

# Aligning the RedRover Readers Curriculum with Academic Content Standards:

## District of Columbia

Below is a list of the books currently used in the RedRover Readers program and the academic content standards that the RedRover Readers program aligns with. The content standards are separated by grade level and content area (i.e. reading, listening, writing, etc.).

***A Home For Nathan* by Claudia M. Roll, illustrated by Finn Rizer**

***Buddy Unchained* by Daisy Bix, illustrated by Joe Hyatt**

***Call the Horse Lucky* by Juanita Havill**

***Duncan and Dolores* by Barbara Samuels**

***Freckles and Willie* by Margery Cuyler, illustrated by Marsha Winborn**

***Ginger Finds a Home* by Charlotte Voake**

***"Let's Get a Pup!" said Kate* by Bob Graham**

***Lucky Boy* by Susan Boase**

***Max Talks to Me* by Claire Buchwald, illustrated by Karen Ritz**

***Mrs. Crump's Cat* by Linda Smith, illustrated by David Roberts**

***Oh, Theodore!* by Susan Katz, illustrated by Stacey Schuett**

***Orville: A Dog Story* by Haven Kimmel, illustrated by Robert Andrew Parker**

***So, What's it Like to be a Cat?* by Karla Kuskin, illustrated by Betsy Lewin**



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Academic Content Standards: District of Columbia**

Grade Level & Content Area	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading</b>	<p>Make predictions about what will happen next in a story.</p> <p>Relate a theme in fiction to life experiences.</p>	<p>Answer questions about text heard.</p> <p>Describe the characters' traits in a story.</p>	<p>Form questions about a text.</p> <p>Use story details and prior knowledge to understand ideas that are not directly stated in the text.</p>	<p>Describe a character's traits, relationships and feelings, using evidence from the text.</p>	<p>Relate the events and characters in a literary work to information about its setting.</p>
<b>Language Development</b>	<p>Follow agreed-upon rules for discussion, including raising one's hand, waiting one's turn, speaking one at a time, and listening politely to the ideas of others.</p> <p>Listen attentively by facing the speaker.</p>	<p>Follow agreed-upon rules for discussion, including raising one's hand, waiting one's turn, speaking one at a time, listening politely to the ideas of others and gaining the floor in respectful ways.</p> <p>Know and practice appropriate listening behavior.</p> <p>Provide descriptions with careful attention to sensory detail.</p> <p>Ask questions to clarify confusion about a topic.</p>	<p>Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.</p> <p>Respond to questions with appropriate elaboration and detail.</p>	<p>Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.</p> <p>Ask thoughtful questions and respond to relevant questions.</p>	<p>Ask questions that clarify information not already discussed.</p> <p>Describe the relationships between major and minor characters; analyze how a character's traits influence that character's actions.</p>
<b>Science</b>	<p>Explain that most living things need food, water and air.</p>	<p>Observe the visible features of animals.</p>			