Idaho Early Learning eGuidelines: Social and Emotional Development Standards Alignment with Second Step SEL for Early Learning

IELeG Social and Emotional Development Standard	Second Step Key Concepts																											
	SKILLS FOR LEARNING							EMPATHY						EMOTION MANAGEMENT					PROBLEM SOLVING			FRIENDSHIP SKILLS				EXECUTIVE - FUNCTION SKILLS		
	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify and Understand Own and Others'	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 Down Strong Feelings	Use the Calming-Down Steps	Use Communication / Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Play Fair	Invite Others to Play	Ask to Join In Play	Choose to Have Fun Over Getting Own Way	Use Flexible Attention	Use Working Memory	Use Inhibitory Control
Early Learning																												
PreK.27.1. - In familiar settings, separates, with assistance from significant adults, without undue anxiety (younger child may need extra help).			X					X						X	X	X	X					X	X	X				X
PreK.27.2. - Expresses affection for significant adults.								X	X																			
PreK.27.3. - Approaches adults for assistance and offers to assist adults.				X														X		X	X							
PreK.27.4. - Carries out actions to please adults, at times.								X				X																
PreK.27.5. - Tells feelings about adults (e.g., "I love Grandpa!").								X	X																			
PreK.27.6. - Plays independently, but seeks comfort from familiar adults when distressed.																						X			X			
PreK.27.7. - Asks questions of adults, as needed, to obtain information.				X														X		X	X							
PreK.27.8. - Follows caregiver's guidance for appropriate behavior in different environments.	X	X			X						X															X	X	X
PreK.27.10. - Brings simple problem situations to adult's attention.				X														X		X	X							
PreK.27.11. - Works independently and asks for help only when necessary.																						X			X			
PreK.27.12. - Works cooperatively with an adult to plan and organize activities and solve problems.	X	X			X													X	X	X	X							
PreK.28.1. - Plays beside and interacts with peers.				X	X			X	X	X	X	X						X				X	X	X	X	X	X	X
PreK.28.2. - Sometimes share toys with other children as they play.																						X			X			X
PreK.28.3. - Shows enjoyment in playing with other children.				X	X			X	X	X	X	X						X				X	X	X	X	X	X	X
PreK.28.4. - Engages with other children in play involving a common idea (dramatic play, block building).				X	X			X	X	X	X	X						X				X	X	X	X	X	X	X
PreK.28.5. - Begins to show preference for particular playmate.				X	X			X	X	X	X	X	X					X				X	X	X	X	X	X	X
PreK.28.6. - Tries a variety of strategies to engage a peer.								X				X	X									X	X	X				
PreK.28.7. - Separates willingly from adults to play with friends.			X					X						X	X	X	X					X	X	X				X
PreK.28.8. - Has at least one other friend.																							X	X				
PreK.28.9. - Initiates conversations with other children; asks questions and responds.	X	X					X	X										X										
PreK.28.10. - Makes decisions with other children, with adult prompts as needed (making rules).	X	X			X													X	X	X	X							
PreK.28.11. - Can wait briefly for a turn when playing with other children.			X															X				X	X		X			X
PreK.28.12. - Leads or participates in planning cooperative play with others.				X	X			X	X	X	X	X						X				X	X	X	X	X	X	X

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Early Learning																												
PreK.28.13. - Uses play as a vehicle to build relationships and develops an appreciation for their own ability and accomplishments.				X	X			X	X	X	X	X	X					X				X	X	X	X	X	X	X
PreK.29.1. - Understands the concept of "mine" and "his/hers."																						X						
PreK.29.2. - Approaches other children positively.																		X					X	X				
PreK.29.3. - Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult).		X		X				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X				X
PreK.29.4. - Uses different turn-taking strategies (bartering, trading, and beginning to share).			X															X				X	X					X
