

Second Step Program and Academic Standards (Common Core and McREL)

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 achievement test scores
- 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

The evidence-based *Second Step* program is the premier SEL curriculum in the United States, reaching more than 10 million school children in the U.S. every year. The universal, classroom-based program promotes the 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 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.



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	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				
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.	✓	✓			✓	✓	✓	✓	✓	✓															✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Kindergarten–Grade 3 (cont.)

		Key Concepts																				Core Learning Strategies																									
		Skills for Learning						Empathy						Emotion Management				Problem Solving						Brain Builders			Story and Discussion				Skill Practice			Reinforcing Skills													
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Subject	Academic Content Standard																																														
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.	✓	✓		✓		✓	✓			✓																														✓		✓		✓		
Language Arts (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.	✓				✓	✓	✓	✓	✓	✓	✓				✓	✓			✓		✓			✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	



Kindergarten–Grade 3 (cont.)

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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 (cont.)

		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																																												
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 and 5

		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.																					✓		✓	✓		✓	✓		✓			✓		✓			✓	
Writing Standards	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).	✓		✓					✓							✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	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 and 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.	✓	✓	✓	✓	✓	✓			✓			✓	✓			✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓				
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					✓								✓	✓											✓	✓	✓		✓	✓				✓	✓	✓	✓	✓	✓	✓
Language Arts (CC): Language	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 and 5 (cont.)

		Key Concepts															Core Learning Strategies																						
		Empathy and Skills for Learning							Emotion Management					Problem Solving			Story and Discussion				Activity/Skill Practice					Reinforcing Skills													
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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 and 5 (cont.)

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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 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.		✓	✓	✓		✓	✓						✓		✓	✓	✓	✓	✓	✓	✓				✓	✓		✓		✓		✓		✓	✓	✓		

Safe, Supported, and Ready to Learn

The *Second Step Suite* provides a fully integrated framework for protecting children and promoting social, emotional, and academic success.

Use the *Second Step Suite* to build a caring community that improves learning and life.

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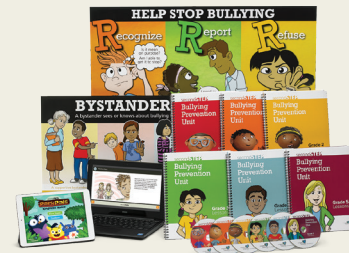
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Second Step
Skills for Social and Academic Success
Early Learning–Grade 8



Bullying Prevention Unit
The Power to Create a Positive School Climate
Kindergarten–Grade 5
Academic alignment chart available at cfchildren.org



Child Protection Unit
Working Together to Keep Kids Safe from Abuse
Early Learning–Grade 5
Academic alignment chart available at cfchildren.org

Building an Environment for Learning



Social-Emotional Learning

Bullying Prevention

Child Protection