



ALIGNMENT CHART

Massachusetts Preschool and Kindergarten Standards for Social and Emotional Learning and Approaches to Play and Learning

- Second Step® Early Learning
- Second Step® Elementary Digital Program

About Second Step® Programs

Second Step Early Learning and the Second Step Elementary digital program are research-based classroom programs designed to promote social-emotional competence, which can help increase students' school success and decrease problem behaviors.^{1,2} The programs help students learn how to cope with challenges, create positive relationships, and succeed both socially and academically. Skills are reviewed and expanded each year, gradually becoming more complex as students get older. Weekly Themes and lessons provide tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, show kindness and empathy, build and strengthen friendships, make and follow through on good decisions, and solve problems with their peers.

How the Programs Meet the Massachusetts Standards

The following tables indicate which specific Second Step grade-band lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the Massachusetts Preschool and Kindergarten Standards for Social and Emotional Learning and Approaches to Play and Learning. Boxes are checked to indicate that the Second Step digital programs meet a given state standard within the identified grade or grade-band (for instance, Grades K–5) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the standard through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the standards.

1. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

2. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>



Early Learning

Massachusetts Preschool and Kindergarten Standards for Social and Emotional Learning and Approaches to Play and Learning

Second Step® Early Learning

		Key Skills and Concepts																												
		Skills for Learning						Empathy					Emotion Management				Friendship Skills				Problem-Solving			Executive-Function 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 strong feelings down	Use the Calming-Down Steps	Communication and language skills	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting their way	Calm down before solving problems	Describe the problem	Think of multiple solutions to a problem	Flexible attention	Working memory	Inhibitory control	
Area	Standard																													
Social-Emotional Learning	PK.SEL1.1. Recognize and label basic emotions (e.g., happiness, sadness, anger, fear, surprise) and associate them with words, facial expressions, and/or gestures.							✓	✓					✓	✓															
	PK.SEL1.2. Begin to develop a rich vocabulary related to emotions/feelings.							✓	✓					✓	✓															
	PK.SEL1.3. Express a range of emotions appropriately through gestures, actions, drawing, or language, with modeling and support.				✓				✓	✓					✓	✓		✓												
	PK.SEL1.4. Demonstrate beginning understanding of connection between feelings and behaviors (e.g., "If . . . , then . . .").								✓	✓	✓		✓		✓	✓	✓	✓	✓					✓						
	PK.SEL2.1. Identify some personal characteristics such as physical features, abilities, preferences, interests, gender (e.g., "I am/I can . . .").								✓																					
	PK.SEL2.5. Demonstrate or express personal preferences and explain the reason for the choice.				✓				✓	✓					✓	✓			✓											
	PK.SEL3.4. Demonstrate reasonable confidence and/or caution in approaching new experiences.														✓	✓									✓	✓				✓
	PK.SEL3.5. Speak out for or take appropriate action to defend self or meet own needs/rights.				✓																✓			✓	✓	✓				✓
	PK.SEL3.6. Demonstrate willingness to take some risks (e.g., taste unfamiliar foods, try a new activity, use unfamiliar materials or equipment).														✓	✓	✓	✓												
	PK.SEL4.1. With support, use strategies to manage intense or difficult feelings (e.g., pounding clay, taking a deep breath, drawing a picture).								✓						✓	✓	✓	✓	✓				✓	✓						
	PK.SEL4.2. With support, begin to regulate impulses (e.g., communicate wants/needs, wait for something he/she wants).	✓	✓	✓	✓			✓							✓	✓	✓	✓	✓						✓			✓		✓
	PK.SEL4.3. Identify challenging situations and use positive skills to deal with them (e.g., recognize that everyone makes mistakes).	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	PK.SEL4.4. Adjust/modulate behaviors appropriately in familiar settings with some reminders (e.g., indoor/outdoor).					✓			✓						✓	✓	✓	✓	✓											✓
	PK.SEL4.5. Adapt/transition from one environment or activity to another with support (e.g., home to school, playground to program, familiar to unfamiliar settings, etc.).	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓									✓	✓	✓
	PK.SEL4.6. Make changes in thinking or actions. (e.g., implement suggestions from adult or peer, substitute materials, etc.).	✓	✓	✓		✓	✓	✓							✓	✓	✓	✓	✓									✓	✓	✓
PK.SEL5.1. Begin to recognize that different people may have different emotional reactions.								✓	✓	✓	✓	✓								✓										



