





ALIGNMENT CHART: COMMON CORE AND MCREL ACADEMIC STANDARDS

Second Step SEL for K-5

The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. A 2011 meta-analysis found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement.

Specific gains produced by SEL programs that support students' academic achievement include:

- 11 perecentile-point gain in overall academic achievement
- 23 percent improvement in social-emotional skills
- 9 percent improvement in attitudes about self, others, and school
- 9 percent improvement in school and classroom behavior
- 9 percent decrease in conduct problems, such as classroom behavior and aggression

Educators across the nation acknowledge the benefits of SEL in schools and agree that teaching students social-emotional skills is a necessary and valuable component of their education.

About the Second Step Program

Evidence-based Second Step is the premier SEL curriculum in the United States, reaching more than 13 million school children in the US every year. The universal, classroom-based program promotes development of students' social-emotional competence and self-regulation skills. Students with these skills are better able to maintain healthy relationships with peers and adults and have more coping strategies to manage stressful situations. They're also more likely to benefit from academic instruction.

Second Step Key Concepts

- · Skills for Learning
- Empathy
- · Emotion Management
- · Problem Solving

Core Learning Strategies

- Brain Builders
- · Story and Discussion
- Activity/Skill Practice
- · Reinforcing Skills

Teaching the social-emotional and self-regulation skills in the Second Step program need not be confined to the lessons! Students can practice their Second Step skills while learning about literature, math, science, health, and more. In fact, while applying their Second Step skills to academics, students can also boost their academic achievement!

How to Use This Document

This chart shows how the Second Step program and academic learning standards from two sources complement and support each other in many ways. English and math standards are from the Common Core State Standards, which can be found online at corestandards.org. All other standards are from John S. Kendall and Robert J. Marzano, (2004), Content Knowledge: a Compendium of Standards and Benchmarks for K–12 Education (fourth edition), found at www2.mcrel.org/compendium.



													Key C	Conce	epts																	(Core	Lear	ning	Strat	tegie	es					
KIND	ERGARTEN-GRADE 3		S	skills f	or Lea	rning					Emp	athy			En	notic	on	Man	nagem	ent		Pr	oblen	n Solv	ing			Brain uilder			Story	and	Discu	ssion)	S	Skill F	Practi	се	Re	nforci	ing Skil	lls
		Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Docognizo Otropa Egolipae	Recognize Strong Feelings	Calm Down Strong Feelings Using Steps	Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Focus Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
Subject	Academic Content Standard																																										
Language Arts (CC): Reading Literature	With prompting and support (K) ask and answer questions about key details in text.	•	•		•		•	~				•																		~		•	•	•	•	•		•	~	~	~	•	~
C): ation	With prompting and support (K) ask and answer questions to demonstrate understanding of key details in a text.		~		~					~		~								~										/		~	•	~	~	-		~	•	~	•	~	~
Language Arts (CC): Reading for Information	4. With prompting and support (K) ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	~	•		•	•	•	~		•	V	•								~										~		•	•	•	•	•		•	~	~	~	•	~
Lar Read	7. With prompting and support (K) use illustrations and details in text to describe its key ideas.	~				•	•	~	•	~	~				-	•														~	~		•	~	~	~	V	~	•		~		
Language Arts (CC): Reading Foundations	2. Demonstrate understanding of spoken words, syllables, and sounds.	•	•			•	~	V		V		V															V	~	~	V		V	V	~	•	•		V	•	•	V	~	~

