

What makes Louisiana’s ELA Guidebooks 3-5 (2022) innovative?

The [Louisiana’s ELA Guidebooks 3-5 \(2022\)](#) curriculum helps all students read, understand, and express their understanding of complex, grade-level texts. The new Louisiana ELA Guidebooks 3-5, build students’ understanding and knowledge through text sets, compelling questions, and integrated reading and writing activities.

In Louisiana’s ELA Guidebooks 3-5, students

- Explore [central questions](#) that connect units in a year-long pathway;
- Examine [texts by diverse authors and about substantive topics](#);
- Engage in varied reading, discussion, writing, and presentation opportunities in class; and
- Experience integrated instruction and assessment leading to a comprehensive ELA experience.

Louisiana’s ELA Guidebooks 3-5 (2022) were designed with four guiding principles in mind.

Learning Community

The ELA Guidebooks units are designed to help students establish, build, and expand their learning community. Students work both collaboratively and independently throughout the ELA Guidebooks units.

Knowledge

Each unit is based on a text set. Text sets are a series of texts organized around an anchor text or topic that guide and focus student learning and knowledge development. The text sets represent a diversity of authors and genres while also providing coherence among the texts so that students systematically build knowledge of substantive texts and topics.

Choice and Flexibility

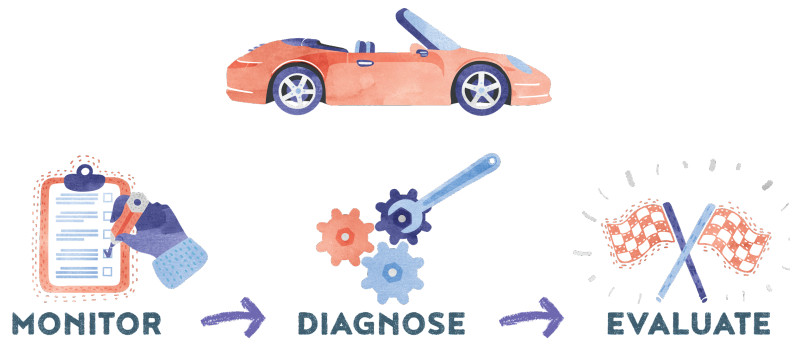
At the program level, school leaders choose which units will be taught at each grade level. At the lesson level, teachers choose which activities to include in each lesson to best support students’ needs from the lesson’s embedded core and optional activities. The ELA Guidebooks (2022) units provide flexibility by offering optional supports and opportunities to extend students’ knowledge of the unit topics.

The final unit at each grade level, the application units, are also designed with choice and flexibility. These units give school systems, school leaders, teachers, and/or students the choice of which development unit and mode of writing the students will use to apply the year’s knowledge to.

Coherent System of Instruction and Assessment

Everything that a student needs to meet the standards is provided in the ELA Guidebooks units and is openly licensed. This includes a coherent system of curriculum-embedded assessments. Every lesson includes two look fors based on content knowledge and skill. At the end of each section there is a section diagnostic and each unit

ends with a culminating task, which requires students to use the knowledge and skills they have developed throughout the unit. Additionally, in the units, assessment is accomplished through three instructional practices: monitor, diagnose, and evaluate.



- Teachers monitor student understanding daily through the use of lesson look-fors.
- Teachers use Section Diagnostics to measure student progress throughout the units.
- Teachers evaluate student understanding at the end of each unit with the Culminating Task.

Louisiana’s Open Source Platform

Louisiana’s ELA Guidebooks 3-5 (2022) are housed on Louisiana’s open source, digital platform, [Louisiana Curriculum Hub](#).

Text Access and Purchasing Information

Text purchasing for Louisiana’s ELA Guidebooks 3-5 (2022) are available through [American Reading Company](#) and [XanEdu](#).

Professional Learning Opportunities

Professional Learning will be available through [The Writing Revolution[®]](#) and approved vendors in the [Louisiana PD Vendor Guide](#).