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Area	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 strong feelings down	Use the Calming-Down Steps	Communication and language skills	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting their way	Calm down before solving problems	Describe the problem	Think of multiple solutions to a problem	Flexible attention	Working memory	Inhibitory control		
Social-Emotional Learning	PK.SEL5.2. Demonstrate awareness of others' expressions of feelings (both verbal and nonverbal).	✓	✓						✓	✓	✓	✓	✓																		
	PK.SEL5.3. Respond to another's emotions and needs (e.g., give comfort, report to an adult).								✓	✓	✓	✓	✓	✓																	
	PK.SEL5.4. With support (e.g., what will happen if . . . ?), begin to anticipate others' feelings and responses.									✓	✓	✓	✓	✓							✓	✓	✓	✓		✓	✓				
	PK.SEL5.5. Show kindness or regard for other people or for other living things much of the time.													✓	✓																
	PK.SEL6.1. Demonstrate awareness of commonalities and differences among people (e.g., gender, race, ability/disability, language, family structure).													✓																	
	PK.SEL6.2. Demonstrate interest in or curiosity about others' families, languages, and cultures.											✓																			
	PK.SEL6.3. Begin to understand that different people have different abilities.											✓		✓																	
	PK.SEL6.4. Begin to understand that different people may have different ideas, desires, and perspectives.											✓		✓																	
	PK.SEL6.5. With some support, show respect for others by using social conventions (e.g., saying "please" and "thank you," listening when others speak).	✓	✓		✓				✓				✓	✓															✓		✓
	PK.SEL6.6. With support, balance own needs with others' needs (e.g., sharing materials, asking for a turn).	✓	✓	✓	✓					✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓
	PK.SEL7.1. Engage in meaningful communication or conversations with other children throughout the day (including home language or alternative communication systems as needed).	✓	✓		✓				✓	✓	✓	✓	✓	✓	✓						✓	✓	✓	✓					✓	✓	✓
	PK.SEL7.2. Engage in meaningful communication or conversations with adults in the program (including home language or alternative communication systems as needed).	✓	✓		✓				✓	✓	✓	✓	✓	✓	✓														✓	✓	✓
	PK.SEL7.3. With support, listen or demonstrate attention when others talk (or communicate in nonverbal ways that have been taught, such as gestures, sign language).	✓	✓										✓																✓	✓	✓
	PK.SEL8.1. Engage in interactions with other children much of the time.	✓	✓		✓				✓			✓	✓	✓							✓	✓	✓	✓	✓	✓	✓				
PK.SEL8.2. Develop one or more special, nurturing friendships (e.g., seek out one or more particular children).	✓	✓		✓					✓		✓	✓	✓	✓							✓	✓									



