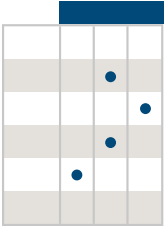




ALIGNMENT CHART:

Washington Social-Emotional Learning Standards Alignment with Second Step SEL



Kindergarten-Grade 8

This alignment chart illustrates how Second Step and Washington Social-Emotional Learning Standards complement and support each other across key social-emotional concepts.

About the Second Step Program

Evidence-based Second Step is the premier SEL program in the United States, reaching more than 15 million school children every year. The universal, classroom-based program promotes development of students' social-emotional competence and self-regulation skills. Students with these skills are better able to maintain healthy relationships with peers and adults and have more coping strategies to manage stressful situations. They're also more likely to benefit from academic instruction.

The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. A 2011 meta-analysis* found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement.

Specific gains include:

- 11 percentile-point gain in overall academic achievement
- 23 percent improvement in social-emotional skills
- 9 percent improvement in attitudes about self, others, and school
- 9 percent improvement in school and classroom behavior
- 9 percent decrease in conduct problems, such as disruptive classroom behavior and aggression

Educators across the nation acknowledge the benefits of SEL in schools and agree that teaching students social-emotional skills is a necessary and valuable component of their education.

Second Step Key Concepts

- Skills for learning
- Empathy
- Emotion management
- Problem solving

Core Learning Strategies

- Brain Builders
- Story and discussion
- Activity/skill practice
- Reinforcing skills

Teaching the social-emotional and self-regulation skills in the Second Step program need not be confined to the lessons! Students can practice their Second Step skills while learning about literature, math, science, health, and more. In fact, while applying their Second Step skills to academics, students can also boost their academic achievement.

* Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1): 405-432.





Kindergarten-Grade 3



Alignment with Second Step SEL for Kindergarten-Grade 3

PAGE 1 OF 5

Washington Social-Emotional Learning Standards

Key Concepts		1A-1 With adult assistance, I can recognize, identify, and name my emotions, feelings, and thoughts	1A-2 With adult assistance, I can recognize how different emotions, feelings, and thoughts feel in my body	1A-3 With adult assistance, I can verbally express my emotions or feelings	1A-4 With adult assistance, I can describe the difference between a fixed and a growth mindset	1B-1 With adult assistance, I can identify my interests	1B-2 With adult assistance, I can identify what strengths are, and my own strengths	1B-3 With adult assistance, I can identify the importance to me of being a member of my cultural group(s)	1C-1 With adult assistance, I can set my own goals	1C-2 With adult assistance, I can identify a safe adult I see as a resource or support outside of my family	1C-3 With adult assistance, I can identify reasons why I may need to seek help from others	2A-1 With adult assistance, I understand that my actions have consequences	2A-2 With adult assistance, I can identify strategies to help me be in control of myself and ask for additional assistance as needed
Skills for Learning	Focus Attention		✓										✓
	Listen with Attention												✓
	Use Self-Talk	✓									✓		✓
	Be Assertive			✓					✓				
	Remember Directions												
	Stay On Task												
	Ignore Distractions	✓	✓										
Empathy	Identify and Understand Their Own, Others' Feelings	✓	✓	✓							✓	✓	✓
	Build a Vocabulary of Feelings Words	✓	✓	✓								✓	✓
	Begin to Take Others' Perspectives												
	Listen to Others												
	Have Empathy			✓								✓	
	Express Compassion			✓									
Emotion Management	Understand Strong Feelings	✓	✓	✓							✓		✓
	Recognize Strong Feelings	✓	✓	✓							✓		✓
	Calm Strong Feelings Down	✓	✓	✓							✓		✓
	Use the Ways to Calm Down	✓	✓	✓							✓		✓
	Communication/Language Skills	✓	✓	✓							✓		✓
Problem Solving	Calm Down Before Solving Problems		✓	✓							✓		✓
	Describe the Problem								✓		✓		✓
	Think of Multiple Solutions to a Problem								✓	✓	✓	✓	✓
	Explore Consequences of Solutions to Problems								✓		✓	✓	✓
	Pick the Best Solution to a Problem								✓	✓	✓	✓	✓
	Friendship Skills										✓		
Executive-Function Skills	Flexible Attention												
	Working Memory												
	Inhibitory Control												



Alignment with Second Step SEL for Kindergarten-Grade 3

PAGE 2 OF 5

Washington Social-Emotional Learning Standards (cont.)