Louisiana’s ELA Guidebooks 3-5 (2022)

Unit Text and Topic Overview

Grade	Level 1		Level 2		Level 3		Application Unit
	D1	D2	D3	D4	D5	D6	
3	Stories Julian Tells	Cajun Folktales	Because of Winn Dixie	Treasure Island	Louisiana Purchase	Voices in America	3rd Grade Application Unit
4	The Whipping Boy	Hurricanes	The Lightning Thief	Pushing Up the Sky	American Revolution	Olympics	4th Grade Application Unit
5	The Birchbark House	The Making of a Scientist	Wonderstruck	The Lion, the Witch and the Wardrobe	Shutting Out the Sky	Renaissance Art	5th Grade Application Unit

Unit Release Schedule

Grade	Available Now (Louisiana Curriculum Hub)						Available Spring 2024
3	Because of Winn Dixie	Stories Julian Tells	Cajun Folktales	Treasure Island	Louisiana Purchase	3rd Grade Application Unit	Voices in America
4	The Whipping Boy	Hurricanes	The Lightning Thief	Pushing Up the Sky	American Revolution	4th Grade Application Unit	Olympics
5	The Birchbark House	The Making of a Scientist	Wonderstruck	The Lion, the Witch and the Wardrobe	Shutting Out the Sky	5th Grade Application Unit	Renaissance Art

Central Questions and Culminating Tasks

Level	Unit	Central Question	Culminating Task	Mode
Choose one from each level	Grade 3			Writing Mode of CT
1	Stories Julian Tells	How does storytelling teach us lessons and help us relate to others?	What is a central message that the author conveys in More Stories Julian Tells? Students respond to the question by writing a paragraph.	Literary Analysis
	Cajun Folktales	What can folktales teach us about how we should treat others?	Why is the rabbit a good animal to play a trickster? Students respond to the question by writing a paragraph.	Expository
2	Because of Winn Dixie	Why is it important to have friends who are different from us?	How do the friendships Opal builds develop a central message, or theme, of the story? Students respond to the question by writing two paragraphs.	Literary Analysis
	Treasure Island	What is considered treasure and why?	Select either Jim Hawkins, Long John Silver, or Ben Gunn and describe what happened to them after the story.	Narrative
3	Louisiana Purchase	How can making deals benefit people in different ways?	Explain who benefitted the most from the Louisiana Purchase. Students respond to the prompt by writing two paragraphs.	Opinion
	Voices in America	Why is it important to speak up for what you believe in?	Choose one person you have studied in this unit. How did this person’s voice affect the United States of America?	Expository
Application Unit	School System/School Leader chooses the application unit to be completed at the end of the year. The application unit will have three corresponding writing prompts to each of the units. The students should respond to one of the writing prompts.			Expository, Narrative, or Opinion

Central Questions and Culminating Tasks

Level	Unit	Central Question	Culminating Task	Mode
Choose one from each level	Grade 4			Writing Mode of CT
	1	The Whipping Boy	What was life like in Medieval Europe living under the Feudal System?	What do Jemmy and Prince Brat learn in <i>The Whipping Boy</i> that communicates a theme of the text? Students support their claim by showing how Prince Brat and Jemmy’s relationship changes to help them learn this lesson. Students respond to the question by writing three paragraphs.
	Hurricanes	How do natural disasters affect communities both negatively and positively?	What are three ways hurricanes impact people and communities? Students write 3 paragraphs to support a claim statement by showing ways that hurricanes have impacted people and their communities in different ways.	Expository
2	The Lightning Thief	How do myths and other stories help us make sense of the world?	How do the quests develop the themes in <i>The Lightning Thief</i> and <i>Where the Mountain Meets the Moon</i> ? In an extended response, explain each character’s quest. Then explain how the quests are used to develop a common theme across the two texts. Students respond to the question by writing three paragraphs.	Literary Analysis
	Pushing Up the Sky	What can reading folktales teach us about the past?	Students will write their own pourquoi tale that incorporates narrative elements and a theme.	Narrative
3	American Revolution	Why is it important to have civil debates?	Was the American Revolution an act of treason or a justified fight for freedom? Students respond to the question by writing a three paragraph letter from a specific point of view.	Opinion
	Olympics	How has ancient culture impacted athletic competition?	How has athletic competition changed since Ancient Greece? How have the changes affected the way we view athletics today?	Expository
Application Unit	School System/School Leader chooses the application unit to be completed at the end of the year. The application unit will have three corresponding writing prompts to each of the units. The students should respond to one of the writing prompts.			Expository, Narrative, or Opinion

