

1. SELF-AWARENESS

The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

1a. Self Confidence - *I can be confident.*

Self-confidence grows through positive interactions with others and experiences of feeling competent. As confidence grows, personal boundary setting, voice and assertiveness are developed.

TK	K	1	2	3	4	5
Transitional kinders approach new tasks and situations enthusiastically, begin to recognize and express emotions appropriately, and share information about themselves with others. -Sharing stories about what they did over the weekend -Acknowledging sadness about the loss of a pet	Confident kinders approach tasks and situations enthusiastically, recognize and express emotions appropriately, and share information about themselves with others. -Entering small groups confident they will be accepted after observing for a short time -Suggesting roles for themselves in a play -Expressing delight over a creation and wanting others to like it too	Most first graders have a "can do" attitude, show satisfaction and pride in their work, and express needs, wants, and feelings readily. -Choosing a friend with whom to work or play -Reading aloud from an unfamiliar book and feeling comfortable about making some mistakes -Expressing pleasure, without boasting, when selected to work on a new project	Many second graders are hard workers who have a tendency to create high expectations for themselves. When the results of their efforts do not match their expectations, they can be quite self-critical. -Choosing a work or play partner based on friendship or shared interests -Asking for help from a teacher after recognizing that a task is too difficult to accomplish independently	For most third graders, peers are an important source of validation and companionship. Students this age take pride in their accomplishments and can usually respect the accomplishments of their peers as well. -Choosing work partners based on shared interests -Acknowledging that someone else's strategy for solving a problem is better than their own -Joining competitive games on the playground even though they often don't win	By fourth grade, most students are beginning to appreciate their own self-worth. They demonstrate their confidence through their interactions with others and the ways they go about their work and play. -Performing a variety of roles in cooperative group work -Sharing projects from home that were done independently of school -Speaking up to defend themselves or a friend when feelings have been hurt	For many fifth graders, confidence is often tied to peer acceptance. The tendency is to think about how others perceive them, friendships, and personal competencies. -Feeling good about completed work and wanting to share it with others -Taking the less-interesting role in a play because no one else is willing to do it -Accepting leadership responsibility in a group -Being supportive of others in difficult situations

1b. Initiative and Self Direction - *I can take initiative.*

Independence in thinking and action is a sign of children's growing sense of personal responsibility.

TK	K	1	2	3	4	5
Transitional-kindergartners can make choices among familiar activities, participate in new experiences, and are willing to take some risks. Activities are often chosen repeatedly and children are hesitant to venture into new areas. Transitional-kindergartners need some support from adults in order to develop independence. -Finding materials for projects -Eagerly selecting new activities during choice -Take greater initiative in seeking support of primary teachers and caregivers	Kindergartners can make choices among familiar activities, participate in new experiences, and are willing to take some risks. Activities are often chosen repeatedly and children are hesitant to venture into new areas. Kindergartners need some help from adults in order to expand independence. -Finding materials for projects -Eagerly selecting new activities during choice -Assuming classroom responsibilities without being asked	When provided with opportunities to do so, first graders want to make independent choices of materials, activities, and work/play partners. They can assume responsibility for routine tasks and carry them out with little assistance. -Introducing a new idea for a game during recess -Volunteering to help a friend who is having difficulty -Deciding to work on something else because others have already selected their first choice	For second graders, initiative and self-direction include willingness to try new experiences, make independent choices, and assume independent responsibility for tasks. -Willingly taking on extra responsibility in the classroom -Assuming responsibility for personal needs -Appropriately declining help that is offered but not needed	Most third graders have clear preferences and interests, often more closely aligned with those of peers than adults. Making good choices includes knowing how to generate options, and weigh pros and cons. -Initiating independent projects -Making work plans and getting started on them -Choosing and beginning to work on new activities without waiting for the teacher	Fourth graders begin to act with independence in response to their own opinions and desires. They seek new experiences and are more willing to attempt challenges. -Choosing a variety of activities within a subject area instead of always relying on what worked before -Selecting a partner based on shared interests rather than peer approval	Fifth graders' clear ideas and opinions about what they want to do and how they want to do it usually lead them to work successfully on their own. They are willing to try new challenges. -Making a plan for a long term project and seeing it through from beginning to end -Using a variety of resources independently (e.g. teachers, librarians, experts in the field, organizations that relate to interest areas)

1c. Emotional Intelligence - *I can name and understand my feelings.*

Ability to be aware of and express one's emotions. As an understanding of the physiology of human emotion is gained, the ability to know when and how to self-regulate one's emotional state is improved.

