

Best Friend Books

Alignment Tool for Ohio's Social Emotional Learning Standards

Completely Different, Just the Same

SEL Competency C: Social Awareness

C2: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups, and cultures.

K-2

C3.1.a

Discuss how people can be the same or different

C3.2.a

Participate in cross-cultural activities and discuss differences, similarities, and positive qualities across all cultures and groups.

C3.3.a

Discuss the concept of, and practice, treating others the way you would want to be treated

3-5

C3.1.b

Discuss positive and negative opinions people may have about other people or groups, even if they are not always true

C3.2.b

Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other

C3.3.b

Define and practice civility and respect virtually and in person

C4: Read social cues and respond constructively

K-2

C4.2.a

Identify norms for various family and social situations

3-5

C4.2.b

Identify ways that norms differ among various families, cultures and social groups

SEL Competency D: Relationship Skills

D2: Develop and maintain positive relationships

K-2

D2.2.a

Recognize the need for inclusiveness

3-5

Demonstrate behaviors associated with inclusiveness in a variety of relationships



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You Can Sit With Me

SEL Competency C: Social Awareness

C2: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups, and cultures.

K-2

C3.1.a

Discuss how people can be the same or different

C3.2.a

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C3.3.a

Discuss the concept of, and practice, treating others the way you would want to be treated

3-5

C3.1.b

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C3.2.b

Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other

C3.3.b

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C4: Read social cues and respond constructively

K-2

C4.2.a

Identify norms for various family and social situations

3-5

C4.2.b

Identify ways that norms differ among various families, cultures and social groups

SEL Competency D: Relationship Skills

D2: Develop and maintain positive relationships

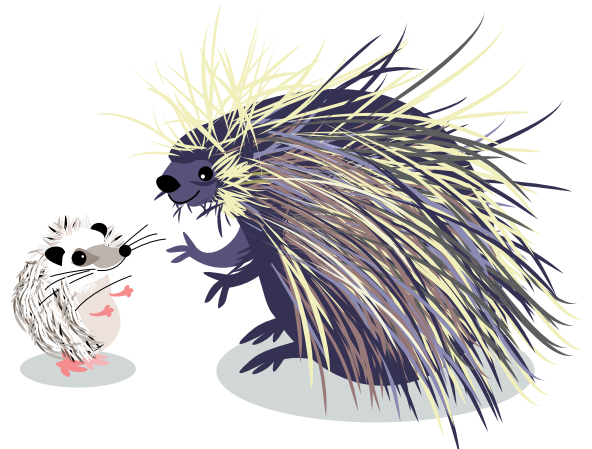
K-2

D2.2.a

Recognize the need for inclusiveness

3-5

Demonstrate behaviors associated with inclusiveness in a variety of relationships



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Alignment Tool for Ohio's Social Emotional Learning Standards

Happy, Gloomy, Angry, Scared

SEL Competency C: Social Awareness

A1: Demonstrate an awareness of personal emotions

K-2

A 1.a

Identify basic personal emotions

3-5

A1. 1.b

Identify a range of personal emotions



A3: Demonstrate awareness of and willingness to seek help for self or others

K-2

A3.3.a

Describe situations or locations that feel safe

3-5

A3.3b

Use strategies that support safe practices for self and others

SEL Competency B: Self-Management

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development

K-2

B1.1.a

Identify personal behaviors or reactions when experiencing basic emotions.

B1. 2a

Describe verbal and non-verbal ways to express emotions in different settings

B1.3.a

Identify and begin to use strategies to regulate emotions and manage behaviors

3-5

B1. 1.b

Demonstrate strategies to express a range of emotions within the expectations of the setting.

B1.2.b

Describe possible outcomes associated with verbal and non-verbal expression of emotions in different settings.

B1.3.b

Apply strategies to regular emotions and manage behaviors.

SEL Competency: Responsible Decision-Making

E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

K-2

E4.2.a

Identify physical and emotional responses to unfamiliar situations

3-5

E4.2.b

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Alignment Tool for Ohio's Social Emotional Learning Standards

Think Like A Yeti

SEL Competency C: Social Awareness

A3: Demonstrate awareness of and willingness to seek help for self or others

K-2

A3.2.a

Seek help when faced with challenges or when frustrated with a task, skill or situation

3-5

A3.2.b

Seek help and acknowledge constructive feedback from others that addresses challenges and builds on strengths

SEL Competency B: Self-Management

B2: Set, monitor, adapt and evaluate goals to achieve success in school and life.

