



ALIGNMENT CHART

Pennsylvania Learning Standards for Early Childhood

■ Second Step® Early Learning

About Second Step® Early Learning

Second Step Early Learning teaches preschool-aged children core social-emotional and self-regulation skills, including executive-function skills, skills for learning, empathy, emotion management, problem-solving, friendship skills, and transitioning to Kindergarten. Registered users have access to a dedicated website, SecondStep.org, which provides staff-training materials and additional program information and resources, such as Weekly Plan Templates, book lists, and video examples of Weekly Theme Activities. In addition, all child and family materials in the program are available for download in Spanish at no extra cost.

How the Program Meets Pennsylvania Learning Standards

The following tables indicate which specific Second Step Early Learning lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the Pennsylvania Learning Standards for Early Childhood. Boxes are checked to indicate that the program meets a given Pennsylvania learning standard when:

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



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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

Domain/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									
Constructing and Gathering Knowledge	AL.1 I.A Use the senses as a primary means to explore and learn from the environment.	✓	✓						✓			✓				✓										✓			✓									
	AL.1 Y.T.A Show interest in various environmental stimuli.	✓	✓		✓																	✓	✓						✓									
	AL.1 O.T.A Explore characteristics of and ask questions about objects, people, activities, and environments.				✓																✓	✓	✓	✓														
	AL.1 I.B Explore in the comfort of a familiar surrounding or adult.																																					
	AL.1 Y.T.B Explore the environment in close proximity to and in the constant sight of familiar adult.																																					
	AL.1 O.T.B Explore the environment independently, seeking occasional approval from adults.																																					
	AL.1 I.C Engage in parallel play.																																					
	AL.1 Y.T.C Engage in associative play.																					✓	✓	✓	✓													
	AL.1 O.T.C Engage with others in simple cooperative play.																					✓	✓	✓	✓													
Organizing and Understanding Information	AL.2 I.A Interact with others, objects, or activities for short periods of time.	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	AL.2 Y.T.A Engage with others, focus attention, and participate in activities for longer periods of time.	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	AL.2 O.T.A Focus attention and participate in task-oriented activities.	✓	✓	✓	✓	✓	✓	✓																								✓	✓	✓				
	AL.2 I.B Anticipate next step of a familiar routine or activity.			✓		✓	✓																															
	AL.2 Y.T.B Know the sequence of familiar routines.			✓		✓	✓																															
	AL.2 O.T.B Identify and complete the sequence of familiar routines and tasks.			✓		✓	✓																															
	AL.2 I.C Engage with an object in more than one way.																																					
	AL.2 Y.T.C Attempt to accomplish challenging tasks.	✓	✓	✓	✓	✓	✓	✓																														
	AL.2 O.T.C Attempt to accomplish challenging tasks by employing familiar strategies.	✓	✓	✓	✓	✓	✓	✓																														
	AL.2 Y.T.D Recognize simple patterns in the environment.																																					
AL.2 O.T.D Recognize and create simple patterns.																																						



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Approaches to Learning Through Play	Organizing and Understanding Information	AL.2 I.E Recognize and respond to familiar adults and routines.	✓	✓	✓		✓	✓	✓																					
		AL.2 Y.T.E Recall information from previous experiences.	✓				✓	✓	✓	✓																			✓	
		AL.2 O.T.E Retain and recall information from previous experiences.	✓				✓	✓	✓	✓																			✓	
	Applying Knowledge	AL.3 I.A/B Respond to music, art, and stories.																												
		AL.3 Y.T.A/B Express self through simple actions, gestures, and words.				✓			✓	✓				✓	✓	✓	✓	✓	✓		✓	✓			✓					
		AL.3 O.T.A/B Construct music, art, and stories as a means of self-expression.																												
		AL.3 I.C Use a variety of materials to create.																												
		AL.3 Y.T.C Use a variety of materials to represent familiar objects.																												
	Learning Through Experience	AL.4 I.A Demonstrate comfort in routines, objects, and materials that reflect home experiences.																												
		AL.4 Y.T.A Relay experience from one setting to another.	✓				✓	✓	✓	✓															✓	✓	✓	✓	✓	
		AL.4 O.T.A Notice similarities and differences between settings.								✓																				
		AL.4 I.B Use comfort of familiar experiences to explore new activities and experiences.			✓		✓																							
		AL.4 Y.T.B Repeat familiar activity to gain comfort and confidence.			✓		✓																					✓	✓	✓
		AL.4 O.T.B Approach new experiences with confidence.			✓	✓																								
		AL.4 I.C Play with a variety of objects to determine similar and different outcomes.																												
AL.4 Y.T.C Solve simple problems independently.																								✓	✓	✓				
AL.4 O.T.C Attempt problem-solving activities to achieve a positive outcome.																							✓	✓	✓					