TK	K	1	2	3	4	5
Transitional-kindergartners can recognize and accurately label emotions and how they are linked to behavior with adult guidance. -Student can name their feeling and what caused the feeling. -Student can explain the Safe Place and name Safe Place tools appropriately.	Kinders can recognize and accurately label emotions and how they are linked to behavior with adult guidance. -Student can name their feeling and what caused the feeling. -Student can explain the Safe Place and name Safe Place tools appropriately. -Student can sometimes explain their feelings and connect to brain science.	When provided with opportunities to do so, first graders can recognize and accurately label emotions and how they are linked to behavior. -Student can name their feeling with some detail and what caused the feeling -Student can explain the Safe Place and name Safe Place tools understanding how they help regulate emotions with adult guidance. -Student can increasingly explain their feelings and connect to brain science.	Second graders can recognize and accurately label emotions and how they are linked to behavior. -Student can name their feeling with detail and some nuance and what caused the feeling. -Begin to recognize how emotions influence actions. -Student can explain the Safe Place and name strategies to regulate emotions without adult guidance. -Student can accurately explain their feelings and connect to brain science.	Most third graders can describe a range of emotions and the situations that cause them. They are beginning to learn about complex emotions: frustration, praise, excitement, failure, disappointment. -Describe and demonstrate ways to express emotions in a socially acceptable manner. -Sometimes recognize triggers that influence our emotions. -Recognize how emotions influence actions. -Identify strategies to regulate emotions. -Discuss the relationship between emotions and brain science.	Fourth grade students can describe a range of emotions and the situations that cause them. -Describe in detail and demonstrate ways to express emotions in a socially acceptable manner. -Recognize triggers that influence our emotions. -Recognize how emotions influence actions. -Consistently identify strategies to regulate emotions. -Discuss with detail the relationship between emotions and brain science.	Fifth grade students can describe a range of emotions and the situations that cause them. -Describe with nuance and frequently demonstrate ways to express emotions in a socially acceptable manner. -More accurately recognize triggers that influence our emotions. -Discuss with detail and nuance the relationship between emotions and brain science. -Describing how they identify with a character in a book who is dealing with complex emotions.

2. SELF MANAGEMENT (Benchmark Outcomes)

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

2a. Following Rules & Routines - *I can follow rules and routines.*

Students follow rules and routines best when they have helped shape them and when rules are simple and consistent. They are developing an understanding of the reason and logic behind rules and routines.

TK	K	1	2	3	4	5
Transitional-kindergartners are beginning to learn this skill and can be quite stubborn with their peers, insisting on adherence to the rules. They are comfortable when they know the routines and can plan their activities around the daily schedule. -Remembering to wash hands -Putting an activity away before starting another -Understanding classroom & school expectations with adult support and reminders	Kinders are learning this skill and can be quite stubborn with their peers, insisting on adherence to the rules. They are comfortable when they know the routines and can plan their activities around the daily schedule. -Remembering to wash hands -Putting an activity away before starting another -Bringing a book with a torn page over to the book repair station -Understanding and beginning to name classroom & school expectations with adult support and reminders	First graders are beginning to understand and accept reasonable consequences for their behavior. They can still be stubborn with their peers, insisting on adherence to rules that even they sometimes forget. -Following a daily schedule without continually asking "What happens next?" -Following procedures for using the computer -Naming classroom & school expectations and sometimes using the expectations with adult support.	Second graders can understand and accept reasonable consequences for their actions. Most students at this age like predictable daily routines, and occasionally are flexible about unexpected changes. -Taking turns and listening respectfully to others in group discussions - Sometimes respectfully reminding others of rules and routines, -Proceeding quietly through a hallway -Knowing daily and weekly classroom schedule and routine -Consistently naming classroom & school expectations and using the expectations with some adult support.	Third graders are becoming more self-reliant. They can internalize school expectations, such as following rules and routines, and managing transitions. They develop an understanding of the reasons behind rules and can accept reasonable consequences for their behavior. -Consistently and respectfully reminding others of rules and routines -Being in the right place at the right time -Asking permission to use someone else's property and then returning it when finished -Entering/exiting a room quietly whether alone or in a group	Fourth graders are more self-reliant. They understand that rules and routines contribute to creating a safe community. Most students at this age like predictable daily routines, but can also be flexible about unexpected changes. -Agreeing to abide by consequences set by an adult -Providing an accurate account of their participation and responsibilities in problem events -Assuming responsibility for personal work -Consistently naming and explaining classroom & school expectations and using the expectations independently.	Fifth graders are becoming independent, dependable, and trustworthy. They can negotiate the responsibilities of school work with minimal support from adults. While it is important to them that everyone is held equally accountable for rules, they are beginning to understand that rules are fluid. -Accepting responsibility for their contribution to problems and resolution -Following through on a commitment made to others -Taking appropriate action when a rule or routine needs to change -Consistently naming, explaining and understanding classroom & school expectations and using the expectations independently.

