



**ALIGNMENT CHART**  
**WASHINGTON STATE SOCIAL-EMOTIONAL LEARNING STANDARDS**

# Second Step® Elementary and Second Step® Middle School

 SECOND STEP® ELEMENTARY DIGITAL PROGRAM

This alignment chart illustrates how Second Step® programs and Washington State Social-Emotional Learning Standards complement and support each other across key social-emotional concepts.

## 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<sup>1</sup> found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement.

Specific gains included:

- 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 disruptive classroom behavior and aggression

A 2017 follow-up study found that participation in an SEL program led to lasting positive effects on students' academic and social outcomes.<sup>2</sup> Specifically, student outcomes nearly four years after exposure to SEL interventions included:

- 13 percentile-point gain in academic performance
- 5 percent improvement in positive social behavior
- 6 percent improvement in conduct problems, with lower instances of emotional distress and drug use

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® Family of Programs

The research-based Second Step family of social-emotional learning programs reaches 16.5 million children worldwide. The programs promote development of students' social-emotional skills, such as empathy, emotion management, and problem-solving.

Learning social-emotional skills doesn't have to be confined to the Second Step lessons. The programs provide academic integration activities that help students practice their Second Step skills while doing math, science, health, and literature projects.

<sup>1</sup> 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>

<sup>2</sup> 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>



# **Kindergarten-Grade 3**



**Alignment with  
Second Step®  
Elementary:  
Kindergarten-Grade 3**

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**Washington State Social-Emotional Learning Standards**

1A-1 With adult assistance, I can recognize, identify, and name my emotions, feelings, and thoughts	1A-2 With adult assistance, I can recognize how different emotions, feelings, and thoughts feel in my body	1A-3 With adult assistance, I can verbally express my emotions or feelings	1A-4 With adult assistance, I can describe the difference between a fixed and a growth mindset	1B-1 With adult assistance, I can identify my interests	1B-2 With adult assistance, I can identify what strengths are, and my own strengths	1B-3 With adult assistance, I can identify the importance to me of being a member of my cultural group(s)	1C-1 With adult assistance, I can set my own goals	1C-2 With adult assistance, I can identify a safe adult I see as a resource or support outside of my family	1C-3 With adult assistance, I can identify reasons why I may need to seek help from others	2A-1 With adult assistance, I understand that my actions have consequences	2A-2 With adult assistance, I can identify strategies to help me be in control of myself and ask for additional assistance as needed
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**Skills and Concepts**

Skills and Concepts		1A-1	1A-2	1A-3	1A-4	1B-1	1B-2	1B-3	1C-1	1C-2	1C-3	2A-1	2A-2
<b>Brain Builders (Executive-Function Skills)</b>	Attention												
	Working memory												
	Inhibitory control												
<b>Growth Mindset &amp; Goal-Setting</b>	Focus attention and ignore distractions											✓	✓
	Persevere through challenges while recognizing that mistakes are part of learning												
	Recognize unhelpful thoughts and replace with helpful thoughts												
	Understand that the brain can grow and change				✓			✓				✓	✓
	Improve skills with practice and effort				✓		✓	✓		✓		✓	✓
	Make a practice plan						✓	✓		✓		✓	✓
<b>Emotion Management</b>	Identify and name one's own emotions	✓	✓	✓									✓
	Recognize and identify emotions in others	✓	✓	✓									
	Recognize strong emotions	✓	✓	✓									✓
	Manage strong emotions by using strategies to feel calm	✓	✓	✓						✓	✓	✓	✓
<b>Empathy &amp; Kindness</b>	Recognize kindness and act kindly toward others				✓							✓	
	Recognize how kindness helps them make friends and strengthen relationships											✓	
	Take others' perspectives											✓	
	Develop empathy for others											✓	
<b>Problem-Solving</b>	Manage strong emotions to feel calm before solving problems	✓	✓	✓								✓	✓
	Apply strategies to solve problems									✓	✓	✓	✓
	Recognize accidents and make amends											✓	✓
	State the problem without blame or name-calling											✓	✓
	Think of many solutions to a problem											✓	✓
	Explore possible outcomes of solutions											✓	✓
	Pick the best solution											✓	✓



**Alignment with  
Second Step®  
Elementary:  
Kindergarten-Grade 3**

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**Washington State Social-Emotional Learning Standards**

2A-3 With adult assistance, I can demonstrate understanding about classroom expectations and procedures and the reasons for them

2B-1 With adult assistance, I can follow routines and identify ideas to solve problems

2B-2 With adult assistance, I can identify possible solutions and identify the pros and cons of each solution

3A-1 With adult assistance, I can identify steps to achieve a personal goal or complete a routine task

3A-2 With adult assistance, I can identify something I have accomplished with practice and effort

3A-3 With adult assistance, I understand how my attitude affects goal achievement

3A-4 With adult assistance, I can identify personal goals, school goals, and family goals

3B-1 With adult assistance, I can acknowledge there are consequences for my choices and behavior

3B-2 With adult assistance, I can act responsibly while interacting with others who may come from a different background or culture

3B-3 With adult assistance, I can understand I have the ability to solve problems

3C-1 With adult assistance, I can understand that I have assets that are valuable to others

3C-2 With adult assistance, I can recognize that I need to take some responsibility during a conflict with a peer