Central Questions and Culminating Tasks

Level	Unit	Central Question	Culminating Task	Mode
Choose one from each level	Grade 5			Writing Mode of CT
1	The Birchbark House	Why is it important to learn from the stories of the past?	How do the lessons that Omakayas learns in each season reveal the theme of the novel? Students respond to the question by writing four paragraphs.	Literary Analysis
	Making of a Scientist	How does the process of scientific inquiry lead to the development of advanced technology?	In an extended response, explain how scientists were inspired to develop advanced technology to study the solar system.	Expository
2	Wonderstruck	How does effective communication develop strong relationships?	In an extended response, answer the following question: How do the details and illustrations of Wonderstruck help to develop the theme “effective communication develops strong relationships?”	Literary Analysis
	The Lion, the Witch and the Wardrobe	How can people understand the same experiences differently?	Retell a key scene from the text using first-person point of view from a specified character. Students respond to the prompt by writing multiple paragraphs.	Narrative
3	Shutting Out the Sky	Why is it important to maintain cultural identity in a new community?	Was the American dream worth the sacrifice? Students respond to the question by writing multiple paragraphs connected by a thesis statement.	Opinion
	Renaissance Art	How has culture influenced art?	Choose two examples of Renaissance art that you learned about in the unit. How did the Renaissance time period impact the art produced?	Expository
Application Unit	School System/School Leader chooses the application unit to be completed at the end of the year. The application unit will have three corresponding writing prompts to each of the units. The students should respond to one of the writing prompts.			Expository, Narrative, or Opinion

Master Text Lists

Unit	Trade Books (ARC)	Unit Reader (XanEdu)	Digital Access
Grade 3			
Stories Julian Tells	<ul style="list-style-type: none"> • <i>The Stories Julian Tells</i> by Ann Cameron* • <i>My Librarian is a Camel: How Books are Brought to Children Around the World</i> by Margriet Ruurs (small group)** • <i>The Red Book</i> by Barbara Lehman* • <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by Ann Cameron* • <i>More Stories Julian Tells</i> by Ann Cameron* • <i>Gloria’s Way</i> by Ann Cameron* • <i>Waiting for the Biblioburro</i> by Monica Brown** 	N/A	<ul style="list-style-type: none"> • “Explore Smokey Bear’s History”
Cajun Folktales	<ul style="list-style-type: none"> • <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> by Sharon Arms Doucet* • <i>Tops and Bottoms</i> by Janet Stevens* • <i>Zomo the Rabbit</i> by Gerald McDermott* • <i>Dear Peter Rabbit</i> by Alma Flor Ada* • <i>Conejito: A Folktale from Panama</i> by Margaret MacDonald* 	<ul style="list-style-type: none"> • “Introduction” from <i>Cajun Folktales</i> by J.J. Reneaux • “The Theft of Honey” from <i>Cajun Folktales</i> by J.J. Reneaux • “Swapping Stories: Folktales from Louisiana - Glossary” from Louisiana Folklife Program • “The Trickster Tricked” from American Folklore • “The Tale of Peter Rabbit” by Beatrix Potter • “Culture” from Britannica Kids • “The Hare & the Tortoise” from the Aesop for Children • “The Hare and the Tortoise” from Verse (poem) • “Vegetable Jungle” from Ag in the Class • “Animal Traits and Features” by LDOE 	<ul style="list-style-type: none"> • “Where do fruits and vegetables come from?” from Ag in the Class • “Follow that Food - Carrot edition” from Ag in the Class

