

Table 1
Illinois SEL goals, standards, and benchmarks and alignment to CASEL core competencies

Illinois SEL Goals (PreK–12)	Social and Emotional Competencies as Defined by CASEL	2013 IELDS Standards and Benchmarks
<p>Goal 30 Develop self-awareness and self-management skills to achieve school and life success.</p>	<p>Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p> <p>Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations including social and academic contexts. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p>	<p>Learning Standard A: Identify and manage one’s emotions and behavior.</p> <ul style="list-style-type: none"> • Recognize and label basic emotions. • Use appropriate communication skills when expressing needs, wants and feelings. • Express feelings that are appropriate to the situation. • Begin to understand and follow rules. • Use materials with purpose, safety and respect. • Begin to understand the consequences of his or her behavior. <p>Learning Standard B: Recognize own uniqueness and personal qualities.</p> <ul style="list-style-type: none"> • Describe self using several basic characteristics. <p>Learning Standard C: Demonstrate skills related to successful personal and school outcomes.</p> <ul style="list-style-type: none"> • Exhibit eagerness and curiosity as a learner. • Demonstrate persistence and creativity in seeking solutions to problems. • Show some initiative, self- direction and independence in actions. • Demonstrate engagement and sustained attention in activities.

Illinois SEL Goals (PreK–12)	Social and Emotional Competencies as Defined by CASEL	2013 IELDS Standards and Benchmarks
<p>Goal 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>	<p>Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p> <p>Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations including social and academic contexts. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p>	<p>Learning Standard A: Identify and manage one’s emotions and behavior.</p> <ul style="list-style-type: none"> • Recognize and label basic emotions. • Use appropriate communication skills when expressing needs, wants and feelings. • Express feelings that are appropriate to the situation. • Begin to understand and follow rules. • Use materials with purpose, safety and respect. • Begin to understand the consequences of his or her behavior. <p>Learning Standard B: Recognize own uniqueness and personal qualities.</p> <ul style="list-style-type: none"> • Describe self using several basic characteristics. <p>Learning Standard C: Demonstrate skills related to successful personal and school outcomes.</p> <ul style="list-style-type: none"> • Exhibit eagerness and curiosity as a learner. • Demonstrate persistence and creativity in seeking solutions to problems. • Show some initiative, self- direction and independence in actions. • Demonstrate engagement and sustained attention in activities.

Illinois SEL Goals (PreK–12)	Social and Emotional Competencies as Defined by CASEL	2013 IELDS Standards and Benchmarks
<p>Goal 32 Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>	<p>Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</p>	<p>Learning Standard A: Begin to consider ethical, safety and societal factors in making decisions.</p> <ul style="list-style-type: none"> • Participate in discussions about why rules exist. • Follow rules and make good choices about behavior. <p>Learning Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.</p> <ul style="list-style-type: none"> • Participate in discussions about finding alternative solutions to problems. <p>Learning Standard C: Contribute to the well-being of one’s school and community.</p> <ul style="list-style-type: none"> • Cross referenced with Social Studies Goal 14.A