PreK.29.5. - Without using physical aggression, negotiates with other children to solve a problem, with some adult assistance.		X		X				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X				X
PreK.29.6. - States a position with reasons (I do not want to play right now because I am tired.).		X		X				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X				X
PreK.29.7. - Seeks out adult when needing help to solve a conflict.				X						X								X		X	X							
PreK.29.8. - Considers the needs or interests of another child and accepts or suggests mutually acceptable solutions.		X		X				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X				X
PreK.30.1. - Asks "why" questions to understand effects of behavior ("If I do this, why does that happen?").				X				X				X		X	X			X										
PreK.30.2. - Asks "what" questions to understand effects of behavior ("What will happen if I do this?").				X				X				X		X	X			X										
PreK.30.3. - Demonstrates understanding of the consequences of own actions on others ("If I share my toy, they will be happy.").				X				X				X		X	X			X										
PreK.30.4. - Recognizes other children's kind behaviors.				X				X				X		X	X			X										
PreK.30.5. - Shows sympathy and/or empathy for physically hurt or emotionally upset child.								X	X	X	X	X	X	X	X			X				X						
PreK.30.7. - Understands the reasons for rules and routines within the group and accepts them.					X																						X	X
PreK.30.8. - Begins to accept the consequences of behavior.				X				X				X		X	X			X										
PreK.30.9. - Logically connects actions and reactions.				X				X				X		X	X			X										
PreK.31.3. - Uses play to explore, practice, and understand social roles.				X	X			X	X	X	X	X						X				X	X	X	X	X	X	X
PreK.31.4. - Joins a group of other children playing, with adult prompts, as needed.				X																				X				
PreK.31.5. - Understands and complies with group rules.					X																						X	X
PreK.32.1. - Notices and shows concern for peers' feelings.				X				X	X	X	X	X	X	X	X	X	X	X										
PreK.32.2. - Continues to observe others' reactions.	X							X	X			X		X	X			X										
PreK.32.3. - Adopts a variety of roles and feelings during pretend play.				X	X			X	X	X	X	X						X				X	X	X	X	X	X	X
PreK.32.4. - Communicates appropriate feelings for characters in stories.				X				X	X	X	X	X	X	X	X	X	X	X										
PreK.32.5. - Considers what is alive, not alive, and dead.								X	X	X	X	X	X	X	X			X				X						

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Early Learning																												
PreK.32.6. - Keenly aware of what is unfair to themselves.								X	X	X	X	X	X	X	X			X				X						
PreK.32.7. - Labels own emotions and, increasingly, the emotions of others.				X				X	X	X	X	X	X	X	X	X	X	X										
PreK.34.1. - Explores objects and materials and interacts with others in a variety of new settings.																										X	X	X
PreK.34.2. - Adjusts behavior in different settings (home, playground).	X	X			X						X															X	X	X
PreK.34.3. - Adjusts to transitions from one activity/setting to the next during the day.																										X	X	X
PreK.35.1. - Compares similarities or differences of others (height, hair color) in his/her circle of contact.												X	X															
PreK.35.2. - Develops awareness, knowledge, and appreciation of own gender and cultural identity.				X				X				X						X										
PreK.35.3. - Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs; with guidance.												X	X															
PreK.35.4. - Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics.												X	X															
PreK.35.5. - Demonstrates an understanding of inclusion or fairness through words and actions.												X	X															
PreK.36.1. - Demonstrates awareness of own abilities, characteristics, and preferences.				X				X				X						X										
PreK.36.2. - Refers to self by first and last name and uses appropriate pronouns (I, me) and not in the third person.				X				X				X						X										
PreK.36.3. - Chooses individual activities (doing puzzles, painting).																						X			X			
