



ALIGNMENT CHART

Texas Prekindergarten Guidelines

■ **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 skills, 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 Texas Prekindergarten Guidelines

The following tables indicate which specific Second Step lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the Texas Prekindergarten Guidelines. Boxes are checked to indicate that the Second Step Early Learning Program meets a given Texas guideline 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.



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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

Strand	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	
Self-Concept	PreK.I.A.1.48: Child is building competence in controlling own body movements (such as balancing, sitting still, starting and stopping in response to requests).																													
	PreK.I.A.2.48: Child can identify own physical characteristics and indicate some likes and dislikes when prompted.				✓				✓	✓					✓	✓														
	PreK.I.A.3.48: Child may overestimate or underestimate own abilities.																													
	PreK.I.A.4.48: Child shows initiative in trying new activities but may not persist in solving problems.	✓		✓				✓	✓																					
	PreK.I.A.1.PK: Child is aware of where own body is in space and respects personal boundaries.																													
	PreK.I.A.2.PK: Child shows self-awareness and can express pride in age-appropriate abilities and skills.			✓	✓					✓						✓	✓	✓	✓	✓				✓	✓					✓
Self-Regulation	PreK.I.A.3.PK: Child shows reasonable opinion of his own abilities and limitations.			✓	✓								✓	✓								✓	✓				✓			
	PreK.I.A.4.PK: Child shows initiative in independent situations and persists in attempting to solve problems.			✓	✓	✓	✓	✓																✓	✓	✓				
	PreK.I.B.1.a.48: Child follows simple rules and routines when assisted by adults.	✓	✓	✓		✓	✓	✓	✓	✓											✓				✓	✓	✓			
	PreK.I.B.1.b.48: Child is able to manage a small number of materials with support.																													
	PreK.I.B.1.c.48: Child needs adult guidance to help manage her behavior.				✓	✓	✓	✓								✓														
	PreK.I.B.1.a.PK: Child follows classroom rules and routines with occasional reminders from teacher.	✓	✓	✓		✓	✓	✓	✓	✓											✓				✓	✓	✓			
	PreK.I.B.1.b.PK: Child takes care of and manages classroom materials.																													
	PreK.I.B.1.c.PK: Child regulates his own behavior with occasional reminders or assistance from teacher.	✓		✓		✓	✓	✓					✓					✓	✓	✓				✓	✓	✓	✓			
	PreK.I.B.2.a.48: Child recognizes and expresses a range of emotions/feelings.	✓								✓	✓	✓				✓				✓				✓	✓	✓				
	PreK.I.B.2.b.48: Child becomes familiar with basic feeling words (happy, sad, mad, scared).	✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
PreK.I.B.2.c.48: Child needs adult assistance to modulate level of emotional intensity.															✓															



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Self-Regulation	PreK.I.B.2.a.PK: Child begins to understand difference and connection between emotions/feelings and behaviors.								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓						
	PreK.I.B.2.b.PK: Child can communicate basic emotions/feelings.													✓	✓		✓	✓	✓					✓	✓						
	PreK.I.B.2.c.PK: Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.															✓	✓	✓	✓	✓					✓						
	PreK.I.B.3.a.48: Child focuses attention on one task at a time but may not stay with it to completion.	✓	✓					✓	✓																				✓		
	PreK.I.B.3.b.48: Child sits and listens to stories and/or participates in large group activities for up to 10–15 minutes at a time.	✓	✓	✓	✓	✓	✓	✓	✓																				✓	✓	✓
	PreK.I.B.3.a.PK: Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	✓	✓					✓	✓																				✓		
PreK.I.B.3.b.PK: Child remains focused on engaging group activities for up to 20 minutes at a time.	✓	✓	✓	✓	✓	✓	✓	✓																				✓	✓	✓	
Relationships with Others	PreK.I.C.1.48: Child forms positive relationships with teachers.																														
	PreK.I.C.2.48: Child feels comfortable and confident within classroom environment.			✓	✓																		✓	✓	✓						
	PreK.I.C.3.48: Child shows interest in peer play but may be less skilled (or lack confidence) initiating and joining a group.																				✓	✓	✓	✓							
	PreK.I.C.4.48: Child enjoys parallel and associative play with peers.																				✓	✓	✓	✓							
	PreK.I.C.5.48: Child seeks adult help when experiencing conflicts with another child.																														
	PreK.I.C.6.48: Child responds with concern when a child or adult is distressed.													✓	✓																
	PreK.I.C.7.48: Child interacts with playmates and may have preferred friends.																				✓	✓	✓	✓							
	PreK.I.C.1.PK: Child uses effective verbal and non-verbal communication skills to build relationships with teachers/adults.				✓																✓										
	PreK.I.C.2.PK: Child assumes various roles and responsibilities as part of a classroom community.													✓	✓								✓	✓	✓						
	PreK.I.C.3.PK: Child shows competence in initiating social interactions.																					✓	✓	✓	✓						



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Relationships with Others	PreK.I.C.4.PK: Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.																				✓	✓	✓	✓						
	PreK.I.C.5.PK: Child initiates problem-solving strategies and seeks adult help when necessary.																								✓	✓	✓			
	PreK.I.C.6.PK: Child demonstrates empathy and caring for others.												✓	✓																
	PreK.I.C.7.PK: Child interacts with a variety of playmates and may have preferred friends.																					✓	✓	✓	✓					
Social Awareness	PreK.I.D.1.48: Child is interested in other people and their feelings.								✓	✓	✓	✓	✓	✓							✓	✓	✓	✓		✓	✓			
	PreK.I.D.1.PK: Child demonstrates an understanding that others have perspectives and feelings that are different from her own.										✓	✓	✓	✓																