Teaching the Whole Child

Integrating Social-emotional Learning into Powerful Literacy Instruction

Center for the Collaborative Classroom™

Empowering teachers. Inspiring students.

Institute Handbook

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Teaching the Whole Child: Integrating Social-emotional Learning into Powerful Literacy Instruction

This one-day institute focuses on the important role of a growth mindset and social-emotional learning as an essential part of our core instruction. This day of professional learning is designed for educators who want to deepen their understanding about the importance of intentional development of SEL skills, examine teaching practices that support the development of core SEL competencies, and familiarize themselves with how SEL teaching practices are aligned with other initiatives, including the Common Core State Standards and Teacher Evaluation Frameworks. Participants are encouraged to attend in teams to support the adult collaboration within a school or district.

Morning

Team Builder & Reflection

Professional Reading & Discussion—What is important to know about Social-Emotional Learning (SEL) and what competencies do students need to develop?

Video & Discussion—How do we support a growth mindset in students and teachers?

Professional Reading & Discussion—What teaching practices support the development of a growth mindset and SEL competencies?

Lunch

Afternoon

Lesson Video and Discussion—SEL Competencies in Action

Activity and Discussion—The Power of Teacher Language

Literacy Lesson Analysis & Discussion—Understanding the Reciprocal Nature of SEL and Academics

Understanding SEL and Current Initiatives—CCSS Portrait Analysis, Crosswalk with Teacher Evaluation Frameworks

Three Levels of Text Protocol*

Purpose

To deepen understanding of a text and explore implications for participants' work.

Facilitation

Stick to the time limits. Each round takes up to 5 minutes per person in a group. Emphasize the need to watch airtime during the brief "group response" segment. Do 1–3 rounds. This exercise can be used as a prelude to a text-based discussion or by itself.

Roles

Facilitator/timekeeper (who also participates); participants

Process

1. Sit in a circle, and identify a facilitator/timekeeper.
2. If participants have not done so ahead of time, have them read the text and identify passages (and a couple of backups) that they feel may have important implications for their work.
3. A round consists of:
   - One person using up to 3 minutes to:
     - LEVEL 1: Read aloud the passage she has selected.
     - LEVEL 2: Say what she thinks about the passage (interpretation, connection to past experiences, etc.).
     - LEVEL 3: Say what she sees as the implications for her work.
   - The group responding (for a TOTAL of up to 2 minutes) to what has been said.
4. After all rounds have been completed, debrief the process.

Quote

"Educators, policymakers, and researchers … know that effective teachers do more than promote academic learning —they teach the whole child. Teachers help promote the social and emotional learning skills students need to be college and career ready, such as collaborating with others, monitoring their own behavior, and making responsible decisions. Social-emotional learning is critical to college and career readiness standards, which increase the demands on students' ability to engage in deeper learning and shift the focus and rigor of instruction."

— Yoder, 2014

* Adapted by the Southern Maine Partnership from Camilla Greene's Rule of 3 Protocol, 11/20/03. From the National School Reform Faculty, **nsrfharmony.org**.

Research-to-Practice Brief

Teaching the Whole Child

Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks

Revised Edition

JANUARY 2014

Nicholas Yoder, Ph.D.

Contents

Introduction

Educators, policymakers, and researchers agree that teachers have a significant impact on student learning (Chetty, Friedman, & Rockoff, 2011; Nye, Konstantopoulos, & Hedges, 2004). They also know that effective teachers do more than promote academic learning—they teach the whole child. Teachers help promote the social and emotional learning skills students need to be college and career ready, such as collaborating with others, monitoring their own behavior, and making responsible decisions. Social-emotional learning is critical to the introduction of college and career readiness standards, which increase the demands on students' ability to engage in deeper learning and shift the focus and rigor of instruction (National Governors Association Center for Best Practices [NGA Center] & Council of Chief State School Officers [CCSSO], 2010a; NGA Center & CCSSO, 2010b).

To bridge the connection between social-emotional learning and the work that educators are already doing, educators need access to tools, supports, and resources on social-emotional learning that are integrated *into* existing teacher evaluation and professional development systems. Not only does this reinforce the importance of social-emotional learning, it avoids overburdening educators by layering on yet another separate initiative. Ensuring that our teacher evaluation systems privilege and reinforce the successful teaching of these competencies is, therefore, of critical importance

> *"As a school committed to developing social/emotional competencies in children as part of a wider school climate improvement process, we have adopted SEL standards, developed an SEL curriculum, included various accountability measures in teacher evaluations to ensure consistency and authentic delivery schoolwide. In order for these approaches to be successful, it has been essential for us to provide adequate professional development and coaching for our teachers to ensure buy-in, depth of understanding, and breadth of knowledge."*
>
> —Vanessa Camilleri,
> Director of Student Support Services, The Arts & Technology Academy Public Charter School

To aid this critical work, this Research-to-Practice Brief aims to do the following:

1. Identify the teaching practices that promote student social-emotional learning, which in turn are critical for student academic learning.
2. Showcase how three popular professional teaching frameworks embed practices that influence not only student academic learning but also student social and emotional competencies.

The brief begins by providing a definition of social-emotional learning and a discussion of why it is important.

Understanding Social-Emotional Learning

What Is Social-Emotional Learning?

Social-emotional learning (SEL) is the process of developing students' social-emotional competencies—that is, the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003). SEL promotes activities that develop children's ability to recognize and manage emotions, build relationships, solve interpersonal problems, and make effective and ethical decisions (Payton et al., 2000). Developing social and emotional skills is even more critical for students living in underresourced areas, both urban and rural. Students in urban areas and/or areas that are underresourced are surrounded by added stressors that make it difficult for them to learn. When students develop social-emotional competencies, they are more capable of seeking help when needed, managing their own emotions, and problem-solving difficult situations (Romasz, Kantor, & Elias, 2004).

According to CASEL (http://www.casel.org/social-and-emotional-learning/core-competencies), there are five core social-emotional competencies, each

KEY DEFINITIONS

- **Social-emotional learning** is the educational process that focuses on development of social-emotional competencies.
- **Social-emotional competencies** are the skills, behaviors, and attitudes students and adults need to effectively manage their affective, cognitive, and social behavior.
- **Safe and supportive learning environments** are the conditions that foster safety; a supportive academic, disciplinary, and physical environment; and respectful, trusting, and caring relationships throughout the school community.
- **Professional teaching frameworks** define common components of teachers' professional practice, which reflect multiple levels of teacher performance.

addressing multiple skills that students need to be successful in school and their future careers. The five overarching competencies are as follows (see Table 1 for a list of skills related to each competency):

- **Self-awareness** is the ability to recognize one's own feelings, interests, and strengths, in addition to maintaining an accurate level of self-efficacy. Students who are self-aware are capable of describing and understanding their own emotions. In addition, they are capable of recognizing their own strengths and weaknesses (Payton et al., 2000). Students' beliefs about their own strengths and weaknesses influence the academic choices they make, how long they will persist on tasks (Zimmerman, 2000), and whether or not they will ask for help on academic tasks (Ryan, Gheen, & Midgley, 1998).
- **Self-management** skills allow individuals to handle daily stresses and control their emotions under difficult situations. Students' capacities to regulate their emotions impact student memory and the cognitive resources they use on academic tasks (Gross, 2002). Self-management skills include the ability to monitor and reflect on personal and academic goal-setting. Academic self-regulation has important implications for student motivation in the classroom, as well as the learning strategies students use to master material (Clearly & Zimmerman, 2004).
- **Social awareness** allows individuals to take others' perspectives into account and to empathize with others. Socially aware students are more likely to recognize and appreciate the similarities and differences of others. Social awareness is particularly important for students as they participate in new instructional shifts. Students need to take the perspectives of their classmates during classroom discussions and attempt to empathize and relate with characters during analysis of texts.
- **Relationship management** allows students to develop and maintain healthy relationships with others, including the ability to resist negative social pressures, resolve interpersonal conflict, and seek help when needed. Students need to be able to work well with their classmates in order to participate in collaborative groups.
- **Responsible decision making** enables students to keep in mind multiple factors—such as ethics, standards, respect, and safety concerns—when making their decisions. This competency includes students' capacity to identify problems and develop appropriate solutions to those problems, whether they are social or academic problems (Payton et al., 2000).

Table 1. Skills Related to Five Overarching Social-Emotional Competencies

Social-Emotional Competency	Social-Emotional Learning Skills Related to Each Competency
Self-awareness	■ Label and recognize own and others' emotions ■ Identify what triggers own emotions ■ Analyze emotions and how they affect others ■ Accurately recognize own strengths and limitations ■ Identify own needs and values ■ Possess self-efficacy and self-esteem
Self-management	■ Set plans and work toward goals ■ Overcome obstacles and create strategies for more long-term goals ■ Monitor progress toward personal and academic short- and long-term goals ■ Regulate emotions such as impulses, aggression, and self-destructive behavior ■ Manage personal and interpersonal stress ■ Attention control (maintain optimal work performance) ■ Use feedback constructively ■ Exhibit positive motivation, hope, and optimism ■ Seek help when needed ■ Display grit, determination, or perseverance ■ Advocate for oneself
Social awareness	■ Identify social cues (verbal, physical) to determine how others feel ■ Predict others' feelings and reactions ■ Evaluate others' emotional reactions ■ Respect others (e.g., listen carefully and accurately) ■ Understand other points of view and perspectives ■ Appreciate diversity (recognize individual and group similarities and differences) ■ Identify and use resources of family, school, and community
Relationship management	■ Demonstrate capacity to make friends ■ Exhibit cooperative learning and working toward group goals ■ Evaluate own skills to communicate with others ■ Manage and express emotions in relationships, respecting diverse viewpoints ■ Communicate effectively ■ Cultivate relationships with those who can be resources when help is needed ■ Provide help to those who need it ■ Demonstrate leadership skills when necessary, being assertive and persuasive ■ Prevent interpersonal conflict, but manage and resolve it when it does occur ■ Resist inappropriate social pressures

Social-Emotional Competency	Social-Emotional Learning Skills Related to Each Competency
Responsible decision making	■ Identify decisions one makes at school ■ Discuss strategies used to resist peer pressure ■ Reflect on how current choices affect future ■ Identify problems when making decisions, and generate alternatives ■ Implement problem-solving skills when making decisions, when appropriate ■ Become self-reflective and self-evaluative ■ Make decisions based on moral, personal, and ethical standards ■ Make responsible decisions that affect the individual, school, and community ■ Negotiate fairly

Sources: CASEL, 2003; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Elias, 2006; Kress & Elias, 2006; Zins, Payton, Weisberg, & O'Brien, 2007.

Why Is Social-Emotional Learning Important?

Increase Students' Capacity to Learn

Social-emotional competencies not only prepare students to be able to participate in learning experiences, they also increase students' capacity to learn (Durlak et al., 2011). Student learning is enhanced when teachers integrate social-emotional competencies with academic learning (Elias, 2004). For example, when students develop social-emotional competencies, they are more motivated to learn and committed to school (as seen through improved attendance and graduation rates), and they are less likely to act out in class, get suspended, or be held back (Zins, Weissberg, Wang, & Walberg, 2004). Students receive multiple benefits when teachers focus on SEL in their instruction. In a major review of SEL programs in schools, Durlak et al. (2011) found that students who participated in social-emotional programs (compared with students not in social-emotional programs) demonstrated the following:

> Students with training in social-emotional learning gained an average of 11 percentile points on standardized tests scores compared with students who did not receive the training (Durlak et al., 2011).