PreK.36.4. - Expresses self in different roles during pretend play.				X				X				X						X										
PreK.36.5. - Can express feelings about separating from primary caregiver.			X					X	X					X	X	X	X	X				X	X	X				X
PreK.36.6. - Compares self with others.				X				X				X						X										
PreK.36.7. - Describes self as a person with a mind, a body, and feelings.				X				X				X						X										
PreK.36.8. - Describes family members and begins to understand their relationship to one another.										X	X	X																
PreK.36.9. - Exerts will and preferences.				X				X				X						X										
PreK.37.1. - Expresses delight with mastery of a skill (e.g., "I did it myself!").				X						X	X	X																X
PreK.37.2. - Asks others to view own creations (e.g., "Look at my picture!").				X						X	X	X																X
PreK.37.3. - Demonstrates confidence in own abilities (e.g., "I can climb to the top of the big slide!" A child in leg braces has a big smile when using a walker alone).				X						X	X	X																X
PreK.37.4. - Expresses own ideas and opinions.				X						X	X	X																X
PreK.37.5. - Enjoys the process of creating.				X						X	X	X																X
PreK.37.6. - Demonstrates pride and pleasure when someone reacts to the child's action or creation.				X						X	X	X																X

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Early Learning																												
PreK.37.7. - May argue with caregiver about expectations.			X					X						X	X	X	X					X	X	X				X
PreK.37.8. - Will use private or inner speech to help remember rules and standards for behavior.	X	X	X		X	X	X																					X
PreK.37.9. - Shows less negativism and complies most of the time.				X						X	X	X																X
PreK.37.10. - Is more likely to experience guilt after hitting other children, breaking toys, or making a parent sad.				X						X	X	X																X
PreK.37.11. - May show a few signs of feelings associated with actions.				X				X				X		X	X			X										
PreK.37.12. - Shows some self-criticism, shame, and guilt upon not succeeding or making a mistake.				X				X				X						X										
PreK.37.13. - Is more consistent in sharing and view it as an obligation.			X															X				X	X					X
PreK.38.1. - Expresses strong emotions constructively, at times and with assistance.								X	X					X	X	X		X										
PreK.38.2. - Expresses ownership of feelings and desires to control self, with assistance.				X				X	X	X	X	X	X	X	X	X	X	X										
PreK.38.3. - Calms self after having strong emotions, with guidance (goes to quiet area or requests favorite book to be read when upset).														X	X	X	X		X									
PreK.38.4. - Sometimes waits for turn and shows patience during group activities.			X															X				X	X					X
PreK.38.5. - Sticks with difficult tasks without becoming overly frustrated.	X		X				X																			X	X	X
PreK.38.6. - Participates easily in routine activities (meal time, snack time, bedtime).	X	X	X		X	X	X																					X
PreK.38.7. - Follows simple rules without reminders (handles toys with care).					X																						X	X
PreK.38.8. - Demonstrates increasing ability to use materials purposefully, safely, and respectfully.	X	X	X		X	X	X																					X
PreK.38.9. - Adapts to changes in daily schedule.	X		X				X																			X	X	X
PreK.38.10. - Predicts what comes next in the day, when there is an established and consistent schedule.	X	X	X		X	X	X																					X
PreK.38.11. - Names and talks about own emotions.				X				X	X	X	X	X	X	X	X	X	X	X										
PreK.38.12. - Uses pretend play to understand and respond to emotions.				X				X	X	X	X	X	X	X	X	X	X	X										
PreK.38.13. - Associates emotions with words, and facial and body expressions.	X							X	X			X		X	X			X										
PreK.38.14. - Uses drawing, painting, and clay to express emotions.	X							X	X			X		X	X			X										

Idaho Early Learning eGuidelines: Social and Emotional Development Standards Alignment with Second Step SEL for Kindergarten

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Kindergarten																												