2b. Strategies for Composure - *I can use strategies to have composure.*

It is important to recognize that we each are in charge of our own feelings and to develop a willingness to change one's internal state from upset to calm. As the skill of composure is developed, students understand how to identify trigger thoughts and situations, participate in active calming, and know how to reduce and manage their own stress. Adapting to and accepting changes in routine, play or ideas is an important skill.

TK	K	1	2	3	4	5
Transitional-kindergartners are just learning how to trust adults outside their own family. With an adult's help they learn how to feel safe. They are beginning to identify trigger thoughts and sometimes demonstrate control of impulsive behavior with adult guidance. -Begin to use tools such as the safe place, space or breathe to calm down with adult support. -Practicing active breathing/Core Practice with consistent adult modeling and guidance. -Can comfortably depart from primary family attachment figures and maintain well-being while apart from primary figures during the day.	Kindergartners are just beginning to adjust to changes and learn that different situations call for different behaviors. They can identify trigger thoughts and are beginning to demonstrate control of impulsive behavior, sometimes with adult guidance. -Use tools such as the safe place, space or breathe to begin to calm down, sometimes with adult support. -Practicing active breathing/Core Practice with consistent adult modeling and guidance. -Can comfortably depart from primary family attachment figures and maintain well-being while apart from primary figures during the day.	Most first graders, with advance preparation, can adjust to changes or new situations and can adapt their behavior accordingly. They can demonstrate control of impulsive behavior, with occasional adult guidance. -Using the Safe Place and Safe Place tools and understand how they help regulate emotions with adult guidance. -Practicing active breathing/Core Practice with adult modeling and guidance. -Asking about a change on the daily schedule posted. -The ability to let an adult know how they could help.	A sudden or unannounced change or opposing idea may cause most second graders to feel uncertain or anxious; but given a little time and support they can adjust. They can demonstrate control of impulsive behavior without adult guidance. -Consistently use the Safe Place and Safe Place tools, understanding how they help regulate emotions with some adult guidance -Practicing active breathing/Core Practice with some adult modeling and guidance -Adjusting to a change in the classroom and moving into new or unplanned activities with relative ease. -If upset about a change or idea learning what to do in order to handle it and move forward -Beginning to understand that it is okay that ideas are different and start to find ways to handle when an alternative idea is chosen	With adult support, third graders can begin to use calming strategies, such as talking over problems or taking time out from frustrating activities, returning with a new perspective. They are beginning to recognize stress and considering how to manage it. -Consistently use the Safe Place and Safe Place tools understanding how they help regulate emotions with adult guidance -Practicing active breathing/Core Practice with minimal adult modeling and guidance -Responding to a teacher's request even though they are disappointed that they have to stop what they are doing -Being able to rejoin a game or activity after composing themselves -Begin to listen to other people's ideas and be open to trying new things	With increasing independence, fourth graders can use calming strategies, including breathing, tackling alternative approaches or trying something a second time. They are increasingly capable of recognizing stress and considering how to manage it. -Practicing active breathing/Core Practice independently with minimal adult modeling and guidance -Consistently use the Safe Place and Safe Place tools understanding how they help regulate emotions with minimal adult guidance -Arguing with a friend, coming to an agreement and continuing the friendship. -Being left out of a game and finding other people with whom to play -Requesting time alone to deal with strong emotions	Fifth graders are using calming strategies, including tackling alternative approaches or trying something a second time with frequent independence. They understand what stress is and how to manage it. -Practicing active breathing/Core Practice independently -Consistently use the Safe Place and Safe Place tools understanding how they help regulate emotions independently -Taking time out before trying to talk over disputes with peers -Ability to seek advice from adults when they find themselves uncertain of how to handle a situation -Ability to voice to their peers and adults their needs. Space, a break, time, etc -Begin to more increasingly use strategies to regulate emotions

3. GROWTH MINDSET

The attitude that learning about self and others is a proactive activity that is largely determined by attitude, effort and perseverance. A dynamic and deeply connected community is created by valuing curiosity, flexibility, inventiveness and teamwork; failure is viewed as an opportunity for growth. Having a growth mindset fosters a love of learning, promotes motivation and leads to improved awareness.

3a. Eagerness & Curiosity - *I can show eagerness and curiosity in my approach to learning about myself.*

Students approach activities with a willing, open mind and are excited to learn and grow by asking and answering questions and reflecting on their impact on their community, as well as their community's impact on them.