Key Concepts		2A-3 With adult assistance, I can demonstrate understanding about classroom expectations and procedures and the reasons for them	2B-1 With adult assistance, I can follow routines and identify ideas to solve problems	2B-2 With adult assistance, I can identify possible solutions and identify the pros and cons of each solution	3A-1 With adult assistance, I can identify steps to achieve a personal goal or complete a routine task	3A-2 With adult assistance, I can identify something I have accomplished with practice and effort	3A-3 With adult assistance, I understand how my attitude affects goal achievement	3A-4 With adult assistance, I can identify personal goals, school goals, and family goals	3B-1 With adult assistance, I can acknowledge there are consequences for my choices and behavior	3B-2 With adult assistance, I can act responsibly while interacting with others who may come from a different background or culture	3B-3 With adult assistance, I can understand I have the ability to solve problems	3C-1 With adult assistance, I can understand that I have assets that are valuable to others	3C-2 With adult assistance, I can recognize that I need to take some responsibility during a conflict with a peer
Skills for Learning	Focus Attention		✓		✓					✓			
	Listen with Attention		✓							✓			
	Use Self-Talk		✓		✓								
	Be Assertive		✓		✓								
	Remember Directions		✓		✓								
	Stay On Task	✓	✓		✓								
	Ignore Distractions		✓		✓								
Empathy	Identify and Understand Their Own, Others' Feelings						✓		✓	✓			✓
	Build a Vocabulary of Feelings Words						✓		✓	✓			✓
	Begin to Take Others' Perspectives	✓		✓					✓	✓			✓
	Listen to Others			✓					✓	✓			✓
	Have Empathy	✓		✓					✓	✓			✓
	Express Compassion								✓	✓			✓
Emotion Management	Understand Strong Feelings		✓				✓		✓				✓
	Recognize Strong Feelings		✓				✓						✓
	Calm Strong Feelings Down		✓				✓						✓
	Use the Ways to Calm Down		✓				✓						✓
	Communication/Language Skills	✓	✓				✓						✓
Problem Solving	Calm Down Before Solving Problems		✓		✓		✓				✓		✓
	Describe the Problem	✓	✓	✓	✓	✓		✓			✓		✓
	Think of Multiple Solutions to a Problem	✓	✓	✓	✓	✓		✓			✓		✓
	Explore Consequences of Solutions to Problems	✓	✓	✓	✓	✓		✓	✓		✓		✓
	Pick the Best Solution to a Problem	✓	✓	✓	✓	✓		✓	✓		✓		✓
	Friendship Skills	✓	✓	✓						✓		✓	✓
Executive-Function Skills	Flexible Attention												
	Working Memory												
	Inhibitory Control	✓			✓								



Alignment with Second Step SEL for Kindergarten-Grade 3

PAGE 3 OF 5

Washington Social-Emotional Learning Standards (cont.)

