Kindness in the Classroom® — 3rd Grade

Integrity 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: White Lie to Kind Truth

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<td>English Language Arts Standards</td>
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<td>1.5.2 - Identify examples of emotional,</td>
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<td>Phonics and Word Recognition:</td>
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<td>CCSS.ELA-LITERACY.RF.3.3 - Know and apply grade-level phonics and word</td>
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<td>Impulse control</td>
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<td>enhance health.</td>
<td>CCSS.ELA-LITERACY.RF.3.4 - Read with sufficient accuracy and fluency to</td>
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<td>Perspective-taking</td>
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<td>support comprehension.</td>
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<td>Respect for others</td>
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<td>Communication</td>
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<td>CCSS.ELA-LITERACY.W.3.2 - Write informative/explanatory texts to examine</td>
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<td>Social engagement</td>
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<td>a topic and convey ideas and information clearly.</td>
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<td>Relationship-building</td>
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<td>CCSS.ELA-LITERACY.W.3.3 - Write narratives to develop real or imagined</td>
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<td>Teamwork</td>
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<td>experiences or events using effective technique, descriptive details, and</td>
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<td>**Responsible decision-</td>
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<td>clear event sequences.</td>
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<td>making**</td>
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<td>CCSS.ELA-LITERACY.W.3.3.B - Use dialogue and descriptions of actions,</td>
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<td>Identifying problems</td>
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<td>thoughts, and feelings to develop experiences and events or show the</td>
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<td>Analyzing situations</td>
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<td>response of characters to situations.</td>
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<td>Solving problems</td>
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<td><strong>Speaking &amp; Listening</strong></td>
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<td>Evaluating</td>
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<td>Comprehension and Collaboration:</td>
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<td>Reflecting</td>
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<td>CCSS.ELA-LITERACY.SL.3.1 - Engage effectively in a range of collaborative</td>
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<td>Ethical responsibility</td>
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<td>discussions (one-on-one, in groups, and teacher-led) with diverse partners</td>
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<td>on grade 3 topics and texts, building on others’ ideas and expressing</td>
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<td>their own clearly.</td>
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<td>CCSS.ELA-LITERACY.SL.3.1.B - Follow agreed-upon rules for discussions (e.g.,</td>
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<td>gaining the floor in respectful ways, listening to others with care,</td>
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<td>speaking one at a time about the topics and texts under discussion).</td>
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<td>CCSS.ELA-LITERACY.SL.3.1.C - Ask questions to check understanding of</td>
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<td>information presented, stay on topic, and link their comments to the</td>
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<td>remarks of others.</td>
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<td>CCSS.ELA-LITERACY.SL.3.1.D - Explain their own ideas and understanding in</td>
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<td>light of the discussion.</td>
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<td>CCSS.ELA-LITERACY.SL.3.2 - Determine the main ideas and supporting details</td>
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<td>of a text read aloud or information presented in diverse media and</td>
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<td>formats, including visually, quantitatively, and orally.</td>
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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.

**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.A
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Lesson 2: Integrity Obstacle Course

**CASEL**
- Self-management
  - Impulse control
  - Self-discipline
- Social awareness
  - Perspective-taking
  - Respect for others
- Relationship skills
  - Communication
  - Social engagement
  - Relationship-building
  - Teamwork
- Responsible decision-making
  - Analyzing situations
  - Evaluating
  - Reflecting
  - Ethical responsibility

**NHES**
- Standard 1. Understanding concepts
  1.5.2 - Identify examples of emotional, intellectual, physical, and social health.
- Standard 4. Interpersonal communication
  4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.
- Standard 5. Decision-making
  5.5.1 - Identify health-related situations that might require a thoughtful decision.
- Standard 7. Practicing healthy behaviors
  7.5.1 - Identify responsible personal health behaviors.

