

Kindergarten through 3rd Grade



Comprehensive System of Learning Supports

Identifying and Supporting Illinois Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Standard A– Identify and Manage one’s emotions and behaviors		Standard B- Recognize personal qualities and external supports.		Standard C- Demonstrate skills related to achieving personal and academic goals.	
Recognize and accurately label emotions and how they are linked to behavior.	Demonstrate control of impulsive behavior.	Identify one’s likes and dislikes, needs and wants, strengths and challenges.	Identify family, peer, school, and community strengths.	Describe why school is important in helping students achieve personal goals.	Identify goals for academic success and classroom behavior.
<ul style="list-style-type: none"> Identify emotions using photographs (happy, sad, angry, proud, afraid, surprised, etc...). Discuss emotions that story characters are feeling within the texts being read. Make posters, draw pictures, or participate in a role playing activity depicting emotions. Share feelings through speaking, writing, and drawings. Identify and discuss how characters deal with emotions within stories read in the classroom. Teach and model calming techniques. 		<ul style="list-style-type: none"> Identify during a tour where the adults are located in the school in case of emergency. Encourage each student to share a special skill or talent they have in a class meeting. Identify personal traits of characters in stories. Have students share the community resources they enjoy, such as parks and pools. Create pictures of the favorite things students like to do with their friends, like ride bikes. Have a class meeting to discuss ways to ask for help in school from teachers and peers. 		<ul style="list-style-type: none"> As a class, discuss what it means to be successful at school...what does it look like? Guide students to set an academic goal for the semester or maybe just the week. Assist students in dividing the goal into manageable steps...especially long term goals. Share examples of goals that have been achieved after overcoming obstacles with stories and biographies. Describe how distractions may interfere with achievement of goals and model what to do. 	

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard A- Recognize the feelings and perspectives of others.		Standard B- Recognize individual and group similarities and differences.		Standard C- Use communication and social skills to interact effectively with others.		Standard D- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
Recognize that others may experience situations differently from oneself.	Use listening skills to identify the feelings and perspectives of others.	Describe the ways that people are similar and different.	Describe positive qualities in others.	Identify ways to work and play well with others.	Demonstrate appropriate social and classroom behavior.	Identify problems and conflicts commonly experienced by peers.	Identify approaches to resolving conflicts constructively.
<ul style="list-style-type: none"> Guide students to identify perspectives by verbal, physical and situational cues within the stories being read in class. Explain why story characters feel the way they do in context. Ask students to paraphrase what someone has said to ensure they identify the correct perspective of that person. Model good listening skills (make eye contact, nodding, asking clarifying questions). 		<ul style="list-style-type: none"> Use group activities to model the needs of others (taking turns, listening to others, supporting ideas). Use literature to analyze various responses to human diversity (learning from, being tolerant of, aware of stereotyping). Create group discussions on human differences depicted in stories. Compare and contrast family differences within the classroom. 		<ul style="list-style-type: none"> Set classroom rules and norms of raising one’s hand for recognition, paying attention when someone else is speaking, etc. Role play how to meet someone new and start a conversation. Hold a class meeting and ask the students to define what it means to be a good friend. Create class “compliments”. Role play how to give compliments and appropriate responses to compliments. 		<ul style="list-style-type: none"> Hold class or group discussions about situations at school that were disagreements. How was it handled? What could have been done differently? Use puppets to act out and resolve conflict scenarios. Teach self-calming techniques for anger management. Encourage the class to create rules or guidelines to stop rumors or bullying behaviors that may be happening in the classroom. 	

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Standard A- Consider ethical, safety, and societal factors in making decisions.		Standard B- Apply decision-making skills to deal responsibly with daily academic and social situations.		Standard C- Contribute to the well-being of one’s school and community.	
Explain why unprovoked acts that hurt others are wrong.	Identify social norms and safety considerations that guide behavior.	Identify a range of decisions that students make at school.	Make positive choices when interacting with classmates.	Identify and perform roles that contribute to one’s classroom.	Identify and perform roles that contribute to one’s family.
<ul style="list-style-type: none"> Create drawing, collages or presentations of ways to help others in the school or community. Ask students to identify adults in the school or community that help them (police, fireman). Incorporate group activities, games or center activities to allow for sharing and taking turns. Create classroom rules with student input and group discussion to allow students to have more ownership in the rules. Discuss ethical behavior by characters in stories (fairness, honesty, respect, compassion). 		<ul style="list-style-type: none"> Brainstorm alternative solutions to problems posed in stories and cartoons. Practice group decision making with peers in class meetings. Create class “self-talk” posters to help students develop this strategy to calm down. Brainstorm alternative solutions to a situation that happened in the classroom at a previous time (a reflective discussion). Discuss why the characters in stories have the friends they have. Why did they choose those friends? 		<ul style="list-style-type: none"> List ways students can help their class run more smoothly. Allow students to volunteer for classroom tasks (clean up, passing out papers, etc.). Brainstorm as a class how to help the teacher address a classroom concern. Write a classroom letter to a newspaper editor on a community issue that the class feels needs to be addressed (homelessness, park cleanup...etc.). 	