Key Concepts		3C-3 With adult assistance, I can determine the difference between caring and harmful relationships	3C-4 With adult assistance, I can accept people have different opinions and perspectives	4A-1 With adult assistance, I can identify emotions and perspectives expressed by others	4A-2 With adult assistance, I can recognize that people can have different feelings when faced with the same situations	4B-1 With adult assistance, I can identify ways that people and groups are similar and different	4B-2 With adult assistance, I can recognize the value of cultural diversity in the classroom	4B-3 With adult assistance, I can identify different types of verbal and nonverbal communication	4C-1 With adult assistance, I can identify different customs and traditions practiced by different cultures	4C-2 With adult assistance, I can identify ways that various social and cultural groups bring new ideas to society	4C-3 With adult assistance, I can explain why some people have preferences (bias)	5A-1 With adult assistance, I can demonstrate attentive listening skills	5A-2 With adult assistance, I can demonstrate the ability to wait, take turns, and share with others
Skills for Learning	Focus Attention		✓	✓	✓	✓		✓				✓	✓
	Listen with Attention		✓	✓	✓	✓		✓				✓	✓
	Use Self-Talk							✓				✓	✓
	Be Assertive							✓					✓
	Remember Directions											✓	
	Stay On Task											✓	
	Ignore Distractions											✓	
Empathy	Identify and Understand Their Own, Others' Feelings		✓	✓	✓			✓					
	Build a Vocabulary of Feelings Words		✓	✓	✓			✓					
	Begin to Take Others' Perspectives		✓	✓	✓	✓	✓	✓			✓		✓
	Listen to Others		✓	✓	✓	✓	✓	✓			✓		✓
	Have Empathy		✓	✓	✓	✓	✓	✓			✓		✓
	Express Compassion		✓	✓	✓			✓					
Emotion Management	Understand Strong Feelings		✓					✓					✓
	Recognize Strong Feelings		✓					✓					✓
	Calm Strong Feelings Down		✓					✓					✓
	Use the Ways to Calm Down		✓					✓					✓
	Communication/Language Skills		✓					✓					✓
Problem Solving	Calm Down Before Solving Problems		✓										✓
	Describe the Problem		✓										✓
	Think of Multiple Solutions to a Problem		✓										✓
	Explore Consequences of Solutions to Problems		✓										✓
	Pick the Best Solution to a Problem		✓										✓
	Friendship Skills	✓	✓	✓	✓	✓	✓	✓			✓		✓
Executive-Function Skills	Flexible Attention											✓	✓
	Working Memory											✓	✓
	Inhibitory Control		✓										✓



Alignment with Second Step SEL for Kindergarten-Grade 3

PAGE 4 OF 5

Washington Social-Emotional Learning Standards (cont.)

Key Concepts		5B-1 With adult assistance, I can identify situations in which I need a trusted adult to help resolve a conflict	5B-2 With adult assistance, I can respond to cues to manage my feelings and emotions during challenging interactions with others	5B-3 With adult assistance, I can solve an interpersonal conflict with prompting and support	5C-1 With adult assistance, I can identify positive qualities in a friend	5C-2 With adult assistance, I can practice positive interactions with people from similar and different backgrounds	5C-3 With adult assistance, I can name ways I can be a good friend	6A-1 With adult assistance, I can describe how my behavior influences school and community functioning	6A-2 With adult assistance, I can describe how everyone has unique strengths that contribute to their feeling of belonging	6A-3 With adult assistance, I can demonstrate an understanding that everyone's ideas and perspectives matter in the operation of a classroom	6B-1 With adult assistance, I can engage in activities with peers from different cultures in a way that shows I respect them	6B-2 With adult assistance, I can identify how members of a diverse community rely on each other	6B-3 With adult assistance, I can positively and respectfully interact in peer and group activities and interactions
Skills for Learning	Focus Attention			✓	✓			✓					✓
	Listen with Attention			✓				✓					✓
	Use Self-Talk		✓	✓									✓
	Be Assertive		✓	✓									✓
	Remember Directions								✓				✓
	Stay On Task								✓				✓
	Ignore Distractions								✓				✓
Empathy	Identify and Understand Their Own, Others' Feelings		✓	✓									✓
	Build a Vocabulary of Feelings Words		✓	✓									✓
	Begin to Take Others' Perspectives		✓	✓	✓	✓		✓	✓	✓	✓		✓
	Listen to Others		✓	✓	✓	✓			✓	✓	✓		✓
	Have Empathy		✓	✓	✓	✓		✓	✓	✓	✓		✓
	Express Compassion								✓	✓	✓		✓
Emotion Management	Understand Strong Feelings		✓	✓		✓							✓
	Recognize Strong Feelings		✓	✓		✓							✓
	Calm Strong Feelings Down		✓	✓		✓							✓
	Use the Ways to Calm Down		✓	✓		✓							✓
	Communication/Language Skills		✓	✓		✓							✓
Problem Solving	Calm Down Before Solving Problems		✓	✓									✓
	Describe the Problem	✓	✓	✓									✓
	Think of Multiple Solutions to a Problem	✓	✓	✓									✓
	Explore Consequences of Solutions to Problems	✓	✓	✓									✓
	Pick the Best Solution to a Problem	✓	✓	✓									✓
	Friendship Skills		✓	✓	✓	✓	✓		✓	✓	✓		✓
Executive-Function Skills	Flexible Attention												✓
	Working Memory												✓
	Inhibitory Control		✓	✓		✓				✓	✓		✓



