| secor | | | | | | | | | | k | Key C | Conc | epts | | | | | | | | | | | | | | | Core | e Lea | rnin | ng St | rate | gies | | | | |
|--|--|---|---------------------------|-----------------------|----------------------|---------|----------------|--------------------|---|-----------------|---------------------------------------|-----------------------------|------------------------|--------------------------------|------------------------|-----------------------------------|--|--|---|-------------------------------------|--------------|---|------------------|-----------------------------|----------------------|------------------------------------|-------------------|------------------|------------------|-------------------|---------------------------|----------------------------------|----------------------------|---|----------------|-------|---------------------------------|
| | nd Academic Success | | path | y and | Skill | s for l | Learn | ing | | Em | otion | Mana | igemer | nt | | | F | roble | m So | lving | | | Stor | ry and | d Disc | cussio | on | | Act | tivity/ | /Skill | Practi | ice | | Rei | nforc | ing Skills |
| supports their state This chart shows c and academic learn English and math s Core State Standar www.corestandards Content Knowledg and Benchmarks for Kendall and Rober found at | k how the Second Step program e's academic learning standards. onnections between the program ning standards from two sources. standards are from the Common rds, which can be found online at s.org. All other standards are from e: a Compendium of Standards or K-12 Education by John S. t J. Marzano, fourth edition (2004), ndards-benchmarks. | dentify and Understand Their Own and Others' Feelings | Take Others' Perspectives | Listen with Attention | Assertiveness Skills | | Empathy Skills | Express Compassion | Recognize How Strong Feelings Affect Brain and Body | -ocus Attention | Calm Down Strong Feelings Using Steps | Jse Calming-Down Strategies | Manage Strong Feelings | Assertive Communication Skills | Jse 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 | /lake a Plan | Apply Problem-Solving Steps to Age-Typical Problems | nterpret Stories | nterpret Audio/Visual media | Respond to Questions | arge Group and Partner Discussions | Communicate Ideas | listen to Others | Vork with Others | Vork Individually | Take Others' Perspectives | ⁻ ollowing Directions | Practice Behavioral Skills | Practice Cognitive Skills Through Writing | Jaily Practice | | Academic Integration Activities |
| Subject | Academic Content Standard | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Language Arts (CC): Language | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | X | X | X | | | | | | | | X | Х | | Х | | | | X | Х | X | X | Х | X | Х | X | х | Х | | х | х | Х | X | X | X X |
| | 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. | | | x | x | | | | | | | | | x | | | | | | | | | x | x | x | x | X | x | x | x | | х | х | X | | | x x |
| | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | X | X | X | | | | | x | | | x | | | Х | X | Х | | x | Х | X | X | Х | X | Х | Х | x | X | | Х | Х | Х | Х | X | x x |
| | 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. | x | | X | | X | | | x | | x | | | X | X | | X | x | X | | x | X | x | | X | x | X | x | x | x | x | | X | X | X | X | xx |

| Language Arts | 1. Refer to details and examples | | | X | X | | | | | | Х | | | | | | | | | | | Х | ХІ | | X | X | Х | | Х | X | | | X | Х | Х | X | X | X |
|----------------------------------|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (CC): Reading for Information | (Grade 4) or quote accurately (Grade 5) from a text when explaining what the text says explicitly and when drawing inferences from the text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade- appropriate topic or subject area. | | | | | | | | | | | | | | | | | | | | | | X | | x | X | | X | X | X | | X | | X | | | X | X |
| | 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). | X | | x | | | | | x | | | | | | | | x | | | | | X | X | X | x | x | X | x | x | x | | | X | X | X | X | X | x |