- Increased academic achievement
- Increased social-emotional skills
- Improved attitudes toward self and others
- Improved positive social behaviors
- Decreased conduct problems and emotional distress

These results were consistent across grade level (elementary, middle, and high schools); location (urban, rural, and suburban); and school type (schools serving ethnically and racially diverse student populations).

In the same way that students need to learn academic content, they also need to learn social-emotional competencies. For example, students do not enter school knowing how to interact with teachers and peers around content, how to understand the ways that emotions influence their classroom interactions (e.g., feeling challenged by boredom or failure), or how to regulate stressful academic situations (Osher et al., 2008). In collaboration with families and the school community, teachers must explicity teach students the SEL skills that are necessary for learning academic content (Jones & Bouffard, 2012).

Prepare to Meet College and Career Readiness Standards

Learning social-emotional competencies is particularly important with the introduction of college and career readiness standards such as the Common Core State Standards. To master the new academic standards, students will need to build the necessary SEL skills all students need to be successful (McTigue & Rimm-Kaufman, 2011; Osher et al., 2008). For example, the Common Core State Standards for mathematics entail a new level of focus, coherence, and rigor (Student Achievement Partners, 2012b). When students become frustrated or confused by the content, they must learn how to persevere in meeting the new standards. If they do not know how to manage or regulate the emotions they have during school (e.g., joy, jealousy, frustration, relief), their mental resources will not be used for academic learning (Brackett, Rivers, Reyes, & Salovey, 2012). Similarly, in the Common Core State Standards for English language arts, students must gather evidence from and interact with more complex texts (Student Achievement Partners, 2012a). Social-emotional competencies are critical to successfully navigate more complex texts. Students need to be aware of what they do and do not understand about the text (self-awareness) and be able to ask for help when they do not comprehend the text (self-management). In addition, classroom discussions about these texts require students to have good communication skills as they interact with their teachers and classmates.

> "CCSS makes the assumption that students will have a broad range of skills that include the five SEL core competencies."
>
> (Dymnicki, Sambolt, & Kidron, 2013, p. 9)

Supporting Social-Emotional Learning: Action Steps for Policymakers and Educators

As with academic skills, students learn social-emotional competencies in the classroom when teachers provide them with opportunities to learn and apply such skills (Durlak et al., 2011). Teachers, however, need access to systematic supports in order to provide these opportunities to their students. State education agencies, districts, and school administrators each have a role to play in establishing these systematic supports. Specifically, there are action steps that states, districts, administrators, and teachers can take to promote students' SEL, which include the following:

1. **State Actions:** (a) adopt or develop SEL standards, (b) explicitly include practices that promote or support SEL in educator evaluation systems, and (c) develop policies that focus on the implementation of practices that promote or support SEL.

2. **District Actions:** (a) implement SEL programs that focus on teaching specific social-emotional competencies; (b) explicitly include practices that promote or support SEL in educator evaluation systems; (c) connect SEL to other district initiatives, including college and career readiness standards, school climate, and anti-bullying; and (d) create a process to continually assess the effectiveness of initiatives and programs designed to promote SEL.

3. **School Administrator Actions:** (a) implement an SEL learning program; (b) integrate SEL into academic learning and curricular resources; (c) provide teachers with professional learning experiences on SEL; (d) look for instructional practices that promote or support SEL; and (e) connect SEL to other school policies and procedures, such as school climate, school vision and mission, or service learning programs.

4. **Teacher Actions:** (a) use specific instructional strategies and classroom management techniques, including those that foster a supportive, caring classroom environment; (b) assess use of instructional strategies that support SEL in the classroom; (c) assess students' social-emotional competencies in the classroom; (d) ask for feedback from administrators, evaluators, or peers on SEL implementation; and (e) implement and/or advocate for SEL school and district policies.

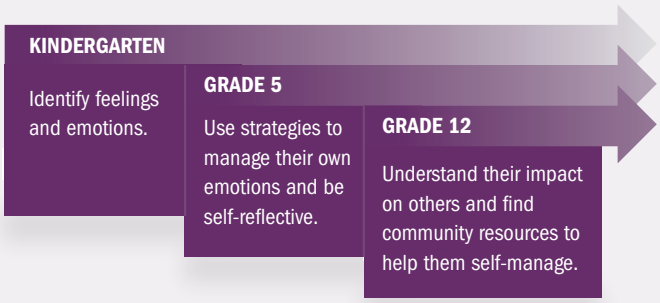
Although there are multiple ways in which policymakers and education leaders can promote SEL, the goal of this brief is to understand which practices teachers currently use in their classrooms that impact student social-emotional development. This information will provide policymakers and education leaders with a framework to connect SEL to their teacher evaluation systems and professional learning opportunities. Additional information about SEL learning programs that impact student social-emotional competencies can be found online on CASEL's website (www.casel.org).

SOCIAL-EMOTIONAL LEARNING STANDARDS

The importance of social-emotional learning (SEL) has become so essential for student success that states have begun adopting SEL standards, either as free-standing standards (e.g., Illinois, Kansas, Pennsylvania) or with a focus on SEL skills within their current standards (e.g., Washington, Vermont). Developing SEL standards has the potential to impact student learning. For example, research conducted in Alaska by Spier, Osher, Kendziora, and Cai (2009) at American Institutes for Research suggests that including SEL standards increases the likelihood that students will receive instruction in SEL and become better learners.

Illinois has developed SEL standards in accordance with Section 15(a) of Public Act 93-0495. Within the state's three SEL standards, there is a breakdown of the skills and competencies needed to develop the three overarching standards in 10 developmental stages. For example, Figure 1 demonstrates the development progression for Standard 1A, "Identify and manage one's emotions and behavior." In order to master the standard during the K–12 school experience, students need to demonstrate proficiency in specific skills and competencies. To see the developmental progression of all the SEL skills and competencies by grade level, refer to the Illinois State Board of Education SEL Standards (www.isbe.state.il.us/ils/social_emotional/descriptors.htm) (Illinois State Board of Education, n.d.).

Figure 1. Example of Development Progression for One SEL Standard



Note: For simplicity, Figure 1 includes only three of the 10 developmental stages for Standard 1A.

Many other states have standards whose mastery requires students to have SEL skills (Kress et al., 2004). For example, the Grade 9–10 Common Core State Standard for English language arts literacy RL.9-10.3 states, "Analyze how complex characters (e.g., those with multiple conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme" (NGA & CCSSO, 2010a). In order to meet that standard, students need to understand a variety of emotions a character might have, how the character's context influences his or her emotions, and what defines effective interpersonal interactions.

For additional information about SEL standards across the country, see CASEL's *State Standards to Advance Social and Emotional Learning* (static.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/52df31e2e4b08544727c3d88/1390359010742/CASEL%20Brief%20on%20State%20Standards--January%202014.pdf) and the College and Career Readiness and Success Center's issue brief *Improving College and Career Readiness by Incorporating Social and Emotional Learning* (www.ccrscenter.org/products-resources/improving-college-and-career-readiness-incorporating-social-and-emotional).

THE ECOLOGY OF SOCIAL-EMOTIONAL LEARNING: PROMOTING POSITIVE LEARNING ENVIRONMENTS

Safe and supportive schools (S3) have become a priority for the U.S. Department of Education. In 2010, the Department awarded $38.8 million in S3 grants to 11 states to measure school safety and provide interventions to the schools in most need in those states. Many state agencies used these funds to measure the components of school climate, which include engagement, safety, and environment (see National Center on Safe Supportive Learning Environments at safesupportivelearning.ed.gov).

The three components involve the following:

- **Engagement:** Strong relationships exist between teachers and students, among students, among teachers, and between teachers and administration.
- **Safety:** Students are safe from bullying and violence, and they feel emotionally and academically safe to take risks in the classroom.
- **Environment:** Well-managed schools and classrooms fulfill students' basic needs of autonomy, competence, and connectedness.

POSITIVE LEARNING ENVIRONMENTS INCLUDE:

Engagement

- Positive student-teacher relationships
- Teacher academic and emotional support
- Peer academic and emotional support
- Trust in teachers
- Personalized relationships
- Meaningful control

Safety

- Effectively addressed discipline problems
- Emotional and academic safety

Environment

- Cohesive
- Democratic
- Goal directive
- Captivating
- Challenging
- Relevant

School climate has become a priority because students learn best in positive classroom environments that nurture their social, emotional, and cognitive skills (Schaps, Battistich, & Solomon, 2004). To facilitate the improvement of positive school environments, teachers and administrators need to focus on the development of student social-emotional competencies. When students develop relationship skills, they engage with peers and teachers in a productive way. In addition, when all students develop positive social and emotional skills, they interact more positively with each other. This positive interaction makes students feel more emotionally and physically safe in their schools.

Because teachers and administrators are essential in developing positive learning environments, both groups need (1) professional learning opportunities on how to develop and sustain positive learning environments and (2) an evaluation system that allows teachers and administrators to demonstrate their impact on the learning environments for students. When teacher and principal evaluation systems do not explicitly measure learning environments and the student outcomes related to positive learning environments, educators may not receive the feedback and support they need for developing safe spaces for all kids to learn. In addition, if positive learning environments and SEL are not treated as important initiatives, teachers push them to the side because their jobs are contingent on moving students forward on standardized tests (Bridgeland, Bruce, & Hariharan, 2013).

Teaching Practices That Promote Students' Social-Emotional Competencies

After conducting an extensive review of existing research (see "Methods" below), the Center on Great Teachers and Leaders identified 10 teaching practices that occurred most frequently across the six SEL programs and eight SEL scholars. These 10 practices are not exhaustive, but they represent instructional strategies that can be used in classrooms to support positive learning environments, social-emotional competencies, and academic learning. For each teaching practice, we provide a clear example from either a SEL program or a SEL practice that aligns with the Common Core State Standards. These examples can be modified to fit other grade-level and content areas, and they can generally be applied to multiple contexts.

METHODS

In order to identify common teaching practices that promote students' social-emotional competencies, we reviewed existing literature that focused on the relationship between specific instructional practices, positive learning environments, and student social-emotional competencies. In order to do this, we reviewed programs from the CASEL 2013 guide on research-based social-emotional programs. (For more information about how CASEL selected these programs, see *2013 CASEL Guide: Effective Social and Emotional Learning Programs, Preschool and Elementary Version at* www.casel.org/guide/.)

In addition, eight SEL scholars (individual authors and groups of coauthors) were identified through an extensive literature review on social-emotional learning. Of the articles reviewed, only these eight scholars focused on describing general instructional practices and SEL. (See Appendix A for a list of practices related to each SEL program or scholar; see Appendix B for the corresponding references.)

1. Student-Centered Discipline
2. Teacher Language
3. Responsibility and Choice
4. Warmth and Support
5. Cooperative Learning
6. Classroom Discussions
7. Self-Reflection and Self-Assessment
8. Balanced Instruction
9. Academic Press and Expectations
10. Competence Building—Modeling, Practicing, Feedback, Coaching

1. Student-Centered Discipline

Student-centered discipline refers to the types of classroom-management strategies teachers use in their classrooms. In order to be effective at student-centered discipline, teachers need to use disciplinary strategies that are developmentally appropriate for their students and that motivate students to want to behave in the classroom. This occurs when students have opportunities to be self-directive and have some say in what happens in the classroom. Teachers should not attempt to overmanage their students, nor should they use punitive measures to get students to behave. Furthermore, students and teachers should develop shared norms and values in the classroom. This strategy allows students to connect the rules to the overarching vision of how the classroom is run and increases student buy-in.

