North Carolina Foundations for Early Learning & Development Standards



Alignment with Second Step SEL for Early Learning

												Sec	ond	Step	Key	Cond	cepts	;									
		S	KILLS	FOR L	EARNI	NG				EMP	ATHY									ROBLEM	FR	IENDS	HIP SH	VILLS		XECUTI TION S	
North Carolina Foundations for Early Learning & Development Standards	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify & Under- stand Their Own, 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 / Language Skills	ė	Describe the Problem Think of Multiple Problom to a	Play Fair	Invite Others to Play	Ask to Join In Play	Choose to Have Fun over Getting Their Way		Working Memory	Inhibitory Control
Early Learning	1		1	1	1	1	1	1	1			1	1								1	1		1			
APL-1j Discover things that interest and amaze them and seek to share them with others.																		x									
APL-1k Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).																		x									
APL-11 Show interest in a growing range of topics, ideas, and tasks.																											
APL-2i Ask questions about the people and things around them.											x							x									
APL-2j Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float).	x	x				x	x																		x	x	x
APL-2k Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther).	x					x	x																		х	x	х
APL-3m Engage in dramatic play themes that include interacting with other children, but often are not coordinated.	x	x									x							x							х	x	x
APL-3n Talk to peers and share materials during play.											x							x			x				x	x	x
APL-3o Engage in make-believe play with imaginary objects.	x																								x	x	x
APL-3p Use language to begin and carry on play with others.											x							x			x	x	x		х	x	х
APL-3q Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair).											x							x							x	x	x
APL-4h Offer new ideas about how to do or make things.																		x							x	x	x
APL-4i Add new actions, props, or dress-up items to pretend play.																									х	x	х
APL-4j Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways.																									x	x	x
APL-4k Experiment with language, musical sounds, and movement.																		x							x	x	
APL-5k Express a belief that they can do things that are hard.								x	x									x									
APL-5I Choose to participate in an increasing variety of familiar and new experiences.																		x					x				

APL-5m Accept new challenges when offered.																	
APL-5n Try things they are not sure they can do, while avoiding dangerous risks.																	
APL-6k Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?").			x				x										
APL-61 Purposefully use a variety of strategies to solve different types of problems.											x	x	x				
APL-6m Talk to themselves to work through the steps to solve a problem.		x										x	x				
APL-7h Show increasing independence and purpose when making choices ("I want to go to blocks.").		x															

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APL-7i Express goals or plans and follow through on them ("I'm going to draw my house.").	x					x	x											x								x	x	x
APL-8h Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking).	x					x	x																			x	x	x
APL-8i Remain engaged in more complex activities that they have chosen.	x					x	x																			x	x	x
APL-8j Maintain focus and return to an activity after a break.	x					x	x																			x	x	x
APL-9e Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal				x														x										
in a picture). APL-9f When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).	x					x	x																			x	x	x
APL-9g Keep working to complete tasks, including those that are somewhat difficult.	x					x	x																			x	x	x
ESD-1k Describe self (characteristics that can be seen, things they can do, things they like, possessions).																		x										
ESD-11 Express a sense of belonging to a group (say "There's Kirby from my class," move to stand with own group upon request, "I am a girl.").																		x										
ESD-1m Use own first and last name.																		x										
ESD-1n Choose activities they like and name their favorite activities.																		x										
ESD-2k Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.								x	x																			
ESD-2I Express the belief that they can do many things.																		x										
ESD-2m Try new activities and attempt new challenges.																												
ESD-3m Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval).				x										x	x	x		x										
ESD-3n Show affection for adults they are close to.																												
ESD-30 Given time, form positive relationships with new teachers or caregivers.																												
ESD-3p Show ease and comfort in their interactions with familiar adults.																												
ESD-4k Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).																						x	x	x	x			
ESD-4I Form and maintain friendships with a few other children.																							x	x				
ESD-4m Identify another child as a friend.																												
ESD-4n Approach other children easily, expecting positive interactions.								x	x	x	x							x										
ESD-4o Show ease and comfort in their interactions with familiar children.								x	x	x	x							х										
ESD-5k Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.											x															x	x	x
ESD-5I Often make requests clearly and effectively.				x														x										