**Skills and Concepts**

Skills and Concepts		2A-3	2B-1	2B-2	3A-1	3A-2	3A-3	3A-4	3B-1	3B-2	3B-3	3C-1	3C-2
<b>Brain Builders (Executive- Function Skills)</b>	Attention	✓	✓	✓									
	Working memory	✓	✓	✓									
	Inhibitory control	✓	✓	✓									
<b>Growth Mindset &amp; Goal-Setting</b>	Focus attention and ignore distractions	✓	✓	✓									
	Persevere through challenges while recognizing that mistakes are part of learning		✓		✓	✓	✓					✓	
	Recognize unhelpful thoughts and replace with helpful thoughts		✓				✓					✓	
	Understand that the brain can grow and change					✓	✓						
	Improve skills with practice and effort				✓	✓	✓	✓	✓				
	Make a practice plan				✓	✓	✓	✓	✓				
<b>Emotion Management</b>	Identify and name one's own emotions												
	Recognize and identify emotions in others	✓											
	Recognize strong emotions												
	Manage strong emotions by using strategies to feel calm	✓											
<b>Empathy &amp; Kindness</b>	Recognize kindness and act kindly toward others	✓											✓
	Recognize how kindness helps them make friends and strengthen relationships	✓							✓			✓	
	Take others' perspectives								✓	✓			
	Develop empathy for others								✓	✓			
<b>Problem-Solving</b>	Manage strong emotions to feel calm before solving problems		✓	✓					✓			✓	
	Apply strategies to solve problems	✓	✓	✓					✓			✓	✓
	Recognize accidents and make amends	✓	✓	✓					✓			✓	✓
	State the problem without blame or name-calling	✓	✓	✓					✓			✓	✓
	Think of many solutions to a problem		✓	✓					✓			✓	✓
	Explore possible outcomes of solutions		✓	✓					✓			✓	✓
	Pick the best solution		✓	✓					✓			✓	✓



**Alignment with  
Second Step®  
Elementary:  
Kindergarten-Grade 3**

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**Washington State Social-Emotional Learning Standards**

3C-3 With adult assistance, I can determine the difference between caring and harmful relationships	3C-4 With adult assistance, I can accept people have different opinions and perspectives	4A-1 With adult assistance, I can identify emotions and perspectives expressed by others	4A-2 With adult assistance, I can recognize that people can have different feelings when faced with the same situations	4B-1 With adult assistance, I can identify ways that people and groups are similar and different	4B-2 With adult assistance, I can recognize the value of cultural diversity in the classroom	4B-3 With adult assistance, I can identify different types of verbal and nonverbal communication	4C-1 With adult assistance, I can identify different customs and traditions practiced by different cultures	4C-2 With adult assistance, I can identify ways that various social and cultural groups bring new ideas to society	4C-3 With adult assistance, I can explain why some people have preferences (bias)	5A-1 With adult assistance, I can demonstrate attentive listening skills	5A-2 With adult assistance, I can demonstrate the ability to wait, take turns, and share with others
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**Skills and Concepts**

Skills and Concepts		3C-3	3C-4	4A-1	4A-2	4B-1	4B-2	4B-3	4C-1	4C-2	4C-3	5A-1	5A-2
<b>Brain Builders (Executive- Function Skills)</b>	Attention							✓				✓	✓
	Working memory							✓				✓	✓
	Inhibitory control							✓				✓	✓
<b>Growth Mindset &amp; Goal-Setting</b>	Focus attention and ignore distractions							✓				✓	
	Persevere through challenges while recognizing that mistakes are part of learning												
	Recognize unhelpful thoughts and replace with helpful thoughts												
	Understand that the brain can grow and change												
	Improve skills with practice and effort												
	Make a practice plan												
<b>Emotion Management</b>	Identify and name one's own emotions												
	Recognize and identify emotions in others		✓	✓	✓	✓		✓				✓	
	Recognize strong emotions			✓	✓								
	Manage strong emotions by using strategies to feel calm												
<b>Empathy &amp; Kindness</b>	Recognize kindness and act kindly toward others	✓											✓
	Recognize how kindness helps them make friends and strengthen relationships	✓											✓
	Take others' perspectives		✓	✓		✓			✓	✓	✓	✓	✓
	Develop empathy for others		✓	✓									
<b>Problem-Solving</b>	Manage strong emotions to feel calm before solving problems												
	Apply strategies to solve problems											✓	✓
	Recognize accidents and make amends							✓				✓	✓
	State the problem without blame or name-calling							✓				✓	✓
	Think of many solutions to a problem											✓	
	Explore possible outcomes of solutions												
	Pick the best solution												



**Alignment with  
Second Step®  
Elementary:  
Kindergarten-Grade 3**

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**Washington State Social-Emotional Learning Standards**

5B-1 With adult assistance, I can identify situations in which I need a trusted adult to help resolve a conflict	5B-2 With adult assistance, I can respond to cues to manage my feelings and emotions during challenging interactions with others	5B-3 With adult assistance, I can solve an interpersonal conflict with prompting and support	5C-1 With adult assistance, I can identify positive qualities in a friend	5C-2 With adult assistance, I can practice positive interactions with people from similar and different backgrounds	5C-3 With adult assistance, I can name ways I can be a good friend	6A-1 With adult assistance, I can describe how my behavior influences school and community functioning	6A-2 With adult assistance, I can describe how everyone has unique strengths that contribute to their feeling of belonging	6A-3 With adult assistance, I can demonstrate an understanding that everyone's ideas and perspectives matter in the operation of a classroom	6B-1 With adult assistance, I can engage in activities with peers from different cultures in a way that shows I respect them	6B-2 With adult assistance, I can identify how members of a diverse community rely on each other	6B-3 With adult assistance, I can positively and respectfully interact in peer and group activities and interactions
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**Skills and Concepts**

