

Illinois State Board of Education: Social/Emotional Learning Standards
Alignment with Second Step SEL for Early Learning



ISBE Social/Emotional Learning Standard	Second Step Key Concepts																				Second Step Core Learning Strategies																			
	SKILLS FOR LEARNING					EMPATHY					EMOTION MANAGEMENT					PROBLEM SOLVING		FRIENDSHIP SKILLS		BRAIN BUILDERS		STORY AND DISCUSSION				SKILL PRACTICE		REINFORCING 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' 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	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 Their Way	Flexible Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Visual Media	Respond to Questions	Large Group Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Using Skills Every Day	Practice Opportunities	Curriculum Connections
Early Learning																																								
30.A—Identify and manage one's emotions and behavior	X	X		X	X	X		X			X	X		X			X	X	X	X	X	X									X	X	X	X	X					
30.B—Recognize own uniqueness and personal qualities				X				X							X						X										X	X	X							
30.C—Demonstrate skills related to successful personal and school outcomes	X	X	X	X	X	X	X								X						X	X	X	X	X	X	X	X	X	X	X	X	X	X						
31.A—Develop positive relationships with peers and adults								X	X	X	X	X	X							X	X	X	X	X	X				X	X	X	X	X							
31.B—Use communication and social skills to interact effectively with others		X						X	X		X	X	X	X	X		X			X	X	X	X	X	X			X	X	X										
31.C—Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	X			X											X	X	X	X	X		X	X	X							X	X	X	X	X						
32.A—Begin to consider ethical, safety, and societal factors in making decisions	X	X			X												X			X		X	X	X						X	X	X	X	X						
32.B—Apply decision-making skills to deal responsibly with daily academic and social situations	X															X	X		X	X		X	X	X						X	X	X	X	X						
32.C—Contribute to the well-being of one's school and community	X															X	X			X	X	X	X	X					X	X	X	X	X	X						

Illinois State Board of Education: Social/Emotional Learning Standards Alignment with Second Step SEL for Kindergarten–Grade 1



ISBE Social/Emotional Learning Standard	Second Step Key Concepts															Second Step Core Learning Strategies																								
	SKILLS FOR LEARNING							EMPATHY				EMOTION MANAGEMENT				PROBLEM SOLVING			BRAIN BUILDERS			STORY AND DISCUSSION			SKILL PRACTICE		REINFORCING 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' 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	Friendship Skills	Flexible Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Audiovisual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links		
Kindergarten-Grade 1																																								
1A—Identify and manage one's emotions and behavior								X	X				X	X																										
1B—Recognize personal qualities and external supports				X				X								X																								
1C—Demonstrate skills related to achieving personal and academic goals	X	X	X	X	X	X	X									X																								
2A—Recognize the feelings and perspectives of others	X	X						X																										X						
2B—Recognize individual and group similarities and differences											X						X																			X				
2C—Use communication and social skills to interact effectively with others																	X																			X				
2D—Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	X																	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
3A—Consider ethical, safety, and societal factors in making decisions	X	X	X	X	X	X	X						X	X		X																			X					
3B—Apply decision-making skills to deal responsibly with daily academic and social situations																X																		X	X	X	X	X	X	
3C—Contribute to the well-being of one's school and community	X	X	X	X	X	X	X									X																			X	X	X	X	X	X

Illinois State Board of Education: Social/Emotional Learning Standards
Alignment with Second Step SEL for Grades 2–3



