

Subject-Area Lesson Planning Tool: ELA



Photo by Allison Shelley for EDUimages

INTRODUCTION

English Language Arts (ELA) Learning Standards provide a developmental framework for reading, writing, speaking, and listening skills that require students to engage with diverse perspectives, communicate ideas in multiple mediums, and attune to the social emotional experiences of characters in stories. In other words, to master ELA skills and become literate in a text-rich world, students develop, apply, and nurture multiple social emotional competencies (knowledge, skills, and mindsets). The [Washington SEL Standards](#) coincide with and build on ELA Learning Standards to encourage robust, personal learning experiences for all students in Washington.

“Social emotional learning (SEL) is a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in schools and in life.” -- OSPI



Washington Office of Superintendent of
PUBLIC INSTRUCTION

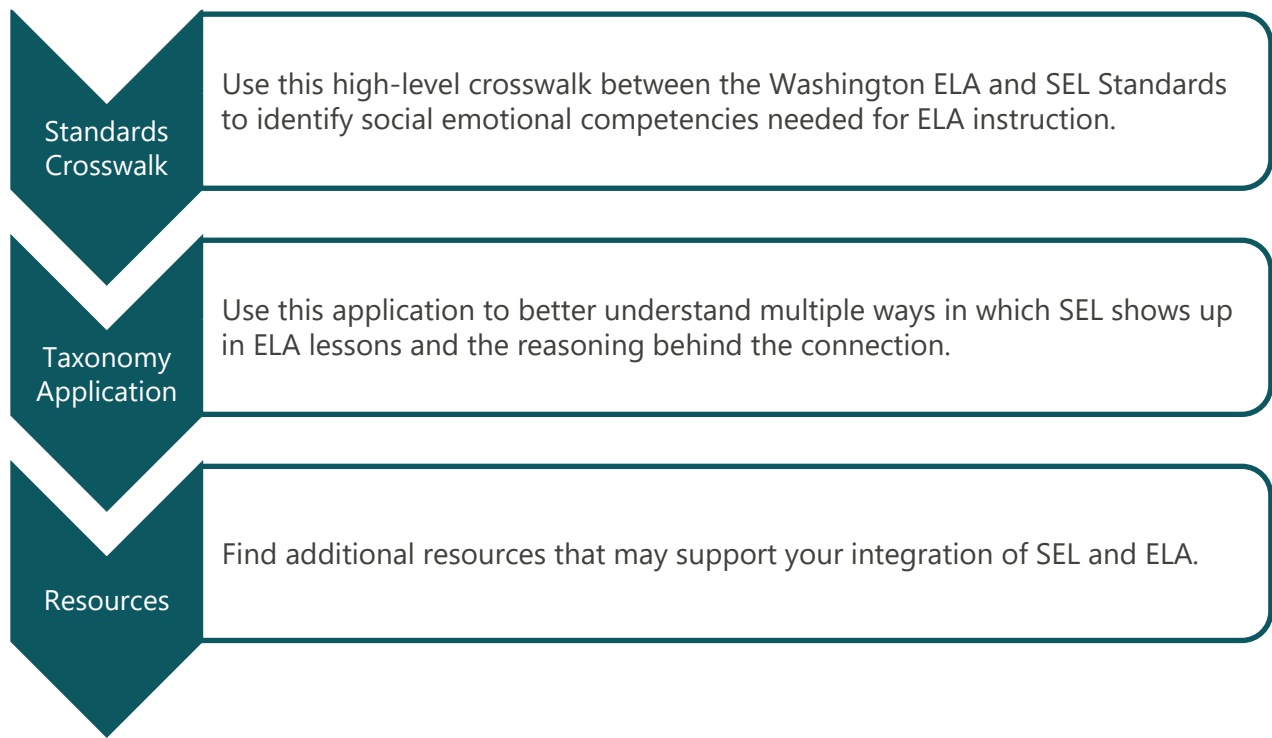
Table of Contents

Introduction.....	1
How to Use This Tool.....	3
Crosswalk of the Washington ELA Standards and the SEL Standards	4
Taxonomy Application	6
Additional Resources	8

How to Use This Tool

The [TPEP Student Growth Goal Rubrics](#) tell us that effective ELA instruction “relies heavily on the teacher’s knowledge of students’ cultural, academic, and social/emotional assets.” This lesson planning tool supports ELA educators in Washington as they intentionally plan ways to nurture social emotional competencies within their academic lessons. The tool is scaffolded for your use and includes a standards crosswalk, application of how the standards align, and additional resources (see Figure 1 for a road map). You can use the questions for reflection in each section to customize these strategies for your classroom.