Skills and Concepts		5B-1	5B-2	5B-3	5C-1	5C-2	5C-3	6A-1	6A-2	6A-3	6B-1	6B-2	6B-3
Brain Builders (Executive-Function Skills)	Attention		✓								✓		✓
	Working memory		✓								✓		✓
	Inhibitory control		✓								✓		✓
Growth Mindset & Goal-Setting	Focus attention and ignore distractions							✓					
	Persevere through challenges while recognizing that mistakes are part of learning												✓
	Recognize unhelpful thoughts and replace with helpful thoughts												✓
	Understand that the brain can grow and change												
	Improve skills with practice and effort												
	Make a practice plan												
Emotion Management	Identify and name one's own emotions		✓					✓					
	Recognize and identify emotions in others							✓	✓				
	Recognize strong emotions		✓					✓					
	Manage strong emotions by using strategies to feel calm		✓					✓			✓		
Empathy & Kindness	Recognize kindness and act kindly toward others				✓			✓	✓				✓
	Recognize how kindness helps them make friends and strengthen relationships				✓	✓		✓	✓				✓
	Take others' perspectives					✓		✓	✓		✓		✓
	Develop empathy for others					✓		✓	✓		✓		✓
Problem-Solving	Manage strong emotions to feel calm before solving problems	✓	✓	✓				✓					✓
	Apply strategies to solve problems	✓		✓				✓			✓		
	Recognize accidents and make amends	✓		✓				✓					
	State the problem without blame or name-calling			✓				✓			✓		
	Think of many solutions to a problem			✓				✓					
	Explore possible outcomes of solutions			✓				✓					
	Pick the best solution			✓				✓					



**Alignment with  
Second Step®  
Elementary:  
Kindergarten-Grade 3**

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**Washington State Social-Emotional  
Learning Standards**

6C-1 With adult assistance, I can identify and perform tasks that contribute to the operation of my classroom –e.g., following established rules, taking turns, being mindful of others

6C-2 With adult assistance, I can identify individual and community rights and responsibilities

6C-3 With adult assistance, I can recognize the importance of taking care of the natural environment in which we live

6C-4 With adult assistance, I can identify how people use social media as a form of engagement and how it is different from in-person engagement

**Skills and Concepts**

Skills and Concepts		6C-1	6C-2	6C-3	6C-4
Brain Builders (Executive- Function Skills)	Attention	✓			
	Working memory	✓			
	Inhibitory control	✓			
Growth Mindset & Goal-Setting	Focus attention and ignore distractions				
	Persevere through challenges while recognizing that mistakes are part of learning				
	Recognize unhelpful thoughts and replace with helpful thoughts				
	Understand that the brain can grow and change				
	Improve skills with practice and effort				
	Make a practice plan				
Emotion Management	Identify and name one's own emotions				
	Recognize and identify emotions in others				
	Recognize strong emotions				
	Manage strong emotions by using strategies to feel calm	✓			
Empathy & Kindness	Recognize kindness and act kindly toward others	✓			
	Recognize how kindness helps them make friends and strengthen relationships				
	Take others' perspectives	✓			
	Develop empathy for others	✓			
Problem-Solving	Manage strong emotions to feel calm before solving problems				
	Apply strategies to solve problems				
	Recognize accidents and make amends	✓			
	State the problem without blame or name-calling	✓			
	Think of many solutions to a problem				
	Explore possible outcomes of solutions				
	Pick the best solution				



**Grades 4-5**





**Alignment with  
Second Step®  
Elementary:  
Grades 4-5**

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**Washington State Social-Emotional Learning Standards**

1A-1 I can explain the different intensities of my emotions and feelings	1A-2 I can identify and describe physical symptoms and thoughts related to my emotions and feelings (e.g., hot, shoulders tight)	1A-3 I can identify thoughts that are caused by emotions and feelings and how these thoughts affect my actions	1A-4 I can take a moment to reflect on whether or not I am using a fixed or growth mindset in my interactions with others	1B-1 I can identify how I use my personal interests and my unique voice to engage with people in my school and community (when supported by adults)	1B-2 I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets)	1B-3 I can identify how I feel or what I think about the values, assets, and beliefs of my culture(s)	1C-1 I can reflect on feedback from others and find personal satisfaction in meeting my goals	1C-2 I can identify attributes of safe peers at school or in the community and how these attributes contribute to choosing a peer as a resource or support	1C-3 I can identify situations in which I might need to seek adult or peer help, including in emergencies	2A-1 I can identify positive and negative consequences of actions and pause before acting	2A-2 I can select and practice specific self-management skills to maintain self-control
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**Skills and Concepts**