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Domain/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 and Emotional Development	Self-Awareness and Self-Management	16.1 I.A Demonstrate an emotional response to the environment.												✓	✓			✓	✓	✓					✓											
		16.1 Y.T.A Demonstrate an emotional response in reaction to an experience.													✓	✓			✓	✓	✓					✓										
		16.1 O.T.A Make connections between emotions and behavior.									✓	✓	✓		✓		✓	✓	✓	✓	✓					✓										
		16.1 I.B Demonstrate preference for specific objects and people.																																		
		16.1 Y.T.B Demonstrate preference for specific objects or activities.				✓																		✓	✓	✓										
		16.1 O.T.B Communicate preference for people, objects, and activities.				✓																		✓	✓	✓										
		16.1 I.C Use comfort of familiar experiences to explore new activities and experiences.																																		
		16.1 Y.T.C Repeat familiar activity to gain comfort and confidence.			✓			✓	✓																											
		16.1 O.T.C Approach new experiences with confidence.			✓	✓																														
		16.1 O.T.D Establish goals independently.																																		
		16.1 I.E Respond to self in mirror.																																		
		16.1 Y.T.E Convey ownership of objects and people.																																		
		16.1 O.T.E Use language that indicates knowledge of self.			✓	✓						✓	✓				✓																			
Establishing and Maintaining Relationships	16.2 I.A Show affection and bond with familiar adults.																																			
	16.2 Y.T.A Use trusted adult as a secure base from which to explore the environment.				✓																															
	16.2 O.T.A Develop relationships that extend beyond trusted adults.				✓																		✓	✓	✓	✓										
	16.2 I.B Notice differences in others.												✓	✓																						
	16.2 Y.T.B Recognize similarities and differences between self and others.												✓	✓																						
16.2 O.T.B Communicate about similarities and differences between self and others.												✓	✓																							



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Domain/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 and Emotional Development	Establishing and Maintaining Relationships	16.2 I.C Use sounds and gestures as a form of reciprocal communication.																														
		16.2 Y.T.C Use sounds, gestures, and words as a form of reciprocal communication.				✓									✓						✓		✓	✓			✓					
		16.2 O.T.C Engage in reciprocal conversations and interactions with peers and adults.				✓									✓						✓		✓	✓			✓					
		16.2 I.Y.D Express emotion relating to a conflict.																							✓		✓					
		16.2 O.T.D Communicate about a conflict and seek help to solve.																							✓		✓					
		16.2 I.E Indicate needs through vocalizations and body movements.				✓																				✓		✓				
		16.2 Y.T.E Communicate needs.				✓																				✓		✓				
		16.2 O.T.E Ask for help when needed.				✓											✓															
	Decision-Making and Responsible Behavior	16.3 I.A Demonstrate preference for specific objects and people.																														
		16.3 Y.T.A Make simple choices.				✓																										
		16.3 O.T.A Recognize the consequences of choices.																							✓			✓				
		16.3 I.B Respond to adult guidance about behavior.	✓	✓			✓	✓	✓																				✓	✓	✓	
		16.3 Y.T.B Demonstrate basic understanding of rules.	✓	✓			✓	✓	✓														✓						✓	✓	✓	
		16.3 O.T.B Follow basic rules.	✓	✓			✓	✓	✓														✓						✓	✓	✓	
16.3 I.C React to others' expressions of emotion.														✓	✓																	
16.3 Y.T.C Engage in empathy and compassion in some situations.													✓	✓								✓										
16.3 O.T.C Demonstrate empathy and compassion for others.													✓	✓								✓										



Pre-Kindergarten

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Domain/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		
Approaches to Learning Through Play	Constructing and Gathering Knowledge	AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.				✓															✓	✓	✓	✓							
		AL.1 PK.B Demonstrate a willingness to participate in new and challenging experiences.	✓	✓	✓	✓	✓	✓	✓																						
		AL.1 PK.C Engage in complex play sequences with two or more children.																				✓	✓	✓	✓						
	Organizing and Understanding Information	AL.2 PK.A Work toward completing a task, even if challenging, and despite interruptions.	✓	✓	✓	✓	✓	✓	✓																						
		AL.2 PK.B Independently break simple tasks into steps and complete them one at a time.			✓		✓																								
		AL.2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.	✓	✓	✓	✓	✓	✓	✓																						
		AL.2 PK.D Recognize and extend simple patterns.																													
	Applying Knowledge	AL.2 PK.E Retain and recall information presented over a short period of time.			✓		✓																							✓	
		AL.3 PK.A Use music, art, and/or stories to express ideas, thoughts, and feelings.				✓				✓	✓					✓	✓		✓												
		AL.3 PK.B Produce and explain the purpose for a new creation.																													
	Learning Through Experience	AL.3 PK.C Use materials and objects to represent new concepts.																													
		AL.4 PK.A Relate knowledge learned from one experience to a similar experience in a new setting.	✓				✓	✓	✓																		✓	✓	✓	✓	✓
AL.4 PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.																															
AL.4 PK.C Attempt problem-solving activities to achieve a positive outcome.																								✓	✓	✓					



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Social and Emotional Development	Self-Awareness and Self-Management	16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.				✓			✓	✓	✓				✓	✓	✓	✓	✓					✓							
		16.1 PK.B Recognize that everyone has personal traits that guide behavior and choices.																													
		16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.																													
	Establishing and Maintaining Relationships	16.1 PK.D Establish goals independently and recognize their influence on choices.																													
		16.2 PK.A Interact with peers and adults in a socially acceptable manner.	✓	✓		✓	✓	✓	✓				✓	✓	✓	✓						✓	✓	✓	✓	✓	✓	✓			
		16.2 PK.B Identify similarities and differences between self and others.										✓	✓																		
		16.2 PK.C Engage in reciprocal communication with adults and peers.				✓									✓						✓		✓	✓			✓				
		16.2 PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.																								✓	✓	✓			
	Decision-Making and Responsible Behavior	16.2 PK.E Ask for and accept offers of help when needed or appropriate.				✓										✓															
16.3 PK.A Interpret the consequences of choices.																								✓			✓				
16.3 PK.B Recognize there are socially acceptable ways to behave in different places.		✓	✓			✓	✓	✓										✓	✓		✓			✓	✓						
	16.3 PK.C Actively engage in assisting others when appropriate.											✓	✓								✓										