**Alignment with
Second Step SEL for
Kindergarten-Grade 3**

PAGE 5 OF 5

**Washington Social-Emotional
Learning Standards (cont.)**

6C-1 With adult assistance, I can identify and perform tasks that contribute to the operation of my classroom—e.g., following established rules, taking turns, being mindful of others

6C-2 With adult assistance, I can identify individual and community rights and responsibilities

6C-3 With adult assistance, I can recognize the importance of taking care of the natural environment in which we live

6C-4 With adult assistance, I can identify how people use social media as a form of engagement and how it is different from in-person engagement

Key Concepts					
Skills for Learning	Focus Attention	✓			
	Listen with Attention	✓			
	Use Self-Talk	✓			
	Be Assertive	✓			
	Remember Directions	✓			
	Stay On Task	✓			
	Ignore Distractions	✓			
Empathy	Identify and Understand Their Own, Others' Feelings	✓			
	Build a Vocabulary of Feelings Words	✓			
	Begin to Take Others' Perspectives	✓			
	Listen to Others	✓			
	Have Empathy	✓			
	Express Compassion	✓			
Emotion Management	Understand Strong Feelings	✓			
	Recognize Strong Feelings	✓			
	Calm Strong Feelings Down	✓			
	Use the Ways to Calm Down	✓			
	Communication/Language Skills	✓			
Problem Solving	Calm Down Before Solving Problems	✓			
	Describe the Problem	✓			
	Think of Multiple Solutions to a Problem	✓			
	Explore Consequences of Solutions to Problems	✓			
	Pick the Best Solution to a Problem	✓			
	Friendship Skills	✓			
Executive-Function Skills	Flexible Attention	✓			
	Working Memory	✓			
	Inhibitory Control	✓			



Grades 4-5



Alignment with Second Step SEL for Grades 4-5

PAGE 1 OF 5

Washington Social-Emotional Learning Standards

Key Concepts		1A-1 I can explain the different intensities of my emotions and feelings	1A-2 I can identify and describe physical symptoms and thoughts related to my emotions and feelings (e.g., hot, shoulders tight)	1A-3 I can identify thoughts that are caused by emotions and feelings and how these thoughts affect my actions	1A-4 I can take a moment to reflect on whether or not I am using a fixed or growth mindset in my interactions with others	1B-1 I can identify how I use my personal interests and my unique voice to engage with people in my school and community (when supported by adults)	1B-2 I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets)	1B-3 I can identify how I feel or what I think about the values, assets, and beliefs of my culture(s)	1C-1 I can reflect on feedback from others and find personal satisfaction in meeting my goals	1C-2 I can identify attributes of safe peers at school or in the community and how these attributes contribute to choosing a peer as a resource or support	1C-3 I can identify situations in which I might need to seek adult or peer help, including in emergencies	2A-1 I can identify positive and negative consequences of actions and pause before acting	2A-2 I can select and practice specific self-management skills to maintain self-control
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings	✓	✓						✓	✓			
	Take Others' Perspectives								✓				
	Listen with Attention								✓		✓		
	Assertiveness Skills										✓	✓	✓
	Friendship Skills									✓		✓	
	Empathy Skills								✓			✓	
	Express Compassion												
Emotion Management	Recognize How Strong Feelings Affect Brain and Body	✓	✓	✓					✓	✓			✓
	Focus Attention	✓	✓	✓					✓	✓			✓
	Calm Strong Feelings Down Using Steps	✓	✓	✓					✓				✓
	Use Calming-Down Strategies	✓	✓	✓					✓				✓
	Manage Strong Feelings	✓	✓	✓					✓				✓
	Practice Assertive Communication Skills								✓				✓
	Use Positive Self-Talk								✓				✓
Problem Solving	Calm Down Before Solving Problems	✓	✓	✓								✓	✓
	State a Problem Using Non-Blaming Language			✓							✓	✓	
	Think of Multiple Solutions to a Problem			✓							✓	✓	
	Explore Consequences of Solutions to Problems			✓							✓	✓	
	Pick the Best Solution to a Problem			✓							✓	✓	
	Make a Plan			✓							✓	✓	
Apply Problem-Solving Steps to Age-Typical Problems			✓							✓	✓		



Alignment with Second Step SEL for Grades 4-5

PAGE 2 OF 5

Washington Social-Emotional Learning Standards (cont.)

