



Main Criteria: My Social and Emotional Readers

Secondary Criteria: Texas Essential Knowledge and Skills (TEKS), 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.

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.

Texas Essential Knowledge and Skills (TEKS)

Early Childhood Education

Grade Ages 3-5 - Adopted: 2008

TEKS	TX.1.	Texas Prekindergarten Guidelines (By around 48 months of age)
STUDENT EXPECTATION	1.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.B.	Self Control Skills
INDICATOR	I.B.1.	Behavior Control
INDICATOR	I.B.1.c.	Child needs adult guidance to help manage her behavior.
TEKS	TX.1.	Texas Prekindergarten Guidelines (By around 48 months of age)
STUDENT EXPECTATION	1.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL	I.C.	Social Competence Skills

EXPECTATION		
INDICATOR	I.C.3.	Child shows interest in joint play but may be less skilled at initiating and joining unstructured peer play.
INDICATOR	I.C.4.	Child enjoys parallel and associative play with peers.
INDICATOR	I.C.5.	Child seeks adult help when experiencing conflicts with another child.
INDICATOR	I.C.6.	Child responds with concern when a child or adult is distressed.
INDICATOR	I.C.7.	Child interacts easily with a variety of playmates, may have preferred friends.
TEKS	TX.1.	Texas Prekindergarten Guidelines (By around 48 months of age)
STUDENT EXPECTATION	1.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.D.	Social Awareness Skills
INDICATOR	I.D.2.	Child is interested in other people and their feelings.
TEKS	TX.2.	Texas Prekindergarten Guidelines (End of Prekindergarten)
STUDENT EXPECTATION	2.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.B.	Self Control Skills
INDICATOR	I.B.1.	Behavior Control
INDICATOR	I.B.1.b.	Child takes care of and manages classroom materials.
TEKS	TX.2.	Texas Prekindergarten Guidelines (End of Prekindergarten)
STUDENT EXPECTATION	2.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.C.	Social Competence Skills
INDICATOR	I.C.1.	Child uses positive relationships as modeled by his teacher for her own pro-social behaviors.
INDICATOR	I.C.3.	Child shows competence in initiating social interactions.
INDICATOR	I.C.4.	Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
INDICATOR	I.C.6.	Child demonstrates empathy and caring for others.
INDICATOR	I.C.7.	Child begins to have meaningful friends.
TEKS	TX.2.	Texas Prekindergarten Guidelines (End of Prekindergarten)
STUDENT EXPECTATION	2.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.D.	Social Awareness Skills
INDICATOR	I.D.2.	Child demonstrates an understanding that others have perspectives and feelings that are different from her own.

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade K - Adopted: 2010

TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	K.4 (B)	Ask and respond to questions about texts read aloud.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.9)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.10)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence

		from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	K.10 (A)	Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.
TEKS	TX.110.10 (b)	Figure 19 TAC, Reading/Comprehension Skills Kindergarten
STUDENT EXPECTATION	(110.11)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	110.11 (B)	Ask and respond to questions about text.
GRADE LEVEL EXPECTATION	110.11 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	110.11 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 1 - Adopted: 2010

TEKS	TX.110.12	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	1.4 (B)	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.
TEKS	TX.110.12	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.6)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	1.6 (C)	Determine what words mean from how they are used in a sentence, either heard or read.
TEKS	TX.110.12	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.14)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	1.14 (A)	Restate the main idea, heard or read.
GRADE LEVEL EXPECTATION	1.14 (B)	Identify important facts or details in text, heard or read.
TEKS	TX.110.10 (b)	Figure 19 TAC, Reading/Comprehension Skills First Grade
STUDENT EXPECTATION	(110.12)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	110.12 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	110.12 (D)	Make inferences about text and use textual evidence to support understanding.
GRADE LEVEL EXPECTATION	110.12 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 2 - Adopted: 2010

TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.3)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL	2.3 (B)	Ask relevant questions, seek clarification, and locate facts and details about stories

EXPECTATION		and other texts and support answers with evidence from text.
GRADE LEVEL EXPECTATION	2.3 (C)	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.5)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	2.5 (B)	Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.
TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.14)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	2.14 (A)	Identify the main idea in a text and distinguish it from the topic.
GRADE LEVEL EXPECTATION	2.14 (B)	Locate the facts that are clearly stated in a text.
TEKS	TX.110.10 (b)	Figure 19 TAC, Reading/Comprehension Skills Second Grade
STUDENT EXPECTATION	(110.13)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	110.13 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).

Texas Essential Knowledge and Skills (TEKS)

Social Studies

Grade K - Adopted: 2010 (Amended 2011)

TEKS	TX.113.11	Social Studies, Kindergarten
STUDENT EXPECTATION	(K.4)	Geography. The student understands the concept of location. The student is expected to:
GRADE LEVEL EXPECTATION	K.4 (B)	Locate places on the school campus and describe their relative locations.
TEKS	TX.113.11	Social Studies, Kindergarten
STUDENT EXPECTATION	(K.9)	Government. The student understands the role of authority figures. The student is expected to:
GRADE LEVEL EXPECTATION	K.9 (A)	Identify authority figures in the home, school, and community.

Texas Essential Knowledge and Skills (TEKS)

Social Studies

Grade 1 - Adopted: 2010 (Amended 2011)

TEKS	TX.113.12	Social Studies, Grade 1
STUDENT EXPECTATION	- 1.1200000 00000000 1	Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:
GRADE LEVEL EXPECTATION	1.12 (A)	Identify the responsibilities of authority figures in the home, school, and community.
TEKS	TX.113.12	Social Studies, Grade 1
STUDENT EXPECTATION	- 1.129999 9999999 999	Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
GRADE LEVEL	1.13 (A)	Identify characteristics of good citizenship, including truthfulness, justice, equality,

EXPECTATION		respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.
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Texas Essential Knowledge and Skills (TEKS)

Social Studies

Grade 2 - Adopted: 2010 (Amended 2011)

TEKS	TX.113.13	Social Studies, Grade 2
STUDENT EXPECTATION	-2.13	Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
GRADE LEVEL EXPECTATION	2.13 (A)	Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.

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