Similarly, teachers should enact proactive classroom-management strategies (compared with reactive strategies). This approach is evident when teachers use management strategies consistently and those strategies are related to the norms and visions of the classroom. If a student happens to break a rule, the consequences should be logical in relation to the rule that was broken. For example, if a student pushes another student in line, that student should have to line up last for the rest of the week—rather than lose gym or recess for the week, a consequence that is not related to the incident. Through the development of these consistent and logical rules and consequences, students begin to learn how to regulate their own behavior and problem-solve difficult situations that arise in the classroom. Programs and scholars that discussed student-centered discipline included Caring School Community; Raising Healthy Children; Responsive Classroom; Cristenson & Havsy (2004); Hawkins, Smith, & Catalano (2004); Johnson & Johnson (2004); and McCombs (2004).

STUDENT-CENTERED DISCIPLINE EXAMPLE

The RULER (Recognizing, Understanding, Labeling, Expressing, Regulating) Approach, one of the SEL programs, provides an alternative strategy compared with the other SEL programs. This program's primary disciplinary approach involves the development of emotional literacy in students. Students are taught how to identify their emotions, understand the precursors to an emotional reaction, and be able to express and regulate their own emotions. Using this approach, educators teach students how to effectively problem-solve potential conflicts or personal issues that may arise in the classroom.

2. Teacher Language

Teacher language refers to how the teachers talk to students. Teachers should encourage student effort and work, restating what the student did and what that student needs to do in order to improve. For example, teacher language should not be simply praise (e.g., "You did a great job") but should encourage students (e.g., "I see you worked hard on your math paper. When you really think about your work, and when you explain your thinking, you get more correct answers"). In addition, teacher language should encourage students how to monitor and regulate their own behavior, not just tell students how to behave (e.g., "What strategies have we learned when we come across a problem that we are not sure how to do?"). Programs and scholars that discussed teacher language included Responsive Classroom and Elias (2004).

TEACHER LANGUAGE EXAMPLE

In a sixth-grade English language arts classroom, the teacher encourages students to use more formal academic language than informal academic language. Rather than allowing students to say, "The story is about …", the teacher encourages students to use formal academic language, "The main idea of the story is…."

3. Responsibility and Choice

Responsibility and choice refers to the degree to which teachers allow students to make responsible decisions about their work in their classroom. The teacher creates a classroom environment where democratic norms are put into place and where students provide meaningful input into the development of the norms and procedures of the classroom as well as the academic content or how the academic content is learned. Democratic norms do not mean that everything the students say gets done, but the teacher provides structures so that the students have a voice in the classroom. Teachers give students controlled and meaningful choices. In other words, teachers should not give students a "free for all" but provide specific choices students can select from during lessons and activities, in which students are held accountable for their decisions.

Other ways to get students to feel responsible in the classroom are peer tutoring, cross-age tutoring, or participating in a service learning or community service program. When students extend their learning to help others, they often feel more responsible in the classroom. Programs and scholars that discussed responsibility and choice included Caring School Community, Responsive Classroom, Tribes Learning Community, and Hawkins et al. (2004).

RESPONSIBILITY AND CHOICE EXAMPLE

Using op-ed sections of local or national newspapers, middle school teachers model how to evaluate, and then generate, substantive arguments/claims that are supported by clear and relevant evidence from accurate, credible sources. Teachers demonstrate rubrics for small-group evaluation of online and print editorials about current topics of student interest; explain and provide opportunities for small-group debate teams to develop arguments and supporting claims/evidence around topics of interest; and design specific feedback rubrics for culminating independent writing projects (e.g., editorials for the school newspaper about cell phone use, survey research projects for nutritional changes in school lunches).

4. Warmth and Support (Teacher and Peer)

Warmth and support refers to the academic and social support that students receive from their teacher and from their peers. The teacher creates a classroom where the students know that teachers care about them. Teachers can demonstrate that they care about their students by asking students questions (academic and nonacademic), following up with students when they have a problem or concern, providing the teacher's own anecdotes or stories, and acting in ways in which students know that taking risks and asking questions are safe in the classroom. In addition, teachers need to create structures in the classroom where students feel included and appreciated by peers and teachers. Teachers can do this through morning meetings, small moments throughout the day or class, or projects in which students get a chance to share what they learn. Programs and scholars that discussed warmth and support included Caring School Community, Responsive Classrooms, Tribes Learning Community, Cristenson and Havsy (2004), Hawkins et al. (2004), and McCombs (2004).

WARMTH AND SUPPORT EXAMPLE

Rather than using exit tickets that test basic computation, the teacher uses exit tickets that require students to demonstrate in-depth understanding of the content, such as by explaining how they derived the answer to a mathematics problem, analyzing a given solution to a problem, or explaining why a mathematical statement is or is not accurate. After these have been collected, the teacher references and uses these exit slips the following day to support student strengths in their understanding, as well as to target instruction.

5. Cooperative Learning

Cooperative learning refers to a specific instructional task in which teachers have students work together toward a collective goal. Teachers ask students to do more than group work; students are actively working with their peers around content in a meaningful way. To implement cooperative learning effectively, teachers include five basic elements: (1) positive interdependence, (2) individual accountability, (3) promoting one another's successes, (4) applying interpersonal and social skills, and (5) group processing (the group discusses progress toward achieving a goal). When implementing cooperative learning, teachers should have an element that requires collective accountability as well as individual accountability to ensure that everyone participates in the learning task. In order for this to have an impact on student learning, as well as social-emotional skills, students need to collaboratively process how they work together and monitor their progress toward their goal. Programs and scholars that discussed cooperative learning included Caring School Community; Raising Healthy Children; Steps to Respect; Tribes Learning Community; Elias et al. (1997); Hawkins et al. (2004); Johnson and Johnson (2004); and Zins, Bloodworth, Weissberg, and Walberg (2004).

COOPERATIVE LEARNING EXAMPLE

High school teachers provide examples and rubrics for evaluating online blogs and wiki sites, and multiple opportunities for a collaborative learning project in which groups of students work together to access, analyze, and compare ideas and information presented in different media and formats. Teachers promote student understanding that the 21st century classroom and workplace may often incorporate widely divergent perspectives and cultures, and teachers give guidance and modeling for students to evaluate other points of view critically and constructively in order to effectively participate in this cooperative learning task.

6. Classroom Discussions

Classroom discussions refers to conversations students and teachers have around content. During classroom discussions, teachers ask more open-ended questions and ask students to elaborate on their own thinking and on the thinking of their peers. When classroom discussions are done well, students and teachers are constantly building upon each other's thoughts and most of the dialogue is student driven. In order to have effective classroom discussions, teachers should develop students'

communication skills. More specifically, teachers ensure that students learn how to extend their own thinking and expand on the thinking of their classmates. Students need to be able to listen attentively and pick out the main ideas of what classmates are saying. Teachers also must make sure that students have enough content knowledge in order to do this, in addition to having the skills necessary to hold a substantive discussion. Programs and scholars that discussed classroom discussions included Caring School Community, Raising Healthy Children, Tribes Learning Community, Elias (2004), and Elias et al. (1997).

CLASSROOM DISCUSSIONS EXAMPLE

History teachers model close and critical reading, and they guide classwide discussion of a variety of accounts of slavery (such as slave narratives, John C. Calhoun's speech in the U.S. Senate in response to abolition petitions, and writings by Frederick Douglas) to facilitate thoughtful analyses of slavery and the issues leading up to the Civil War. Teachers ask questions that require students to determine the meanings of words and phrases from a historical text, and questions that require students to analyze, for example, how a primary source is structured.

7. Self-Reflection and Self-Assessment

Self-reflection and self-assessment are instructional tasks whereby teachers ask students to actively think about their own work. In order for students to self-reflect on their work, teachers should ask them to assess their own work. This does not mean that teachers simply provide the answers and students look to see if they got the answer right or wrong. Students need to learn how to assess more rigorous work against performance standards that have been provided by the teacher or co-created in the classroom. The process should not stop there, however; students also need to think about how to improve their work on the basis of their self-assessment. In order to assist students with this process, teachers need to develop goals and priorities with students. If students do not know what they are working toward, how to accomplish those goals, or when those goals have been accomplished, students will be less invested in the classroom. Along with goal setting, students need to learn how to monitor the progress toward meeting their goals. In addition, when students self-reflect, they also need to learn when and how to seek help and where to search for resources. Programs and scholars that discussed self-reflection and self-assessment included Caring School Community, Steps to Respect, Tribes Learning Community, Elias (2004), and Elias et al. (1997).

SELF-REFLECTION EXAMPLE

When going over fractions in fourth-grade math class, the teacher asks students to share and come up with multiple ways to demonstrate their solution to adding fractions. The teacher then engages students in a discussion to connect the different approaches to determine how well their approaches worked in solving the problem.

8. Balanced Instruction

Balanced instruction refers to teachers using an appropriate balance between active instruction and direct instruction, as well as the appropriate balance between individual and collaborative learning. Through balanced instruction, teachers provide students with opportunities to directly learn about the material as well as engage with the material. Balance, however, does not mean an equal split between the types of instruction. Most programs and SEL scholars promote active forms of instruction in which students interact with the content in multiple ways, including games, play, projects, and other types. Although active forms of instruction are typically engaging for students, these activities should not just be for fun; teachers should use strategies that represent one of the best ways for students to learn and engage with the content.

An example of an active form of instruction is project-based learning. In project-based learning, students are actively involved in solving a problem, which could be completed collaboratively or independently. Even during independent projects, students typically have to rely on others to find information. During the project, students should plan, monitor, and reflect on their progress toward completion. Programs and scholars that discussed balanced instruction included Caring School Community; Cristenson and Havsy (2004); Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2004); Elias (2004); Elias et al. (1997); Hawkins et al. (2004); and Zins et al. (2004).

BALANCED INSTRUCTION EXAMPLE

The science teacher first provides direct instruction on the effects of pollution. Subsequently, the teacher models and then provides small-group practice to critique and evaluate visuals, supporting students to make conclusions and develop inferences about the effects of pollution on the environment based on geological charts, graphs, and photographs of Amazon rainforests over time.

9. Academic Press and Expectations

Academic press refers to a teacher's implementation of meaningful and challenging work, and academic *expectations* focus on the teacher's belief that all students can and will succeed. Students should sense that academics are extremely important, that the teacher wants them to succeed, and that they have to exert effort in challenging work in order to succeed. However, this academic rigor should not cause teachers to be too strict with their students. Teachers should ensure that students feel pressure to succeed as well as feel responsible for accomplishing or failing to accomplish their academic work. In order to be successful with this practice, teachers must know what their students are capable of doing academically and how they will emotionally respond to challenging work. Programs and scholars that discussed academic press and expectations included Caring School Community, Tribes Learning Community, Cristenson and Havsy (2004), McCombs (2004), and Zins et al. (2004).

ACADEMIC PRESS AND EXPECTATIONS EXAMPLE

In a second-grade math class, the teacher provides students with challenging problems, encourages them to struggle with the mathematics, and scaffolds the development of perseverance in solving problems. Some students are provided double-digit subtraction, and some students are provided single-digit subtraction until each student has mastered the material that is challenging for him or her.