Unit	Trade Books (ARC)	Unit Reader (XanEdu)	Digital Access
Grade 3			
Because of Winn Dixie	<ul style="list-style-type: none"> • <i>Because of Winn-Dixie</i> by Kate DiCamillo* • <i>Unlikely Friendships for Kids: The Dog & The Piglet: And Four Other Stories of Animal Friendships</i> by Jennifer S. Holland** • <i>Owen & Mzee: The True Story of a Remarkable Friendship</i> by Isabella Hatkoff, Craig Hatkoff, and Paula Kahumbou** • <i>Charlotte’s Web</i> by E. B. White* • <i>The Miraculous Journey of Edward Tulane</i> by Kate DiCamillo* • <i>Just Ask! Be Different, Be Brave, Be You</i> by Sonia Sotomayor** 	<ul style="list-style-type: none"> • “On Writing” by Kate DiCamilla 	N/A
Treasure Island	<ul style="list-style-type: none"> • <i>Treasure Island</i> (Classic Starts Series)* by Robert Louis Stevenson* • <i>Magic Tree House Fact Tracker: Pirates</i> by Will Osborne and Mary Pope Osborne** • <i>The Mona Lisa Caper</i> by Rick Jacobson** • <i>Finding the Titanic</i> by Robert Ballard* 	<ul style="list-style-type: none"> • “History and Artifacts of Poverty Point” from Poverty Point World Heritage Site • “Gold” by Thomas Hood • “Family Treasures” by Pamela Joyce Randolph • “Kids Were Onboard the Titanic, Too” by Marylou Tousignant • “The Day the Mona Lisa was Stolen” by Craig Roland from Art Junction • “Treasure” by LDOE 	<ul style="list-style-type: none"> • “Black Spot” from Horrible Histories • “New CGI of How the Titanic Sank” from National Geographic

Unit	Trade Books (ARC)	Unit Reader (XanEdu)	Digital Access
Grade 3			
Louisiana Purchase	<ul style="list-style-type: none"> • <i>The Louisiana Purchase: Would You close the Deal?</i> by Elaine Landau* • <i>How We Crossed the West: The Adventures of Lewis and Clark</i> by Rosalyn Schanzer* • <i>Louisiana Purchase (Ready-for-Chapters)</i> by Peter Roop* • <i>The Journey of York: The Unsung Hero of the Lewis and Clark Expedition</i> by Hasan Davis* • <i>National Geographic Readers: Sacagawea</i> by Kitson Jazyanka* 	<ul style="list-style-type: none"> • “Stopping By the Woods on a Snowy Evening” by Robert Frost • “The Louisiana Purchase and the Forced Removal of Native Americans from ReadWorks • “How Haiti Saved the United States” from Social Studies for Kids 	<ul style="list-style-type: none"> • “Jean-Jacques Dessalines: Restoring the Reputation of a Haitian Hero” from teleSur
Voices in America	<ul style="list-style-type: none"> • <i>Delivering Justice</i> by Jim Haskins* • <i>Say Something</i> by Peter J. Reynolds*** • <i>The Voice that Won the Vote</i> by Elisa Boxer* • <i>You are a Star: Ruth Bader Ginsberg</i> by Dean Robbins* • <i>I Could Do That: Esther Morris Gets Women the Vote</i> by Linda Arms White** • <i>Change Sings</i> by Amanda Gorman*** • <i>Separate is Never Equal</i> by Duncan Tonatiuh* • <i>Friends for Freedom: The Story of Susan B. Anthony & Frederick Douglas</i> by Suzanne Slade* • <i>We Are the Change: Words of Inspiration from Civil Rights Leaders</i> by Harry Belafonte*** • <i>Chester Nez and the Unbreakable Code</i> by Joseph Bruchac** 	<ul style="list-style-type: none"> • “The Child” from <i>When Thunder Comes</i> by J. Patrick Lewis • <i>Blast Back: Women’s Suffrage</i> by Nanch Ohlin (excerpts) • “The Code that Couldn’t be Broken” 	<ul style="list-style-type: none"> • “Civil Rights Sit-ins”

