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# The Integration Of Social And Emotional Learning And Literacy

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THE INTEGRATION OF SOCIAL AND EMOTIONAL LEARNING  
AND LITERACY

By

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A capstone submitted in partial fulfillment of the requirements  
for the degree of Master of Arts in Teaching

Hamline University

Saint Paul, Minnesota

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## CHAPTER ONE

### Introduction

#### Preview

It is a common lament of the teacher—if only there were more time. There never seems to be enough minutes in a day, days in a week or months in a year to cover the curriculum, and certainly not enough for anything beyond what is required by the state. However, as teachers we care about our students' successes in all aspects of their lives. We worry when they go weeks without smiling. We fret when they sit alone at recess. We agonize when they shut down and won't tell us how we can help. It is these experiences, of recognizing a students' needs beyond academics yet feeling at a loss for time, that led me to ask the question, *What type of curriculum can I create that not only teaches the third grade reading standards my kids need to know, but also provides a space to learn social skills?* It is this question that I seek to answer in the following pages.

#### An Unwelcome Surprise

*Last year, I walked into my assistant principal's office to find one of my students, a usually quiet and thoughtful child, being stared down by the assistant principal. Her eyes were cast to the floor, her sneaker bounced rhythmically against the leg of the too-*

*big chair. The principal explained to me that my student had been involved in an incident at recess. In fact, she had started a fight at recess. Hair had been pulled out; clothing ripped. This shy, polite child had been in a fight? This child, who everyone in our class loved, who I could trust to keep her classmates on-task in a small group, had been in a fight? At first I had a hard time believing the story being told to me, but a second look at her confirmed it. One of her new braids was unraveled. Her khaki uniform pants were full of bright grass stains. Her shoelace was broken. I spoke her name quietly, out of disbelief, and immediately tears began streaming down her cheeks. "I'm sorry, Ms. Hippert. But what was I supposed to do? She was spreading lies about me." We called her mom together. There had to be a suspension. It was too public a fight; it would send the wrong message if she was in school the next day. Everyone understood, but everyone was also left wishing there was a better way.*

In my seven years of teaching, at a PreK-8<sup>th</sup> grade school in a Midwestern, urban city, with over 99% of our students living in poverty, I have dealt with far too many suspensions. Most of them happen in similar circumstances to those of this young woman above, at times of the day when supervision is low and peer-to-peer interaction is high. As a teacher, I am left wondering if I missed a sign that would have clued me into the problem before it blew up. I am left wishing I could have been there, wishing someone involved would have said something.

*Later in the year, I was called yet again to the assistant principal's office, this time to watch videotape of a student stealing from a locker. A student who not five minutes earlier had told me it wasn't him, but a boy from another class. A student who I*



*believed so much that I had been the one to request a viewing of the tape. Later I asked him about the incident. I asked if there was a reason he needed the money he had taken. If there were a reason it was so important that he would lie to me about taking it. He went into a long story involving his older brother needing money. "I'm sorry, Ms. Hippert. I didn't know what else to do."*

Again I was left wondering what I had missed. Why had I trusted him over the other student? Why didn't he tell me the truth when I'd asked? While this young nine-year-old had hoped to not disappoint his teacher, he'd left me feeling confused and taken advantage of.

#### A Lack of Skills

The students I teach do not lack morals or an inability to tell right from wrong. I watched that young man see a first grader stepping on her shoelace in the hall, and immediately bend down to help. That young woman who was in a fight later made-up with her friend, and requested a seat change so they could work on a project together, which I happily granted. Both children expressed remorse and regret after the act, but expressed that, at the time, they felt out of control. I began to wonder if there was more I could be doing as a teacher to equip all of my students with social skills to solve conflicts, resist temptation, be honest, and stay safe.

To do this, I needed to find a way to teach these lessons in a way that students would connect with and begin to practice them in real-life situations. I also needed to find time in our busy school day to fit social and emotional skills into our already packed schedule.

I decided the first thing I needed to do was to look at our existing social skills curriculum. I dutifully taught it for twenty minutes, once a week, but I rarely remembered to refer to it throughout the week as I was supposed to, and almost never had students practice the skills after the initial lesson. Our days were just far too busy, and besides, I reasoned, the students never took it seriously. They would laugh at the outdated clothing and hairstyles whenever I had to play one of the videos. So I began to wonder if there were other places in our day that I could fit in social skills lessons. I thought of times in our schedule when my students were at their best: when engagement was high and discussions were rich. I settled on Reader's Workshop. I realized that if I chose the books I used for mini-lessons deliberately and framed my comprehension questions carefully, that I could teach the standards I was required to for Reader's Workshop, and also teach the social skills my students were lacking.

#### The Importance of Social Skills

Increasing pressure has been placed on schools and districts recently to reduce suspension rates. Much of this pressure has been focused on schools like mine, with a high poverty rate, and higher than average suspension rate for students of color. For the students represented by this suspension rate, consequences are high. They miss valuable time in the classroom; they deal with pressure at home and a reputation with peers at school. Studies have even found that they have a higher likelihood to find themselves in the juvenile justice system in the future (Fabelo, Thompson, Plotkin, Carmichael, Marchbanks & Booth, 2011). Principals and teachers don't want this for their students, but are stuck because of policies and a concern for victims and witnesses of "school

crime.” There is hope, however. Schools with similar demographics report drastically different suspension rates (Fabelo, et al. 2011). Something must be working at those schools to lower suspension rates.

### Reader’s Workshop as a Bright Spot

During Reader’s Workshop, my colleagues and I often substitute the recommended book that the authors of our curriculum found useful to teach a specific comprehension skill for one we find more rich, engaging or true to the lives of our students. We have found that by focusing on teaching the state standards, and using those as our curriculum versus the prepackaged curriculum from a publishing company, we are more able to bring concepts to life for our students. Many of the books we use have challenging themes such as honesty, peer pressure, and loyalty. I wondered if we could incorporate these themes more deliberately. For instance, could we teach students to stop and think while also teaching them to make personal connections to a story? Or how to tell the truth while also teaching them to visualize as they read? Most importantly could we do this while still providing examples of high quality and complex literature?

### Summary

Many of my students are ill equipped to handle themselves in tough situations. They want to act appropriately, based on the regret they express after the fact, but may lack the skills to do so at the time. The consequences they face for their actions oftentimes come with even bigger consequences for their future selves. The curriculum my school uses to teach social skills that our students could potentially use to react appropriately in tricky situations is outdated, making it difficult for my students to relate

to the actors. Integrating the social skills curriculum into our daily and weekly schedule with fidelity is difficult or nearly impossible for me and other teachers in my school due to time restraints. Some of the richest discussions my class participates in are during our Reader's Workshop period, specifically during our whole-group mini-lessons. I wonder, *What type of curriculum can I create that not only teaches the third grade reading standards my kids need to know, but also provides a space to learn social skills?*

In the following chapters, I will seek to design a curriculum that will equip my students with both the skills to understand what they read, but also with the skills they need to interact successfully within their community. In Chapter Two, I will explore existing social skills curricula, as well as current research on best practices for literary comprehension. I will also touch on the impact of suspensions for students and schools, both short and long term. Finally, I will briefly discuss the opportunity gap between white students and students of color, and how this relates to literacy, specifically at the third grade level. In chapter three, I will discuss the specifics of my curriculum, pairing books with comprehension strategies, and providing a scope and sequence for lessons that would cover a typical social skills curriculum for third grade. There are no state standards for social emotional learning in grades K-12, however three states have created SEL standards, and I will be using these to make grade-level appropriate decisions. I will also rely on the published, high-quality social and emotional learning curricula to guide my own curriculum development. In addition, I will use the Minnesota third grade literacy standards, adopted from the Common Core literacy standards, as my map for developing the reading portion of the curriculum. This is intended to supplement existing reading

curricula, so I will not attempt to cover all third-grade reading standards. In chapter four, I will describe actual curricular resources that I developed, including assessments, both formative and summative. Finally, in chapter five, I will discuss next steps, including plans to field-test this curriculum with my own students.

## CHAPTER TWO

### Literature Review

#### The Beat Boxer

*I am aware, as is my class of twenty students, of the rhythmic tapping of a pencil on a desktop, though if outsiders walked in, they would think otherwise. The students are all sitting on the carpet, trained to ignore such things as what we have termed beat boxing with pencils. I am deep into my lesson, used to ignoring as well. The pencil musician increases his volume, adds in some fist bumping, and still we ignore. I close my lesson, send the students to work on their rough drafts, and calmly walk over to the student at the “take a break area” who had been trying his hardest to get my attention during the lesson. I kneel down; eyes level with his, though he avoids eye contact at first, until I gently place my hand on his pencil, silencing it. “You know what I expect during carpet time, right?” I ask, choosing my words carefully, always second-guessing myself. “Yeah,” he says, eyes darting up at me briefly, then back at his desk. “If you are making it hard for others to learn, I have to ask you to leave the carpet. Our learning time is too valuable to waste.” He nods, and I can see the impact my undivided attention has on him,*

*as his body begins to calm, and his grip on the pencil we both hold loosens. I take the opportunity to turn his attention back to the lesson, and I sit with him back at his desk until I am sure he can continue by himself. I am glad he could get over his anger so quickly, but wish he would have been able to control himself at the carpet and avoided the “break spot” altogether. I reflect on what I could have done to prevent the situation, but decide it is beyond my current understanding. I resolve to touch base with him before the next lesson, and review expectations; hopeful it will be enough.*

### Introduction

This chapter will review the current literature regarding best practices for teaching both social emotional learning (SEL) as well as reading comprehension skills. It will also look into the available research regarding integration of SEL into academic subjects, with a specific focus on integration into comprehension skills lessons during the literacy block of a third grade classroom. The chapter will be divided into seven sections named by the questions each section addresses. The first section, *What is Social Emotional Learning?* will define SEL for the purposes of this paper. The second, *What curricula currently exist to teach SEL?* will examine the elements that should be present in a quality SEL curriculum, offer resources of where to find high-quality programs, and take a specific look at one program in particular. Third, *What do state standards written to address SEL look like?* will compare two states with SEL standards, Illinois and Kansas, and use this comparison to highlight similarities. The fourth section, *What are current best practices regarding reading comprehension?* will discuss reading comprehension strategies developed by experts in the field. Section five will answer: *What does the literature say*

*about integrating SEL with academic subjects, specifically, literacy?* which will discuss integration into all academic subjects more generally, but with a focus on reading instruction. Section six, *How does an increased focus on SEL affect students beyond the classroom?* will delve into the impact of social and emotional curricula on students' behaviors in the greater community as well as their prospects as they become adults. Finally, section seven *What about the impact of SEL on teachers?* will address SEL from the viewpoint of teachers, with a specific focus on professional development.

These seven questions will guide this review of current literature, and attempt to explain the value of including social emotional learning in academic subjects, specifically Reader's Workshop. Most importantly, when taken together, these smaller questions will further explain the central capstone question: *How can I develop a curriculum that not only teaches the third grade reading standards my students need to know, but also provides a space to learn social skills?*

### What is Social and Emotional Learning?

The term social and emotional learning has also been used interchangeably with social and emotional education, social and emotional literacy, social and emotional well-being and mental health (Cefai & Cavioni, 2014). For the purposes of this capstone, unless directly quoted, the term social and emotional learning will be used, as it seems to be the most popular phrase.

Broadly defined, Social and Emotional Learning (SEL) is the skills necessary for an individual to succeed in school, the workplace, in relationships and as a citizen (Jones, 2012). More specifically, SEL can be defined as



the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions

(CASEL, 2013 p. 6).

This definition is specific yet all encompassing, including both children and adults, knowing and applying the skills the encompass SEL. Those skills, broken down, mention both ways intrapersonal and interpersonal skills:

Intrapersonal Skills	Interpersonal Skills
<ul style="list-style-type: none"> <li>• manage emotions</li> <li>• set and achieve goals</li> <li>• make responsible decisions</li> </ul>	<ul style="list-style-type: none"> <li>• feeling and showing empathy</li> <li>• establishing and maintaining relationships</li> </ul>

This will be the definition relied upon in this capstone.

