



# READ- U

Standards for

*My Name: Thinking About Ability and Identity*

Thematic Book Set

## Grade 3 Standards

### Grade 3 English Language Arts Standards

#### Standard 3.SL.1

Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.

- a. Respectfully acknowledge and respond to others' perspectives during discussions.
- b. Recognize that comments and claims may include two perspectives.
- c. Participate in conversations by asking questions, acknowledging new information, connecting responses, and keeping the discussion on topic.

#### Standard 3.R.5

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI)

#### Standard 3.R.7

Describe characters in a story and explain how their actions contribute to the sequence of events. (RL)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI)

#### Standard 3.R.9

Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of a new word when a known affix or root is used.
- c. Use glossaries or dictionaries to determine or clarify the precise meaning of key words and phrases.

#### Standard 3.R.12

Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)

#### Standard 3.R.14

Compare the themes, settings, and plots of stories written about the same or similar characters. (RL)

Compare the most important points and key details presented in two texts on the same topic. (RI)

### Grade 3 Social Emotional Learning Standards

**Self-Awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities

- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Experiencing self-efficacy

**Social Awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Identifying diverse social norms, including unjust ones

**Relationship Skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Practicing teamwork and collaborative problem-solving
- Standing up for the rights of others

**Responsible Decision-Making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Reflecting on one's role to promote personal, family, and community well-being

## Grade 4 Standards

### Grade 4 English Language Arts Standards

#### Standard 4.SL.1

Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.

- a. Respectfully acknowledge and respond to comments and claims.
- b. Participate in conversations by asking questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.

#### Standard 4.R.5

Refer to details and evidence in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)

#### Standard 4.R.7

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (RL)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI)

#### Standard 4.R.9

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)

- a. Use context as a clue to the meaning of a word.
- b. Use common Greek and Latin affixes and roots as clues to the meaning of a word.
- c. Consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

#### Standard 4.R.14

Compare the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. (RL)

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

### Grade 4 Social Emotional Learning Standards

**Self-Awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Experiencing self-efficacy

**Social Awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Identifying diverse social norms, including unjust ones

**Relationship Skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Practicing teamwork and collaborative problem-solving
- Standing up for the rights of others

**Responsible Decision-Making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Reflecting on one's role to promote personal, family, and community well-being

## Grade 5 Standards

### Grade 5 English Language Arts Standards

#### Standard 5.SL.1

Participate effectively in a range of conversations and collaborations using age-appropriate vocabulary, on topics, texts, and issues.

- a. Respectfully acknowledge and respond to comments and claims from multiple perspectives and determine if additional information is needed.
- b. Participate in conversations by asking questions, acknowledging new information, qualifying or justifying responses with reasoning and elaboration, and keeping the discussion on topic.

#### Standard 5.R.5

Identify and refer to evidence from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)

#### Standard 5.R.7

Compare two characters, settings, or events in a story or drama, drawing on specific details in the text. (RL)

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI)

#### Standard 5.R.9

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)

- a. Use context as a clue to the meaning of a word or phrase.
- b. Use Greek and Latin affixes and roots as clues to the meaning of a word.
- c. Consult reference materials to find the pronunciation and determine the precise meaning of key words and phrases.

#### Standard 5.R.12

Analyze how the visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL)

Draw on information from multiple sources including media to locate an answer to a question or to solve a problem. (RI)

#### Standard 5.R.14

Compare stories in the same genre on their approaches to similar themes and topics. (RL)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

### Grade 5 Social Emotional Learning Standards

**Self-Awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Experiencing self-efficacy

**Social Awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Identifying diverse social norms, including unjust ones

**Relationship Skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Practicing teamwork and collaborative problem-solving
- Standing up for the rights of others

**Responsible Decision-Making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Reflecting on one's role to promote personal, family, and community well-being

## Grade 6 Standards

### Grade 6 English Language Arts Standards

#### Standard 6.SL.1

Participate effectively in a range of conversations and collaborations on topics, texts, and issues.

- a. Respectfully acknowledge comments, claims, and evidence from multiple perspectives and identify contradictions when applicable.
- b. Participate in conversations by posing questions, acknowledging new information, qualifying or justifying responses with reasoning and elaboration, and keeping the discussion on topic.

#### Standard 6.R.5

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL & RI)

#### Standard 6.R.6

When reading texts, including those from diverse cultures, determine the theme, how characters respond to conflict or how the speaker reflects upon a topic, and summarize the text. (RL)

When reading texts, including those from diverse cultures, determine the main idea of a text, explain how they are supported by key details and summarize the text. (RI)

#### Standard 6.R.7

Compare two or more characters, settings, or events in a story or drama, drawing on specific details in the text. (RL)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. (RI)

#### Standard 6.R.9

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)

- a. Consistently use context as a clue to the meaning of a word or phrase.
- b. Consistently use Greek or Latin affixes and roots as clues to the meaning of a word.
- c. Consult reference materials to find the pronunciation of a word or determine its precise meaning or its part of speech.

#### Standard 6.R.14

Compare texts across different mediums or genres in terms of their approaches to similar themes and topics. (RL)

Compare one author's presentation of events with that of another. (RI)

### Grade 6 Social Emotional Learning Standards

**Self-Awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions



- Experiencing self-efficacy

**Social Awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

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Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Reflecting on one's role to promote personal, family, and community well-being