

# Aligning the RedRover Readers Curriculum with Academic Content Standards:

## Michigan

RedRover's Discussion and Activity Guides are aligned with Michigan 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](http://www.RedRover.org/Readers)



**Aligning RedRover Readers Program with  
Academic Content Standard: Michigan**

Grade Level & Content Area	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Reading	Respond to individual and multiple texts by finding evidence, discussing and/or writing to reflect, make meaning and make connections.	In context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including content clues, mental pictures and questioning.	In context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.	In context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.	In context, determine the meaning of words and phrases including...content vocabulary and literary terms using strategies and resources including context clues.	In context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
	Begin to make text-to-self and text-to-text connections and comparisons activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.	Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.	Identify and explain how authors/illustrators use literacy devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.	Identify and describe characters' thoughts and motivations, story level themes, main idea and lesson/moral.	Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.	Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
	Begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts.	Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.	

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Reading	Become enthusiastic about reading and learning to read.	Identify problem/solution, sequence of events, and sense of story (beginning, middle and end).	Make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.	Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.	Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	
		Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.	Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.		Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.	
Writing	Write a brief personal narrative using pictures, words, work-like clusters, and/or sentence as support.	Write a personal narrative using illustrations and transitional words such as before, after, now or finally to indicate a sequence of events, sense of story (beginning, middle and end) and physical descriptions.				Write poetry based on reading a wide variety of grade-appropriate poetry.

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Speaking	Explore and use language to communicate with a variety of audiences and different purposes including problem solving, explaining, looking for solutions, constructing relationships and expressing courtesies.	Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.		Engage in interactive extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.	Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
	Engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions.			Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.		Ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.
Listening and viewing	Understand and follow one-and two-step directions.	Listen to or view knowledgeably and discuss a variety of genre.		Respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences.		Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
	Ask appropriate questions during a presentation or report.		Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning and make connections.			Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.

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Listening and viewing	Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; Listen to each other, interact and respond appropriately.		Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.			Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
	Respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing and/or writing in order to reflect, make meaning, and make connections.					Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.
						Respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.