

The Kindergarten through Grade Three Social, Emotional and Intellectual Habits Framework represents the knowledge, skills and dispositions that form an essential blueprint for college and career readiness to achieve academic success and social/emotional learning. While attention to core areas such as literacy and mathematics remains important, social skills and habits of thinking and learning set the stage for all future learning. With support from adults during the early childhood years, children learn to interact with others, develop psycho-social attitudes in relation to academic work, develop a cognitive framework regarding thinking critically and academic behaviors, maintain focus irrespective of obstacles, deal with frustration and begin to manage their own learning (self-managements skills). This Kindergarten through Grade Three Social, Emotional and Intellectual Habits Framework builds from the foundational skills in the Cognitive and Social and Emotional Development Domains of the CT Early Learning and Development Standards, highlighting the continued growth and development that must be supported over the early elementary years.

These standards do not oblige districts to adopt new curricula or programs. Rather, most of the skills and dispositions are best addressed throughout the course of the regular school day, during daily instruction, specials and daily routines. Adults working with children in schools already address these skills and dispositions on a regular basis. By articulating these common goals and focusing on the progression of learning and development over time, schools will be better equipped to intentionally support students in gaining these critical skills. For students who may struggle in these areas, this document can be used to consider the necessary precursor skills and to develop strategies to support them to develop strong social and intellectual habits.

The Social, Emotional and Intellectual Habits Framework is organized by strands and learning progressions. Each learning progression has a label describing the general area of development addressed (e.g. self-awareness) and is comprised of indicators along a continuum from kindergarten through 3rd grade.

Connecticut State Department of Education

Connecticut Office of Early Childhood

Social, Emotional and Intellectual Habits Framework		Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	
Strand: Learning experiences will support children to:	Learning Progression	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:	Indicators: This is evident, for example, when children:	
Develop a positive self-concept	Self-Awareness	Respond to the classroom environment with a positive sense of self, showing pride in own work and making positive statements about self	Respond to the classroom environment with a positive sense of self and participate as a member of the school community	See self as valuable contributing member of family, school and other community groups	Identify roles and responsibilities as a group member and contribute in a positive capacity	
		Recognize one’s own positive characteristics	Recognize and express likes, dislikes, needs and wants in a manner acceptable to school norms	Recognize personal strengths, assets, limitations/challenges	Identify personal values, attitudes and beliefs	
		Describe attributes of self and others, including relevant cultural characteristics of self	Describe self as an individual and as a member of groups	Describe characteristics of self and groups they belong to, including characteristics that are not concrete (personality, preferences, cultural norms or values)	Describe current characteristics of self and community and identify the source or history of these characteristics	
	Recognize the unique characteristics of their own family					
	Sense of self as competent and capable	Attempt new activities and experiences with confidence and optimism		Identify personal and academic goals		
				Practice self-advocacy skills (e.g. ask for a turn after waiting patiently for a couple of minutes, lets teacher know when they can't see or hear during lesson)		
		Express independent thoughts and feelings		Explain and defend independent thoughts and feelings		

Social, Emotional and Intellectual Habits Framework		Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Develop a positive attitude toward learning	Sense of self as a learner	Distinguish between success and areas where they still need supports	Begin to appropriately ask for assistance from familiar sources	Identify and use available supports including familiar adults and other resources (e.g. books)	Identify multiple resources to assist in meeting learning goals
		Recognize own need for adult assistance and identify someone familiar who could help them			
	Is eager to share with pride, increasingly complex work or projects				
	Curiosity and initiative	Demonstrate engagement through discussion of a growing range of topics, ideas, and tasks	Engage in preferred activities that match strengths, talents and interests	Show enthusiasm for learning by asking questions and seeking meaningful information about a topic or idea	Independently engage in and seek new experiences in learning
Willingly take on challenges, exploring new knowledge with adult support		Deliberately take risks to explore new knowledge with minimal adult support	Deliberately take risks to explore new knowledge with peers	Independently take risks to explore new knowledge	
Cooperation during learning experiences	With adult support, use basic strategies for entering group play	Join and leave groups with ease as a leader or a follower as a situation demands	Willingly share materials with others in order to promote group learning		
	With adult support, share materials with peers				