* Class Set

** Small Group

*** Teacher Copy

Master Text Lists

Unit	Trade Books (ARC)	Unit Reader (XanEdu)	Digital Access
Grade 4			
The Whipping Boy	<ul style="list-style-type: none"> • <i>The Whipping Boy</i> by Sid Fleishman* • <i>The Horrible, Miserable, Middle Ages</i> by Kathy Allen** • <i>A Medieval Feast</i> by Aliki** • <i>Magic Tree House Fact Tracker: Knights and Castles</i> by Will Osborne and Mary Pope Osborne* 	<ul style="list-style-type: none"> • “Middle Ages Food and Diet” from lordsandladies.org 	N/A
Hurricanes	<ul style="list-style-type: none"> • <i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarchis* • <i>Surviving Hurricanes (Children’s True Stories)</i> by Elizabeth Raum* • <i>Marvelous Cornelius: Hurricane Katrina and the Spirit of New Orleans</i> by Phil Bildner* • “Hurricane on the Bayou” by Image Entertainment *** • <i>Hurricane Katrina: A True Book</i> by Peter Benoit* • <i>Houston’s Hurricane Harvey Floods</i> by Kevin Blake* 	<ul style="list-style-type: none"> • “Community Works Together on Garden After Ida” by LSU Ag Center • “Voices from the Storm” from Texas Monthly 	<ul style="list-style-type: none"> • “Blueberry Hill” by Fats Domino
The Lightning Thief	<ul style="list-style-type: none"> • <i>The Lightning Thief</i> by Rick Riordan* • <i>Favorite Greek Myths</i> by Mary Pope Osborne** • <i>Where the Mountain Meets the Moon</i> by Grace Lin* • <i>D’Aulaires’ Book of Greek Myths</i> by Ingri and Edgar Parin D’Aulaire** 	N/A	<ul style="list-style-type: none"> • “What Makes a Hero?” from Ted Talk

Unit	Trade Books (ARC)	Unit Reader (XanEdu)	Digital Access
Grade 4			
Pushing Up the Sky	<ul style="list-style-type: none"> ● <i>Pushing Up the Sky: Seven Native American Plays for Children</i> by Joseph Bruchac* ● <i>American Tall Tales</i> by Mary Pope Osborne* ● <i>The People Could Fly: American Black Folktales</i> by Virginia Hamilton* ● <i>Mufaros Beautiful Daughters: An African Tale</i> by John Steptoe* ● <i>The Rough-Face Girl</i> by Rafe Martin* ● <i>Mangoes, Mischief, and Tales of Friendship: Stories from India</i> by Chitra Soundar* ● <i>Lon Po Po: A red-Riding Hood Story from China</i> by Ed Young* ● <i>The Dragon Slayer: Folktales from Latin America</i> by Jaime Hernandez* 	<ul style="list-style-type: none"> ● “Storytelling Provides a Means of Transmitting Culture, History” by Diana Cunningham ● “Ooka and the Case of the Stolen Smell” by Linnet Books ● “An Introduction to the Role of Storytelling in Native American Tribes” by Mary Rajotte ● “Elephant’s Child” by Rudyard Kipling ● “How the Rhino Got His Skin” by Rudyard Kipling ● “How the Camel Got His Hump” by Rudyard Kipling ● “What is a Folktale” from Britannica Kids 	N/A
American Revolution	<ul style="list-style-type: none"> ● <i>Magic Tree House Fact Tracker: American Revolution</i> by Mary Pope Osborne and Natalie Pope Bryce ● <i>Liberty! How the Revolutionary War Began</i> by Lucille Recht Penner* ● <i>George Vs. George: The American Revolution As Seen From Both Sides</i> by Rosalyn Schanzer* ● <i>Katie’s Trunk</i> by Ann Turner** ● <i>Those Rebels, John and Tom</i> by Barbara Kerley** ● <i>I Survived the American Revolution</i> by Lauren Tarshis* ● <i>Colonial Voices: Hear Them Speak</i> by Kay Winters** 	<ul style="list-style-type: none"> ● “Roles of Native Americans During the Revolution” by Isaac Makos ● “The Message of the Liberty Bell” by Elvira Robinson ● “African Americans and the American Revolution” by Edward Ayres ● “The Bill of Rights” from Scholastic 	N/A

