



# READ- U

Standards for  
*The Experience of Loss: Talking About Grieving*  
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)

#### 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.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)

### 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 one's emotions
- Linking feelings, values, and thoughts

**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.

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation

**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
- 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.

- 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 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.

- 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
- 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)

#### 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.14

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

### 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 one's emotions
- Linking feelings, values, and thoughts

**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.

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation

**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

- 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.

- 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 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.

- 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
- 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.7

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

#### 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.12

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

#### Standard 5.R.14

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

### 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.

- Identifying one's emotions
- Linking feelings, values, and thoughts

**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.

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation

**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
- 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.

- 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 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.

- 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
- Evaluating personal, interpersonal, community, and institutional impacts

## 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)

#### 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.12

Compare how different mediums, including print and digital media, contribute to the understanding of a text. (RL & RI)

#### Standard 6.R.14

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

### 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.

- Identifying one's emotions
- Linking feelings, values, and thoughts

**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.

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation



**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
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