10. Competence Building—Modeling, Practicing, Feedback, Coaching

Competence building occurs when teachers help develop social-emotional competencies systematically through the typical instructional cycle: goals/objectives of the lesson, introduction to new material/modeling, group and individual practice, and conclusion/reflection. Each part of the instructional cycle helps reinforce particular social-emotional competencies, as long as the teacher integrates them into the lesson. Throughout the lesson, the teacher should model prosocial behavior (i.e., positive relationship skills) to the students. When students are participating in group work, the teacher is encouraging positive social behaviors and coaching students on how to use positive social behavior when they practice their prosocial skills in a group setting. The teacher also provides feedback to students on how they are interacting with their peers and how they are learning content. If problems arise between students in guided practice or if problems arise with content, the teacher guides the students through problem-solving and conflict-resolution strategies. Programs and

scholars that discussed competence building included Responsive Classroom, Raising Healthy Children, Steps to Respect, Cristenson and Havsy (2004), Elias (2004), Elias et al. (1997), McCombs (2004), and Zins et al. (2004).

COMPETENCE BUILDING EXAMPLE

High school English language arts teachers plan a unit with social studies teachers around seminal documents in U.S. history and primary sources (e.g., diaries or letters) from the Revolutionary War and Civil War periods. Using one or more of the texts required in Common Core State Standard Reading Informational Standard 9 (e.g., Declaration of Independence, Bill of Rights, Gettysburg Address), teachers model their own thinking with repeated examples of connecting to prior knowledge in analyzing text themes, purposes, and rhetorical features. Teachers guide whole-class student discussions (and provide sequenced independent practice) in using textual evidence for comparing, for example, rhetorical features in the Declaration of Independence and the Gettysburg Address.

Summary

The 10 teaching practices outlined above can be used in classrooms to promote safe and supportive classrooms, social-emotional competencies, and academic learning. These strategies are particularly important given that a focus on SEL is a beneficial process for all students (Osher et al., 2008). In addition, many of these practices are already being implemented by classroom teachers and are already included in many of the common professional teaching frameworks in teacher evaluation systems. Even though these teaching practices are commonly used, they are rarely thought of in terms of SEL. For example, a teacher may implement cooperative learning groups but may not focus on ensuring that students are working together using positive relationship skills. Teachers know that SEL is important for student success (Bridgeland et al., 2013); through these 10 practices, they can connect what they already are doing to also promote student social-emotional competencies. In addition, these practices were important to identify because they provide a list of practices that evaluators can use when assessing teacher practice and giving teachers feedback. Because these practices align to practices commonly found in professional teaching frameworks, it is our hope that these practices will help frame feedback conversations around students' social-emotional skills as well as academic learning.

Using Teacher Evaluation Systems to Support SEL: Professional Teaching Frameworks

To systematically improve teaching and learning, states and districts are redesigning their teacher evaluation systems. Teacher evaluation reform offers states and districts an unprecedented opportunity to support teachers more systematically and to emphasize critical student needs, such as SEL. Policymakers and educators alike must understand how social-emotional competencies can be promoted through existing educator evaluation systems and tools, especially professional teaching frameworks. Thus, it is critical to determine how SEL fits into current professional teaching frameworks.

Teacher evaluation systems that are well designed include professional teaching frameworks that describe the behaviors, skills, and practices representing effective teaching (Coggshall, Rasmussen, Colton, Milton, & Jacques, 2012). When used properly, the results provide teachers with fair, reliable, and accurate information about their practice (Pianta & Hamre, 2009a) and present a common vision and common language about what good teaching looks like in classrooms (Stuhlman, Hamre, Downer, & Pianta, 2010). In addition, evaluators use teacher scores from the professional teaching frameworks to provide instructional feedback as part of the evaluation process. Given the importance of professional teaching frameworks in teachers' work, creating an explicit link between the 10 SEL teaching practices outlined above and common teaching frameworks is a critical first step to leveraging teacher evaluation systems to support SEL instruction in the classroom.

Research Note: Validation studies have demonstrated consistent correlations between observation data collected using professional teaching frameworks and student achievement (Bill & Melinda Gates Foundation, 2012); few studies, however, exist that look at their relationship to other student outcomes, including social and emotional outcomes (Pianta & Hamre, 2009b).

COMMON PROFESSIONAL TEACHING FRAMEWORKS

Classroom Assessment Scoring System (www.teachstone.com/about-the-class/)

Bob Pianta and his colleagues at the University of Virginia developed the Classroom Assessment Scoring System (CLASS) over a period of approximately 10 years. Originally developed as an early childhood classroom observation instrument, CLASS integrates multiple conceptualizations of best practices, making it inclusive of a wide range of interactions between teachers and students. To date, few conceptualizations of instruction incorporate emotional, social, and academic interactions (Hamre & Pianta, 2010). CLASS-S is organized around three theoretically driven domains: emotional support, organizational support, and instructional support. Each of these domains is constructed with three to four dimensions (for a total of 11 dimensions) and assessed on a seven-point scale, from *not at all characteristic of a classroom* to *highly characteristic of a classroom.* All domains are assessed through classroom observations. Although CLASS has not been explicitly used in teacher evaluations (other than a modified version in Georgia), it has been used in multiple school districts across the country as a professional development tool (e.g., Arlington, Virginia), as well as in the Measures of Effective Teaching Study by the Bill & Melinda Gates Foundation.

Danielson's Framework for Teaching (www.teachscape.com/solutions/higher-education/framework-for-teaching.html)

Charlotte Danielson's Framework for Teaching was developed in 1996 out of the work she was doing with Educational Testing Services (ETS) and assessing preservice and novice teachers. Combining research-based best practices, the framework contains four domains that represent effective teacher practice. However, only two of the domains—Classroom Environment and Instruction—are observable in the classroom; the other two domains—Planning and Preparation, and Professional Responsibility—are generally not observable in typical classroom instruction. Each domain is made up of multiple components (22 components in all), and assessed on a four-point scale, from *unsatisfactory* to *distinguished.* The Framework for Teaching has been adapted or adopted in multiple districts, including Cincinnati, Ohio, and is one of three potential frameworks from which districts in the state of Washington can choose as part of the district's teacher evaluation system.

Marzano's Observational Protocol (www.marzanoevaluation.com)

Marzano's Observational Protocol was built from his work on the Art and Science of Teaching Framework, which was developed over his 40 years of research on teaching and learning. His protocol includes four domains, and only one—Classroom Strategies and Behaviors—is observable in classrooms. The other three domains—Planning and Preparing, Reflecting on Teaching, and Collegiality and Professionalism—are not necessarily observable in the classroom. Each domain is made up of multiple elements (for a total of 60 elements) and assessed on a five-point scale, from *not using* to *innovating.* Marzano's Observational Protocol is one of the potential frameworks from which districts in the states of New York, Oklahoma, and Washington can choose as part of the district's teacher evaluation system.

Locating SEL in Teacher Evaluation:

A Crosswalk Between the 10 SEL Teaching Practices and Three Common Professional Teaching Frameworks

Students' social-emotional competencies are not explicitly included in current educator evaluations, making it appear that such competencies are not important for learning. To support school administrators and teachers in promoting a dual focus on social-emotional learning and academic learning, state education agencies and districts can create a crosswalk of how current reforms in educator evaluation (e.g., performance rubrics, college and career readiness standards) overlap with the identified teaching practices (Kress et al., 2004). This section of the brief includes a foundational example of just such a crosswalk.

> "Instruction that does not address all of the facets of the child that inform and direct the learning process—with the notable inclusion of social and emotional factors—will not effectively educate."
>
> (Kress, Norris, Schoenholz, Elias, & Siegle, 2004, p. 86)

Table 2 provides a crosswalk between the 10 practices we identified as promoting SEL skills and three popular professional teaching frameworks: the Classroom Assessment Scoring System or CLASS (Pianta, Hamre, & Mintz, 2011), Danielson's Framework for Teaching (Danielson Group, 2011), and the Marzano Observational Protocol (Marzano, Frontier, & Livingston, 2011). The crosswalk aligns the components[1] of each professional practice framework to the 10 research-based teaching practices that promote social-emotional competencies.

This crosswalk illustrates how the instructional practices that already are used to evaluate teachers are similar to the instructional strategies used to promote student social, emotional, and cognitive development. If teachers are enacting good pedagogy based on the strategies identified in their teacher evaluations, they also are doing things that promote student social-emotional competencies (Yoder, 2013).

[1] Each framework has its own taxonomy in how it identifies teacher behavior; CLASS uses dimensions, Danielson uses components, and Marzano uses elements.

Table 2. Crosswalk Between 10 Teaching Practices and Three Common Professional Teaching Frameworks

Teaching Practice	CLASS	Danielson's Framework	Marzano Protocol
1. Student-Centered Discipline	■ Positive climate ■ Teacher sensitivity ■ Behavior management	2a. Creating an environment of respect and rapport 2d. Managing student behavior	III.10. Demonstrating "withitness" III.11. Applying consequences III.12. Acknowledging adherence to rules and procedures III.15. Displaying objectivity and control
2. Teacher Language	■ Positive climate ■ Quality of feedback	2b. Establishing a culture for learning	I.3. Celebrating student success
3. Responsibility and Choice	■ Regard for student perspectives ■ Productivity	2b. Establishing a culture for learning 2c. Managing classroom procedures	I.4. Establishing classroom routines III.8. Providing students opportunities to talk about themselves
4. Warmth and Support (Teacher and Peer)	■ Positive climate ■ Teacher sensitivity	2a. Creating an environment of respect and rapport 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	III.13. Understanding students' interests and backgrounds III.14. Using behaviors that indicate affection for students
5. Cooperative Learning	■ Regard for student perspectives ■ Instructional learning format ■ Analysis and problem solving	2b. Establishing a culture for learning 3c. Engaging students in learning	II.10. Organizing students to practice and deepen knowledge
6. Classroom Discussions	■ Instructional dialogue	2b. Establishing a culture for learning 3b. Using questioning/ prompts and discussion 3c. Engaging students in learning	II.5. Group processing of new information III 3. Managing response rates during questioning
7. Self-Reflection and Self-Assessment	■ Analysis and problem solving		II.8. Reflecting on learning

Teaching Practice	CLASS	Danielson's Framework	Marzano Protocol
8. Balanced Instruction	■ Productivity ■ Instructional learning formats ■ Content understanding ■ Analysis and problem solving	3a. Communicating with students 3c. Engaging students in learning	II.1. Identifying critical information II.2. Organizing students to interact with new knowledge II.3. Reviewing new content II.4. Chunking content into "digestible bites" II.6. Elaborating new information II.7. Recording and representing new knowledge II.9. Reviewing content II.12. Examining similarities and differences II.18. Providing resources and guidance III.3. Using academic games III.5. Maintaining a lively pace III.6. Using friendly controversy
9. Academic Press and Expectations	■ Positive climate ■ Teacher sensitivity ■ Analysis and problem solving	2b. Establishing a culture for learning	III.16. Demonstrating value and respect for low-expectancy students III.17. Asking questions of low-expectancy students III.18. Probing incorrect answers with low-expectancy students
10. Competence Building—Modeling, Practicing, Feedback, Coaching	■ Teacher sensitivity ■ Instructional learning format ■ Content understanding ■ Quality of feedback	3a. Communicating with students 3d. Using assessment in instruction	I.1. Providing clear learning goals I.2. Tracking student progress II.13. Examining errors in reasoning II.14. Practicing skills, strategies, and processes II.15. Revising knowledge III.6. Demonstrating intensity and enthusiasm

Note: There is not perfect alignment between the 10 teaching practices and the dimensions/components of each professional teaching framework. Sometimes, only a portion of the dimension from the professional teaching framework aligns to the teaching practice, and vice versa.