Unit	Trade Books (ARC)	Unit Reader (XanEdu)	Digital Access
Grade 4			
Olympics	<ul style="list-style-type: none"> ● <i>Long-Armed Ludy and the First Women’s Olympics</i> by Jean L. S. Patrick and Adam Gustavson** ● <i>Nadia: The Girl Who Couldn’t Sit Still</i> by Karlin Gray** ● <i>Surfer of the Century: The Life of Duke Kahanamoku</i> by Ellie Crowe** ● <i>G is for Gold Medal: An Olympics Alphabet</i> by Brad Herzog* ● <i>Ancient Greece and the Olympics: A Nonfiction Companion to Magic Tree House</i> by Mary Pope Osborne* ● <i>Sakamoto’s Swim Club: How a Teacher Led an Unlikely Team to Victory</i> by Julie Abery** ● <i>Sixteen Years in Sixteen Seconds: The Sammy Lee Story</i> by Paula Yoo** ● <i>Wilma Unlimited: How Wilma Rudolph Became the World’s Fastest Woman</i> by Kathleen Krull** 	<ul style="list-style-type: none"> ● Olympic Sports Summaries by Olympics Channel ● Excerpts from <i>What are the Summer Olympics</i> by Gail Herman ● Excerpts from <i>What are the Winter Olympics</i> by Gail Herman ● Excerpts from <i>What are the Paralympic Games</i> by Gail Herman 	<ul style="list-style-type: none"> ● “The Legacy of Para Archery” ● “Para Equestrian: A Harmonious Relationship” ● Paralympic Sport A-Z: Goalball” ● “Para-Alpine Skiing Explained!”

* Class Set

** Small Group

*** Teacher Copy

Master Text Lists

Unit	Trade Books (ARC)	Unit Reader (XanEdu)	Digital Access
Grade 5			
The Birchbark House	<ul style="list-style-type: none"> • <i>The Birchbark House</i> by Louise Erdrich* • <i>The First Americans: Prehistory - 1600 (A History of US, Book 1)</i> by Joy Hakim** • <i>Before Columbus: The Americas of 1491</i> by Charles C. Mann** 	<ul style="list-style-type: none"> • “Alexander Culbertson Finds a Blackfeet Village Destroyed by Smallpox” by Wisconsin Public Museum • “Ojibwe People” by Minnesota Historical Society • “Ojibwe Medicine” by KBIC Health System 	N/A
Making of a Scientist	<ul style="list-style-type: none"> • “NOVA: Telescope: Hunting the Edge of Space” by NOVA*** • <i>The 13 Planets: The Latest View of the Solar System</i> by David A. Aguilar* • <i>Giants of Science: Isaac Newton</i> by Kathleen Krull* • <i>Hidden Figures, Young Readers’ Edition</i> by Margot Lee Shetterly* 	<ul style="list-style-type: none"> • “The Making of a Scientist” by Richard Feynman • “Scientific Thinking” by LDOE • “Understanding Science: How Science Really Works” by University of California Museum of Paleontology • “Galileo Galilei: Biography, Inventions & Other Facts” by Nola Taylor Redd from SPACE.com • “Her Code Got Humans on the Moon – And Invented Software Itself” by Robert McMillan • “Meet Annie Easley, the barrier-breaking Mathematician who helped us explore the solar system” by Dan Samorodnitsky from Massive Science 	<ul style="list-style-type: none"> • “Is Pluto a Planet?” from University of California Museum of Paleontology • “Who Won the Space Race?” from TedEd • “What’s an Engineer?” from Crash Course Kids
Wonderstruck	<ul style="list-style-type: none"> • <i>Wonderstruck</i> by Brian Selznick* • <i>The Handmade Alphabet</i> by Laura Rankin* • <i>Wonder</i> by RJ Palacio* 	<ul style="list-style-type: none"> • Excerpts from the “Collection of Essays Illuminating the World of Wonderstruck” by Carol Padden and Tom Humphries • “The Story of My Life” by Helen Keller • Excerpt from <i>The Phantom Tollbooth</i> by Norton Juster 	N/A

