



**ALIGNMENT CHART:
Common Core and McREL Academic Standards**

**Second Step Bullying Prevention Unit
for Kindergarten–Grade 5**

Educators often ask how the Second Step Bullying Prevention Unit supports academic learning standards. This chart shows connections between the unit and two sources of academic standards.

English and math standards are from the Common Core State Standards, which can be found online at corestandards.org. All other standards are from *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education* by John S. Kendall and Robert J. Marzano, fourth edition (2004), found at www2.mcrel.org/compendium/.

**About the Second Step
Bullying Prevention Unit**

Building on the social-emotional skills taught in the Second Step program, the Bullying Prevention Unit for Grades K–5 includes training for all school staff, lessons for students, and parent-engagement resources. The research-based program begins by training all staff to recognize and respond to bullying; then students are taught to recognize and report bullying to an adult. Family materials inform parents of the lessons being taught in school, and take-home activities give students a chance to practice skills at home.

Bullying Prevention Unit Key Concepts

- Class Rules
- Recognizing Bullying
- Reporting Bullying
- Refusing Bullying
- Role of Bystanders

Core Learning Strategies

- Story and Discussion
- Skill Practice/Activity
- Reinforcing Skills



Kindergarten–Grade 3

Subject	Academic Content Standard	Bullying Prevention Unit Topics								
		Recognize that rules help everyone feel safe and respected	Identify safe and respectful actions and words that help them follow class rules	Understand that bullying is mean or hurtful behavior that keeps happening; is not safe, respectful, or kind; and is against the rules	Identify caring adults to talk to about bullying or mean behaviors	Differentiate between tattling and reporting	Demonstrate how to report bullying	Use assertiveness skills to refuse bullying	Understand that bystanders are people who see or know about bullying happening to others'	Identify things bystanders can do to help stop bullying
English, Language Arts, and Literacy (CC): Reading Standards for Literature	1. With prompting and support (K), ... ask and answer questions about key details in a text									
English, Language Arts, and Literacy (CC): Reading Standards for Informational Texts	1. With prompting and support (K), ... ask and answer questions about 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	✓		✓					✓	
English, Language Arts, and Literacy (CC): Foundational Skills	2. (K and Grade 1) Demonstrate understanding of spoken words, syllables, and sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓

Learning Strategies													
Story and Discussion						Skill Practice				Reinforcing Skills			
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
✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓



Kindergarten–Grade 3

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English, Language Arts, and Literacy (CC): Writing Standards	10. (Grade 3) Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences									
English, Language Arts, and Literacy (CC): Speaking and Listening	1. Participate in collaborative conversations with diverse partners about (grade-relevant) topics and texts with peers and adults in small or large groups		✓		✓					✓
	2. Ask and answer questions/recount or describe key ideas or details from text read aloud or information presented orally or through other media		✓		✓					✓
	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood		✓		✓					✓
	4. With prompting and support (K), ...describe people, places, things, and events with relevant details expressing ideas and feelings clearly		✓		✓					✓

Learning Strategies													
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		✓		✓						✓		✓	✓
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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English, Language Arts, and Literacy (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 content		✓	✓		✓			✓	
	5. With guidance and support from adults (K and Grade 1), . . . demonstrate understanding of word relationships and nuance in word meanings		✓	✓		✓			✓	
	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics (CC): Standards for Mathematical Practice	1. Make sense of problems and persevere in solving them									

Learning Strategies													
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✓		✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
✓				✓		✓	✓		✓	✓	✓	✓	✓
✓				✓		✓	✓		✓	✓	✓	✓	✓
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		✓	✓	✓								✓	



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Health	5. Know essential concepts and practices concerning injury prevention and safety	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Science	12. Understand the nature of scientific inquiry										
Life Skills: Thinking and Reasoning	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										

	Learning Strategies													
	Story and Discussion						Skill Practice				Reinforcing Skills			
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					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
								✓					✓	
					✓	✓	✓	✓			✓	✓	✓	✓
			✓	✓	✓	✓	✓	✓						
				✓	✓	✓	✓	✓	✓	✓				
		✓	✓	✓	✓	✓	✓	✓						
			✓	✓	✓	✓	✓	✓						



