Illinois Social Emotional Learning standards are made up of 3 goals divided into 10 standards.

**Goal 1 – Develop self-awareness and self-management skills to achieve school and life success.**
- Standard 1A- Identify and manage ones emotions and behavior.
- Standard 1B- Recognize personal qualities and external supports.
- Standard 1C- Demonstrate skills related to achieving personal and academic goals.

**Goal 2 – Use social awareness and interpersonal skills to establish and maintain positive relationships.**
- Standard 2A- Recognize the feelings and perspectives of others.
- Standard 2B- Recognize individual and group similarities and differences.
- Standard 2C- Use communication and social skills to interact effectively with others.
- Standard 2D- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

**Goal 3 – Demonstrate decision-making skills and responsible behaviors in personal, school and community context.**
- Standard 3A- Consider ethical, safety, and societal factors in making decisions.
- Standard 3B- Apply decision-making skills to deal responsibly with daily academic and social situations.
- Standard 3C- Contribute to the well-being of ones school and community.

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How Literature Supports SEL

We are storytelling and conversation creatures. Our brains are hardwired for stories and including stories can be key to building strong social emotional skills in our children.

Stories that display a character’s emotions and behaviors can be used to help our children understand their own emotions and behavior choices in a non-threatening conversation starter.

Young children can start to identify emotions and decisions they see in characters and start to connect those to themselves. As children grow the decisions and actions of more evolved characters can help them in make connections to things happening in real life.

Young children can see the modeling of social skills through the read alouds and adult reflections on the story. Asking questions about what is happening and identifying the emotions during the reading will allow a deeper understanding about the emotions and situations.

To create an open and consistent dialog about social emotional situations adults should join in on reading and reflecting on the literature selected. Children are more relaxed and open to discuss a “character’s struggles” rather than their own. Adults can offer guidance, reflection and decision skills using the read alouds as an opening.