Skills and Concepts		1A-1	1A-2	1A-3	1A-4	1B-1	1B-2	1B-3	1C-1	1C-2	1C-3	2A-1	2A-2
Brain Builders (Executive-Function Skills)	Attention											✓	✓
	Working memory											✓	✓
	Inhibitory control											✓	✓
Growth Mindset & Goal-Setting	Set goals				✓		✓						
	Make plans						✓						
	Monitor progress toward goals				✓		✓		✓				
	Reflect to inform future goals				✓		✓		✓				
Emotion Management	Recognize that strong emotions make it hard to think clearly	✓	✓	✓								✓	
	Recognize that regulating emotions is necessary to make decisions	✓		✓								✓	
	Apply reappraisal as an emotion-management strategy	✓	✓							✓	✓	✓	✓
	Apply planning ahead to manage recurring strong emotions	✓										✓	✓
Empathy & Kindness	Recognize that people can have different points of view about the same thing				✓	✓							
	Recognize that empathy and perspective-taking can help them get along with others				✓								
	Apply perspective-taking strategies to empathize with others				✓								
	Apply perspective-taking strategies to make their community a better place					✓					✓		
Problem-Solving	Explain the importance of being calm before problem-solving	✓		✓	✓							✓	
	Explain the importance of speaking up for one's self when solving a problem					✓						✓	
	State the problem without blaming and from all points of view											✓	✓
	Generate solutions to take all points of view into consideration											✓	✓
	Evaluate possible outcomes of solutions to a problem based on all points of view											✓	✓
	Pick a solution that is safe, respectful, and could work for everyone										✓	✓	✓
Identify when, where, and with whom they think it would be best to work on the problem						✓				✓	✓	✓	



**Alignment with  
Second Step®  
Elementary:  
Grades 4-5**

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**Washington State Social-Emotional Learning Standards**

Skills and Concepts		2A-3 I can identify how schoolwide expectations and responsibilities promote a safe and productive environment	2B-1 I can demonstrate responsible decision-making and problem-solving	2B-2 I can identify possible solutions; and select, implement, and reflect on the outcome of those solutions	3A-1 I can learn in the midst of challenges, create a goal, and track progress toward achievement of that goal	3A-2 I can identify an accomplishment and reflect on the steps I took to get there	3A-3 I can evaluate how my attitude affects goal achievement	3A-4 I can identify and plan how to meet personal, school, and family goals in a variety of ways	3B-1 I can identify the connections between behaviors and outcomes and understand that choices are influenced by potential consequences	3B-2 I can demonstrate responsible behavior when using others' belongings—e.g., asking permission to use others' belongings, taking care of others' belongings	3B-3 I can identify the steps it takes to solve a problem. With prompting, I can put those steps into action	3C-1 I can understand that I have the right to be treated fairly and can identify how to advocate for myself	3C-2 I can demonstrate the ability to express myself clearly and constructively during a conflict with a peer
Brain Builders (Executive-Function Skills)	Attention		✓		✓								
	Working memory		✓		✓								
	Inhibitory control		✓		✓								
Growth Mindset & Goal-Setting	Set goals		✓		✓	✓	✓	✓	✓				
	Make plans		✓		✓	✓	✓	✓	✓				
	Monitor progress toward goals		✓	✓	✓	✓	✓	✓	✓				
	Reflect to inform future goals		✓	✓	✓	✓	✓	✓	✓				
Emotion Management	Recognize that strong emotions make it hard to think clearly		✓						✓				
	Recognize that regulating emotions is necessary to make decisions		✓						✓				
	Apply reappraisal as an emotion-management strategy												
	Apply planning ahead to manage recurring strong emotions		✓	✓					✓	✓			
Empathy & Kindness	Recognize that people can have different points of view about the same thing								✓				
	Recognize that empathy and perspective-taking can help them get along with others								✓				
	Apply perspective-taking strategies to empathize with others								✓				
	Apply perspective-taking strategies to make their community a better place								✓	✓			
Problem-Solving	Explain the importance of being calm before problem-solving								✓		✓		✓
	Explain the importance of speaking up for one's self when solving a problem								✓		✓	✓	✓
	State the problem without blaming and from all points of view		✓						✓		✓		✓
	Generate solutions to take all points of view into consideration		✓	✓					✓		✓		✓
	Evaluate possible outcomes of solutions to a problem based on all points of view		✓	✓					✓		✓		✓
	Pick a solution that is safe, respectful, and could work for everyone		✓	✓					✓		✓		✓
	Identify when, where, and with whom they think it would be best to work on the problem		✓	✓					✓		✓		✓



**Alignment with  
Second Step®  
Elementary:  
Grades 4-5**

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**Washington State Social-Emotional Learning Standards**

3C-3 I can recognize the behaviors of caring and harmful relationships	3C-4 I can demonstrate the ability to respectfully express a difference of opinion	4A-1 I can identify verbal, physical, and situational cues that affect how others may feel	4A-2 I can identify how individual backgrounds and experiences can result in varied responses to situations	4B-1 I can identify how backgrounds can be similar and different and can demonstrate acceptance of differing social beliefs and perspectives	4B-2 I can identify similarities, differences, and perspectives among various social and cultural groups	4B-3 I can identify similarities and differences in verbal and nonverbal communication between and within a variety of cultural and social groups	4C-1 I can identify similarities and differences in customs and traditions between and within cultures	4C-2 I can identify contributions of various social and cultural groups	4C-3 I can be aware of personal biases when considering the perspectives of others	5A-1 I can use active listening skills such as intentional focus and paraphrasing to improve communication	5A-2 I can perform different roles in cooperative groups (e.g., leader, recorder, time-keeper, reporter)
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**Skills and Concepts**