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KINDI	ERGARTEN-GRADE 3		s	kills f	or Lea	arning	J				Emp	athy			Em	otion	M	anag	gemen	ıt		Prob	olem	Solvi	ng			Brain uilder			Story	and I	Discu	ssion		s	kill Pr	actic	е	Reir	ıforci	ing Sk	ills
(cont.)		Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Eaglings Heing Stens		Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Focus Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
Subject	Academic Content Standard		_				0)	_	_ 0							<u> </u>										-				_	_			0									_
Writing Standards	10. Grade 3: 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.																															~		•						•		~	~
	Participate in collaborative conversations with diverse partners about (grade-relevant) topics and texts with peers and adults in small or large groups.	•	•		•	•	~	•	•		~	~							•			•	•	•	•	•				•	•	•	•	•	~	~	•	~	~	•	•	•	
Arts (CC): nd Listening	2. Ask and answer questions/recount or describe key ideas or details from text read aloud or information presented orally or through other media.	•	~		•	•	~	•	•	~	~	~			•	•			•											•	•	•	•	•	~	~	•	~	~	•	•	•	
Language Arts (C Speaking and Liste	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	V	•		•	•	~	~			~	~								/						•				~	~	~	~	•	~	~	~	~	~	•	•	~	
	4. With prompting and support (K) describe people, places, things, and events with relevant details expressing ideas and feelings clearly.	V				•	•	•	•	•	•	V			•	•										•				•	•	•	•	•		•	•	•	•	•	•	•	



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KINDI	ERGARTEN-GRADE 3		s	kills	for Le	arnin	g				Empa	ithy			Emo	otion	Mar	nagen	nent		Pro	blem	Solvi	ng			Brain uilder	s		Story	and l	Discu	ssion		s	kill Pı	actic	е	Rei	nforci	ng Ski	ills
(cont.)		Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings Using Steps	Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Focus Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
Subject	Academic Content Standard																					'														•						
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				~					~																			•		•	•	~		•	~		•	~	~	•	~
nguage	3. Grades 2 and 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		•	/	~		~			•		•							•		•				•				•	•	•	~	~	~	•		~	~	~	~	•	~
Arts (CC): Laı	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.		•		•	•				•									•										~	•	•	•	✓	•	✓		✓	•			•	~
Language	5. With guidance and support from adults, explore (K-Grade 1) demonstrate understanding of (Grades 2-3) word relationships and nuances in word meanings.		~			•			~	~					•		~		~		•	~	~		•				~	•	V	•	~	•	~	~	~	•			•	~
	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		~	•	~				~	•	V						~		•		•	•	•		•				~		•	~	~		~	•		~	~	•	•	•
Physical Ed.	5. Understand the social and personal responsibility associated with participation in physical activity.																								~	•	•	•							~	~		~	~	~	~	



												Ke	ey Cor	ncept	s																Core	Lear	ning S	Strat	egies						
KIND	ERGARTEN-GRADE 3		:	Skills	for Le	arnin	g				Empa	athy		E	Emotic	on	Man	agem	ent		Pro	blem S	olving	,		Braiı Builde			Stor	y and	Discu	ssion		S	kill Pr	actic	е	Rein	iforci	ing Sk	ills
(cont.)		Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	npassion	Understand Strong Feelings	Recognize strong Feelings	Calm Down Strong Feelings Using Steps	Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	ons to a Probler	s of	Pick the Best Solution to a Problem Friendship Skills		X		Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
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	Know how to maintain mental and emotional health.		~						~		~		/	· •	/ .	/	•	~	~	~				•	,						~	~	~	•	•		•	~	•	~	~
Health	Know essential concepts and practices concerning injury prevention and safety.				~				v						/ .		~	~	•	•														~			~	•	•		
Science	12. Understand the nature of scientific inquiry.										~										•	•						~							•					~	
Mathematics (CC): Mathematical Principles	Make sense of problems and persevere in solving them.																				•	•								~	•	~								•	
Arts: Theater	5. Understand how informal and formal theater, film, television, and electronic media productions create and communicate meaning.																												~	•	~	•	•		•		~				~
	1. Set and manage goals.	~		/			~	~												~	~	V	/ 0	/													~				
ii oii	2. Perform self-appraisal.	~	~	~			~	•	~						·		~	•		•				/			~											~	~		
Life Skills: Self-Regulation	3. Consider risks.														/ /		V	/		~			/ 1	/			~											/	~		
ife S Reç	4. Demonstrate perseverance.	~	~	~	~	~	~	~									V	/		~	•	V	/	/	~	~	~										~	/	~	~	~
Self	5. Maintain a healthy self-concept.			~	~				~						/ /	/	V	'	/	~				~	,		~				~	~		~			~	/	•		
	6. Restrain impulsivity.	~	~	~			/	/	~		~	~	/		/ 0		~	/	~	~				V	· /		~				~	/	~	~	~		~	~	~		



