# 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: Integrity Through Kindness

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<tr>
<th>CASEL</th>
<th>NHES</th>
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<tbody>
<tr>
<td><strong>Self-awareness</strong>&lt;br&gt;Accurate self-perception&lt;br&gt;Recognizing strengths&lt;br&gt;Self-confidence</td>
<td><strong>Standard 1. Understanding concepts</strong>&lt;br&gt;1.5.2 - Identify examples of emotional, intellectual, physical, and social health.&lt;br&gt;1.5.3 - Describe ways in which safe and healthy school and community environments can promote personal health.</td>
<td><strong>English Language Arts Standards</strong>&lt;br&gt;<strong>Reading: Informational Text</strong>&lt;br&gt;<strong>Key Ideas and Details:</strong>&lt;br&gt;CCSS.ELA-LITERACY.RI.4.1&lt;br&gt;Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.&lt;br&gt;CCSS.ELA-LITERACY.RI.4.3&lt;br&gt;Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
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<td><strong>Self-management</strong>&lt;br&gt;Impulse control&lt;br&gt;Self-discipline&lt;br&gt;Self-motivation</td>
<td><strong>Standard 2. Analyzing influences</strong>&lt;br&gt;2.5.3 - Identify how peers can influence healthy and unhealthy behaviors.</td>
<td><strong>Integration of Knowledge and Ideas:</strong>&lt;br&gt;CCSS.ELA-LITERACY.RI.4.7&lt;br&gt;Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
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<td><strong>Social awareness</strong>&lt;br&gt;Perspective-taking&lt;br&gt;Empathy&lt;br&gt;Appreciating diversity&lt;br&gt;Respect for others</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>Reading: Foundational Skills</strong>&lt;br&gt;<strong>Phonics and Word Recognition:</strong>&lt;br&gt;CCSS.ELA-LITERACY.RF.4.3&lt;br&gt;Know and apply grade-level phonics and word analysis skills in decoding words.</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></td>
<td><strong>Fluency:</strong>&lt;br&gt;CCSS.ELA-LITERACY.RF.4.4&lt;br&gt;Read with sufficient accuracy and fluency to support comprehension.</td>
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<tr>
<td><strong>Responsible decision-making</strong>&lt;br&gt;Analyzing situations&lt;br&gt;Evaluating&lt;br&gt;Reflecting&lt;br&gt;Ethical responsibility</td>
<td></td>
<td><strong>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</strong></td>
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</table>
CCSS.ELA-LITERACY.W.4.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.4.9.A
Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").

Speaking & Listening
Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.4.1.B
Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-LITERACY.SL.4.1.C
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-LITERACY.SL.4.1.D
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CCSS.ELA-LITERACY.SL.4.2
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.SL.4.4
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language
Conventions of Standard English:
CCSS.ELA-LITERACY.L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.4.1.F
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CCSS.ELA-LITERACY.L.4.1.G
Correctly use frequently confused words (e.g., to, too, two; there, their).
CCSS.ELA-LITERACY.L.4.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.4.2.A
Use correct capitalization.
CCSS.ELA-LITERACY.L.4.2.C
Use a comma before a coordinating conjunction in a compound sentence.
CCSS.ELA-LITERACY.L.4.2.D
Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:
CCSS.ELA-LITERACY.L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.4.3.A
Choose words and phrases to convey ideas precisely.
CCSS.ELA-LITERACY.L.4.3.B
Choose punctuation for effect.
CCSS.ELA-LITERACY.L.4.3.C
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate.
Lesson 2: Integrity Through Honesty

### CASEL

- **Self-awareness**
  - Accurate self-perception
  - Recognizing strengths
  - Self-confidence

- **Self-management**
  - Impulse control
  - Stress management
  - Self-discipline
  - Self-motivation

- **Social awareness**
  - Perspective-taking
  - Respect for others

- **Relationship skills**
  - Communication
  - Social engagement
  - Relationship-building

- **Responsible decision-making**
  - Identifying problems
  - Analyzing situations
  - Solving problems
  - Evaluating
  - Reflecting
  - Ethical responsibility

### NHES

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

- **Standard 2. Analyzing influences**
  - 2.5.1 - Describe how family influences personal health practices and behaviors.
  - 2.5.2 - Identify the influence of culture on health practices and behaviors.
  - 2.5.3 - Identify how peers can influence healthy and unhealthy behaviors.

