

Aligning the RedRover Readers Curriculum with Academic Content Standards:

British Columbia

RedRover's Discussion and Activity Guides are aligned with
British Columbia Academic Content Standards for English Language Arts.

Please scroll down to see the standards.

The RedRover Readers program is a social and emotional learning
program designed to promote empathy and critical thinking.
RedRover trains teachers and volunteers to use the
RedRover Readers curriculum to help students explore
the human-animal relationship and practice pro-social skills.

www.RedRover.org/Readers



The RedRover Readers curriculum is aligned with
English Language Arts

Kindergarten – Third Grade Performance Standard	Expectation	Applied to RedRover Readers
Contributing to the Classroom and School Community	Welcoming, friendly, kind and helpful. Willing to contribute ideas when appropriate. Dependable; may take on extra responsibilities.	The story models friendliness and kindness. Guided discussion provides opportunity to contribute ideas. Pet care and responsibility shown.
Solving Problems in Peaceful Ways	Shows empathy and can describe others' feelings in a range of situations. Listens actively.	Description of how characters feel in each story. Opportunity to listen critically with guiding questions.
Valuing Diversity and Defending Human Rights	Treats others fairly and respectfully.	The stories includes diverse characters.

Reading Literature Performance Standards: British Columbia

Kindergarten – Third Grade Reading Literature Performance Standards	Expectation	Applied to RedRover Readers
Strategies	Uses illustrations, meaning of text, prior knowledge to predict and confirm	Illustrations reinforce text. Students can predict story events based on clues in illustrations.
Comprehension	Provides a retelling of the story. Describes main and supporting characters.	Students can retell the story in pictures or words. Students can describe the situation based on the text and illustrations.
Response	Can tell how story events or characters relate to their own experiences. Offers simple opinions about story characters and events.	Students with or without animals can participate. They can imagine what choices they would make in the characters' situation. Students can form opinions about stories and situations.