Unit 03: Literature Appreciation

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **THROUGHOUT THE SCHOOL 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 Date: 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
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
1.3	Recognize one's personal traits, strengths, and limitations
1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
LA.RL.2.3	Describe how characters in a story respond to major events and challenges 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
2.2	Recognize the skills needed to establish and achieve personal and educational goals
4	Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
ID.K-2.4	I can feel good about myself without being mean or making other people feel bad.
LA.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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.
3.1	Recognize and identify the thoughts, feelings, and perspectives of others
LA.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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
6	Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
LA.RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
4.1	Develop, implement and model effective problem-solving, and critical thinking skills
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.
4.2	Identify the consequences associated with one's actions in order to make constructive choices
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.
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
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
9	Students will respond to diversity by building empathy, respect, understanding and connection.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
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
5.3	Identify ways to resist inappropriate social pressure
DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.
5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
5.5	Identify who, when, where, or how to seek help for oneself or others when needed
JU.K-2.11	I know my friends have many identities, but they are always still just themselves.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
12	Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
JU.K-2.12	I know when people are treated unfairly.
15	Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
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.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.VI.2.3.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g., fables and folktales from diverse cultures).
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.AA.2.7	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
SL.PE.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
SL.PE.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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/Student Will Be Skilled At

- Demonstrating active listening skills.
- Identifying the differences between genre type.
- Listening to literature read aloud enhances understanding.
- Participating in read aloud and storytelling experiences.
- Reading is an activity that can facilitate personal growth and enjoyment.
- Responding to literature with retellings, predictions, discussions.
- Select literature that meets a personal need/interest.
- There are different genres in literature.
- 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.

- Formative: Students compare a book in print and another format (ebook/video/audio book)
- Formative: Students will access and navigate through an ebook.
- Formative: Students will answer questions about characters and compare characters from other familiar stories.
- Formative: Students will develop and state an opinion regarding a piece of literature
- Formative: Students will identify the genre of a particular book
- Formative: Students will listen attentively to books read aloud
- Summative/Benchmark/Alternative: Students will independently locate various genres within the library media center.

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.

Second-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 of different genres.
- Compare books they have read.
- Instruct and reinforce the appropriate skills necessary to be effective listeners while a story is being read aloud.
- Introduce key vocabulary: title, fiction, nonfiction, poetry, biography, author, illustrator, illustrations, ebook, audiobook, genre, series.
- Mini lesson may include: Differentiating between literature genres, Identifying characteristics of literature genres, Where are different literature genres located in the library media center?, 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, Choosing appropriate texts for a student's need.
- Preview the essential questions and connect to learning throughout the unit.
- Select resources for recreational and informational purposes.
- Share books 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 second 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)

Bullies Never Win (Cuyler) -*Google Slides*

How Full is Your Bucket? For Kids (Rath)

Elmer, the Patchwork Elephant (McGee)

Hurty Feelings (Lester)

A Little Spot of Kindness (Youtube)

To Introduce Literature Genres-Joe *Bright and the Seven Genre Dudes* (Hopkins)

A Pocketful of Poems (Grimes) Poetry

Pocket Poems (Katz) Poetry

The Talking Eggs (Souci) Folktale

One Grain of Rice (Demi) Folktale

Amelia Bedelia (Parish) Humor

Epossumondas (Salley) Humor

The Year of Billy Miller (Henkes) Humor

A Fine, Fine School (Creech) Realistic Fiction

Blackout (Rocco) Realistic Fiction

The Web Files (Palatini) Mystery

Detective LaRue (Teague) Mystery

Flat Stanley (Brown) Fantasy

Miss Smith's Incredible Storybook (Garland) Fantasy

Wilma Unlimited (Krull) Biography

Balloons over Broadway: The True Story of the Puppeteer of Macy's Parade (Logan) Biography

14 Cows for America (Deedy) Nonfiction

Winnie: The True Story of the Bear Who Inspired Winnie-the-Pooh (Appleby) Nonfiction

- Interactive board technology (Smart Panel)
- Media specialist produced interactive materials/presentations/visual aids
- Ongoing collaboration with teachers regarding units taught within the classroom
- Quality LMC collection of print and nonprint relevant resources
- Utilize to introduce unit: Joe Bright and the Seven Genre Dudes (Hopkins)

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.