

Playbook® Applicability to  
**IDAHO**  
State Standards in Language Arts

Kindergarten through Grade Six

**Reading a Playbook® in the classroom meets the following Idaho standards in English Language Arts and Reading:**

**First Grade**

**LANGUAGE ARTS/COMMUNICATIONS**

**01. Read a variety of traditional electronic materials for information and understanding.**

*Use decoding and word recognition strategies to fluently read first-grade materials.*

Phonics/Phonemic Awareness

- a. Identify words within a sentence.
- c. Recognize two or more rhyming words.
- d. Complete and produce a rhyming word.
- f. Imitate sounds.
- g. Identify isolated initial and final sounds.
- h. Blend phonemes to make a word.
- k. Use onset and rhymes to create and decode new words that include blends and digraphs.
- l. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.
- m. Automatically read 150 high frequency or sight words.
- n. Draw on prior knowledge and discuss and generate questions to predict text.
- o. In order to predict text, preview illustrations, title page, and other text pages.
- p. Integrate visual, structural, and meaning cues to gain understanding of text.
- q. Monitor own reading comprehension by self-correcting and rereading as needed to confirm text.
- r. To guide in meaning, use such conventions of print as punctuation, commas, periods, question marks, and quotation marks.
- s. To gain oral fluency and expression, use proper phrasing and rereading.
- t. To determine word meanings and phrases, apply knowledge of compound words, contractions, and homophones.
- u. Identify main idea.
- v. Sequence events of a story.
- w. Read beyond text to make inferences and draw conclusions.

**02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.**

a. Read and evaluate grade-level literature; identify vocabulary, genres, and text features Identify and compare plots, settings, and characters of two stories Retell basic plots/main ideas of fiction and nonfiction.

b. Identify and compare own experiences and knowledge to that of characters, events, and situations within a story.

**03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.**

- a. Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.
- b. Sequentially retell a story; include details related to setting, plot, and characters.
- c. To demonstrate critical listening, recall details by responding to questions asking "who," "what," "where," and "when."
- d. Determine cause and effect relationships by responding to "why," "how," and "what-if," questions.

**04. Read to locate information from a variety of traditional, technical, and electronic sources.**

- a. Locate information using the following informational text and resources:
  - book parts: title page, table of contents, and glossary

**05. Read for technical information.**

- a. Use organizational features of text.

**LISTENING**

*Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.*

**01. Listen for information and understanding.**

- a. Demonstrate effective and appropriate listening skills using the following:
  - eye contact
  - taking turns in conversations
  - maintaining attention
- b. Listen to gain enrichment and information about various cultures.
- c. Participate in retelling and asking questions for clarification.

**03. Listen for critical analysis and evaluation.**

- a. Listen for specific answers in order to respond with appropriate feedback.

**SPEAKING**

*Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.*

**01. Speak to share understanding of information.**

- b. Speak in grammatically correct sentences with clarity and detail.
- c. Use vocabulary appropriate for the age group.

**02. Speak for literary response and expression.**

a. Participate in oral interpretation, memorization, presentation, and dramatic readings to share personal and literary works.

**03. Speak for critical analysis and evaluation.**

- a. Express opinions and solve problems.
- b. Use causes and effects and similarities and differences to demonstrate a key point.
- c. Use speaking skills to express opinions in a courteous and attentive manner.

**VIEWING**

*Rationale: Use skills of viewing to effectively understand and comprehend visually presented information*

*and use visual elements to produce visual presentations.*

**03. View media to engage in critical analysis and evaluation.**

- a. Differentiate between fact and fantasy.

**Second Grade**

**LANGUAGE ARTS/COMMUNICATIONS**

**01. Read a variety of traditional and electronic materials for information and understanding.**

Use decoding and word recognition strategies to fluently read second-grade materials.