Social, Emotional and Intellectual Habits Framework		Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Develop a positive attitude toward learning (continued)	Cooperation during learning experiences (continued)	With adult support and guidance, participate in group learning experiences using basic turn-taking and listening skills	Begin to independently use basic cooperation skills to engage in increasingly complex discussion/exploration of ideas		Listen, discuss, and negotiate ideas in order to discover new learning with peers
Identify and understand emotions of self and others	Identifying and Understanding Emotions	Identify and appropriately label basic feelings in self and others (e.g. happy, sad, mad, scared)	Recognize and label feelings in self and others, beginning to use more sophisticated emotion words.	Describe increasingly varied emotions and common situations that cause them	Communicate effectively about emotional experience, with adults and peers using a variety of vocabulary related to emotions
		With adult support discuss how some basic emotions impact behavior in self and others	Discuss emotions and the impact on behavior and begin to show awareness of the intensity of emotions (e.g. can recognize when their emotions are particularly strong and they might lose control; use words such as “furious” to describe intense anger)	Recognize the connections between emotions, thoughts and behavior	
	Empathy	With adult support, describe basic feelings or thoughts/perspectives of others	Recognize more complex feelings or thoughts/perspectives of others	With adult support, show ability to listen to and understand others' feelings and consider how they impact their actions	
		Respond when others display intense emotional reactions (e.g. crying, yelling, laughing loudly)	Offer comfort or assistance when others display indication of being hurt or upset	Acknowledge needs of others and act accordingly	

Social, Emotional and Intellectual Habits Framework		Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	
Develop positive interpersonal relationships	Social Awareness and Interpersonal Skills	Engage in practices that contribute to community well-being		Demonstrate cooperation in small and large groups	Celebrate group successes	
		With adult support, use basic social skills to ask to play with others, to share and take turns and to begin to work together with one or more peer on a game or activity	Use basic social skills independently and engage in positive, reciprocal relationships with peers (i.e. begin to form friendships with preferred peers)	Demonstrate ability to read nonverbal social cues	Demonstrate ability to read and appropriately act upon nonverbal social cues	
		Develop and maintain trusting, healthy relationships with school-based adults		With adult support, demonstrate the ability to compromise, negotiate and work together with others, in both child-initiated and adult-led activities		
		Increasingly learn to cooperate with classroom-based adults	Abide by the rules and expectations of the community	Identify and use skills to establish and maintain healthy interpersonal relationships		
	Responsible decision making and social problem solving	Demonstrate beginning understanding of connections between choices and outcomes in familiar situations	With adult support, describe the connection between choices (decisions) and consequences to self and uses this information to make choices	Analyze the outcomes and possible consequences of a set of given decisions	Take personal responsibility for one's own choices	
		Define decisions (e.g. choices) and identify in daily life in school and home		Distinguish between positive and negative peer pressure	Begin to be aware when peer pressure is influencing a decision	

Social, Emotional and Intellectual Habits Framework		Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Develop positive interpersonal relationships (continued)	Responsible decision making and social problem solving (continued)	With adult support identify social norms and safety considerations that guide behavior	Demonstrate beginning understanding of how social norms influence their decision making and behavior	Demonstrate concern for fairness and respect for the rights of others; respond appropriately when a rule is broken, with acceptance of responsibility and consequences	Demonstrate awareness of principles of equality, fairness and respect for social norms
	Conflict Resolution	Recognize conflict in personal and familiar contexts and can articulate nature (e.g. "Johnny took my crayon")	Identify appropriate response to conflict	Distinguish between constructive and destructive ways to resolve conflicts	Demonstrate ability to remove oneself from a stressful situation
		Resolve conflicts with peers with adult modeling and support using simple strategies (e.g. sharing, taking turns, apologizing)	Begin using simple strategies to address interpersonal conflict independently and, with adult support, incorporate additional strategies (e.g. negotiating)	Increasingly demonstrate willingness and skill to independently resolve a problem or conflict, although may still need adult support and encouragement	
Executive Function	Working Memory and Meta-cognition	Remember and follow directions that involve a sequence of 2-3 steps	Remember and follow multi-step directions that involve more complex steps/sequences and update them with new information or changing plans	Demonstrate ability to remember and return to place in story, song or game if interrupted or can reorder steps or change plans as needed to meet goal	