Figure 1. Road Map for Using the Lesson Planning Tool



Questions for Reflection

Before advancing to the next section, reflect on some of your own assumptions and beliefs:

- How do you see social emotional competencies align with specific ELA standards? Which competencies do ELA scholars (e.g., authors, journalists, and novelists) tend to use? How do you encourage students’ development of those competencies?
- How do teachers explicitly connect social emotional competencies to effective teaching practices (the four Affirming Learning Environment practices in Module 2 and the Lesson Design Practices in Module 3) to promote students’ mastery of ELA standards? How do you reinforce students’ use of those competencies?
- What social emotional competencies do you use to create the conditions for the kind of learning necessary for all students to develop ELA skills and engage with ELA content?

CROSSWALK OF THE WASHINGTON ELA STANDARDS AND THE SEL STANDARDS

ELA standards provide guidance on skills and concepts students need to be successful in multiple content domains. The standards are structured across four anchors: reading (multiple genres and foundational skills), writing, speaking and listening, and language. ELA standards, and the knowledge and skills found within them, align with multiple social emotional competencies. To get started, review the high-level crosswalk between the [ELA Learning Standards](#) and the [SEL Standards and Benchmarks](#).

English Language Arts Standards ¹	Example Alignment With Washington SEL Standards
<p>Reading</p> <p>Students read and comprehend a range of complex literary and informational texts independently and proficiently. While reading, students will examine texts for key details and cite textual evidence, determine central ideas and supporting details, and analyze how ideas develop over the course of texts develop. They will further analyze text structure including how words, phrases, sentences, paragraphs, and point of view interact to shape the style of a text. Students also learn to integrate knowledge and ideas from various media formats, evaluate arguments, and compare the effectiveness of two or more texts with similar themes. They also learn to develop a working knowledge of basic principles of the English writing system and word structure.</p>	<p>To be successful in reading, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Awareness of others’ perspectives, emotions, cultures, histories, identities, and abilities (Social Awareness 4A) as they are presented in a variety of texts. • Recognize differences between and within community, cultural, and social groups and demonstrate respect for those differences (Social Awareness 4B and 4C) as they analyze textual evidence. • Reflect on their own emotions and influences (Self-Awareness 1A and 1C) as they read and respond to various texts. • Demonstrate variation within and across cultures, including understanding personal biases and strength of evidence (Social Awareness 4C).
<p>Writing</p> <p>Students will learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they</p>	<p>To be successful in writing, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Self-awareness of one’s strengths and areas for growth (Self-Awareness 1B) in written expression and the writing process. • Ability to communicate effectively (Social Management 5A) through writing. • Ability to set, monitor, adapt, persevere, achieve, and evaluate goals independently and in group

¹ Definitions come from [Common Core State Standards](#).

English Language Arts Standards ¹	Example Alignment With Washington SEL Standards
<p>begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources.</p>	<p>work (Self-Efficacy 3A and Social Engagement 6B) related to writing tasks.</p> <ul style="list-style-type: none"> • Ability to manage one’s emotions, thoughts, impulses, and stress (Self-Management 2A) while completing lengthy writing tasks.
<p>Speaking and Listening</p> <p>Students have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. Students further use strategic visual and digital media to express information in a variety of contexts and communicative tasks, presenting evidence and findings clearly to the appropriate audience.</p>	<p>To be successful speaking and listening, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Effectively communicate and interact with others (Social Management 5A) through a range of mediums. • Ability to engage respectfully with others from diverse backgrounds, taking steps to resolve interpersonal conflict in constructive ways (Social Management 5B and 5C). • Contribute productively to their classroom and school, working collaboratively to set, monitor, achieve, and evaluate group projects (Social Engagement 6B and 6C). • Demonstrate awareness of and respect for others’ emotions, perspectives, cultures, languages, histories, identities, and abilities (Social Awareness 4A and 4B) while participating in discussions and evaluating texts. • Ability to speak on behalf of personal views, rights, and the views and rights of others (Self-Efficacy 3C).
<p>Language</p> <p>Students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.</p>	<p>To be successful in their use of language, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrates a range of effective communication and social skills when interacting with others (Social Management 5A). • Demonstrates perseverance and self-reflection to problem solve (Self-Efficacy 3A and 3B) when faced with an unknown word, complex text, or other self-directed language task. • Awareness for how others’ emotions and experiences impact their perspectives and communication style (Social Awareness 4A).

Questions for Reflection

- How did the information in the crosswalk align with your existing knowledge of the relationships between ELA and SEL? Were there new ideas that broadened your thinking about the relationships between these areas? What questions emerged for you as you reviewed this crosswalk?²
- What Affirming Learning Environment practices (e.g., Warmth and Support, Responsibility and Choice, Student-Centered Problem Solving) and Learning Design practices (e.g., Balanced Instruction, Cooperative Learning, Self-Assessment and Self-Reflection) might facilitate students' development and application within these examples?
- How can you ensure that you incorporate students' personal and cultural strengths and assets as you continue to nurture social emotional competencies related to ELA?