K.27.1. - Shows confidence and positive feelings about relationships with significant adults in addition to primary caregivers (teachers, next door neighbors, custodian, bus driver)	X	X	X	X	X	X	X			X		X		X	X	X	X	X	X	X	X	X	X	X			X
K.27.2. - Plays independently, but seeks comfort from adults when distressed.								X			X							X									
K.27.3. - Uses words to express needs and negotiates with adults.	X	X	X	X	X	X	X			X		X		X	X	X	X	X	X	X	X	X	X	X			X
K.27.4. - Seeks adult assistance to resolve conflict or safety concerns.			X	X																X			X				
K.27.5. - Asks questions and checks with an adult before deviating from rules and routines.	X		X	X	X	X	X											X						X	X	X	X
K.27.6. - Confides in at least one adult.	X	X	X	X	X	X	X			X		X		X	X	X	X	X	X	X	X	X	X	X			X
K.27.7. - Demonstrates knowledge of culturally-specific communication styles and their appropriate uses.								X		X	X	X															
K.28.1. - Gives social support to others (offers to help a peer who cannot find his/her toy).		X						X	X	X	X	X	X											X			
K.28.2. - Has friends in different settings (neighborhood, school, extended family).											X	X												X			
K.28.3. - Maintains ongoing friendship with at least one peer.											X	X												X			
K.28.4. - Carries on conversations with peers.	X	X					X				X							X						X			
K.28.5. - Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play.	X	X			X			X			X	X						X						X	X	X	X
K.28.6. - Completes simple projects with other children.	X	X	X	X	X	X	X			X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
K.28.7. - Sets goals with other children for play and projects.	X	X		X	X	X	X											X									
K.29.1. - Attempts to settle disputes or solve problems with another child through negotiation, addressing own rights and other child's needs; with assistance (e.g., "I'll use the paste, and then give it to you")	X	X		X						X	X	X							X	X	X	X	X	X			
K.29.2. - Acknowledges that play includes issues of fairness, rules, intentions, or motives.																								X			
K.29.3. - Verbally asserts needs when disagreeing with friends, without aggression.	X	X		X				X	X	X	X	X	X					X	X	X	X	X	X	X			X
K.29.4. - Offers solutions and is open to suggestions when solving problems with others (e.g., "You can have it now, if I can have it later.").		X		X															X	X	X	X	X				
K.30.1. - Describes how own actions make others feel and behave.	X	X						X	X	X	X	X	X	X	X	X	X	X	X					X	X		X
K.30.2. - Cooperates with peers to complete a project or games, with little conflict.	X	X	X	X	X	X	X			X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
K.30.3. - Engages in empathetic, caring behavior so others respond positively.	X	X		X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
K.30.4. - Explains own response to others' actions and feelings (e.g., "I gave her a hug, because she was sad").	X	X						X	X	X	X	X	X	X	X	X	X	X							X	X	X
K.30.5. - Engages in and can maintain conversations.	X	X			X			X			X	X						X						X	X	X	X
K.30.6. - Differentiates interactions with family members, acquaintances, and friends depending on the settings and circumstances.	X	X			X			X			X	X						X						X	X	X	X
K.31.1. - Follows simple rules of participation in group activities.	X	X	X	X	X	X	X	X		X	X	X						X	X	X	X	X	X	X	X	X	X
K.31.2. - Participates cooperatively in large and small group activities (sometimes a leader and sometimes a follower).	X	X	X	X	X	X	X	X		X	X	X						X	X	X	X	X	X	X	X	X	X
K.31.3. - Willing to join in the middle of an ongoing group activity with friends.				X																				X	X		

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K.31.4. - Invents and sets up activities that include more than one child.				X							X	X												X				
K.31.5. - Sometimes part of the audience; sometimes active participants in group events.	X	X	X	X	X	X	X	X		X	X	X						X	X	X	X	X	X	X	X	X	X	
K.32.1. - Communicates others' feelings.								X	X	X	X	X		X	X													
K.32.2. - Comforts family members or friends who are not feeling well or are upset.	X	X						X	X	X	X	X	X															
K.32.3. - Expresses excitement about special events and accomplishments of others within cultural context and expectations.				X				X	X	X	X	X	X	X	X			X						X				
