

These are **sample units** organized for the year. Use the [guide](#) for adapting and/or creating your own units using a similar format.

Year-Long Focus	Unit One (pg. 2)	Unit Two (pg. 3)	Unit Three (pg. 4)	Unit Four (pg. 5)
Build students' knowledge: Illustrate how knowledge builds through texts within and across grades	" Flowers for Algernon ," Daniel Keyes (Literary)	"The Tell-Tale Heart," Edgar Allan Poe (Literary)	<i>Anne Frank: The Diary of a Young Girl</i> , Anne Frank (Informational, Appendix B Exemplar)	<i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i> , Marc Aronson and Marina Budhos (Informational)
	Students explore the nature of learning and improvement as well as the value of accepting the talents and gifts of themselves and others.	Students explore the interplay between reality and perception and work to develop an understanding of truth.	Students will explore the human attempt to make sense of the tragedies of war by means of connecting to others, often through art.	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.
Increase text complexity¹: Illustrate how text complexity increases within and across grades	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.	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.	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.	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.
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: <ul style="list-style-type: none"> • 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. 			

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)

Unit One (Sample Tests, Tasks, and aligned standards)	Anchor Text <i>“Flowers for Algernon,”</i> Daniel Keyes (Literary) <i>(or the novel, but note that the novel contains sensitive material)</i> (Sample questions)	Related Texts <u>Literary Texts</u> <ul style="list-style-type: none"> • “Chapter 4,” “Chapter 13,” and “Chapter 17” of <i>Frankenstein; or, the Modern Prometheus</i>, Mary Wollstonecraft Shelley • “The Scarlet Ibis,” James Hurst • “Demeter’s Prayer to Hades,” Rita Dove • “Prometheus and Pandora” <u>Informational Texts</u> <ul style="list-style-type: none"> • “What’s in an Inkblot? Some Say, Not Much,” Erica Goode • “Neuroethics,” <i>Neuroscience for Kids</i> (Website) • “IQ Tests are ‘Meaningless and Too Simplistic’ Claim Researchers,” Nicholas McDermott • “Does IQ Test Really Measure Intelligence?,” Denise Mann <u>Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)</u> <ul style="list-style-type: none"> • Charly, Ralph Nelson (Film) 	Unit Focus 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.	Possible ² Common Core State Standards
	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.		Sample Research ³ Students will investigate and formally debate the science behind <i>Flowers for Algernon</i> , theories of intelligence, and the ethical implications of altering human intelligence: Should Charlie have had the surgery or not? This could lead to a formal essay on the same topic.	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
				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
				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)

Unit Two	Anchor Text “ The Tell-Tale Heart ,” Edgar Allan Poe (Literary)	Related Texts <u>Literary Texts</u> <ul style="list-style-type: none"> • <i>Nothing But the Truth</i>, Avi or <i>Monster</i>, Walter Dean Myers (Note: This novel contains sensitive content) (Sample lesson set 1; sample lesson set 2) • “Good Form” from <i>The Things They Carried</i>, Tim O’Brien • “Zoo,” Edward Hoch • “The Ransom of Red Chief,” O. Henry <u>Informational Texts</u> <ul style="list-style-type: none"> • “The Allegory of the Cave,” Plato, Book VII of <i>The Republic</i> • 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 	Unit Focus 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.	Possible⁴ Common Core State Standards
	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.			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 RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8, RI.8.9, RI.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
			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