To break this definition down more specifically, The Collaborative for Academic, Social and Emotional Learning (CASEL), regarded as a leader in the field of SEL (Zinsler, Weissberg, & Dusenbury, 2013), has provided a framework for curriculum developers and state standard authors to use in their work. As it will be useful to the work of this capstone, it is quoted directly below:

- |   |
|---|
| <ul style="list-style-type: none"> <li>• <b>Self-awareness.</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior.</li> </ul> |
|---|

- **Self-management.** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations, and to set and work toward personal and academic goals.
- **Social awareness.** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures and to recognize family, school, and community resources and supports.
- **Relationship skills.** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, including the skills to communicate clearly, listen well, cooperate, negotiate conflict constructively, and seek and offer help when needed.
- **Responsible decision-making.** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others (Zinsser, et al, 2013).

The competencies begin with a focus on the self, and then gradually move into a focus on others. These competencies are used for curriculum spanning a large age range, from pre-kindergarten to grade twelve. Therefore, readers should keep in mind the developmental levels of the students they are working with. The curriculum developed in this capstone will use these competencies due to their widespread adoption by educational

professionals and child psychologists alike, and will view these competencies from the lens of a third-grade developmental level.

With a definition in place, as well as the five competencies that further describe what encompasses SEL, it is time to take a look at how students learn these skills. As mentioned before, these competencies have been developed with curriculum writers and state standard authors in mind. The next section will explore both curricula and the few examples of state standards developed for social and emotional learning.

By using both the definitions provided and the SEL competencies from CASEL, a more distinct vision of the skills this capstone will be focusing on can be seen. As is the case with the literacy standards, not all aspects of the five competencies will be present in the final curriculum of this capstone, as it is meant to be supplemental in nature, and not all encompassing.

#### What Curricula Currently Exist to Teach SEL?

There are many curricula available to educators interested in furthering their students' social and emotional growth. As in all subjects, those choosing curricula want to be careful to choose a high-quality, research-based option. There exists a comprehensive guide published by CASEL since 2003, called, *Effective Social and Emotional Learning Programs*. It was recently updated in 2013 (CASEL, 2012). According to the guide, it “provides a systematic competency for evaluating the quality of classroom-based SEL programs” (CASEL, 2012 p. 4). To be included in the guide, a program must meet three criteria: be well designed, be evidenced based, and provide training for those implementing the program (CASEL, 2012). The authors found twenty-

three programs that fit those criteria. For the purposes of this capstone, one program will be explored in depth: Responsive Classroom. This program was chosen because it has recently been adopted at the school this capstone is based in, as a supplemental resource to the program already taught in the dedicated SEL weekly lesson. What follows will be a short explanation of Responsive Classroom, including a description of relevant research on its implementation and effectiveness.

The Responsive Classroom approach is a social curriculum designed to be embedded into the school day, rather than taught from specific lesson plans. The approach is based on the idea that in order for optimal learning to take place, educators need to be effective in three domains: “engaging academics, effective management, and positive community” (Northeast Foundation for Children, Inc., 2014, p. 1). The practices of *Responsive Classroom* all tie back into the three domains listed above. These practices include: morning meeting, a brief time for all students to feel welcomed and ready to learn, rule creation, a chance for the whole classroom to develop rules as a community, logical consequences, a way for students to correct and learn from their mistakes, positive teacher language, with an emphasis on describing student behavior rather than judging and keeping a calm attitude, and academic choice, giving students choice in both what they learn and how they learn to increase engagement (Northeast Foundation for Children, Inc., 2014, p. 3).

In recent years, there have been a number of studies exploring the relationship between SEL curricula, including Responsive Classroom, and academic achievement. One such study, discussed in the *Journal of School Psychology*, found that students being

taught by teachers using the Responsive Classroom approach showed more academic gains in both reading and math—though higher gains in math were reported—than students in a control group (Rimm-Kaufman, Fan, Chiu, You, 2007). In addition, much of the research has found that academic gains were more pronounced when teachers implemented RC with fidelity over a period of years versus a single year. For instance, according to McTigue and Rimm-Kaufman, 2010), “the relation between the RC approach and test scores only became apparent after children had received 2 years of the approach” (p. 11). Another study found that teachers who adopted more pieces of the RC model were more likely to have students with higher standardized test scores in reading (Brock, Nishida, Chiong, Grimm, & Rimm-Kaufman, 2010). Yet another study found that academic gains were only present when RC was implemented as intended (Rimm-Kaufman, Fan, Chiu & You, 2007 p. 597). In summary, these studies imply that to show academic gains, teachers must embrace the Responsive Classroom model for a period of years and with fidelity; change will not happen immediately. This research also suggests that for schools to receive the most benefit out of Responsive Classroom, there should be ample time devoted for teacher professional development.

Another trend found in multiple studies suggests that academic gains are not related to Responsive Classroom itself, but a change in teacher practices and classroom environment due to the implementation of the curriculum. There were many theories suggested that support this idea. For instance, one theory states:

A proactive behavior management strategy may set up classroom expectations and allow students to anticipate consequences for transgressions, freeing the

teacher from constantly redirecting misbehavior or negotiating punishment throughout the school year (Brock, et al. 2007, p. 142).

Put another way, due to Responsive Classroom's focus on positive classroom climate, as well as clear consequences when issues arise, students are more self-regulating, thus freeing the teacher to focus more of her energy on academic subject matter. Another conclusion from the same study states that Responsive Classroom is responsible for a change in students' perceptions of their schools, teachers, classrooms and themselves, and that this change in attitude can also be related to an increase in academic performance (Brock, et al. 2007). This study also discusses the impact a teacher has on her class, and that how a child views his teacher can be a way to measure the success of the teacher's ability to meet the needs of her student (Brock, et al. 2007). Another study found that "teachers' day-to-day RC practices appeared to bolster children's academic achievement" (McTigue and Rimm-Kaufman, 2010). So, in essence, the gains associated with an SEL curriculum like Responsive Classroom may have more to do with a change in teacher behavior than anything else, and that when teachers focus on building a positive classroom community, students' perceptions change, which leads to an increase in performance. In order for a program like Responsive Classroom to show gains, then, teachers seem to be the largest factor, making the case for strong implementation of an SEL program of utmost importance. This will be examined further in section seven.

In their article, *The Responsive Classroom Approach and its Implications for Improving Reading and Writing*, McTigue and Rimm-Kaufman theorize on this point:

We offer two explanations for why the RC approach may play an instrumental role in promoting literacy development. The first explanation is direct and suggests that teachers' use of RC practices improves the quality of the reading instruction that they can offer to children. The second explanation is indirect: The RC approach appears to enhance children's social and emotional development, which facilitates their ability to become and remain engaged in instruction (p. 11).

In short, for Responsive Classroom to be linked to academic gains, teachers must implement the approach for two or more years, and do so with fidelity. It is unknown whether the cause of any academic gains is related to Responsive Classroom directly improving teaching practices or if the increases in SEL learning helps students become more engaged in learning. What is clear, however, is academic gains, though sometimes small, have been shown in classrooms that implement Responsive Classroom.

This section has shown the affects of Social and Emotional Learning, specifically Responsive Classroom, as it relates to academics. Like academic skills, SEL skills should be taught according to developmental readiness if the academic gains discussed above are to occur. What follows is an explanation of state SEL standards for third grade.

#### What do State Standards Written to Address SEL Look Like?

The state this Capstone is based in has not adopted Social and Emotional Learning standards, so there is no uniform expectation of what SEL skills students should acquire. However, according to the CASEL website, three states, Illinois, Kansas and Pennsylvania, have K-12 social and emotional learning standards. A comparison of two of the states, Kansas and Illinois, will give a rough picture of what a student should be

able to know and do regarding their social and emotional growth by the end of the third grade.

According to the Illinois State Board of Education, their SEL standards were developed with the help of “teachers, school administrators, student support staff, human services professionals, and parents with expertise in child development and learning, curriculum design, and instruction.” These individuals created three major goals of the SEL standards:

- Develop self-awareness and self-management skills to achieve school and life success
- Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts. (Berndt et al.)

The ten standards each fall under one of these goals, and are further distilled into benchmarks in grade bands of early elementary (K-3), late elementary (4-5), middle school (6-8), early high school (9-10), and Late high school (11-12).

The Kansas State Social Emotional and Character Development standards were developed in 2011. The purpose for the standards is:

learning to be caring and civil, to make healthy decisions, to problem solve effectively, to value excellence, to be respectful and responsible, to be good citizens and to be empathic and ethical individuals (Wilson et al. 2012).



The Kansas standards are organized into three parts: Character Development, Personal Development and Social Development. Like Illinois, the Kansas standards are organized into grade level benchmarks, though the breakdown is slightly different: grades K-2, grades 3-5, grades 6-8 and grades 9-12.

One of the bigger differences between the two states is that Illinois places their third graders at the top of the youngest grade-level band, meaning that by the end of third grade, the standards from that band should be mastered. Kansas, in contrast, places third graders in their second grade-level band, but at the bottom of that band, meaning that students wouldn't need to master those standards until fifth grade. This is reflected most in the language used in the standards, with Kansas often requiring slightly more from their third graders than Illinois. Examples of this will be seen upon a closer examination of the two states' grade three standards.

The first goal of the Illinois SEL standards focuses on self: how to recognize and control emotions, how to be self-aware, and how to set personal goals. In early elementary, students should be able to: recognize and label emotions, control impulsive behavior, identify likes, dislikes, needs, wants, strengths and challenges, identify goals for classroom and behavior success and identify the importance of school. (Berndt et al.) This is similar to the second part of the Kansas State Standards, which examines personal development. Between the grades of three and five, students should be able to: recognize emotional range, and reactions to emotions, identify and describe benefits of personal qualities, distinguish between fact and opinion, recognize cause and effect, and finally, make an action plan to set goals (Wilson et al. 2012).

Both the Illinois and Kansas Standards expect similar things out of students in the personal skills portions of their standards. Each state requires that students can label and recognize emotions, examine their own character as well as identify and plan goals.

Goal two of the Illinois State Standards focuses on the development of interpersonal skills. Students in the early elementary band are expected to master the ability to: recognize that another person's point of view may be different from their own, use listening skills to understand the feelings and ideas of another person, recognize differences and positive qualities in others, identify ways to work and play well with others, and show pro-social behavior in the classroom (Berndt et al.).

The third part of the Kansas SEL standards analyzes social development. For this part, students in third through fifth grade should be able to: describe emotions in others as well as possible reasons for those emotions, recognize stereotypes and demonstrate empathy for others' perspectives, recognize the needs of others, have a healthy response to peer pressure and solve conflicts appropriately (Wilson et al. 2012).

There are also similarities with what each state expects students to be able to do interpersonally. For instance, students from both states are expected to recognize the thoughts and feelings of others, show empathy, solve conflicts and demonstrate pro-social behavior. The one large difference in what is expected between Illinois and Kansas is the language about recognizing personal qualities in others. In Illinois, students should recognize differences and positive qualities in others, whereas in Kansas, students are recognizing stereotypes.

Finally, students meeting the state of Illinois's requirements of goal three, which relates to decision-making skills and responsibility, should: be able to identify what factors guide behavior (social norms and safety), make positive choices while dealing with peers, and identify and behave in ways that positively impact both school and home (Berndt et al.).

This is where the two states begin to differ in their standards, though there are still common threads. First of all, the standard that Illinois places third is actually most closely related to the standard that Kansas places first. The first portion of the Kansas standards, Character Development, states that students in third grade should be working towards proficiency in identifying both broad and personal "core ethical and performance principals" (Wilson et al. 2012 p. 4) such as honesty, fairness, respect and kindness. They should also be able to identify needs in their communities, practice caring relationships, practice active listening and demonstrate empathy, identify bullying and learn strategies to prevent bullying, compare and contrast safe and unsafe situations and practice responsible decision-making. Finally, they should practice making a daily schedule, identify and organize materials for class, discuss and model appropriate classroom behavior, and practice problem solving skills.

Each of these state standards shares similarities and all share the end goal of developing social and emotional skills in their state's students. Yet each state has variations to make the standards unique to them. Because the state this capstone is based in does not have state SEL standards, it is useful to examine each of the third grade benchmarks in Illinois and Kansas for ideas on what third graders should be able to do in

regard to social and emotional learning. By examining the SEL state standards of the two states, a general idea of the SEL abilities of a third grade child can be determined. For instance, both states place an emphasis on goal setting, conflict resolution, practicing empathy, recognizing the emotions of themselves and others, and relating to peers appropriately.