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Social-Emotional Learning	PK.SEL8.3. Demonstrate trusting, caring relationships with one or more adults in the early education and care setting.	✓	✓		✓				✓		✓	✓	✓	✓															
	PK.SEL8.4. Use play with others to explore and practice social roles and relationships (e.g., assume various roles in dramatic play).										✓		✓	✓						✓			✓						
	PK.SEL9.1. Recognize the existence of a social conflict (e.g., acknowledge/identify a conflict).										✓														✓				
	PK.SEL9.2. Use beginning negotiation skills (e.g., state own position/perspective with rationale).	✓	✓		✓				✓		✓	✓	✓							✓	✓	✓	✓	✓	✓	✓			
	PK.SEL9.3. Seek advice or assistance from peers and/or adults to resolve conflict, when appropriate (e.g., listen to guidance, talk through conflict, develop solutions).				✓																			✓	✓	✓			
	PK.SEL9.4. With modeling and support, negotiate with others to meet own needs and goals, recognizing compromise as a part of the solution (e.g., if you ..., I will ...; trades, etc.).	✓	✓	✓	✓						✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
	PK.SEL9.5. With support, consider prevention strategies for interpersonal conflicts.														✓	✓	✓	✓	✓	✓	✓	✓	✓						
	PK.SEL10.1. Recognize when assistance is needed (e.g., when frustration level is reached).	✓	✓	✓	✓	✓	✓	✓								✓	✓	✓	✓	✓				✓	✓	✓			
	PK.SEL10.2. Identify external supports (e.g., a trusted adult, how/where to get help and support).				✓														✓						✓	✓			
	PK.SEL10.3. Ask for help from adults and identify support needed.				✓														✓					✓	✓	✓			
	PK.SEL10.4. Ask for help from peers.				✓														✓					✓		✓			
	PK.SEL10.5. Recognize when another needs help.	✓	✓						✓	✓	✓	✓	✓	✓								✓							
	PK.SEL11.1. Demonstrate beginning understanding of reasons for rules (benefits to self and others).																			✓			✓						
	PK.SEL11.2. Understand and follow rules, limits, and expectations with prompting/assistance.	✓	✓	✓		✓	✓	✓							✓	✓	✓	✓	✓	✓	✓						✓	✓	✓
	PK.SEL11.3. Show willingness to take on responsibilities (e.g., helper or leader role).				✓																								
	PK.SEL12.1. Accept beginning responsibilities toward the well-being/comfort of others and the group (e.g., taking care of a pet, helping younger or less able children).								✓		✓	✓	✓	✓															
	PK.SEL12.2. Understand what a problem is (e.g., define/describe examples of a social/ethical problem).																								✓				



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Social-Emotional Learning	PK.SEL12.3. With support, discuss and identify possible solutions for a social/ethical problem.										✓		✓														✓			
	PK.SEL12.4. Recognize situations that are safe vs. dangerous (e.g., appropriate vs. inappropriate touch).								✓	✓					✓	✓														
	PK.SEL12.5. Recognize negative peer pressure (e.g., when peer suggestions are in conflict with rules or appropriateness).								✓	✓					✓	✓														
	PK.SEL12.6. Recognize teasing/bullying and seek support from an adult.				✓				✓	✓	✓	✓	✓	✓							✓					✓	✓			
Approaches to Play and Learning	PK.APL1.1. Spontaneously pursue own interests in play and learning.																													
	PK.APL1.2. Demonstrate eagerness to learn about a range of topics, ideas, and tasks.	✓	✓	✓	✓	✓	✓	✓																				✓	✓	✓
	PK.APL1.3. Demonstrate willingness to try new or challenging experiences.															✓	✓	✓	✓	✓									✓	✓
	PK.APL1.4. Begin to plan, set goals, and make decisions, with assistance (e.g., describe what he/she intends to do in an activity area, with whom, and under what circumstances).																									✓	✓			
	PK.APL1.5. With support, use a variety of resources to explore materials and ideas.	✓	✓	✓	✓	✓	✓	✓																						
	PK.APL2.1. With support and modeling, ask "what" and "how" questions to gain information about familiar and unfamiliar events and phenomena.	✓	✓		✓																									
	PK.APL2.2. Try new sensory and other experiences (e.g., explore, examine, and experiment with materials, constructions, nature).	✓	✓	✓		✓	✓	✓																				✓	✓	✓
	PK.APL2.3. With support, seek information from a variety of sources, such as books, experts, observations.	✓	✓	✓	✓	✓	✓	✓																					✓	✓
	PK.APL2.4. Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation.	✓	✓	✓	✓	✓	✓	✓																					✓	✓
	PK.APL3.1. With support, maintain concentration on a task or activity for short periods of time, until completed.	✓	✓	✓		✓	✓	✓																					✓	✓
	PK.APL3.2. With support, resist distraction and maintain attention to a task or activity (e.g., stories read aloud, demonstrations, different activities occurring simultaneously).	✓	✓	✓		✓	✓	✓																					✓	✓
	PK.APL3.3. With support, continue with or return to activities after distractions or interruptions.	✓	✓	✓		✓	✓	✓																					✓	✓



