



**Aligning RedRover Readers program with
Academic Content Standards: South Carolina**

Grade Level & Content Area	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
ELA Reading Literature						
Meaning and Context	5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	
	5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions before and during reading; confirm or modify thinking	5.2 Students are expected to build upon and continue applying previous learning.		
	6.1 Describe the relationship between illustrations and the text.	6.1 Describe the relationship between the illustrations and the characters, setting, or events.	6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.			

	small group reading with purpose and understanding.	small group reading with purpose and understanding.	small group reading with purpose and understanding.	small group reading with purpose and understanding.	small group reading with purpose and understanding.	small group reading with purpose and understanding.
ELA Writing						
Meaning, Context, and Craft	1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.					
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	3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.	3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.	3.1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.	Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		
	3.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to	3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others			

	strengthen writing.		to strengthen writing.			
Communication						
Meaning and Context	1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	1.2 Apply the skills of taking turns, listening to others, and speaking clearly.	1.1 Explore and create meaning through conversation and interaction with peers and adults.	1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints.	1.1 Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.
	1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.	1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.	1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.	1.4 Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.	1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.	1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.
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	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	1.5 Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.
	2.1 With guidance and support, recall information from					

	experiences or gather information from sources to ask and answer questions.					
	3.2 Use appropriate props, images, or illustrations to support verbal communication.	3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.	3.2 Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	3.2 Create presentations that integrate visual displays and other multimedia to enrich the presentation.
Language, Craft, and Structure	4.1 Identify speaker's purpose.	4.1 Identify speaker's purpose and details that keep the listener engaged.	4.1 Identify speaker's purpose and details that keep the listener engaged.			4.1 Identify a speaker's claim and determine the effectiveness of how each point is presented to support the claim.

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Health and Safety Education	M-K.1.1 Define different feelings (e.g.,	M-1.1.1 Identify good character traits (e.g., honesty, respect for self, respect	M-2.1.3 Describe good character traits (e.g., honesty, respect for	M-3.1.3 Identify healthy ways to communicate		

	happy, sad, angry)	for others, dependability, responsibility).	self, respect for other, dependability, responsibility).	(e.g., verbal, nonverbal, written).		
	M-K.4.1 Name and demonstrate healthy ways to express needs, wants, and feelings.	M-1.7.1 Describe appropriate ways to express personal feelings.		M-3.4.1 Identify appropriate verbal and nonverbal communication to enhance healthy behaviors.		
	M-K.5.1 Demonstrate the ability to cooperate with other (e.g., sharing, listening, taking turns).					