TK	K	1	2	3	4	5
Transitional-kindergartners are curious, active learners, excited about their environment and the wide variety of materials. They enjoy realistic props in dramatic play, experimenting, and can become insistent when they have strong ideas. -Showing interest and asking questions about a story -Using play to process new ideas and represent knowledge -Demonstrating a concept by acting it out (e.g. caterpillar to butterfly) -Beginning to show curiosity of one's impact on surroundings and others	Kindergartners are curious, active learners, excited about their environment and the wide variety of materials. They enjoy realistic props in dramatic play, experimenting, and can become insistent when they have strong ideas. -Showing interest and asking questions about a story or events related by other children -Using play and different media to process new ideas and represent knowledge -Demonstrating a concept by acting it out (e.g. caterpillar to butterfly) -Showing some curiosity of one's impact on surroundings and others	First graders are most likely to show interest and curiosity in learning experiences in which they have an active role. They express this interest in varying ways. -Bringing in a book from home about a topic discussed at school -Contributing an anecdote to a class discussion based on something learned earlier -Seeking more specific information about a subject -Demonstrating knowledge and interest about a specific topic -Showing more sustained curiosity of one's impact on surroundings and others	Second graders continue to learn primarily through direct experience and are beginning to express abstract ideas. They express this interest in varying ways. -Seeking additional information about topics of study to learn more -Pursuing an independent project with intensity -Showing consistent curiosity of one's impact on surroundings and others -Returning to an experiment everyday to keep track of results	Third graders have the ability to express and understand abstract ideas. It is important to provide many means of expression. -Exploring a special interest in some depth -Bringing in an article about a local issue and following up on it in some way -Recalling information from a family experience and applying it to a classroom activity -Asking probing questions and taking notes on the response -Showing consistent curiosity of one's impact on surroundings and others with willingness to critically reflect with adult guidance	Fourth graders show personal investment in learning by engaging actively in work they find meaningful. Their motivation to accomplish tasks is accompanied by a beginning recognition of processes such as organization, attention to detail, and willingness to revise. They invest in learning and set personal goals. -Sharing ideas, opinions, talents, and skills with others -Using personal time to complete unfinished work -Showing curiosity of one's impact on surroundings and others with willingness to critically reflect consistently with some adult guidance	Fifth graders can easily immerse themselves in work that is personally meaningful. They set goals related to personal and social choices. They can assess their own progress with adult modeling. They can look at their work objectively. -Researching and presenting a personal interest area in depth -Sharing ideas, talents, and skills with others -Presenting work that demonstrates prior planning -Using leisure time to complete work -Showing curiosity of one's impact on surroundings and others with willingness to critically reflect consistently with minimal adult guidance

3b. Perseverance - I can keep trying even when I am stuck, bored, or something feels hard.

Students understand that sustained effort is essential to success and sense of accomplishment. They set goals, overcome challenges, stay focused and complete tasks that may span minutes, days, weeks or months.

