



**5**  
SESSIONS

**45 Min**  
PER SESSION

**Zero**  
TEACHER PREP

**PGCPS SEL**  
SEL FRAMEWORK

**MCCR**  
READING STANDARDS

**Up to 25**  
STUDENTS

READING STANDARDS • MARYLAND COLLEGE AND CAREER READY (MCCR) • GRADES 6-8

| SKILL                              | HOW NO JUDGING ALLOWED DELIVERS THIS  | SAMPLE DISCUSSION PROMPT   |
|------------------------------------|---|--|
| Close Reading and Textual Evidence | Students read the original story together and cite evidence to support their understanding of character actions and choices | <i>"What in the story makes you think the character felt that way?"</i>            |
| Theme Analysis                     | Students analyze how the theme develops across the story and connect it to broader life lessons                             | <i>"What did the character learn? What can we learn from that?"</i>                |
| Character Analysis                 | Students analyze how characters respond to challenges and how those responses shape the story                               | <i>"How did the character change from beginning to end?"</i>                       |
| Making Inferences                  | Students draw inferences about emotions and motivations not directly stated in the text                                     | <i>"What did the character feel even though the story didn't say it directly?"</i> |
| Point of View                      | Students consider how the story would read differently from another character's perspective                                 | <i>"How would this story change if told from another perspective?"</i>             |
| Collaborative Discussion           | Every session includes structured facilitated discussion with turn-taking and text-based responses                          | <i>"Build on what your classmate said. Do you agree or see it differently?"</i>    |

SEL STANDARDS • PGCPS TRAUMA-INFORMED SEL FRAMEWORK • FIVE CORE COMPETENCIES

| COMPETENCY                  | HOW NO JUDGING ALLOWED DELIVERS THIS   | SAMPLE DISCUSSION PROMPT  |
|-----------------------------|--|---|
| Self-Awareness              | Students identify and name emotions characters experience and connect those to their own         | <i>"Have you ever felt the way this character felt?"</i>  |
| Self-Management             | Students discuss how characters handle difficult emotions and explore healthier responses        | <i>"What could the character have done to manage that feeling differently?"</i>                 |
| Social Awareness            | Students consider multiple perspectives within the story and practice empathy through discussion | <i>"How do you think the other character felt about that situation?"</i>                        |
| Relationship Skills         | Students analyze healthy versus unhealthy relationship choices made by characters                | <i>"Was that a healthy choice for the friendship? What would a healthier choice look like?"</i> |
| Responsible Decision-Making | Students trace the consequences of character choices and consider alternative decisions          | <i>"What could the character have done differently? What might have changed?"</i>               |

SESSION-BY-SESSION STANDARDS ALIGNMENT

| SESSION  | READING STANDARDS MET                    | SEL COMPETENCY                   | ACTIVITY                  |
|--|--|----------------------------------|---------------------------|
| 1<br><b>Enter the Story</b><br>Read together. Meet the characters.     | Close reading, Character analysis        | Self-Awareness                   | Feeling Charades          |
| 2<br><b>Feel With Them</b><br>Explore what characters felt and why.    | Character analysis, Point of view        | Self-Awareness, Social Awareness | Emotion Timeline          |
| 3<br><b>Choose Wisely</b><br>Analyze choices and consequences.         | Theme analysis, Making inferences        | Responsible Decision-Making      | Choice Road               |
| 4<br><b>Connect to You</b><br>Text-to-self connections and discussion. | Theme analysis, Collaborative discussion | Relationship Skills              | Silent Write + Pair Share |
| 5<br><b>Grow Together</b><br>Reflect and celebrate.                    | Theme analysis, Collaborative discussion | Self-Management                  | One Word Wall             |

WHAT STUDENTS GAIN

|  |  |
|--|--|
| <p>✓ <b>Emotional Vocabulary</b><br/>Ability to identify, name, and articulate their own emotions and the emotions of others</p>                               | <p>✓ <b>Critical Reading Skills</b><br/>Strengthened ability to analyze theme, character, and cause and effect through close reading</p>                           |
| <p>✓ <b>Decision-Making Framework</b><br/>Practice evaluating choices and consequences before acting, using character decisions as a safe starting point</p>   | <p>✓ <b>Perspective-Taking Ability</b><br/>Strengthened capacity to consider how situations look and feel from another person's point of view</p>                  |
| <p>✓ <b>Structured Discussion Skills</b><br/>Experience in text-based academic discussion with turn-taking, active listening, and evidence-based responses</p> | <p>✓ <b>Relationship Awareness</b><br/>Greater awareness of what healthy relationships look like and how personal choices affect others</p>                        |
| <p>✓ <b>Stress and Emotion Management</b><br/>Exposure to strategies for managing difficult emotions through the lens of character choices and outcomes</p>    | <p>✓ <b>Confidence in Their Own Voice</b><br/>A structured, judgment-free space to share personal connections to text, building academic and social confidence</p> |

FROM THE PILOT SCHOOL • OXON HILL MIDDLE SCHOOL, PRINCE GEORGE'S COUNTY, MD

“ Our young people have become excited about reading, thoughtful in their decisions, and positive in their interactions.

VICTORIOUS HALL

8TH GRADE ACADEMIC DEAN • OXON HILL MIDDLE SCHOOL • PRINCE GEORGE'S COUNTY, MD

Reading standards: Maryland College and Career Ready (MCCR) Standards for English Language Arts, Grades 6-8 (2024-2026 implementation). SEL alignment: PGCPSS Trauma-Informed SEL Framework, five core competencies, 2026-2027 school year. This document is intended for use by PGCPSS administrators and counselors.