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Approaches to Play and Learning	PK.APL3.4. Maintain focus on a topic during a conversation or discussion.	✓	✓	✓		✓	✓	✓																				✓	✓	✓	
	PK.APL3.5. With support, cope with some frustration or disappointment.								✓	✓					✓	✓	✓	✓	✓					✓	✓	✓				✓	
	PK.APL3.6. Work with purpose, determination, and enjoyment on self-chosen tasks.	✓						✓																				✓	✓	✓	
	PK.APL4.2. Begin to recognize the difference between pretend/fantasy situations and reality with adult support (e.g., what could/could not happen in real life?).									✓	✓	✓	✓	✓												✓	✓				
	PK.APL4.3. Begin to understand and use humor to gain attention (e.g., words, actions).													✓																	
	PK.APL5.1. Suggest and listen to ideas for play with others (e.g., block play, puppets, games).	✓	✓		✓																✓			✓				✓	✓	✓	
	PK.APL5.2. Plan and negotiate play with another child (e.g., roles/responsibilities each child will assume).	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PK.APL5.3. Begin to use cooperative strategies in play with others (e.g., sharing materials, taking turns, listening to the needs of others).	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PK.APL5.4. Cooperate with others to accomplish a task or solve a problem (e.g., offering and listening to suggestions, determining a process).	✓	✓		✓	✓	✓	✓	✓												✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	PK.APL5.5. Begin to accept and share leadership.	✓	✓	✓	✓	✓	✓	✓													✓	✓	✓								
	PK.APL5.6. Share processes with adults or other children (e.g., demonstrating, explaining, or representing what he/she did).				✓																									✓	
	PK.APL6.1. Recognize and try to solve problems using a variety of methods (e.g., trial and error, discussion with others).	✓	✓		✓					✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PK.APL6.2. Think of possible solutions and identify one to put into action.											✓		✓														✓			
	PK.APL6.3. Recognize relationships between cause and effect (e.g., predict possible results and try out one or more solutions).																									✓	✓				
	PK.APL6.4. With support, formulate and test hypotheses, and draw connections to previous experiences and information.	✓				✓	✓	✓																		✓	✓	✓	✓	✓	✓
	PK.APL6.5. Make multiple attempts to solve problems.	✓				✓	✓	✓								✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓
PK.APL7.1. With support, organize materials appropriately (e.g., put things away; sort materials by categories such as color, shape).					✓																								✓		



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Approaches to Play and Learning	PK.APL7.2. Develop organizational routines with reminders (e.g., check cubby or personal space for take-home materials and projects to share with families).			✓		✓																							✓
	PK.APL7.3. Begin to develop processes for organizing tasks (e.g., describing or representing several steps in a process).			✓		✓	✓	✓																			✓	✓	✓
	PK.APL7.4. Recognize the daily schedule, follow program routines, and identify what comes next.	✓	✓	✓		✓	✓																				✓	✓	✓
	PK.APL7.5. Begin to manage time required for tasks or activities (e.g., how to prepare for or end an activity, task, or process).	✓	✓	✓		✓	✓	✓																			✓	✓	✓
	PK.APL8.1. Relate past experiences.																												
	PK.APL8.2. Recall visual items/cues.	✓	✓	✓																								✓	
	PK.APL8.3. Recall auditory cues and comments.	✓	✓	✓																								✓	
	PK.APL8.4. Use prior knowledge to predict and ask questions.				✓																							✓	



Kindergarten

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Key Skills and Concepts															
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving		
Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps us learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, sharing as solutions to problems

