

# Aligning the RedRover Readers Curriculum with Oklahoma Academic Standards: English Language Arts

The RedRover Readers Discussion and Activity Guides align with the following  
[http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-ELA-Final%20Version\\_0.pdf](http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-ELA-Final%20Version_0.pdf)

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 to RedRover Readers curriculum to help students explore the human-animal bond and practice pro-social skills.



[www.RedRover.org/Readers](http://www.RedRover.org/Readers)

# Aligning the RedRover Readers Curriculum with Oklahoma Academic Standards: English Language Arts

| Grade Level & Standard | Kindergarten  | First Grade  | Second Grade   | Third Grade  | Fourth Grade   | Fifth Grade  |
|------------------------|---|--|--|--|--|--|
| Speaking and Listening | K.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.   | 1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.  | 2.1.R.1 Students will actively listen and speak using appropriate discussion rules.  | 3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.  | 4.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.  | 5.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.  |
|                        | K.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support. | 1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding. | 2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding. | 3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.    | 4.1.R.2 Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding.  | 5.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.  |
|                        | K.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.               | 1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.                                      | 2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.                                      | 3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings. | 4.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. | 5.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. |

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|  | <p>K.1.W.1 Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.</p> <p>K.1.W.2 Students will work respectfully with others with guidance and support.</p> | <p>1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.</p> <p>1.1.W.2 Students will work respectfully in groups.</p> | <p>2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p> | <p>3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.</p> <p>3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p> | <p>4.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.</p> <p>4.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p> | <p>5.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.</p> <p>5.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p> |
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| Grade Level & Content Area  | Kindergarten   | First Grade  | Second Grade   | Third Grade  | Fourth Grade  | Fifth Grade  |
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| Reading and Writing Process | <p>K.2.R.1 Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.</p> <p>K.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.</p> | <p>1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea</p> <p>1.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.</p> | <p>2.2.R.1 Students will locate the main idea and supporting details of a text.</p> <p>2.2.R.3 Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.</p> | <p>3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.</p> <p>3.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.</p> | <p>4.2.R.1 Students will distinguish how key details support the main idea of a passage.</p> <p>4.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.</p> <p>4.2.R.4 Students will begin to paraphrase main ideas with supporting details in a text.</p> | <p>5.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.</p> <p>5.2.R.3 Students will begin to paraphrase main ideas with supporting details in a text.</p> |

| Grade Level & Content Area   | Kindergarten  | First Grade   | Second Grade  | Third Grade   | Fourth Grade  | Fifth Grade   |
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| Critical Reading and Writing   | K.3.R.2 Students will describe characters and setting in a story with guidance and support.   | 1.3.R.2 Students will describe who is telling the story (i.e., point of view).  | 2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: ● setting (i.e., time, place) ● plot ● characters ● characterization | 3.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: ● setting (i.e., time, place) ● plot ● characters ● characterization ● theme | 4.3.R.3 Students will describe key literary elements: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme              | 5.3.R.3 Students will describe and find textual evidence of key literary elements: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme   |
|  | K.3.R.3 Students will tell what is happening in a picture or illustration.  | 1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: ● setting (i.e., time, place) ● plot ● main characters and their traits in a story | 2.3.R.5 Students will locate facts that are clearly stated in a text.   | 3.3.R.5 Students will distinguish fact from opinion in a text.  | 4.3.R.5 Students will distinguish fact from opinion in a text and investigate facts for accuracy.   | 5.3.R.6 Students will distinguish the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding. |
|  | K.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support | 1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.   | 2.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.                 | 3.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.                         | 4.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).                   | 5.3.R.7 Students will compare and contrast texts and ideas within and between texts.  |
| K.3.W Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support. | 1.3.R.5 Students will begin to locate facts that are clearly stated in a text.  | 2.3.R.7 Students will answer inferential questions (e.g., how and why) with guidance and support.   | 3.3.R.7 Students will ask and answer inferential questions using the text to support answers with guidance and support.   | 4.3.R.7 Students will ask and answer inferential questions using the text to support answers.   | NARRATIVE 5.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue. |   |

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|  |  | <p>NARRATIVE 1.3.W.1<br/>Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.</p> | <p>NARRATIVE 2.3.W.1<br/>Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.</p> | <p>NARRATIVE - Grade Level Focus 3.3.W.1<br/>Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution).</p> | <p>NARRATIVE 4.3.W.1<br/>Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue.</p>               | <p>INFORMATIVE - Grade Level Focus 5.3.W.2<br/>Students will introduce and develop a topic, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.</p> |
|  |  | <p>INFORMATIVE 1.3.W.2<br/>Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.</p>                             | <p>INFORMATIVE 2.3.W.2<br/>Students will write facts about a subject and include a main idea with supporting details.</p>   | <p>INFORMATIVE 3.3.W.2<br/>Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.</p>                       | <p>INFORMATIVE - Grade Level Focus 4.3.W.2<br/>Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words.</p> | <p>OPINION 5.3.W.3<br/>Students will clearly state an opinion supported with facts and details</p>   |
|  |  | <p>OPINION 1.3.W.3<br/>Students will express an opinion in writing about a topic and provide a reason to support the opinion.</p>  | <p>OPINION 2.3.W.3<br/>Students will express an opinion about a topic and provide reasons as support.</p>   | <p>OPINION 3.3.W.3<br/>Students will express an opinion about a topic and provide reasons as support.</p>   | <p>OPINION 4.3.W.3<br/>Students will express an opinion about a topic and provide fact-based reasons as support.</p>  |  |