

PROBLEM SOLVED! READERS

Grades: K, 1, 2

States: Common Core State Standards

A NEW FRIEND: A Lesson on Friendship

Summary: When things begin to disappear, the friends want to know who is responsible. Can they forgive the thief and turn a fiend into a friend? Each story in Problem Solved! Readers shows how the five friends use a variety of character traits and values to solve familiar problems. Book Concepts: Being a good friend, being honest, self-esteem, working together. (9781937529123)

Common Core State Standards

Language Arts

Grade: K

STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD	RL.K.2.	With prompting and support, retell familiar stories, including key details.
STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
STANDARD	RL.K.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity

STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	CC.RF.K.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CC.SL.K.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CC.L.K.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Grade: 1		
STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN	CC.RI.1.	Reading Standards for Informational Text

CATEGORY / CLUSTER		Craft and Structure
STANDARD	RI.1.5.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
STRAND / DOMAIN	CC.RF.1.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.1.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
Grade: 2		
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature

CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.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	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RI.2.5.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
STRAND / DOMAIN	CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.2.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	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	L.2.4(e)	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
STRAND / DOMAIN	CC.L.2.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

BUN'S NEW HATS: A Lesson on Self-Esteem

Summary: Bun loves her silly hats. Then she hears her friends make fun of how they look. How can the friends make it up to Bun? Each story in Problem Solved! Readers shows how the five friends use a variety of character traits and values to solve familiar problems. Book Concepts: Self-esteem, empathy, being honest, being a good friend. (9781937529239)

Common Core State Standards

Language Arts

Grade: **K**

STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
-----------------	----------	----------------------------------

CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD	RL.K.2.	With prompting and support, retell familiar stories, including key details.
STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
STANDARD	RL.K.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	CC.RF.K.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CC.SL.K.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CC.L.K.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Grade: 1		
STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN	CC.RF.1.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under

		discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.1.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
Grade: 2		
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.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	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / DOMAIN	CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.2.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

FIELD DAY: A Lesson on Empathy

Summary: The friends are happy it is Field Day! But then they learn there is no race for turtles! How can the friends help the turtles have fun? Each story in Problem Solved! Readers shows how the five friends use a variety of character traits and values to solve familiar problems. Book Concepts: Empathy, teamwork, being a good friend, self-esteem. (9781937529093)

Common Core State Standards**Language Arts**Grade: **K**

STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD	RL.K.2.	With prompting and support, retell familiar stories, including key details.
STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
STANDARD	RL.K.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	CC.RI.K.	Reading Standards for Informational Text
CATEGORY /		Craft and Structure

CLUSTER		
STANDARD	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CC.RF.K.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CC.SL.K.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CC.L.K.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Grade: 1		
STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / DOMAIN	CC.RI.1.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / DOMAIN	CC.RI.1.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
STRAND / DOMAIN	CC.RF.1.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.1.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Grade: 2

STRAND / DOMAIN CC.RL.2. Reading Standards for Literature

CATEGORY / CLUSTER Key Ideas and Details

STANDARD RL.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 RL.2.3. Describe how characters in a story respond to major events and challenges.

STRAND / DOMAIN CC.RL.2. Reading Standards for Literature

CATEGORY / CLUSTER Integration of Knowledge and Ideas

STANDARD RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

STRAND / DOMAIN CC.RL.2. Reading Standards for Literature

CATEGORY / CLUSTER Range of Reading and Level of Text Complexity

STANDARD RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / DOMAIN CC.RI.2. Reading Standards for Informational Text

CATEGORY / CLUSTER Craft and Structure

STANDARD RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

STRAND / DOMAIN CC.RI.2. Reading Standards for Informational Text

CATEGORY / CLUSTER Range of Reading and Level of Text Complexity

STANDARD RI.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	CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.2.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

PIP'S PICNIC: A Lesson on Responsibility

Summary: Pip has a problem. Tab promised to make lunch for the big picnic. But when Pip arrives, nothing is ready. How do Pip and Tab work together to make the picnic a success? Each story in Problem Solved! Readers shows how the five friends use a variety of character traits and values to solve familiar problems. Book Concepts: Being responsible, working together, being a good friend. (9781937529116)

