



Main Criteria: My Social and Emotional Readers

Secondary Criteria: Common Core State Standards, Head Start Child Development and Learning Framework

Subjects: Early Childhood Education, Language Arts, Social Studies

Grades: K, 1, 2, Ages 3-5

My Social and Emotional Readers

My Social and Emotional Readers
 Summary: Series of 24 titles with stories that support social and emotional learning, while building reading skills. 4 themes are covered: I Have Feelings, I Get Along with Others, I Am in Control of Myself, and I Believe in Myself.

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.K.1	With prompting and support, ask and answer questions about key details in a text.
STANDARD	CCSS.EL A- Literacy.R I.K.2	With prompting and support, identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A- Literacy.R I.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.K.10	Actively engage in group reading activities with purpose and understanding.

STRAND / DOMAIN	CCSS.EL A- Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.1.1	Ask and answer questions about key details in a text.
STANDARD	CCSS.EL A- Literacy.R I.1.2	Identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STANDARD	CCSS.EL A- Literacy.R I.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas

CLUSTER		
STANDARD	CCSS.EL A- Literacy.R I.1.7	Use the illustrations and details in a text to describe its key ideas.
STANDARD	CCSS.EL A- Literacy.R I.1.8	Identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.1.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A- Literacy.R F.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R	Reading Standards for Informational Text
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	I.2	
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	CCSS.EL A-Literacy.R I.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.2.8	Describe how reasons support specific points the author makes in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.2.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A-Literacy.R F.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

	L.2.1	
EXPECTATION	CCSS.EL A- Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

Head Start Child Development and Learning Framework
Early Childhood Education
Grade Ages 3-5 - Adopted: 2015

DOMAIN	HS.ATL.3 6-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL3.	Child appropriately handles and takes care of classroom materials.
INDICATOR	P-ATL3.1.	Handles classroom materials, such as putting them where they belong, with adult support.
DOMAIN	HS.SED.3 6-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE3.	Child engages in and maintains positive interactions and relationships with other children.
INDICATOR	P-SE3.1.	Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.
DOMAIN	HS.SED.3 6-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE4.	Child engages in cooperative play with other children.
INDICATOR	P-SE4.1.	Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.
DOMAIN	HS.SED.3 6-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE5.	Child uses basic problem-solving skills to resolve conflicts with other children.
INDICATOR	P-SE5.1.	Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.
DOMAIN	HS.SED.3 6-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING

GOAL	P-SE7.	Child expresses care and concern toward others.
INDICATOR	P-SE7.1.	Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.
DOMAIN	HS.ATL.4 8-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL3.	Child appropriately handles and takes care of classroom materials.
INDICATOR	P-ATL3.1.	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.
DOMAIN	HS.SED. 48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
GOAL	P-SE2.	Child engages in prosocial and cooperative behavior with adults.
INDICATOR	P-SE2.1.	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.
DOMAIN	HS.SED. 48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE3.	Child engages in and maintains positive interactions and relationships with other children.
INDICATOR	P-SE3.1.	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.
DOMAIN	HS.SED. 48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE4.	Child engages in cooperative play with other children.
INDICATOR	P-SE4.1.	Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.
DOMAIN	HS.SED. 48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE5.	Child uses basic problem-solving skills to resolve conflicts with other children.
INDICATOR	P-SE5.1.	Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.
DOMAIN	HS.SED. 48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE7.	Child expresses care and concern toward others.
INDICATOR	P-SE7.1.	Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.
DOMAIN	HS.ATL.B -60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL3.	Child appropriately handles and takes care of classroom materials.
INDICATOR	P-ATL3.1.	Appropriately handles materials during activities.
INDICATOR	P-ATL3.2.	Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.
DOMAIN	HS.ATL.B -60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL4.	Child manages actions, words, and behavior with increasing independence.

INDICATOR	P-ATL4.5.	Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.
DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: INITIATIVE AND CURIOSITY
GOAL	P-ATL10.	Child demonstrates initiative and independence.
INDICATOR	P-ATL10.2.	Makes choices and communicates these to adults and other children.
DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE3.	Child engages in and maintains positive interactions and relationships with other children.
INDICATOR	P-SE3.1.	Engages in and maintains positive interactions with other children.
INDICATOR	P-SE3.2.	Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.
INDICATOR	P-SE3.4.	Develops friendships with one or two preferred other children.
DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE4.	Child engages in cooperative play with other children.
INDICATOR	P-SE4.1.	Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.
INDICATOR	P-SE4.2.	Demonstrates willingness to include others' ideas during interactions and play.
INDICATOR	P-SE4.3.	Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.
INDICATOR	P-SE4.4.	Engages in reflection and conversation about past play experiences
DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE5.	Child uses basic problem-solving skills to resolve conflicts with other children.
INDICATOR	P-SE5.1.	Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"
INDICATOR	P-SE5.2.	Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.
INDICATOR	P-SE5.4.	Seeks adult help when needed to resolve conflicts.
DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE7.	Child expresses care and concern toward others.
INDICATOR	P-SE7.1.	Makes empathetic statements to adults or other children.
INDICATOR	P-SE7.2.	Offers support to adults or other children who are distressed.
DOMAIN	HS.LC.B-60.	Language and Communication (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: VOCABULARY
GOAL	P-LC6.	Child understands and uses a wide variety of words for a variety of purposes.
INDICATOR	P-LC6.2.	Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.
INDICATOR	P-LC6.4.	With support, forms guesses about the meaning of new words from context clues.