

**Construct Progressions, Performance Descriptors,  
Rationale, and Alignment to Standards  
(NC Preschool Standards and NC Standard Course of Study)**

**Domain**

Emotional and Social Development

**Claim**

Students communicate about and use strategies to regulate responses to their own emotions.

**Construct**

Emotional Literacy

**Domain:** Emotional and Social Development

**Claim:** Students can talk about and use strategies to regulate responses to their own emotions.

**Construct:** Emotional Literacy

Emotional Literacy		
Understanding	Skills	Performance Descriptors
Children understand that emotions and feelings may be experienced in the body (e.g., queasy stomach, active body), and displayed in their behavior.	A. Expresses a range of emotions, including joy, sadness, fear, anger disgust, interest, surprise and excitement. *  Expresses context-appropriate emotions (language, posture, gestures). *  *The first typically precedes the second.	In response to an experience, the child may express or display emotion. This may manifest as excessive activity, withdrawal, crying, or facial expression.  When a friend arrives at school the child may express happiness.  When hurt, the child may cry or express sadness, or anger.
	B. Expresses social and/or evaluative emotions, including jealousy, shame and pride.	When a child is painting at the easel and is praised by the teacher, the child's face may show pride.  When the child is confronted with having done something wrong, the child may avert eyes.  When the teacher sees a child take something that does not belong to that child, and the teacher says to the child, "Jovan is missing his toy," the child may express shame by looking away.
	C. Labels basic emotions (happy, sad, angry, scared) in self and others (including picture book characters).	The child chooses an image that matches how the child is feeling.  The child labels the emotion of a character in a picture book (with language, facial expression, or choosing an image that matches).  When looking at a book, child says, "The boy in the story looked happy when his dog came back."
	D. Labels basic emotions by answering questions.	In response to "How do you feel?" the child responds with an emotion term or facial expression (with language, signs, images, or gestures).

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	E. Labels basic emotions by independently generating a description.	Without prompting, the child tells feelings to teacher or peer (e.g., “I’m happy today.”) by using language, signs, images, or gestures.
	F. Labels higher-order emotions (confused, worried, surprised) to describe self and others (including picture book characters).	The child chooses an image that matches how the child is feeling.  The child labels the emotion of a character in a picture book (with language, facial expression, or choosing an image that matches).  Child says, “I was surprised when my mom came to school.”  Child says, “I’m worried that I won’t get to play outside with my friend.”
Children understand that emotions have a function in getting needs and desires met, and that emotional display and expression can be used for social support.	G. Displays/expresses emotions to get needs and desires met.  Displays/expresses emotions to get help from an adult or peer.	When experiencing difficulty completing a task, child may express frustration (e.g., whining, asking for help using a frustrated voice) in attempt to gain adult support.  A child may cry out joyfully to draw attention (e.g., to block structure, art work, etc.).
Children understand that emotions have causes and effects.	H. Expresses/labels emotions to describe self and others, including picture book characters, referring to causes and effects in <u>present</u> situations.  Expresses/labels emotions to describe self and others, including picture book characters, referring to causes and effects in <u>past</u> situations.	Child uses words to let the adult know of sad feelings when the mom leaves. For example, child says, “When my Mom drops me off at school, I miss her and I feel sad.”  Child comforts (e.g., hugs, speaks softly to) a peer who is expressing sadness.  Child references the cause of some emotion in the past. For example, when asked a question such as “Why are you sad?” the child may reference a situation or person’s action as a cause. The child might say,

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	<p>Expresses/labels emotions to describe self and others, including picture book characters, referring to causes and effects when predicting <u>future</u> situations.</p> <p>Expresses/labels more than one emotion for single situation.</p> <p>Answers questions using words, images, gestures or sign language about their feelings, and the causes of their feelings.</p> <p>Note: These skills typically follow the order of progression listed.</p>	<p>"I'm sad because Michael knocked down my blocks."</p> <p>The child predicts how an action will make a person feel.</p> <p>After reading <i>Peter's Chair</i>, the child may recognize that Peter is both happy and worried about having a baby sister.</p>
<p>Children understand that feelings and actions are separate, and that people may feel and respond differently in similar situations.</p>	<p>I. Expresses that one may feel different from someone else or others in same situation.</p>	<p>Sam says to his teacher, "Michael is happy because he is the line leader, but that makes me mad."</p>

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## ADDITIONAL INFORMATION

### Rationale

Emotions serve a very important function in development. They help motivate us to take action, avoid danger, and establish and sustain social relationships (Landy, 2002). There are three aspects of emotion: the subjective experience, the physiological (sweaty palms, racing heart) and the expressive (how we behave or what we say).

Learning to regulate one's emotions involves learning a complex set of skills over time that are essential for doing well in school and relationships. Children first learn to recognize emotion, in their own feelings, thoughts and body experiences, and from the face and body signals of others. Then they learn to pay attention to and respond to emotions. Over time, they come to understand more about how emotions work, and finally, they learn to regulate their emotions – to use them to meet their needs and build relationships with other people (Mayer, Salovey & Caruso, 2000). This is sometimes referred to as *emotional intelligence* (Goleman, 1995).

Language and communication play a very important part of the development of emotion regulation (Raver, Garner, & Smith-Donald, 2007). Children who recognize and communicate about their own emotions more easily manage their own emotions. Learning two languages is not necessarily a disadvantage for learning to regulate behavior and emotions (Luchtel, M., Hughes, K., Luze, G., Richardson Bruna, K., & Peterson, C., 2010); however it may pose challenges for communicating about them. Children who show delays with language development may have difficulty meeting their needs and connecting with peers, and may express their frustration in challenging behavior.

Children who are able to identify and express their emotions are better able to manage strong emotions, and therefore often have better relationships with children in their classroom and have better social skills with peers, both of which are important competencies for success in school. Children who have difficulty managing frustration or maintaining a positive attitude may also have difficulty with tasks that are important for academic learning, such as focusing attention, planning and finishing tasks, and regulating other behaviors that are important for academic learning (Blair, 2002; Raver, et al., 2007). Identifying and managing one's emotions is essential to personal well-being and happiness and helps children get along better with other people (K – 3 North Carolina Think Tank. (2013).

When evaluating a child's emotion regulation, it is important to keep in mind that individual differences among children and cultural expectations may explain variations in children's behavior:

- 1) Children have biologically-based temperamental predispositions that account for how they respond to new things and react to difficult or negative situations.
- 2) Children who have delays in language development may struggle to identify and describe emotional experiences, and often develop emotion knowledge and regulation skills more slowly than their peers.
- 3) Family context may also account for individual differences in children's development. For example, children whose family culture has different expectations for regulating emotions may struggle or be confused while learning two sets of rules.
- 4) Children whose families are experiencing stress may develop emotion regulation more slowly, or show regression of emotion regulation skills in some circumstances.

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In these and other circumstances, children often require extra support from teachers to practice and learn about emotion and emotion regulation. In order for children to learn to identify emotions, a child may need to identify postures and bodily features in others and images (e.g., picture books, illustrations). Label, describe, and describe context and causes of emotion.

Emotions have a function... Language...Family Culture

### **Alignment to Standards (NC Foundations for Early Learning & Development and the NC Standard Course of Study (Common Core & Essential Standards))**

NC Foundations for Early Learning and Development

Goal ESD 6 – Children identify, manage, and express their feelings.

NC Standard Course of Study

K.MEH.1.1 Recognizes feeling and ways of expressing them.

1.MEH.1.1 Uses effective communication to express and cope with emotions.

### **Resources Used**

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