

Aligning the RedRover Readers Curriculum with Academic Content Standards:

New Mexico

RedRover's Discussion and Activity Guides are aligned with
New Mexico 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: New Mexico

Grade Level & Content Area	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Listen to, read, react to and retell information	Retell, reenact, or dramatize stories or parts of stories, including personal events.	Listen to and retell stories.	Independently recall facts and details in text.	Interact with text before, during and after reading, listening or viewing to comprehend by: a. setting a purpose, previewing the text, b. making predictions, c. asking questions, d. locating information for a specific purpose, e. making connections, and f. using story structure and text organization.	Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question.	Listen actively and critically by: asking questions; delving deeper into the topic; elaborating on the information and the ideas presented; evaluating information and ideas; making inferences and drawing conclusions; and making judgments.
	Demonstrate sense of story (e.g., beginning, middle, end, characters, details).	Recognize repetition and predict repeated phrases.	Increase vocabulary through reading, listening and interacting.	Summarize main idea (s) from written or spoken text succinctly.	Visualize and recall story details, including characterization and sequence.	Make connections between texts by recognizing similarities and differences based on a common theme, lesson, or message.
	Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactments of familiar stories).	Respond and elaborate in answering "who, what, when, where and how" questions.			Employ active listening skills.	Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.
	Role-play and act out stories (e.g., fairy tales, songs, rhymes).	Discussion and explain response to "how, why and what if" questions in sharing narrative and expository texts.			Increase vocabulary through reading, listening and interacting.	Follow oral instructions that provide information about a task or assignment.
	Follow simple oral instructions.	Follow simple written and oral instructions. Increase vocabulary through reading, listening and				

		interacting.				
Demonstrate critical thinking skills to comprehend written, spoken, and visual information.	Understand oral and graphic instructions.	Predict and explain what will happen next in a story.	Pose possible "how, why and what if" questions to understand and/or interpret texts.	Draw conclusions, make generalizations, gather support by referencing the text.	Respond to fiction, poetry, and drama using interpretive, critical and evaluative processes by:	Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to.
	Create mental pictures to predict possible events in text before and during reading.	Describe differences and similarities between different stories	Recognize own difficulty in comprehending text.	Explain choice of reading materials congruent with purpose (e.g., solving problems, making decisions).	a. analyzing author's word choice and context,	Use the problem-solving process to refine understanding.
	Compare different versions of the same story.		Discuss similarities and differences in events and characters across stories.		b. examining reasons for characters' actions,	
	Relate experiences and observations.		Interpret information from diagrams, charts and graphs.		c. identifying and examining characters' motives, and	
	Formulate questions before beginning to read or listen (e.g., What will happen in this story? Where do you think this happens?				d. considering a situation or problems from different characters' perspectives.	
	Who might this be?).				Respond to non-fiction using interpretive, critical and evaluative processes.	
	Sequence a story to describe the beginning, middle and end. .				Analyze characters, events and plots from different texts and cite supporting evidence.	
	Differentiate between non-fiction and fiction stories				Analyze how language and visuals bring characters to life, enhance plot development and produce a response.	

Demonstrate deductive and inductive reasoning by drawing logical conclusions.

Demonstrate competence in speaking to convey information. /Use speaking as an interpersonal communication tool

Retell, reenact or dramatize stories or parts of stories, including personal events.

Engage in discussions resulting in written products.

Increase vocabulary by listening and discussing responses to literature that is read and heard.

Sustain conversation on a topic.

Actively contribute to a discussion.

Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer).

Use correct words to name objects or tell actions.

Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas).

Explain and describe new concepts and information in own words.

Answer open-ended questions.

Use language to: present information and ideas clearly and concisely, interview, solve problems and make decisions.

Clarify, illustrate, and expand upon topics in discussions.

Use speaking skills to connect experiences by:

Use oral communication to identify, organize and analyze information.

Make oral presentations, using technologies when appropriate, with an awareness of audience and purpose.

a. listening to and retelling stories,

Respond appropriately when participating in discussions by adapting language and non-verbal behaviors to the situation.

Use appropriate non-verbal communication while giving presentations.

b. discussing and dramatizing stories,

Identify and select an appropriate method to communicate that is relevant to the audience and purpose.

c. discovering relationships,
d. taking turns,
e. expressing ideas, and
f. asking questions.

Use a variety of sentence patterns.

Ask questions to resolve confusion about a topic.

Clarify and sort words
by general categories.

Demonstrate
competence in the
skills and strategies of
the reading process

Interact with the text
by:

a. making predictions;

b. formulating
questions;

c. supporting answers
from textual
information, using
previous experience, or
other sources;

d. drawing on personal,
literary, and cultural
understandings; and

e. seeking additional
information.