



**ALIGNMENT CHART
COMMON CORE ACADEMIC STANDARDS**

Second Step® Elementary Digital Program

The charts in this document show how the Second Step Elementary digital program aligns to specific Common Core State Standards, which can be found at CoreStandards.org.

The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. A 2011 meta-analysis¹ found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement.¹ 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

¹ 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. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

² Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>

A 2017 follow-up study found that participation in an SEL program led to lasting positive effects on students' academic and social outcomes.² Specifically, student outcomes nearly four years after exposure to SEL interventions include:

- 13 percentile-point gain in academic performance
- 5 percent improvement in positive social behavior
- 6 percent improvement in conduct problems, with lower instances of emotional distress and drug use

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.

About the Second Step® Elementary Digital Program

The research-based Second Step Elementary digital program is a universal, fully web-based classroom program designed to help increase students' school success and help decrease problem behaviors by promoting social-emotional competence. It helps students cope with challenges, create positive relationships, and succeed both socially and academically.

Lessons provide the tools for students to develop mindsets, knowledge, and skills to handle strong emotions, show kindness and empathy for others, and solve problems with their peers.



Second Step® Elementary Digital Program Alignment with Common Core Academic Standards for Kindergarten

Subject	Strand	Standard	Standard Description	Executive-function skills: attention, working memory, and inhibitory control	Focus attention	Recognize that attention helps them learn and stay safe	Improve skills with practice and effort	Understand mistakes are part of learning
English Language Arts	Reading: Literature	CCSS.ELA-LITERACY.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓		✓	✓
		CCSS.ELA-LITERACY.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓			✓	✓
	Writing	CCSS.ELA-LITERACY.W.K.2	Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic.	✓				
		CCSS.ELA-LITERACY.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓	✓		✓	✓
	Speaking & Listening	CCSS.ELA-LITERACY.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	✓	✓			
		CCSS.ELA-LITERACY.SL.K.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	✓	✓			
		CCSS.ELA-LITERACY.SL.K.1.B	Continue a conversation through multiple exchanges.	✓	✓			
		CCSS.ELA-LITERACY.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	✓	✓			
		CCSS.ELA-LITERACY.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓		✓	✓
		CCSS.ELA-LITERACY.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		✓			
		CCSS.ELA-LITERACY.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.					
	Language	CCSS.ELA-LITERACY.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	✓	✓			

Key Skills & Concepts										Instructional Strategies									
Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving				Discussion				Using Stories & Scenarios		Skill Practice			
Identifying familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	Describe the problem	Apply apologizing, taking turns, and sharing their solutions to problems	Respond to questions	Listen to others	Participate in whole-class and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audio and video media	Practice cognitive and behavioral skills	Practice skills using drawing and role-play	Work independently	Work with partners
✓	✓	✓	✓				✓				✓		✓	✓	✓				
✓			✓				✓				✓		✓	✓	✓				
✓							✓				✓		✓	✓		✓	✓		
✓		✓							✓		✓		✓	✓					
✓	✓								✓	✓	✓	✓							✓
✓									✓	✓	✓	✓	✓	✓					✓
✓											✓								✓
											✓	✓				✓			✓



Second Step® Elementary Digital Program Alignment with Common Core Academic Standards for Grade 1

Subject	Strand	Standard	Standard Description	Executive-function skills: attention, working memory, and inhibitory control	Focus attention	Ignore distractions	Improve skills with practice and effort	Use growth mindset language
English Language Arts	Reading: Literature	CCSS.ELA-LITERACY.RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓	✓		✓	
		CCSS.ELA-LITERACY.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓				
	Writing	CCSS.ELA-LITERACY.W.1.2	Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	✓	✓		✓	
		CCSS.ELA-LITERACY.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓	✓			
	Speaking & Listening	CCSS.ELA-LITERACY.SL.K.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.	✓	✓	✓		
		CCSS.ELA-LITERACY.SL.K.1.A	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	✓	✓	✓	
		CCSS.ELA-LITERACY.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	✓	✓	✓	✓	
		CCSS.ELA-LITERACY.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓			
		CCSS.ELA-LITERACY.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	✓	✓	✓	✓	
		CCSS.ELA-LITERACY.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓	✓	✓	
		CCSS.ELA-LITERACY.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.					✓
		CCSS.ELA-LITERACY.SL.1.6	Produce complete sentences when appropriate to task and situation.					✓

Brain Builders	Unit 1: Growth Mindset & Goal-Setting			
Executive-function skills: attention, working memory, and inhibitory control	Focus attention	Ignore distractions	Improve skills with practice and effort	Use growth mindset language