TK	K	1	2	3	4	5
Transitional kinders can complete short tasks, even when there are challenges. They may require adult support to stay focused through completion. Perseverance is typically demonstrated through trial and error. Average attention span is 10-15 minutes.	Kinders are beginning to develop independence when completing short tasks, even when there are challenges. Their focus and problem-solving skills are improving, and they may ask for help when something is challenging. Average attention span is 10-15 minutes.	First graders continue to develop independence, focus and problem-solving skills. They recognize that effort influences success and are starting to set short-term goals. Average attention span is 15-20 minutes.	Second graders take pride in completing work. They focus for longer periods, can actively consider alternative solutions to challenges, and are developing an awareness of their own perseverance. Average attention span is 15-25 minutes.	Third graders take pride in their work, and start to take more responsibility and ownership of learning choices. They set achievable goals and understand that effort and focus will determine success. When facing challenges, they start to explore and evaluate alternative solutions. Average attention span is 20-30 minutes.	Fourth graders take pride in their work, and thrive on independence and ownership of learning choices. They set longer-term goals. When facing challenges, they explore and evaluate alternative solutions and may benefit from social problem-solving to complete tasks. Average attention span is 20-40 minutes.	Fifth graders thrive on independence and ownership of learning choices. They enjoy social problem solving. They take pride in the effort they put into their work and appreciate recognition from peers on their success. They set long term goals that require delayed gratification and can make plans to achieve those goals. Average attention span is 30-45 minutes.
-Explain what I am trying to get done	-Explaining what I am trying to get done and why	-Setting short-term goals	-Set short-term goals and consider how to reach the goals	-Setting achievable goals and consider how to reach the goals	-Setting longer-term achievable goals and break down into action steps	-Setting long-term achievable goals, and plan how to accomplish the goals
-When my solution doesn't work, I keep trying, perhaps with adult or peer support	-When my solution doesn't work, I keep trying, perhaps with adult or peer support	-When my solution doesn't work, trying another solution and/or talking with adults or peers about possible solutions	-When my solution doesn't work, exploring new solutions and keep trying	-When my solution doesn't work, exploring new solutions and keep trying	-When my solution doesn't work, I consider what I have learned from my mistake, develop new solutions, and keep trying	-When my solution doesn't work, considering what I have learned from my mistake, develop new solutions, and keep trying
-Talking about what it means to "stick to it"	-Talking about what it means to "stick to it"	-Explaining about what it means to "stick to it"	-Developing my awareness of times when I "stick to it", and times when I don't	-Developing my awareness of times when I "stick to it", and times when I don't	-Reflecting on times when I "stick to it", and times when I don't, and explain why	-Reflecting on times when I do or don't persevere and explain why
-Working on a task for a long time, perhaps with adult support	-Working on a task for a long time, perhaps with adult support	-Understanding that effort affects success and satisfaction, so I work hard	-Understanding that effort affects success and satisfaction, so I work hard	-Talking about my sense of accomplishment when I work hard	-Taking pride in my work, and put in the effort required to do my best, whether the task is easy or hard	-Taking pride in my work, and put in the effort required to do my best, whether the task is easy or hard
-Keep working to build a tall block tower, even though the last one fell over	-Practicing and practicing to make a basket, even though I make very few	-Returning to a game or activity when there has been a setback previously	-Raising my hand to participate in an advisory discussion, even though the last time it went poorly	-Again trying to join a group of friends after they have excluded me	-Returning to a game or activity when there has been a setback previously	-After my feelings have been hurt in an argument with a friend, I own up, save face, and strive for resolution

3c. Flexibility & Inventiveness - *I can show flexibility and inventiveness towards learning about myself.*

Students who are flexible and inventive can tackle problems with an open mind, try different approaches, and seek help in the face of an obstacle.

TK	K	1	2	3	4	5
Transitional kinders' inventiveness is often expressed through imaginative play. -Uses trial and error among other methods to figure out problems before asking for help -Using materials (e.g. blocks and figures) to explain to a friend how they get to school	Kinders' inventiveness is often expressed through imaginative play. -Uses trial and error among other methods to figure out problems before asking for help -Creating something new by combining several familiar materials -Using resources to spell words needed to write	First graders' inventiveness is often expressed through imaginative play. -Creating a new ending to a story and acting it out -Using materials in new ways -Seeing themselves as problem solvers -Mixing paint to create a greater variety of colors	Second graders' inventiveness is often expressed in finding ways to pursue personal interest within boundaries of activities. -Using alternative materials or equipment if a first choice does not work or is unavailable -Considering different ways to measure an object -Working with one or two others to invent a new game -Using materials from one subject area to help in a different subject	Third graders' flexibility and inventiveness is expressed in experimenting with new methods in a group setting. -Considering alternative approaches before getting started (e.g. pondering a few choices for a story before beginning to write) -Using alternative materials or equipment if a first choice does not work or is unavailable -Suggesting a solution to a problem being discussed by a group -Experimenting with new methods/strategies	Many fourth graders are likely to think that there is only one way to solve a problem and that each problem has a single correct answer. However, through group conversations they can explore various ways of approaching problems and are willing to tackle new experiences. -Attempting to solve a math problem, remembering a similar problem and its solution and then applying -Listening to and critically evaluating other people's ideas -Making a graphic organizer to show different aspects of a research project -Identifying key influences and causes when reflecting on success and failure	When fifth graders feel a sense of ownership about problems or projects, they think and solve with flexibility and inventiveness. They are able to acquire ideas from many sources. -Letting go of a reliable method and experimenting with a new one -Examining situations from several points of view -Recognizing that the topic selected for a project is not working out -Demonstrating an open attitude when discussing an academic or social problem

4. RELATIONSHIP WITH OTHERS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

4a. Positive Communication - *I can participate in reciprocal interactions.*

Knowing how to make connections and relate positively to others is essential to a student's overall sense of competence.