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KIND	ERGARTEN-GRADE 3		s	kills 1	for Le	arning	J			E	mpat	thy			Emot	tion	Mar	agem	ent		Pro	blem	Solvii	ng			Brain Iilders	;	St	tory a	nd D	Discus	sion		S	kill Pr	ractic	е	Rein	forci	ng Sk
(cont.)		Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	isti	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings Using Steps	Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Focus Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities
Subject	Academic Content Standard																																								
Life Skills: Thinking and Reasoning	Effectively use mental processes that are based on identifying similarities and differences.		~						•		•	•	•	/																		•			•	~		•	•	/	•
kills: Thii Reasoni	5. Apply basic troubleshooting and problem-solving techniques.										•	•	•		•	~	•	•	•	•	•	•	•	•											•	~		~	•	•	•
Life S	6. Apply decision-making techniques.				•												✓	~		~	•	•	•	•														~	•	~	•
Others	Contribute to the overall effort of a group.	~	~						~		•	~	•		•	✓	v	~	~	~	~	~	~	~	•	•		•		•	-	~	•	•	•	~		~	•	•	~
ے	2. Use conflict-resolution techniques.		~		•				~		~	~	V .		~	~	•	~	~	~	•	~	•	•	-			/						~	~	~		~	•	~	•
Life Skills: Working wit	Work well with diverse individuals and in diverse situations.		~						~		•	•																				•		•	•	~		~	•	•	•
fe Skills: \	Display effective interpersonal communication skills.	~	~		•				•		•	•	•						•	•	•	•	•	•		•					•	•	•	•	•	~		•	•	•	•
Ë	5. Demonstrate leadership skills.	~	~		•							•							•	•	•	•	•	•	/							•	•	~	•			•	~	•	•



									Key	Conc	epts																Cor	e Lea	arnin	g Str	rategi	ies					
GRAD	ES 4 & 5	Em	pathy a	and S	Skills fo	r Learn	ning		Emotic	on Mai	nagen	nent					Prob	lem S	olving			Sto	ory an	d Dis	cussio	n		Act	ivity <i>l</i>	Skill F	Practi	ice		Rei	nforci	ing Ski	lls
		Identify and Understand Their Own and Others' Feelings	Take Others' Perspectives	Listen with Attention	Assertiveness Skills	Friendship Skills Fmpathy Skills	Express Compassion	Recognize How Strong Feelings Affect Brain and	Body Focus Attention	Calm Down Strong Feelings Using Steps	Use Calming-Down Strategies	Manage Strong Feelings	Assertive Communication Skills	Use Positive Self-Talk	Calm Down Before Solving Problems	State a Problem Using Non-Blaming Language	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Make a Plan	Apply Problem-Solving Steps to Age-Typical Problems	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Work Individually	Take Others' Perspectives	Following Directions	Practice Behavioral Skills	Practice Cognitive Skills Through Writing	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
Subject	Academic Content Standard		•																																		
Language Arts (CC): Reading Literature	1. Refer to details and examples (Grade 4) or quote accurately (Grade 5) from a text when explaining what the text says explicitly and when drawing inferences from the text.									•						~					•	•	•	•	~	v		v	•			~	~			V	~
	1. Refer to details and examples (Grade 4) or quote accurately (Grade 5) from a text when explaining what the text says explicitly and when drawing inferences from the text.			•	~					•											•	•		•	~	•		•	~			~	~	•	•	•	~
je Arts (CC): or Information	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-appropriate topic or subject area.																					•		•	•		•	•	•		•		•			•	•
Language Arts Reading for Info	7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears (Grade 4). Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly to solve a problem efficiently (Grade 5).	V		•				•								V					~	v	~	~	~	V	~	V	~			~	•	~	~	~	V
Writing Standards	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.																							•			•	•					~	•		•	V