Key Skills & Concepts										Instructional Strategies									
Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving				Discussion			Using Stories & Scenarios		Skill Practice				
Identify feelings from contextual and behavioral cues	Infer a likely emotion that would arise from a particular situation	Apply emotion-management strategies of slow counting and asking an adult for help	Identify how someone else might feel when shown or not shown kindness	Apply ways to be kind in response to scenarios	Recognize that some kind acts are better than others in certain situations	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Apply how to recognize accidents and make amends	Respond to questions	Listen to others	Participate in whole-class and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audio and video media	Practice cognitive and behavioral skills	Practice skills using drawing and role-play	Work independently	Work in small groups and with partners
✓	✓		✓					✓				✓		✓	✓	✓			
✓	✓		✓					✓				✓		✓	✓	✓			
✓											✓						✓		
	✓	✓								✓	✓		✓	✓					
			✓						✓	✓	✓	✓							
✓	✓								✓	✓		✓	✓	✓	✓				
											✓								
✓												✓				✓	✓		
												✓			✓				✓



Second Step® Elementary Digital Program Alignment with Common Core Academic Standards for Grade 2

Subject	Strand	Standard	Standard Description	Executive-function skills: attention, memory, and inhibitory control	Use growth mindset language	Replace unhelpful thoughts with helpful thoughts	Persevere through challenges while recognizing that mistakes are part of learning	Improve skills with practice, effort, and asking for help
English Language Arts	Reading: Literature	CCSS.ELA-LITERACY.RL.2.3	Describe how characters in a story respond to major events and challenges.	✓				
		CCSS.ELA-LITERACY.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	✓				
	Writing	CCSS.ELA-LITERACY.W.2.2	Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	✓				
		CCSS.ELA-LITERACY.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	✓				
	Speaking & Listening	CCSS.ELA-LITERACY.SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.	✓				
		CCSS.ELA-LITERACY.SL.2.1.A	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓				
		CCSS.ELA-LITERACY.SL.2.1.B	Build on others' talk in conversations by linking their comments to the remarks of others.	✓				
		CCSS.ELA-LITERACY.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓				
		CCSS.ELA-LITERACY.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	✓				
		CCSS.ELA-LITERACY.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	✓				
		CCSS.ELA-LITERACY.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide a requested detail or clarification.	✓				

Brain Builders	Unit 1: Growth Mindset & Goal-Setting			
Executive-function skills: attention, memory, and inhibitory control	Use growth mindset language	Replace unhelpful thoughts with helpful thoughts	Persevere through challenges while recognizing that mistakes are part of learning	Improve skills with practice, effort, and asking for help

Key Skills & Concepts												Instructional Strategies									
Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving						Discussion			Using Stories & Scenarios		Skill Practice				
Identify complex feelings from contextual and behavioral cues	Recognize that people can feel differently about the same situation	Apply using helpful thoughts as an emotion-management strategy	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform kind acts for others	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Generate their own solutions to a given problem	Recognize that some solutions work better than others in a given situation	Apply ways to make amends	Respond to questions	Listen to others	Participate in whole-class and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audio and video media	Practice cognitive and behavioral skills	Practice skills using drawing and role-play	Work independently	Work with partners
✓	✓						✓	✓					✓		✓	✓	✓				
✓	✓						✓	✓					✓		✓	✓	✓				
													✓						✓		
✓												✓		✓	✓	✓					
		✓								✓	✓	✓	✓	✓				✓			✓
										✓	✓	✓	✓					✓			✓
													✓					✓			✓
																		✓			✓



Second Step® Elementary Digital Program Alignment with Common Core Academic Standards for Grade 3

Subject	Strand	Standard	Standard Description	Brain Builders	Unit 1: Growth Mindset & Goal-Setting				
English Language Arts	Reading: Literature	CCSS.ELA-LITERACY.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	✓	Executive-function skills: attention, working memory, inhibitory control, and cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Make an effective plan for how to get better at a skill	
		CCSS.ELA-LITERACY.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	✓					
	Writing	CCSS.ELA-LITERACY.W.3.2	Write informative or explanatory texts to examine a topic and convey ideas and information clearly.	✓					
		CCSS.ELA-LITERACY.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	✓					
	Speaking & Listening	CCSS.ELA-LITERACY.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.	✓					✓
		CCSS.ELA-LITERACY.SL.3.1.B	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓					✓
		CCSS.ELA-LITERACY.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	✓					
		CCSS.ELA-LITERACY.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.	✓					
		CCSS.ELA-LITERACY.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓					
		CCSS.ELA-LITERACY.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	✓					
		CCSS.ELA-LITERACY.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	✓					
		CCSS.ELA-LITERACY.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide a requested detail or clarification.	✓					

