

Aligning the RedRover Readers Curriculum with Academic Content Standards:

Missouri

RedRover's Discussion and Activity Guides are aligned with Missouri 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
Vocabulary	Develop vocabulary by listening to and discussing unknown words in stories.	Develop vocabulary by reading, listening to, and discussing unknown words in stories.	Develop vocabulary by reading, listening to, and discussing unknown words in stories.	Develop vocabulary through text.	Develop vocabulary through text.	Develop vocabulary through text.
Pre-Reading	Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access to prior knowledge, b. preview text and picture, c. make general prediction.	Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access to prior knowledge, b. preview, c. predict with evidence.	Develop and apply pre-reading strategies to aid comprehension: a. access to prior knowledge, b. preview, c. predict with evidence.	Apply pre-reading strategies to aid comprehension: a. access to prior knowledge, b. preview, c. predict with evidence.	Apply pre-reading strategies to aid comprehension: a. access to prior knowledge, b. preview, c. predict with evidence.	Apply pre-reading strategies to aid comprehension: a. access to prior knowledge, b. preview, c. predict with evidence.
During Reading	During reading, shared reading, or read-alouds, develop and utilize, with assistance, strategies to a. self-question and correct, b. infer, c. predict and check using cueing systems: meaning, structure, and visual information.	During reading and read-alouds, develop and utilize, with assistance, strategies to a. self-question and correct, b. infer, c. predict and check using cueing systems: meaning, structure, and visual information.	During reading, develop and utilize strategies to a. self-question and correct, b. determine meaning of unknown words, c. self-monitor comprehension, d. question the text, e. infer, f. visualize.	During reading, utilize strategies to a. determine meaning of unknown words, b. self-monitor comprehension, c. question the text, d. infer, e. visualize, f. paraphrase, g. summarize.	During reading, utilize strategies to a. determine meaning of unknown words, b. self-monitor comprehension, c. question the text, d. infer, e. visualize, f. paraphrase, g. summarize.	During reading, utilize strategies to a. determine meaning of unknown words, b. self-monitor comprehension, c. question the text, d. infer, e. visualize, f. paraphrase, g. summarize.
Post Reading	Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions, b. question to clarify, c. retell, d. illustrate , e. re-enact stories.	Develop and apply post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions, b. question to clarify, c. retell, d. reflect, e. draw conclusions, f. analyze.	Apply post-reading skills to respond to text: a. answer basic comprehension questions, b. question to clarify, c. retell, d. reflect, e. draw conclusions, f. analyze.	Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions, b. identify and explain the relationship between the main idea and supporting details, c. make predictions, d. question to clarify, e. reflect, f. draw conclusion, g. analyze, h. paraphrase, i. summarize.	Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions, b. identify and explain the relationship between the main idea and supporting details, c. make predictions, d. question to clarify, e. reflect, f. draw conclusion, g. analyze, h. paraphrase, i. summarize.	Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions, b. identify and explain the relationship between the main idea and supporting details, c. make predictions, d. question to clarify, e. reflect, f. draw conclusion, g. analyze, h. paraphrase, i. summarize.

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Making Connections	Identify connections, with assistance, between a. text to text (text ideas --- similarities and differences in fiction and non-fiction works) b. text to self (text ideas and own experiences).	Identify connections between a. text to text (text ideas --- similarities and differences in various fiction and non-fiction works, with assistance), b. text to self (text ideas and own experiences).	Identify relevant connections between a. text to text (text ideas --- similarities and differences in information and relationships in various fiction and non-fiction works), b. text to self (text ideas and own experiences), c. text to world (text ideas and the world, with assistance).	Identify and explain relevant connections between a. text to text (text ideas --- information and relationships in various fiction and non-fiction works--compare and contrast), b. text to self (text ideas and own experiences), c. text to world (text ideas and the world).	Identify and explain relevant connections between a. text to text (text ideas --- information and relationships in various fiction and non-fiction works--compare and contrast), b. text to self (text ideas and own experiences).	Compare, contrast and analyze connections between a. text to text (information and relationships in various fiction and non-fiction works), b. text to self (text ideas and own experiences), c. text to world (text ideas and the world by responding to literature that reflects a culture and historic time frame).
Literacy Elements	Use details from text to identify story elements in shared reading and read-alouds with assistance: a. main characters, b. problem solving, c. events, d. setting	Use details from text in independent reading and read-alouds to identify a. characters, b. problem solving, c. events in logical sequence, d. solutions, e. setting.	Use details from text to a. make basic inferences, b. predict solutions, c. identify events in logical sequence, d. identify settings, characters, and problems.	Use details from text to a. demonstrate comprehension skills previously introduced, b. make inferences, c. compare and contrast, d. identify cause and effect, e. identify the narrator, f. identify events from the beginning, middle and end, h. identify settings, character traits, and problems and solutions.	Use details from text to a. demonstrate comprehension skills previously introduced, b. make inferences, c. compare and contrast, d. identify cause and effect, e. identify the narrator, f. identify events from the beginning, middle and end, h. identify settings, character traits, and problems and solutions.	Use details from text to a. demonstrate comprehension skills previously introduced, b. make inferences, c. compare and contrast, d. identify cause and effect, e. identify the narrator, f. identify events from the beginning, middle and end, h. identify settings, character traits, and problems and solutions.

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Text Structures	In response to text and with assistance, a. ask questions to clarify meaning, b. answer questions.	Use details from text to a. demonstrate comprehension skills previously introduced, b. clarify meaning, c. answer questions, d. identify main ideas, e. identify supporting details.	Use details from text to a. demonstrate comprehension skills previously introduced, b. ask questions to clarify meaning, c. answer questions, d. identify main ideas and provide support, e. retell sequence of events, f. make basic inferences, g. identify problems and solutions.	Use details from text to a. demonstrate comprehension skills previously introduced, b. answer questions, c. explain main idea and supporting details, d. sequence events, e. identify simple cause and effect, f. draw conclusions, g. make inferences.	Use details from text to a. demonstrate comprehension skills previously introduced, b. answer questions, c. explain main idea and supporting details, d. sequence events, e. identify simple cause and effect, f. draw conclusions, g. make inferences, i. distinguish between fact and opinion.	Use details from text to a. demonstrate comprehension skills previously introduced, b. explain main idea and supporting details, c. sequence events, d. identify and explain cause and effect, e. compare and contrast, f. make predictions, g. make inferences.
Understanding Directions	Follow simple pictorial/written direction, with assistance.	Read and follow a simple direction to perform a task.	Read and follow simple directions to perform a task.	Read and follow two- and three-step directions to complete a simple task.	Read and follow three- and four-step directions to complete a task.	Read and follow multi-step directions to complete a task.
Purpose of Listening	Listen for enjoyment, information, for simple directions with assistance.	Listen for enjoyment, for information, for simple directions to follow.	Listen for enjoyment, for information, for directions to complete a simple task.	Listen for enjoyment, for information, to distinguish fact from opinion, for directions to complete a two- or three-step task.	Listen for enjoyment, for information, to identify tone, mood and emotion of verbal and nonverbal communication.	Listen for enjoyment, for information, for directions, to identify and interpret tone, mood, emotion of verbal and nonverbal communication.
Listening Behaviors	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance.	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) with teacher assistance.	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact).	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact).	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact).	Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers).