



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 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. 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.



GRADES 4 & 5

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| | | Key Concepts | | | | | | | | | | | | | | Core Learning Strategies | | | | | | | | | | | | | | | | | | | | | | | |
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| | | 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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| | | 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 | |
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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 or call us at 800-634-4449, ext. 1.