

## ALIGNMENT CHART: Common Core and McREL Academic Standards

# Second Step Social-Emotional Learning for Kindergarten–Grade 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 percentile-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](http://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](http://www2.mcrel.org/compendium).



Kindergarten–Grade 3



# Kindergarten-Grade 3

		Key Concepts															Core Learning Strategies																													
		Skills for Learning						Empathy					Emotion		Management		Problem Solving					Brain Builders			Story and Discussion					Skill Practice			Reinforcing Skills													
		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																																													
Language Arts (CC): Reading Literature	1. With prompting and support (K) . . . ask and answer questions about key details in text.	✓	✓		✓		✓	✓				✓																	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Language Arts (CC): Reading for Information	1. With prompting and support (K) . . . ask and answer questions to demonstrate understanding of key details in a text.		✓		✓				✓			✓							✓										✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
	4. With prompting and support (K) . . . ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	✓	✓		✓	✓	✓	✓		✓	✓	✓							✓										✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
	7. With prompting and support (K) . . . use illustrations and details in text to describe its key ideas.	✓				✓	✓	✓	✓	✓	✓					✓	✓												✓	✓		✓	✓	✓	✓	✓	✓	✓		✓						
Language Arts (CC): Reading Foundations	2. Demonstrate understanding of spoken words, syllables, and sounds.	✓	✓			✓	✓	✓		✓		✓															✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓



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Kindergarten–Grade 3

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		Key Concepts																Core Learning Strategies																										
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Subject	Academic Content Standard																																											
Language Arts (CC): Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				✓					✓																				✓		✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	
	3. Grades 2 and 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		✓	✓	✓		✓			✓		✓							✓		✓								✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.		✓		✓	✓				✓										✓									✓	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	
	5. With guidance and support from adults, explore (K-Grade 1) . . . demonstrate understanding of (Grades 2-3) . . . word relationships and nuances in word meanings.		✓			✓				✓	✓					✓		✓		✓		✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	
	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		✓	✓	✓				✓	✓	✓								✓		✓		✓	✓	✓		✓			✓		✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	
Physical Ed.	5. Understand the social and personal responsibility associated with participation in physical activity.																									✓	✓	✓	✓			✓	✓		✓	✓		✓	✓	✓	✓			



Kindergarten–Grade 3

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## Kindergarten-Grade 3

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		Key Concepts																Core Learning Strategies																											
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Subject	Academic Content Standard																																												
Health	4. Know how to maintain mental and emotional 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.																					✓	✓	✓	✓							✓	✓	✓								✓			
Arts: Theater	5. Understand how informal and formal theater, film, television, and electronic media productions create and communicate meaning.																														✓	✓	✓	✓	✓		✓							✓	
Life Skills: Self-Regulation	1. Set and manage goals.	✓		✓			✓	✓											✓	✓	✓	✓	✓	✓	✓																				
	2. Perform self-appraisal.	✓	✓	✓			✓	✓	✓									✓	✓		✓	✓		✓	✓														✓	✓	✓				
	3. Consider risks.																				✓	✓	✓	✓	✓															✓	✓	✓			
	4. Demonstrate perseverance.	✓	✓	✓	✓	✓	✓	✓										✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓								✓	✓	✓	✓	✓	✓	✓		
	5. Maintain a healthy self-concept.			✓	✓				✓																	✓	✓	✓												✓	✓	✓	✓		
	6. Restrain impulsivity.	✓	✓	✓			✓	✓	✓		✓	✓	✓			✓	✓		✓							✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓		




Kindergarten–Grade 3

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Subject	Academic Content Standard																																									
Life Skills: Thinking and Reasoning	3. Effectively use mental processes that are based on identifying similarities and differences.		✓					✓		✓	✓	✓	✓					✓	✓	✓	✓	✓	✓		✓						✓			✓	✓		✓	✓	✓	✓	✓	
	5. Apply basic troubleshooting and problem-solving techniques.									✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓										✓	✓		✓	✓	✓	✓	✓	
	6. Apply decision-making techniques.				✓													✓	✓		✓	✓	✓	✓	✓													✓	✓	✓	✓	✓
Life Skills: Working with Others	1. Contribute to the overall effort of a group.	✓	✓					✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	2. Use conflict-resolution techniques.		✓		✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓					✓	✓	✓		✓	✓	✓	✓	✓	✓
	3. Work well with diverse individuals and in diverse situations.		✓					✓		✓	✓	✓	✓	✓											✓						✓	✓		✓	✓		✓	✓	✓	✓		
	4. Display effective interpersonal communication skills.	✓	✓		✓			✓		✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓		✓	✓	✓	✓		
	5. Demonstrate leadership skills.	✓	✓		✓						✓	✓	✓	✓						✓	✓	✓	✓	✓	✓	✓						✓	✓	✓			✓	✓	✓	✓		




