



READ-U

Standards for

It's Not Fair! What Can I Do?

Talking about Civic Engagement and Taking Action

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.10

Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL)

Use text features and search tools to build comprehension and locate relevant information efficiently. (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 Studies Standards

Standard 3.3.2

Reflect upon the processes used to address needs and reach solutions within their family, their classroom, or other groups of which they are a part. Compare those to the democratic processes used to address needs and reach solutions within their communities.

Standard 3.3.7

Discuss how the choices of individuals and leaders affect their community and its future (for example, supporting local businesses, volunteering, voting).

Standard 3.3.8

Collaborate with peers to address a need in their local community through service.

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.

- Identifying personal, cultural, and linguistic assets
- Experiencing self-efficacy
- Developing interests and a sense of purpose

Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.

- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Showing the courage to take initiative
- Demonstrating personal and collective agency

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.

- Taking others' perspectives
- 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.

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- 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.

- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

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 Studies Standards

Standard 4.5.5

After studying examples of individuals or groups making positive changes in Utah, propose positive steps individual students or groups of students can implement (for example, raising awareness through digital media, energy and resource conservation, letter writing, fundraising).

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.

- Identifying personal, cultural, and linguistic assets
- Experiencing self-efficacy
- Developing interests and a sense of purpose

Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.

- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Showing the courage to take initiative
- Demonstrating personal and collective agency

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.

- Taking others' perspectives
- 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.

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- 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.

- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

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.6

Determine the theme or main idea of a text including those from diverse cultures and how it is conveyed through particular details and summarize 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.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 Studies Standards

Standard 5.6.1

Investigate and report on current pressing issues facing the United States, and propose potential solutions that they can support (for example, raising awareness through digital media, energy and resource conservation, letter writing, fundraising).

Standard 5.6.2

Evaluate the methods and impact of individuals and/or groups making positive changes in the United States today as models for civic engagement.

Standard 5.6.3

Connect the causes and lasting effects of at least two social movements and their leaders in the 20th Century (for example, the Women's Suffrage Movement, labor unions, the Civil Rights Movement, child labor reforms).

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.

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- Experiencing self-efficacy
- Developing interests and a sense of purpose

Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.

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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.

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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.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 Studies Standards

Standard 6.4.3

Determine how human rights and responsibilities around the world have developed over time, and identify ways individuals and organizations work to protect rights considered essential for all humans.

Grade 6 Social Emotional Learning Standards

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