Common Core State Standards**Language Arts**Grade: **K**

STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD	RL.K.2.	With prompting and support, retell familiar stories, including key details.
STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
STANDARD	RL.K.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	CC.RF.K.	Reading Standards: Foundational Skills

CATEGORY / CLUSTER		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CC.SL.K.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CC.L.K.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade: 1

STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN	CC.RF.1.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.1.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
Grade: 2		
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.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	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters,

		setting, or plot.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.2.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using

adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

TED'S SURPRISE: A Lesson on Working Together

Summary: TED'S SURPRISE: It's Ted's birthday and everyone's forgotten the important date! How do the friends save the day and come up with the perfect gift? Each story in Problem Solved! Readers shows how the five friends use a variety of character traits and values to solve familiar problems. Book Concepts: Working together, empathy, being a good friend. (9781937529109)

Common Core State Standards

Language Arts

Grade: **K**

STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD	RL.K.2.	With prompting and support, retell familiar stories, including key details.
STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
STANDARD	RL.K.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.

STRAND / DOMAIN	CC.RF.K.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CC.SL.K.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CC.L.K.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade: 1

STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN	CC.RF.1.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency

STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.1.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Grade: 2

STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.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	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas

STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.2.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
----------	--------	---

TED'S WEEK: A Lesson on Bullying

Summary: Every day of the week, poor Ted is bullied by the blue jays. They swoop, they peck, they tease until Ted's friends help him out. Each story in Problem Solved! Readers shows how the five friends use a variety of character traits and values to solve familiar problems.

Book Concepts: Perseverance, self-esteem, being a good friend. (9781937529253)

Common Core State Standards

Language Arts

Grade: K

STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD	RL.K.2.	With prompting and support, retell familiar stories, including key details.
STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
STANDARD	RL.K.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity

STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	CC.RF.K.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CC.SL.K.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CC.L.K.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade: 1

STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN	CC.RF.1.	Reading Standards: Foundational Skills

CATEGORY / CLUSTER		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.1.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
Grade: 2		
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.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	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature

CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.2.	Language Standards

CATEGORY / CLUSTER	Vocabulary Acquisition and Use
STANDARD	L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

THE BIG BOX: A Lesson on Being Honest
 Summary: The five friends find a treasure that doesn't belong to them. Will they decide to keep it or try to find the owner? Each story in Problem Solved! Readers shows how the five friends use a variety of character traits and values to solve familiar problems. Book Concepts: Being honest, being responsible, working together. (9781937529260)

Common Core State Standards

Language Arts

Grade: K

STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD	RL.K.2.	With prompting and support, retell familiar stories, including key details.
STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
STANDARD	RL.K.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature

CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	CC.RF.K.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CC.SL.K.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CC.L.K.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Grade: 1		
STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / DOMAIN	CC.RF.1.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.1.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
Grade: 2		
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.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	RL.2.3.	Describe how characters in a story respond to major events and challenges.

STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

STRAND / DOMAIN	CC.L.2.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

THE BIG RACE: A Lesson on Perseverance

Summary: Sox is a fast runner and can't wait for the day of the big race to arrive! Tab is slow. But when Tab decides to run in the race, can Sox ignore his friend? Each story in Problem Solved! Readers shows how the five friends use a variety of character traits and values to solve familiar problems. Book Concepts: Perseverance, self-esteem, empathy, being a good friend, working together. (9781937529246)

Common Core State Standards

Language Arts

Grade: K

STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD	RL.K.2.	With prompting and support, retell familiar stories, including key details.
STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
STANDARD	RL.K.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what

moment in a story an illustration depicts).

STRAND / DOMAIN	CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	CC.RF.K.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CC.SL.K.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CC.L.K.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade: 1

STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN	CC.RL.1.	Reading Standards for Literature

CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN	CC.RF.1.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN	CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.1.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Grade: 2

STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details

STANDARD	RL.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	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards

CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CC.L.2.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