ISBE Social/Emotional Learning Standard	Second Step Key Concepts																			Second Step Core Learning Strategies																		
	SKILLS FOR LEARNING						EMPATHY			EMOTION MANAGEMENT			PROBLEM SOLVING			BRAIN BUILDERS		STORY AND DISCUSSION			SKILL PRACTICE		REINFORCING 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' 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	Friendship Skills	Flexible Attention	Working Memory	Inhibition Control	Interpret Stories	Interpret Audio/visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities
Grades 2–3																																						
1A—Identify and manage one's emotions and behavior							X [a]	X [a]				X [b,c]	X [c]	X [a]	X [b,c]	X [a,b]			X [d]		X [c]										X [c,d]	X [c,d]	X [c,d]					
1B—Recognize personal qualities and external supports	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]														X [b]										X [c]	X [c]	X [c]	X [c]				
1C—Demonstrate skills related to achieving personal and academic goals	X [b]	X [b]	X [b]	X [b]	X [b]	X [b]	X [b]		X [b]			X [c]	X [c]	X [b,c]	X [b,c]	X [b,c]	X [b,c]	X [b,c]		X [c]	X [c]	X [c]	X [c,d]	X [c,d]	X [c,d]	X [c,d]	X [c,d]	X [c,d]	X [c,d]	X [c,d]	X [c,d]	X [c,d]						
2A—Recognize the feelings and perspectives of others		X [b]						X [a,c]		X [a]	X [a]	X [a]	X [d]							X [b]			X [b]		X [a]	X [c]	X [c,d]	X [c,d]	X [c,d]	X [c,d]	X [c,d]	X [c,d]						
2B—Recognize individual and group similarities and differences									X [b,c]		X [a]									X [a]			X [c]		X [b]			X [b]		X [c,d]	X [c,d]	X [c,d]	X [c,d]					
2C—Use communication and social skills to interact effectively with others	X [a]		X [a]											X [a]					X [a]	X [a,b]	X [a,b]	X [a,b]		X [b]	X [b,c]	X [b,c]	X [b,c]	X [b,c]	X [c,d]	X [c,d]	X [c,d]							
2D—Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	X [a]													X [a]		X [a]	X [b,d]	X [b,d]	X [c]				X [c]							X [a,d]	X [a,d]	X [a]						
3A—Consider ethical, safety, and societal factors in making decisions				X [a]						X [a,b]	X [a]		X [c]					X [c,d]		X [b]		X [c]						X [b]	X [b]	X [b,c,d]	X [b]							
3B—Apply decision-making skills to deal responsibly with daily academic and social situations		X [b]	X [b]	X [a]					X [a]	X [b]		X [a]		X [a]		X [a]	X [a,d]	X [a,b,d]	X [a,d]		X [a,b]		X [a]						X [a,c,d]	X [c,d]	X [d]							
3C—Contribute to the well-being of one's school and community	X							X [a]		X [a,b]	X [a,b]				X [a]	X [a]	X [a]		X [a]				X [d]	X [b,d]	X [c]	X [b,c]	X [b,c]	X [a]	X [a]	X [a]	X [b]	X [b]						

Illinois State Board of Education: Social/Emotional Learning Standards Alignment with Second Step SEL for Grades 4–5



