



READ- U

Standards for
I'm Me!: Thinking About Gender 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.

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.8

Determine the meaning of words, phrases, similes, metaphors, and academic and content-specific words within a text. (RL & 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)

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
- Examining prejudices and biases
- 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
- Recognizing situational demands and opportunities

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

Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity 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

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.8

Determine the meaning of words, phrases, figurative language, academic and content-specific words within a text. (RL & 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.12

Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)

Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (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
- Examining prejudices and biases
- 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
- Recognizing situational demands and opportunities

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

Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity 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

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.8

Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning within a text. (RL & 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)

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
- Examining prejudices and biases
- 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
- Recognizing situational demands and opportunities

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

Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity 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

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.8

Determine the meaning of words and phrases, including figurative language, connotative meanings, and figures of speech.

Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings within a text.

(RL & 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.12

Compare how different mediums, including print and digital media, contribute to the understanding of a text. (RL & 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
- Examining prejudices and biases
- 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
- Recognizing situational demands and opportunities

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

Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity 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