The crosswalk aligns all 10 teaching practices that support social-emotional development with instructional practices found in common professional teaching frameworks used for evaluations. Even though there is not perfect alignment between each practice and each component, the crosswalk illustrates how teacher evaluations already assess one of the roles that teachers play in SEL: developing student social-emotional competencies through targeted instructional practices. By establishing this link, teachers, administrators, and policymakers do not have to think of SEL as an "add-on" for teachers to do during the day. Instead, SEL is an integral part of their daily instruction. In addition, this alignment provides an avenue for evaluators and teachers to frame a conversation around student social-emotional skills using current teacher evaluation frameworks and measures.

Although this crosswalk demonstrates how SEL is embedded in professional teaching frameworks, it does not capture the actual process of teaching social-emotional competencies. The 10 teaching practices, when implemented successfully, help students practice and apply their social-emotional competencies in the classroom; however, students also need to be explicitly taught SEL skills so that they can better participate in many of the instructional tasks identified (Durlak et al., 2011; Kress et al., 2004). Students need to be taught how to use their social and emotional skills to participate in the identified practices.

HOW TO USE THE CROSSWALK

Recognizing that not all districts and states use one of these three professional teaching frameworks, we provide the following guidance on how policymakers and district leaders can use the crosswalk:

- Use this crosswalk as a foundation to develop your own crosswalk. Developers of these frameworks typically provide a crosswalk between a state-created framework and their own commercial framework. These developer-created frameworks can be used to back-map to the foundational one provided in Table 2.
- School administrators, teams of teachers, or professional learning communities can use the crosswalk to identify aspects of the state or district framework to set professional or student goals around how to support students' development of social-emotional competencies.
- Administrators can use the aligned practices to provide feedback to teachers on how well they support student social-emotional competencies.
- Administrators and teachers can identify professional learning opportunities on how to integrate social-emotional competencies through current curricular resources.

Action Steps for States

Developing social-emotional competencies provides a foundation for lifelong learning and facilitates student participation in learning activities needed to master state standards. However, most support and accountability systems fail to take into account (1) *how* teachers develop social-emotional competencies in students and (2) *the degree to which* teachers influence these competences. Although there is little research connecting current professional teaching frameworks with academic, social, and emotional learning, the existing research does demonstrate that these frameworks predict a variety of student outcomes. It matters what type of instruction a student receives for different social-emotional competencies. For example, the more instructional support (i.e., classroom activities that focus on higher-order thinking skills and deep understanding of content) a student receives in a classroom, the more self-aware that student will be (Yoder, 2013). Taken together, SEL and academic learning create a mutual supportive cycle of learning through effectively implemented instructional practices. The more teachers provide instructional activities in a positive learning environment, the more students will learn how their academic, social, and emotional skills support one another.

Although this Research-to-Practice Brief discusses one approach to connect social-emotional learning to other initiatives (connecting general teaching practices that promote SEL to current professional teaching frameworks), there are multiple ways to integrate SEL, including the following options:

- Create tools that help administrators quickly and easily see how the practices that support SEL can be supported and reinforced through existing teacher evaluation systems.
- Provide districts and schools with a sample student social-emotional competencies assessment to use for teachers' self-assessment or professional growth plan.
- Incorporate teaching practices that explicitly teach students' social and emotional competencies into teachers' self-assessment or professional growth plan (e.g., what did the teacher do to teach students to regulate their academic behavior?).
- Connect teacher efforts that contribute to student social-emotional competency development to other dimensions in professional teaching frameworks (e.g., school-family connections, leading SEL initiatives).
- Embed a focus on SEL in other education initiatives (e.g., school climate, anti-bullying, teacher preparation, principal accountability).
- Promote collaboration across districts and schools by encouraging administrators to share successful strategies around creating a school culture that supports SEL, such as incorporating SEL development activities into staff meetings, professional learning communities, and regular school events.

- Provide professional learning opportunities that build educators' knowledge and skills around SEL development.
- Support teachers with professional learning about their own social-emotional competencies to better help them integrate the 10 identified practices into their classrooms.
- Develop or refine state standards that incorporate SEL.

For additional information about the integration of SEL into the schooling experience, see "Selected Resources" on page 27.

Preparing students for college and future careers requires educators to explicitly teach social-emotional competencies. Teachers and principals need support in integrating SEL instructional practices into the classroom and providing students the opportunities to use these skills. Teacher evaluation is one existing resource that state education agencies and local districts can use to provide supports to educators. The recommendations and resources we have included are only some of the ways that SEL and safe and supportive classrooms can be integrated into other initiatives and developed in schools and classrooms. This brief is one point for states and districts to consider to better support educators as they teach the whole child. We eagerly anticipate learning about and sharing new, creative strategies developed by policymakers and practitioners in the field as states and districts make further strides in supporting SEL for all their students.

SELECTED RESOURCES

This brief references multiple centers and briefs, many of which include resources that will further support this work. These resources, along with others, are summarized as follows:

1. CASEL (www.casel.org), a leading SEL research and advocacy organization, conducts research on the benefits of SEL to students' schooling experience. It also provides multiple resources on SEL implementation, including the following:
   a. *CASEL 2013 Guide: Effective Social and Emotional Learning Programs—Preschool and Elementary Edition* (www.casel.org/guide/) reviews evidence-based SEL programs that can be implemented across schools to promote student social-emotional competencies. This guide provides links to SEL programs that promote the integration of SEL into schools, including professional learning for teachers about SEL.
   b. CASEL's *State Standards to Advance Social and Emotional Learning* (static.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/52df31e2e4b08544727c3d88/1390359010742/CASEL%20Brief%20on%20State%20Standards--January%202014.pdf) provides the findings from CASEL's state scan of social and emotional learning standards, which includes preschool through high school.
   c. *Social and Emotional Learning for Illinois Students: Policy, Practice and Progress* (www.casel.org/library/2013/11/8/social-and-emotional-learning-for-illinois-studentspolicy-practice-and-progress) describes the process by which Illinois learning standards for SEL came to be and provides case studies about the implementation of SEL standards in other states.
2. Illinois State Board of Education SEL Standards (www.isbe.state.il.us/ils/social_emotional/descriptors.htm) is the website that provides detailed information about the Illinois learning standards for SEL by grade level. These standards are one of the most comprehensive sets of state standards in the field of SEL.
3. The National Center on Safe Supportive Learning Environments (NCSSLE) (safesupportivelearning.ed.gov) provides technical assistance to state administrators, institutions of higher education, district personnel, and school staff on how to improve conditions for learning. The center's primary focus is on measurement and program implementation, but the website also contains multiple tools for professional learning:
   a. Training Products and Tools (safesupportiveslearning.ed.gov/index.php?id=28) include the NCSSLE training toolkits and webinars to support teachers' professional learning. Module topics include bullying, teen dating, and violence; webinar topics include effective implementation and using data to improve interventions.
4. The National School Climate Center (NSCC) (www.schoolclimate.org) is a research and technical assistance organization that supports states, districts, and schools to promote safe and supportive learning environments. One of the primary goals of NSCC is to provide teachers with the necessary resources to improve the learning conditions in schools, such as these:
   a. *School Climate Guide for District Policymakers and Education Leaders* (www.schoolclimate.org/climate/districtguide.php) provides a guide and action steps that policymakers and education leaders can take to help improve the climate in schools, including policy recommendations.
   b. *School Climate Practice Briefs* (www.schoolclimate.org/publications/practice-briefs.php) summarize practices that support implementation of school climate efforts, including how school climate reform overlaps with other initiatives, including inclusion, school leadership, and SEL.
   c. *School Climate Resource Center* (scrc.schoolclimate.org) is a comprehensive resource that provides states, districts, and school personnel with tips, strategies, and tools to effectively implement school climate initiatives. Resources include learning modules for school staff and a needs assessment to target school needs.

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Appendix A. Social-Emotional Learning Programs/Scholars and Related Practices

Table A1. Practices Related to Social-Emotional Learning Programs That Focus on General Pedagogical Practices

Social-Emotional Learning Program	General Pedagogical Practices Supported by Program
Caring School Community	■ Developmental discipline • Provide students opportunities to be autonomous and self-directive. • Teach students how to be autonomous and self-directive (e.g., taught that their actions have an impact on others). • Create shared norms and values in the classroom. ■ Meaningful input • Implement democratic norms in the classroom. Students should have meaningful input in the classroom's norms and procedures. ■ Teacher warmth and mutual support • Demonstrate care and concern for students so that the students know that their teacher cares about them. Teacher can check in with his or her students on a regular basis. Students know that they can talk to the teacher about problems, particularly around content. Students need to know that it is okay for them to ask their teacher questions and that the teacher will support them. ■ Cooperative learning • Provide students opportunities to interact with other students in meaningful ways. • Create activities in which students are actively participating around content, whereby students are able to display autonomy and self-direction. • Create structures for students to support each other. • Implement interesting and important tasks. • Teach students how to interact with peers. • Teach students how to create personal and collective goals. ■ Self-assessment and reflection • Provide students with opportunities to understand their own interests. ■ Balanced instruction • Create balance between active learning and direct instruction. • Create balance between individual and collaborative learning. ■ Academic press: meaningful, challenging work ■ Literature-based reading discussion • Support students' autonomy in how they discuss the text, make connections with their peers through discussions, and develop their competence in understanding text. • Allow students to respond to text, respond to other people's opinions and respond respectfully, and relate literature to their own lives. • Elicit students' ideas when reading text, allowing them to express what they think about the content.

Social-Emotional Learning Program	General Pedagogical Practices Supported by Program
Raising Healthy Children	■ Prosocial interactions • Create opportunities for students to have prosocial engagement with others. • Provide students positive reinforcements and rewards for prosocial involvement. • Teach students refusal skills. ■ Cooperative learning • Maintain student involvement and participation throughout activity. ■ Development of interpersonal and problem-solving skills. • Provide opportunities for all staff, students, and families to learn strategies that prevent or solve conflicts. • Implement proactive classroom management. • Implement reading strategies that promote better language skills. • Teach students conflict-resolution and communication skills.
Responsive Classroom	■ Discipline • Co-construct rules and consequences. • Use consequences that are logical against the rule that the student broke. • Implement more proactive strategies than reactive strategies. ■ Shift in teacher language • Encourage students and their effort; do not just praise them. • Tell students why they are doing a good job. • Restate what students did and what they need to do to move forward. ■ Choice • Provide choices within the classroom. This situation does not necessarily mean students get to choose whatever they want. Choices should be with limits but still be of interest to the students. • Provide students opportunities to plan, work, and reflect on their teacher-offered choices. ■ Morning meetings • Include goals and purpose for morning meetings; it is not sufficient to only bring people together. Goals could include learning a skill, resolving problems, or participating in a community-building activity. ■ Competence building • Provide constructive feedback to students. ■ School and family partnerships • Learn information about the child. • Make parents feel welcomed into the classroom. ■ Promote positive interactions among students around content.

Social-Emotional Learning Program	General Pedagogical Practices Supported by Program
RULER Approach	■ Develop emotional literacy • Teach students to identify emotions, to understand why they have those emotions, and to express and regulate their emotions. ■ Charters • Create a collaborative mission statement with students that facilitates a positive learning environment. ■ Mood meter • Provide opportunities to reflect on current mood to determine if students are ready to learn. Reflect on two dimensions: valence (unpleasant/pleasant) and arousal (high/low energy). ■ Meta-moments • Provide opportunities to get teacher and students to stop and think about their emotional triggers and the responses to those triggers. ■ Blueprint • Engage in effective problem solving about past, present, and future events. ■ Feeling words • Teach students a variety of emotion words throughout the units, including basic feelings (e.g., joy, anger), evaluative feelings (e.g., pride, shame), and societal words (e.g., empowerment). • Integrate feeling words into activities that discuss characters in reading and events/current topics in social studies.
Steps to Respect	■ Provide opportunities for students to: • Interpret stories. • Interpret photos and video vignettes. • Respond to questions. • Personally reflect. • Speak and listen in group discussion. • Work cooperatively in pairs and small groups. • Write in a variety of forms. • Evaluate situations and response strategies. • Practice behavioral skills. • Coach a partner in skill practice. • Evaluate skill use by self and others. ■ Support student skill development through modeling, coaching, transfer of learning, and extension activities. Examples include the following: • Model how to react when confronted with inappropriate behavior. • Coach students how to behave when there is conflict with a peer. • Coach and remind students how to problem-solve issues with another student.