K-2

B2.1.a

Identify goals for academic success

B2.2.a

Identify how adults and peers can help with a goal

B2.3.a

Describe what action steps can be taken to reach a short-term goal.

B2.4.a

Discuss obstacles that can get in the way of reaching a goal and ideas for handling those obstacles.

3-5

B2.1.b

Identify goals for academic success and personal growth

B2.2.b

Identify resources that may assist in achieving a goal

B2.3.b

Plan steps needed to reach a short-term goal

B2.4.b

Identify alternative strategies with guidance toward a specified goal.

B3: Persevere through challenges and setbacks in school and life.

K-2

B3.1.a

Describe a time when you kept trying in a challenging situation

B3.2.a

Explain how practice improves performance of a skill and can help in overcoming a challenge or setback

3-5

B3.1.b

Identify strategies for persevering through challenges and setbacks

B3.2.b

Identify the cause of a challenge or setback and with assistance, develop a plan of action



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Just Because

SEL Competency A: Self-Awareness

A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges.

K-2

A2.1.a

Identify personal interests and qualities

A2.2.a

Explore opportunities to develop skills and talents

3-5

A2.1.b

Identify personal strengths based on interests and qualities

A2.2.b

Demonstrate a skill or talent that builds on personal strengths

SEL Competency C: Social Awareness

C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures.

K-2

C3.1.a

Discuss how people can be the same or different

SEL Competency D: Relationship Skills

D2: Develop and maintain positive relationships

K-2

D2.2.a

Recognize the need for inclusiveness.

3-5

D2.2.b

Demonstrate behaviors associated with inclusiveness in a variety of relationships



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The Best At Being Me

SEL Competency A: Self-Awareness

A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges.

K-2

A2.1.a

Identify personal interests and qualities

A2.2.a

Explore opportunities to develop skills and talents

3-5

A2.1.b

Identify personal strengths based on interests and qualities

A2.2.b

Demonstrate a skill or talent that builds on personal strengths

SEL Competency C: Social Awareness

C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures.

K-2

C3.1.a

Discuss how people can be the same or different



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How To Tame Your Monkeys

SEL Competency A: Self-Awareness

A1: Demonstrate an awareness of personal emotions



K-2

Identify basic personal emotions.

A1.1.b

Recognize emotions as natural and important

A1.3.a

Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult

A1.4.a

Recognize that events can impact emotions

3-5

A1.1.b

Identify a range of personal emotions

A1.2.b

Identify that emotions are valid, even if others feel differently

A1.3.b

Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult

A1.4.b

Describe how events trigger emotions

A3: Demonstrate awareness of and willingness to seek help for self or others

K-2

A3.1.a

Identify at least one trusted adult at school and in the community and know when and how to access them

A3.2.a

Seek help when faced with challenges or when frustrated with a task, skill or situation

A3.3.a

Describe situations or locations that feel safe

3-5

A3.1.b

Describe how a trusted adult can provide academic, social or emotional support for assistance for self and others

A3.2.b

Seek help and acknowledge constructive feedback from others to address challenges and build on strengths

A3.3.b

Utilize strategies that support safe practices for self and others

Demonstrate behaviors associated with inclusiveness in a variety of relationships

SEL Competency B: Self-Management

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development

K-2

B1.1.a

Identify personal behaviors or reactions when experiencing basic emotions

B1.2.a

Describe verbal and non-verbal ways to express emotions in different settings

B1.3.a

Identify and begin to use strategies to regulate emotions and manage behaviors

3-5

B1.1.b

Demonstrate strategies to express a range of emotions within the expectations of a setting

B1.2.b

Describe possible outcomes associated with verbal and non-verbal expression of emotions in different settings

B1.3.b

Apply strategies to regulate emotions and manage behavior

SEL Competency E: Responsible Decision Making

E2: Identify potential outcomes to help make constructive decisions

K-2

E2.1.a

Identify factors that can make it hard for a person to make the best decision in the classroom

E2.2.a

Identify reliable sources of adult help in the immediate setting.