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	<p>Anchor Text <i>Anne Frank: A Diary of a Young Girl</i>, Anne Frank (Informational, (Appendix B Exemplar)</p>	<p>Related Texts <u>Literary Texts</u></p> <ul style="list-style-type: none"> • “Dulce et Decorum Est,” Wilfred Owen (Poem) (Sample lesson/questions) • “My Father on His Shield,” Walt McDonald (Poem) <p><u>Informational Texts</u></p> <ul style="list-style-type: none"> • Excerpts from <i>Night</i>, Elie Wiesel • “The Veil,” “The Jewels,” “The Key,” and “The Wine” and from <i>Persepolis</i>, Marjane Satrapi • Excerpt from <i>Only What We Could Carry</i>, Lawson Fusao Inada • Excerpt from A Long Way Gone, Ishmael Beah <p><u>Nonprint Texts</u> (<i>Media, Website, Video, Film, Music, Art, Graphics</i>)</p> <ul style="list-style-type: none"> • <i>The Diary of Anne Frank</i>, George Stevens (Film) • <i>Life is Beautiful</i>, 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” 	<p>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.</p>	<p>Possible⁵ Common Core State Standards</p> <p>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</p> <p>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</p>
	<p>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.</p>	<p>Sample Research Students will research the role of art (including film, literature, art, photographs, crafts, sculptures, etc.) and artists in a specific war from history (either self-selected or teacher-assigned). They will gather examples, determine the various uses of art in the war, and compare and contrast the experiences depicted in the art with historical written accounts of the same or similar events and the resulting advantages and disadvantages of each medium. They will write a report on their findings, answering their own research question, and present their findings to the class in a formal presentation that incorporates multimedia and visual displays.</p>	<p>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</p> <p>Speaking and Listening SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> <p>Language L.8.1a-d; L.8.2a-c; L.8.4a-d; L.8.5a-c; L.8.6</p>	
	<p>Possible Teacher Resources Text-to-text lesson comparing an excerpt from <i>The Book Thief</i> with an article from <i>The New York Times</i> about Auschwitz “Japanese American Internment During World War II,” Heather Steven (Background information that students could read as an informational text, lesson ideas and</p>			

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](#).

additional links to primary source documents, photographs, and videos)

English Language Arts Grade 8 Year-in-Detail, cont. (SAMPLE)

Unit Four	<p>Anchor Text <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i>, Marc Aronson and Maria Budhos</p>	<p>Related Texts <u>Literary Texts</u></p> <ul style="list-style-type: none"> • “Sugar Cane,” Alfred Corn (Poem) • “Sugar Cane” from <i>I is a Long-Memoried Woman</i>, Grace Nichols • “The Story of Gaygayoma Who Lives Up Above,” <i>Philippine Folk Tales</i> (Tinguian), compiled and annotated by Mabel Cook Cole 	<p>Unit Focus 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.</p>	<p>Possible⁶ Common Core State Standards</p> <p>Reading RL.8.1, RL.8.3, RL.8.4, RL.8.6, RL.8.9, RL.8.10</p> <p>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10</p>
	<p>Text Complexity Rationale The anchor text measures at the top of the 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.</p>	<p><u>Informational Texts</u></p> <ul style="list-style-type: none"> • “How Sugar Changed the World,” Heather Whipps, <i>LiveScience</i> • “Sugar,” Anup Shah • “The Louisiana Sugar Industry,” American Sugar Cane League <p><u>Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • “State of Sugar,” <i>This Week in Louisiana Agriculture</i> 	<p>Sample Research Students will investigate the influence of sugar on our lives today by gathering advertisements, songs, and popular culture references. Students will create a multimedia presentation. They will then investigate the commercial history of sugar, the growth in demand for sugar over time, and its ties to diet and nutrition (some sample texts are provided in Possible Teacher Resources). Students will research conflicting information on the benefits and dangers of sugar, identifying where the conflicts exist and whether they are matters of fact or interpretation. Students will then write an argumentative essay in which they make a claim about sugar and defend their claim using credible and relevant evidence.</p>	<p>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</p> <p>Speaking and Listening SL.8.1, SL.8.2, SL.8.4, SL.8.5, SL.8.6</p> <p>Language L.8.1a-d, L.8.2a-c, L.8.3a, L.8.4a-d, L.8.5a-c, L.8.6</p>
<p>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.) <i>Encyclopedia of Louisiana History, Culture and Community</i>, Louisiana Endowment for the Humanities: http://www.knowla.org/ Texts for student research (may require some teacher modeling of locating and analyzing texts for conflicting information):</p> <ul style="list-style-type: none"> • Sugar propaganda: New York City’s “Drinking Fat” Campaign, Advertisements then and now, Vintage C & H Sugar advertisements, “8 Unbelievable Sugar Ads” • Websites: Sugar, The Sugar Association, Inc. and “Sugar & Sweeteners” from <i>USDA Economic Research Service</i>, 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](#). 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](#).

