghetto”

### Unit Focus

Focusing on the tolls of war on society—individuals and nations—the texts explore the potential of conflict to rob innocence while forging identity. Students will explore the human attempt to make sense of the tragedies of war by means of connecting to others, often through art. This unit can connect to social studies.

### Possible Common Core State Standards

**Reading**
- RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.10
- RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.9, RI.8.10

**Writing**
- W.8.1a-e, W.8.2a-f, W.8.3a-e, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9a-b, W.8.10

**Speaking and Listening**
- SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6

**Language**
- L.8.1a-d; L.8.2a-c; L.8.4a-d; L.8.5a-c; L.8.6

### Text Complexity Rationale

The readability of the anchor text falls in the middle of the grades 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative and qualitative measures for the related texts are suitable for stretching students’ abilities to read complex text.

### Possible Teacher Resources

- *Text-to-text lesson* comparing an excerpt from *The Book Thief* with an article from *The New York Times* about Auschwitz
- “Japanese American Interment During World War II,” Heather Steven (Background information that students could read as an informational text, lesson ideas and

---

5 For support in integrating and centering standards around the reading of complex texts, refer to the [Grade 8 ELA/Literacy PARCC Model Content Framework](#). For support in selecting which standards to teach with each text, refer to the [Appendix of the Grade 8 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox](#). For information about how these standards will be assessed statewide in 2013-14, refer to the [Grade 8 Assessment Guidance 2013-2014 document](#).
English Language Arts Grade 8 Year-in-Detail, cont. (SAMPLE)

<table>
<thead>
<tr>
<th>Unit Four</th>
<th>Anchor Text</th>
<th>Related Texts</th>
<th>Unit Focus</th>
<th>Possible Common Core State Standards</th>
</tr>
</thead>
</table>
| Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science, Marc Aronson and Maria Budhos | **Literary Texts**  
- “Sugar Cane,” Alfred Corn (Poem)  
- “Sugar Cane” from I is a Long-Memoried Woman, Grace Nichols  
- “The Story of Gaygayoma Who Lives Up Above,” Philippine Folk Tales (Tinguian), compiled and annotated by Mabel Cook Cole | Students will learn the role that sugar played in the African slave trade and how the growth, use, and trade of sugar changed the economic and social course of history, including in Louisiana. Students will explore conflicting information about sugar through research, focusing on the need to determine credibility and accuracy using multiple sources and come to understand the importance of investigating information before making a claim. This set connects to history and science. | **Reading**  
- RL.8.1, RL.8.3, RL.8.4, RL.8.6, RL.8.9, RL.8.10  
- RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.8, RL.8.9, RL.8.10 |
| | **Informational Texts**  
- “How Sugar Changed the World,” Heather Whipps, LiveScience  
- “Sugar,” Anup Shah  
- “The Louisiana Sugar Industry,” American Sugar Cane League | Sample Research | **Writing**  
- W.8.2a-f, W.8.3a-e, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9b, W.8.10 |
| | **Nonprint Texts** (e.g., Media, Website, Video, Film, Music, Art, Graphics)  
- “State of Sugar,” This Week in Louisiana Agriculture | | **Speaking and Listening**  
- SL.8.1, SL.8.2, SL.8.4, SL.8.5, SL.8.6 |
| | | | **Language**  
- L.8.1a-d, L.8.2a-c, L.8.3a, L.8.4a-d, L.8.5a-c, L.8.6 |

Possible Teacher Resources
- Sugar Changed the World (Website and Teacher’s Guide)  
- Google Lit Trips (Possible resource for tracing the geography of the text and/or the basis of a student-inquiry activity to create a “trip” on their own or in groups.)
- Texts for student research (may require some teacher modeling of locating and analyzing texts for conflicting information):
  - Sugar propaganda: New York City’s “Drinking Fat” Campaign, [Advertisements then and now](http://www.knowla.org/), [Vintage C & H Sugar advertisements](http://www.knowla.org/), [“8 Unbelievable Sugar Ads”](http://www.knowla.org/)
  - Websites: Sugar, The Sugar Association, Inc. and “Sugar & Sweeteners” from [USDA Economic Research Service](http://www.knowla.org/), United States Department of Agriculture
  - Articles: “FDA Scolds Big Corn for ‘Corn Sugar’ Ads & Websites” and “Big Sugar Sues Corn Over ‘Corn Sugar’ Campaign for HFCS,” Chris Morran; “Sugar Farmers

---

6 For support in integrating and centering standards around the reading of complex texts, refer to the [Grade 8 ELA/Literacy PARCC Model Content Framework](http://www.corestandards.org/). For support in selecting which standards to teach with each text, refer to the [Appendix of the Grade 8 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox](http://www.corestandards.org/). For information about how these standards will be assessed statewide in 2013-14, refer to the [Grade 8 Assessment Guidance 2013-2014 document](http://www.corestandards.org/).
| Sue Corn Processors for Falsely Marketing High-Fructose Corn Syrup as ‘Sugar’ | PR Newswire; and “Sugar Cane Ethanol’s Not-So-Sweet Future,” CNNMoney |