TK	K	1	2	3	4	5
Transitional kinders are beginning to ponder personal interactions. They have preferences about who they want to play with and are sometimes tentative about interactions with others they do not know well. -Participate in longer and more reciprocal interactions with familiar adults and peers -Increasingly use words to respond to conflict, sometimes with adult guidance	Kinders are beginning to play cooperatively, however still have preferences about who they want to play with. They listen to peers and understand their feelings, and solve problems cooperatively. -Increasingly use words to respond to conflict -Asking a friend politely to borrow materials and saying "thank you" -Choosing to work with students who are new to the class -Giving assistance to peers who are trying to solve a problem	Knowing how to relate positively to peers is important to first graders. They are eager to socialize with peers and often have strong preferences about those with whom they want to work and play. -Suggesting that someone join a group in order to share -Participating comfortably with a small group -Readily sitting with a group at lunch or snack -Giving and receiving peer assistance during work time	When second graders initiate the activity or select their partners, most can work, play, and interact cooperatively and successfully. -Giving and receiving peer assistance on a group project -Letting others join games that are already underway -Initiating conversation with a new student and showing him/her around the school	Developing and maintaining close connections is very important to third graders. Trying to understand where they fit into the social fabric demands a great deal of their energy. -Considering how to change an activity so a physically-challenged classmate can participate -Cooperating in groups or pairs on teacher-initiated tasks -Working with students from another class -Welcoming a new player into a game that has already begun	Fourth graders' sense of fairness and concern for others helps balance their personal needs with those of the group. -Feeling secure enough in peer connection to invite a third person to join an activity -Initiating or sustaining a conversation with a "new" person -Choosing someone other than a best friend to work with -Urging a friend to reconsider excluding another classmate from a game or project	By the time students are in fifth grade, connections are of primary importance. -Welcoming new players into games or group work already underway -Choosing to work with different people during the day -Having a best friend in class, yet being open to the overtures of other students -Showing respect and tolerance for others

4b. School Family™ - *I can participate in and take responsibility for my community.*

Children learn to self regulate and govern themselves through intrinsic motivation when they are safe and deeply connected to their community. Children want to be helpful and want to belong.

TK	K	1	2	3	4	5
Transitional kinders begin to show a sense of community by contributing ideas, taking responsibility for events in the classroom, sharing knowledge of classroom routines and procedures, and following rules in group games and activities. -Participating in most if not all group activities such as circle, music or story time -Developing an increasingly longer capacity to wait for turns -Learning how to have a role in and participating in cleanup time	Kinders show a sense of community by contributing ideas, taking responsibility for events or jobs in the classroom, sharing knowledge of classroom routines and procedures, and following rules in group games and activities. They can usually follow group expectations, especially if they have had previous school experience. -Taking part in group activities, such as circle, music, or story time -Pitching in to clean up the block areas, even though they didn't work there today -Waiting for turns -Hunting through toy containers to find the lost marker caps	First graders are developing a sense of responsibility to others and beginning to understand how groups function and why groups need rules. They are learning to take turns, share, listen to others, and play games with rules. Although they voice concerns about fairness, they often want to be first, expect to win, and adjust the rules to meet their needs. -Listening to classmates' ideas during group discussions -Listening and participating at a school assembly -Making contributions to group efforts, such as making props for a class play	Second graders are learning how to work in groups and how groups function. Through classroom meetings and cooperative group work, they develop respect and responsibility for the community. Group life is becoming increasingly important to them as they identify more closely with peers. -Considering the ideas of others when making group plans -Helping others complete classroom jobs after they finish their own -Going along with the rest of the group when playing a game, even when the group's ideas differ from their own	Through classroom discussions and cooperative group work, third graders develop respect and responsibility for the community that extends beyond their classrooms. Playing fairly and cooperatively for third graders includes adhering to the rules, taking turns, and watching the actions of others, even when it's not one's turn. -Making contributions to group efforts and assuming different roles as leader and follower -Representing the class on an all-school committee -Volunteering to help with a class clean-up, even when they are not directly responsible for the clutter	Fourth graders can participate in the group life of their class and school by working cooperatively and collaboratively in classroom and school activities. Their growing sense of community includes knowing how to assume the roles of leader and follower. They can communicate, share resources, and influence one another in a positive manner when working in groups. -Fulfilling roles in cooperative learning groups such as group facilitator, note taker, or presenter -Mentoring younger children -Playing fairly in outdoor games and knowing when to take a leadership or follower role	When provided with opportunities to work cooperatively in the classroom and school, fifth graders can communicate effectively and share ideas and resources. They can be expected to show some flexibility in assuming the roles of leader or participant. -Complying with group ideas, even when they differ from their own -Participating in some sort of service (peer mentoring, school mediator, cafeteria helper, recycling team member) -Taking an active role, such as group facilitator, note taker, or presenter, in cooperative learning groups

4c. Friendship Development - *I can make and develop friendships.*

Making positive, evolving, flexible friendships are skills students need to develop. Both temporary and long term friendships provide numerous important functions including companionship, stimulation, physical support, ego-support, social comparison and intimacy, and affection. Creating a social identity is a powerful motivator for students to develop friendships.

