

Kindergarten Literacy Standards, SEL Competencies, and P21 Framework Alignment:

CCSS.ELA-LITERACY.RL.K.7

CCSS.ELA-LITERACY.RL.K.9

		Self-Awareness					Self-Management					Social Awareness				Relationship Skills				Responsible Decision-Making					Learning Innovation and Skills				Information, Media and Technology Skills			Life and Career Skills										
		Identifying Emotions	Accurate Self-Perception	Recognizing Strengths	Self-Confidence	Self-Efficacy	Impulse Control	Self-Discipline	Stress Management	Self-Motivation	Goal Setting	Organizational Skills	Perspective Taking	Empathy	Appreciating Diversity	Respect for Others	Communication	Social Engagement	Relationship-Building	Teamwork	Identifying Problems	Analyzing Situations	Solving Problems	Evaluating	Reflecting	Creativity and Innovation	Critical Thinking & Problem Solving	Communication	Collaboration	Information Literacy	Media Literacy	Info, Communication, and Tech Literacy	Flexibility and Adaptability	Initiative and Self-Direction	Social and Cross-Cultural Skills	Productivity and Accountability	Leadership and Responsibility					
Subject	Academic Content Standards																																									
CCSS.ELA-LITERACY.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).				✓								✓					✓	✓	✓	✓					✓	✓	✓	✓		✓						✓					
		Students have the self-confidence to describe differences between illustrations and they story.										By considering illustrations of characters, students take on the perspective of others.				Students communicate and engage socially with the teacher, thereby building relationships and working as a team to describe relationships between illustrations and the story.				To describe relationships between illustrations and the story, students analyze the situation, evaluate, and reflect.					Students use critical thinking and problem-solving skills by communicating and collaborating creatively with the teacher to describe relationships between illustrations and the story.				Students become proficient in information literacy by describing the relationship between illustrations and the story.			By describing the relationship between illustrations and text, students show that they are flexible and adaptable to the moment.										
CCSS.ELA-LITERACY.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	✓			✓						✓		✓	✓	✓	✓		✓	✓	✓	✓					✓	✓	✓	✓		✓						✓			✓		
		Students identify emotions to compare and contrast experiences of characters and have the self-confidence to discuss it.					By comparing and contrasting adventures and experiences of characters, students show thoughtful organizational skills.					By comparing and contrasting the experiences of characters, students take others' perspectives, show empathy, show respect for others, and appreciate diversity.				Students communicate and engage socially with the teacher, thereby building relationships and working as a team to compare and contrast experiences of characters.				To compare and contrast the adventures and experiences of characters, students identify the problem, analyze the situation and reflect.					Students use critical thinking and problem-solving skills by communicating and collaborating creatively with the teacher to compare and contrast experiences of characters.				Students become proficient in information literacy by comparing and contrasting the experiences of characters.			By comparing and contrasting the adventures and experiences of characters, students show that they are flexible and adaptable to the moment while using social and cultural skills.										

Kindergarten Literacy Standards, SEL Competencies, and P21 Framework Alignment:

CCSS.ELA-LITERACY.RI.K.3

CCSS.ELA-LITERACY.RI.K.8

		Self-Awareness					Self-Management					Social Awareness				Relationship Skills				Responsible Decision-Making					Learning Innovation and Skills				Information, Media and Technology Skills			Life and Career Skills						
		Identifying Emotions	Accurate Self-Perception	Recognizing Strengths	Self-Confidence	Self-Efficacy	Impulse Control	Self-Discipline	Stress Management	Self-Motivation	Goal Setting	Organizational Skills	Perspective Taking	Empathy	Appreciating Diversity	Respect for Others	Communication	Social Engagement	Relationship-Building	Teamwork	Identifying Problems	Analyzing Situations	Solving Problems	Evaluating	Reflecting	Creativity and Innovation	Critical Thinking & Problem Solving	Communication	Collaboration	Information Literacy	Media Literacy	Info, Communication, and Tech Literacy	Flexibility and Adaptability	Initiative and Self-Direction	Social and Cross-Cultural Skills	Productivity and Accountability	Leadership and Responsibility	
Subject	Academic Content Standards																																					
CCSS.ELA-LITERACY.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	✓										✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓				✓				✓
		Students identify emotions to connect between two individuals.					By describing the connection between two individuals, events, ideas, or pieces of information in a text, students show thoughtful organizational skills.					By describing the connection between two individuals, events, ideas, or pieces of information in a text, students take others' perspectives, show empathy, and appreciate diversity				Students communicate and engage socially with the teacher, thereby building relationships and working as a team to describe the connection between ideas in two texts.				To describe the connection between two individuals, events, ideas, or pieces of information in a text, students analyze the situation, evaluate, and reflect.					Students use critical thinking and problem-solving skills by communicating and collaborating creatively with the teacher to describe the connection between two individuals or events.				Students become proficient in information literacy by describing the connection between ideas in two texts.			By describing the connection between two individuals, events, ideas, or pieces of information in a text, students show that they are flexible and adaptable to the moment while also being productive and accountable to the information in the text.						
CCSS.ELA-LITERACY.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.												✓				✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓				✓				✓
												By identifying the reasons an author gives to support points in a text, students take others' perspectives, show empathy, show respect for others, and appreciate diversity				Students communicate and engage socially with the teacher, thereby building relationships and working as a team to identify reasons an author gives to support points in a text.				To identify the reason an author gives to support points in a text, students analyze the situation, evaluate, and reflect.					Students use critical thinking and problem-solving skills by communicating and collaborating with the teacher to identify reasons an author gives to support points in a text.				Students become proficient in information literacy by identifying reasons an author gives to support points in a text.			By identifying the reasons an author gives to support points in a text, students show that they are flexible and adaptable to the moment while also being productive and accountable to the information in the text.						

