

Respect Unit

This Standards Map summarizes each of the standards met by all lessons within this unit. All **Kindness in the Classroom®** lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention's National Health Education Standards (NHES), and the national Common Core State Standards for English Language Arts & Literacy and Mathematics. Utilization and adoption of these national standards and competencies vary by state. Teachers can use this resource to align their own state standards with each lesson.

Lesson 1: Respect Fortune Tellers

CASEL	NHES	Common Core
Self-awareness Identifying emotions Accurate self-perception Recognizing strengths	Standard 1. Understanding concepts 1.5.2 - Identify examples of emotional, intellectual, physical, and social health.	English Language Arts Standards Speaking & Listening Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. CCSS.ELA-LITERACY.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Self-management Impulse control Self-discipline Self-motivation	Standard 4. Interpersonal communication 4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.	
Social awareness Perspective-taking Empathy Appreciating diversity Respect for others	Standard 5. Decision-making 5.5.1 - Identify health-related situations that might require a thoughtful decision.	
Relationship skills Communication Social engagement Relationship-building Teamwork	Standard 7. Practicing healthy behaviors 7.5.1 - Identify responsible personal health behaviors. 7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	
Responsible decision-making Analyzing situations Evaluating Reflecting Ethical responsibility	Standard 8. Advocating 8.5.1 - Express opinions and give accurate information about health issues.	
		Language Conventions of Standard English: CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Knowledge of Language: CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships

and nuances in word meanings.

CCSS.ELA-LITERACY.L.3.5.B

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

CCSS.ELA-LITERACY.L.3.5.C

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Lesson 2: Treat Myself with Respect

CASEL	NHES	Common Core
Self-awareness Identifying emotions Accurate self-perception Recognizing strengths Self-confidence Self-efficacy	Standard 1. Understanding concepts 1.5.2 - Identify examples of emotional, intellectual, physical, and social health.	English Language Arts Standards Writing CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Speaking & Listening Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Self-management Self-discipline Self-motivation	Standard 4. Interpersonal communication 4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.	Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. CCSS.ELA-LITERACY.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Relationship skills Communication Social engagement	Standard 5. Decision-making 5.5.1 - Identify health-related situations that might require a thoughtful decision.	Language Conventions of Standard English: CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language: CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. CCSS.ELA-LITERACY.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). CCSS.ELA-LITERACY.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
Responsible decision-making Analyzing situations Reflecting	Standard 7. Practicing healthy behaviors 7.5.1 - Identify responsible personal health behaviors. 7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	

RANDOM ACTS OF KINDNESS FOUNDATION®

Lesson 3: Time Out!

CASEL	NHES	Common Core
Self-awareness Identifying emotions Accurate self-perception	Standard 1. Understanding concepts 1.5.2 - Identify examples of emotional, intellectual, physical, and social health.	English Language Arts Standards Speaking & Listening Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.3.1.C
Self-management Impulse control Self-discipline Self-motivation	Standard 4. Interpersonal communication 4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.SL.3.2
Social awareness Perspective-taking Empathy Respect for others	Standard 5. Decision-making 5.5.1 - Identify health-related situations that might require a thoughtful decision.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Relationship skills Communication Social engagement Relationship-building Teamwork	Standard 7. Practicing healthy behaviors 7.5.1 - Identify responsible personal health behaviors. 7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	Language Conventions of Standard English: CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Knowledge of Language: CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. CCSS.ELA-LITERACY.L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). CCSS.ELA-LITERACY.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). CCSS.ELA-LITERACY.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
Responsible decision-making Identifying problems Analyzing situations Solving problems Evaluating Reflecting Ethical responsibility	Standard 8. Advocating 8.5.1 - Express opinions and give accurate information about health issues. 8.5.2 - Encourage others to make positive health choices.	

Lesson 4: Building a Respectful Community

CASEL	NHES	Common Core
Self-management Impulse control Self-discipline Self-motivation	Standard 1. Understanding concepts 1.5.2 - Identify examples of emotional, intellectual, physical, and social health.	English Language Arts Standards Reading: Literature Key Ideas and Details: CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Social awareness Perspective-taking Empathy Appreciating diversity Respect for others	Standard 4. Interpersonal communication 4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.	Speaking & Listening Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Relationship skills Communication Social engagement Relationship-building	Standard 5. Decision-making 5.5.1 - Identify health-related situations that might require a thoughtful decision.	Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. CCSS.ELA-LITERACY.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Responsible decision-making Identifying problems Analyzing situations Solving problems Evaluating Reflecting Ethical responsibility	Standard 7. Practicing healthy behaviors 7.5.1 - Identify responsible personal health behaviors. 7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	Language Conventions of Standard English: CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Knowledge of Language: CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. CCSS.ELA-LITERACY.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).



The Collaborative for Academic, Social, and Emotional Learning ([CASEL](#)) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the [CASEL Guide to Effective Social and Emotional Learning Programs](#).

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>