Area	Standard	Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps us learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, sharing as solutions to problems	
Social-Emotional Learning	K.SEL1.1. Label basic emotions and recognize some complex emotions, and associate them with facial expressions, body language, and behaviors (e.g., pride, embarrassment, frustration, nervousness, loneliness).								✓	✓	✓	✓	✓	✓	✓	✓	✓	
	K.SEL1.2. Use richer and more specific vocabulary related to the nuances of emotions (e.g., happy could be ecstatic, glad, joyful, elated, delighted, pleased, and so on).																	
	K.SEL1.3. Express and share own feelings in a variety of ways (e.g., through speaking, writing, drawing, dramatization).								✓	✓	✓	✓	✓	✓				
	K.SEL1.4. With support, describe reasons for own feelings, and situations that cause them (stimuli/provocations).									✓	✓	✓	✓	✓				
	K.SEL2.1. Describe multiple personal characteristics realistically (e.g., physical characteristics, abilities/skills, interests, preferences).																	
	K.SEL2.3. Compare/differentiate own physical characteristics, preferences, thoughts, and feelings from those of others (e.g., "I have brown eyes, she has blue eyes," "I like X, he likes Y").																	
	K.SEL2.5. Explain the rationale for one preference/choice over another (e.g., "I need to do more work on my project in the art center," "I like milk more than juice").																	
	K.SEL3.2. Appropriately share successful mastery of skills or tasks with others.							✓										
	K.SEL3.4. Demonstrate confidence in own abilities as well as realistic perception of limitations (e.g., challenges or areas in which he/she might need assistance).							✓	✓									
	K.SEL3.5. Express independent thoughts, defend ideas, and take appropriate action to defend own rights.																	
	K.SEL3.6. Demonstrate willingness to take reasonable risks (e.g., participate in an unfamiliar activity, try a new skill, attempt a challenging experience again).							✓	✓									
	K.SEL4.1. Independently use coping strategies to manage intense or difficult feelings or decrease levels of distress (e.g., separating self, counting to ten, etc.).										✓	✓				✓		
	K.SEL4.2. Manage, regulate, and communicate wants/needs (e.g., use strategies to help delay gratification, such as choosing an alternative).				✓	✓					✓	✓				✓	✓	✓



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Social-Emotional Learning	K.SEL4.3. Analyze challenging situations and identify healthy ways to address them (e.g., strategies for handling mistakes such as erasing, correcting, starting over, and so on).														✓	✓	✓	
	K.SEL4.4. Adjust/modulate behaviors (voice level, body movement) appropriate to various settings with minimal support (e.g., library, hallways, auditorium, bus, cafeteria, and so on).																	
	K.SEL4.5. Independently adapt to environments or activities with minimal support (e.g., reentering program after out-of-class activities, moving from one activity to another).			✓	✓													
	K.SEL4.6. Demonstrate flexibility in thinking or actions (e.g., ask for suggestions, think of alternatives, adapt to unexpected changes).	✓	✓	✓			✓	✓		✓	✓				✓	✓	✓	✓
	K.SEL5.1. Distinguish others' feelings and begin to speculate on why they might be different from own.																	
	K.SEL5.2. Recognize, label, and connect with others' expression of feelings (e.g., explain reasons/causes).									✓			✓	✓	✓		✓	✓
	K.SEL5.3. Respond to another's emotions and needs (e.g., share a similar personal experience, advocate for someone, relinquish an object or turn for another).														✓			✓
	K.SEL5.4. Predict others' feelings, responses, and behavior, and make decisions accordingly.														✓			✓
	K.SEL5.5. Show kindness or regard for others or for other living things most of the time.														✓			✓
	K.SEL6.1. Acknowledge and identify commonalities and differences among people (e.g., race, culture, language, abilities, and so on).																	
	K.SEL6.2. Communicate differences in families, languages, and cultures, in positive ways.																	
	K.SEL6.3. Identify and appreciate the abilities, skills, and qualities of others.												✓					
	K.SEL6.4. Accept the validity of others' perspectives, ideas, and motivations (i.e., they are not "wrong," just different).												✓		✓		✓	✓
	K.SEL6.5. Show respect for others by using social conventions (e.g., raising hand to speak, taking turns, respecting authority).					✓	✓								✓			✓
	K.SEL6.6. Independently balance own needs with needs of others (e.g., sharing, dividing materials, giving up an object, moving to make space for another).														✓			✓