E2.3.a

Identify how personal choices will impact the outcome of a situation

3-5

E2.1.b

Identify factors that can make it hard to make the best decisions at home or school

E2.2.b

Identify reliable sources of adult help in various settings

E2.3.b

Predict possible future outcomes of personal actions in various settings

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Alignment Tool for Ohio's Social Emotional Learning Standards

Need Someone

SEL Competency A: Self Awareness

A3: Demonstrate awareness of and willingness to seek help for self or others

K-2

A3.1.a

Identify at least one trusted adult at school and in the community and know when and how to access them

A3.2.a

Seek help when faced with challenges or when frustrated with a task, skill or situation.

3-5

A3.1.b

Describe how a trusted adult can provide academic, social or emotional support or assistance for self and others.

SEL Competency D: Relationship Skills

D2: Develop and maintain positive relationships

K-2

D2.1.a

Demonstrate an awareness of roles in various relationships

D2.2.a

Recognize the need for inclusiveness

D2.3.a

Recognize that people influence each other with words and actions.

3-5

D2.1.b

Identify what creates a feeling of belonging in various relationships

D2.2.b

Demonstrate behaviors associated with inclusiveness in a variety of relationships



SEL Competency E: Responsible Decision Making

E2: Identify potential outcomes to help make constructive decisions

K-2

E2.1.a

Identify factors that can make it hard to make the best decisions in the classroom.

E2.2.a

Identify reliable sources of adult help in the immediate setting.

3-5

E2.1.b

Identify factors that can make it hard to make the best decisions at home or at school

E2.2.b

Identify reliable sources of adult help in various settings.

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Alignment Tool for Ohio's Social Emotional Learning Standards

Float On By

SEL Competency A: Self-Awareness

A1: Demonstrate an awareness of personal emotions

K-2

A3.1.a

A1.1.a

Identify basic personal emotions

A1.2.a

Recognize emotions as natural and important.

3-5

A1.1.b

Identify a range of personal emotions

A1.2.b

Identify that emotions are valid, even if others feel differently

SEL Competency B: Self-Management

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development.

K-2

B1.1.a

Identify personal behaviors or reactions when experiencing basic emotions

B1.2.a

Describe nonverbal and verbal ways to express emotions in different settings.

B1.3.a

Identify and begin to use strategies to regulate emotions and manage behaviors

3-5

B1.1.b

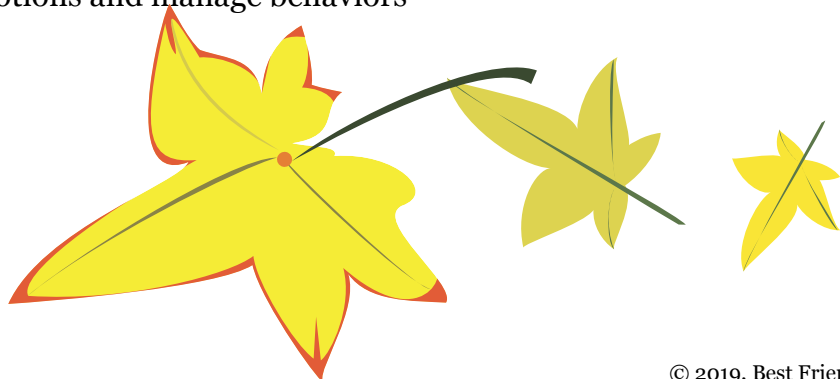
Demonstrate strategies to express a range of emotions within the expectations of a setting

B1.2.b

Describe possible outcomes associated with verbal and non-verbal expression of emotions in different settings.

B1.3.b

Apply strategies to regulate emotions and manage behaviors



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Alignment Tool for Ohio's Social Emotional Learning Standards

Is, Was, Will Be

SEL Competency E: Responsible Decision Making

E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

K-2

E4.1.a

Recognize that new opportunities may have positive outcomes

E4.2.a

Identify physical and emotional responses to unfamiliar situations.