Key Skills & Concepts												Instructional Strategies									
Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving			Discussion			Using Stories & Scenarios		Skill Practice							
Describe the role and purpose of emotions	Identify and label similar emotions with different intensity levels	Apply taking a break as an emotion-management strategy	Identify how kindness helps make friends and strengthen relationships	Recognize that different people may prefer to be shown kindness in different ways	Demonstrate kind acts that recognize that people like to receive kindness in different ways	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Restate the wants and needs of each person in a problem situation	Generate their own solutions to a problem	Pick the best solution	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audio and video media	Practice cognitive and behavioral skills	Practice skills using drawing and role-play	Work independently	Work in small groups with partners
✓							✓	✓					✓		✓	✓	✓				
✓							✓	✓					✓		✓	✓					
													✓						✓		
													✓		✓	✓	✓				
													✓							✓	
													✓								✓
													✓								✓
													✓								✓
✓													✓								✓



Second Step® Elementary Digital Program Alignment with Common Core Academic Standards for Grade 4

Subject	Strand	Standard	Standard Description	Brain Builders	Unit 1: Growth Mindset & Goal-Setting		
English Language Arts	Reading: Literature	CCSS.ELA-LITERACY.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓	Executive-function skills: attention, working memory, inhibitory control, and cognitive flexibility	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal
		CCSS.ELA-LITERACY.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	✓	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal
	Writing	CCSS.ELA-LITERACY.W.4.2	Write informative or explanatory texts to examine a topic and convey ideas and information clearly.	✓	Executive-function skills: attention, working memory, inhibitory control, and cognitive flexibility	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal
		CCSS.ELA-LITERACY.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	✓	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal
	Speaking & Listening	CCSS.ELA-LITERACY.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.	✓	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal
		CCSS.ELA-LITERACY.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.	✓	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal
		CCSS.ELA-LITERACY.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal
		CCSS.ELA-LITERACY.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	✓	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal
		CCSS.ELA-LITERACY.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	✓	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal
		CCSS.ELA-LITERACY.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal

Key Skills & Concepts													Instructional Strategies									
Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving							Discussion			Using Stories & Scenarios		Skill Practice				
Recognize that strong emotions make it hard to think clearly	Recognize that managing emotions is necessary to make good decisions	Apply reappraisal as an emotion-management strategy	Recognize that empathy and perspective-taking can help them get along with everyone	Apply perspective-taking strategies to help empathize with others	Recognize that another person's point of view can change their own thoughts or actions	Manage strong emotions to feel calm before solving problems	Demonstrate speaking up for one's self while solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audio and video media	Practice cognitive and behavioral skills	Practice skills using writing and role-play	Work independently	Work in small groups and with partners
			✓	✓	✓			✓						✓		✓	✓	✓	✓	✓	✓	
			✓	✓	✓			✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	
														✓					✓	✓	✓	
													✓							✓	✓	
													✓								✓	✓
													✓									✓
													✓									✓
													✓									✓



Second Step® Elementary Digital Program Alignment with Common Core Academic Standards for Grade 5

Subject	Strand	Standard	Standard Description
English Language Arts	Reading: Literature	CCSS.ELA-LITERACY.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		CCSS.ELA-LITERACY.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
	Writing	CCSS.ELA-LITERACY.W.5.2	Write informative or explanatory texts to examine a topic and convey ideas and information clearly.
		CCSS.ELA-LITERACY.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
	Speaking & Listening	CCSS.ELA-LITERACY.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.
		CCSS.ELA-LITERACY.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
		CCSS.ELA-LITERACY.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
		CCSS.ELA-LITERACY.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
		CCSS.ELA-LITERACY.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		CCSS.ELA-LITERACY.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
		CCSS.ELA-LITERACY.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Brain Builders	Unit 1: Growth Mindset & Goal-Setting				
Executive-function skills: attention, working memory, inhibitory control, and cognitive flexibility	Identify a personal goal and make a plan to reach the goal	Monitor progress and identify roadblocks	Modify a plan to move or work around roadblocks	Reflect on the goal-setting process to inform future goals	

Key Skills & Concepts													Instructional Strategies								
Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving							Discussion			Using Stories & Scenarios		Skill Practice			
Recognize the unique things that cause them to experience strong emotions	Identify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cause strong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to identify a problem and a potential solution within their community	Manage strong emotions to feel calm before solving problems	State the problem without blaming from the points of view of all people involved	Generate solutions that take all people's points of view into consideration	Evaluate possible outcomes of solutions based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audio and video media	Practice cognitive and behavioral skills	Practice skills using writing and role-play	Work independently	Work in small groups and with partners

				✓		✓	✓	✓	✓				✓		✓	✓	✓	✓	✓			
				✓									✓		✓	✓	✓	✓	✓			
				✓									✓		✓	✓		✓	✓	✓		
				✓							✓	✓	✓	✓	✓			✓				
				✓								✓	✓	✓				✓		✓	✓	✓
				✓									✓					✓	✓	✓	✓	✓
				✓										✓				✓	✓	✓	✓	✓