Social, Emotional and Intellectual Habits Framework		Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Executive Function (continued)	Working Memory and Meta-cognition (continued)	With adult support begin to use deliberate strategies (e.g. self-talk, song repetition) to organize thinking or to remember directions or sequence	With increasing independence, use deliberate strategies (self-talk, song repetition) in familiar situations to remember directions or sequence		With increasing independence, use deliberate strategies to remember information or organize thinking in new ways
		With adult support begin to monitor errors and/or progress, notice mistakes and make appropriate adjustments	With adult support show increasing independence in monitoring errors and/or progress, notice mistakes and make appropriate adjustments		Use previously modeled strategies to plan, monitor and evaluate thinking processes and try new and more sophisticated strategies with adult support
	Cognitive Flexibility	With adult prompting and support, transition between different tasks or activities; use different ways of completing a task and shift attention as needed	Try different ways to complete a task or solve a problem, identify multiple ways to think about a situation, deliberately change thought or feelings in order to achieve goals	With guidance and support, consider multiple aspects of situations and/or changing circumstances, to plan, make decisions and adjust thinking	Become more independent in considering multiple aspects of situations, and/or changing circumstances, to plan, make decisions and adjust thinking
	Self-regulation of impulses and emotional reaction	With adult support, use basic strategies to manage intense or difficult feelings (e.g. deep breathing, take a break, draw a picture)	Use basic strategies with increasing independence to deal with upsetting emotions and seek help when necessary	Manage behavioral response to emotions most of the time, effectively using multiple strategies (e.g. utilizing skills to calm down, and applying the steps in problem solving to school and to social problems)	Self- monitor emotions and use strategies to manage emotions and behavioral reactions

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Executive Function (continued)	Self-regulation of impulses and emotional reaction (continued)	Initiate previously-taught strategies to help delay gratification in a variety of contexts (e.g. choose an alternative activity while waiting a turn)		Apply strategies to help delay gratification for longer periods of time with increasing independence, building upon previously-taught strategies	
		Identify simple and age appropriate social norms and safety rules and use these to guide behavior		Respond increasingly well to rules outside of adult supervision	Recognize rules and are able to generalize them to other situations
		Name and typically follow basic rules related to privacy and personal boundaries		Demonstrate appropriate assertion of personal boundaries, rights and privacy needs	
Managing attention and behavior		With adult support, sustain attention and complete developmentally appropriate tasks	Sustain attention to an age appropriate task or activity individually and in small groups	Sustain attention to an age appropriate task or activity individually and in larger groups	Demonstrate persistence to completion when working independently on age appropriate tasks
		With adult support, take responsibility, including planning and/or setting simple goals for own learning, while respecting the learning of others	Demonstrate increasing independence in taking responsibility, including planning and/or setting goals for own learning, while respecting the learning of others		

Social, Emotional and Intellectual Habits Framework		Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Executive Function (continued)	Managing attention and behavior (continued)	With adult support, engage in basic planning and goal-setting, including planning topics for investigations, defining problems and considering sources of evidence	With minimal support, follows a task to completion, even when it is challenging		Independently follow a task to completion; may need minimal support when the task is challenging
		With adult support, begin to use basic strategies to maintain focus in the face of distractions	Maintain focus with increasing independence, using more varied and sophisticated strategies.		
Logic and Reasoning	Critical and analytical thinking	With adult support begin to use evidence and critical thinking to support claims; explain own thinking and listen to others	Use evidence and critical thinking to support claims, make simple arguments and critique the reasoning of others; explain own thinking and listens to others	Uses evidence and critical thinking to support claims, make arguments and critique the reasoning of others; decide if explanations make sense and asks appropriate questions	Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
			Agree or disagree with others and give reason why		
	Applying known information to new experiences	Connect current and past relationships, experiences and knowledge to new situations, relationships and problem solving	Approach new situations, relationships and problem solving using information from prior experiences rather than through trial and error	Use prior relationships, experiences, and knowledge to expand understanding	Compare, contrast and evaluate experiences, tasks and events building on prior knowledge

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Logic and Reasoning (continued)	Reasoning and problem solving	Can describe a simple problem and propose one of more possible solutions	Demonstrate a willingness to try multiple strategies to solve a problem; check whether solution makes sense; may seek adult assistance	With adult support plan out a simple problem solving approach, considering multiple strategies; monitor and evaluate progress and changes strategies as necessary	Consider multiple strategies and generate creative solutions to problem with peers; may use alternate method to check answers
		Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)			
Symbolic Representation	Symbolic representation	Use objects, actions, drawings and an increasing array of symbols to represent ideas		Use standard or self-selected objects, actions, drawings and symbols to represent increasingly complex ideas	
	Pretend or symbolic play	Engage in mature play, using language to create a pretend scenario over an extended time frame with complex interwoven themes, rich multifaceted roles		Use role play over an extended period of time to explore and expand knowledge and understanding	