

EMOTIONAL EMPOWERMENT

Curricular Standards for Grades 1-6

Common Core English Language Arts Standards ¹	Poster	Activity 1	Activity 2
Grade 1			
Writing, Production and Distribution of Writing: CCSS.ELA-LITERACY.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			X
Speaking and Listening, Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	X	X	X
Speaking and Listening, Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	X	X	X
Speaking and Listening, Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	X	X	X
Speaking and Listening, Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			X
Language, Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	X	X	X
Language, Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.1.6 Use words and phrases acquired through conversations, reading and being read to, responding to texts, including using frequently occurring conjunctions to signal simple relationships.	X	X	X
Grade 2			
Writing, Production and Distribution of Writing: CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			X
Speaking and Listening, Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	X	X	X

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Speaking and Listening, Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	X	X	X
Speaking and Listening, Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	X	X	X
Speaking and Listening, Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.			X
Language, Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.		X	X
Language, Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.2.6 Use words and phrases acquired through conversations, reading and being read to, responding to texts, including using adjectives and adverbs to describe.	X	X	X
Grade 3			
Writing, Production and Distribution of Writing: CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.			X
Writing, Range of Writing: CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			X
Speaking and Listening, Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about grade 3 topics and texts, building on other's ideas and expressing their own clearly.	X	X	X
Speaking and Listening, Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X	X	X
Speaking and Listening, Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	X	X	X
Language, Knowledge of Language: CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X
Language, Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.			X

Language, Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	X	X	X
Grade 4			
Writing, Text Types and Purposes: CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		X	
Writing, Production and Distribution of Writing: CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		X	X
Writing, Range of Writing: CCSS.ELA-LITERACY.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		X	X
Speaking and Listening, Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on other's ideas and expressing their own clearly.	X	X	X
Speaking and Listening, Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	X	X	X
Language, Conventions of Standard English: CCSS-ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		X	X
Language, Knowledge of Language: CCSS.ELA-LITERACY.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X
Language, Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			X
Language, Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	X	X	X
Grade 5			
Writing, Text Types and Purposes: CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		X	
Writing, Production and Distribution of Writing: CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		X	X
Writing, Range of Writing: CCSS.ELA-LITERACY.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		X	X

Speaking and Listening, Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on other’s ideas and expressing their own clearly.	X	X	X
Speaking and Listening, Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	X	X	X
Language, Conventions of Standard English: CCSS-ELA-LITERACY.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
Language, Knowledge of Language: CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X
Language, Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Language, Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	X	X	X
Grade 6			
Writing, Text Types and Purposes: CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and evidence.		X	
Writing, Production and Distribution of Writing: CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		X	X
Writing, Range of Writing: CCSS.ELA-LITERACY.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		X	X
Speaking and Listening, Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly.	X	X	X
Speaking and Listening, Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	X	X	X
Language, Conventions of Standard English: CCSS-ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
Language, Knowledge of Language: CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X

Language, Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.			X
Language, Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.6.6 Acquire and use accurately grade-appropriate and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X	X	X

National Health Education Standards²	Poster	Activity 1	Activity 2
Grades 1-6			
Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.	X	X	X
Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and void or reduce health risks.	X	X	X

2. Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society. Available at www.cdc.gov/healthyschools/sher/standards.

Collaborative for Academic, Social, and Emotional Learning (CASEL) Five Core Competencies³	Poster	Activity 1	Activity 2
Grades 1-6			
Self-awareness: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.	X	X	X
Self-management: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations to achieve goals and aspirations.	X	X	X
Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.	X	X	X
Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.	X	X	X
Responsible decision-making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.	X	X	X

3. Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL Framework and Core Competencies. © 2020 CASEL. All rights reserved.