Another resource that gives an accurate picture of developmentally appropriate SEL expectations of third graders is the book *Yardsticks, Children in the Classroom Ages 4-14* by Chip Wood (1997). The book gives a short description of typical behavior by age. Third grade students typically span the ages of eight and nine, so each of these sections will be examined. Wood cautions that his book contains “snapshots of development” and “general expectations that help us gain an appreciation for the patterns of development rather than standards or precise predictions of what will happen at any given age” (p. xix). Therefore, it is most useful in generalizing common characteristics among ages versus using it as a standard to compare individual children. Because of the difference in grade level bands for Illinois and Kansas, this resource will be helpful in assuring developmentally appropriate expectations in subject matter for the capstone.

Eight-year-old students, according to *Yardsticks*, are “full of energy, imagination and little sense of their own limits” (Wood, p. 83). They tend to gravitate toward their own gender, and enjoy working in groups. They can be easily frustrated, so the author recommends breaking tasks up into small, manageable parts. Eight-year-olds also are beginning to develop a “sense of moral responsibility beyond self” and “respond to stories that concern fairness, justice” (Wood, p. 89).

Nine-year-old students, in contrast to eight-year-olds, are worriers. They are also deeply concerned with fairness, and are “struggling with the cognitive task of understanding ethical behavior at a new level.” (p.97).

There are stark differences between eight and nine year olds according to Wood, to be sure, however both ages seem to focus on justice and fairness, and are beginning to see the world in terms of morality and ethical behavior.

Using the state standards and the work of Chip Wood, a picture emerges of the SEL skills third grade students should be able to demonstrate. Next, the discussion will shift gears to focus on what third graders should be able to do during their literacy block to become good readers.

#### What Are The Current Best Practices Regarding Reading Comprehension?

In order to use the literacy block as an additional avenue to explore SEL skills, it is important to understand the latest research into best practices in teaching students reading comprehension skills. Focusing explicitly on the comprehension portion of the literacy block makes the most sense, since it allows for discussions surrounding meaning and application of the concepts present in the text with the class as a whole.

The focus of reading comprehension for this curriculum will be based on the seven skills researchers discovered present in proficient readers in the 1980s that are still widely taught to students today (Keene and Zimmerman, 2013).

These skills are: using background knowledge to make connections, asking questions, making inferences, visualizing, determining importance/setting a purpose, monitoring comprehension, and summarizing and synthesizing. It will be useful to

elaborate on each of these skills using the writings of leaders in literacy education (Harvey, 2007; Keene & In Daniels, 2011; Morrow & Gambrell, 2011).

Using background knowledge to make connections simply means that students use their own thoughts and experiences, other texts they've read or things they know to connect with the text they are reading. When students have experiences similar to the experiences of characters they are reading about, they are more likely to understand that character's motives, actions and feelings (Harvey, 2007).

Asking questions before, during and after reading helps a reader foster their sense of curiosity. As Harvey (2007) states, "Questions are at the heart of teaching and learning. Human beings are driven to make sense of their world." (p. 18) Perhaps most importantly, asking questions drives students to seek answers to those questions. This will not only make them better readers, but also better critical thinkers.

Deeply connected to the strategy of asking questions is the strategy of inferring. To infer, in essence, is to read between the lines. We make inferences every day, not only in our literary lives, but out in the world as well. For instance, we read body language, expressions, and tone in people as we interact in our daily lives (Harvey, 2007). Strategy instruction, such as inferring, then, can lead students to better understand not only the text, but also themselves and the world, which they can use to gain insight and even anticipate problems and even solve them (Keene & In Daniels, 2011). This seems especially true for a strategy such as inferring, which is so connected to not only our understanding of a text but also to our understanding of each other.

The next comprehension strategy on the list is visualizing, or the act of making mental pictures of text. When readers visualize, they create images and scenarios in their minds, which can work to increase engagement and attention during reading (Harvey, 2007). Students can also use visualizing to place themselves inside a story, which will help in discussions of empathy.

The next comprehension strategy to be examined is determining importance. This skill asks readers to find a theme or main idea using evidence from the text. It is important to note, however, that what may be important for one reader may not be the same for another when reading the same text; it depends on each reader's purpose for reading (Harvey, 2007).

Another strategy proficient readers use is monitoring comprehension. This is the act of stopping periodically to make sure one understands the text. In order to apply this strategy, readers need to recognize when meaning breaks down, and be aware when something doesn't make sense (Routman, 2003).

Finally, good readers must be able to summarize and synthesize their reading, which, though related, are two separate skills. To summarize, means to be able to sort through information and explain the true meaning of a text. It is closely related to the skill of determining importance. Synthesizing requires readers to see the bigger picture as they read, to merge their thinking with what they are reading and then apply it, either to further inform themselves about a topic, or to change their thinking and form new opinions (Harvey, 2007). For example, students may know that ants are insects, and when reading a book about butterflies, realize that they too, are insects. Thus everything the

students knew about insects can now be applied to a butterfly. This would further their thinking and add to their current view. However, a different group of students may know that both birds and butterflies can fly, but, while reading the same book about butterflies, find out that birds and butterflies have little else in common. This will change their view of butterflies, and they may now look at the two animals and see those differences.

These seven strategies, when taken together, form the basis of what proficient readers do when they read to comprehend a text. Many experts agree that explicit teachings of these strategies are necessary (Routman, 2003; Harvey, 2007; Keene & Daniels, 2011; Morrow & Gambrell 2011). However, they also agree that these strategies are not used in isolation. Good readers use a multitude of strategies on one text, and it is important to teach students how to use the strategies together. In fact, too much emphasis on specific strategies can actually make reading more challenging (Routman, 2003). Morrow & Gambrell (2011) liken the ability to use comprehension strategies interchangeably to the difference between having a toolbox and being a transformer. They argue for teachers to use a transformative view, stating it is:

a perspective that emphasizes the importance of teaching strategies in a manner that enables students to *become* strategic. Just as a Transformers action figure can morph from a car to a robot whose body parts can change into a variety of mechanical tools and weapons, readers engage with strategies until they become a part of them (Morrow & Gambrell, 2011. p. 255).

So to become a proficient reader, as soon as those strategies are explicitly taught, students need to be given the freedom to use them flexibly (Harvey, 2007; Keene & Daniels,



2011). To do this, the teacher needs to foster opportunities for students to talk about the conditions when they may use certain strategies and whether or not the strategy is helpful to meeting their reading goal (Morrow & Gambrell, 2011). Put another way, Morrow and Gambrell argue that we must help kids “be strategic” versus “use a strategy” by explaining, modeling, thinking aloud and long term guided practice (2011).

Central to this work is creating a classroom environment that encourages inquiry versus right or wrong, so students feel comfortable saying, “I don’t know.” In the next section, this concept will be explored to guide the discussion of what research says both about integrating SEL with academic subjects, but also what literacy experts say about applying reading comprehension strategies to the greater world.

#### What Does Literature State About Integrating SEL with Academic Subjects?

In order to learn and apply comprehension strategies, students must feel supported and safe in their classroom (Morrow & Gambrell, 2011). One way schools can help to foster this environment is to apply students’ learning from their social and emotional skills block. In fact, it can be very powerful for students to be a part of a classroom where they can both see and practice SEL skills as they learn them (Cefai & Cavioni, 2014). Thus, fostering a positive classroom environment and teaching SEL skills work in tangent to create an optimal learning environment for students.

Teachers want their students to understand what they read not just so they become better readers, but also because reading is so tied to learning. Ultimately, we are not only teaching students to become better readers for enjoyment but also “to foster the active use of knowledge” (Keene & In Daniels, 2011 p.117). The strategies taught to help students

comprehend texts are only useful because they help them better understand themselves and their world, which helps them to gain insight and even solve problems they face (Keene & In Daniels, 2011). So, for example, if a student has a problem with a friend who is being dishonest, that student could potentially read a story about a similar situation, use her comprehension strategies to better understand the text, and maybe even use that understanding to help her solve her real-life social problem. Put another way:

When we think about information and acquire knowledge, we can integrate it and actively apply it to experiences, situations, and circumstances in our daily lives.

We can make informed choices about how to act, behave, persuade and take action (Keene & In Daniels, 2011. p.124).

This shows how reading comprehension can be used to better equip students to solve real-life problems.

One study found that if the classroom teacher is in charge of SEL learning, she is more likely to infuse the skills into the school day in other areas (Cefai & Cavioni, 2014). Teachers are in the best position to provide opportunities to practice SEL skills in both academic areas as well as other daily interactions between themselves and students (CASEL, 2013). This shows that research supports the claim that classroom teachers can use those lessons throughout the day to the benefit of their students.

There is growing evidence that suggests how important the integration of SEL into the academic day can be for the school community. For instance, CASEL asserts that SEL has become a scientifically established way to improve social, emotional and academic skills in elementary students (CASEL, 2013). Weare argues for mental health

professionals to work closely with schools to show how improving the mental health of students can improve not just achievement but attendance and behavior (Weare and Nind, 2011). Social and Emotional Skills professionals are also trying to be sensitive to the demands on schools, supporting strategies that are efficient, cost-effective and integrated with academic curricula (Jones, 2012).

This section has described how integration of SEL and literacy is in the best interests of the students, teachers and schools as a whole. As the research demonstrated, what students learn in their reading comprehension lessons is only valuable if it can be applied, and students' social and emotional lives provide a perfect avenue for that application. Social and emotional learning is at its best when taught by students' classroom teacher, integrated into both their academic and social lives in the school.

#### How Does SEL Affect Students Beyond the Classroom?

This section not only addresses the impact of Social and Emotional Learning beyond the walls of the classroom, but also seeks to answer the question *So what?* Why does a solid foundation of SEL matter? What does society gain when students are equipped not only academically, but also socially for the world outside their classrooms?

According to a meta-analysis of 213 school-based SEL programs including students from kindergarten to high school, SEL programs:

yielded significant positive effects on targeted social-emotional competencies and attitudes about self, others, and school. They also enhanced students' behavioral adjustment in the form of increased pro-social behaviors and reduced conduct and

internalizing problems, and improved academic performance on achievement tests and grades (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011 p.417). It has been established previously in this chapter that students' academic performance, as judged by test scores, can be bolstered by a focus on SEL. What is interesting to note in the above quotation is the impact in non-academic areas; students exposed to SEL programs showed more pro-social behaviors and had more positive attitudes about themselves and others.

Another measure of students' future success is high school graduation rates. A study published by Davis, Solberg, de Baca & Gore in the *Journal of Education for Students Placed at Risk*, found that graduation rates and social and emotional skills were linked rather significantly (2014). According to the study, possessing a certain five social and emotional learning subscales differentiated those students on track to graduate from those who had either dropped out or were failing over 14% of their classes (Davis et al. 2014) The subscales were: importance of college, meaningful motivation, classroom self-efficacy, physical symptoms and academic stress.

To relate this back to earlier discussions in this chapter, a solid foundation in the five competencies of SEL could link directly into almost all of these subscales. For instance, experience and practice in the competency of responsible decision-making could help students to understand the importance of college from an early age. Likewise, the competency of self-awareness could help to mitigate academic stress by teaching students how to set attainable goals—and see those goals met—as third graders or even first graders, creating students with the grit necessary to keep trying when schoolwork

becomes difficult. It is clear that a solid foundation in Social and Emotional Learning is beneficial to students. Do these benefits also affect their teachers? This question will be discussed next.

#### What About the Impact of SEL on Teachers?

The above discussion shows clear evidence that students benefit from their classroom teachers providing Social and Emotional Learning opportunities. Do the benefits also extend to these teachers themselves? There is evidence to suggest that there are positive outcomes for teachers who focus on their students' SEL needs as well as their academic needs. One way this manifests itself is by looking at school climate in general. School climate is directly related to teacher commitment, and the largest predictor of this was student relations, with positive impacts on commitment to the school and the profession in general (Collie, Shapka and Perry, 2011). Teachers who felt that their students were motivated to learn and had few behavior concerns also reported greater feelings of efficacy and job satisfaction (Collie, Shapka and Perry, 2012). Student behavior, though linked to social and emotional skills, does not necessarily coincide with a school focus on social and emotional learning. However, when SEL was focused on specifically, it had a positive impact on both teacher commitment and teacher efficacy. Reasons for this may be many; one study theorized that "teachers may be more willing to commit to teaching in general and to a particular school that values social-emotional well-being of all its members" (pg. 1045 Collie, et. al. 2011). Put another way, when a school uses social and emotional learning as a way to value its entire learning community, teachers are more willing to commit to that school. The same study also

stated that a focus on SEL could improve behavior issues and student-teacher relationships, which could also impact teacher commitment. Teachers' feelings of job satisfaction were also improved with a focus on SEL, though it was also associated with workload pressure and stress in the short term as new programs were adopted (Collie, et. all. 2012). According to Collie, Shapka and Perry:

In the short term, learning new skills for SEL appears to be stressful; however, in the long term—once teachers' confidence for implementing SEL increases—they are likely to experience less stress, greater teaching efficacy, and greater job satisfaction (p. 1198).