| (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. | | | | | | | | | | Х | | | | | | х | | | | | X | X | X | X | X | х | | X | X | | | X | X | | | X | X |
| (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 clarity. | X | X | X | X | X | X | | | X | | | Х | X | | | X | X | X | X | | X | | | x | X | X | X | X | | X | | X | | X | X | X | |
| Health | Know how to maintain mental and emotional health. | Х | X | X | Х | X | Х | X | Х | X | Х | Х | Х | Х | Х | Х | | | | | | | | | | Х | | Х | Х | | Х | | Х | | Х | X | Х | Х |
| | 5. Know essential concepts and practices concerning injury prevention and safety. | Х | × | | | X | x | | х | | x | X | X | X | х | X | | | | | | Х | | | | | | | х | | | | X | | X | x | | |
| | 12. Understand the nature of scientific inquiry. | | X | | | | | | | | | | | | | | Х | Х | Х | Х | X | Х | | | | | | | | | Х | | | | | | Х | |

| Mathematics (CC): | 1. Make sense of problems and | T | | | | | | | I | | | | | | | | X | X | Х | Х | Х | Х | | | | | | | | | | | | Х | X | XI | Х |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-------|--------|---------|---------|--------|-------|----|--------------------------------|--------------|----------------|
| | persevere in solving them. | | | | | | | | | | | | | | | | | | Λ | A | A | ~ | | | | | | | | | | | | | | | ~ |
| | Understand the social and personal responsibility associated with participation in physical activity. | | | | | | | | Х | | X | X | X | X | X | Х | | | | | | Х | | | | | | | | | | | | | | X | |
| | 5. Understand how informal and formal theater, film, television, and electronic media productions create and communicate meaning. | | | | | | | | | | | | | | | | | | | | | | X | X | X | Х | X | | | X | | X | Х | | | | |
| Life Skills: Self- Regulation | 1. Set and manage goals. | | | | | | | | | | | | | | | | Х | Х | Х | Х | Х | Х | | | | | | | | | Х | Х | Х | | | | |
| | 2. Perform self-appraisal. | Х | | X | | | | | Х | X | x | x | x | | х | Х | | | | | Х | | | | | | | | | | | | Х | Х | X | | |
| | 3. Consider risks. | | | | | | | | | | X | X | X | | | Х | | | Х | Х | Х | Х | | | | | | | | | | X | | X | X | | |
| | 4. Demonstrate perseverance. | | | | | | | | | X | X | X | X | | Х | Х | X | Х | X | Х | X | Х | | | | | | | | | | X | Х | Х | X | X | Х |
| | 5. Maintain a healthy self- concept. | Х | | | | x | | | х | | x | x | x | х | х | х | | | | | | | | | x | Х | | x | | | | x | | х | x | | |
| | 6. Restrain impulsivity. | Х | X | X | | - | X | | Х | X | X | X | X | | Х | Х | | | | | | Х | | | | | x | | | | | x | | х | x | | |
| Thinking and Reasoning | Effectively use mental processes that are based on identifying similarities and differences. | Х | X | | | X | X | X | | | | | | | | | | | | | | | | | X | | | х | | Х | | Х | | Х | Х | X | Х |
| | Apply basic trouble-shooting and problem-solving techniques. | | | | X | | X | | Х | X | x | x | X | X | Х | Х | X | Х | х | х | х | Х | | | | | | | | Х | | Х | | X | X | Х | Х |
| | 6. Apply decision-making techniques. | | | | x | | | | | | x | x | x | x | | x | x | x | х | x | x | х | | - | | | | | | | | x | | x | x | x | X |
| Life Skills: Working with Others | 1. Contribute to the overall effort of a group. | Х | X | X | X | X | X | X | | X | X | X | X | X | Х | Х | X | X | Х | Х | Х | Х | | X | X | Х | X | X | | Х | | Х | | X | х | Х | |
| | 2. Use conflict-resolution techniques. | Х | X | X | X | X | X | X | Х | X | X | X | Х | Х | Х | Х | Х | Х | Х | х | Х | Х | | | | | X | Х | | Х | | X | | Х | X | X | Х |
| | Work well with diverse individuals and in diverse situations. | Х | X | X | X | X | X | X | | | | | | X | | | X | Х | Х | х | | Х | | | X | | x | X | | X | | X | | X | x | X | |
| | Display effective interpersonal communication skills. | Х | X | X | X | X | X | X | | | | | | х | | х | X | Х | Х | Х | Х | Х | | X | X | Х | X | X | | Х | | X | | X | x | x | Х |
| | 5. Demonstrate leadership skills. | | x | x | x | | x | X | | | | | | x | | х | x | х | х | x | x | х | | | | х | x | | | х | | x | | x | x | x | |
| | | | | | | | | | | | | 1 | | | | | | | | | | | | | | | w | /ww.c | fchild | lren.oi | rg • 80 | 0-634- | -4449 | co | ommitt ^{for} Ch | iee Vildr | ? en |