TK	K	1	2	3	4	5
Transitional kinders can be engaged in associative play, where there is play with other children but not with a common goal or cooperative play, where teamwork and organized play can be seen. -Playing or trading with toys with active engagement and talking, but with no set rules -Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation	Kinders begin to engage more and more in cooperative play which includes organized play, teamwork, assigned roles and accomplishing goal/tasks as a group. -Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation -Play based friendships, where children spend a lot of time playing together, sharing, and enjoying the same or similar activities and games	First graders are more engaged in a social life and will form friendships based on similarities. They are eager to be more and more independent and showcase strong opinions. -Students bond with those with similarities such as gender and other similar interests -Student shows strong opinions, while sometimes struggling to understand the opinion of others. Friendships can quickly change based on these ideas -Play based friendships, where children spend a lot of time playing together, sharing, and enjoying the same or similar activities and games	Second graders know the importance of friendships and can identify characteristics of good friends. They begin to use more reasoning abilities and can understand differences in opinion. -Heightening awareness of friendships: asks questions about differences: gender, opinions, similar activities or traits and chooses friendships based on these newfound awarenesses -Showing more and more empathy for other children	Third graders focus heavily on social life, as friendships become more valuable, closer and more complex. Heightened awareness of differences; friends may become grouped into categories. -Friends become closer and feel the need to help one another with any and all tasks -Student can easily and quickly become engaged in a reciprocal conversation with peers	Fourth graders show a growing interest and need to be in social activities and part of social groups. Growing awareness of differences, are often separated by gender and friendship types. -Able to distinguish between relationship types: acquaintances, best friends, friends, etc. These relationships are fluid and can change often -Student can easily and quickly become engaged in a reciprocal conversation with peers	Fifth graders are selective in friendships and may often choose to have one "best friend." Stronger moral values develop as well as a want for privacy. -Selective, chooses which peers are friends and which are not -Understand traits of a friend and that friendships are reciprocal -Able to distinguish between relationship types: acquaintances, best friends, friends, etc

4d. Empathy & Caring - *I can recognize and care about the feelings of others.*

Learning to appreciate the concerns of others is an important life skill.

TK	K	1	2	3	4	5
For Transitional kinders, some will express care and understanding for others naturally, others need guidance and support from adults to acquire these skills. -Helping a friend find a lost toy -Displaying concern about a friend's family member who is sick -Trying to help when a classmate's block structure has fallen	For kinders, some will express care and understanding for others naturally, others need guidance and support from adults to acquire these skills. -Being concerned and wanting to help when a classmate hurts her/himself -Showing concern for a friend who has been excluded from a game -Sharing a friend's excitement about a future event -Carrying something for a child who is using crutches	Many first graders are still somewhat egocentric, so they are inconsistent about considering the viewpoints of others -Staying inside at recess to keep a sick friend company -Deciding to leave a game to go play with a friend who was unable to join game -Complementing the work of others and offering constructive suggestions when asked -Offering to assist a child with a disability who cannot reach something	Second graders are learning to consider others' viewpoints. Some will naturally show caring and empathy while others need support from adults and peers to acquire. -Helping a peer with a difficult assignment, even if it means missing the opportunity to do something new -Including less popular peers in group activities -Recognizing and accepting the strengths and weakness of a friend -Informing the teacher that a classmate needs some assistance	Third graders can be sensitive to the feelings of others and consider another person's point of view. -Expressing concern for peers experiencing problems -Interest and concern about a community problem -Writing an apology note to someone they have hurt or offended -Helping younger children on the playground -Finding a way to include less popular peers in group activities	Fourth graders are interested in the opinions and ideas of others and can empathize with others' concerns. They are both eager to be heard and understood and listen to others. -Directing positive comments to peers who generally have a difficult time fitting into a class -Listening to peers during conflicts without interrupting -Participating in discussions that address social issues in the world -Documenting their responses to simulations that explore being different	Fifth graders are capable of reasoning and understanding multiple points of view. When provided with a classroom atmosphere where mutual respect is modeled and feelings are discussed openly and safely, they can demonstrate tolerance and appreciation for others feelings. -Listening to peers during a conflict without interrupting -Role playing with others how it feels to be a victim of discrimination -Paraphrasing another's contribution to emphasize a point during a class discussion

5. SOCIAL PROBLEM SOLVING

The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

5a. Problem-Solving Strategies - *I know and use appropriate strategies to solve problems.*

Learning how to make constructive social decisions and resolve differences in ideas and opinions is an important and challenging task for students.