TAXONOMY APPLICATION

Now that you have had a chance to explore, at a high level, some alignment between the ELA and SEL standards, review some concrete ways to ensure that you are meeting your students' SEL needs within the ELA curriculum. Specifically, you will review concrete examples of how various [SEL Standards and Benchmarks](#) connect to the ELA standards. As you review these examples, consider the following questions as you begin to plan your own ELA lessons that more intentionally integrate and nurture social emotional competencies. The following questions are based on the SEL–Academic Integration Taxonomy that you have been learning about in the module series *Academic Learning Is Social and Emotional: Equity-Centered Social Emotional Learning in Washington*.

1. **Explicit skill alignment:** Which SEL standards include *the same* skills, knowledge, and mindsets as those within the ELA standards?
2. **Explicit strategy alignment:** What social emotional competencies within the SEL standards do students use to accomplish specific ELA tasks?
3. **Ways of interacting:** How do students use their social emotional competencies within the SEL standards to participate in activities that help them learn ELA skills and content?
4. **Ways of being:** What social emotional mindsets and habits do ELA scholars (e.g., authors, journalists, and novelists) exhibit to be successful in various literacy disciplines?

As you consider these examples, remember that the goal for you as an educator is to create the conditions that encourage students to develop, apply, and exhibit their social emotional competencies while mastering ELA content. The questions and examples in the table that follows can help you begin to intentionally integrate these efforts.

² These three question prompts are adapted from the Project Zero Thinking Routine *Connect, Extend, Challenge*, <https://pz.harvard.edu/resources/connect-extend-challenge>.

ELA Skills: Examples

Reading Standard	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) (CCSS.ELA-Literacy.RL.4.3).	Explicit Skill Alignment and Social Awareness 4A (Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.)	Understanding a character's thoughts, words, and actions in depth requires an awareness of others' emotions—asking students to examine specific details in the text to understand a character is the same skill as the perspective taking described in Social Awareness 4A.

Writing Standard	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (CCSS.ELA-Literacy.W.5.6).	Ways of Being and Self-Efficacy 3A (Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.)	Authors must engage in multiple rounds of revision, editing, and rewriting as part of the typical writing process. Students who practice revision utilize self-efficacy and perseverance to complete assignments, achieve goals, and improve their skills (Self-Efficacy 3A).

Speaking and Listening Standard	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
Pose and respond to specific questions to clarify or follow-up on information and make comments that contribute to the discussion and link to the remarks of others (CCLS.ELA-Literacy.SL.4.1c).	Ways of Interacting and Social Management 5B (Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.)	As students engage in class discussions, they may find themselves disagreeing with the comments or ideas of a peer. In such situations, it is important that students take steps to resolve interpersonal conflicts constructively, sharing their own ideas and opinions or linking these ideas and opinions to the remarks of others, in a way that is supportive and respectful. Teachers can support this skill by explicitly teaching strategies to engage in respectful discussions (such as the AccountableTalk framework).

Language Standard	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) (CCLS.ELA-Literacy.L.4.3c).	Explicit Strategy Alignment and Social Management 5A (Demonstrates a range of communication and social skills to interact effectively with others.)	Students must practice distinguishing contexts that call for formal or informal language as part of their acquisition of college and career ready language skills. Being able to differentiate context for communication is part of demonstrating effective social skills. Students practice both the academic standard and the SEL standard through interpersonal interactions that are structured and supported by their ELA educators.

Questions for Reflection

- What did you learn from these taxonomy examples? What does it mean to intentionally embed SEL and academics in ELA?
- What are some questions you may ask yourself to become more intentional in your approach to SEL–academic integration?
- How can you incorporate multiple, lived experiences and interpretations through a more intentional SEL–academic integration approach in ELA?

Additional Resources

- [Integrating Social and Emotional Learning in English Language Arts](#) (Edutopia)
- [Examples of Social and Emotional Learning in Elementary English Language Arts Instruction](#) (CASEL)
- [Social and Emotional Learning in Language Arts and Literacy](#) (Massachusetts Department of Elementary and Secondary Education)
- [Social Emotional Learning Activities and Teaching Practices](#) (district examples from New York State Education Department)
- [Integrating Social-Emotional Literacy in Early Elementary: An Educator Resource Guide](#) (Minnesota Literacy Council)
- [ELA and SEL in the Classroom](#) (Center for Responsive Schools)

LEGAL NOTICE



Except where otherwise noted, this work by the [Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution License](#).

Alternate material licenses with different levels of user permission are clearly indicated next to the specific content in the materials.

This resource may contain links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any endorsement or monitoring by OSPI.

If this work is adapted, note the substantive changes and re-title, removing any Washington Office of Superintendent of Public Instruction logos. Provide the following attribution:

"This resource was adapted from original materials provided by the Office of Superintendent of Public Instruction. Original materials may be accessed at [OSPI's Social Emotional Learning webpage](#)."

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

Download this material in PDF at [OSPI's Social Emotional Learning webpage](#). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.

This resource was developed by the American Institutes for Research® (AIR®) with funding from the Washington Office of Superintendent of Public Instruction.



American Institutes for Research®

1400 Crystal Drive, 10th Floor

Arlington, VA 22202-3289

202.403.5000 | [AIR.ORG](#)