E4.3.a

Identify examples of transitions and how they are a necessary and appropriate part of school and life

3-5

E4.1.b

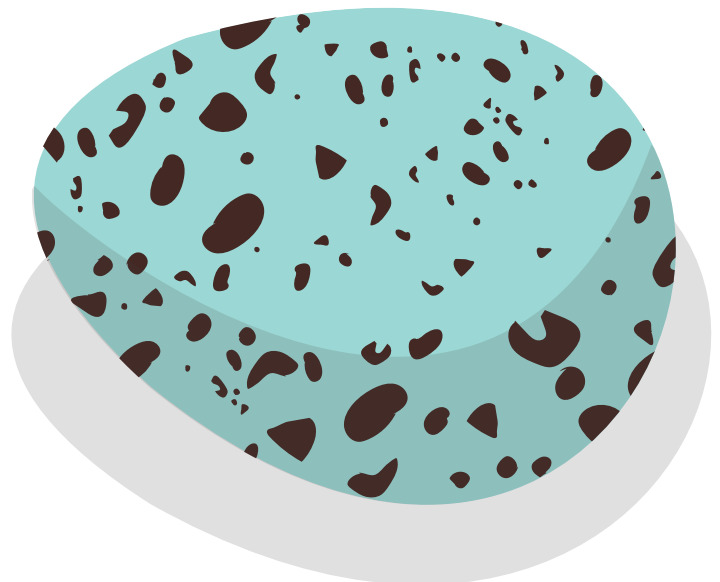
Explore new opportunities to expand one's knowledge and experiences

E4.2.b

Develop and practice strategies to appropriately respond in new and unfamiliar situations

E4.3.b

Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life



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Alignment Tool for Ohio's Social Emotional Learning Standards

Peaceful Hearts

SEL Competency A: Self Awareness

A1: Demonstrate an awareness of personal emotions

K-2

A1.1.a

Identify basic personal emotions

A1.2.a

Recognize emotions as natural and important

A1.3.a

Identify appropriate time and place to safely process emotions, independently or with guidance of a trusted adult.

A1.4.a

Recognize that events can impact emotions.

3-5

A1.1.b

Identify a range of personal emotions

A1.2.b

Identify that emotions are valid, even if others feel differently

A1.3.b Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult

A1.4.b Describe how events trigger emotions

SEL Competency B: Self Management

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development

K-2

B1.1.a

Identify personal behaviors or reactions when experiencing basic emotions

B1.3.a

Identify and begin to use strategies to regulate and manage behaviors

3-5

B1.1.b

Demonstrate strategies to express a range of emotions within the expectations of a setting

B1.3.b

Apply strategies to regulate emotions and manage behavior



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Alignment Tool for Ohio's Social Emotional Learning Standards

Talking To Myself

SEL Competency A: Self-Awareness

A1: Demonstrate an awareness of personal emotions

K-2

A1.1.a

Identify basic personal emotions

A1.2.a

Recognize emotions as natural and important

3-5

A1.1.b

Identify a range of personal emotions

A1.2.b

Identify that emotions are valid, even if others feel differently

SEL Competency A: Self-Awareness

A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges.

K-2

A2.1.a

Identify personal interests and qualities

A2.2.a

Explore opportunities to develop skills and talents

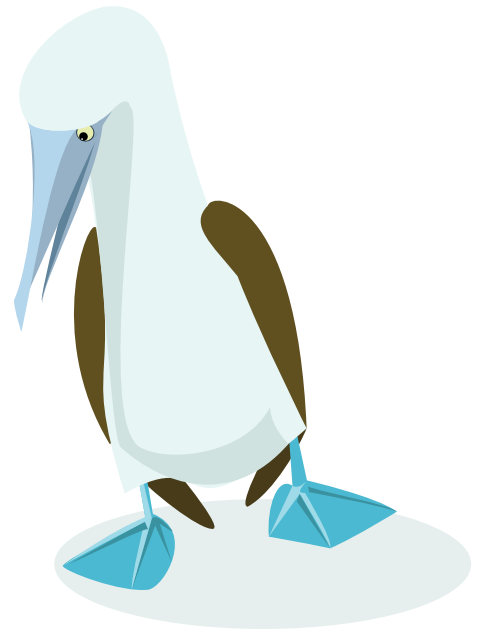
3-5

A2.1.b

Identify personal strengths based on interests and qualities

A2.2.b

Demonstrate a skill or talent that builds on personal strengths



Talking to Myself Alignment Tool — page 1 of 2

SEL Competency B: Self-Management

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development.

K-2

B1.1.a

Identify personal behaviors or reactions when experiencing basic emotions

B1.2.a

Describe nonverbal and verbal ways to express emotions in different settings.