Grades 4 & 5

<div></div> <div>Grades 4 &amp; 5</div>		Key Concepts																Core Learning Strategies																							
		Empathy and Skills for Learning						Emotion Management					Problem Solving					Story and Discussion				Activity/Skill Practice					Reinforcing Skills														
		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	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.									✓							✓					✓	✓	✓	✓	✓		✓	✓				✓	✓			✓	✓			
Language Arts (CC): Reading for Information	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.			✓	✓					✓												✓	✓		✓	✓	✓		✓	✓				✓	✓			✓	✓		
	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.																						✓			✓	✓				✓		✓				✓	✓			
	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).	✓		✓					✓								✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		
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.																								✓			✓	✓					✓	✓			✓	✓		





Grades 4 & 5  
(cont.)



Grades 4 & 5


(cont.)

		Key Concepts																Core Learning Strategies																					
		Empathy and Skills for Learning						Emotion Management					Problem Solving					Story and Discussion				Activity/Skill Practice					Reinforcing Skills												
		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	Home Links
Subject	Academic Content Standard																																						
Language Arts (CC): Speaking and Listening	1. 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.	✓	✓	✓	✓	✓	✓			✓			✓		✓			✓	✓	✓	✓		✓			✓	✓	✓	✓	✓			✓		✓	✓	✓		
Language Arts (CC): Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					✓									✓	✓										✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			✓	✓	✓									✓	✓						✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	
	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.			✓	✓										✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			✓	✓	✓				✓					✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	6. 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.	✓		✓		✓			✓		✓				✓	✓		✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
Physical Ed.	5. Understand the social and personal responsibility associated with participation in physical activity.								✓		✓	✓	✓		✓		✓					✓														✓			






Grades 4 & 5  
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<div></div> <div>Grades 4 &amp; 5</div> <div>(cont.)</div>		Key Concepts																		Core Learning Strategies																		
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Subject	Academic Content Standard																																					
Health	4. Know how to maintain mental and emotional 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.																✓	✓	✓	✓	✓	✓													✓	✓	✓	✓
Arts: Theater	5. Understand how informal and formal theater, film, television, and electronic media productions create and communicate meaning.																							✓	✓	✓	✓	✓				✓	✓					
Life Skills: Self-Regulation	1. Set and manage goals.																✓	✓	✓	✓	✓	✓									✓	✓	✓					
	2. Perform self-appraisal.	✓		✓					✓	✓	✓	✓			✓	✓																	✓	✓	✓			
	3. Consider risks.																		✓	✓	✓	✓										✓	✓	✓	✓			
	4. Demonstrate perseverance.									✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓										✓	✓	✓	✓			
	5. Maintain a healthy self-concept.	✓				✓			✓		✓	✓	✓		✓	✓										✓	✓		✓				✓	✓	✓	✓		
	6. Restrain impulsivity.	✓	✓	✓			✓		✓	✓	✓	✓	✓		✓	✓						✓					✓	✓					✓	✓			✓	



Grades 4 & 5  
 (cont.)

<div></div> <div>Grades 4 &amp; 5</div> <div>(cont.)</div>		Key Concepts																Core Learning Strategies																				
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Life Skills: Thinking and Reasoning	3. Effectively use mental processes that are based on identifying similarities and differences.	✓	✓			✓	✓	✓																		✓			✓			✓			✓	✓	✓	✓
	5. Apply basic trouble-shooting and problem-solving techniques.				✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓							✓			✓			✓	✓	✓	✓
	6. Apply decision-making techniques.				✓						✓	✓	✓			✓	✓	✓	✓	✓	✓	✓									✓			✓	✓	✓	✓	
Life Skills: Working with Others	1. Contribute to the overall effort of a group.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓		✓			✓	✓	✓	
	2. Use conflict-resolution techniques.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓						✓	✓		✓			✓	✓	✓	✓	
	3. Work well with diverse individuals and in diverse situations.	✓	✓	✓	✓	✓	✓	✓							✓		✓	✓	✓	✓		✓				✓	✓		✓			✓			✓	✓	✓	
	4. Display effective interpersonal communication skills.	✓	✓	✓	✓	✓	✓	✓							✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	
	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](http://SecondStep.org) or call us at 800-634-4449, ext. 1.