Knowing the positive outcomes of an increased focus on SEL both for students and teachers means that the short-term stress this study found should not impact a school's choice to adopt SEL curriculum, however, it should give school administrators pause in the method of adoption. A heightened focus on the “when” and “how” of implementing a new curriculum could do much to lessen the initial stress for teachers. This would also benefit administrators; if SEL curriculum means higher rates of teacher commitment, it is in their best interest to find a way to put a curriculum in place in the least stressful way possible as a way to retain their teaching staff.

It is also useful to note the professional development opportunities available for schools adopting the Responsive Classroom approach. The approach works best when there is “professional development for all adult members of the school community, and the adults in the school commit to working together as a professional learning community.” (Northeast Foundation for Children, Inc., 2014).

This is concurrent with other findings previously discussed in this chapter when the discussion centered on positive aspects for students (McTigue and Rimm-Kaufman, 2010). To have the whole adult learning community at a school working together on a specific approach would also seem to have benefits for those adults; if everyone is learning together, the stress of “more on their plates” could feel more manageable in a larger group.

### Summary

Social and Emotional Learning can be defined as the skills necessary to function both as an individual and in the greater community. The five competencies, developed by CASEL will serve as a guide for the rest of this capstone. An examination of two states that have adopted SEL standards, as well as a look at the developmental levels of third graders will allow for accurate expectations regarding students’ abilities in the curriculum this capstone will develop. Experts in the field of reading comprehension agree that explicit teaching of comprehension strategies is necessary, but that teachers should quickly move to teaching students to use all simultaneously. If this is done, students will be able to use these strategies to apply what they read to real life situations, including social and emotional learning. Integration of SEL into both the academic and social aspects of the school day have been shown to be beneficial to students in a number of ways. These benefits extend in a multitude of ways for students in their lives beyond the classroom. Teachers, too, report higher rates of commitment and efficacy when their students are exposed to Social and Emotional Learning curricula. In closing, because this capstone focuses on third grade students, this final thought is particularly applicable:

(The five competencies of SEL) are important from very early in life but are especially relevant as children begin to spend time with adults outside the home and to socialize with peers. Social and emotional skills play a role in determining how well equipped children will be to meet the demands of the classroom (CASEL, 2013, p. 6).

Next, Chapter Three discusses the methods used to develop this curriculum. It will include a description of the school this curriculum will be used at, a rationale for the methods used to create the curriculum, as well as the need for this type of curriculum. It will also include a brief discussion of the curriculum design method used and an examination of the curriculum development process. All of this work will continue to attempt to answer the question: *What type of curriculum can I create that not only teaches the third grade reading standards my kids need to know, but also provides a space to learn social skills?*



## CHAPTER THREE

### Methods

#### Bullied Over Shoes

*I enter the conference room last, having just dropped my class off at art. Sitting around the table are the mother of one of my students, who meets my eyes with warmth, but remains silent, the assistant principal, who welcomes me loudly, and my student, a tiny girl, her head hanging low, tears staining her dark cheeks. “Aleisha,” I say, “I’m glad you are here today. Did your mom drive you?” She looks up at me, relieved I am there, but doesn’t answer and I sit between her and the assistant principal, concerned about this surprise conference.*

*“Ms. Hippert, I’m going to have Aleisha tell you what she just told me and her mom,” says the assistant principal, in her strong voice. Little Aleisha seems to melt, but eventually straightens up and begins to unravel a tale about her bus ride to school this morning. Two older students had, according to Aleisha, bullied her into giving up her shoes. I look down, and sure enough, her feet, clad only in socks, swing under her chair. They were new Air Jordans, purchased for her birthday, and she was devastated. Her*

*mom, though I could tell was trying to be understanding, kept imploring her to stand up for herself next time, and just tell them “No!” I looked at the tiny child in front of me, thinking that there must be a way to help her become more assertive.*

### Introduction

This chapter will focus on the methods used to develop a curriculum that integrates Reader’s Workshop, specifically comprehension strategies, with Social and Emotional Learning. Specifically, the focus of this capstone will be to answer the question: *What type of curriculum can I create that not only teaches the third grade reading standards my kids need to know, but also provides a space to learn social skills?* For instance, if the skill is “being assertive,” perhaps a text that has a shy character that finds her voice could be used in a mini-lesson, and as students practice a comprehension skill, like visualizing, they can also be connecting to the social skills lesson of the week.

As this chapter unfolds, it will include a description of the school this curriculum was designed for, a rationale for methods, as well as the need of this type of curriculum, a brief discussion of the curriculum design method used, and finally an examination of my curriculum development process.

### The School

The school this curriculum plan is centered around is part of a large urban district in the Midwest and includes students from pre-kindergarten to eighth grade. The vast majority (98%) of students attending this school receive free and reduced lunch, thus the school population has a high poverty rate (Minnesota Department of Education). The school has about 680 students in attendance, and a staff-to-student ratio of one licensed

teacher to every fourteen students. Most of the students are native English speakers (98%), and approximately 88 percent identify as African American. The school's population reflects the surrounding community in regards to poverty and ethnicity (Minnesota Department of Education). About 71%, of teachers at this school have ten or fewer years of experience, with almost 22% having less than three years of experience. Approximately 35% of teachers hold a Master's degree. The rest have bachelor's degrees. Teachers at this school hold weekly Professional Learning Community Meetings and use the data gathered to inform their instruction. The specific classroom this curriculum is designed for is a third grade literacy room. Three blocks of third graders come to the room to receive both Reader's and Writer's workshop lessons. The students' reading levels can vary from early first grade to fifth grade level, with the majority falling somewhere below grade level by one-half to one full grade.

#### Audience

This curriculum is largely written for other teachers to use to enhance their Social Emotional Learning curriculum. Because state standards were used to identify specific skills, educators can be assured it is developmentally appropriate for third graders and can be adapted for other grades as needed. The literacy portion of this curriculum is based on the Common Core State Standards, which also gives the curriculum broad use, as these standards have been widely adopted at a national level. As is the case with the SEL standards, a teacher could adapt this curriculum to meet a different grade level by using that grade's English and Language Arts standards as a guide.

#### Need for Curriculum

The initial social and emotional lessons teachers are required to teach are not enough practice for students and many are not using the skills during the rest of the school day. Teachers may also feel pressure to only teach the academic curricula, contributing to the gap in students' social and emotional skills. Also, because Reader's Workshop is an area of success in this classroom, it would be a logical place for additional SEL practice. Integration into the curriculum would be one way to increase exposure to the social and emotional skills teachers are expected to explicitly teach once a week (Cefai & Cavioni, 2014, Keene & In Daniels, 2011). This curriculum will focus on the skills in the Responsive Classroom curriculum, specifically the morning meeting portion. The curriculum will be designed to be used toward the beginning of the school year, both because it coincides with teachers' establishing a learning community, and because teaching specific reading comprehension skills early means students have opportunities to practice using reading comprehension skills interchangeably throughout the school year (Routman, 2003; Harvey, 2007; Keene & In Daniels, 2011; Morrow & Gambrell 2011). However, the curriculum is designed with teacher flexibility in mind and will offer many opportunities to revisit skills as needed, as there are ample texts provided for many variations on the same lesson.

### Design Elements

The curriculum is designed for use mainly during reader's workshop mini-lessons, though tie-ins throughout the literacy block are encouraged. The curriculum will include detailed plans for mini-lessons that focus on specific skills from the five Social and Emotional Competencies developed by Zinsser, Weissberg, & Dusenbury (2013), as

well as third grade Common Core State Standards-based lessons on reading comprehension skills. These skills will be interwoven into lessons that teach the reading comprehension skills discussed in chapter two: making connections, asking questions, visualizing, inferring, summarizing, synthesizing, and monitoring comprehension. Book suggestions will be provided, as well as plans for delivery and assessment. Students should already have at least a brief introduction to each comprehension skill prior to the lessons; these lessons are designed to use as supplemental to the reading curriculum.

The following matrix outlines the five SEL competencies, as well as the reading comprehension strategies and state standards the lessons will cover. This matrix also includes the lesson numbers covered in each competency.

<b>Lesson Matrix</b>			
<b>Competency One:</b> <b>Self-Awareness</b>	<b>Reading Standards</b>	<b>Reading Comprehension Strategies</b>	<b>Lesson Numbers</b>

<ul style="list-style-type: none"> <li>• Develop Self-Esteem and Optimism</li> <li>• Recognize and Label Emotions</li> <li>• Identify Personal Strengths and Challenges</li> </ul>	<p>CCSS.ELA-LITERACY.RL.3.7:</p> <p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>	<ul style="list-style-type: none"> <li>• Visualize</li> <li>• Infer</li> </ul>	1-3
<p><b>Competency Two: Self-Management</b></p>	<p><b>Reading Standards</b></p>	<p><b>Reading Comprehension Strategies</b></p>	<p><b>Lesson Numbers</b></p>
<ul style="list-style-type: none"> <li>• Control Impulses</li> <li>• Develop Grit</li> <li>• Work Toward Goals</li> </ul>	<p>CCSS.ELA-LITERACY.RL.3.3:</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>	<ul style="list-style-type: none"> <li>• Summarize</li> <li>• Monitor Comprehension</li> </ul>	4-6

Competency Three: Social Awareness	Reading Standards	Reading Comprehension Strategies	Lesson Numbers
<ul style="list-style-type: none"> <li>• Demonstrate Empathy</li> <li>• Recognize Emotions in Others</li> <li>• Recognize and Embrace Differences</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Ask and Answer Questions</li> </ul>	7-9
Competency Four: Relationship Skills	Reading Standards	Reading Comprehension Strategies	Lesson Numbers
<ul style="list-style-type: none"> <li>• Cooperate in Groups and Teams</li> <li>• Listen Actively</li> <li>• Resolve Conflicts Appropriately</li> </ul>	CCSS.ELA-LITERACY.RL.3.2:  Recount stories, including fables, folktales, and myths from diverse cultures; determine the central	Synthesize	10-12

	message, lesson, or moral and explain how it is conveyed through key details in the text.		
<b>Competency Five: Responsible Decision Making</b>	<b>Reading Standards</b>	<b>Reading Comprehension Strategies</b>	<b>Lesson Numbers</b>
<ul style="list-style-type: none"> <li>• Prevent and Stop Bullying</li> <li>• Practice Honesty</li> <li>• Resist Peer Pressure</li> </ul>	CCSS.ELA-LITERACY.RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.	Make Connections	13-15

### Assessment

To gain an understanding of students' strengths and weaknesses in both social/emotional and reading comprehension skills, assessments will be given prior to new learning, during learning, and after the unit is complete. For Reader's Workshop, assessments include comprehension skills through the Fountas and Pinnell Reading Assessment, the Measures of Academic Progress computerized test, one-on-one conferring sessions, and running records. To assess students' social and emotional skills, tools will be provided to assist teachers in using classroom observations using anecdotal



records based on the specific skill targeted during the week. Students will also self-assess their own social and emotional skills using a rubric.

### Method of Design

To ensure the curriculum will meet the needs of the state's reading standards, the Minnesota State Standards, which are based on the Common Core State Standards, will be used as a tool throughout development. For this specific curriculum, because this state has no standards for social and emotional learning, the standards developed by Illinois and Kansas will be a guide to third grade social and emotional learning year-end goals. These states have highly regarded standards among SEL researchers (Zinsser, Weissberg, & Dusenbury, 2013). In addition, elements of Reader's Workshop best practices will be used to guide planning, such as Accountable Talk, close reading, and guided release.