**Common Core**
- 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.
      - CCSS.ELA-LITERACY.RL.3.3
      - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
  - 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.
  - 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.
Lesson 3: Integrity Role Play

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<tr>
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<tr>
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<td><strong>Standard 1. Understanding concepts</strong>&lt;br&gt;1.5.2 - Identify examples of emotional, intellectual, physical, and social health.</td>
<td><strong>English Language Arts Standards</strong>&lt;br&gt;<strong>Reading: Foundational Skills</strong>&lt;br&gt;<strong>Phonics and Word Recognition:</strong>&lt;br&gt;CCSS.ELA-LITERACY.RF.3.3&lt;br&gt;Know and apply grade-level phonics and word analysis skills in decoding words.&lt;br&gt;<strong>Fluency:</strong>&lt;br&gt;CCSS.ELA-LITERACY.RF.3.4&lt;br&gt;Read with sufficient accuracy and fluency to support comprehension.</td>
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<td><strong>Social awareness</strong>&lt;br&gt;Perspective-taking&lt;br&gt;Respect for others</td>
<td><strong>Standard 4. Interpersonal communication</strong>&lt;br&gt;4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.</td>
<td><strong>Speaking &amp; Listening</strong>&lt;br&gt;<strong>Comprehension and Collaboration:</strong>&lt;br&gt;CCSS.ELA-LITERACY.SL.3.1&lt;br&gt;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.&lt;br&gt;CCSS.ELA-LITERACY.SL.3.1.B&lt;br&gt;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).&lt;br&gt;CCSS.ELA-LITERACY.SL.3.1.C&lt;br&gt;Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.&lt;br&gt;CCSS.ELA-LITERACY.SL.3.1.D&lt;br&gt;Explain their own ideas and understanding in light of the discussion.</td>
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<td><strong>Relationship skills</strong>&lt;br&gt;Communication&lt;br&gt;Social engagement&lt;br&gt;Relationship-building&lt;br&gt;Teamwork</td>
<td><strong>Standard 5. Decision-making</strong>&lt;br&gt;5.5.1 - Identify health-related situations that might require a thoughtful decision.</td>
<td><strong>Presentation of Knowledge and Ideas:</strong>&lt;br&gt;CCSS.ELA-LITERACY.SL.3.4&lt;br&gt;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.&lt;br&gt;CCSS.ELA-LITERACY.SL.3.6&lt;br&gt;Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
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<td><strong>Responsible decision-making</strong>&lt;br&gt;Identifying problems&lt;br&gt;Analyzing situations&lt;br&gt;Solving problems&lt;br&gt;Evaluating&lt;br&gt;Reflecting&lt;br&gt;Ethical responsibility</td>
<td><strong>Standard 7. Practicing healthy behaviors</strong>&lt;br&gt;7.5.1 - Identify responsible personal health behaviors.</td>
<td><strong>Language</strong>&lt;br&gt;<strong>Conventions of Standard English:</strong>&lt;br&gt;CCSS.ELA-LITERACY.L.3.1&lt;br&gt;Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<td><strong>Standard 8. Advocating</strong>&lt;br&gt;8.5.2 - Encourage others to make positive health choices.</td>
<td><strong>Knowledge of Language:</strong>&lt;br&gt;CCSS.ELA-LITERACY.L.3.3&lt;br&gt;Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<td><strong>Vocabulary Acquisition and Use:</strong>&lt;br&gt;CCSS.ELA-LITERACY.L.3.5&lt;br&gt;Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</td>
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<td><strong>CCSS.ELA-LITERACY.L.3.5.B</strong>&lt;br&gt;Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</td>
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</tbody>
</table>
Lesson 4: Persevere to Your Goal!

**CASEL**

- Self-management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

**NHES**

- Social awareness
- Perspective-taking

**Common Core**

**Standard 1. Understanding concepts**
1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

**Standard 4. Interpersonal communication**
4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.

**Standard 5. Decision-making**
5.5.1 - Identify health-related situations that might require a thoughtful decision.

**English Language Arts Standards**

**Reading: Foundational Skills**

**Phonics and Word Recognition:**
CCSS.ELA-LITERACY.RF.3.3
Know and apply grade-level phonics and word analysis skills in decoding words.

**Fluency:**
CCSS.ELA-LITERACY.RF.3.4
Read with sufficient accuracy and fluency to support comprehension.

**Writing**

**Text Types and Purposes:**
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.

**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.
DESIGNATED BY CASEL AS A RECOMMENDED PROGRAM FOR SOCIAL AND EMOTIONAL LEARNING.

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 SESelect 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/