

RedRover Readers Objectives

The RedRover Readers program is aligned with the Core Competencies for social and emotional learning (SEL) as identified by [CASEL](#) (the Collaborative for Academic, Social and Emotional Learning). Below is a list of books and teaching guides used in the RedRover Readers program that best align with the stated objectives and SEL competencies. Take the RedRover Readers training and gain access the teaching guides for each objective. Learn more [here](#).

The program aligns to other standards as well. For a complete list of Common Core standards aligned with the program, visit our [Standards Guide](#).

Students who participate in the RedRover Readers program shall be able to:

1. Observe animal behavior through illustrations and use prior knowledge and experience, as well as evidence in a narrative to provide support for how an animal may be feeling; explore a variety of emotions and mixed emotions animals have, as well as emotions they may not have or may not be observable, such as: pride, guilt and judgement.

CASEL alignment	RedRover Readers books (teaching guides given at workshop)
<p>Social awareness:</p> <p>Perspective-taking, affective empathy</p>	<p>A. <i>Max Talks to Me</i>: Teaching Guide</p> <p>B. <i>Buddy Unchained</i>: Teaching Guide (English / Spanish)</p> <p>C. <i>The Restricted Adventures of Raja</i>: Teaching Guide (English / Spanish)</p>

2. In the context of a narrative, analyze and understand similarities and differences between how people and animals respond to environmental and behavioral cues.

CASEL alignment	RedRover Readers books
<p>Social awareness:</p> <p>Cognitive empathy, perspective-taking</p>	<p>A. <i>Ginger Finds a Home</i>: Teaching Guide</p> <p>B. <i>Orville</i>: Teaching Guide</p> <p>C. <i>Nobody's Cats</i>: Teaching Guide</p>

3. Relate narratives to their own lives to understand how people and animal characters in a story may feel and do things differently or the same as they would.

CASEL alignment	RedRover Readers books		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Self-awareness:</p> <p>Label one's feelings, Relate feelings to thoughts and behavior</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Social awareness:</p> <p>Cognitive and affective empathy, perspective-taking</p> </td> </tr> </table>	<p>Self-awareness:</p> <p>Label one's feelings, Relate feelings to thoughts and behavior</p>	<p>Social awareness:</p> <p>Cognitive and affective empathy, perspective-taking</p>	<p>A. <i>The Forgotten Rabbit</i>: Teaching Guide</p> <p>B. <i>Buddy Unchained</i>: Teaching Guide</p> <p>C. <i>Oh, Theodore! Guinea Pig Tales</i>: Teaching Guide</p>
<p>Self-awareness:</p> <p>Label one's feelings, Relate feelings to thoughts and behavior</p>	<p>Social awareness:</p> <p>Cognitive and affective empathy, perspective-taking</p>		

4. Understand how relationships with animals or people can serve as a social support; and understand how the decisions people make and how people treat others impacts individual lives, communities and society.

CASEL alignment				RedRover Readers books
Self-awareness: Relating feelings and thoughts to behavior	Social awareness: Understanding social and ethical norms for behavior; recognizing family, school and community supports;	Relationship skills: Communicating clearly, working cooperatively	Responsible decision making: Considering the well-being of self and others, recognizing one's responsibility to behave ethically	A. <i>Lucky Boy</i> : Teaching Guide B. <i>Rescue and Jessica</i> : Teaching Guide C. <i>Mrs. Crump's Cat</i> : Teaching Guide

5. Identify and evaluate problems by weighing factors such as safety, responsibility and impact on others while developing self-motivation and self-reflection skills and applying these skills to various situations.

CASEL alignment		RedRover Readers books
Self-management: Self-motivation	Responsible decision-making: Considering the well-being of self and others, recognizing one's responsibility to behave ethically, basing decisions on safety, social and ethical considerations	A. <i>Call the Horse Lucky</i> : Teaching Guide B. <i>Nobody's Cats</i> : Teaching Guide C. <i>Cookie's Fortune</i> : Teaching Guide