

Aligning the RedRover Readers Curriculum with Academic Content Standards:

Indiana

RedRover's Discussion and Activity Guides are aligned with
Indiana 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



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Grade Level & Content Area	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Reading	Students identify basic facts that they have read, heard or seen.	Analysis of grade level-appropriate nonfiction and informational text.	Restate facts and details or summarize the main idea in the text to clarify and organize ideas.	Demonstrate knowledge of grade level-appropriate words to speak specifically about different issues.	Students read and understand grade level appropriate materials.	Students read and understand grade level appropriate materials.
	Identify the front cover, back cover and title page of a book.	Use context to understand word and sentence meanings.	Confirm predictions about what will happen next in a story.	Use sentence and word context to find the meaning of unknown words.	Draw conclusions and make and confirm predictions about text by using prior knowledge and ideas presented in the text itself including illustrations, titles, topic sentences, important words, fore shadowing clues and direct quotations.	Draw inferences, conclusions or generalizations about text and support them with textual evidence and prior knowledge.
	Listen to spoken sentences and recognize individual words in a sentence. Listen to words and recognize individual sounds in the words.	Related prior knowledge to what is read.	Draw conclusions or confirm predictions about what will happen next in a text by identifying key words.	Ask questions and support answers by connecting prior knowledge with literal information from the text.	Evaluate new information and hypotheses by testing them against known information and ideas.	Identify the main problem or conflict of the plot and explain how it is resolved.
	Listen to stories read aloud and use the vocabulary in those stories in oral language.	Children read and respond to a wide variety of children's literature.	Students read and respond to a wide variety of significant works of children's literature.	Recall major points in the text and make and revise predictions about what is read.	Students read and respond to a wide variety of significant works of children's literature.	Understand that the theme refers to the central idea of meaning of a selection and recognize themes whether they are implied or stated directly.
	Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.	Identify and describe the plot, setting and character(s) in a story.	Compare plots, settings and characters presented by different authors.	Students read and respond to a wide variety of significant works of children's literature.		

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Reading	<p>Identify the order of information.</p> <p>Students listen and respond to stories based on well-known characters, themes, plots.</p> <p>Identify character, settings and important events in a story.</p> <p>Understand what is heard or seen by responding to questions.</p>	<p>Confirm predictions about what will happen next in a story.</p> <p>Understand what is read by responding to questions.</p>		<p>Identify the speaker or narrator in a selection.</p> <p>Identify the problem and solutions in a story.</p>		
Writing	<p>Students discuss ideas and tell stories for someone to write. Students use pictures, letters and words to write.</p> <p>Ask how and why questions about a topic of interest.</p> <p>Draw pictures and write words for a specific reason.</p>	<p>Write brief narratives describing an experience.</p>	<p>Write brief narratives based on experiences.</p> <p>Write a brief description of familiar object, person, place or event that develops a main idea.</p> <p>Write responses to literature that demonstrate an understanding of what is read.</p>	<p>Write personal, persuasive and formal letters, thank you notes and invitations that show awareness of the knowledge and interest of the audience, establish a purpose and context.</p>	<p>Students write clear sentences and paragraphs that develop a central idea.</p> <p>Write a narrative that includes ideas, observations or memories of an event or experience.</p> <p>Write responses to literature that demonstrate an understanding of literary work.</p>	<p>Write responses to literature that demonstrate an understanding of a literary work.</p>
Listening and Speaking	<p>Students listen and respond to oral communication.</p>	<p>Students listen critically and respond appropriately to oral communication.</p>	<p>Students listen critically and respond appropriately to oral communication.</p>	<p>Retell, paraphrase and explain what a speaker has said.</p>	<p>Students listen critically and respond appropriately to oral communication.</p>	<p>Students ask questions that seek information not already discussed.</p>

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Listening and Speaking	Tell an experience or creative story in logical sequence.	Retell stories using basic story grammar and relating the sequence of story events by answering who, when, where, why, how questions.	Retell stories including characters, setting and plot			
Science	<p>Students are actively engaged in beginning to explore how their world works. They explore, observe, ask questions, discuss observations and seek answers.</p> <p>Students ask questions about a variety of living things and everyday events that can be answered through shared observations.</p>	<p>Investigate and make observations to seek answers to questions about the world such as, "In what ways do animals move?"</p> <p>Recognize that and demonstrate how people can learn much about plants and animals by observing them closely over a period of time.</p> <p>Recognize also that care must be taken to know the needs of living things and how to provide for them.</p>	<p>Students ask questions about a variety of living things and everyday events that can be answered through observations.</p> <p>Observe and explain that plants and animals both need to take in water, animals need to take in food, and plants need light.</p>			