### Summary

In summary, the curriculum will be taught when students are being introduced to reading comprehension strategies, toward the beginning of the school year. Social skills integration will occur through the use of carefully chosen texts that lend themselves toward specific social and emotional skills that correlate the standards of the states of Illinois, and Kansas. The rationale for this method is that children need more exposure and practice regarding social and emotional skills and this can be accomplished during Reader's Workshop mini-lessons. Assessments will be used in both a formative and summative form, using existing district assessments, online tools, students' self-assessment and teacher observation. The method to be used to design this curriculum is based on best practices of Reader's Workshop, as well as use of state standards.

Next, Chapter Four will include the actual curriculum itself, that attempts to answer the central question of this Capstone, *What type of curriculum can I create that not only teaches the third grade reading standards my kids need to know, but also provides a space to learn social skills?* The chapter will be broken into sections based on the five Social and Emotional Competencies developed by Zinsler, Weissberg, & Dusenbury (2013). It will also include a note on the process of choosing picture books to correlate with each SEL competency.

## CHAPTER FOUR

### Results

#### A Moment of Pride

*Books are out; pages are turning. Students are curled up on chairs, sprawled out on large pillows or reclining against a wall. The only sound in the room is that of my whispers and those of the student I am conferring with. I glance up periodically, sometimes giving a nonverbal reminder to a student who is beginning to become distracted, but more often to catch a student's eye to give a thumbs up for following the expectations we've all worked so hard to follow. It has taken weeks of practice to get to this moment, and it still isn't as perfect as it could be, but there is the distinct feeling that we are acting as one. We have truly become a learning community.*

*The silence is broken with the sound of a giggle. I look up and see two girls, books being used as tents over their heads to hide their faces as they share a moment. They are unaware that I have seen them, and I am quickly whispering, "Just a minute," to the student I am working with, and beginning to rise from my chair, when I see a boy, a friend of theirs, gently kick one of the girl's shoes. The girl appears from under her book and looks for the source of the kick. She is met with her friend's annoyed look, who*

*accompanies the look with a nonverbal straight from my repertoire: he points at his own book, looks up at his friend, and begins to read again. Both girls turn slightly away from each other, and immediately begin to read again. I am stunned and proud of this young man. He must feel my eyes on him, because he looks up and meets my gaze, a proud smile on his face.*

### Introduction

There were two ways this curriculum could have been organized. First, the lessons could have been structured based on each of the seven reading comprehension strategies. However, as we have already learned in Chapter Two, these strategies, after being explicitly taught, are best used in conjunction with one another so students are taught to use them automatically. As stated in Chapter Three, these lessons are intended to use after students have at least some knowledge of each strategy, so the reading strategies will serve as a vehicle to the social and emotional content.

Thus, the most logical way to structure the lessons is to organize into five sections, each one focusing on one of the five Social and Emotional Learning Competencies (CASEL, 2012). To begin, a brief overview of the curriculum will be provided. Next, a discussion of each section will follow. This will include a brief description of the competency, a discussion on how to teach that competency in a developmentally appropriate manner for third grade students, suggestions for picture books that focus on the competency, and which reading strategies work well with each picture book. The SEL state standards of Illinois and Kansas, as well as the principles of Responsive Classroom will help to determine what specifically should be taught during

lessons focusing on each skill. The curriculum, then, will provide a great deal of choice to teachers, that will help them tailor the literacy and SEL instruction to their particular classroom. Though this curriculum is tailored toward third graders, teachers of any elementary grade will find use in the materials suggested.

Section One will focus on the first competency, which is Self-Awareness. This includes the skills of recognizing one's own feelings and thoughts and how this connects to behavior. Section Two will examine the competency of Self-Management, which examines students' abilities to regulate emotions, thoughts and behaviors, as well as set and work toward goals. Section Three will focus on Social Awareness. This competency focuses on being able to empathize with others and see the world through another's eyes. It also includes recognizing the help students can receive from family, school and the community. Section Four will study Relationship Skills. This is a large competency, covering everything from building skills such as communication, listening, cooperation, and conflict resolution, making and keeping friends and asking and offering help when needed. Finally, Section Five will involve the competency about Responsible Decision Making: making choices based on ethics, safety, societal norms, evaluating consequences. Also included in Chapter Four will be two additional sections: the first, Picture Book Selection, will focus on the process of choosing the picture book resources for each competency as well as a rationale. The final section, Additional Resources, will include a brief discussion about additional resources will help make this curriculum even more useful for educators.

Curriculum Materials

The following matrix includes the topic and title of each lesson, organized by the five competencies, the reading comprehension strategies covered, book suggestions and the location of the lesson plans in the Appendix section. This matrix will be broken down further in the following sections to allow for more clarity.

<b>Competency One: Self-Awareness</b>	<b>Lesson Number</b>	<b>Reading Comprehension Strategies</b>	<b>Appendix Location</b>
Develop Self-Esteem and Optimism	1	<ul style="list-style-type: none"> <li>• Visualize</li> <li>• Infer</li> </ul>	
Recognize and Label Emotions	2	<ul style="list-style-type: none"> <li>• Visualize</li> <li>• Infer</li> </ul>	
Identify Personal Strengths and Challenges	3	<ul style="list-style-type: none"> <li>• Visualize</li> <li>• Infer</li> </ul>	
<b>Competency Two: Self-Management</b>	<b>Lesson Number</b>	<b>Reading Comprehension Strategies</b>	<b>Appendix Location</b>
Control Impulses	4	<ul style="list-style-type: none"> <li>• Summarize</li> <li>• Monitor</li> <li>Comprehension</li> </ul>	

Develop Grit	5	<ul style="list-style-type: none"> <li>Summarize</li> <li>Monitor</li> </ul> Comprehension	
Work Toward Goals	6	<ul style="list-style-type: none"> <li>Summarize</li> <li>Monitor</li> </ul> Comprehension	
<b>Competency Three: Social Awareness</b>	<b>Lesson Number</b>	<b>Reading Comprehension Strategies</b>	<b>Appendix Location</b>
Demonstrate Empathy	7	Ask and Answer Questions	
Recognize Emotions in Others	8	Ask and Answer Questions	
Recognize and Embrace Differences	9	Ask and Answer Questions	
<b>Competency Four: Relationship Skills</b>	<b>Lesson Number</b>	<b>Reading Comprehension Strategies</b>	<b>Appendix Location</b>
Cooperate in Groups and Teams	10	Synthesize	
Listen Actively	11	Synthesize	

Resolve Conflicts Appropriately	12	Synthesize	
<b>Competency Five: Responsible Decision Making</b>	<b>Lesson Number</b>	<b>Reading Comprehension Strategies</b>	<b>Appendix Location</b>
Prevent and Stop Bullying	13	Make Connections	
Practice Honesty	14	Make Connections	
Resist Peer Pressure	15	Make Connections	

### Competency One: Self-Awareness

The Collaborative for Academic, Social, and Emotional Learning describes self-awareness as:

the ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and having a well-grounded sense of confidence and optimism (Civic Enterprises, Bridgeland, Bruce, & Hariharan, 2013).

In other words, this competency focuses on personal discovery.

What should self-awareness look like for third graders? As referenced in Chapter Two, this Capstone is utilizing three resources to check for developmental



appropriateness: *Yardsticks*, by Chip Wood, The Illinois State Social and Emotional Learning Standards and The Kansas State Social Emotional and Character Development Standards. According to these resources, students should be able to recognize their own emotions, as well as label them, and identify their own strengths and challenges, likes and dislikes, and needs and wants. What follows is a short breakdown of each lesson included in the competency of self-awareness:

<b>Competency Two: Self-Awareness</b>			
<b>Subcategories</b>	<b>Reading Standards</b>	<b>Reading Comprehension Strategies</b>	<b>Picture Book Suggestion</b>
Develop Self-Esteem and Optimism	CCSS.ELA-LITERACY.RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	Visualize	<i>A Bad Case of Stripes</i> by David Shannon

Recognize and Label Emotions	<p>CCSS.ELA-LITERACY.RL.3.7:</p> <p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>	Visualize	<p><i>Lizzy's Ups and Downs: Not An Ordinary School Day</i> by Jessica Harper</p>
Identify Personal Strengths and Challenges	<p>CCSS.ELA-LITERACY.RL.3.7:</p> <p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>	Visualize	<p><i>The Bat Boy &amp; His Violin</i> by Gavin Curtis</p>

This competency can be defined as:

The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward personal and academic goals (Zinsser, et al, 2013).

To view this through the lens of what third graders should be able to do, it is time to again turn to the state standards of Illinois and Kansas. The states expect students to control impulsive behavior, identify goals for classroom and behavior success and identify the importance of school. Kansas standards take goal setting even further and state students should be able to make an action plan to set goals. What follows is a short matrix of the lessons educators can use to teach their students self-management skills through reader’s workshop mini-lessons.

<b>Competency Two: Self-Management</b>			
<b>Subcategories</b>	<b>Reading Standards</b>	<b>Reading Comprehension Strategies</b>	<b>Picture Book Suggestion</b>
Control Impulses	CCSS.ELA-LITERACY.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or	Summarize (with a focus on main character)	<i>Babu’s Song</i> by Stephanie Stuve-Bodeen

	feelings) and explain how their actions contribute to the sequence of events		
Develop Grit	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	Summarize (with a focus on main character)	<i>Circles of Hope</i> by Karen Lynn Williams
Work Toward Goals	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	Summarize (with a focus on main character)	<i>Uncle Jed's Barbershop</i> by Margaree King Mitchell

### Competency Three: Social Awareness

Thus far, the social skills lessons have focused on students' self. The next two competencies examine students' social learning. The first, social awareness, can be defined as:

The ability to take the perspective of and empathize with others from diverse backgrounds and cultures and to recognize family, school, and community resources and supports (Zinsser, et al, 2013).

At a third grade level, according to the Kansas and Illinois State Standards, this looks like being able to describe emotions in others as well as possible reasons for those emotions, recognize differences and positive qualities in others, and demonstrate empathy for others (Berndt et al.; Wilson et al. 2012).

<b>Competency Three: Social Awareness</b>			
<b>Subcategories</b>	<b>Reading Standards</b>	<b>Reading Comprehension Strategies</b>	<b>Picture Book Suggestion</b>
Demonstrate Empathy	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate	Ask and Answer Questions	<i>Cooper's Lesson</i> by Sun Yung Shin

	understanding of a text, referring explicitly to the text as the basis for the answers.		
Recognize Emotions in Others	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.	Ask and Answer Questions	<i>Bat in the Dining Room</i> by Crescent Dragonwagon
Recognize and Embrace Differences	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a	Ask and Answer Questions	<i>Odd Velvet</i> by Mary Whitcomb

	text, referring explicitly to the text as the basis for the answers.		
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#### Competency Four: Relationship Skills

As mentioned previously, Competency Four focuses on students' social development, specifically how to develop and nurture interpersonal relationships. This competency can be described as:

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, including the skills to communicate clearly, listen well, cooperate, negotiate conflict constructively, and seek and offer help when needed (Zinsser, et al, 2013).

For eight and nine year olds, this means that they should be able to identify ways to cooperate with others, use listening skills to better understand the thoughts and feelings of another person and display the ability to solve conflicts.

<b>Competency Four: Relationship Skills</b>			
<b>Subcategories</b>	<b>Reading Standards</b>	<b>Reading Comprehension Strategies</b>	<b>Picture Book Suggestion</b>

<p>Cooperate in Groups and Teams</p>	<p>CCSS.ELA- LITERACY.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Synthesize</p>	<p><i>Pop's Bridge</i> by Eve Bunting</p>
<p>Listen Actively</p>	<p>CCSS.ELA- LITERACY.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Synthesize</p>	<p><i>Owl Moon</i> by Jane Yolen</p>



Resolve Conflicts Appropriately	CCSS.ELA- LITERACY.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Synthesize	<i>Lilly's Purple Plastic Purse</i> by Kevin Henkes
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#### Competency Five: Responsible Decision Making

The final competency centers on making safe choices. Competency Five can be defined as:

The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others (Zinsser, et al, 2013).

For third graders, this means they should be able to make positive choices while dealing with peers, including peer pressure and bullying situations. It also requires that they are able to compare and contrast safe and unsafe situations.