K.32.4. - Volunteers to assist and comforts peer by using words and actions.		X						X	X	X	X	X	X											X				
K.32.5. - Adjusts plans in consideration of others' wants and needs, at times.		X						X	X	X	X	X	X											X				
K.32.6. - Treats the earth and living things with respect.	X	X		X				X	X	X	X	X	X						X	X	X	X	X	X				
K.32.7. - Has a growing sense of what is fair and unfair for self and others.	X	X		X				X	X	X	X	X	X						X	X	X	X	X	X				
K.33.1. - Uses more wordplay, rhymes, magic tricks, and jokes.				X								X																
K.33.2. - Begins to tell riddles and jokes with a format (e.g., "knock-knock" jokes).				X								X																
K.33.3. - Participates in social interaction with humorous situations (silly pretend play).				X								X																
K.33.4. - Uses deliberate, humorously provocative actions.				X								X																
K.33.5. - Uses physical humor (jumping, silly walks).				X								X																
K.33.6. - Uses humor for leadership and group acceptance.				X								X																
K.33.7. - Likes gag jokes and toys (plastic poop or vomit).				X								X																
K.33.8. - Likes stories with funny characters, expressions, outcomes.				X								X																
K.33.9. - May use humor to initiate interaction with a trusted adult.				X								X																
K.33.10. - Uses humor with peers to initiate or extend social interactions.				X								X																
K.34.1. - Expresses anticipation of special events in different settings.	X	X	X		X	X																			X	X	X	
K.34.2. - Accommodates a variety of settings throughout the day.	X	X	X		X	X																			X	X	X	
K.34.3. - Anticipates diverse settings and what will be needed in them, with assistance (e.g., "We're going to the park, so I'll bring a ball," or, "We're going to the lake, so I'll need my swimsuit")	X	X	X		X	X	X																		X	X	X	
K.35.1. - Shows concern about personal fairness within a peer group (e.g., "Everyone else gets a turn," or, "That's not fair").																				X				X				
K.35.2. - Recognizes others' abilities in certain areas (e.g., "Jamie sings really well," or "Marie is a fast runner").								X		X	X	X																
K.35.3. - Names and accepts differences and similarities in preferences (food preferences or favorite play activities).								X		X	X	X																
K.35.4. - Notices that other children might use different words for the same object (mother is said differently in different languages).								X		X	X	X																
K.35.5. - Begins to examine a situation from others' perspective.								X		X	X	X																
K.35.6. - Defends own right and others' rights to fair treatment.								X		X	X	X																
K.36.1. - Takes pride in responsibilities and follows through on them (help with chores).	X	X	X	X	X	X	X	X		X		X						X						X	X	X	X	

IELeG Social and Emotional Development Standard	Second Step Key Concepts																										
	SKILLS FOR LEARNING							EMPATHY						EMOTION MANAGEMENT					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 Own and Others'	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 Ways to Calm Down	Use Communication / Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Pick the Best Solution to a Problem		Use Friendship Skills	Use Flexible Attention	Use Working Memory	Use Inhibitory Control
Kindergarten																											
K.36.2. - Begins to show self-direction in actions.	X	X	X	X	X	X	X	X		X		X						X						X	X	X	X
K.36.3. - Differentiates preferences for self and others (e.g., "I like to play with blocks," or "She likes to play with trucks").	X	X	X	X	X	X	X	X		X		X						X						X	X	X	X
K.36.4. - Verbalizes own individual abilities.	X	X	X	X	X	X	X	X		X		X						X						X	X	X	X
K.36.5. - Identifies roles within family, school, and community.	X	X	X	X	X	X	X	X		X		X						X						X	X	X	X
K.36.6. - Asks for help, as needed.			X	X																X			X				
K.37.1. - Takes on new tasks and improves skills with practice (wheeling self in wheelchair).	X	X	X	X	X	X	X																		X	X	X
