

Reading ^{with} Relevance®

Reading with Relevance is a literacy program that guides students through the process of reading culturally relevant, socially and emotionally rich literature. Our CASEL-certified curriculum breaks high-interest #DiverseBooks into a series of thoughtful lesson plans. Each lesson is designed to support teachers to explore the social and emotional themes of the day's reading, inspiring students to read deeply, think critically, talk openly, and write reflectively about topics that matter.

SOCIAL JUSTICE STANDARDS

THE TEACHING TOLERANCE ANTI-BIAS FRAMEWORK

The Social Justice Standards are a set of anchor standards and age-appropriate learning outcomes divided into four domains — **Identity, Diversity, Justice & Action**. The standards provide a common language and organizational structure to make schools more just, equitable and safe. *Following is an exploration of how Reading with Relevance embeds the Social Justice Standards into its teaching and learning materials.*

IDENTITY

- Students will develop positive social identities based on their membership in multiple groups in society.
- Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- Students will recognize that people's multiple identities interact and create unique and complex individuals.
- Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

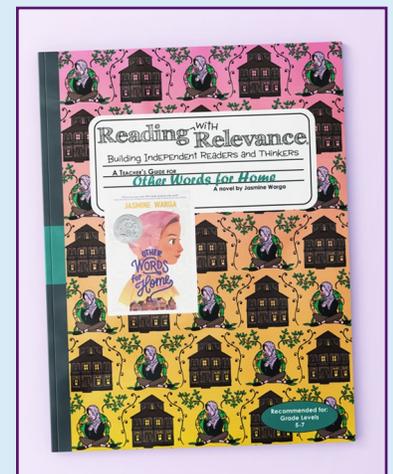
Featured Title: *Other Words for Home*

Instructional Activity: Essay Task

The author said she wrote this book in part to explore her own experiences growing up with a complex identity, saying, "My mom is a White American. My dad is a Middle Eastern immigrant. I never felt like I was enough of either." In fact, the book explores the lives and experiences of young people struggling with complicated feelings about who they are, and where they belong.

Select one character from the text, and trace how their feelings about who they are evolve and change throughout the novel.

- » What significant events, people, and experiences support this character to better understand their identity?
- » How did this character make peace with their identity, and become more self-accepting?
- » How are you similar to this character? How does their story help you better understand your own complex identity?



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- Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Students will respond to diversity by building empathy, respect, understanding and connection.
- Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

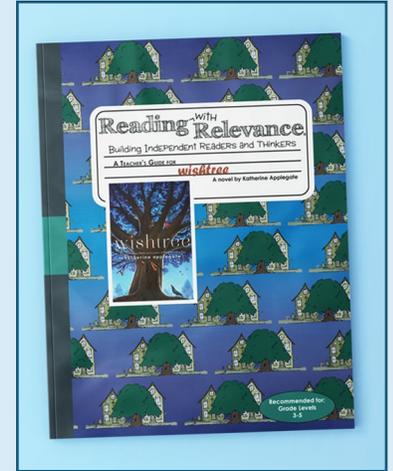
Featured Title: *wishtree*

Instructional Activity: Reflective Writing

After losing both of her parents and her brother, Maeve crossed the sea to immigrate to the United States from Ireland, in the hope of experiencing a better life.

Put yourself in Maeve's shoes. What do you think it must have felt like for her to immigrate to America?

- » What are some of the challenges that Maeve faced as a new immigrant?
- » What hopes and dreams motivated Maeve during these hardships?
- » How does reading Maeve's story help you think about the experiences of new immigrants coming to the United States today?



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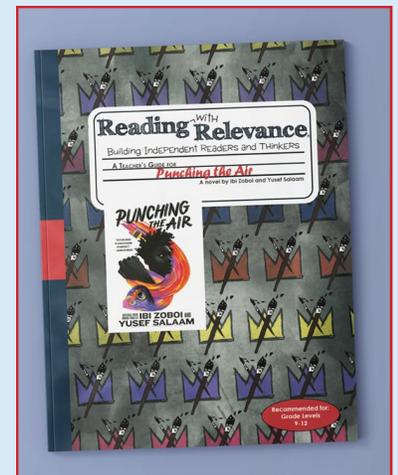


- Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
- Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Featured Title: *Punching the Air*

Instructional Activity: Pre-Reading Discussion

Today's theme is **legacies of harm**. Amal draws parallels between his own experience being caught up in the criminal justice system and his African ancestors being torn away from their homeland and taken as enslaved peoples to America. The enslavement of Africans is part of our nation's legacy. Ask your students to consider how those legacies of harm remain with us today. How do the descendants of enslaved Africans continue to experience harm in America based on their identities? How do the legacies of inequality still show up in systems like education, housing, healthcare, and policing?



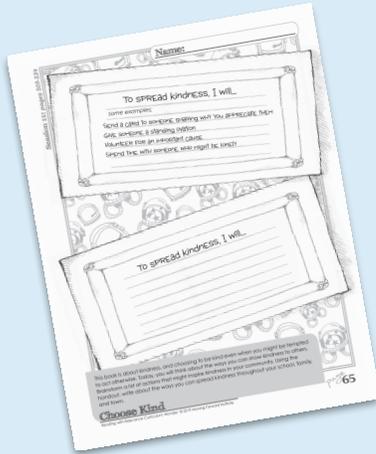
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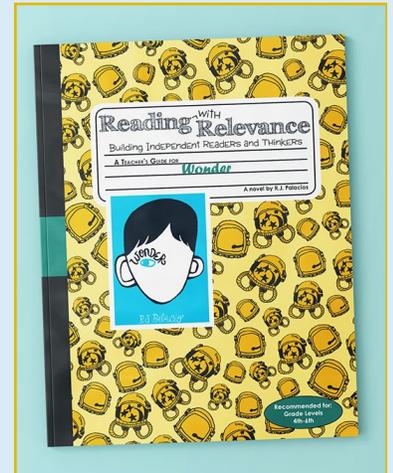
- Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
- Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
- Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Featured Title: *Wonder*

Instructional Activity: Creative Extension



This book is about kindness, and choosing to be kind even when you might be tempted to act otherwise. Today, you will think about the ways you can show kindness to others. Brainstorm a list of actions that might inspire kindness in your community. Using the handout, write about the ways you can spread kindness throughout your school, family, and town.



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Reading ^{with} Relevance®

Supporting Educators to Unite:

- * social justice
- * social & emotional learning
- * academic instruction

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Review the full text of the Social Justice Standards:
<https://bit.ly/34QrPTq>



TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

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