- **Standard 5. Decision-making**
  - 5.5.1 - Identify health-related situations that might require a thoughtful decision.
  - 5.5.4 - Predict the potential outcomes of each option when making a health-related decision.
  - 5.5.5 - Choose a healthy option when making a decision.
  - 5.5.6 - Describe the outcomes of a health-related decision.

- **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.
  - 7.5.3 - Demonstrate a variety of behaviors to avoid or reduce health risks.

### Common Core

- **English Language Arts Standards**
  - **Reading: Informational Text**
    - **Key Ideas and Details:**
      - CCSS.ELA-LITERACY.RI.4.1
        - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
      - CCSS.ELA-LITERACY.RI.4.3
        - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
  - **Integration of Knowledge and Ideas:**
    - CCSS.ELA-LITERACY.RI.4.7
      - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
  - **Reading: Foundational Skills**
    - **Phonics and Word Recognition:**
      - CCSS.ELA-LITERACY.RF.4.3
        - Know and apply grade-level phonics and word analysis skills in decoding words.
    - **Fluency:**
      - CCSS.ELA-LITERACY.RF.4.4
        - Read with sufficient accuracy and fluency to support comprehension.
      - CCSS.ELA-LITERACY.RF.4.4.C
        - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
  - **Writing**
    - **Text Types and Purposes:**
      - CCSS.ELA-LITERACY.W.4.1
        - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
      - CCSS.ELA-LITERACY.W.4.1.A
        - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
    - **Production and Distribution of Writing:**
      - CCSS.ELA-LITERACY.W.4.4
        - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
    - **Research to Build and Present Knowledge:**
      - CCSS.ELA-LITERACY.W.4.9
        - Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - **Speaking & Listening**
    - **Comprehension and Collaboration:**
      - CCSS.ELA-LITERACY.SL.4.1
        - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
      - CCSS.ELA-LITERACY.SL.4.1.B
        - Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.2
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.SL.4.4
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.4.5
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language
Conventions of Standard English:
CCSS.ELA-LITERACY.L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.1.G
Correctly use frequently confused words (e.g., to, too, two; there, their).

CCSS.ELA-LITERACY.L.4.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.A
Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.D
Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:
CCSS.ELA-LITERACY.L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A
Choose words and phrases to convey ideas precisely.

CCSS.ELA-LITERACY.L.4.3.C
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.L.4.4.A
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Lesson 3: Integrity Through Perseverance

**CASEL**

Self-awareness  
Identifying emotions  
Accurate self-perception  
Recognizing strengths  
Self-confidence  
Self-efficacy

Self-management  
Impulse control  
Stress management  
Self-discipline  
Self-motivation  
Goal-setting

Social awareness  
Perspective-taking  
Empathy  
Appreciating diversity  
Respect for others

Relationship skills  
Communication  
Social engagement  
Relationship-building  
Teamwork

Responsible decision-making  
Identifying problems  
Analyzing situations  
Solving problems  
Evaluating  
Reflecting  
Ethical responsibility

**NHES**

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| Standard 5. Decision-making       | 5.5.1 - Identify health-related situations that might require a thoughtful decision.  
|                                   | 5.5.3 - List healthy options to health-related issues or problems.  
|                                   | 5.5.5 - Choose a healthy option when making a decision.  |
| Standard 6. Goal-setting          | 6.5.2 - Identify resources to assist in achieving a personal health goal.   |
| 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. |
|                                   | 7.5.3 - Demonstrate a variety of behaviors to avoid or reduce health risks. |

**Common Core**

**English Language Arts Standards**

**Writing**

Text Types and Purposes:  
CCSS.ELA-LITERACY.W.4.2  
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.B  
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.4.2.D  
Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing:  
CCSS.ELA-LITERACY.W.4.4  
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:  
CCSS.ELA-LITERACY.W.4.9  
Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Speaking & Listening**

Comprehension and Collaboration:  
CCSS.ELA-LITERACY.SL.4.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.B  
Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C  
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D  
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.2  
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas:  
CCSS.ELA-LITERACY.SL.4.4  
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language**

Conventions of Standard English:  
CCSS.ELA-LITERACY.L.4.1  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.1.C  
Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

CCSS.ELA-LITERACY.L.4.1.G  
Correctly use frequently confused words (e.g., to, too, two; there, their).

CCSS.ELA-LITERACY.L.4.2  
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.A  
Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.D  

Spell grade-appropriate words correctly, consulting references as needed.