K.37.2. - Initiates actions or activities with peers.				X																				X	X		
K.37.3. - Views self as capable of starting and completing a task.	X	X	X	X	X	X	X																		X	X	X
K.37.4. - Expresses delight over a successful project and wants others to like it too.	X	X	X	X	X	X	X																		X	X	X
K.37.5. - Persists with tasks until finished.					X	X	X																		X	X	X
K.37.6. - Participates in community service projects.										X		X	X														
K.38.1. - Expresses self in safe and appropriate ways (expresses anger or sadness without fights).				X				X	X					X	X	X	X	X	X								X
K.38.2. - Shows ability to control destructive impulses, with guidance.								X	X					X	X	X	X	X	X								X
K.38.3. - Seeks peaceful resolution to conflict.	X	X		X						X	X	X							X	X	X	X	X	X			
K.38.4. - Stops and listens to instructions before jumping into activity, with guidance.	X	X	X		X	X	X	X	X					X	X			X							X		X
K.38.5. - Participates in own care routines when there is a special health care need.	X	X	X		X	X	X	X	X					X	X			X							X		X
K.38.6. - Follows rules in different settings (lowers voice when entering library).	X		X	X	X	X	X											X						X	X	X	X
K.38.7. - Applies rules in new but similar situations.	X		X	X	X	X	X											X						X	X	X	X
K.38.8. - Explains simple family or classroom rules to others.	X		X	X	X	X	X											X						X	X	X	X
K.38.9. - Expresses feelings through play.				X				X	X	X	X	X	X	X	X			X						X			
K.38.10. - Shares own excitement with peers, caregivers, and adults.				X				X	X	X	X	X	X	X	X			X						X			
K.38.11. - Acknowledges sadness about loss (changes in caregiver, divorce, or death).	X	X						X	X	X	X	X	X	X	X	X	X	X							X	X	X
K.38.12. - Does not inhibit emotional expression (cries when feeling sad).								X	X					X	X	X	X	X	X								X
K.38.13. - Names some types/levels of emotion (frustrated, angry).	X	X						X	X	X	X	X	X	X	X	X	X	X							X	X	X

Idaho Early Learning eGuidelines: Social and Emotional Development Standards Alignment with Second Step SEL for Grades 1-3

IELeG Social and Emotional Development Standard	Second Step Key Concepts																										
	SKILLS FOR LEARNING							EMPATHY						EMOTION MANAGEMENT					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 Own and Others'	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 Ways to Calm Down	Communication / Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Pick the Best Solution to a Problem	Use Friendship Skills	Use Flexible Attention	Use Working Memory	Use Inhibitory Control
Grades 1-3																											
1-3.27.1. - Attends to facial cues, tone of voice, and uses situational and past experiences to determine how to interact with or ask assistance from adults.	X	X						X	X	X	X	X	X	X	X	X	X	X							X	X	X
1-3.27.2. - Seeks help, when needed, before attempting a new task.			X	X																X			X				
1-3.27.3. - Becomes responsible and independent to get needs met.	X	X	X	X	X	X	X			X		X		X	X	X	X	X	X	X	X	X	X	X			X
1-3.27.4. - Distinguishes ability, effort, and luck in attributions for success and failure.	X	X	X	X	X	X	X			X		X		X	X	X	X	X	X	X	X	X	X	X			X
1-3.27.5. - Can wait for adult's attention.	X	X	X	X	X	X	X			X		X		X	X	X	X	X	X	X	X	X	X	X			X
1-3.27.6. - Sees teachers and adults outside of family as trusted resources.	X	X	X	X	X	X	X			X		X		X	X	X	X	X	X	X	X	X	X	X			X
1-3.27.7. - May deliberately seek adult approval.	X	X	X	X	X	X	X			X		X		X	X	X	X	X	X	X	X	X	X	X			X
1-3.27.8. - Seeks adults for arbitration.	X	X	X	X	X	X	X			X		X		X	X	X	X	X	X	X	X	X	X	X			X
1-3.27.9. - Evaluates own achievements against peers and perceived teacher's expectations.	X	X	X	X	X	X	X			X		X		X	X	X	X	X	X	X	X	X	X	X			X
1-3.27.10. - Initiates independent social interactions and responds to negative and positive interactions with adults, by the end of the period.	X	X	X	X	X	X	X			X		X		X	X	X	X	X	X	X	X	X	X	X			X
1-3.28.3. - Develops a strong sense of belonging to a peer group.	X	X	X	X	X	X	X	X		X	X	X						X	X	X	X	X	X	X	X	X	X
1-3.28.4. - Creates a social structure of leaders and followers.	X	X								X	X	X												X			