Skills and Concepts		3C-3 I can recognize the behaviors of caring and harmful relationships	3C-4 I can demonstrate the ability to respectfully express a difference of opinion	4A-1 I can identify verbal, physical, and situational cues that affect how others may feel	4A-2 I can identify how individual backgrounds and experiences can result in varied responses to situations	4B-1 I can identify how backgrounds can be similar and different and can demonstrate acceptance of differing social beliefs and perspectives	4B-2 I can identify similarities, differences, and perspectives among various social and cultural groups	4B-3 I can identify similarities and differences in verbal and nonverbal communication between and within a variety of cultural and social groups	4C-1 I can identify similarities and differences in customs and traditions between and within cultures	4C-2 I can identify contributions of various social and cultural groups	4C-3 I can be aware of personal biases when considering the perspectives of others	5A-1 I can use active listening skills such as intentional focus and paraphrasing to improve communication	5A-2 I can perform different roles in cooperative groups (e.g., leader, recorder, time-keeper, reporter)
Brain Builders (Executive-Function Skills)	Attention											✓	
	Working memory											✓	
	Inhibitory control											✓	
Growth Mindset & Goal-Setting	Set goals												
	Make plans												
	Monitor progress toward goals												
	Reflect to inform future goals												
Emotion Management	Recognize that strong emotions make it hard to think clearly												
	Recognize that regulating emotions is necessary to make decisions												
	Apply reappraisal as an emotion-management strategy												
	Apply planning ahead to manage recurring strong emotions												
Empathy & Kindness	Recognize that people can have different points of view about the same thing			✓	✓						✓	✓	
	Recognize that empathy and perspective-taking can help them get along with others	✓		✓	✓							✓	
	Apply perspective-taking strategies to empathize with others	✓		✓	✓							✓	
	Apply perspective-taking strategies to make their community a better place	✓		✓								✓	
Problem-Solving	Explain the importance of being calm before problem-solving												
	Explain the importance of speaking up for one's self when solving a problem	✓	✓									✓	
	State the problem without blaming and from all points of view		✓	✓	✓							✓	
	Generate solutions to take all points of view into consideration		✓	✓	✓							✓	
	Evaluate possible outcomes of solutions to a problem based on all points of view		✓										
	Pick a solution that is safe, respectful, and could work for everyone		✓										
Identify when, where, and with whom they think it would be best to work on the problem	✓												



**Alignment with  
Second Step®  
Elementary:  
Grades 4-5**

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**Washington State Social-Emotional Learning Standards**

5B-1 I can actively seek help from peers or adults when I need support to resolve conflicts	5B-2 I can promote peaceful interactions with peers, and actively listen to the points of view of others	5B-3 I can identify ways to solve a conflict and practice conflict resolution (e.g., listening, discussing solutions, making amends)	5C-1 I can explain the concept of peer pressure and how it might influence my actions and others' interactions with me	5C-2 I can identify the value of having relationships with people whose backgrounds and identities are different than my own	5C-3 I can demonstrate the ability to choose constructive friendships	6A-1 I can identify the aspects of school and community that are within my control	6A-2 I can identify the existence of bias and stereotyping and relate to people as individuals rather than representatives of social and cultural groups	6A-3 I can engage with other students in opportunities to influence how the classroom and school functions	6B-1 I can demonstrate appreciation for differences and practice inclusiveness in group interactions	6B-2 I can understand the importance of contributions from different cultures and how that differs from individual contributions	6B-3 I can identify issues and name resources to promote group effectiveness and interaction
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**Skills and Concepts**

Skills and Concepts		5B-1	5B-2	5B-3	5C-1	5C-2	5C-3	6A-1	6A-2	6A-3	6B-1	6B-2	6B-3
<b>Brain Builders (Executive- Function Skills)</b>	Attention		✓										
	Working memory		✓										
	Inhibitory control		✓										
<b>Growth Mindset &amp; Goal-Setting</b>	Set goals									✓			
	Make plans									✓			
	Monitor progress toward goals									✓			
	Reflect to inform future goals									✓			
<b>Emotion Management</b>	Recognize that strong emotions make it hard to think clearly												
	Recognize that regulating emotions is necessary to make decisions												
	Apply reappraisal as an emotion-management strategy												
	Apply planning ahead to manage recurring strong emotions												
<b>Empathy &amp; Kindness</b>	Recognize that people can have different points of view about the same thing		✓										
	Recognize that empathy and perspective-taking can help them get along with others		✓										
	Apply perspective-taking strategies to empathize with others		✓										
	Apply perspective-taking strategies to make their community a better place		✓					✓		✓			✓
<b>Problem-Solving</b>	Explain the importance of being calm before problem-solving	✓		✓									
	Explain the importance of speaking up for one's self when solving a problem	✓		✓									
	State the problem without blaming and from all points of view	✓	✓	✓									✓
	Generate solutions to take all points of view into consideration	✓	✓	✓									✓
	Evaluate possible outcomes of solutions to a problem based on all points of view	✓	✓	✓									✓
	Pick a solution that is safe, respectful, and could work for everyone	✓	✓	✓									✓
	Identify when, where, and with whom they think it would be best to work on the problem	✓	✓	✓									✓