										Key	Conc	epts																Cor	e Lea	arning	g Strat	tegie	s					
GRAD	ES 4 & 5	Er	npathy	and S	Skills	for Le	earnin	g		Emoti	on Ma	nage	nent					Prol	olem S	Solving			St	ory ar	nd Dis	cussic	n		Act	ivity/S	Skill Pr	actic	е		Rein	forcir	ng Skil	lls
(cont.)		Identify and Understand Their Own and Others' Feelings	Take Others' Perspectives	Listen with Attention	Assertiveness Skills	Friendship Skills	Empathy Skills	Express Compassion	Recognize How Strong Feelings Affect Brain and	Focus Attention	Calm Down Strong Feelings Using Steps	Strategies	Manage Strong Feelings	Assertive Communication Skills	Use Positive Self-Talk		State a Problem Using Non-Blaming Language	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Make a Plan	Apply Problem-Solving Steps to Age-Typical Problems	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Work Individually	Take Others' Perspectives	Following Directions	Practice Behavioral Skills	Practice Cognitive Skills Through Writing	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
Subject	Academic Content Standard																																					
Language Arts (CC): Speaking and Listening	Engage effectively in a range of collaborative discussions with diverse partners on grade-relevant topics and texts, building on others' ideas and expressing their own clearly.	•	•	•	V	•	•			~			•	~	,		•	~	V	V		V			~	•	<i>\</i>	•	•		•	1	•		•	v	v	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				/									•		,									~	~	•		•	~		1	•	•	~	•	•	~
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			•	~	~								~	•	,	~				•	•	•	•	~	•	•	•	•	•			•	•	•	•	•	~
Language Arts (CC): Language	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.			~	~									•	,								~	~	~	•	•	•		•				~			•	~
9 1	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			•	~	~					~			~	,		~	•	~		•	•	•	•	~	•	•	•	•	•			•	•	•	•	•	~
	Acquire and accurately use 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.	~		/		•			•		V			•			~	•	V		•	V	•		~	•	•	•	•	•	v			•	•	•	•	~
Physical Ed.	5. Understand the social and personal responsibility associated with participation in physical activity.								•		~	•	•	~	•	·	•					•															•	

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									Key C	once	pts																Cor	e Lea	arning	Stra	tegie	s				
GRAD	ES 4 & 5	Er	npath	y and Skil	ls for L	Learni	ng	Е	motio	n Man	ageme	ent					Prob	lem S	olving	j		Sto	ory an	d Dis	cussic	on		Act	ivity/SI	cill Pı	ractic	е		Rein	forcin	ng Skills
(cont.)		Identify and Understand Their Own and Others' Feelings	Take Others' Perspectives	Listen with Attention	Friendship Skills	Empathy Skills	Express Compassion	Recognize How Strong Feelings Affect Brain and Body	Focus Attention	Calm Down Strong Feelings Using Steps	Use Calming-Down Strategies	Manage Strong Feelings	Assertive Communication Skills	Use Positive Self-Talk	Calm Down Before Solving Problems	State a Problem Using Non-Blaming Language	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem		Apply Problem-Solving Steps to Age-Typical Problems	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others		lake Others' Perspectives	Following Directions	Practice Behavioral Skills	Practice Cognitive Skills Through Writing	Daily Practice	Using Skills Every Day	Academic Integration Activities Home Links
Subject	Academic Content Standard	<u>P</u> 0	ľ	Li		ū	யி	<u> </u>	Ĭ.	O)	≥	Ä		O	Ñ	F	Ш	Ā	\geq	₹ ₫	드	드	æ	Ľ	O		>	>		Щ	<u>P</u>	<u>P</u>		⊃	A I
	4. Know how to maintain mental and emotional health.	~	~	v v		~	~	~	~	~	~	~	~	~	~										~		~	~		/		✓		~	✓	v v
Health	5. Know essential concepts and practices concerning injury prevention and safety.	~	•		~	•		~		•	•	~	•	~	•						•							•						•	•	
Science	12. Understand the nature of scientific inquiry.		•													~	•	~	•	~	•								•							~
Mathematics (CC): Mathematical Principles	1. Make sense of problems and persevere in solving them.															V	V	V	V	~	V													•	•	V
Arts: Theater	5. Understand how informal and formal theater, film, television, and electronic media productions create and communicate meaning.																						•	~	~	~	•		•				•			
	1. Set and manage goals.															~	~	~	~	/	~										~	/	~			
Life Skills: ielf- Regulation	2. Perform self-appraisal.	~		/				~	/	•	•	~		~	~					•													/	/	/	
kills	3. Consider risks.									'	V	~			~			/	/	~	/											/		/	/	
ife S - Re	4. Demonstrate perseverance.								~	/	~	~		/	~	/	~	~	~	~	/											/	/	/	/	/ /
Self	5. Maintain a healthy self-concept.	~			~			~		'	/	•	~	/	~										'	~		/				/		/	/	
	6. Restrain impulsivity.	/	/	/		-		~	/	•	✓	•		~	~						~						•					/		/	/	