Social-Emotional Learning Program	General Pedagogical Practices Supported by Program
Tribes Learning Community	■ Inclusion ● Ensure that students feel included and appreciated by peers and teachers by being part of an intentional group. ● Teach students to respect others for their differences in abilities, background, and ideas. ● Create structures where students can show appreciation and not use "put-downs." ■ Active involvement in learning ● Provide opportunities for students to work together to set achievement goals, track and monitor progress, and celebrate achievements. ■ Influence (meaningful participation) ● Expect students to use attentive listening. ● Provide students with the right to participate or not participate. ■ Community (positive expectations) ● Establish expectations that students will succeed; ensure that expectations are reinforced by other students. ● Implement cooperative learning groups throughout the school year and participate in activities as a group.

Note: References for each SEL program are listed in Appendix B.

Table A2. Practices Referenced by Social-Emotional Learning Scholars

Scholar(s)	Instructional Practices That Support Development of Social-Emotional Learning Skills
Cristenson & Havsy (2004)	■ Establish standards and expectations that provide clear goals and expectations for student success. ■ Create structure through consistent systems, as well as developmentally appropriate supervision and monitoring. ■ Provide sufficient opportunity to learn, in which students are provided access to a variety of tools to learn. ■ Provide support through praise, verbal support, and feedback, and talk to students regularly. ■ Develop a positive climate and supportive relationships. Students need warmth and friendliness in a supportive and caring environment. ■ Model appropriate behavior.
Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011)	■ Implement SAFE lessons: ● **S**equenced lessons ● **A**ctive forms of instruction ● **F**ocused on what they want to teach ● **E**xplicit in what they are teaching
Elias (2004)	■ Implement project-based learning. ● Coordinate cognitive and affective behavior. ● Provide goal-directed actions, with student planning and monitoring. ● Include development of teamwork skills. ■ Implement formal/structured lessons. ● Develop goals with students that are relevant to each student's life. ● Model and teach subcomponents of skills, and integrate them. ● Use developmentally appropriate activities with feedback. ● Provide established prompts and cues. ● Recognize and reinforce real-world applications.

Scholar(s)	Instructional Practices That Support Development of Social-Emotional Learning Skills
Elias, Zins, Weissberg, Frey, Greenberg, Haynes, et al. (1997)	■ Use storytelling and biography as a way to introduce social-emotional learning. ■ Implement group discussions that are content driven and/or socially driven. ■ Provide rehearsal and chances to practice new skills. ■ Develop self-awareness and self-regulation skills through student reflection and monitoring own behavior. ■ Allow students to self-reflect and goal-set by allowing students to help with planning, setting priorities, and knowing progress to reach their goals. ■ Provide opportunities for artistic expression. ■ Provide opportunities for students to play, including games around academic content. These games should be a useful way to learn content, not implemented because they are just fun. ■ Implement cooperative and small-group learning, in which students practice listening to other points of view, being sensitive to others' needs, negotiating, persuading, and problem-solving. ■ Model own social-emotional competencies. ■ Coach and give cues about student behavior.
Hawkins, Smith, & Catalano (2004)	■ Use proactive classroom management. ■ Teach interactively. ■ Implement cooperative learning. ■ Use cross-age or peer tutoring. ■ Provide students numerous opportunities to bond with respectful and responsible adults and peers. ■ Allow youth to be leaders and role models. ■ Implement service learning and community service.
Johnson & Johnson (2004)	■ Create a cooperative community in which the teacher has to negotiate between interdependence and individual accountability. ■ Teach students constructive conflict resolution by providing common norms on how to resolve conflicts. ■ Teach students civic values through common goals and values around behavior.
McCombs (2004)	■ Create positive interpersonal relationships/climate. ■ Honor student voice, provide challenge, and encourage students to develop perspectives. ■ Encourage higher-order thinking skills and self-regulation. ■ Adapt to individual developmental differences.
Zins, Bloodworth, Weissberg, & Walberg (2004)	■ Alter instructional approaches that allow interactions for learning (e.g., cooperative learning). ■ Use the informal curriculum (e.g., morning meetings, lunchroom, playground, and extracurricular activities). ■ Implement active learning strategies. ■ Convey high expectations.

Appendix B. Full References for Reviewed Scholars and Social-Emotional Learning Programs

SEL Scholars on General Pedagogical Practice

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(www.devstu.org/caring-school-community)

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Raising Healthy Children
(www.sdrg.org/rhcsummary.asp)

Brown, E. C., Catalano, R. F., Fleming, C. B., Haggerty, K. P., & Abbott, R. D. (2005). Adolescent substance use outcomes in the Raising Healthy Children project: A two-part latent growth curve analysis. *Journal of Consulting and Clinical Psychology, 73,* 699–710.

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Harachi, T. W., Abbott, R. D., Catalano, R. F., Haggerty, K. P., & Fleming, C. B. (1999). Opening the black box: Using process evaluation measures to assess implementation and theory building. *American Journal of Community Psychology, 27,* 711–731.

Responsive Classroom
(www.responsiveclassroom.org)

Brock, L. L., Nishida, K. K., Chiong, C., Grimm, K. J., & Rimm-Kaufman, S. E. (2008). Children's perceptions of the social environment and social and academic performance: A longitudinal analysis of the Responsive Classroom approach. *Journal of School Psychology, 46,* 129–149.

Rimm-Kaufman, S. E., & Chiu, Y. I. (2007). Promoting social and academic competence in the classroom: An intervention study examining the contribution of the Responsive Classroom approach. *Psychology in the Schools, 44,* 397–413.

Rimm-Kaufman, S. E., Fan, X., Chiu, Y. I., & You, W. (2007). The contribution of the Responsive Classroom approach on children's academic achievement: Results of a three-year longitudinal study. *Journal of School Psychology, 45,* 401–421.

The RULER (Recognizing, Understanding, Labeling, Expressing, Regulating) Approach
(www.ei.yale.edu/ruler/)

Brackett, M. A., Patti, J., Stern, R., Rivers, S. E., Elbertson, N., Chisholm, C., & Salovey, P. (2009). A sustainable, skill-based model to building emotionally literate schools. In R. Thompson, M. Hughes, & J. B. Terrell (Eds.), *Handbook of developing emotional and social intelligence: Best practices, case studies, and tools* (pp. 329–358). New York: Wiley.

Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2012). Enhancing academic performance and social and emotional competence with the RULER Feeling Words curriculum. *Learning and Individual Differences, 22,* 218–224.

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Steps to Respect: Bullying Prevention for Elementary School
(www.cfchildren.org/steps-to-respect.aspx)

Hirschstein, M., & Frey, K. S. (2006). Promoting behavior and beliefs that reduce bulling: The Steps to Respect program. In S. R. Jimerson & M. J. Furlong (Eds.), *The handbook of school violence and school safety* (pp. 309–323). Mahwah, NJ: Erlbaum.

Hirschstein, M. K., Van Schoiack Edstrom, L., Frey, K. S., Snell, J. L., & MacKenzie, E. P. (2007). Walking the talk in bullying prevention: Teacher implementation variables related to initial impact of the Steps to Respect program. *School Psychology Review, 36,* 3–21.

Tribes Learning Community
(www.tribes.com)

Kiger, D. (2000). The Tribes process TLC: A preliminary evaluation of classroom implementation & impact on student achievement. *Education, 120,* 586–592.

Video Viewing Guide 1

What do you notice about these students?

What evidence do you see of students' engagement, beliefs about themselves, and motivation?

Which of the SEL competencies are these students developing?

Say Something Protocol

Stop 1

Stop 2

Stop 3

Video Viewing Guide 2: Classroom Video

1. Student-Centered Discipline
2. Teacher Language
3. Responsibility and Choice
4. Warmth and Support
5. Cooperative Learning
6. Classroom Discussions
7. Self-Reflection and Self-Assessment
8. Balanced Instruction
9. Academic Press and Expectations
10. Competence Building—Modeling, Practicing, Feedback, Coaching

Which social-emotional competencies are being developed?

Which teaching practices are used to promote students' social-emotional competencies?

Teacher Facilitation Techniques

❑ **Asking open-ended questions.** ("How can we share the games fairly?")

❑ **Using Cooperative Structures such as "Turn to Your Partner" or "Think, Pair, Share."**

❑ **Giving students a few moments of wait-time before discussing a question or calling on a student to respond to a question.**

❑ **Responding to students in a neutral manner instead of using praise.**
("Why do you think that?", "Tell us about your thinking." or "Thank you." instead of "Awesome!" or "Great!")

❑ **Avoiding repeating or paraphrasing the students' comments. Encourage them to listen to one another** (and not just to you).

❑ **Asking questions that help students respond to one another directly.**
("What question do you want to ask [Akili] about her thinking?")

❑ **Asking follow-up questions to have students build on one another's thinking.**
(What can you add to [Julian's] thinking?")

❑ **Having the students turn and look at and listen to the person who is speaking.**

❑ **Having students call on one another during discussions.**

❑ **Having students use discussion prompts.**
("I agree with _____ because…,"
"I disagree with_____ because…,"
"In addition to what _____ said, I think…")

Day 1 Exploring Nonfiction

Materials

- *Polar Regions* from Week 3
- *Polar Lands* from Week 3
- "Discussion Prompts" chart from Week 3
- Chart paper and a marker
- "Class Assessment Record" sheet (CA5)

In this lesson, the students:

- Hear and discuss nonfiction
- List information they hear in the readings
- Write questions about the people who live in the polar lands
- Use discussion prompts to build on one another's thinking
- Get ideas by listening to one another
- Ask for and give help respectfully

GETTING READY TO WRITE

1 Briefly Review the Discussion Prompts

Gather the class with partners sitting together, facing you. Remind the students that they learned three discussion prompts to help them connect their ideas with the ideas of others during class discussions. Direct the students' attention to the "Discussion Prompts" chart and read the prompts aloud together. Ask and briefly discuss:

Q *How does using the discussion prompts help us during discussions?*

> **Students might say:**
>
> "The prompts help us listen to what people say."
>
> "I agree with [Zoe] because you have to listen if you are going to agree or disagree with someone."
>
> "In addition to what [Russell] said, hearing different people's ideas helps us learn."

Encourage the students to use the prompts when they participate in the discussions today.

Teacher Note

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

2 Read More of *Polar Regions* and *Polar Lands* Aloud

Review that last week the students learned interesting facts about the polar lands and polar animals. Show the covers of *Polar Regions* and *Polar Lands* and explain that today they will hear several pages from these books, this time to learn about the people who live in the polar lands. Ask the students to listen for information about the people who live in the polar lands as you read.

Read pages 20–21 of *Polar Regions* aloud, showing the photographs and clarifying vocabulary as you read.