**Alignment with  
Second Step®  
Elementary:  
Grades 4-5**

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**Washington State Social-  
Emotional Learning Standards**

6C-1 I can identify and perform tasks that contribute to the operation of my school and local community

6C-2 I can demonstrate respectful interactions in school while being responsive to the rights of others

6C-3 I can identify positive practices that contribute to the maintenance of a healthier natural environment

6C-4 I can identify and practice appropriate use of digital devices and healthy social media communications (e.g., safe, unsafe, and device attachment)

Skills and Concepts					
Brain Builders (Executive- Function Skills)	Attention		✓		
	Working memory		✓		
	Inhibitory control		✓		
Growth Mindset & Goal-Setting	Set goals				
	Make plans				
	Monitor progress toward goals				
	Reflect to inform future goals				
Emotion Management	Recognize that strong emotions make it hard to think clearly				
	Recognize that regulating emotions is necessary to make decisions				
	Apply reappraisal as an emotion-management strategy				
	Apply planning ahead to manage recurring strong emotions				
Empathy & Kindness	Recognize that people can have different points of view about the same thing		✓		
	Recognize that empathy and perspective-taking can help them get along with others		✓		
	Apply perspective-taking strategies to empathize with others		✓		
	Apply perspective-taking strategies to make their community a better place	✓	✓		
Problem-Solving	Explain the importance of being calm before problem-solving		✓		
	Explain the importance of speaking up for one's self when solving a problem		✓		
	State the problem without blaming and from all points of view		✓		
	Generate solutions to take all points of view into consideration	✓	✓		
	Evaluate possible outcomes of solutions to a problem based on all points of view		✓		
	Pick a solution that is safe, respectful, and could work for everyone	✓	✓		
Identify when, where, and with whom they think it would be best to work on the problem		✓			



**Grades 6-8**



**Alignment with  
Second Step®  
Middle School:  
Grades 6-8**

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**Washington State Social-Emotional Learning Standards**

1A-1 I can use self-reflection to determine if my emotions and feelings are proportional to the situation

1A-2 I can identify emotions and feelings that contribute to or detract from my ability to solve problems

1A-3 I can examine possible outcomes associated with different ways of communicating emotions and feelings

1A-4 I can adjust my thoughts to reflect a growth mindset when meeting a goal or experiencing challenges in my life

1B-1 I can reflect on how the challenges I face and the attitudes I hold can influence my interests, my collective identity with my culture, and my ability to achieve

1B-2 I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets) and identify how they influence aspirations

1B-3 I can recognize my own perspectives, values, and assets, as well as understanding the values that are part of my own culture and the benefits these values bring to my community

1C-1 I can reflect on unanticipated outcomes and develop new strategies and adaptive approaches that lead toward meeting my goals

1C-2 I can identify safe and constructive school and community resources to help meet my needs

1C-3 I can demonstrate the ability to reach out and access the right level of assistance to match my needs

2A-1 I can stop and think about consequences before acting, even when strong feelings and emotions are triggered

**Skills and Concepts**

Skills and Concepts		1A-1	1A-2	1A-3	1A-4	1B-1	1B-2	1B-3	1C-1	1C-2	1C-3	2A-1
Mindsets & Goals	Recognize that social challenges are common and get better in time				✓	✓	✓			✓		✓
	Understand that the brain can grow and change				✓	✓	✓	✓				
	Set personal goals and create plans to achieve them				✓	✓	✓	✓	✓			
	Determine how to adjust and persist after making a mistake				✓	✓	✓	✓	✓			
	Apply personal strengths to develop an interest or get better at something new				✓	✓	✓	✓	✓			
Recognizing Bullying & Harassment	Recognize common types of bullying and harassment											
	Understand the negative impacts of bullying and harassment											
	Determine the best upstander strategy for a situation											
	Understand students' responsibility to create a positive school climate											
	Recognize how social and environmental factors contribute to bullying and harassment in their school					✓						
	Prepare to take action to disrupt factors that contribute to bullying and harassment at school									✓	✓	
Thoughts, Emotions & Decisions	Understand how emotions influence decision-making in positive and negative ways	✓	✓	✓	✓							✓
	Recognize and reframe unhelpful thoughts	✓	✓	✓	✓							✓
	Recognize the signs of stress and anxiety	✓	✓	✓	✓							✓
	Apply stress- and emotion-management strategies	✓	✓	✓	✓					✓	✓	✓
Managing Relationships & Social Conflict	Recognize how conflicts escalate	✓	✓	✓								✓
	Describe the different perspectives of the people involved in a conflict					✓			✓			✓
	Apply the four-step conflict resolution process								✓	✓		✓
	Identify ways to make amends				✓				✓	✓		✓
	Recognize the signs of healthy and unhealthy relationships								✓	✓	✓	✓



**Alignment with  
Second Step®  
Middle School:  
Grades 6-8**

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**Washington State Social-Emotional Learning Standards**