1-3.28.7. - Understands that acceptance from peers may be related to likability (viewed by peers as a worthy social partner).	X	X								X	X	X												X			
1-3.29.1. - Applies awareness of others' emotions to negotiate conflicts.	X	X		X				X	X	X	X	X	X					X		X	X	X	X	X			X
1-3.29.2. - Uses cues to interpret others' feelings.	X	X						X	X	X	X	X	X	X	X	X	X	X							X	X	X
1-3.29.3. - Understands, anticipates, and considers others' perspectives during negotiations.	X	X		X				X	X	X	X	X	X					X		X	X	X	X	X			X
1-3.29.4. - Uses problem-solving strategies to find solutions to solve disputes.																			X	X	X	X	X				
1-3.29.5. - Tries various strategies before seeking adult help.	X	X		X				X	X	X	X	X	X					X		X	X	X	X	X			X
1-3.29.6. - Uses a wide-ranging vocabulary of negotiation concepts to help solve problems.	X	X		X				X	X	X	X	X	X					X		X	X	X	X	X			X
1-3.30.1. - Internalizes standards of the group; but may still need adult monitoring, modeling, and reinforcement.	X	X	X	X	X	X	X	X		X	X	X						X	X	X	X	X	X	X	X	X	X
1-3.30.2. - Clarifies and creates links between moral rules and social norms.	X	X						X	X	X	X	X	X	X	X	X	X	X	X		X			X	X		X
1-3.30.3. - Interprets behaviors and words of others.	X	X						X	X	X	X	X	X														
1-3.30.4. - Refrains from saying something that might embarrass or hurt others. Learns self regulation within society or smaller groups based on actions and reactions.	X	X						X	X	X	X	X	X	X	X	X	X	X	X					X	X		X
1-3.30.5. - Begins to create rules for games and activities.	X		X	X	X	X	X											X						X	X	X	X
1-3.30.6. - Reads subtle cues quickly and accurately to respond and to modify behavior.	X	X						X	X	X	X	X	X	X	X	X	X	X	X					X	X		X
1-3.31.1. - Follows rules of participation in more complex group activities.	X		X	X	X	X	X											X						X	X	X	X
1-3.31.2. - Participates cooperatively in large and small group activities (sometimes a leader; sometimes a follower).	X	X	X	X	X	X	X	X		X	X	X						X	X	X	X	X	X	X	X	X	X

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Grades 1-3																											
1-3.31.3. - Participates in classroom and group routines (joins other children in group assignments).	X	X	X	X	X	X	X	X		X	X	X						X	X	X	X	X	X	X	X	X	X
1-3.31.4. - Willingly joins in the middle of an ongoing group activity with friends.				X																				X	X		
1-3.31.5. - Invents and sets up activities that include more than one child.				X							X	X												X			
1-3.31.6. - Assigns roles to other children during group play.				X							X	X												X			
1-3.31.7. - Participates in play with informal peer groups during unstructured activities.				X							X	X												X			
1-3.31.8. - Chooses friends and play activities based on skills and interests.				X							X	X												X			
1-3.32.1. - Communicates others' feelings and is developing the ability to understand that others can have more than one emotion at a time.	X	X						X	X	X	X	X	X	X	X	X	X	X							X	X	X
1-3.32.2. - Comforts family members or friends who are not feeling well or are upset.	X	X						X	X	X	X	X	X														
1-3.32.3. - Continues to have difficulty with mixed emotions.																											
1-3.32.4. - Refines decentering skills to take another person's point of view.	X	X		X				X	X	X	X	X	X						X	X	X	X	X	X			
1-3.32.5. - Facilitates cleanup or supports living things with respect.	X	X		X				X	X	X	X	X	X						X	X	X	X	X	X			
1-3.32.6. - Has an increasing sense of justice and fairness; will "stand up" for a friend.	X	X		X				X	X	X	X	X	X						X	X	X	X	X	X			
1-3.32.7. - Can comfort another without guidance.	X	X						X	X	X	X	X	X														
1-3.33.1. - Likes cartoons/jokes and can follow sequences to punch line.				X								X															
1-3.33.2. - Likes riddles and jokes and may memorize some favorites.				X								X															
1-3.33.3. - Likes stories with combinations of wordplay and situations.				X								X															
1-3.33.4. - Shows empathy; is not mean-spirited. Can sometimes self monitor, with support.	X	X		X				X	X	X	X	X	X						X	X	X	X	X	X			
1-3.33.6. - Can use humor as a part of a full range of expression.				X				X	X	X	X	X	X	X	X			X						X			
