

Aligning the RedRover Readers curriculum with Academic Content Standards: Arizona Standards

Grade Level & Content Area	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
ELA Reading Literature						
Key Ideas and Details	<p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>2. With prompting and support, retell familiar stories, including key details.</p> <p>3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>1. Ask and answer questions about key details in a text.</p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
Craft and Structure	4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	6. Distinguish their own point of view from that of the narrator or those of the characters.	4. Determine the meaning of words and phrases as they are used in a text.	
	5. Recognize common types of texts (e.g., storybooks, poems).	6. Identify who is telling the story at various points in a text.			6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	

Grade Level & Content Area	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Integration and Knowledge and Ideas	<p>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).</p> <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>		
Range of Reading and Level of Text Complexity	<p>10. Actively engage in group reading of informational and functional texts with purpose and understanding.</p>	<p>Read functional texts appropriate for Grade 1.</p>	<p>Read and comprehend functional texts appropriate for second grade.</p>	<p>Read and comprehend functional texts appropriate for third grade.</p>	<p>Read and comprehend functional texts appropriate for fourth grade.</p>	<p>Read and comprehend functional texts appropriate for fifth grade.</p>

Grade Level & Content Area	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
ELA Writing						
Text Types and Purpose	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.					
Production and Distribution of Writing	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	7. Participate in shared research and writing projects.				
	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Produce clear and coherent functional writing in which the development and organization are appropriate to task and purpose.	Produce clear and coherent functional writing in which the development and organization are appropriate to task and purpose.

Grade Level & Content Area	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Research to Build and Present Knowledge			8. Recall information from experiences or gather information from provided sources to answer a question.			

ELA Speaking and Listening

Comprehension and Collaboration	1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	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).	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).	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).	Follow agreed-upon rules for discussions and carry out assigned roles.	Follow agreed-upon rules for discussions and carry out assigned roles.
	Continue a conversation through multiple exchanges.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Build on others' talk in conversations by linking their comments to the remarks of others.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Grade Level & Content Area	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Comprehension and Collaboration	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.	Ask questions to clear up any confusion about the topics and texts under discussion.	Ask for clarification and further explanation as needed about the topics and texts under discussion.	Explain their own ideas and understanding in light of the discussion.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Presentation of Knowledge and Ideas	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Presentation of Knowledge and Ideas	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Presentation of Knowledge and Ideas	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.			4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		

Grade Level & Content Area	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Comprehension and Collaboration	6. Speak audibly and express thoughts, feelings, and ideas clearly.					
Presentation of Knowledge and Ideas		<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p>	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.