2A-2   I can demonstrate the ability to reflect on the effectiveness of strategies used to manage emotions, thoughts, impulses, transitions, and stress	2A-3   I can demonstrate the ability to respond to classroom and schoolwide rules to self-regulate behavior	2B-1   I can demonstrate the ability to draw on multiple views to inform decision-making and problem-solving approaches	2B-2   I can evaluate solutions in relation to resources, situations, and personal values	3A-1   I can find applicable resources and identify how goals can help me learn and create outcomes that match my values	3A-2   I can identify and plan steps, and garner the resources needed to accomplish a task	3A-3   I can learn and apply strategies that will help me achieve my goals	3A-4   I can prioritize goals by importance, necessity, and relevance for growth and development	3B-1   I can explain my personal responsibility for outcomes that arise from my behavior	3B-2   I can identify how taking personal responsibility and developing cultural humility can help me become a better friend, family member, and community member	3B-3   I can use a range of culturally responsive strategies and resources to solve problems, increase learning potential, and reflect on past strategies	3C-1   I can identify specific human and civil rights and freedoms to which everyone is entitled and can understand how to advocate for myself in healthy ways
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**Skills and Concepts**

Skills and Concepts		2A-2	2A-3	2B-1	2B-2	3A-1	3A-2	3A-3	3A-4	3B-1	3B-2	3B-3	3C-1
Mindsets & Goals	Recognize that social challenges are common and get better in time					✓	✓	✓					
	Understand that the brain can grow and change					✓	✓	✓					
	Set personal goals and create plans to achieve them					✓	✓	✓	✓				
	Determine how to adjust and persist after making a mistake				✓	✓	✓	✓	✓				
	Apply personal strengths to develop an interest or get better at something new				✓	✓	✓	✓	✓				
Recognizing Bullying & Harassment	Recognize common types of bullying and harassment												✓
	Understand the negative impacts of bullying and harassment												✓
	Determine the best upstander strategy for a situation				✓								✓
	Understand students' responsibility to create a positive school climate		✓							✓			✓
	Recognize how social and environmental factors contribute to bullying and harassment in their school			✓									✓
	Prepare to take action to disrupt factors that contribute to bullying and harassment at school			✓	✓								✓
Thoughts, Emotions & Decisions	Understand how emotions influence decision-making in positive and negative ways	✓								✓			
	Recognize and reframe unhelpful thoughts	✓											
	Recognize the signs of stress and anxiety	✓											
	Apply stress- and emotion-management strategies	✓											
Managing Relationships & Social Conflict	Recognize how conflicts escalate	✓		✓	✓					✓	✓		
	Describe the different perspectives of the people involved in a conflict	✓		✓	✓					✓	✓		
	Apply the four-step conflict resolution process	✓		✓	✓					✓	✓		
	Identify ways to make amends	✓		✓	✓					✓	✓		
	Recognize the signs of healthy and unhealthy relationships	✓		✓	✓					✓	✓		





**Alignment with  
Second Step®  
Middle School:  
Grades 6-8**

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**Washington State Social-Emotional Learning Standards**

3C-2   can demonstrate the ability to engage in a positive approach when faced with peer conflict	3C-3   can demonstrate the actions and behaviors of a caring relationship and avoid relationships that may be harmful	3C-4   can demonstrate the ability to present and support a personal point of view in a positive, culturally responsive, and constructive manner	4A-1   can differentiate between the factual and emotional content of what a person communicates	4A-2   can identify the possible reasons for peer responses to situations and can practice perspective-taking	4B-1   can practice and adapt clear strategies for accepting, respecting, and supporting similarities and differences between myself and others	4B-2   can explore ways to use culturally specific practices to enrich my own understanding of the world—e.g., language, greetings, ways of engaging	4B-3   can identify how communication and cultural variables can influence understanding or misunderstanding	4C-1   can recognize and validate that others have and practice different customs	4C-2   can explain how individual, social, and cultural differences have provided a benefit for others	4C-3   can apply strategies to examine biases and the strength of the evidence supporting the arguments and positions of others	5A-1   can practice active and reflective listening skills to better understand linguistic styles, as well as the thoughts and ideas of others
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**Skills and Concepts**

Skills and Concepts		3C-2	3C-3	3C-4	4A-1	4A-2	4B-1	4B-2	4B-3	4C-1	4C-2	4C-3	5A-1
Mindsets & Goals	Recognize that social challenges are common and get better in time												
	Understand that the brain can grow and change												
	Set personal goals and create plans to achieve them												
	Determine how to adjust and persist after making a mistake												
	Apply personal strengths to develop an interest or get better at something new												
Recognizing Bullying & Harassment	Recognize common types of bullying and harassment		✓										
	Understand the negative impacts of bullying and harassment		✓										
	Determine the best upstander strategy for a situation												
	Understand students' responsibility to create a positive school climate												
	Recognize how social and environmental factors contribute to bullying and harassment in their school												
	Prepare to take action to disrupt factors that contribute to bullying and harassment at school												
Thoughts, Emotions & Decisions	Understand how emotions influence decision-making in positive and negative ways												
	Recognize and reframe unhelpful thoughts												
	Recognize the signs of stress and anxiety												
	Apply stress- and emotion-management strategies												
Managing Relationships & Social Conflict	Recognize how conflicts escalate	✓	✓		✓	✓	✓		✓				✓
	Describe the different perspectives of the people involved in a conflict	✓	✓		✓	✓	✓		✓			✓	✓
	Apply the four-step conflict resolution process	✓	✓	✓	✓	✓	✓		✓				✓
	Identify ways to make amends	✓	✓		✓	✓	✓		✓				✓
	Recognize the signs of healthy and unhealthy relationships	✓	✓		✓	✓	✓		✓				✓



