

**Components of Social, Emotional,  
and Intellectual Habits:  
Kindergarten through Grade 3**

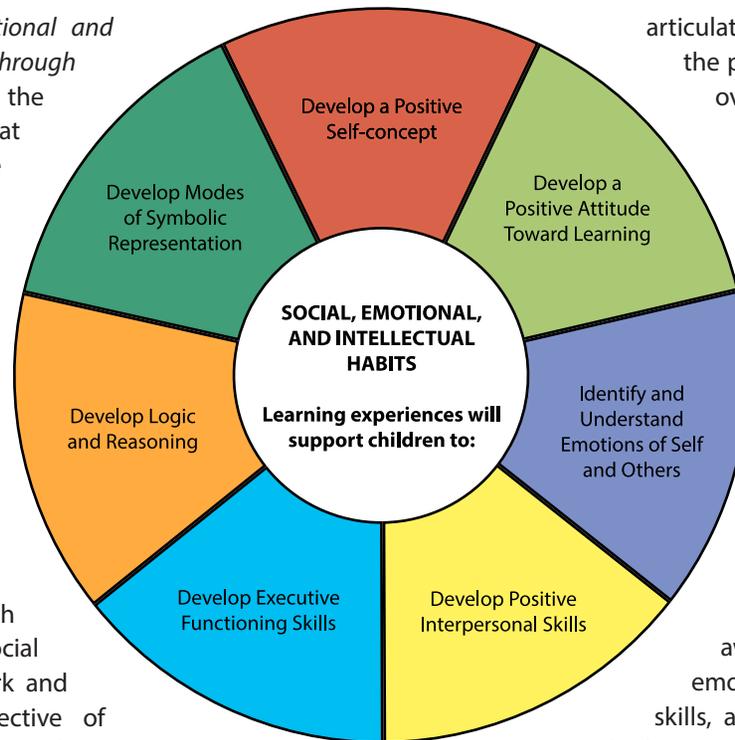


CSDE CONNECTICUT STATE DEPARTMENT OF EDUCATION

**T**he *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3* document represents the knowledge, skills, and dispositions that form an essential blueprint for college and career readiness and equip every child with the knowledge and skills necessary to succeed in college, careers and civic life. While attention to core subjects remains important, social, emotional and intellectual habits set the stage for all future learning promoting intrapersonal, interpersonal, and cognitive competence. With support from adults during the early childhood years, social, emotional and intellectual habits promote positive interactions with others and the development of psychosocial attitudes in relation to academic work and behaviors, maintaining focus irrespective of obstacles, and management of their own learning.

*The Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3* 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.

This document does 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 to support the development of strong social and intellectual habits.

*The Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3* document is organized by seven areas of development. Each area of development is further organized by learning progressions (e.g., self-awareness) that categorize the social, emotional and intellectual knowledge, skills, and dispositions under the subheadings indicators of evidence. The indicators of evidence

are arranged in columns by grade level to indicate social, emotional and intellectual developmental milestones within each grade. However, because children grow and develop at different rates, social, emotional and intellectual developmental milestones are often harder to pinpoint than, for example, signs of physical development.

The arrows and dotted lines that appear between the grade level headings and columns within the document indicate how developmental milestones can overlap based on children's rate of development. Finally, it is important to remember that social, emotional and intellectual development in one area is reinforced and enhanced by growth in other areas, and will continue beyond the early elementary years.

Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
<b>Area of Development</b> Learning experiences will support children to:	<b>Learning Progression</b>	<b>Indicators:</b> <b>These are evident, for example, when children:</b>			
<b>Develop a positive self-concept</b>	<b>Self-awareness</b>	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 a 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  Recognize the unique characteristics of their own family	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
	<b>Sense of self as competent and capable</b>	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 cannot see or hear during lesson)	
		Express independent thoughts and feelings		Explain and defend independent thoughts and feelings	

Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
<b>Area of Development</b> Learning experiences will support children to:	<b>Learning Progression</b>	<b>Indicators:</b> <b>These are evident, for example, when children:</b>			
<b>Develop a positive attitude toward learning</b>	<b>Sense of self as a learner</b>	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			
		Share with eagerness and pride, increasingly complex work or projects			
	<b>Curiosity and initiative</b>	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	Engage in and seek new experiences in learning independently
		Take on challenges willingly, exploring new knowledge with adult support	Take risks to explore new knowledge with minimal adult support	Take risks to explore new knowledge with peers	Take risks to explore new knowledge independently
	<b>Cooperation during learning experiences</b>	Use basic strategies for entering group play with adult support	Join and leave groups with ease as a leader or a follower as a situation demands	Share materials willingly with others in order to promote group learning	
		Share materials with peers with adult support			
		Participate in group learning experiences using basic turn-taking and listening skills with adult support and guidance	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	

Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
<b>Area of Development</b> Learning experiences will support children to:	<b>Learning Progression</b>	<b>Indicators:</b> <b>These are evident, for example, when children:</b>			
<b>Identify and understand emotions of self and others</b>	<b>Identifying and understanding emotions</b>	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
		Discuss how some basic emotions impact behavior in self and others with adult support	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
	<b>Empathy</b>	Describe basic feelings or thoughts/perspectives of others with adult support	Recognize more complex feelings or thoughts/perspectives of others	Show ability to listen to and understand others' feelings and consider how they impact their actions with adult support	
		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	

Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
<b>Area of Development</b> Learning experiences will support children to:	<b>Learning Progression</b>	<b>Indicators:</b> <b>These are evident, for example, when children:</b>			
<b>Develop positive interpersonal relationships</b>	<b>Social awareness and interpersonal skills</b>	Engage in practices that contribute to community well-being		Demonstrate cooperation in small and large groups	Celebrate group successes
		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 with adult support	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			
		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	
	<b>Responsible decision making and social problem solving</b>	Demonstrate beginning understanding of connections between choices and outcomes in familiar situations	Describe the connections between choices (decisions) and consequences to self and uses this information to make choices with adult support	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	Become aware when peer pressure is influencing a decision
		Identify social norms and safety considerations that guide behavior with adult support	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

continued ►

Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
<b>Area of Development</b> Learning experiences will support children to:	<b>Learning Progression</b>	<b>Indicators:</b> <b>These are evident, for example, when children:</b>			
<b>Develop positive interpersonal relationships</b> (continued)	<b>Conflict resolution</b>	Recognize and articulate conflict in personal and familiar contexts (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)	Use simple strategies to address interpersonal conflict independently and, with adult support, incorporate additional strategies (e.g., negotiating)	Demonstrate willingness and skill to independently resolve a problem or conflict, although may still need adult support and encouragement	
<b>Develop executive functioning skills</b>	<b>Working memory and metacognition</b>	Remember and follow directions that involve a sequence of 2-3 steps	Remember and follow multistep 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	
		Begin to use deliberate strategies (e.g., self-talk, song repetition) to organize thinking or to remember directions or sequence with adult support	Use deliberate strategies (self-talk, song repetition) in familiar situations to remember directions or sequence	Use deliberate strategies to remember information or organize thinking in new ways	
		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 with adult support	Use previously modeled strategies to plan, monitor and evaluate thinking processes and try new and more sophisticated strategies with adult support	
	<b>Cognitive flexibility</b>	Transition between different tasks or activities; use different ways of completing a task and shift attention as needed with adult prompting and support	Try different ways to complete a task or solve a problem, identify multiple ways to think about a situation, deliberately change thoughts or feelings in order to achieve goals	consider multiple aspects of situations and/or changing circumstances, to plan, make decisions and adjust thinking with adult guidance and support	Become more independent in considering multiple aspects of situations, and/or changing circumstances, to plan, make decisions and adjust thinking

continued ►

Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
<b>Area of Development</b> Learning experiences will support children to:	<b>Learning Progression</b>	<b>Indicators:</b> <b>These are evident, for example, when children:</b>			
<b>Develop executive functioning skills</b> (continued)	<b>Self-regulation of impulses and emotional reaction</b>	Use basic strategies to manage intense or difficult feelings (e.g., deep breathing, take a break, draw a picture) with adult support	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
		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	
	<b>Managing attention and behavior</b>	Sustain attention and complete developmentally appropriate tasks with adult support	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

continued ►

Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
<b>Area of Development</b> Learning experiences will support children to:	<b>Learning Progression</b>	<b>Indicators:</b> <b>These are evident, for example, when children:</b>			
<b>Develop executive functioning skills</b> (continued)	<b>Managing attention and behavior</b> (continued)	Take responsibility, including planning and/or setting simple goals for own learning, while respecting the learning of others with adult support	Demonstrate increasing independence in taking responsibility, including planning and/or setting goals for own learning, while respecting the learning of others		
		Engage in basic planning and goal-setting, including planning topics for investigations, defining problems and considering sources of evidence with adult support	Follow a task to completion, even when it is challenging with minimal support	Follow a task to completion; may need minimal support when the task is challenging	
		Begin to use basic strategies to maintain focus in the face of distractions with adult support	Maintain focus with increasing independence, using more varied and sophisticated strategies.		
<b>Develop logic and reasoning</b>	<b>Critical and analytical thinking</b>	Begin to use evidence and critical thinking to support claims; explain own thinking and listen to others with adult support	Use evidence and critical thinking to support claims, make simple arguments and critique the reasoning of others; explain own thinking and listens to others	Use 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		

continued ►

Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
<b>Area of Development</b> Learning experiences will support children to:	<b>Learning Progression</b>	<b>Indicators:</b> <b>These are evident, for example, when children:</b>			
<b>Develop logic and reasoning</b> (continued)	<b>Applying known information to new experiences</b>	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
	<b>Reasoning and problem solving</b>	Describe a simple problem and propose one or more possible solutions	Demonstrate a willingness to try multiple strategies to solve a problem; check whether solution makes sense; may seek adult assistance	Plan out a simple problem solving approach, considering multiple strategies; monitor and evaluate progress and change strategies as necessary with adult support	Consider multiple strategies and generate creative solutions to problem with peers; use an alternate method to check answers
	Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)				
<b>Develop modes of symbolic representation</b>	<b>Symbolic representation</b>	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	
	<b>Pretend or symbolic play</b>	Engage in mature play, using language to create a pretend scenario over an extended time frame with complex interwoven themes and rich multifaceted roles		Use role play over an extended period of time to explore and expand knowledge and understanding	