**Knowledge of Language:**
CCSS.ELA-LITERACY.L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.4.3.A
Choose words and phrases to convey ideas precisely.
CCSS.ELA-LITERACY.L.4.3.C
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Vocabulary Acquisition and Use:**
CCSS.ELA-LITERACY.L.4.4.A
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
### Lesson 4: Integrity Through Goals

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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>Writing</strong>&lt;br&gt;Text Types and Purposes:&lt;br&gt;CCSS.ELA-LITERACY.W.4.2&lt;br&gt;Write informative/explanatory texts to examine a topic and convey ideas and information clearly.&lt;br&gt;CCSS.ELA-LITERACY.W.4.2.B&lt;br&gt;Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.&lt;br&gt;CCSS.ELA-LITERACY.W.4.2.D&lt;br&gt;Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<td><strong>Self-management</strong>&lt;br&gt;Impulse control&lt;br&gt;Stress management&lt;br&gt;Self-discipline&lt;br&gt;Self-motivation&lt;br&gt;Goal-setting</td>
<td><strong>Standard 5. Decision-making</strong>&lt;br&gt;5.5.1 - Identify health-related situations that might require a thoughtful decision.&lt;br&gt;5.5.3 - List healthy options to health-related issues or problems.&lt;br&gt;5.5.5 - Choose a healthy option when making a decision.</td>
<td><strong>Production and Distribution of Writing:</strong>&lt;br&gt;CCSS.ELA-LITERACY.W.4.4&lt;br&gt;Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</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 6. Goal-setting</strong>&lt;br&gt;6.5.1 - Set a personal health goal and track progress toward its achievement.&lt;br&gt;6.5.2 - Identify resources to assist in achieving a personal health goal.</td>
<td><strong>CCSS.ELA-LITERACY.W.4.5</strong>&lt;br&gt;With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</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 7. Practicing healthy behaviors</strong>&lt;br&gt;7.5.1 - Identify responsible personal health behaviors.&lt;br&gt;7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.&lt;br&gt;7.5.3 - Demonstrate a variety of behaviors to avoid or reduce health risks.</td>
<td><strong>Speaking &amp; Listening</strong>&lt;br&gt;Comprehension and Collaboration:&lt;br&gt;CCSS.ELA-LITERACY.SL.4.1&lt;br&gt;Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</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</td>
<td><strong>Comprehension and Collaboration:</strong>&lt;br&gt;CCSS.ELA-LITERACY.SL.4.1.B&lt;br&gt;Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td><strong>CCSS.ELA-LITERACY.SL.4.1.C</strong>&lt;br&gt;Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</td>
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<td><strong>Social awareness</strong>&lt;br&gt;Perspective-taking&lt;br&gt;Respect for others</td>
<td><strong>Presentation of Knowledge and Ideas:</strong>&lt;br&gt;CCSS.ELA-LITERACY.SL.4.4&lt;br&gt;Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
<td><strong>Language</strong>&lt;br&gt;Conventions of Standard English:&lt;br&gt;CCSS.ELA-LITERACY.L.4.1&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>Relationship skills</strong>&lt;br&gt;Communication&lt;br&gt;Social engagement&lt;br&gt;Relationship-building&lt;br&gt;Teamwork</td>
<td><strong>Conventions of Standard English:</strong>&lt;br&gt;CCSS.ELA-LITERACY.L.4.1.A&lt;br&gt;Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</td>
<td><strong>CCSS.ELA-LITERACY.L.4.1.B</strong>&lt;br&gt;Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</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</td>
<td><strong>Language</strong>&lt;br&gt;Conventions of Standard English:&lt;br&gt;CCSS.ELA-LITERACY.L.4.1.C&lt;br&gt;Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</td>
<td><strong>CCSS.ELA-LITERACY.L.4.1.F</strong>&lt;br&gt;Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</td>
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Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CCSS.ELA-LITERACY.L.4.1.G
Correctly use frequently confused words (e.g., to, too, two; there, their).
CCSS.ELA-LITERACY.L.4.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.4.2.A
Use correct capitalization.
CCSS.ELA-LITERACY.L.4.2.B
Use commas and quotation marks to mark direct speech and quotations from a text.
CCSS.ELA-LITERACY.L.4.2.C
Use a comma before a coordinating conjunction in a compound sentence.
CCSS.ELA-LITERACY.L.4.2.D
Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:
CCSS.ELA-LITERACY.L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.4.3.A
Choose words and phrases to convey ideas precisely.
CCSS.ELA-LITERACY.L.4.3.C
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.L.4.4.A
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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 SELeect 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/