B1.3.a

Identify and begin to use strategies to regulate emotions and manage behaviors

3-5

B1.1.b

Demonstrate strategies to express a range of emotions within the expectations of a setting

B1.2.b

Describe possible outcomes associated with verbal and non-verbal expression of emotions in different settings.

B1.3.b

Apply strategies to regulate emotions and manage behaviors

SEL Competency E: Responsible Decision Making

E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

K-2

E4.2.a

Identify physical and emotional responses to unfamiliar situations.

3-5

E4.2.b

Develop and practice strategies to appropriately respond in new and unfamiliar situations

E4.3.b

Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life

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Alignment Tool for Ohio's Social Emotional Learning Standards

Peaceful, Happy Day

SEL Competency E: Responsible Decision Making

E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

K-2

E4.1.a

Recognize that new opportunities may have positive outcomes

E4.2.a

Identify physical and emotional responses to unfamiliar situations.

E4.3.a

Identify examples of transitions and how they are a necessary and appropriate part of school and life

3-5

E4.1.b

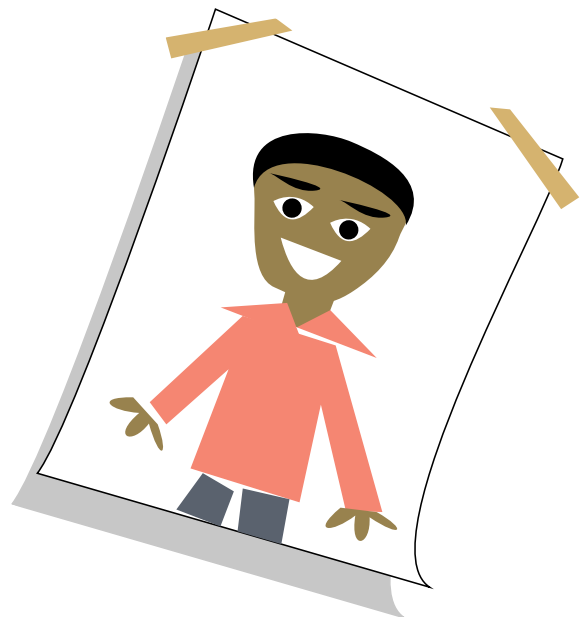
Explore new opportunities to expand one's knowledge and experiences

E4.2.b

Develop and practice strategies to appropriately respond in new and unfamiliar situations

E4.3.b

Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life



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Alignment Tool for Ohio's Social Emotional Learning Standards

Body Talk

SEL Competency A: Self-Awareness

A1: Demonstrate an awareness of personal emotions

K-2

A1.1.a

Identify basic personal emotions

A1.2.a

Recognize emotions as natural and important

3-5

A1.1.b

Identify a range of personal emotions

A1.2.b

Identify that emotions are valid, even if others feel differently

SEL Competency B: Self-Management

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development.

K-2

B1.1.a

Identify personal behaviors or reactions when experiencing basic emotions

B1.2.a

Describe nonverbal and verbal ways to express emotions in different settings.

B1.3.a

Identify and begin to use strategies to regulate emotions and manage behaviors

3-5

B1.1.b

Demonstrate strategies to express a range of emotions within the expectations of a setting

B1.2.b

Describe possible outcomes associated with verbal and non-verbal expression of emotions in different settings.

B1.3.b

Apply strategies to regulate emotions and manage behaviors

Body Talk Alignment Tool — page 1 of 2



SEL Competency E: Responsible Decision Making

E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

K-2

E4.2.a

Identify physical and emotional responses to unfamiliar situations.

3-5

E4.2.b

Develop and practice strategies to appropriately respond in new and unfamiliar situations

E4.3.b

Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life

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Alignment Tool for Ohio's Social Emotional Learning Standards

Home

SEL Competency C: Social Awareness

C2: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups, and cultures.

K-2

C3.1.a

Discuss how people can be the same or different

C3.2.a

Participate in cross-cultural activities and discuss differences, similarities, and positive qualities across all cultures and groups.