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Social-Emotional Learning	K.SEL7.1. Initiate and engage in multiple and reciprocal conversations with other children throughout the day (including home language or alternative communication systems as needed).																			
	K.SEL7.2. Initiate and engage in substantive/focused communication or conversations with adults in the program (including home language or alternative communication systems as needed).																			
	K.SEL7.3. Listen or demonstrate attention and respond when peers or adults talk (or communicate in non-verbal ways such as sign language, gestures, body language).	✓	✓	✓	✓	✓														
	K.SEL8.1. Initiate, expand, and maintain interactions with other children most of the time (e.g., invent/set up activities).														✓				✓	
	K.SEL8.2. Form and maintain increasingly closer and more nurturing friendships (e.g., show loyalty, demonstrate concern for needs/wants of particular children).														✓				✓	
	K.SEL8.3. Demonstrate trusting, caring relationships with more than one adult in the program and school community.										✓									
	K.SEL8.4. Use play with others to practice and extend understanding of social roles and relationships (e.g., create and enact more complex dramatizations using dialogue and/or props).														✓				✓	
	K.SEL9.1. Recognize and act on conflict situations in a positive manner most of the time (e.g., explain situation with objectivity, listen to others' perspectives or solutions).															✓	✓		✓	
	K.SEL9.2. Be able to listen to and acknowledge another's perspective and rationale (e.g., explain/restate understanding of another person's perspective).												✓	✓	✓		✓		✓	
	K.SEL9.3. Distinguish when it is appropriate to seek adult help and when conflict can be managed by peers.																			
K.SEL9.4. Be able to initiate and engage in compromise or bargaining strategies to seek a middle ground or a mutually satisfactory outcome (e.g., use if-then statements, concessions, and so on).																				



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Social-Emotional Learning	K.SEL9.5. Identify some strategies for preventing interpersonal conflicts.																		
	K.SEL10.1. Often attempt reasonably challenging tasks independently before requesting assistance.						✓	✓											
	K.SEL10.2. Describe and use appropriate strategies for seeking assistance (e.g., big problem vs. small problem).										✓				✓			✓	
	K.SEL10.3. Ask for assistance from adults in socially acceptable ways.										✓								
	K.SEL10.4. Ask for assistance from peers in socially acceptable ways.																		
	K.SEL10.5. Recognize when another needs help and offer assistance.														✓				✓
	K.SEL11.1. Communicate reasons for rules (benefits to self and others).																		
	K.SEL11.2. Understand and follow rules, limits, and expectations with minimal prompting/assistance.	✓	✓	✓	✓	✓													✓
	K.SEL11.3. Take on responsibilities and follow through on them (e.g., volunteer for and carry out tasks).																		
	K.SEL12.1. Identify personal opportunities and take responsibility for the well-being/comfort of others and the group (e.g., making a guest feel welcome, helping someone who is less able).													✓	✓				✓
	K.SEL12.2. Identify and communicate a social/ethical problem (e.g., describe and report a problem).															✓	✓		✓
	K.SEL12.3. With support, discuss and identify possible causes and solutions for a social or ethical problem.															✓	✓		✓
	K.SEL12.4. Recognize situations as safe or dangerous and know what action to take (e.g., stranger danger).																		
	K.SEL12.5. Resist negative peer pressure (e.g., refuse to participate in peer actions that are in conflict with rules or appropriateness).																		
K.SEL12.6. Take steps to stop teasing or bullying and/or deal with it effectively (e.g., speaking up, seeking support from an adult).																			