Competency Five: Responsible Decision Making			
Competency Five: Responsible Decision Making	Reading Standards	Reading Comprehension Strategies	Picture Book Suggestion
Prevent and Stop Bullying	CCSS.ELA- LITERACY.RL.3. 6: Distinguish their own point of view from that of the narrator or those of the characters.	Make Connections	<i>Once Upon a Time</i> by Niki Daly
Practice Honesty	CCSS.ELA- LITERACY.RL.3. 6: Distinguish their own point of view from that of the narrator or those of the characters.	Make Connections	<i>A Day's Work</i> by Eve Bunting

Resist Peer Pressure	CCSS.ELA-LITERACY.RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.	Make Connections	<i>My Best Friend</i> by Mary Ann Rodman
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### Picture Book Selection

The heart of this curriculum is truly in the quality picture books that address both SEL competencies and Third Grade Literacy Standards. As stated previously, the goal for this curriculum that it be easy for educators to implement; thus flexibility in book choice is key. Many times, educators may be limited to their school or public library for finding the resources in this curriculum. For this reason, each lesson includes three to five possible books that address the competency.

To analyze so many books required a set of guidelines to make the process efficient. These guidelines are: connection to SEL competency, quality of both text and illustrations, age-appropriateness, reflection of diversity, ease of locating and link to literacy comprehension skill. What follows is a brief description of this evaluation process.

The first criterion was how the book related to a social and emotional learning competency. This, above all else, had to be met; if the book did not have a strong link to one of the competencies, it was eliminated. One of the main tools used in this evaluation was the text, *Book by Book, An Annotated Guide to Young People's Literature With Peacemaking and Conflict Resolution Themes*, by Carol Spiegel. Although the categories represented in Spiegel's book did not match up perfectly with the five SEL competencies and subcategories identified in the previous part of Chapter Four, the guide was useful in that the short descriptions included with each book were enough to decide whether the book may have a strong connection to a certain competency. For instance, the book, *Babu's Song*, by Stephanie Stuve-Bodeen was chosen to represent controlling impulses, but in Spiegel's book, it was under the headings of Overcoming Obstacles and Honesty (Spiegel, 2010). Her short synopsis however, indicated that it would fit well with controlling impulses.

The second criterion used to choose whether or not a book should be included in the list was whether or not it was considered a high-quality picture book. This excludes books written as easy-readers, those written to specifically teach a social skill and trade paperback chapter books.

The method used to decide age-appropriateness was twofold. The first was to examine the book itself for age-level descriptions. Again, Carol Spiegel's work was helpful, because she gave an age rating for each text as well. Books themselves were checked for an age rating, as many publishing companies include these.

It was also important, when developing a curriculum with “recognizing and embracing differences” as one of the branches of an SEL competency, that diversity be reflected in the texts chosen. This meant that a variety of ages, cultures, races, genders, interests and abilities were reflected in the book list.

Finally, a text was eliminated if it couldn’t be found via a brief search in a major metropolitan library system. If these lessons are to be accessible to teachers, the ability to locate resources easily should be of paramount importance.

Using these criteria, three to five books were selected for each of the subcategories, meaning that in each competency, there are as few as nine books and as many as fifteen books for teachers to choose from.

### Summary

The curriculum developed has answered the central question of this Capstone,

*What type of curriculum can I create that not only teaches the third grade reading standards my kids need to know, but also provides a space to learn social skills?*

Developing a curriculum that will be useful and accessible to teachers meant careful consideration of many aspects. Organization was key, and once the five competencies were chosen as a framework, it became necessary to break them down further. Each of the competencies, then, was broken into three subcategories using grade level standards as a guide. These subcategories became the individual lessons. In order to link these lessons to Reader’s Workshop mini-lessons, a number of picture books had to be carefully evaluated and chosen to teach both a reading comprehension skill and social

and emotional skill. Readers should again be reminded that the curriculum developed is meant to be a supplement to both an existing SEL curriculum as literacy curriculum.

In Chapter Five, the results of the curriculum development project will be discussed. This will include a reflection, implications of the curriculum and next steps in the process of curriculum development.

## CHAPTER FIVE

### Conclusion

#### Building Grit Creates a Reader

*We find a quiet spot in the hallway, away from the sounds of the fourth grade classrooms and the busy hallway outside of our pod. I look at the notes my teaching partner has left, and pull out the book corresponding to the level she thinks David can read at after a year of our instruction. He doesn't say much, or look really excited, but I know he is, just a little. Many of our students love this reading test, some because they enjoy seeing their growth and others for a chance to receive undivided attention from their teachers.*

*I set the book David is to read in front of him, say my usual speech about reading carefully, and he begins. He reads slowly, but his accuracy surprises me, and I have only marked a few errors. On the next page, however, he has trouble: "The...r...ap... I don't know." I tell him to try again, but he is still stuck. "Therapy." I finally say after he stops reading and asks for help again. A few words later and he is stuck again. This time, when I tell him to keep trying, his head goes down onto the book and he lets out a loud sigh. I am at a loss. I need him to finish this test, and he tends to shut down for a long time. I know if I try to talk to him too soon, he will get angry—he is a child who has had his share of*

*trauma and it is a reaction to stress. While I'm trying to decide how to proceed, he sighs again, brings his head up and tries the word one more time. He still doesn't get it, and so I give it to him, reminding him that when I give him words, I have to count it as a mistake. "This book is too hard," he claims. I smile a little as I say, "David, I was just thinking the opposite. I was thinking that I might have to try you at the next level up, because up until the two words that just gave you trouble, you've made very few mistakes." He smiles a little, finishes the book, and hands it to me. I feel my throat swell and eyes tear up as I take the book from his hand. "I don't know if you remember this test when you took it in the fall. You gave up, do you remember? You walked out of our classroom. It took us weeks to figure out your reading level because you kept giving up. David?" At the sound of his name, he looks up at me, and there is a faint smile on his face, remembering. "You kept going today. You showed grit. And the fact that you have made so much growth tells me that you didn't just show grit today. I hope you are as proud of yourself as I am." His smile is larger now, and he bounds back into class, ready to conquer the next book.*

### Introduction

In Chapter Five, I will reflect on the process of creating this Capstone as well as give recommendations for further study.

### Reflections

As I have grown as an educator and gained confidence in my ability to teach academic content, I realized there was still something missing in my classroom. There were moments when I wanted to take a short break from the academics and teach



students how to cooperate or be empathetic. When I would take these moments, I felt guilty for veering away from what I viewed as my primary responsibility. It was this feeling that led me to ask the question: *What type of curriculum can I create that not only teaches the third grade reading standards my kids need to know, but also provides a space to learn social skills?* This question has guided me throughout the process of developing this curriculum. When I first began, as a literacy teacher, I wanted the focus of these lessons to be on the literacy standards my students needed to know. However, the more this curriculum grew, I realized that my confidence was already there when it came to teaching literacy standards. What I lacked was the ability to teach social skills in conjunction to the standards. With that in mind, I began to focus on the Social and Emotional Learning my students should know as third graders. Figuring out these specifics turned out to be a central focus of Chapter Four, and I am confident that the skills I have identified are age-appropriate. Like any other subject, there is a decision one must make to either go broad and shallow, or narrow and deep. This curriculum, I believe, offers the opportunity to do both. For teachers wanting a quick lesson or two on a specific social skill, there is the ability to use the lesson example from any of the competencies and make it their own. The whole curriculum could be used throughout the year in this manner, as a supplemental resource to compliment an existing literacy or SEL curriculum. For teachers wanting to focus more narrowly, with the many options of books to use, teachers can teach a short series on a particular subcategory of any of the competencies by using two or three of the suggested texts.

As stated previously, as someone with many years of teaching experience, my first priority was to make this curriculum something that could be easy to implement and useful to educators. I could have chosen one book for each subcategory, but by thoroughly reviewing a variety of texts, the issue of not being able to access a text becomes less of a barrier. Reflection questions provided in the lesson plans can be adapted for any of the texts, even though a specific text is featured. When appropriate, extension activities are included. Of course, the more integration, the deeper students learning, so it is my hope that the lessons I have created will be something students refer to when they are confronted with a social situation they must navigate. By using high-quality picture books as the vehicle to this learning, I hope they will draw on the characters' experiences to guide themselves.

The picture books are truly the heart of this curriculum, just as they are the heart of my classroom. By using picture books, students can use so many higher-order thinking skills to relate to the characters and put themselves in a character's world. It gives them the chance to think through a difficult situation as an outsider, so when they have a similar experience, they can draw on their previous thinking. This is why it was so important for me to choose books that reflected quality, various backgrounds, and age-appropriateness. The final Book List, Appendix 1, has over sixty books covering each of the five SEL competencies as well as subcategories within those competencies. Users of this curriculum can be assured that each of the books listed went through a careful process of review before being placed on the final book list. Each of the books on the list, and many books did not make the cut, were read and evaluated by me. The five lesson

plans highlight what I feel are a representation of the book list based upon the five evaluation criteria: connection to SEL competency, quality of both text and illustrations, age-appropriateness, reflection of diversity, ease of locating and link to literacy comprehension skill. This was by far the most time consuming part of the curriculum development, but I believe, the most important. I feel confident that a teacher could use any one of the books I have chosen with a class of third grade students to compliment both literacy and SEL curricula in a deep and meaningful way, and strengthen their students' understanding of both content areas.

#### Implications and Recommendations

It is my great desire that this curriculum is useful to my fellow educators. With all of the research about the importance of integrating SEL learning throughout the day (CASEL, 2013; (Weare and Nind, 2011), SEL being best taught by classroom teachers (Cefai & Cavioni, 2014), and importance of SEL itself (Davis et al. 2014). I believe this curricula has come at the right time for those of us with a passion for educating the whole child.

This curriculum is written as a framework that educators can personalize as needed. Therefore, each competency includes one sample lesson. A next step will be to write out complete lesson plans for all fifteen subcategories included. This will aid in its attempts at ease of use, as well as allow a deeper focus on each category. A further area of growth for the curriculum would be to find ways in which the content of the lessons could be integrated with subjects such as math, social studies and science in addition to literacy.

### Summary

Based on the evidence provided in this capstone, it is clear that professionals in the education profession need to make time for Social and Emotional Learning in the academic day for students of all ages. This curriculum is one way to strengthen this important work. It is my hope that my fellow educators find it useful, accessible and engaging. Ensuring that our children are not only prepared academically, but also socially and emotionally is our duty as educators if we are to ready them for the world they will enter as adults. Using the lessons in this curriculum is a small step, but an important one for a focus on the whole child.

APPENDIX A  
Master Book List

<b>Competency One: Self-Awareness</b>	<b>Suggested Book Titles</b>
Develop Self-Esteem and Optimism	<ul style="list-style-type: none"> <li>• <i>A Bad Case of Stripes</i> by David Shannon</li> <li>• <i>I Like Myself</i> by Karen Beaumont</li> <li>• <i>I'm Gonna Like Me: Letting Off a Little Self-Esteem</i> by Jamie Lee Curtis</li> </ul>
Recognize and Label Emotions	<ul style="list-style-type: none"> <li>• <i>Lizzy's Ups and Downs: Not An Ordinary School Day</i> by Jessica Harper</li> <li>• <i>How Are You Peeling?</i> by Saxon Freymann and Joost Elffers</li> <li>• <i>Mrs. Biddlebox: Her Bad Day and What She Did About It</i> by Linda Smith</li> </ul>
Identify Personal Strengths and Challenges	<ul style="list-style-type: none"> <li>• <i>The Bat Boy &amp; His Violin</i> by Gavin Curtis</li> <li>• <i>Annie's Gifts</i> by Angela Medearis</li> <li>• <i>Eddie, Harold's Little Brother</i> by Ed Koch and Pat Koch Thaler</li> <li>• <i>Ish</i> by Peter H. Reynolds</li> </ul>
<b>Competency Two: Self-Management</b>	<b>Suggested Book Titles</b>
Control Impulses	<ul style="list-style-type: none"> <li>• <i>Babu's Song</i> by Stephanie Stuve-Bodeen</li> <li>• <i>The True Story of the Three Little Pigs</i> by Jon</li> </ul>