**Alignment with  
Second Step®  
Middle School:  
Grades 6-8**

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**Washington State Social-Emotional Learning Standards**

5A-2 | can identify the characteristics of equity and demonstrate respectful behavior and consideration of others

5B-1 | can identify and seek out resources and positive supports that enhance my ability to resolve conflicts

5B-2 | can take the initiative to repair interactions that have not gone well and demonstrate the capacity for active listening to resolve conflicts with a strength-based approach

5B-3 | can listen and respond calmly and constructively while resolving a conflict

5C-1 | can distinguish between a healthy relationship and a risky relationship and identify strategies for resisting negative peer pressure

5C-2 | can practice strategies for engaging in, building, and maintaining relationships with people whose backgrounds and identities are different than my own

5C-3 | can engage in positive activities with peers and demonstrate the ability to nurture constructive friendships

6A-1 | can generate ideas that will enhance or improve how the school and community operate and function

6A-2 | can identify strategies that moderate social bias, vulnerability, and marginalization within the school and community

6A-3 | can contribute to solutions that include diverse and inclusive ideas for school operation

6B-1 | can explore how backgrounds (e.g., race, ethnicity, home life) are similar and different, and how those similarities and differences can influence group dynamics and working together

**Skills and Concepts**

Skills and Concepts		5A-2	5B-1	5B-2	5B-3	5C-1	5C-2	5C-3	6A-1	6A-2	6A-3	6B-1
<b>Mindsets &amp; Goals</b>	Recognize that social challenges are common and get better in time											
	Understand that the brain can grow and change											
	Set personal goals and create plans to achieve them											
	Determine how to adjust and persist after making a mistake											
	Apply personal strengths to develop an interest or get better at something new											
<b>Recognizing Bullying &amp; Harassment</b>	Recognize common types of bullying and harassment										✓	
	Understand the negative impacts of bullying and harassment										✓	
	Determine the best upstander strategy for a situation										✓	
	Understand students' responsibility to create a positive school climate							✓	✓	✓	✓	
	Recognize how social and environmental factors contribute to bullying and harassment in their school							✓	✓	✓	✓	
	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	✓					✓		✓	✓	✓	✓
<b>Thoughts, Emotions &amp; Decisions</b>	Understand how emotions influence decision-making in positive and negative ways											
	Recognize and reframe unhelpful thoughts											
	Recognize the signs of stress and anxiety											
	Apply stress- and emotion-management strategies											
<b>Managing Relationships &amp; Social Conflict</b>	Recognize how conflicts escalate		✓	✓	✓							
	Describe the different perspectives of the people involved in a conflict		✓	✓	✓			✓				
	Apply the four-step conflict resolution process		✓	✓	✓							
	Identify ways to make amends	✓	✓	✓	✓			✓				
	Recognize the signs of healthy and unhealthy relationships		✓			✓	✓	✓				



**Alignment with  
Second Step®  
Middle School:  
Grades 6-8**

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**Washington State Social-Emotional Learning Standards**

6B-2-1 can recognize the benefits of sharing resources and responsibilities and take pride in having a positive effect on others, while maintaining self-awareness of the potential effects of my behavior

6B-3-1 can participate in a group activity with a variety of social groups both in and out of school

6C-1-1 can evaluate my participation in addressing the identified needs and enhancements of my school and local community—e.g., student council, safety patrol, special interest clubs

6C-2-1 can recognize interactions that represent the ethical and civic responsibilities of youth within my school and community

6C-3-1 can actively participate in taking care of the natural environment we live in by using resources responsibly and in sustainable ways

6C-4-1 can understand the role that social media plays in my communication and make healthy decisions about what I communicate on social media and about device attachment

**Skills and Concepts**

Skills and Concepts		6B-2-1	6B-3-1	6C-1-1	6C-2-1	6C-3-1	6C-4-1
<b>Mindsets &amp; Goals</b>	Recognize that social challenges are common and get better in time						
	Understand that the brain can grow and change						
	Set personal goals and create plans to achieve them						
	Determine how to adjust and persist after making a mistake						
	Apply personal strengths to develop an interest or get better at something new						
<b>Recognizing Bullying &amp; Harassment</b>	Recognize common types of bullying and harassment	✓			✓		✓
	Understand the negative impacts of bullying and harassment	✓			✓		
	Determine the best upstander strategy for a situation	✓			✓		
	Understand students' responsibility to create a positive school climate	✓			✓		
	Recognize how social and environmental factors contribute to bullying and harassment in their school	✓			✓		
	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	✓			✓		
<b>Thoughts, Emotions &amp; Decisions</b>	Understand how emotions influence decision-making in positive and negative ways						
	Recognize and reframe unhelpful thoughts						
	Recognize the signs of stress and anxiety						
	Apply stress- and emotion-management strategies						
<b>Managing Relationships &amp; Social Conflict</b>	Recognize how conflicts escalate	✓					✓
	Describe the different perspectives of the people involved in a conflict	✓					✓
	Apply the four-step conflict resolution process	✓					
	Identify ways to make amends	✓					
	Recognize the signs of healthy and unhealthy relationships	✓					