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Approaches to Play and Learning	K.APL1.1. Consider diverse personal interests and goals, and select among them.																	
	K.APL1.2. Demonstrate eagerness to learn about and participate in a variety of topics, ideas, and tasks, and explore these interests in depth.						✓	✓										
	K.APL1.3. Independently seek new experiences and attempt increasingly complex challenges (physically, cognitively, or socially).	✓	✓	✓			✓	✓										
	K.APL1.4. Engage in planning, goal-setting, and decision-making with some help (e.g., decide with whom to work and play, and when; describe steps to reaching goals, and processes/materials to be used).						✓	✓										
	K.APL1.5. Independently use a variety of resources to find answers to questions, to solve problems, or to create.																	✓
	K.APL2.1. Ask "why" questions about unknown future events and phenomena, as well as about the here and now (e.g., how, what if).																	
	K.APL2.2. Try a wide range of new experiences (e.g., materials, tasks, academic or physical skills), both independently and with peers or adults.	✓	✓	✓			✓											
	K.APL2.3. With support, seek information from a variety of sources, such as books, the Internet, experts, and observations.																	
	K.APL2.4. Describe or demonstrate how he/she likes to learn best (e.g., observing, imitating, asking questions, hands-on investigation).																	
	K.APL3.1. Independently maintain focus on a project for a sustained period of time, until completed.																	
	K.APL3.2. Resist distraction and maintain attention to a task or activity (e.g., teacher instruction, multiple activities occurring simultaneously) with minimal support.	✓			✓													
	K.APL3.3. Continue with or return to activities despite distractions or interruptions.	✓			✓													
	K.APL3.4. Contribute to discussions, holding in mind both the topic of discussion and the contributions of others.																	
	K.APL3.5. Independently persist in spite of frustration or disappointment.							✓	✓									
	K.APL3.6. Work to complete projects to own satisfaction based on personal standards of quality or completion ("good enough" or "finished").																	



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Approaches to Play and Learning	K.APL4.2. Describe or represent the difference between fantasy situations and reality.																	
	K.APL4.3. Use humor to play with concepts/language or to engage or entertain others as culturally appropriate (e.g., jokes, riddles, songs, rhymes).																	
	K.APL5.1. Suggest and listen to ideas for play with others (e.g., board games, playground games, role play).																	
	K.APL5.2. Collaborate and negotiate play with two or more children (e.g., who will go first, roles each participant will play, assuming various responsibilities).																	
	K.APL5.3. Cooperate successfully in play and work with others with little prompting (e.g., listening and responding to needs of others, helping or advising one another).				✓										✓			✓
	K.APL5.4. Use cooperative learning strategies to accomplish a task or solve a problem (e.g., identifying resources, designating/accepting responsibilities, co-constructing processes, sharing knowledge).																	✓
	K.APL5.5. Recognize and respect shared leadership (e.g., be a leader and respect others as leaders).																	
	K.APL5.6. Explain (or represent) how cooperative strategies facilitated the process for accomplishing a task or solving a problem.														✓			✓
	K.APL6.1. Identify increasingly complex problems and strategies for solving them (e.g., experimentation, reasoning, research).															✓	✓	✓
	K.APL6.2. Identify pros and cons of possible solutions, then select and implement one.																	
	K.APL6.3. Verify cause and effect predictions and speculate about how or why the outcome might have been different.																	
	K.APL6.4. With support, formulate and test hypotheses, make inferences, and draw connections to previous experiences and information.																	
	K.APL6.5. Try different solutions when the first attempt does not work.							✓	✓									
	K.APL7.1. Independently organize materials appropriately (e.g., put away materials when finished, organize materials by categories).																	
K.APL7.2. Independently carry out organizational routines (e.g., gather personal belongings at end of day).																		



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Approaches to Play and Learning	K.APL7.3. Describe and implement multiple steps to be followed for an activity or project.																		
	K.APL7.4. Demonstrate awareness of the weekly schedule (e.g., specials, half days, and so on); anticipate and prepare for coming events.																		
	K.APL7.5. Manage time for tasks or activities with minimal support (e.g., recognize when and how to prepare for or close an activity, task, or process).																		
	K.APL8.2. Use intentional strategies to support visual memory (e.g., focusing on specific details, spatial placement).	✓	✓		✓		✓												
	K.APL8.3. Recall and relate auditory information.				✓														
K.APL8.4. Apply prior knowledge to new situations, relationships, and problem-solving.					✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	