Kindness in the Classroom® — Kindergarten

Standards Map

Courage 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: Affirmation Mobile

<table>
<thead>
<tr>
<th>CASEL</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>Standard 1. Understanding concepts</td>
<td>English Language Arts Standards</td>
</tr>
<tr>
<td>Identifying emotions</td>
<td>1.2.1- Identify that healthy behaviors impact personal health.</td>
<td>Reading: Foundational Skills</td>
</tr>
<tr>
<td>Accurate self-perception</td>
<td></td>
<td>Print Concepts:</td>
</tr>
<tr>
<td>Recognizing strengths</td>
<td></td>
<td>CCSS.ELA-LITERACY.RF.K.1</td>
</tr>
<tr>
<td>Self-confidence</td>
<td></td>
<td>Demonstrate understanding of the organization and basic features of print.</td>
</tr>
<tr>
<td>Self-management</td>
<td>Standard 4. Interpersonal communication</td>
<td>Phonics and Word Recognition:</td>
</tr>
<tr>
<td>Impulse control</td>
<td>4.2.1- Demonstrate healthy ways to express needs, wants, and feelings.</td>
<td>CCSS.ELA-LITERACY.RF.1.3</td>
</tr>
<tr>
<td>Social awareness</td>
<td></td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td>Respect for others</td>
<td>Standard 7. Practicing healthy behaviors</td>
<td>Writing</td>
</tr>
<tr>
<td>Responsible decision-making</td>
<td>7.2.1- Demonstrate healthy practices and behaviors to maintain or improve personal health.</td>
<td>Text Types and Purposes:</td>
</tr>
<tr>
<td>Analyzing situations</td>
<td></td>
<td>CCSS.ELA-LITERACY.W.K.1</td>
</tr>
<tr>
<td>Ethical responsibility</td>
<td></td>
<td>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCSS.ELA-LITERACY.W.K.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
</tr>
</tbody>
</table>

Speaking & Listening

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.
CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCSS.ELA-LITERACY.SL.K.6

RANDOM ACTS OF KINDNESS FOUNDATION®

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Speak audibly and express thoughts, feelings, and ideas clearly.

**Language**

**Conventions of Standard English:**

CCSS.ELA-LITERACY.L.K.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.K.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Vocabulary Acquisition and Use:**

CCSS.ELA-LITERACY.L.K.5.C
Identify real-life connections between words and their use (e.g., note places at school that are colorful).

CCSS.ELA-LITERACY.L.K.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
### Lesson 2: Kindness Mail

**Self-awareness**  
- Identifying emotions

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

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

**Standard 7. Practicing healthy behaviors**  
- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

### English Language Arts Standards

**Reading: Literature**

**Key Ideas and Details:**
- **CCSS.ELA-LITERACY.RL.K.1**
  - With prompting and support, ask and answer questions about key details in a text.
- **CCSS.ELA-LITERACY.RL.K.3**
  - With prompting and support, identify characters, settings, and major events in a story.

**Reading: Foundational Skills**

**Print Concepts:**
- **CCSS.ELA-LITERACY.RF.K.1**
  - Demonstrate understanding of the organization and basic features of print.

**Writing**

**Text Types and Purposes:**
- **CCSS.ELA-LITERACY.W.K.1**
  - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- **CCSS.ELA-LITERACY.W.K.2**
  - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Speaking & Listening**

**Comprehension and Collaboration:**
- **CCSS.ELA-LITERACY.SL.K.1**
  - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.K.1.A**
  - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.K.1.B**
  - Continue a conversation through multiple exchanges.
- **CCSS.ELA-LITERACY.SL.K.2**
  - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **CCSS.ELA-LITERACY.SL.K.3**
  - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas:**
- **CCSS.ELA-LITERACY.SL.K.5**
  - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **CCSS.ELA-LITERACY.SL.K.6**
  - Speak audibly and express thoughts, feelings, and ideas clearly.

**Language**

**Conventions of Standard English:**
- **CCSS.ELA-LITERACY.L.K.1**
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Vocabulary Acquisition and Use:**

CCSS.ELA-LITERACY.L.K.5.C
Identify real-life connections between words and their use (e.g., note places at school that are colorful).

CCSS.ELA-LITERACY.L.K.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Lesson 3: Kindness Parade

**CASEL**

<table>
<thead>
<tr>
<th>Self-awareness</th>
<th>Social awareness</th>
<th>Relationship skills</th>
<th>Responsible decision-making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing strengths</td>
<td>Respect for others</td>
<td>Communication</td>
<td>Ethical responsibility</td>
</tr>
<tr>
<td>Self-confidence</td>
<td></td>
<td>Social engagement</td>
<td></td>
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**NHES**

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<tr>
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</tr>
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<tbody>
<tr>
<td>1.2.2 - Recognize that there are multiple dimensions of health.</td>
<td>8.2.2 - Encourage peers to make positive health choices.</td>
</tr>
</tbody>
</table>

**Common Core**

**English Language Arts Standards**

**Writing**

**Text Types and Purposes:**

- **Standard 1. Understanding concepts**
  - 1.2.2 - Recognize that there are multiple dimensions of health.

**Speaking & Listening**

**Comprehension and Collaboration:**

- CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**Presentation of Knowledge and Ideas:**

- CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Language**

**Conventions of Standard English:**

- CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Vocabulary Acquisition and Use:**

- CCSS.ELA-LITERACY.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
**Lesson 4: Random Acts of Kindness**

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<tr>
<td><strong>Self-management</strong></td>
<td><strong>Standard 1. Understanding concepts</strong></td>
<td><strong>English Language Arts Standards</strong></td>
</tr>
<tr>
<td>Self-motivation</td>
<td>1.2.2 - Recognize that there are multiple dimensions of health.</td>
<td><strong>Reading: Literature</strong></td>
</tr>
<tr>
<td><strong>Social awareness</strong></td>
<td><strong>Standard 8. Advocating</strong></td>
<td><strong>Key Ideas and Details:</strong></td>
</tr>
<tr>
<td>Respect for others</td>
<td>8.2.2 - Encourage peers to make positive health choices.</td>
<td>CCSS.ELA-LITERACY.RL.K.1</td>
</tr>
<tr>
<td><strong>Relationship Skills</strong></td>
<td></td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
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<tr>
<td>Social engagement</td>
<td></td>
<td><strong>Craft and Structure:</strong></td>
</tr>
<tr>
<td><strong>Responsible decision-making</strong></td>
<td></td>
<td>CCSS.ELA-LITERACY.RL.K.4</td>
</tr>
<tr>
<td>Ethical responsibility</td>
<td></td>
<td>Ask and answer questions about unknown words in a text.</td>
</tr>
</tbody>
</table>

**Range of Reading and Level of Text Complexity:**
CCSS.ELA-LITERACY.RL.K.10
Actively engage in group reading activities with purpose and understanding.

**Reading: Foundational Skills**

**Print Concepts:**
CCSS.ELA-LITERACY.RF.K.1.B
Recognize that spoken words are represented in written language by specific sequences of letters.

**Speaking & Listening**

**Comprehension and Collaboration:**
CCSS.ELA-LITERACY.SL.K.1 Participle in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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**Presentation of Knowledge and Ideas:**
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**Language**

**Vocabulary Acquisition and Use:**
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CCSS.ELA-LITERACY.L.K.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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/