Aligning the RedRover Readers Curriculum with Academic Content Standards:

Illinois

RedRover's Discussion and Activity Guides are aligned with
Illinois 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

Red Rover
R E A D E R S

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Academic Content Standards: Illinois

Age & Content	Early Elementary	Late Elementary
English Language Arts Goals and Standards		
Reading	Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	Establish purposes for reading, survey materials, ask questions, make predictions, connect, clarify and extend ideas.
	Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).	Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
	Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	Continuously check and clarify for understanding (e.g., *in addition to previous skills*, clarify terminology, seek additional information).
	Use information to form questions and verify predictions.	Use information to form and refine questions and predictions
	Identify important themes and topics.	Make and support inferences and form interpretations about main themes and topics.
	Make comparisons across reading selections.	Compare and contrast the content and organization of selections.
	Summarize content of reading material using text organization (e.g., story, sequence).	Summarize and make generalizations from content and relate to purpose of material.
Literature	Identify the literary elements of theme, setting, plot and character within literary works.	Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.
	Respond to literary materials by connecting them to their own experience and communicate those responses to others.	Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.
	Relate character, setting and plot to real-life situations.	Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.
Writing	Write for a variety of purposes including description, information, explanation, persuasion and narration.	
Listening and Speaking	Listen effectively in formal and informal situations.	
	Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.	Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.
	Ask questions and respond to questions from the teacher and from group members to improve comprehension.	Ask and respond to questions related to oral presentations and messages in small and large group settings.
	Follow oral instructions accurately.	Restate and carry out a variety of oral instructions.
	Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).	Use speaking skills and procedures to participate in group discussions.
Research	Identify questions and gather information. Write letters, reports and stories based on acquired information.	