Suggested Vocabulary

apart from: other than (p. 20)

tourists: visitors (p. 20)

climate and weather patterns: weather and how the weather changes (p. 20)

in modern houses, in modern towns: in houses and towns that look like the houses and towns we know (p. 21)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

humans: people (p. 20)

Show the cover of *Polar Lands* and tell the students that they are now going to hear about a group of people who live in the Arctic called the Inuit.

Read pages 30–31 aloud, showing the photographs and clarifying vocabulary as you read.

Suggested Vocabulary

traditionally: for many, many years (p. 30)

watertight: closed up, so no water gets through (p. 31)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

expert: very, very good (p. 31)

3 Reread and List Information

Without discussing the reading, explain that you will reread the pages and ask the students to listen for information that they might have missed. Reread pages 20–21 of *Polar Regions* and pages 30–31 of *Polar Lands* aloud and ask:

Q *What are some interesting things you learned about the people who live in the polar lands?*

Write the title "Interesting Facts About the People Who Live in the Polar Lands" on a sheet of chart paper. Have a few volunteers share their thinking, and record the students' ideas as brief sentences as they respond. If necessary, remind the students to use the discussion prompts.

Teacher Note

As the students respond, encourage them to express the information they learned in their own words. You might also model finding and rereading a section of text to verify that the information has been understood and remembered correctly.

Interesting Facts About the People Who Live in the Polar Lands

People live in the land around the Arctic.

People can't live in Antarctica for too long because it's too cold.

People in the Arctic can't grow much food because the ground is frozen, so they hunt and fish instead.

The Inuit build igloos out of snow when they are on hunting trips.

The Inuit build boats so they can fish in the sea.

Explain that you will add to this chart as the students learn more about the people who live in the polar lands tomorrow.

4 Think Before Writing

Remind the students that reading nonfiction often causes readers to have more questions about the topic. Use "Think, Pair, Share" to discuss:

Q *What questions do you have about the people who live in the polar lands?* [pause] *Turn to your partner.*

WRITING TIME

5 Discuss and Write Questions About the People Who Live in the Polar Lands

Tell the students that today they will write questions they have about the people who live in the polar lands and that they may talk quietly with their partners to share ideas and to help each other write. Explain that each student will write her own questions in her notebook.

Have the students bring their notebooks and pencils and sit at desks with partners together. Ask the students to open to the next blank page in their notebooks and write "Questions About the People Who Live in the Polar Lands" at the top of the page. Have the students discuss and write about their questions for 15–20 minutes.

Join the students in writing for a few minutes, and then walk around and observe, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to generate and write questions about the people who live in the polar lands?
- Do they write a question mark at the end of each question?
- Do the students help each other when needed?
- Are they talking respectfully to one another?

Support struggling pairs by asking questions such as:

Q *What questions do you have about the people who live in the polar lands?*

Q *What would you like to know about what it's like to live in such a cold place?*

Record your observations on the "Class Assessment Record" sheet (CA5); see page 56 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Reflect on Working with a Partner

Ask and briefly discuss:

Q *During Writing Time, what did your partner do or say that was helpful to you?*

Q *What is an idea that you and your partner talked about today?*

Explain that tomorrow the students will share the questions they wrote and learn more about the people who live in the polar lands.

Teacher Note

Save the "Interesting Facts About the People Who Live in the Polar Lands" chart to use on Day 2.

Day 1 Exploring Opinion Writing

Materials

- "Bike Helmets" (see page 584)
- *Student Writing Handbook* page 35
- "Things We Notice About Persuasive Essays" chart from Week 1 and a marker
- "Possible Opinions for Persuasive Essays" chart from Week 1
- Class set of "Conference Notes" record sheets (CN1)

Teacher Note

The Getting Ready to Write routine established early in the year helps the students quickly settle into the lesson. For more information, view "Predictable Structure of the Writing Lessons" (AV3).

Teacher Note

For more information about opinion writing, view "Exploring Opinion Writing" (AV52).

In this lesson, the students:

- Hear, discuss, and write a persuasive essay
- Think about the author's audience and purpose
- Choose an opinion and audience for a persuasive essay
- Respectfully consider the opinions of others
- Agree and disagree in a caring way

GETTING READY TO WRITE

1 Briefly Review Persuasive Essays

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Remind the students that last week they began exploring persuasive essays. They read four persuasive essays—two about insects and two about sending money to help other countries. Ask:

Q *What did you learn last week about persuasive essays?*

Briefly review the "Things We Notice About Persuasive Essays" chart and add any new ideas to the chart. Remind the students that they brainstormed opinions that they might want to write a persuasive essay about. Review the items on the "Possible Opinions for Persuasive Essays" chart.

2 Discuss Expressing Personal Opinions

Explain that the authors of last week's essays expressed their opinions, even though they probably knew some people would disagree with them. Ask and briefly discuss:

Q *If you really believe something, why is it important to express that opinion, even though others might not agree with you?*

> **Students might say:**
>
> "It's important to express your opinion because people need to think for themselves."
>
> "When we all express our opinions, we have more interesting discussions."
>
> "It's important because everyone's opinion counts."
>
> "I agree with [Ali]. Plus, we live in a free country, and people are allowed to express their opinions."

Tell the students that they will read and discuss another persuasive essay today, and then they will begin writing persuasive essays about

opinions that are important to them. Tell them that it is important for all the students in the class to feel safe and comfortable expressing their opinions, both in speaking and in writing. Ask:

Q *What can you do when listening to other people's opinions to make it safe and comfortable for everyone?*

> **Students might say:**
>
> "When I'm listening to someone else, I can try to see things from that person's point of view."
>
> "I can try to listen really carefully and be nice, even if I don't agree."
>
> "If I disagree with someone, I can use our prompt 'I disagree with him because . . .' "
>
> "In addition to what [Serena] said, maybe I'll change my mind when I hear someone else's opinion."

Encourage the students to keep these ideas in mind as they listen to others' opinions. Tell them that you will check in with them later to see how they did.

3 Read "Bike Helmets" Aloud

Have the students open to page 35 of their handbooks. Invite them to follow along as you read the essay "Bike Helmets" (on page 584) aloud, slowly and clearly.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

helmet: hard hat that protects the head

prevent serious head injuries: stop someone's head from being hurt

4 Discuss the Author's Audience and Purpose

Ask:

Q *What is the author trying to convince us about in this essay? Turn to your partner.*

Q *Who is the audience, or who do you think the author is trying to convince? Turn to your partner.*

Q *What are some reasons the author gives to support the opinion that people should wear bike helmets? Turn to your partner.*

Have a few volunteers share their thinking.

Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead build the students' intrinsic motivation by responding with genuine curiosity and interest; for example:

- "Interesting—say more about that."
- "What you said makes me curious. I wonder . . ."
- "You have a point of view that's [similar to/different from] what [Jackson] just said. How is it [similar/different]?"

Students might say:

"I think when the author says that people should wear a helmet every time they ride a bike, it tells us pretty clearly what his opinion is."

"I think the audience is probably kids and young people. The author wants to convince them to wear helmets."

"One reason that supports this opinion is that it is the law in most towns and cities."

"In addition to what [Satya] said, another reason is that wearing a helmet could save your life."

As a class, discuss:

Q *Do you agree or disagree with the opinion in this essay? Why?*

5 Select an Opinion and Audience for a Persuasive Essay

Direct the students' attention to the "Possible Opinions for Persuasive Essays" chart and review the items on it. Add the sentence *People should wear a helmet every time they ride a bike* to the chart. Ask:

Q *What other opinions for persuasive essays could we add to the chart?*

Add any suggestions to the chart. Explain that today the students will each choose one opinion that they have not yet written about and begin writing a draft of a persuasive essay in their notebooks. This week they will work on writing and developing their essays, including revising their opening sentences. Next week they will revise their essays further and proofread them. Then they will publish their essays for the class to read.

Use "Think, Pair, Share" to discuss:

Q *What opinion do you feel strongly enough about to publish a persuasive essay about it?* [pause] *Turn to your partner.*

Q *In addition to your classmates, who will the audience for your essay be, or who will you be trying to convince?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class. As they report, emphasize that they should keep their audience in mind as they write today.

You might say:

"[Gabriel] says he wants to convince his mother that he should be able to watch TV as long as he finishes his homework. While he is writing his essay, he's going to remember who he is trying to convince."

WRITING TIME

6 Write Independently

Have the students get their notebooks and pencils, sit at desks with partners together, and work on their persuasive essays for 20–30 minutes.

Remind them to write their drafts double-spaced in their notebooks. Join them in writing for a few minutes; then begin conferring with individual students.

TEACHER CONFERENCE NOTE

Over the next two weeks, confer with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does the student state her opinion clearly in the opening paragraph?
- Does the student give several different reasons that support her opinion?

Help the student extend her thinking about persuasive essays by asking questions such as:

Q *What is the opinion you are writing about?*

Q *Who are you trying to convince? What do you want to convince them of?*

Q *Why do you believe your opinion is correct? What other reasons can you give?*

Q *How can you state your opinion clearly in the opening paragraph?*

Q *What reason will you write about first? Second? Third?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 137 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

7 Briefly Share Writing and Reflect

Ask partners to talk briefly about what they wrote today. Alert the students to be ready to share their partners' ideas with the class. After a moment, signal for their attention and ask questions such as:

Q *What opinion did your partner write about today? Who is your partner trying to convince in his or her essay?*

Q *Do you and your partner agree or disagree with each other's opinions? Turn to your partner.*

Q *What did your partner say to let you know that he or she respects your opinion?*

Explain that the students will continue to develop their persuasive essays tomorrow.

Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Opinion Writing" (AV51).

Read-aloud/Strategy Lesson Day 2

In this lesson, the students:

- Learn the procedure for "Think, Pair, Share"
- Hear and discuss poems
- Visualize to understand and enjoy the poems
- Identify words in the poems that suggest feelings or appeal to the senses
- Read independently for up to 15 minutes
- Practice self-monitoring

ABOUT VISUALIZING

Readers create unique mental images from texts based on their own *schema*, or background knowledge and experiences, and inferences they make from descriptive language. Visualizing enhances readers' understanding and enjoyment of all types of texts. While some young readers visualize naturally, others benefit from instruction about visualizing. All students benefit from reflecting on the fact that they are visualizing. In this unit, the students visualize as they listen to read-alouds and read independently. (For more information about visualizing, using schema, and making inferences, see "The Grade 1 Comprehension Strategies" in the Introduction.)

1 Gather and Introduce "Think, Pair, Share"

Gather the class with partners sitting together, facing you. Remind the students that they have been using "Turn to Your Partner" to talk about their thinking. Explain that today they will learn another way to help them talk in pairs called "Think, Pair, Share."

Explain that "Think, Pair, Share" is like "Turn to Your Partner." The difference is that the students think by themselves before they talk in pairs. Explain that you will ask the students a question, and they will think about it quietly for a moment. Then, when you say "Turn to your partner," they will turn to their partners and begin talking. When you signal for their attention, partners will end their conversations and turn their attention back to you. (For more information, see "Cooperative Structures" in the Introduction.)

Materials

- "School Bus" and "Sliding Board" (*Did You See What I Saw?* pages 5 and 14)

Teacher Note

If your students are already familiar with "Think, Pair, Share," simply remind them of your expectations.

Teacher Note

To see an example, view "Using 'Think, Pair, Share'" (AV7).

Teacher Note

After you ask the question, pause for 5–10 seconds for the students to think. Then say "Turn to your partner" and have partners discuss the question.

To have the students practice "Think, Pair, Share," ask:

Q *What can you do to be a good partner?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share what they discussed with the whole class.