1-3.33.7. - Starts using humor as a coping mechanism.				X								X		X	X	X	X	X	X								
1-3.33.8. - Works on sense of appropriate timing for jokes.				X								X															
1-3.33.9. - Starts to like practical jokes, sometimes on self.				X								X															
1-3.33.10. - Starts to decenter. Can take another person's point of view about what is funny.				X				X		X	X	X															
1-3.33.11. - Uses humor to demonstrate meaning and understanding.				X								X															
1-3.34.2. - Adjusts to special events in different settings.	X	X	X		X	X																			X	X	X
1-3.34.3. - Recognizes that other people have opinions and sometimes worry about what others are thinking.								X		X	X	X															
1-3.35.1. - Recognizes others' abilities in certain areas and how others' abilities differ from their own abilities.								X		X	X	X															
1-3.35.2. - Names and accepts differences and similarities in preferences (food preferences or favorite play activities).								X		X	X	X															
1-3.35.3. - Notices that other children might use different words for the same object (mother is said differently in different languages).								X		X	X	X															
1-3.35.4. - Examines a situation from others' perspective.								X		X	X	X															

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Grades 1-3																											
1-3.35.5. - Recognizes stereotypes and culturally or linguistically unfair or biased behavior.								X		X	X	X	X														
1-3.36.1. - Shows self-direction in actions.	X	X	X	X	X	X	X	X		X		X						X						X	X	X	X
1-3.36.2. - Shares information about self with others.	X	X	X	X	X	X	X	X		X		X						X						X	X	X	X
1-3.36.3. - Can plan activities and behavior that include doing things alone, with a group, or with the family.	X	X	X	X	X	X	X	X		X		X						X						X	X	X	X
1-3.36.4. - Works independently and interdependently, and shows pleasure in it.	X	X	X	X	X	X	X	X		X		X						X						X	X	X	X
1-3.36.5. - Can take care of most of own dressing, hygiene, and social decision-making.	X	X	X	X	X	X	X	X		X		X						X						X	X	X	X
1-3.36.6. - Accepts responsibilities and follows through on them (helps with chores).	X	X	X	X	X	X	X	X		X		X						X						X	X	X	X
1-3.36.7. - Describes self using behavioral characteristics (e.g., "I am a great soccer player").	X	X	X	X	X	X	X	X		X		X						X						X	X	X	X
1-3.37.1. - Takes on new tasks and improves skills with practice (wheeling self in wheelchair).	X	X	X	X	X	X	X																		X	X	X
1-3.37.2. - Expresses pride over a successful project.	X	X	X	X	X	X	X																		X	X	X
1-3.37.3. - Starts a task, can expand on it, and works on it until finished.	X	X	X	X	X	X	X																		X	X	X
1-3.38.1. - Expresses self in safe and appropriate ways (expresses anger or sadness without fights).								X	X					X	X	X	X	X	X								X
1-3.38.2. - Shows ability to control destructive impulses, with guidance.								X	X					X	X	X	X	X	X								X
1-3.38.3. - Seeks peaceful resolution to conflict.	X	X		X						X	X	X							X	X	X	X	X	X			
1-3.38.4. - Stops and listens to instructions before jumping into activity, with guidance.	X	X	X		X	X	X	X	X					X	X			X							X		X
1-3.38.5. - Participates in own care routines when there is a special health care need.	X	X	X		X	X	X	X	X					X	X			X							X		X
1-3.38.6. - Follows rules in different settings (lowers voice when entering library).	X		X	X	X	X	X											X						X	X	X	X
1-3.38.7. - Applies rules in new but similar situations.	X		X	X	X	X	X											X						X	X	X	X
1-3.38.8. - Explains simple family or classroom rules to others.	X		X	X	X	X	X											X						X	X	X	X
1-3.38.9. - Expresses feelings through play.								X			X							X									
1-3.38.10. - Shares own excitement with peers, caregivers, and adults.	X	X	X		X	X	X	X	X					X	X			X							X		X
1-3.38.11. - Acknowledges sadness about loss (changes in caregiver, divorce, or death).	X	X						X	X	X	X	X	X	X	X	X	X	X							X	X	X
1-3.38.12. - Does not inhibit social expression (cries when feeling sad).	X	X						X	X	X	X	X	X	X	X	X	X	X							X	X	X
1-3.38.13. - Names some types/levels of emotion (frustrated, angry).								X	X	X	X	X		X	X												