Unit 03: Literature Appreciation

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **THROUGHOUT THE YEAR**
Status: **Published**

Brief Summary of Unit

Students will explore a variety of literature that highlights cultural celebrations, traditions, historical events, diverse perspectives, and a wide range of genres. Through stories connected to monthly themes, cultural observances, SEL topics, and inclusion, students will develop empathy, increase self-awareness, and make meaningful connections to their own lives and the experiences of others. Students will discover how authors use literature to share the experiences, traditions, and perspectives of communities around the world while developing an appreciation for reading for both recreational and educational purposes.

Media Specialists at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon the variables specific to each elementary school community.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision: July 2026

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

Information Literacy: This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

Information Literacy for Elementary Educators

1	Students will develop positive social identities based on their membership in multiple groups in society.
1.1	Recognize one's feelings and thoughts
1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
LA.RL.1.1	Ask and answer questions about key details in a text.
1.3	Recognize one's personal traits, strengths, and limitations
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
3	Students will recognize that people's multiple identities interact and create unique and complex individuals.
2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
4	Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
LA.RL.1.6	Identify who is telling the story at various points in a text.
ID.K-2.4	I can feel good about myself without being mean or making other people feel bad.
5	Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
3.1	Recognize and identify the thoughts, feelings, and perspectives of others
ID.K-2.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
6	Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
4.1	Develop, implement and model effective problem-solving, and critical thinking skills
8	Students will respectfully express curiosity about the history and lived experiences of

	others and will exchange ideas and beliefs in an open-minded way.
4.2	Identify the consequences associated with one's actions in order to make constructive choices
LA.RI.1.1	Ask and answer questions about key details in a text.
DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.
4.3	Evaluate personal, ethical, safety, and civic impact of decisions
9	Students will respond to diversity by building empathy, respect, understanding and connection.
5.1	Establish and maintain healthy relationships
DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.
5.2	Utilize positive communication and social skills to interact effectively with others
L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.
5.3	Identify ways to resist inappropriate social pressure
L.RF.1.4.A	Read grade-level text with purpose and understanding.
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
5.5	Identify who, when, where, or how to seek help for oneself or others when needed
L.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
JU.K-2.11	I know my friends have many identities, but they are always still just themselves.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
12	Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
JU.K-2.12	I know when people are treated unfairly.
JU.K-2.15	I know about people who helped stop unfairness and worked to make life better for many people.
16	Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
AC.K-2.16	I care about those who are treated unfairly.
17	Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
AC.K-2.17	I can and will do something when I see unfairness—this includes telling an adult.
18	Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
AC.K-2.18	I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.

AC.K-2.19	I will speak up or do something if people are being unfair, even if my friends do not.
AC.K-2.20	I will join with classmates to make our classroom fair for everyone.
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RL.PP.1.5	Identify who is telling the story at various points in a text.
RI.PP.1.5	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RL.CT.1.8	Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
RI.CT.1.8	Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.
I	Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
I.A.1	Formulating questions about a personal interest or a curricular topic.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.B.1	Using evidence to investigate questions.
I.C.1	Interacting with content presented by others.
I.C.2	Providing constructive feedback.
I.C.3	Acting on feedback to improve.
I.D.1	Continually seeking knowledge.
I.D.2	Engaging in sustained inquiry.
I.D.3	Enacting new understanding through real-world connections.
V.A.1	Reading widely and deeply in multiple formats and write and create for a variety of purposes
V.A.3	Engaging in inquiry-based processes for personal growth.
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance
II	Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
II.A.1	Articulating an awareness of the contributions of a range of learners.
II.A.2	Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
II.B.1	Interacting with learners who reflect a range of perspectives.
II.B.3	Representing diverse perspectives during learning activities.
II.C	Learners exhibit empathy with and tolerance for diverse ideas by:
II.C.2	Contributing to discussions in which multiple viewpoints on a topic are expressed.
II.D	Learners demonstrate empathy and equity in knowledge building within the global learning community by:
II.D.2	Demonstrating interest in other perspectives during learning activities.
II.D.3	Reflecting on their own place within the global learning community.
IV.B.1	Seeking a variety of sources.
IV.B.2	Collecting information representing diverse perspectives.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on

	others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
III.A.1	Demonstrating their desire to broaden and deepen understandings.
III.A.2	Developing new understandings through engagement in a learning group.
III.B.2	Establishing connections with other learners to build on their own prior knowledge and create new knowledge
III.C.2	Involving diverse perspectives in their own inquiry processes.
III.D.1	Actively contributing to group discussions.
III.D.2	Recognizing learning as a social responsibility.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry
TECH.8.2.2.A.CS2	The core concepts of technology.

Essential Questions

- How can books help us learn about different cultures, traditions, and experiences?
- How can reading stories from many perspectives help us understand the world around us?
- How do authors and illustrators share the stories and perspectives of communities?
- What connections can we make between stories and our own lives?
- Why is it important to learn about and respect the traditions of others?

