

Aligning the RedRover Readers Curriculum with Academic Content Standards:

Maryland

RedRover's Discussion and Activity Guides are aligned with Maryland 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



Aligning the RedRover Readers Program with Academic Content Standards: Maryland

| Grade Level & Content area | First Grade | Second Grade | Third Grade | Fourth Grade | Fifth Grade |
|----------------------------|--|--|---|--|---|
| Reading | <p>Listen to models of fluent reading.</p> <p>Discuss ideas/information gained from reading experiences.</p> <p>Make predictions or ask questions about the text by examining the illustrations.</p> <p>Make, confirm or adjust predictions.</p> <p>Engage in conversation to understand what has been read.</p> <p>Respond to text by drawing.</p> <p>Listen to, read and discuss literary texts.</p> <p>Identify and explain how the title contributes to meaning.</p> | <p>Listen to models of fluent reading.</p> <p>Acquire new vocabulary by listening to and discussing a variety of literary texts.</p> <p>Make connections to prior knowledge and new vocabulary by listening.</p> <p>Make predictions or ask questions about the text by examining the title, cover and illustrations.</p> <p>Make, confirm or adjust predictions.</p> <p>Ask and answer questions about the text.</p> <p>Connect the text to prior knowledge or personal experience.</p> <p>Engage in conversation to understand what has been read.</p> | <p>Listen to models of fluent reading.</p> <p>Acquire new vocabulary through listening.</p> <p>Discuss reactions to and ideas/ information gained from reading experiences with adults and peers.</p> <p>Ask questions about the text.</p> <p>Make connections to the text from prior knowledge and experiences</p> <p>Make, confirm or adjust predictions.</p> <p>Explain personal connections to the ideas or information in the text.</p> <p>Attend to the speaker.</p> <p>Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge and summarizing.</p> | <p>Acquire new vocabulary through listening.</p> <p>Make connections to the text from prior knowledge and experiences.</p> <p>Make, confirm or adjust predictions.</p> <p>Visualize what was read.</p> <p>Use a graphic organizer.</p> <p>Explain personal connections to the text.</p> <p>Identify and explain what is not directly stated in the text by drawing inferences.</p> | <p>Make predictions and ask questions about the text.</p> <p>Listen to critically, read, and discuss texts representing diversity in content, culture, authorship and perspective, including areas such as race, gender and disability.</p> |

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|----------------------------|--|---|---|--|--|
| Reading | Identify and explain how illustrations contribute to meaning. | Recognize sequential and chronological order. Identify characters' actions, motives, traits and feelings. | Listen carefully. Follow a set of multi-step directions. | Draw conclusions or make generalizations about the text. Connect the text to prior knowledge or personal experience. | |
| Listening | Attend to the speaker. Respond appropriately to clarify and understand. Demonstrate an understanding of what is heard by retelling, asking questions and relating prior knowledge. Follow a set of multi-step directions. Listen carefully to expand and enrich vocabulary. State a position and support it with reasons. | Attend to the speaker. Ask appropriate questions. Respond appropriately to clarify and understand. Follow a set of multi-step directions. Listen carefully to expand and enrich vocabulary. | Learn oral communication skills to participate in discussions. Actively listen to others and constructively agree or disagree with them. | Attend to the speaker. Ask appropriate questions. Contribute relevant comments. State a position and support it with reasons. | Attend to the speaker. Ask appropriate questions. Contribute relevant comments. Relate prior knowledge. |
| Visual Arts | Use color, line, shape, texture and form to communicate personal meaning. | Represent ideas visually from observation, memory and imagination. | Represent ideas and feelings visually that describe what is seen, felt or known. | | Analyze how physical qualities of people and animals are represented through art |

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|----------------------------|---|---|---|--------------|--|
| Science | Identify some of the things that all animals do, such as eat and move around. | Identify some of the things that all animals do, such as eat and move around. | | | |
| Health | <p>Define different feelings.</p> <p>Identify and describe what makes a good choice/decision.</p> <p>Show appropriate ways to act around your pets.</p> | <p>Demonstrate appropriate methods of communication.</p> <p>Demonstrate the meaning of emotion.</p> | <p>Understand respectful methods of communication.</p> <p>Identify ways family members show they care for each other.</p> | | Describe how emotions influence behaviors. |