Key Concepts		2A-3 I can identify how schoolwide expectations and responsibilities promote a safe and productive environment	2B-1 I can demonstrate responsible decision making and problem solving	2B-2 I can identify possible solutions; and select, implement, and reflect on the outcome of those solutions	3A-1 I can learn in the midst of challenges, create a goal, and track progress toward achievement of that goal	3A-2 I can identify an accomplishment and reflect on the steps I took to get there	3A-3 I can evaluate how my attitude affects goal achievement	3A-4 I can identify and plan how to meet personal, school, and family goals in a variety of ways	3B-1 I can identify the connections between behaviors and outcomes and understand that choices are influenced by potential consequences	3B-2 I can demonstrate responsible behavior when using others' belongings—e.g., asking permission to use others' belongings, taking care of others' belongings	3B-3 I can identify the steps it takes to solve a problem. With prompting, I can put those steps into action	3C-1 I can understand that I have the right to be treated fairly and can identify how to advocate for myself	3C-2 I can demonstrate the ability to express myself clearly and constructively during a conflict with a peer
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings		✓				✓		✓				
	Take Others' Perspectives		✓						✓	✓			✓
	Listen with Attention		✓										✓
	Assertiveness Skills		✓						✓	✓		✓	✓
	Friendship Skills		✓						✓	✓			✓
	Empathy Skills		✓						✓	✓			✓
	Express Compassion												
Emotion Management	Recognize How Strong Feelings Affect Brain and Body		✓				✓		✓				✓
	Focus Attention		✓				✓		✓	✓			✓
	Calm Strong Feelings Down Using Steps		✓				✓		✓				✓
	Use Calming-Down Strategies		✓				✓		✓				✓
	Manage Strong Feelings		✓				✓		✓				✓
	Practice Assertive Communication Skills		✓									✓	✓
	Use Positive Self-Talk		✓										✓
Problem Solving	Calm Down Before Solving Problems		✓				✓						✓
	State a Problem Using Non-Blaming Language	✓	✓		✓			✓	✓		✓	✓	✓
	Think of Multiple Solutions to a Problem	✓	✓	✓	✓	✓		✓	✓		✓		✓
	Explore Consequences of Solutions to Problems	✓	✓	✓	✓	✓		✓	✓		✓		✓
	Pick the Best Solution to a Problem	✓	✓	✓	✓	✓		✓	✓		✓		✓
	Make a Plan	✓	✓	✓	✓	✓		✓	✓		✓		✓
Apply Problem-Solving Steps to Age-Typical Problems	✓	✓	✓	✓	✓		✓	✓		✓		✓	



Washington Social-Emotional Learning Standards (cont.)

Alignment with Second Step SEL for Grades 4-5

PAGE 3 OF 5

3C-3 I can recognize the behaviors of caring and harmful relationships	3C-4 I can demonstrate the ability to respectfully express a difference of opinion	4A-1 I can identify verbal, physical, and situational cues that affect how others may feel	4A-2 I can identify how individual backgrounds and experiences can result in varied responses to situations	4B-1 I can identify how backgrounds can be similar and different and can demonstrate acceptance of differing social beliefs and perspectives	4B-2 I can identify similarities, differences, and perspectives among various social and cultural groups	4B-3 I can identify similarities and differences in verbal and nonverbal communication between and within a variety of cultural and social groups	4C-1 I can identify similarities and differences in customs and traditions between and within cultures	4C-2 I can identify contributions of various social and cultural groups	4C-3 I can be aware of personal biases when considering the perspectives of others	5A-1 I can use active listening skills such as intentional focus and paraphrasing to improve communication	5A-2 I can perform different roles in cooperative groups (e.g., leader, recorder, time-keeper, reporter)
------------------------------------------------------------------------	------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------	------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------