Unit	Trade Books (ARC)	Unit Reader (XanEdu)	Digital Access
Grade 5			
The Lion, the Witch and the Wardrobe	<ul style="list-style-type: none"> • <i>The Lion, the Witch, and the Wardrobe</i> by C.S. Lewis* • <i>The Lion, the Witch, and the Wardrobe: One Act</i> Adapted by Don Quinn* • <i>Finding Narnia: The Story of CS Lewis and His Brother</i> by Caroline McAlister** 	<ul style="list-style-type: none"> • “Fantasy” from Britannica Kids • “The Robin Who Showed the Way” from <i>The Secret Garden</i> by Frances Hodgson Burnett • “Chapter 1: Down the Rabbit-Hole” from <i>Alice’s Adventures in Wonderland</i> by Lewis Carroll • “Growing Up in the Second World War” from Imperial War Museums • “Beavers” from EdHelper 	N/A
Shutting Out the Sky	<ul style="list-style-type: none"> • <i>Shutting Out the Sky</i> by Deborah Hopkinson* • <i>Coming to America: The Story of Immigration</i> by Betsy Maestro* • <i>Seedfolks</i> by Paul Fleischman (Kim, Ana, Wendell, Gonzales, Leona, Sam, Virgil, Sae Young, Curtis, Nora, Amir, Florence)* • <i>Letters From Rifka</i> by Karen Hesse* 	<ul style="list-style-type: none"> • “The New Colossus” Emma Lazarus • “Coming to America: A New Life in a New Land” edited by Katharine Emsden • “What is a Sonnet” from Wonderopolis 	<ul style="list-style-type: none"> • “Coming to America: New York’s Immigrants” from Discovery Education • “Map of New York City” Google Maps
Renaissance Art	<ul style="list-style-type: none"> • <i>The Shakespeare Stealer</i> by Gary Blackwood* • <i>Leonardo’s Shadow</i> by Christopher Grey* • <i>The Renaissance in Europe</i> by Lynne Elliot* • <i>Who Was William Shakespeare?</i> by Celeste Mannis* • <i>A Stage Full of Shakespeare Stories</i> by Angela McAlliser* • <i>The Renaissance - A Rebirth of Culture</i> by Stephanie Kuligowski* • <i>Leonardo da Vinci: The Genius Who Defined the Renaissance</i> by John Phillips* 	<ul style="list-style-type: none"> • Excerpt from <i>Women in the Renaissance</i> by Theresa Huntley • “Gutenberg and the Printing Revolution in Europe” by CRF-USA • “Core Values of the Renaissance” by Analyze History • “Women Artists of the Renaissance” by LDOE 	<ul style="list-style-type: none"> • “The Globe Theatre”

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Purple highlight - 2023 text list update