

Aligning the RedRover Readers Curriculum with Academic Content Standards:

Rhode Island

Below is a list of the books currently used in the RedRover Readers program and the academic content standards that the RedRover Readers program aligns with. The content standards are separated by grade level and content area (i.e. reading, listening, writing, etc.).

***A Home For Nathan* by Claudia M. Roll, illustrated by Finn Rizer**

***Buddy Unchained* by Daisy Bix, illustrated by Joe Hyatt**

***Call the Horse Lucky* by Juanita Havill**

***Duncan and Dolores* by Barbara Samuels**

***Freckles and Willie* by Margery Cuyler, illustrated by Marsha Winborn**

***Ginger Finds a Home* by Charlotte Voake**

***"Let's Get a Pup!" said Kate* by Bob Graham**

***Lucky Boy* by Susan Boase**

***Max Talks to Me* by Claire Buchwald, illustrated by Karen Ritz**

***Mrs. Crump's Cat* by Linda Smith, illustrated by David Roberts**

***Oh, Theodore!* by Susan Katz, illustrated by Stacey Schuett**

***Orville: A Dog Story* by Haven Kimmel, illustrated by Robert Andrew Parker**

***So, What's it Like to be a Cat?* by Karla Kuskin, illustrated by Betsy Lewin**



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Academic Content Standards: Rhode Island**

Grade Level & Content Area	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p>Reading</p>	<p>Identify key parts of a book.</p>	<p>Identify the meaning of unfamiliar vocabulary.</p>	<p>Identify the meaning of unfamiliar vocabulary.</p>	<p>Identify the meaning of unfamiliar vocabulary.</p>	<p>Identify the meaning of unfamiliar vocabulary.</p>	<p>Identify the meaning of unfamiliar vocabulary.</p>
	<p>Identify the meaning of unfamiliar vocabulary.</p>	<p>Demonstrate initial understanding of elements of literary texts including read aloud.</p>	<p>Identify or describe characters, setting, problem, solution, or major events, as appropriate to text.</p>	<p>Demonstrate initial understanding of elements of literary texts.</p>	<p>Identify any significant changes in characters over time.</p>	<p>Identify and describe characters, setting, problem/ solution, major events or plot.</p>
	<p>Identify characters in a story.</p>	<p>Identify characters or setting in a story.</p>	<p>Sequence key events in order.</p>	<p>Generate questions.</p>	<p>Generate questions.</p>	<p>Generate questions.</p>
	<p>Respond to a simple question about the book's content.</p>	<p>Respond to simple questions about book's content.</p>	<p>Retell key elements of a story.</p>	<p>Paraphrase or summarize key ideas.</p>	<p>Paraphrase or summarize key ideas.</p>	<p>Paraphrase or summarize key ideas.</p>
	<p>Generate questions during read alouds.</p>	<p>Retell the beginning, middle, and end of a story.</p>	<p>Generate questions before, during and after reading to enhance recall, expand understanding and/or gain new information.</p>	<p>Identify or describe characters, setting, problem, solution, or major events or plot as appropriate to text.</p>	<p>Make inferences about problem, conflict or solution.</p>	<p>Make logical predictions.</p>
	<p>Make predictions about what might happen next.</p>	<p>Generate questions before, during and after reading.</p>	<p>Make logical predictions.</p>	<p>Make logical predictions.</p>	<p>Make logical predictions.</p>	
	<p>Identify characteristics of main characters. Generate a personal response to what is read aloud.</p>	<p>Make predictions about what might happen next. Identify physical characteristics, personality traits or possible motives of main characters.</p>	<p>Identify relevant details about the text. Make basic inferences about problem or solution.</p>	<p>Make basic inferences about problem or solution. Generate a personal response to what is read.</p>	<p>Make inferences about problem, conflict or solution. Generate a personal response to what is read.</p>	

Grade Level and Content Area	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Reading	<p>Compare stories or other texts to personal experience and/or prior knowledge.</p> <p>Obtain information using text features, (e.g., title and illustrations).</p> <p>Analyze and interpret informational text including read-aloud.</p> <p>Tell what is learned (e.g., Draw a picture of something you've learned from this story about dogs.)</p> <p>Make basic inferences.</p>	<p>Make basic inferences about the text.</p> <p>Generate a personal response to what is read aloud or read independently.</p> <p>Compare stories or other texts to personal experience, prior knowledge or other texts.</p> <p>Analyze and interpret informational text including read-aloud.</p> <p>Tell what is learned.</p>	<p>Generate a personal response to what is read through a variety of means.</p> <p>Compare stories or other texts to related personal experiences, prior knowledge, or other texts.</p> <p>Analyze informational text. Connecting information within a text (e.g., combining or comparing facts and details presented.)</p> <p>Demonstrate participation in a literate community.</p> <p>Participating in discussions about text, ideas and student writing by offering comments.</p>		<p>Generate a personal response to what is read.</p>	
Written and Oral Communication	<p>Express an idea using pictures and letters.</p> <p>Use pictures to create an understandable storyline (e.g., Draw a picture that tells a story about your family.)</p> <p>Name and label objects or pictures.</p>	<p>Create characters. May take the form of words, pictures or some combination.</p> <p>Represent understanding of text through pictures, "words", "sentences" or some combination.</p> <p>Extend ideas.</p>	<p>Follow multi-step verbal instructions and directions to answer questions, perform tasks or solve problems.</p> <p>Converse and ask questions about content.</p> <p>Participate in large group discussion to show understanding.</p>	<p>Connect what has been read (plot, ideas, concepts) to prior knowledge which might include other texts.</p> <p>Follow multi-step verbal instructions and directions to answer questions, perform tasks or solve problems.</p> <p>Converse and ask questions about content.</p>	<p>Follow verbal instructions to answer questions, to perform tasks or solve problems.</p> <p>Paraphrase and ask questions about content.</p> <p>Participate in large and small groups discussions.</p>	<p>Connect what has been read (plot/ ideas/ concepts) to prior knowledge or other texts, but refer to relevant ideas.</p> <p>Demonstrate interactive listening.</p> <p>Follow verbal instructions to perform specific tasks, to answer questions or to solve problems.</p>

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Written and Oral Communication	<p>Follow simple verbal instructions and directions.</p> <p>Listen and respond to stories, songs or poems.</p> <p>Participate in large group discussions.</p> <p>Wait for appropriate turn to speak.</p> <p>Tell stories about pictures, books or experiences.</p>	<p>Follow simple verbal instructions and directions.</p> <p>Respond to or react to stories, songs, poems using simple words, phrases and sentences.</p> <p>Participate in large group discussions to show understanding.</p> <p>Attend to speaker.</p> <p>Tell/ retell stories using details.</p>	<p>Attend to speaker and wait for appropriate turn to speak.</p>	<p>Participate in large group discussions to show understanding.</p> <p>Attend to speaker and wait for appropriate turn to speak.</p> <p>Use rules that regulate social conventions in small group discussions (e.g., interviews, small group discussions).</p> <p>Tell stories.</p>	<p>Attend to speaker and wait for appropriate turn to speak.</p> <p>Tell stories.</p>	<p>Summarize, paraphrase, question or contribute to information presented.</p> <p>Participate in large and small group discussions and show respect for a range of individual ideas.</p> <p>Demonstrate skills required in interpersonal, small group and public exchanges (e.g., discussions, interviews).</p> <p>Tell stories.</p>