Key Concepts																						
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings		✓	✓																		
	Take Others' Perspectives		✓	✓	✓	✓	✓	✓											✓		✓	
	Listen with Attention		✓	✓																	✓	✓
	Assertiveness Skills		✓																		✓	✓
	Friendship Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓									✓	✓	✓	✓
	Empathy Skills		✓	✓	✓	✓	✓	✓	✓											✓	✓	✓
	Express Compassion								✓													
Emotion Management	Recognize How Strong Feelings Affect Brain and Body		✓																		✓	
	Focus Attention		✓	✓																✓	✓	
	Calm Strong Feelings Down Using Steps		✓																			✓
	Use Calming-Down Strategies		✓																			✓
	Manage Strong Feelings		✓																			✓
	Practice Assertive Communication Skills		✓																	✓		✓
	Use Positive Self-Talk		✓																			✓
Problem Solving	Calm Down Before Solving Problems																				✓	
	State a Problem Using Non-Blaming Language																					✓
	Think of Multiple Solutions to a Problem																					✓
	Explore Consequences of Solutions to Problems																					✓
	Pick the Best Solution to a Problem																					✓
	Make a Plan																					✓
	Apply Problem-Solving Steps to Age-Typical Problems																					✓



Alignment with Second Step SEL for Grades 4-5

PAGE 4 OF 5

Washington Social-Emotional Learning Standards (cont.)

Key Concepts		5B-1 I can actively seek help from peers or adults when I need support to resolve conflicts	5B-2 I can promote peaceful interactions with peers, and actively listen to the points of view of others	5B-3 I can identify ways to solve a conflict and practice conflict resolution (e.g., listening, discussing solutions, making amends)	5C-1 I can explain the concept of peer pressure and how it might influence my actions and others' interactions with me	5C-2 I can identify the value of having relationships with people whose backgrounds and identities are different than my own	5C-3 I can demonstrate the ability to choose constructive friendships	6A-1 I can identify the aspects of school and community that are within my control	6A-2 I can identify the existence of bias and stereotyping and relate to people as individuals rather than representatives of social and cultural groups	6A-3 I can engage with other students in opportunities to influence how the classroom and school functions	6B-1 I can demonstrate appreciation for differences and practice inclusiveness in group interactions	6B-2 I can understand the importance of contributions from different cultures and how that differs from individual contributions	6B-3 I can identify issues and name resources to promote group effectiveness and interaction
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings		✓	✓					✓	✓	✓		✓
	Take Others' Perspectives		✓	✓					✓	✓	✓		✓
	Listen with Attention		✓	✓						✓	✓		✓
	Assertiveness Skills	✓	✓	✓	✓					✓	✓		✓
	Friendship Skills		✓	✓	✓	✓	✓			✓	✓		✓
	Empathy Skills		✓	✓					✓	✓	✓		✓
	Express Compassion		✓	✓							✓		
Emotion Management	Recognize How Strong Feelings Affect Brain and Body			✓	✓			✓					
	Focus Attention			✓	✓			✓		✓			
	Calm Strong Feelings Down Using Steps	✓		✓	✓			✓		✓			
	Use Calming-Down Strategies	✓		✓	✓			✓		✓			
	Manage Strong Feelings	✓		✓	✓			✓		✓			
	Practice Assertive Communication Skills	✓	✓	✓	✓			✓		✓			✓
	Use Positive Self-Talk		✓	✓	✓			✓		✓			✓
Problem Solving	Calm Down Before Solving Problems		✓	✓	✓			✓		✓			✓
	State a Problem Using Non-Blaming Language	✓	✓	✓	✓			✓		✓			✓
	Think of Multiple Solutions to a Problem	✓	✓	✓	✓			✓		✓			✓
	Explore Consequences of Solutions to Problems	✓	✓	✓	✓			✓		✓			✓
	Pick the Best Solution to a Problem	✓	✓	✓	✓			✓		✓			✓
	Make a Plan	✓	✓	✓	✓			✓		✓			✓
	Apply Problem-Solving Steps to Age-Typical Problems	✓	✓	✓	✓			✓		✓			✓