2 Introduce and Practice Visualizing

Explain that today the students will hear two poems about school and use the words in the poems to *visualize*, or make pictures in their minds. To have them practice visualizing, ask them to close their eyes and imagine their own school.

Teacher Note

Allow the students a few moments to create images in their minds before giving them the prompts. Pause between prompts to give them time to create their mental images.

Stimulate their thinking with prompts such as:

- *Think about our school building. What does it look like inside? Outside?*
- *Think about our playground. What do you see and hear on the playground?*
- *Think about our classroom. What things do you see in our room?*

After a few moments, ask the students to open their eyes. Use "Think, Pair, Share" to have the students first think about and then discuss:

Q *What did you visualize, or picture in your mind, when you thought about our school?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share what they discussed with the class.

3 Introduce *Did You See What I Saw? Poems about School*

Tell the students that the two poems you will read are from *Did You See What I Saw? Poems about School* by Kay Winters. Explain that as you read, you would like them to close their eyes and use the words they hear to make pictures in their minds. Explain that closing their eyes will help them make pictures in their minds without being distracted by things in the classroom.

Explain that you will read each poem twice before asking them to open their eyes and talk about the pictures they made in their minds.

Teacher Note

The purpose of rereading is to help the students recall what they heard and focus on the words that trigger their mental images. Talking about their mental images helps partners identify words or phrases that trigger those images. The students will realize that what each person pictures in his or her mind is unique.

4 Read "School Bus" Aloud and Visualize

Ask the students to close their eyes. Read "School Bus" (page 5) aloud twice, slowly and clearly, without showing the illustrations. Pause between readings.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

bumpy: bouncing up and down

stuffed: very full

Ask the students to open their eyes. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What did you picture in your mind as you listened to the poem?* [pause] *Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their mental pictures with the class. As the students share, ask which words or phrases helped them create their pictures. Follow up by asking:

Q *The poem says "Stuffed with kids!" How do you picture the kids in the bus? What do you think it feels like to be on a bus "stuffed with kids"?*

Students might say:

"I saw a picture of getting squished on the bus."

"I imagined all the kids talking and shouting when the poem said that the bus was loud."

"I imagined feeling hot and crowded because there were so many kids on the bus."

5 Read "Sliding Board" Aloud and Visualize

Explain that the students will hear another poem and picture it in their minds. Read the title and explain that this is a poem about a playground slide.

Have the students close their eyes; then read the poem "Sliding Board" (page 14) aloud using the same procedure you used with "School Bus."

Facilitation Tip

During this unit, practice **asking facilitative questions** during class discussions to help the students build on one another's thinking and respond directly to one another, not just to you. After a student comments, ask the class questions such as:

Q *Do you agree or disagree with [Deborah]? Why?*

Q *What questions can you ask [Deborah] about what she said?*

Q *What can you add to what [Deborah] said?*

To see this Facilitation Tip in action, view "Asking Facilitative Questions" (AV20).

After the students have shared their visualizations with their partners and the class, reread the poem and facilitate a class discussion by asking questions such as:

- Q *Who did you picture on the slide? How is that person coming down the slide?*
- Q *What sounds did you imagine? What words helped you imagine those sounds?*
- Q *What do the words "swish, whish" bring to your mind?*

6 Reflect on "Think, Pair, Share"

Remind the students that today they learned to use "Think, Pair, Share." Without mentioning any of the students' names, share some of your observations about how partners worked together.

> **You might say:**
>
> "I noticed that partners let each other think quietly before starting to talk. I also noticed that partners looked at each other as they talked and didn't interrupt each other. That is important because it shows that you think what your partners are saying is important."

Tell the students that they will have more opportunities in the coming days to use "Think, Pair, Share" as they work with their partners.

ELL Note

Cooperative structures like "Turn to Your Partner" and "Think, Pair, Share" support the language development of English Language Learners by providing frequent opportunities for them to talk about their thinking and listen to others.

INDIVIDUALIZED DAILY READING

7 Read Independently and Practice Self-monitoring

Direct the students' attention to the "Thinking About My Reading" chart, and review that yesterday they practiced asking themselves questions as they were reading to help them decide if their books were just right for them. Explain that again today, you will stop them as they are reading and ask them to think about the questions on the chart. Tell the students that if they decide that the books they are reading are not just right, they may select different books to read.

Have the students get their book bags and read quietly to themselves for up to 15 minutes. Stop the students periodically and have them monitor their comprehension by thinking about the questions on the chart.

As the students read, circulate among them and check individual students' comprehension by asking each student to read a selection aloud to you and tell you what it is about. If any students are struggling to understand their texts, use the questions on the chart to help them be aware of their own comprehension.

Signal to let the students know when it is time to stop reading. Facilitate a brief discussion about how the students are doing thinking about their own reading. Ask:

- **Q** *If you do not understand something you just read, what might you do?*
- **Q** *If you do not know a lot of the words in the book you are reading, what should you do?*

Tell the students that they will continue to practice thinking about their own reading during IDR. Have them put away their book bags and return to their seats.

EXTENSIONS

Read Other Poems from *Did You See What I Saw?*

Read other poems from *Did You See What I Saw?* and have the students continue to practice visualizing. After the students share their mental images of each poem, show the illustrations and look for similarities and differences between their mental pictures and the book's illustrations.

Compare "Sliding Board" and "Swinging"

Reread "Sliding Board" to the students. Then read "Swinging" aloud (page 15 in *Did You See What I Saw?*). Facilitate a discussion comparing the two poems using questions such as:

- **Q** *What are these two poems about?*
- **Q** *How are they alike? How are they different?*

Guided Strategy Practice

Day 3

In this lesson, the students:

- Hear, read, and discuss part of a historical fiction book
- Make inferences to explore causes of events in the story
- Read independently for up to 30 minutes
- Use prompts to extend a conversation

1 Review Using Prompts to Extend Conversations

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Explain that today partners will continue to focus on using prompts to extend conversations. Briefly review the items on the "Prompts to Extend a Conversation" chart.

2 Introduce Exploring Causes

Remind the students that they have been making inferences to help them understand what is happening in books such as *Richard Wright and the Library Card* and *The Van Gogh Cafe*. Point out that they can also use the strategy to help them figure out why something happens—what causes an event to happen as it does in a book.

Explain that today they will explore why some things happen as they do in *Richard Wright and the Library Card*.

3 Explore Causes in *Richard Wright and the Library Card*

Remind the students that in the story, Richard asks one particular man in his office, Jim Falk, for help. Ask:

Q *Why does Richard choose Jim Falk to help him? Turn to your partner.*

Without discussing the question as a class, direct the students' attention to *Student Response Book* page 38, "Excerpt from *Richard Wright and the Library Card*," and explain that the excerpt is the part of the story in which Richard asks Jim Falk for help. Display the "Directions" chart (WA2) and explain the directions on it.

Materials

- *Richard Wright and the Library Card*
- "Prompts to Extend a Conversation" chart from Day 1
- *Student Response Book* pages 38–39
- "Directions" chart (WA2)
- "Class Assessment Record" sheet (CA1)
- "Excerpt from *Richard Wright and the Library Card* (1)" chart (WA3)
- "Reading Comprehension Strategies" chart

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

Teacher Note

Have students who are unable to read the excerpt on their own read it quietly aloud with partners, or you might read it aloud yourself as the students follow along. Then have them go back and underline the clues in the passage.

ELL Note

English Language Learners may benefit from extra support to make sense of the excerpt. Show and discuss the illustrations on pages 14–17 again; then read the excerpt aloud as they follow along, stopping intermittently to talk about what is happening. The students may benefit from an explanation of the following words and passages:

- "ignored"
- ". . . Richard had been sent to the library to check out books for him."
- "a suspicious look"
- "cautiously"
- " 'I'll write a note,' Richard said, 'like the ones you wrote when I got books for you.' "

WA2

Directions

1. Read the excerpt quietly to yourself.
2. Reread the excerpt, and underline sentences that help to answer this question: Why does Richard choose Jim Falk to help him?
3. Turn to *Student Response Book* page 39, "Double-entry Journal About *Richard Wright and the Library Card*."
4. Choose a part you underlined in the excerpt, write the words or sentences in the "What I Read" column, and write the inference you made in the "What I Inferred" column.
5. If you have time, repeat Step 4 for another part you underlined.

As the students work, circulate, notice which sentences they underline, and ask them the following questions to help them think about the inferences they are making:

Q *You underlined ["Only one man seemed different from the others"]. What did you infer from that sentence about why Richard chooses Jim?*

Q *You wrote ["'What do you want to read?' Jim asked cautiously. 'Novels, plays, history?'"]. What inference can you make from those sentences?*

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students identifying clues about why Richard selects Jim?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 77 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to identify clues about why Richard selects Jim, proceed with the lesson and continue on to Day 4.
- If ***about half of the students*** are able to identify clues about why Richard selects Jim, proceed with the lesson and continue on to Day 4 and plan to check in with students who are having difficulty identifying simple causal relationships during IDR.
- If ***only a few students*** are able to identify clues about why Richard selects Jim, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the DSC Learning Hub (teach.devstu.org) to view the "Grade 5 Alternative Texts" list.

4 Discuss Inferences as a Class

When most pairs have finished, display the "Excerpt from *Richard Wright and the Library Card* (1)" chart (WA3). Repeat the question "Why does Richard choose Jim Falk to help him?"; then ask a few students to share the sentences they underlined and the inferences they made. Facilitate a discussion among the students, using questions such as:

- **Q** *Do you agree or disagree with what [Jamil] shared? Why?*
- **Q** *What question do you want to ask [Jamil] to better understand what he's thinking?*
- **Q** *Does Jim Falk really think differently from the other white men? What in the excerpt supports the opinion that he [does/doesn't] think differently?*

> **Students might say:**
>
> "I underlined the sentence 'Jim Falk kept to himself, and the other men ignored him, as they ignored Richard.' I wrote *Richard thinks Jim is an outsider like he is. That's why he chooses Jim.*"
>
> "In addition to what [Latisha] said, I think Richard chooses Jim because he's a reader and might understand another reader. The sentence I underlined about that is 'Several times, Richard had been sent to the library to check out books for him.'"
>
> "I think Jim Falk does think differently from the others because he gives Richard his library card."
>
> "I disagree with [Mattie]. I think Jim Falk doesn't think differently from the other white men because he was immediately suspicious of Richard and he is also nervous about getting into trouble if anyone finds out he has helped Richard."

Point out that the author does not directly say *why* Richard selects Jim but that the students can infer this from the story. Explain that authors often don't explain why events happen in stories or why characters behave as they do. Instead, readers have to make inferences to figure out why.

Explain that the students will have more opportunities in the coming weeks to practice making inferences about why things happen as they do.

5 Reflect on This Week's Partner Work

Facilitate a brief discussion about how partners worked together. Ask:

- **Q** *What did you enjoy about working with your partner this week? Turn to your partner.*

After partners have had a chance to share, discuss as a class:

- **Q** *What did your partner share with you?*

Remind the students that the purpose of sharing their partners' thinking is to help them develop their listening skills.

INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss the Comprehension Strategies the Students Used

Direct the students' attention to the "Reading Comprehension Strategies" chart and ask them to notice which strategies they use and where they use them during their independent reading today. Tell the students that at the end of IDR you will ask them to share the strategies they used with partners. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 80) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 83 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have the students share with partners what they read. Have each student tell his partner the title of his text, the author's name, and what the text is about. Then have each student share the strategy he used and where in the text he used it. If students cannot think of comprehension strategies they used, ask them to talk about what they read. Have the students return to their desks and put away their texts.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Notes

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