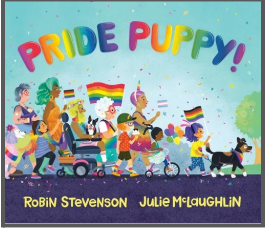




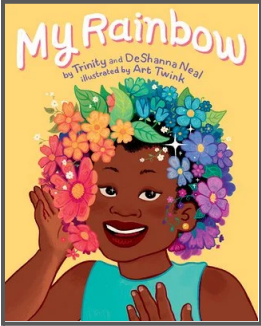
Newly Approved Elementary ELA LGBTQ-Inclusive Texts


Texts by Grade Level

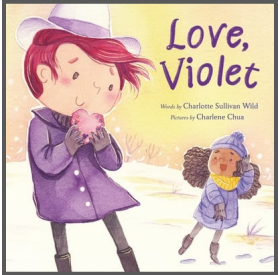
Grade Level	Title	Author	Unit	ELA Reading Standards Alignment	Learning Objectives	Lesson Questions
PK	<p style="text-align: center;"><i>Pride Puppy</i></p> 	Robin Stevenson	2 and 4	<p>Unit 2: R.1.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>Unit 4: R.1.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>I will be able to answer questions about characters.</p> <p>I will be able to share what I know about why authors tell stories.</p>	<p>Do you have a _____?</p> <p>How are the families like mine?</p> <p>How are the families different from mine?</p> <p>What is the story about?</p> <p>Why do you think the author wrote it?</p>

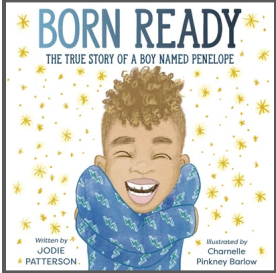
K	<p><i>Uncle Bobby's Wedding</i></p> 	Sarah Brannen	2 and 4	<p>Unit 2: R.1.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>Unit 4: R.1.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>I will be able to describe story characters.</p> <p>Retell key events about characters in a story.</p>	<p>What words can we use to describe Chloe?</p> <p>What words can we use to describe Bobby?</p> <p>What words can we use to describe Jamie?</p> <p>At the beginning of the story _____. The middle of the story tells _____. At the end of the story _____.</p>
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1	<p><i>Intersection Allies: We Make Room for All</i></p> 	Chelsea Johnson, LaToya Council & Carolyn Choi	2 and 4	<p>Unit 2: R.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>Unit 4: R.3.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>I will be able to answer questions about characters.</p> <p>Use text evidence to answer questions about story characters. Draw inferences about story characters based on their actions.</p>	<p>What can we find out about Kate from the story? What did you see and/or hear that makes you say that?</p> <p>What does Kate do? What does this show about Kate?</p>
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2	<p>My Rainbow</p> 	Trinity & DeShanna Neal	2 and 4	<p>Unit 2: R.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p> <p>Unit 4: R.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.</p>	<p>I will be able to understand the central message the author wants to share.</p> <p>I will be able to discuss discuss the points of view of two characters in a text.</p>	<p>Story Details What I Learn Possible Central Message</p> <p>Character Her point of view about hair Why she sees it that way</p>
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3	<p><i>Prince & Knight</i></p> 	Daniel Haack	2 and 4	<p>Unit 2: R.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Unit 4: R.2.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>I will be able to describe characters' traits, motivations and feelings in a story.</p> <p>I will be able to reflect on and share my knowledge about point of view.</p>	<p>Describe Characters: Prince</p> <p>How is the point of view of the “worthy brides” different than the point of view of Prince?</p> <p>How did the point of view of the king and queen change by the end of the story?</p>
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4	<p style="text-align: center;"><i>Love, Violet</i></p> 	Charlotte Sullivan Wild	1 and 2	<p>Unit 1: R.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>Unit 2: R.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>I will be able to describe characters in a story using the characters' thoughts, words, and actions. I will be able to compare and contrast characters.</p> <p>I will be able to participate in discussions by being prepared and summarizing key ideas.</p>	<p>What do we learn about Violet's personality from the story? What did you see and/or hear that makes you say that?</p> <p>What do we learn about Mira's personality from the story? What did you see and/or hear that makes you say that?</p> <p>What are some ways that Violet and Mira similar? What are some ways that Violet and Mira are different?</p> <p>What did you learn from reading Love, Violet?</p>
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5	<p><i>Born Ready: The True Story of a Boy Named Penelope</i></p> 	Jodie Patterson	2 and 4	<p>Unit 2: R.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>Unit 4: R.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>I will be able to reflect on and share my ideas about a character in a story.</p> <p>Draw an inference about a character based on text evidence.</p>	<p>What character traits do you see in Penelope? What did you see and/or hear that makes you say that? What qualities does Penelope have that you value?</p> <p>Reread the last two pages.</p> <p>What can we infer about Penelope?</p>