	<p>Scieszka</p> <ul style="list-style-type: none"> <li>• <i>When Sophie Gets Angry—Really, Really Angry...</i> by Molly Bang</li> </ul>
Develop Grit	<ul style="list-style-type: none"> <li>• <i>Circles of Hope</i> by Karen Lynn Williams</li> <li>• <i>Amber Was Brave, Essie was Smart: The Story of Amber and Essie Told Here in POEMS and PICTURES</i> by Vera B. Williams</li> <li>• <i>Butterflies for Kiri</i> by Cathryn Falwell</li> <li>• <i>Pearl Moscow's Last Stand</i> by Arthur Levine</li> <li>• <i>Sweet Clara and the Freedom Quilt</i> by Deborah Hopkinson</li> </ul>
Work Toward Goals	<ul style="list-style-type: none"> <li>• <i>Uncle Jed's Barbershop</i> by Margaree King Mitchell</li> <li>• <i>A Chair For My Mother</i> by Vera B. Williams</li> <li>• <i>Nothing but Trouble: The Story of Althea Gibson</i> by Sue Stauffacher</li> <li>• <i>The Wednesday Surprise</i> by Eve Bunting</li> <li>• <i>Pitching in For Eubie</i> by Jerdine Nolen</li> </ul>
<b>Competency Three: Social Awareness</b>	<b>Suggested Book Titles</b>
Demonstrate Empathy	<ul style="list-style-type: none"> <li>• <i>Cooper's Lesson</i> by Sun Yung Shin</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Boxes for Katje</i> by Candace Fleming</li> <li>• <i>The Lemonade Club</i> by Patricia Polacco</li> <li>• <i>The Other Side</i> by Jacqueline Woodson</li> <li>• <i>Somebody Loves You, Mr. Hatch</i> by Eileen Spinelli</li> </ul>
Recognize Emotions in Others	<ul style="list-style-type: none"> <li>• <i>Bat in the Dining Room</i> by Crescent Dragonwagon</li> <li>• <i>Getting' Through Thursday</i> by Melrose Cooper</li> <li>• <i>Sunshine Home</i> by Eve Bunting</li> <li>• <i>Tiny's Hat</i> by Ann Grifalconi</li> </ul>
Recognize and Embrace Differences	<ul style="list-style-type: none"> <li>• <i>Odd Velvet</i> by Mary Whitcomb</li> <li>• <i>Allison</i> by Allen Say</li> <li>• <i>Jack's Talent</i> by Maryann Cocca-Leffler</li> </ul>
<b>Competency Four: Relationship Skills</b>	<b>Suggested Book Titles</b>
Cooperate in Groups and Teams	<ul style="list-style-type: none"> <li>• <i>Pop's Bridge</i> by Eve Bunting</li> <li>• <i>By My Brother's Side</i> by Tiki Barber and Ronde Barber with Robert Burleigh</li> <li>• <i>The Cats in Krasinski Square</i> by Karen Hesse</li> <li>• <i>Saving Strawberry Farm</i> by Deborah Hopkinson</li> <li>• <i>She Did It!</i> by Jennifer A. Ericsson</li> </ul>
Listen Actively	<ul style="list-style-type: none"> <li>• <i>Owl Moon</i> by Jane Yolen</li> <li>• <i>A Quiet Place</i> by Douglas Wood</li> </ul>



	<ul style="list-style-type: none"> <li>• <i>Why Mosquitos Buzz in People's Ears</i> by Verna Aardema</li> </ul>
Resolve Conflicts Appropriately	<ul style="list-style-type: none"> <li>• <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes</li> <li>• <i>Enemy Pie</i> by Derek Munson</li> <li>• <i>Hot Day on Abbott Avenue</i> by Karen English</li> <li>• <i>The War Between the Vowels and the Consonants</i> by Priscilla Turner</li> </ul>
<b>Competency Five: Responsible Decision Making</b>	<b>Suggested Book Titles</b>
Prevent and Stop Bullying	<ul style="list-style-type: none"> <li>• <i>Once Upon a Time</i> by Niki Daly</li> <li>• <i>Chrysanthemum</i> by Kevin Henkes</li> <li>• <i>First Day in Grapes</i> by L. King Perez</li> <li>• <i>Leonardo, the Terrible Monster</i> by Mo Willems</li> <li>• <i>Mr. Lincoln's Way</i> by Patricia Polacco</li> </ul>
Practice Honesty	<ul style="list-style-type: none"> <li>• <i>A Day's Work</i> by Eve Bunting</li> <li>• <i>Chicken Sunday</i> by Patricia Polacco</li> <li>• <i>Empty Pot</i> by Demi</li> <li>• <i>The Honest-to-Goodness Truth</i> by Patricia C. McKissack</li> <li>• <i>Mr. Peabody's Apples</i> by Madonna</li> </ul>

Resist Peer Pressure	<ul style="list-style-type: none"><li>• <i>My Best Friend</i> by Mary Ann Rodman</li><li>• <i>Freckleface Strawberry</i> by Julianne Moore</li><li>• <i>Stars in the Darkness</i> by Barbara M. Josse</li></ul>
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APPENDIX B

Lesson One

**The Integration of Social and Emotional Learning  
and Reader’s Workshop Mini-Lessons**

**Competency 1: Self-Awareness**

**Lesson 1: Self-Esteem and Optimism**

**Subject:** Literacy

**Length:** 60 min.

**Grade:** 3rd

**Author:** Sarah Hippert

**Note:** This lesson and the others in this unit were developed with flexibility in mind.

Each lesson has a similar structure to ease implementation, and there are common themes throughout, especially for lessons within the same competency. However, it is not necessary to teach this curriculum in chronological order, nor is it necessary to teach on consecutive days. The purpose of this curriculum is supplemental, and should be used in whatever way best meets the needs of students.

**Common Core State Literacy Standards:**

- [CCSS.ELA-LITERACY.RL.3.7](#)

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

**Objectives:**

- **Social and Emotional:** Students will be able to discuss how Camilla Cream’s opinion of herself changed over the course of the book.

- **Literacy:** Students will be able to practice visualizing and tell how David Shannon's illustrations help to convey Camilla Cream's emotions throughout the story, *A Bad Case of Stripes*.

**Prior Learning:** Rituals and routines of a balanced literacy classroom will have been established prior to this lesson. Students will have prior experience with the concept of self-esteem.

**Provisions for Individual Differences:** (*intentionally left blank for teacher notes*)

**Materials Needed:** At least one per student: reading response journal, pencil, student-selected fiction text, post-its (optional). One per teacher: *A Bad Case of Stripes* by David Shannon

### Instructional Strategies and Learning Tasks

Time	Activity	Notes
5 min	Launch	<ul style="list-style-type: none"> <li>• Show the front cover of <i>A Bad Case of Stripes</i> by David Shannon. Ask kids to think critically about how the girl feels. Encourage them to give evidence from the illustration to support their opinion. Take 3-5 ideas. Tell students that their job today is to be illustration detectives by carefully studying the pictures in <i>A Bad Case of</i></li> </ul>

		<i>Stripes.</i>
15 min	Read Aloud	<ul style="list-style-type: none"> <li>• While reading, pause every few pages so students can discuss the illustrations. Prompt with the questions: <ul style="list-style-type: none"> <li>• “How do you think Camilla is feeling—how do you know?”</li> <li>• How do you think Camilla is feeling about herself? What clues are there to support your opinion?</li> </ul> </li> <li>• After reading: discuss how Camilla’s self-esteem grew after her bad case of stripes. What evidence do students have?</li> </ul>
5 min	Send-off	<ul style="list-style-type: none"> <li>• Students will choose a fiction picture book from their just-right books. They will use the illustrations to think critically about a character in the book, thinking both about that character’s feelings in general as well as how they feel about themselves.</li> </ul>
20-30 min	Independent Work	<ul style="list-style-type: none"> <li>• See send-off directions. Students can work independently or with a partner and use post it’s to record their thinking.</li> </ul>

10 min	Closure	<ul style="list-style-type: none"> <li>Students come together as a whole group to discuss the characters they studied.</li> </ul>
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**Extension Ideas:**

- Students can journal about themselves: what makes them proud, when do they feel most confident? When do they feel least confident?

**Additional Book Suggestions:**

- I Like Myself* by Karen Beaumont
- I'm Gonna Like Me: Letting Off a Little Self-Esteem* by Jamie Lee Curtis

**Post-Instructional Reflection:** *(intentionally left blank for teacher notes)*

## APPENDIX C

### Lesson Four



**The Integration of Social and Emotional Learning  
and Reader’s Workshop Mini-Lessons**

**Competency 2: Self-Management**

**Lesson 1: Controlling Impulses**

**Subject:** Literacy

**Length:** 60 min.

**Grade:** 3rd

**Author:** Sarah Hippert

**Note:** This lesson and the others in this unit were developed with flexibility in mind.

Each lesson has a similar structure to ease implementation, and there are common themes throughout, especially for lessons within the same competency. However, it is not necessary to teach this curriculum in chronological order, nor is it necessary to teach on consecutive days. The purpose of this curriculum is supplemental, and should be used in whatever way best meets the needs of students.

**Common Core State Literacy Standards:**

- [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

**Objectives:**

- **Social and Emotional:** Students will be able to identify strategies they can use to control impulsive behavior.

- **Literacy:** Students will be able to summarize the story *Babu's Song* focusing on the main character, Bernardi.

**Prior Learning:** Rituals and routines of a balanced literacy classroom will have been established prior to this lesson.

**Provisions for Individual Differences:** (*intentionally left blank for teacher notes*)

**Materials Needed:** At least one per student: reading response journal, pencil, student-selected fiction text, post-its (optional). One per teacher: *Babu's Song*, by Stephanie Stuve-Bodeen,

### **Instructional Strategies and Learning Tasks**

<b>Time</b>	<b>Activity</b>	<b>Notes</b>
5 min	Launch	<ul style="list-style-type: none"> <li>• Introduce topic by using a Think-Pair-Share.</li> <li>• Ask: "Think about a time when you had to make a hard decision. How did it feel?"</li> <li>• Give 1 minute of think time, two minutes of partner time and have a few students share with the whole group.</li> <li>• Introduce the students to <i>Babu's Song</i> and tell them it is about a boy, Bernardi, who has two</li> </ul>

		hard decisions to make.
15 min	Read Aloud	<ul style="list-style-type: none"> <li>• While reading, pause at interval for students to share what they know about Bernardi so far. Encourage them to find evidence from the text for their answers.</li> <li>• Stop just after Bernardi decides to sell the music box. Tell students Bernardi made an impulsive decision. Define impulsive as making a choice without thinking about the consequences.</li> <li>• Read until the end of the book. Tell students when Bernardi decided to bring the money back home, he demonstrated control, and thought carefully about his decision.</li> </ul>
5 min	Send-off	<ul style="list-style-type: none"> <li>• Students are to write in their journals about Bernardi’s decision to bring the money home. What may have happened if he had instead purchased the soccer ball?</li> <li>• Next, write about a choice they are trying to make. Practice thinking through all of the possible outcomes.</li> </ul>
20-30	Independent Work	<ul style="list-style-type: none"> <li>• Independent work time.</li> </ul>

min		
10 min	Closure	<ul style="list-style-type: none"> <li>• Choice to share either of the two writing prompts. Students take two questions or comments from classmates.</li> <li>• Spend time either now or at a later time as a class crafting a chart of ways to stop and think before making a choice.</li> </ul>

**Extension Ideas:**

- Have students create a notecard with their favorite “stop and think” strategy on it as a reminder.
- Role play Bernardi’s soccer ball decision as well as examples from students’ own lives.

**Additional Book Suggestions:**

- *The True Story of the Three Little Pigs* by Jon Scieszka
- *When Sophie Gets Angry—Really, Really Angry...* by Molly Bang

**Post-Instructional Reflection:** *(intentionally left blank for teacher notes)*

APPENDIX D

Lesson Seven

**The Integration of Social and Emotional Learning  
and Reader’s Workshop Mini-Lessons**

**Competency 3: Social Awareness**

**Lesson 1: Demonstrate Empathy**

**Subject:** Literacy

**Length:** 60 min.

**Grade:** 3rd

**Author:** Sarah Hippert

**Note:** This lesson and the others in this unit were developed with flexibility in mind.

Each lesson has a similar structure to ease implementation, and there are common themes throughout, especially for lessons within the same competency. However, it is not necessary to teach this curriculum in chronological order, nor is it necessary to teach on consecutive days. The purpose of this curriculum is supplemental, and should be used in whatever way best meets the needs of students.