**Alignment with
Second Step SEL for
Grades 4-5**

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**Washington Social-
Emotional Learning
Standards (cont.)**

6C-1 | can identify and perform tasks that contribute to the operation of my school and local community

6C-2 | can demonstrate respectful interactions in school while being responsive to the rights of others

6C-3 | can identify positive practices that contribute to the maintenance of a healthier natural environment

6C-4 | can identify and practice appropriate use of digital devices and healthy social media communications (e.g., safe, unsafe, and device attachment)

Key Concepts					
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings		✓		
	Take Others' Perspectives		✓		
	Listen with Attention		✓		
	Assertiveness Skills		✓		
	Friendship Skills		✓		
	Empathy Skills		✓		
	Express Compassion		✓		
Emotion Management	Recognize How Strong Feelings Affect Brain and Body		✓		
	Focus Attention		✓		
	Calm Strong Feelings Down Using Steps		✓		
	Use Calming-Down Strategies		✓		
	Manage Strong Feelings		✓		
	Practice Assertive Communication Skills		✓		
	Use Positive Self-Talk		✓		
Problem Solving	Calm Down Before Solving Problems		✓		
	State a Problem Using Non-Blaming Language	✓	✓		
	Think of Multiple Solutions to a Problem	✓	✓		
	Explore Consequences of Solutions to Problems	✓	✓		
	Pick the Best Solution to a Problem	✓	✓		
	Make a Plan	✓	✓		
	Apply Problem-Solving Steps to Age-Typical Problems	✓	✓		



Grades 6-8



Alignment with Second Step SEL for Grades 6-8

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Washington Social-Emotional Learning Standards

1A-1 I can use self-reflection to determine if my emotions and feelings are proportional to the situation	1A-2 I can identify emotions and feelings that contribute to or detract from my ability to solve problems	1A-3 I can examine possible outcomes associated with different ways of communicating emotions and feelings	1A-4 I can adjust my thoughts to reflect a growth mindset when meeting a goal or experiencing challenges in my life	1B-1 I can reflect on how the challenges I face and the attitudes I hold can influence my interests, my collective identity with my culture, and my ability to achieve	1B-2 I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets) and identify how they influence aspirations	1B-3 I can recognize my own perspectives, values, and assets, as well as understanding the values that are part of my own culture and the benefits these values bring to my community	1C-1 I can reflect on unanticipated outcomes and develop new strategies and adaptive approaches that lead toward meeting my goals	1C-2 I can identify safe and constructive school and community resources to help meet my needs	1C-3 I can demonstrate the ability to reach out and access the right level of assistance to match my needs	2A-1 I can stop and think about consequences before acting, even when strong feelings and emotions are triggered
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Key Concepts

Key Concepts	1A-1	1A-2	1A-3	1A-4	1B-1	1B-2	1B-3	1C-1	1C-2	1C-3	2A-1
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		✓	✓				✓		✓	✓	✓

Second Step: Key Concepts



Alignment with Second Step SEL for Grades 6-8

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Washington Social-Emotional Learning Standards (cont.)

Key Concepts		2A-2 I can demonstrate the ability to reflect on the effectiveness of strategies used to manage emotions, thoughts, impulses, transitions, and stress	2A-3 I can demonstrate the ability to respond to classroom and schoolwide rules to self-regulate behavior	2B-1 I can demonstrate the ability to draw on multiple views to inform decision-making and problem-solving approaches	2B-2 I can evaluate solutions in relation to resources, situations, and personal values	3A-1 I can find applicable resources and identify how goals can help me learn and create outcomes that match my values	3A-2 I can identify and plan steps, and garner the resources needed to accomplish a task	3A-3 I can learn and apply strategies that will help me achieve my goals	3A-4 I can prioritize goals by importance, necessity, and relevance for growth and development	3B-1 I can explain my personal responsibility for outcomes that arise from my behavior	3B-2 I can identify how taking personal responsibility and developing cultural humility can help me become a better friend, family member, and community member	3B-3 I can use a range of culturally responsive strategies and resources to solve problems, increase learning potential, and reflect on past strategies	3C-1 I can identify specific human and civil rights and freedoms to which everyone is entitled and can understand how to advocate for myself in healthy ways
Second Step: Key Concepts	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	✓		✓	✓					✓	✓		✓



Alignment with Second Step SEL for Grades 6-8

PAGE 3 OF 5

Washington Social-Emotional Learning Standards (cont.)