ISBE Social/Emotional Learning Standard	Second Step Key Concepts																		Second Step Core Learning Strategies															
	Empathy and Skills for Learning						Emotion Management						Problem Solving						Story and Discussion				Activity/Skill Practice				Reinforcing Skills							
	Identify and Understand Their Own and Others' Perspectives	Take Others' Perspectives	Listen with Attention	Assertiveness Skills	Friendship Skills	Empathy Skills	Express Compassion	Recognize How Strong Feelings Affect Brain and Focus Attention	Calm Strong Feelings Down Using Steps	Use Calming-Down Strategies	Manage Strong Feelings	Assertive Communication Skills	Use Positive Self-Talk	Calm Down Before Solving Problems	State a Problem Using Non-Blaming Language	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Pick the Best Solution to a Problem	Make a Plan	Apply Problem-Solving Steps to Age-Typical	Interpret Stories	Interpret Audiovisual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Work Individually	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Practice Cognitive Skills Through Writing	Home Links	Daily Practice	Using Skills Every Day
Grades 4–5																																		
1A—Identify and manage one's emotions and behavior	X [c]		X [d]		X [c]	X [c,d]	X [c,d]	X [c,d]	X [c,d]	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]	X [d]	X	X	X					X	X [d]	X [d]	X [d]	X [d]					
1B—Recognize personal qualities and external supports.				X [c]														X [d]	X [d]	X	X	X [c]				X	X [c]	X [c]	X [c]	X [c]				
1C—Demonstrate skills related to achieving personal and academic goals.	X [c]					X [c]		X [c]	X [c]	X [c]					X [d]	X [d]	X [d]	X [d]	X [c]	X [d]	X	X	X	X [d]	X [c]		X	X [d]	X [d]	X [d]				
2A—Recognize the feelings and perspective of others.	X [c,d]	X [c]	X [c]	X [c,d]	X [c]	X [c,d]	X [c]				X [d]				X [d]	X [d]	X [d]	X [d]	X [d]	X [c]	X [c]	X	X	X [d]	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]				
2B—Recognize individual and group similarities and differences.	X	X [c]		X [c,d]	X [c]	X													X [c,d]	X	X	X [c]	X [d]	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]			
2C—Use communication and social skills to interact effectively with others.			X [c,d]	X [c]	X [c]						X [d]							X [d]		X	X	X [d]	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]	X [c,d]	X [c,d]	X [c,d]			
2D—Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	X [c]	X [c]		X [d]	X [c]		X [c]				X [d]		X [c]	X [d]	X [d]	X [d]	X [d]	X [d]	X [c]	X	X	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]				
3A—Consider ethical, safety, and societal factors in making decisions.				X [c]	X [c]	X [c]					X [c]	X [c]	X [c]	X [c]	X [c]	X [c,d]	X [c]	X [c]			X	X	X [c]				X	X [d]	X [c]	X [d]	X [d]			
3B—Apply decision-making skills to deal responsibly with daily academic and social situations.	X [d]			X [c]						X [c]					X [c,d]	X [c,d]	X [c,d]	X [c,d]	X [d]	X [c]	X	X	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]	X [d]	X [d]	X [d]			
3C—Contribute to the well-being of one's school and community.	X [c,d]	X [c,d]		X [d]	X [c,d]	X [c,d]					X [c,d]							X [c]		X	X	X [c]	X [c]	X [c]	X [c]	X [c]	X [c]	X [c,d]	X [c,d]	X [c,d]	X [c,d]	X [c,d]		

**Illinois State Board of Education: Social/Emotional Learning Standards
Alignment with Second Step SEL for Grades 6–8**



ISBE Social/Emotional Learning Standard	Second Step Key Concepts																Second Step Instructional Strategies					
	Growth Mindset: Your Brain Can Grow and Change	Setting and Achieving Goals	Planning Ahead for Difficult Situations	Identifying Personal Values	Using Personal Values to Make Good Decisions	Making Friends and Strengthening Friendships	Recognizing Negative Relationships	The Role of Emotions	Handling Unhelpful Thoughts and Strong Emotions	Calming-Down Strategies	Recognizing Different Perspectives	Recognizing and Avoiding Serious Conflicts	Resolving Serious Conflicts	Repairing Relationships	Helping Prevent Bullying and Harassment	Summarizing Key Ideas	Applying Concepts to Personal Experiences	Responding to Questions	Communicating Ideas	Listening to Others	Working with a Partner or Small Group	Writing About Personal Experiences
Grades 6–8																						
1A—Identify and manage one's emotions and behavior	X	X			X			X	X	X		X	X			X			X	X		X
1B—Recognize personal qualities and external supports	X	X		X	X		X								X	X				X	X	
1C—Demonstrate skills related to achieving personal and academic goals	X	X	X		X	X										X	X	X	X	X	X	X
2A—Recognize the feelings and perspectives of others	X							X			X	X	X	X		X	X		X	X		
2B—Recognize individual and group similarities and differences	X					X	X				X			X	X		X	X	X	X		
2C—Use communication and social skills to interact effectively with others	X	X			X	X					X	X	X	X		X	X	X	X	X		
2D—Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	X		X	X	X		X				X	X	X	X		X				X		
3A—Consider ethical, safety, and societal factors in making decisions	X		X	X	X		X		X		X				X						X	
3B—Apply decision-making skills to deal responsibly with daily academic and social situations	X	X	X	X	X				X	X		X	X	X		X	X		X	X	X	X
3C—Contribute to the well-being of one's school and community	X			X	X	X					X	X	X	X	X		X	X		X	X	X