TK	K	1	2	3	4	5
Transitional kinders may or may not be able to communicate and are limited to using one strategy to resolve conflict. They need adult support and modeling to use words to solve, suggest solution, and participate in compromise -Trying to settle a dispute by addressing their own rights -Using words suggested by an adult to settle conflicts	Communicating and using varied strategies to resolve conflict are emerging skills for Kinders. They still need adult support and modeling to use words to solve, suggest solution, and participate in compromise -Asking for help when a second child wants to use the same blocks -Using words suggested by an adult to settle conflicts -Negotiating with another child to divide markers and determine how many each will use	For first graders using words to resolve conflicts and knowing when to ask for help is an indication of a child's developing skills. -Seeking teacher advice about a problem with a friend and then using the strategy the teacher suggests -Discussing with two other students how to include a new member in their game -Negotiating with another student	By second grade, most students can talk over problems, describe their feelings, and consider different opinions. Because fairness is so important to them, a great deal of time is often needed to discuss and debate disagreements. -Discussing with a peer the pros and cons of using different methods -Seeking teacher assistance when a group encounters seemingly irreconcilable differences -Negotiating with another student	Most third graders can talk over problems, describe their feelings, and consider options. They rely on various strategies for conflict resolution, including getting help from an adult or peer or using class meetings as a forum. -Using words that defend one's personal rights and beliefs when negotiating with another student -Debating the outcome of a competitive game and then agreeing on a new way to play more fairly the next time -Making independent decisions despite peer pressure to do something else	It is important to fourth graders that both sides of a conflict be aired. They are beginning to negotiate conflicts without adults. They are learning how to request help from a variety of people. -Attempting to implement a specific strategy for solving conflicts -Bringing a problem that occurs outside the classroom to a class meeting for discussion -Seeking the help of a mediator when experiencing irreconcilable differences	Most fifth graders want to make decisions and resolve their own conflicts. When provided with models and structured approaches, students can discuss strategies and role play problems relevant to them. -Negotiating with another student by using words to defend their own personal rights and beliefs -Bringing a problem that occurs outside the classroom to a class meeting for generating options for resolution -Seeking the help of a mediator when experiencing irreconcilable differences

5b. Decision-Making - *I can make decisions with integrity.*

As children develop their ability to make decisions, they understand that they have choices and that those choices have consequences. Becoming conscious of consequences is the key to change. Children learn to take responsibility for their decisions and learn that they are ultimately in charge of themselves.

TK	K	1	2	3	4	5
Transitional kinders may not understand that their decisions can affect others. -Begin to understand that when a choice is made, others could be affected -Students frequently test choices and make future decisions based on those outcomes	Kinders begin to understand that their decisions can affect others. -Understand that choices made affect others -Ability to verbalize what happened when they made a choice -Students test choices and make future decisions based on those outcomes	First graders understand that there are rules that they are asked to follow. -Understand that their actions have consequences -Begin to verbalize alternative choices they could have made -Students may test choices and make future decisions based on those outcomes	Second graders begin to understand that they have choices in their decision making. -Ability to discuss their choices with peers and adults -Students may occasionally test choices and make future decisions based on those outcomes	Third graders begin to understand that they are in charge of their choices. -Understanding that an alternative choice may have a different outcome -Beginning to take ownership of their choices and the feelings they generate in them	Fourth graders begin to understand that people have the option to make positive or negative choices and there are ways to learn from both. -Begin to understand that one can learn from making a mistake -Sometimes taking ownership of their choices and the feelings they generate in them	Most fifth graders want to make decisions that are helpful for themselves and others. Peer acceptance can affect their decision making. -Beginning to understand that only you are in charge of the choices you make, positive or negative -Beginning to notice the connection between choices, consequences and how others may view you -Beginning to understand that peers need to be stood up to when uncomfortable about a situation

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Self Awareness: I can be confident.

Self Awareness: I can take initiative.

Self Awareness: I can name and understand my feelings.

Self Management: I can follow rules and routines.

Self Management: I can use strategies to have composure.

Growth Mindset: I can show eagerness and curiosity in my approach to learning about myself.

Growth Mindset: I can keep trying even when I am stuck, bored, or something feels hard.

Growth Mindset: I can show flexibility and inventiveness towards learning about myself.

Relationship with Others: I can participate in reciprocal interactions.

Relationship with Others: I can participate in and take responsibility for my community.

Relationship with Others: I can make and develop friendships.

Relationship with Others: I can recognize and care about the feelings of others.

Social Problem Solving: I know and use appropriate strategies to solve problems.

Social Problem Solving: I can make decisions with integrity.