

Aligning the RedRover Readers Curriculum with Academic Content Standards:

New Brunswick, Canada

RedRover's Discussion and Activity Guides are aligned with
New Brunswick 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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 English Language Arts Programs of Study: New Brunswick, Canada

Grade Level & Content Area	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Comprehension Responses Appropriate Achievement	Use, with support, the various cueing systems and a variety of strategies to construct meaning from text use meaning cues (personal experiences, context, picture cues) to predict, confirm/selfcorrect.	Retell narrative text by recounting main events (usually three to four) in sequence, providing general details, and including many story elements (i.e., setting, main characters, problem/solution); verbal prompts or graphic organizers may be used to support/extend retelling.	By the end of grade two students will be expected to: use a variety of strategies to create meaning, identify main idea, predict content using text information along with personal knowledge and experiences, make inferences by drawing on their own experiences and clues in the text, make connections between texts, noticing similarities in characters, events, illustrations and language.	By the end of grade three students will be expected to: identify main idea and supporting details of a text, recognize different emotions and empathize with literary characters.	By the end of grade four, students will be expected to describe, share, and discuss their personal reactions to texts.	
	Express opinions about texts and the work of authors and illustrators.	Make simple inferences about a character (his/her actions or feelings), using concrete examples from the text; may require verbal prompts.	Express preferences for and simple opinions about texts, usually related to overall topic; provide some general examples.	Use prereading and/previewing strategies such as: predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic, visualizing characters, setting, and situations.		

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Comprehension Responses Appropriate Achievement		Use obvious context clues, and background knowledge to understand word.	Respond critically to texts, formulate questions as well as understandings.	Make personal connections to text and describe, share and discussion their reactions and emotions, express and explain opinions about texts.		
		Make personal connections, and relate prior knowledge to text; connections may be obvious.		Demonstrate an awareness of whose voices/positions are and are not being, expressed.		
		Express preferences for and simple opinions (e.g., like/dislike) about texts, authors, and illustrations, providing general reasons for their responses.		Discover and express personal attitudes and opinions, express feelings and imaginative ideas.		
Writing Achievement Standards	By the end of entry, students will be expected to understand that print carries a message.	Generate ideas from peer and class discussions, topic lists/personal interests, and models (books, class charts).	Use prewriting strategies, such as drawing, talking and reflecting.	Experiment in imaginative writing and other ways of representing (e.g., dramatization, role play/skits, book, adaptations, writing (fiction/nonfiction), poetry, cartooning, skits, video script, song).	Use strategies in writing and other ways of representing to <input type="checkbox"/> discover and express personal attitudes, feelings, and opinions, compare their own thoughts and beliefs to those of others, describe feelings, reactions, values, and attitudes.	Use a range of strategies in writing and other ways of representing to describe feelings, reactions, values and attitudes, record and reflect on experiences and their responses to them, compare their own thoughts and beliefs to those of others.
		Use drawings, and graphic organizers to plan and organize writing.				
		Include ideas/events (may not be explicitly stated or explained), usually based on personal experiences or basic information.				

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Writing Achievement Standards		Formulate arguments and reasons – one or two statements provided as arguments, often based on personal opinion (Hamsters are cute. I know how to take care of a hamster.)				
Science				Be sensitive to and develop a sense of responsibility for the welfare of other people, other living things, and the environment (419).		