

**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	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	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links				
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 [b]														X [c]	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 [c]			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]	
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]	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 [c,d]	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]	X [a,b]	X [a,b]	X [a,b]		X [b]	X [b,c]	X [b,c]	X [b,c]	X [b,c]	X [b,c]	X [b,c]	X [b,c]	X [c,d]	X [c,d]	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,d]	X [a,b,d]	X [a,d]				X [a,b]				X [a]							X [a,c,d]	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,b]					X [a]	X [a]						X [a]							X [d]	X [b,d]	X [c]	X [b,c]	X [b,c]		X [a]	X [a]	X [c]	X [b]	X [b]				

**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								
															Discussion			Skill Practice					
	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	Creating Effective Plans
Grades 6–8																							
1A—Identify and manage one's emotions and behavior	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
1C—Demonstrate skills related to achieving personal and academic goals	X	X	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		
2B—Recognize individual and group similarities and differences	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		
2D—Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	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	
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
3C—Contribute to the well-being of one's school and community	X			X	X	X							X	X	X	X	X					X	X