C3.3.a

Discuss the concept of, and practice, treating others the way you would want to be treated

3-5

C3.1.b

Discuss positive and negative opinions people may have about other people or groups, even if they are not always true

C3.2.b

Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other

C3.3.b

Define and practice civility and respect virtually and in person

C4: Read social cues and respond constructively

K-2

C4.2.a

Identify norms for various family and social situations

3-5

C4.2.b

Identify ways that norms differ among various families, cultures and social groups

SEL Competency D: Relationship Skills

D2: Develop and maintain positive relationships

K-2

D2.2.a

Recognize the need for inclusiveness

3-5

Demonstrate behaviors associated with inclusiveness in a variety of relationships



SEL Competency E: Responsible Decision Making

E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

K-2

E4.1.a

Recognize that new opportunities may have positive outcomes

E4.2.a

Identify physical and emotional responses to unfamiliar situations.

E4.3.a

Identify examples of transitions and how they are a necessary and appropriate part of school and life

3-5

E4.1.b

Explore new opportunities to expand one's knowledge and experiences

E4.2.b

Develop and practice strategies to appropriately respond in new and unfamiliar situations

E4.3.b

Practice the ability to

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Alignment Tool for Ohio's Social Emotional Learning Standards

Small Things

SEL Competency A: Self-Awareness

A1: Demonstrate an awareness of personal emotions

K-2

A1.1.a

Identify basic personal emotions

A1.2.a

Recognize emotions as natural and important

3-5

A1.1.b

Identify a range of personal emotions

A1.2.b

Identify that emotions are valid, even if others feel differently

SEL Competency A: Self-Awareness

A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges.

K-2

A2.1.a

Identify personal interests and qualities

A2.2.a

Explore opportunities to develop skills and talents

3-5

A2.1.b

Identify personal strengths based on interests and qualities

A2.2.b

Demonstrate a skill or talent that builds on personal strengths

A4: Demonstrate a sense of personal responsibility, confidence and advocacy.

K-2

A4.2.a.

Demonstrate confidence in the ability to complete simple tasks and challenges independently, while expressing positive attitudes towards self.

3-5

A4.2.b.

Demonstrate confidence in the ability to complete simple tasks and challenges independently, while expressing positive attitudes towards self.



SEL Competency B: Self-Management

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development.

K–2

B1.1.a

Identify personal behaviors or reactions when experiencing basic emotions

B1.2.a

Describe nonverbal and verbal ways to express emotions in different settings.

B1.3.a

Identify and begin to use strategies to regulate emotions and manage behaviors

3–5

B1.1.b

Demonstrate strategies to express a range of emotions within the expectations of a setting

B1.2.b

Describe possible outcomes associated with verbal and non-verbal expression of emotions in different settings.

B1.3.b

Apply strategies to regulate emotions and manage behaviors

SEL Competency C: Social Awareness

C2: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups, and cultures.

K–2

C3.3.a

Discuss the concept of, and practice, treating others the way you would want to be treated

3–5

C3.3.b

Define and practice civility and respect virtually and in person

C2: Demonstrate consideration for and contribute to the well-being of school, community and world.

K–2

C2.2.a

Identify characteristics of positive citizenship in the classroom and school.

C2.3.a

Perform activities that contribute to classroom, school and home with adult involvement as needed.

C2.4.a.

Identify and participate in activities to improve school or home.

3-5

C2.2.b

Demonstrate citizenships in the classroom and school community.

C2.3.b.

Perform activities that contribute to classroom, home and broader community.

C2.4.b.

Identify areas of improvement for school and home and develop an action plan to address these areas.

SEL Competency D: Relationship Skills

D2: Develop and Maintain Positive Relationships

K-2

D2.3.a

Recognize that people may influence each other with words or actions.

3-5

D2.3.b.

Distinguish the helpful and harmful impact of peer pressure on self and others.

SEL Competency E: Responsible Decision Making

E1: Develop , implement and model effective decision making and critical thinking skills.

K-2

E1.1.a

Identify a problem or needed decision and recognize that there may be multiple responses.

E1.2.a

Identify strategies to solve a problem.

3-5

E1.1.b

Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective.

E1.2.b.

Implement strategies to solve a problem.

E2: Identify potential outcomes to help make constructive decisions.

K-2

E2.3.a

Identify how personal choices will impact the outcome of a situation.

E2.3.b.

Predict possible future outcomes of personal actions in various settings.

E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

K-2

E4.2.a

Identify physical and emotional responses to unfamiliar situations.

3-5

E4.2.b

Develop and practice strategies to appropriately respond in new and unfamiliar situations

E4.3.b

Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life