Key Concepts		3C-2 I can demonstrate the ability to engage in a positive approach when faced with peer conflict	3C-3 I can demonstrate the actions and behaviors of a caring relationship and avoid relationships that may be harmful	3C-4 I can demonstrate the ability to present and support a personal point of view in a positive, culturally responsive, and constructive manner	4A-1 I can differentiate between the factual and emotional content of what a person communicates	4A-2 I can identify the possible reasons for peer responses to situations and can practice perspective taking	4B-1 I can practice and adapt clear strategies for accepting, respecting, and supporting similarities and differences between myself and others	4B-2 I can explore ways to use culturally specific practices to enrich my own understanding of the world— e.g., language, greetings, ways of engaging	4B-3 I can identify how communication and cultural variables can influence understanding or misunderstanding	4C-1 I can recognize and validate that others have and practice different customs	4C-2 I can explain how individual, social, and cultural differences have provided a benefit for others	4C-3 I can apply strategies to examine biases and the strength of the evidence supporting the arguments and positions of others	5A-1 I can practice active and reflective listening skills to better understand linguistic styles, as well as the thoughts and ideas of others
Second Step: Key Concepts	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					✓				✓			



Alignment with Second Step SEL for Grades 6-8

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Washington Social-Emotional Learning Standards (cont.)

5A-2 can identify the characteristics of equity and demonstrate respectful behavior and consideration of others	5B-1 can identify and seek out resources and positive supports that enhance my ability to resolve conflicts	5B-2 can take the initiative to repair interactions that have not gone well and demonstrate the capacity for active listening to resolve conflicts with a strength-based approach	5B-3 can listen and respond calmly and constructively while resolving a conflict	5C-1 can distinguish between a healthy relationship and a risky relationship and identify strategies for resisting negative peer pressure	5C-2 can practice strategies for engaging in, building, and maintaining relationships with people whose backgrounds and identities are different than my own	5C-3 can engage in positive activities with peers and demonstrate the ability to nurture constructive friendships	6A-1 can generate ideas that will enhance or improve how the school and community operate and function	6A-2 can identify strategies that moderate social bias, vulnerability, and marginalization within the school and community	6A-3 can contribute to solutions that include diverse and inclusive ideas for school operation	6B-1 can explore how backgrounds (e.g., race, ethnicity, home life) are similar and different, and how those similarities and differences can influence group dynamics and working together
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Key Concepts

Key Concepts	5A-2	5B-1	5B-2	5B-3	5C-1	5C-2	5C-3	6A-1	6A-2	6A-3	6B-1
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		✓									

Second Step: Key Concepts



Alignment with Second Step SEL for Grades 6-8

PAGE 5 OF 5

Washington Social-Emotional Learning Standards (cont.)

6B-2 I can recognize the benefits of sharing resources and responsibilities and take pride in having a positive effect on others, while maintaining self-awareness of the potential effects of my behavior

6B-3 I can participate in a group activity with a variety of social groups both in and out of school

6C-1 I can evaluate my participation in addressing the identified needs and enhancements of my school and local community—e.g., student council, safety patrol, special interest clubs

6C-2 I can recognize interactions that represent the ethical and civic responsibilities of youth within my school and community

6C-3 I can actively participate in taking care of the natural environment we live in by using resources responsibly and in sustainable ways

6C-4 I can understand the role that social media plays in my communication and make healthy decisions about what I communicate on social media and about device attachment

Key Concepts

Second Step: Key Concepts

- 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

	✓					✓
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Second Step, a program rooted in social-emotional learning (SEL), helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.

By developing Second Step's research-based SEL curriculum for Preschool through Grade 8 in combination with our Bullying Prevention and Child Protection Units, we've formed an integrated, comprehensive program that makes a difference. It's a difference you can feel the moment you open the doors to a Second Step school—a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community.

Learn more at SecondStep.org or call us at 800-634-4449, ext. 1.