**Common Core State Literacy Standards:**

[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.

**Objectives:**

- **Social and Emotional:** Students will be able to explain how Cooper’s thinking changes as the story progresses, from mostly thinking about himself to seeing the situation from the point of view of Mr. Lee.

- **Literacy:** Students will be able to ask surface and deep questions to further their understanding of *Cooper's Lesson*.

**Prior Learning:** Rituals and routines of a balanced literacy classroom will have been established prior to this lesson. Students should know the difference between surface and deep questions and have practiced asking and answering their own questions.

**Provisions for Individual Differences:** (*intentionally left blank for teacher notes*)

**Prep ahead:**

**Materials Needed:** At least one per student: reading response journal, pencil, post-it notes, and hard surface. One Per teacher: *Cooper's Lesson* by Sun Yung Shin

**Instructional Strategies and Learning Tasks**

Time	Activity	Notes
5 min	Launch	<ul style="list-style-type: none"> <li>• Ask students what they know about the word empathy (skip this if your students have a lot of experience with empathy from other classwork).</li> <li>• Explain that today's book will have a main character, Cooper, who learns to show empathy toward a shop owner, Mr. Lee.</li> <li>• Explain that students will practice asking questions while they read, including both surface</li> </ul>

		<p>and deep questions.</p> <ul style="list-style-type: none"> <li>• Also explain that this book is written in English and Korean, and show students an example of each.</li> </ul>
15 min	Read Aloud	<ul style="list-style-type: none"> <li>• Give each student a hard surface, a pencil and three to five post-it notes. Explain that during read aloud, they should try to write down at least three questions they have while reading. They will get a chance to try and answer them during work time. Only one question can be a surface question.</li> <li>• During reading, pause and ask for volunteers to read a question they've written down.</li> <li>• As the teacher, ask your own questions, focusing on the development of Cooper's thinking and his growing empathy toward Mr. Lee. Record your questions somewhere accessible to students during work time.</li> </ul>
5 min	Send-off	<ul style="list-style-type: none"> <li>• Students will go back to their desks and try to answer their questions by transferring them to their notebook and writing an answer beside their</li> </ul>



		<p>post-it (<b>SEE EXAMPLE</b>)</p> <ul style="list-style-type: none"> <li>• Ask students to also think about how Cooper changes in the story, and have them try an answer one of your questions as well.</li> </ul>
20-30 min	Independent Work	<ul style="list-style-type: none"> <li>• Students work on each task (give them choice of order)</li> </ul>
10 min	Closure	<ul style="list-style-type: none"> <li>• Students come together with notebooks. Have a few students share their questions and answers. Then have students share answers to your questions. Examples of questions you can ask: <ul style="list-style-type: none"> <li>• What does Cooper think of Mr. Lee in the beginning of the story? How do you know?</li> <li>• What event changes Cooper's feelings toward Mr. Lee?</li> <li>• Why does Cooper start to think differently about Mr. Lee?</li> </ul> </li> </ul>

**Directions for Students Who finish Early:**

- Post-its can be made available for students to use to practice asking questions in their own books.
- Students can answer more of the teacher questions.

**Extension Ideas:**

- Students can pick a person in their family or in the school and try to see a situation from that person's perspective. Teachers could make this into a morning game (ex. Person: Principal and Situation: Noisy Lunchroom)


**Additional Book Suggestions:**

- *Boxes for Katje* by Candace Fleming
- *Cooper's Lesson* by Sun Yung Shin
- *The Lemonade Club* by Patricia Polacco (Note: this book deals with cancer and may be a sensitive topic for some children)
- *The Other Side* by Jacqueline Woodson
- *Somebody Loves You, Mr. Hatch* by Eileen Spinelli

**Post-Instructional Reflection:** *(intentionally left blank for teacher notes)*

Example to accompany Lesson:

Name	Date
Questions	Answers
Why does Cooper dislike Mr. Lee?	Maybe because he is embarrassed that he cannot understand when Mr. Lee speaks Korean.



APPENDIX E

Lesson Ten

**The Integration of Social and Emotional Learning  
and Reader’s Workshop Mini-Lessons**

**Competency 4: Relationship Skills**

**Lesson 1: Cooperation**

**Subject:** Literacy

**Length:** 60 min.

**Grade:** 3rd

**Author:** Sarah Hippert

**Note:** This lesson and the others in this unit were developed with flexibility in mind.

Each lesson has a similar structure to ease implementation, and there are common themes throughout, especially for lessons within the same competency. However, it is not necessary to teach this curriculum in chronological order, nor is it necessary to teach on consecutive days. The purpose of this curriculum is supplemental, and should be used in whatever way best meets the needs of students.

**Common Core State Literacy Standards:**

- [CCSS.ELA-LITERACY.RL.3.2](#)

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**Objectives:**

- **Social and Emotional:** Students will be able to explain how everyone had an important role in building the Golden Gate Bridge, and how that can be compared to their job as students.
- **Literacy:** Students will be able to craft an author’s message that is supported with key details from the text.

**Prior Learning:** Rituals and routines of a balanced literacy classroom will have been established prior to this lesson. Students should have some experiences with group work using established rituals and routines prior to this lesson.

**Provisions for Individual Differences:** *(intentionally left blank for teacher notes)*

**Prep ahead:**

**Materials Needed:** At least one per student: reading response journal, pencil, student-selected fiction text, post-its (optional). One per teacher: *Pop’s Bridge* by Eve Bunting

### **Instructional Strategies and Learning Tasks**

<b>Time</b>	<b>Activity</b>	<b>Notes</b>
5 min	Launch	<ul style="list-style-type: none"> <li>• Students should sit with a partner (teacher should use established routines for getting students into partnerships)</li> <li>• Teacher prompts with questions: “Think about times when you have worked in a group. Talk with your partner about your experiences. Think about what makes a group or a team successful</li> </ul>

		<p>and what makes group and teamwork challenging.” Students should talk with their partners about these questions.</p> <ul style="list-style-type: none"> <li>• Introduce book. Tell students to think about how the main character, Robert, changes his thinking about his dad’s role on the bridge-building team.</li> </ul>
15 min	Read Aloud	<ul style="list-style-type: none"> <li>• While reading, pause at key points and prompt students to think about what Robert is thinking as he watches his dad build the bridge. When do his thoughts change about his dad’s role?</li> </ul>
5 min	Send-off	<ul style="list-style-type: none"> <li>• Students will spend their work time with a partner or small group. They will decide on an author’s message and decide on at least three key details that support the author’s message.</li> </ul>
20-30 min	Independent Work	<ul style="list-style-type: none"> <li>• Students will work together on the graphic organizer provided.</li> </ul>
10 min	Closure	<ul style="list-style-type: none"> <li>• Students should bring their graphic organizer to carpet and be ready to discuss. Teacher draws three to five students to share.</li> <li>• Teacher also asks students to reflect on their own cooperative experience: what were group</li> </ul>

		strengths? What was challenging?
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**Directions for Students Who finish Early:**

- Groups can partner read a book of their choosing.

**Extension Ideas:**

- Students could work in cooperative groups to try and build their own bridges (supply ideas include: marshmallow and toothpicks, rolled newspaper or cardboard)
- The author's note in the back of the book could be a launching point for a study of engineering, social studies or geography lessons. Teachers should refer to their state standards for ideas.

**Additional Book Suggestions:**

- *By My Brother's Side* by Tiki Barber and Ronde Barber with Robert Burleigh
- *The Cats in Krasinski Square* by Karen Hesse
- *Pop's Bridge* by Eve Bunting
- *Saving Strawberry Farm* by Deborah Hopkinson
- *She Did It!* by Jennifer A. Ericsson

**Post-Instructional Reflection:** *(intentionally left blank for teacher notes)*



**Group Member Names:**

**Date:**

**Author's Message in *Pop's Bridge*, by Eve Bunting**

<b>Author's Message:</b>	
<b>Evidence</b>	<b>Explanation</b>
<b>Evidence</b>	<b>Explanation</b>
<b>Evidence</b>	<b>Explanation</b>
<b>Evidence</b>	<b>Explanation</b>
<b>Evidence</b>	<b>Explanation</b>

APPENDIX F

Lesson Thirteen

**The Integration of Social and Emotional Learning  
and Reader’s Workshop Mini-Lessons**

**Competency 5: Responsible Decision Making**

**Lesson 3: Bullying**

**Subject:** Literacy

**Length:** 60 min.

**Grade:** 3rd

**Author:** Sarah Hippert

**Note:** This lesson and the others in this unit were developed with flexibility in mind.

Each lesson has a similar structure to ease implementation, and there are common themes throughout, especially for lessons within the same competency. However, it is not necessary to teach this curriculum in chronological order, nor is it necessary to teach on consecutive days. The purpose of this curriculum is supplemental, and should be used in whatever way best meets the needs of students.

**Common Core State Literacy Standards:**

- [CCSS.ELA-LITERACY.RL.3.6](#)

Distinguish their own point of view from that of the narrator or those of the characters.

**Objectives:**

- **Social and Emotional:** Students will be able to tell how the role of a bystander can support someone who is being bullied.

- **Literacy:** Students will be able to make connections between their own experiences and those of the two main characters, Sarie and Emile.

**Prior Learning:** Rituals and routines of a balanced literacy classroom will have been established prior to this lesson. Students will benefit from knowing the words bully and bystander.

**Provisions for Individual Differences:** *(intentionally left blank for teacher notes)*

**Prep ahead:** Students will need either a writing or reading journal for a quick write and journaling activity.

**Materials Needed:** At least one per student: reading response journal OR writing journal, pencil. One per teacher: *Once Upon a Time*, by Niki Daly

### **Instructional Strategies and Learning Tasks**

<b>Time</b>	<b>Activity</b>	<b>Notes</b>
5 min	Launch	<ul style="list-style-type: none"> <li>• Before calling students to carpet (or, if in a small group, before beginning), have students do a short quick write about a time they saw someone else being bullied OR if they haven't ever seen someone being bullied, what they would do if they witnessed bullying.</li> <li>• Call class together, and tell them that today's</li> </ul>

		<p>story deals with someone called a bystander. If the term is unfamiliar to students, define it quickly as someone who sees someone else being bullied. If the term is familiar, quickly popcorn share what students know about being a bystander.</p>
15 min	Read Aloud	<ul style="list-style-type: none"> <li>• Stop at the beginning and talk about setting briefly (this book takes place in South Africa and students may have questions regarding the background, the names of places and other details).</li> <li>• Stop when Sarie is first being bullied. Ask: “Thumbs up if you have ever witnessed something similar to what is happening to Sarie.”</li> <li>• Ask students to pay attention to Emile. Think: what would you do if you were Emile? How does he support Sarie? What else could he do to help her?</li> <li>• After reading, explore these questions further: How does Emile help Sarie? What other choices could he make to help Sarie? Why does he make</li> </ul>

		the choice he does?
5 min	Send-off	<ul style="list-style-type: none"> <li>• Tell students they have two choices: <ul style="list-style-type: none"> <li>• write about a real-life bullying situation</li> <li>• create a short fiction piece about bullying,</li> </ul> </li> <li>• Tell students to be sure to include a character that is a bystander.</li> </ul>
20-30 min	Independent Work	<ul style="list-style-type: none"> <li>• Students should work independently on their story.</li> </ul>
10 min	Closure	<ul style="list-style-type: none"> <li>• Come together- take volunteers to share (note- if bullying is something your class is struggling with, sharing actual stories might make children feel unsafe. Use your judgment and skip this step if needed).</li> <li>• Create a class list of ways a bystander can help.</li> <li>• If students do not bring it up, talk about how adults can help and when to seek adult support.</li> </ul>

**Directions for Students Who finish Early:**

- Students could continue to develop their story using the writing process (draft, revise, edit, publish, etc.).

**Extension Ideas:**

- Students could role-play stories made up by their classmates.
- Students could use these stories as either a personal narrative or fiction story and continue to take them through the writing process.

**Additional Book Suggestions:**

- *Chrysanthemum* by Kevin Henkes
- *First Day in Grapes* by L. King Perez
- *Once Upon a Time* by Niki Daly
- *Leonardo, the Terrible Monster* by Mo Willems
- *Mr. Lincoln's Way* by Patricia Polacco

**Post-Instructional Reflection:** *(intentionally left blank for teacher notes)*

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