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ESD-5m Show awareness that their actions affect others (move carefully around classmate's block structure).								x	x	x		x																
ESD-5n Wait for a short time to get what they want (a turn with a toy, a snack).																												x
ESD-50 Work to resolve conflicts effectively, with guidance and support.																			x	x	x							
ESD-5p Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures. ESD-61 Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love)								x x	x x	x		x		x	x													
with their face, body, vocal sounds, and words ESD-6m Use a variety of words or signs to express and manage feelings more clearly.								x	x					x	x	x	x											
ESD-6n Describe reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!").														x	x													
ESD-7j Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).								x	x	x	x	x	x															
ESD-7k Communicate concern for others (share a toy with someone who doesn't have one; ask, "Are you OK?").								x	x	x	x	x	x															
ESD-71 Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).								x	x	x	x	x	x															
ESD-7m Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't.").								x	x	x																		
APL-1m Discover things that interest and amaze them and seek to share them with others.								x	x									x										
APL-1n Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).								x	x									x										
APL-10 Show interest in a growing range of topics, ideas, and tasks.								x	x									x										
APL-1p Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills).								x	x									x										
APL-21 Ask questions to find out more about the things that interest them, including questions about future events.																		x										
APL-2m Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new).																										x	x	x
APL-2n Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining).																										x	x	x
APL-3r Develop and sustain more complex pretend play themes in cooperation with peers.								x	x	x	x							x								x	x	x
APL-3s Use more complex and varied language to share ideas and influence others during play. APL-3t Choose to use new																		x										
knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed nicture).																										x	x	x
APL-3u Demonstrate their cultural values and "rules" through play (tells another child, "That's not what mommies do.").																		x										
APL-41 Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them.																												
APL-4m Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles.																		x								x	x	x
APL-4n Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas.																										x	x	x

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APL-40 Make up stories, songs, or dances for fun during play.																												
APL-50 Express a belief that they can do things that are hard.								x	x																			
APL-5p Approach new experiences independently.																												
APL-5q Ask to participate in new experiences that they have observed or heard about.																		x										
APL-5r Independently seek new challenges.																												
APL-6n Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?").				x							x																	
APL-60 Describe the steps they will use to solve a problem.																				x	x							
APL-6p Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it.																				x	x							
APL-6q Explain how they solved a problem to another person.																		x										
APL-7j Show increasing independence and purpose when making choices ("I'm going to the block area to make a track for my race car.").																												
APL-7k Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message).	x					x	x																			х	x	x
APL-7I Set simple goals that extend over time, make plans and follow through ("Let's make a rocket ship. We need blocks.").	x					x	x																			х	x	x
APL-8k Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape).	x				x	x	x																			x	x	x
APL-81 Consistently remain engaged in self-directed activities.	x				x	x	x																			х	x	x
APL-9h Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf, ask a friend for help in naming an unfamiliar animal in a picture).				x							x							x										
APL-9i When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).	x					x	x																			х	x	x
APL-9j Plan and follow through on longer-term tasks (planting a seed and caring for the plant).	x					x	x																			х	x	x
APL-9k Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later).	x					x	x																			х	x	
ESD-10 Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall.").																		x										
ESD-1p Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group).										x																		
ESD-1q Choose to spend more time on preferred activities, and express awareness of skills they are developing.																		x										
ESD-2n Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.								x	x									x										
ESD-20 Express the belief that they can do many things.								x	x									x										
ESD-2p Stick with tasks even when they are challenging.	x				x	x	x																			x	x	x
ESD-2q Express opinions about their abilities in different areas ("I'm a good friend." I can run fast." "I know all my letters!").																		x										

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Early Learning ESD-3q Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval).		x											x	x	x											
ESD-3r Form positive relationships with new teachers or caregivers over time.																										
ESD-3s Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something).																										
ESD-4p Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).																					x	x	x	x		
ESD-4q Form and maintain friendships with other children of diverse cultural backgrounds and abilities.									x	x	x										x	x	x	x		
ESD-4r Seek and give support with children they identify as friends.									x	x	x	x														
ESD-4s Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together).																	x				x			x		
ESD-4t Play and interact cooperatively with other children (work on project together, exchange ideas).																					x	x	x	x		
ESD-5q Follow social rules, transitions, and routines that have been explained to them.				x																						
ESD-5r Make requests clearly and effectively most of the time.			x																							
ESD-5s Balance their own needs with those of others in the group.									x																	
ESD-5t Anticipate consequences and plan ways to solve problems effectively, with guidance and support.																			x	x						
ESD-5u Use a variety of strategies to solve problems and conflicts with increasing independence.																		x	x	x						
ESD-5v Express respect and caring for all people, including people with disabilities and those from different cultures.									x	x	x	x														
ESD-60 Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words							x	x					x	x												
ESD-6p Independently manage and express feelings effectively most of the time.							x	x					x	x	x	x	x									
ESD-6q Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip.").							x	x					x	x			x									
ESD-6r Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did.").							x	x					x	x			x									
ESD-6s Use problem-solving strategies when feeling angry or frustrated.							x	x					x	x				x	x	x						
ESD-7n Communicate understanding and empathy for others' feelings.							x	x	x	x	x															
ESD-70 Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled.").							x	x	x																	
ESD-7p Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others).							x	x	x	x	x										x			x		