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										Key (Conc	epts																Со	re Le	arnin	g Stra	itegi	es				
GRAD	DES 4 & 5	Er	npath	y and	Skills	for Le	earnin	g	Eı	motio	n Maı	nagem	ent					Prob	lem S	olving	I		St	ory ar	nd Dis	cussi	on		Act	tivity/	Skill P	ractio	се		Reir	nforci	ing Skill:
(cont.)		Identify and Understand Their Own and Others' Feelings	Take Others' Perspectives	Listen with Attention	Assertiveness Skills	Friendship Skills	Empathy Skills	Express Compassion	Recognize How Strong Feelings Affect Brain and Body	Focus Attention	Calm Down Strong Feelings Using Steps	Use Calming-Down Strategies	Manage Strong Feelings	Assertive Communication Skills	Use Positive Self-Talk	Calm Down Before Solving Problems	State a Problem Using Non-Blaming Language	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Make a Plan	Apply Problem-Solving Steps to Age-Typical Problems	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Work Individually	Take Others' Perspectives	Following Directions	Practice Behavioral Skills	Practice Cognitive Skills Through Writing	Daily Practice	Using Skills Every Day	Academic Integration Activities
Subject	Academic Content Standard	20			4	ш	Ш	ш		Ш	O		2	d			0)		Ш	С.	~	Q II	=	=	LL.		0		>	>		Ш	ш.	а.			4
inking ing	S. Effectively use mental processes that are based on identifying similarities and differences.	•	•			~	~	•																		•			•		•		•		•	•	
Life Skills: Thinking and Reasoning	5. Apply basic trouble-shooting and problem-solving techniques.				•		~		~	~	~	~	~	~	~	~	~	~	~	•	~	•									•		•		~	•	
Life	6. Apply decision-making techniques.				•						~	~	~	~		~	~	~	~	•	~	~											~		•	~	
ers	1. Contribute to the overall effort of a group.	~	•	~	~	~	~	~		~	~	~	~	~	~	~	~	~	~	•	~	~			~	~	~	~	~		~		~		~	~	V
ith Others	2. Use conflict-resolution techniques.		~	~	~	~	~	•	~	~	~	~	~	~	~	~	~	~	~	•	~	~						~	~		~		~		•	~	
Norking w	3. Work well with diverse individuals and in diverse situations.	~	~	~	~	~	~	•						~			~	~	~	~		~				~		•	~		•		~		•	•	•
Life Skills: Work	4. Display effective interpersonal communication skills.	•	~	~	•	~	~	•						~		~	•	~	•	•	~	•			~	~	~	•	~		•		~		•	•	
Life §	5. Demonstrate leadership skills.		~	~	•		~	~						~		~	~	~	/	•	~	~					~	~			~		~		•	~	•



Second Step, a program rooted in social-emotional learning (SEL), helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.

By creating Second Step's research-based SEL curriculum for Preschool through Grade 8 in combination with our Bullying Prevention and Child Protection Units, we've formed an integrated, comprehensive program that makes a difference. It's a difference you can feel the moment you open the doors to a Second Step school—a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community.

Learn more at SecondStep.org or call us at 800-634-4449, ext. 1.

