



ALIGNMENT CHART: Common Core Academic Standards

Second Step Social-Emotional Learning for Middle School

The charts in this document show how the Second Step 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-analysis 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 percentage-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

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 percentage-point gain in academic performance
- 5 percent improvement in positive social behavior
- 6 percent improvement in conduct problems such as 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 Middle School Program

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

Lessons provide the tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, make and follow through on good decisions, and create strong friendships while managing or de-escalating peer conflicts.

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>



Second Step SEL Alignment with Academic Standards for Grade 6

Subject	Strand	Standard	Standard Description
English Language Arts	Reading: Informational Text	CCSS.ELA-LITERACY.RI.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	Writing	CCSS.ELA-LITERACY.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
		CCSS.ELA-LITERACY.W.6.3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
	Speaking & Listening	CCSS.ELA-LITERACY.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
		CCSS.ELA-LITERACY.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
		CCSS.ELA-LITERACY.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
		CCSS.ELA-LITERACY.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Literacy in History/Social Studies, Science, & Technical Subjects	History & Social Studies	CCSS.ELA-LITERACY.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	Science & Technical Subjects	CCSS.ELA-LITERACY.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Key Concepts												Instructional Strategies							
Unit 1			Unit 2			Unit 3			Unit 4			Discussion			Skill Practice				
Starting Middle School and Helping New Students	Growth Mindset: Your Brain Can Grow and Change	Setting and Achieving Goals	Recognizing Bullying, Cyberbullying, and Harassment	Helping Prevent Bullying, Cyberbullying, and Harassment	The Role of Emotions	Handling Unhelpful Thoughts and Strong Emotions	Emotion-Management Strategies	Recognizing Different Perspectives	Major vs. Minor Conflicts	Resolving Minor Conflicts	Working with a Partner or Small Group	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
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Second Step SEL Alignment with Academic Standards for Grade 7

Subject	Strand	Standard	Standard Description
English Language Arts	Reading: Informational Text	CCSS.ELA-LITERACY.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
	Writing	CCSS.ELA-LITERACY.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	Speaking & Listening	CCSS.ELA-LITERACY.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
		CCSS.ELA-LITERACY.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
		CCSS.ELA-LITERACY.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CCSS.ELA-LITERACY.SL.7.1.D		Acknowledge new information expressed by others and, when warranted, modify their own views.	
Literacy in History/Social Studies, Science, & Technical Subjects	History & Social Studies	CCSS.ELA-LITERACY.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	Science & Technical Subjects	CCSS.ELA-LITERACY.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Key Concepts								Instructional Strategies								
Unit 1		Unit 2		Unit 3		Unit 4		Discussion				Skill Practice				
Starting Middle School and Helping New Students	Planning Ahead for Difficult Situations	Recognizing Harassment	Helping Prevent Harassment	The Role of Emotions	Handling Unhelpful Thoughts and Strong Emotions	Considering Multiple Perspectives	Avoiding Major Conflicts	Working with a Partner or Small Group	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
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Second Step SEL Alignment with Academic Standards for Grade 8

Subject	Strand	Standard	Standard Description
English Language Arts	Reading: Informational Text	CCSS.ELA-LITERACY.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
	Writing	CCSS.ELA-LITERACY.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
		CCSS.ELA-LITERACY.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	Speaking & Listening	CCSS.ELA-LITERACY.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
		CCSS.ELA-LITERACY.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
		CCSS.ELA-LITERACY.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
		CCSS.ELA-LITERACY.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
Literacy in History/Social Studies, Science, & Technical Subjects	History & Social Studies	CCSS.ELA-LITERACY.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	Science & Technical Subjects	CCSS.ELA-LITERACY.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Key Concepts													Instructional Strategies								
Unit 1				Unit 2		Unit 3		Unit 4					Discussion				Skill Practice				
Exploring Identity	Developing Strengths and Interests	Setting and Achieving Goals	Planning Ahead for Difficult Situations	Identifying Social and Environmental Factors that Contribute to Bullying	Helping Prevent Bullying, Cyberbullying, and Harassment	Managing Stress and Anxiety	Emotion-Management Strategies	Identifying Values and Relationships	Recognizing Healthy and Unhealthy Relationships	Recognizing Conflicting Perspectives	Recognizing and Avoiding Serious Conflicts	Repairing Relationships	Working with a Partner or Small Group	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
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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 offering the research-based Second Step SEL curriculum for Early Learning through Grade 8 in combination with our Bullying Prevention Unit and Child Protection Unit, 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](https://www.SecondStep.org) or call us at 1-800-634-4449, ext. 1.