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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	✓	✓	✓					✓	
Fine Arts: Theater	5. Understand how informal and formal theater, film, television, and electronic media productions create and communicate meaning									

Learning Strategies													
Story and Discussion						Skill Practice				Reinforcing Skills			
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
									✓				
										✓	✓		
										✓	✓		
										✓	✓	✓	✓
			✓	✓		✓			✓				
			✓		✓	✓	✓	✓	✓	✓	✓		
✓	✓	✓	✓	✓	✓								



Grade 4 & 5

Subject	Academic Content Standard	Bullying Prevention Unit Topics									
		Recognize that being respectful helps everyone stay safe and be better learners	Recognize that being a responsible student helps create a calm, focused classroom climate where everyone can learn	Identify actions and words that are respectful and responsible	Understand that bullying is mean or hurtful behavior that keeps happening; it's unfair and one-sided	Understand that you can refuse bullying in different ways	Demonstrate assertively refusing and reporting bullying	Understand that bystanders are people who see or know about bullying happening to others'	Identify things bystanders can do to help stop bullying	Understand that helping stop bullying is the right thing to do	Demonstrate ways to support and/or stand up for a person being cyber bullied
English, Language Arts, and Literacy (CC): Reading Standards for 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										
English, Language Arts, and Literacy (CC): Reading Standards for Informational Texts	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 or phrases in a text relevant to a grade-level 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)			✓		✓	✓		✓		

Learning Strategies															
Story and Discussion						Activity					Reinforcing Skills				
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	Follow directions	Practice behavioral skills	Practice cognitive skills through writing	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓
✓		✓	✓	✓	✓	✓	✓					✓		✓	✓
✓		✓	✓		✓	✓	✓					✓		✓	✓
✓		✓		✓		✓				✓	✓	✓	✓	✓	✓



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English, Language Arts, and Literacy (CC): Writing Standards	10. Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences										
English, Language Arts, and Literacy (CC): Speaking and Listening	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly	✓	✓	✓	✓	✓		✓	✓		
English, Language Arts, and Literacy (CC): Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking			✓			✓				✓
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing										
	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 content	✓	✓	✓	✓			✓			

Learning Strategies															
Story and Discussion						Activity					Reinforcing Skills				
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		✓		✓			✓				✓	✓		✓	✓
✓	✓	✓	✓	✓		✓		✓		✓		✓		✓	✓
✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
						✓	✓				✓	✓		✓	✓
✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓
✓	✓			✓		✓	✓					✓		✓	✓



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English, Language Arts, and Literacy (CC): Language (cont.)	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	✓	✓	✓	✓			✓			
	6. Acquire and use accurately 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			✓			✓				✓
Mathematics (CC): Standards for Mathematical Practice	1. Make sense of problems and persevere in solving them						✓	✓			✓
Health	5. Know essential concepts and practices concerning injury prevention and safety	✓	✓	✓	✓	✓		✓	✓	✓	
Science	12. Understand the nature of scientific inquiry										
Life Skills: Thinking and Reasoning	6. Apply decision-making techniques			✓			✓	✓			✓

Learning Strategies															
Story and Discussion						Activity				Reinforcing Skills					
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✓	✓			✓		✓	✓					✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
		✓	✓	✓			✓	✓		✓				✓	
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
								✓						✓	
				✓	✓	✓	✓	✓		✓		✓	✓	✓	✓



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Subject	Academic Content Standard									
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									✓
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	✓	✓	✓			✓		✓	✓
Fine Arts: Theater	5. Understand how informal and formal theater, film, television, and electronic media productions create and communicate meaning									

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		✓	✓	✓	✓	✓		✓							
			✓	✓	✓			✓							
		✓	✓	✓	✓	✓		✓	✓	✓					
		✓	✓	✓	✓	✓		✓		✓					
							✓		✓	✓					
												✓	✓		✓
												✓	✓		✓
												✓	✓	✓	✓
✓	✓	✓	✓	✓	✓										



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.