Students Will Know/Students Will Be Skilled At

- Identifying a certain author/illustrator's style.
- There are connections between text and illustrations in books read aloud or read alone.
- There are different types of books and materials to be found in a library media center.
- To find connections between themselves and characters in the book.
- To recognize when a character is being treated unfairly.
- Using illustrations and familiar words to create meaning from text by questioning, reflecting, responding and evaluating.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative, summative and benchmark assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in media is evidenced through benchmark assessments as part of the media specialist's Student Growth Objective (SGO). Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

- Benchmark/Alternative: Design a poster to advertise author studied.
- Formative: Respond and evaluate the use of illustrations to support text.
- Formative: Respond to literature with retellings, predictions, discussions.
- Formative: Student will be able to compare himself to a character in the book.
- Formative: Students compare a book in print and another format (ebook/video).
- Formative: Students will develop and state an opinion regarding a piece of literature.
- Formative: Students will identify characters in familiar stories and what happens to these characters.
- Formative: Students will recognize authors/illustrators unique styles.
- Summative: Student will describe how a book character is being mistreated and explain why this is unfair.
- Summative: Students will answer questions about characters and compare characters from other familiar stories.

Learning Plan

Media Specialists may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or

cultural backgrounds of individual students.

Media Specialists at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon the variables specific to each elementary school community. For example, students may be called to the carpet for a lesson followed by guided practice, then independent practice. After the lesson, students will check out books. Library Media time ends with an electronic story or students going to a makerspace station.

First grade students will be exposed to various types of literature using various methods and resources to develop literature appreciation throughout the school year. Books will include SEL titles to help teach empathy and increase self-awareness, academic achievement, and positive behaviors both in and out of the classroom. Students will also be exposed to inclusion titles to help students understand what it's like for people who are different than them. Students will also be exposed to age appropriate authors and illustrators during author/illustrator studies.

SUGGESTED MONTHLY IDEAS AND THEMES

January

Big Ideas/Themes:

- New Year's traditions and goal setting
- Martin Luther King Jr. Day
- Celebrating kindness, equality, and making a difference
- Winter traditions around the world

Title Suggestions:

- *Martin's Big Words* — Doreen Rappaport
- *I Have a Dream* — Martin Luther King Jr. (illustrated by Kadir Nelson)
- *The Year We Learned to Fly* — Jacqueline Woodson
- *Squirrel's New Year's Resolution* — Pat Miller
- *The Snowy Day* — Ezra Jack Keats

February

Big Ideas/Themes:

- Black History Month
- Lunar New Year
- Friendship and kindness
- Love and caring for others

Title Suggestions:

- *Mae Among the Stars* — Roda Ahmed
- *The Name Jar* — Yangsook Choi
- *Eyes That Kiss in the Corners* — Joanna Ho

- *Sulwe* — Lupita Nyong'o
- *Brave Ballerina* — Misty Copeland

March

Big Ideas/Themes:

- Women's History Month
- St. Patrick's Day traditions
- Ramadan (varies by year)
- Spring celebrations and changes

Title Suggestions:

- *The Most Magnificent Thing* — Ashley Spires
- *She Persisted* — Chelsea Clinton
- *Mae Jemison* — Maria Isabel Sánchez Vegara
- *Lailah's Lunchbox* — Reem Faruqi
- *Planting a Rainbow* — Lois Ehlert

April

Big Ideas/Themes:

- Arab American Heritage Month
- Earth Day
- Passover
- Spring traditions

Title Suggestions:

- *The Watcher: Jane Goodall's Life with the Chimps* — Jeanette Winter
- *The Earth Book* — Todd Parr
- *The Trees of the Dancing Goats* — Patricia Polacco
- *The Water Princess* — Susan Verde
- *We Are Water Protectors* — Carole Lindstrom

May

Big Ideas/Themes:

- Asian American, Native Hawaiian, and Pacific Islander Heritage Month
- Celebrating families and communities
- Mother's Day traditions around the world

Title Suggestions:

- *Grandfather's Journey* — Allen Say
- *Bilal Cooks Daal* — Aisha Saeed
- *The Proudest Blue* — Ibtihaj Muhammad
- *Fry Bread* — Kevin Noble Maillard
- *Alma and How She Got Her Name* — Juana Martinez-Neal

June

Big Ideas/Themes:

- Pride Month
- Juneteenth
- Summer traditions
- Celebrating identity and belonging

Title Suggestions:

- *The Day You Begin* — Jacqueline Woodson
- *Our Skin: A First Conversation About Race* — Megan Madison
- *The Undefeated* — Kwame Alexander
- *Juneteenth for Mazie* — Floyd Cooper
- *My Shadow Is Purple* — Scott Stuart

September

Big Ideas/Themes:

- Hispanic Heritage Month (Sept. 15–Oct. 15)
- Back to school traditions
- Community and belonging
- Celebrating our names and identities

Title Suggestions:

- *Alma and How She Got Her Name* — Juana Martinez-Neal
- *My Papi Has a Motorcycle* — Isabel Quintero
- *Just Ask!* — Sonia Sotomayor
- *The Day You Begin* — Jacqueline Woodson
- *All Are Welcome* — Alexandra Penfold

October

Big Ideas/Themes:

- Indigenous Peoples' Day
- Halloween traditions around the world
- Día de los Muertos
- Autumn celebrations

Title Suggestions:

- *We Are Still Here!* — Traci Sorell
- *The First Strawberries* — Joseph Bruchac
- *Funny Bones: Posada and His Day of the Dead Calaveras* — Duncan Tonatiuh
- *Room on the Broom* — Julia Donaldson
- *Creepy Carrots!* — Aaron Reynolds

November

Big Ideas/Themes:

- Native American Heritage Month
- Veterans Day
- Gratitude and giving thanks
- Family traditions

Title Suggestions:

- *We Are Water Protectors* — Carole Lindstrom
- *The Thank You Book* — Mo Willems
- *Giving Thanks: A Native American Good Morning Message* — Jake Swamp
- *Thank You, Sarah* — Laurie Halse Anderson
- *Bear Says Thanks* — Karma Wilson

December

Big Ideas/Themes:

- Winter holidays around the world
- Hanukkah
- Christmas traditions
- Kwanzaa
- Light and kindness

Title Suggestions:

- *The Christmas Sweater* — Glenn Beck
- *Hershel and the Hanukkah Goblins* — Eric Kimmel
- *Seven Spools of Thread* — Angela Shelf Medearis
- *My First Kwanzaa* — Karen Katz
- *The Shortest Day* — Susan Cooper

AUTHOR/ILLUSTRATOR STUDY IDEAS

Author/Illustrator	Theme/Big Idea	Favorite Books
Margery Cuyler	Humor, repetition, and engaging beginning readers	*First Grade Stinks!*, *That's Good! That's Bad!*
Robert Munsch	Storytelling, humor, and expressive characters	*Love You Forever*, *The Paper Bag Princess*, *Stephanie's Ponytail*
Denise Fleming	Creative collage illustrations, color, and nature	*In the Small, Small Pond*, *In the Tall, Tall Grass*, *The Cow Who Wouldn't Come Down*
Lois Ehlert	Unique artwork, collage, and nonfiction connections	*Planting a Rainbow*, *Growing Vegetable Soup*, *Leaf Man*
Dr. Seuss	Rhyming, word play, imagination, and creativity	*The Cat in the Hat*, *Green Eggs and Ham*, *Fox in Socks*
Mo Willems	Humor, emotions, character development, and dialogue	*Don't Let the Pigeon Drive the Bus!*, *Elephant & Piggie*, *Knuffle Bunny*
Eric Carle	Collage illustrations, color, and storytelling through art	*The Very Hungry Caterpillar*, *Brown Bear, Brown Bear, What Do You See?*, *The Very Busy Spider*
Kevin Henkes	Character development, emotions, and relatable experiences	*Chrysanthemum*, *Lilly's Purple Plastic Purse*, *Owen*
Jan Brett	Detailed illustrations, patterns, and settings	*The Mitten*, *The Hat*, *Gingerbread Friends*

- Compare books they have read.
- Introduce key vocabulary: author, illustrator, illustrations, publisher, copyright date, ebook, audiobook.
- Mini lessons may include: Introduce author/illustrator using their website Read books by author/illustrator, Compare books identifying similarities, Read kindness or SEL stories, Read books and compare different characters, Look at different characters and compare them to ourselves, Read books and describe the how book character is being mistreated and explain why.
- Preview the essential questions and connect to learning throughout the unit.
- Share books in various formats including print and digital by favorite authors and illustrators.
- Utilize relevant fiction and nonfiction books, audiobooks, ebooks, and related videos.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Please see the learning plan suggestions above for read aloud ideas for this unit.

Select this link to view the first grade Google Folder under media in the Grades K-5 folder.

Suggested Books:

I Like Your Buttons (Lamstein) -Google Slides

Bullies Never Win (Cuyler) -Google Slides

Kindness is Cooler, Mrs. Ruler (Cuyler)

The Little Bully (Bracken)

Strictly No Elephants (Mantchev)

Stick and Stone (Ferry) -Google Slides

If You Plant a Seed (Nelson)- Google Slides

Tiny Acts of Kindness (Ha)-Google Slides

Happy Birthday, Martin Luther King (Marzollo)

Martin Luther King Jr. Day (McNamara) Robin Hill School Series

Howard B. Wigglebottom Learns about Bullies (Youtube)

Pete the Cat's Groovy Guide to Kindness (Youtube)

A Little Spot of Kindness (Youtube)

- Age appropriate websites including ebooks
- Author websites
- Computer technology (Ipads/Chrome books/Tablets)
- Interactive board technology (Smart Panel)
- Media specialist produced interactive materials/presentations/visual aids
- Ongoing collaboration with teachers regarding units taught within the classroom
- Presentation software
- Quality LMC collection of print and nonprint relevant resources

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.