Phonics/Phonemic Awareness

- a. Identify and name two or more words that rhyme.
- b. Distinguish syllables within words.
- c. Recognize and use the following to decode words:
  - beginning, medial and ending sounds
  - consonant blends and digraphs
  - short and long vowels
  - r-controlled vowels
  - similarities among word structures such word families and syllabication rules
- d. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.
- f. Draw on prior knowledge, discussion, and generating of questions to predict text.
- g. Prior to reading text, preview illustrations and such opening pages of text as the title page, table of contents and other introductory pages.
- h. Use context clues to choose correct meanings of identified words within a reading passage.
- i. Monitor own reading comprehension by self-correcting and rereading.
- j. Recognize words that signal transitions to determine sequence as well as contribute to text's meaning.
- k. Use the following punctuation cues: commas, periods, question marks, apostrophes, and quotation marks, to guide meaning and oral fluently reading aloud. (Word Analysis Skills)

**02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.**

a. Read and evaluate grade-level literature and recognize and analyze literary elements, vocabulary, and genres. Identify and compare plots, setting, and characters of two stories. Retell basic plots of folktales, legends, fables, and fairy tales.

**03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.**

- a. Retell a story and include setting, plot, and characters.
- b. Identify the following story elements within a literary text:
  - characters and their traits and motivations which determine causes for actions
  - setting
  - sequential events of a plot, including a clear beginning, middle and end
  - problems and solutions
- c. Recall and recognize relevant details in a passage by responding to questions asking "who," "what," "where," and "when."
- d. Determine cause and effect relationships by responding to "why," "how," and "what-if" questions.

e. Draw logical conclusions based on information read.

f. Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.

**04. Read to locate information from a variety of traditional, technical, and electronic sources.**

a. Locate information using dictionaries, encyclopedias, and informational books:

- recognize alphabetical order
- name and use the following book parts: title page, table of contents, and glossary

**LISTENING**

***Rationale:** Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.*

**01. Listen for information and understanding.**

b. Listen to gain enrichment and information about various cultures.

c. Use such responsive listening skills as retelling and asking questions for elaboration and clarification.

**03. Listen for critical analysis and evaluation.**

a. Listen for answers to specific questions and for specific purposes in response to nonfiction.

b. Determine rhyming words that have been logically omitted from an orally-presented poem or rhyming book.

**SPEAKING**

***Rationale:** Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.*

**01. Speak to share understanding of information.**

b. Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, and physical gestures.

**02. Speak for literary response and expression.**

a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.

**03. Speak for critical analysis and evaluation.**

a. Express opinions and solve problems.

b. Use causes and effects and similarities and differences to demonstrate a key point.

c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behaviors during discussions.

**VIEWING**

***Rationale:** Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.*

**03. View media to engage in critical analysis and evaluation.**

a. Differentiate between fact and opinion.

**Third Grade**

**READING**

**01. Read a variety of traditional and electronic materials for information and understanding.**

*Use decoding strategies to fluently read third-grade materials.*

## Phonics

- a. Employ multiple strategies to identify words using spelling patterns and syllabication.
- b. Use phonics cues to automatically decode words and cueing strategies to fluently read third grade text.
- c. Use context cues to determine correct meanings of identified words within a reading passage.
- d. Recognize words that signal transitions to determine sequence and meaning of text.
- e. Recognize relationship between a pronoun and its referent.
- f. Apply knowledge of contractions, synonyms, antonyms, homonyms, and multiple meanings to determine meanings of words and phrases.
- g. Use knowledge of root words to determine meanings of unknown words within a passage.
- h. Use knowledge of written language to anticipate words when reading.
- i. Before, during, and after reading, locate information to clarify text structure and content.
- k. Paraphrase and summarize text.
- l. Draw inferences and conclusions from text.
- m. Identify language and literary devices: mood, tone, style, figurative language, and format

### **02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.**

- a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, poems, and plays.
- b. Evaluate new information and relate to known information and ideas.
- c. Compare and contrast information about same topic after reading two or more passages or articles.
- d. Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning.
- e. Identify cause and effect and statements of fact and opinion.
- f. Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.

### **03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.**

- a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.
- b. Identify the following story elements within a literary text:
  - characters and their traits
  - setting
  - sequencing of main events
  - problems and solutions

### **04. Read to locate information from a variety of traditional, technical, and electronic sources.**

- a. Use appropriate strategies when reading for the following purposes: comprehension locating information personal enjoyment
- b. Generate questions about important and interesting issues.
- c. Organize and interpret information to draw a logical conclusion based on an investigation.

### **05. Read for technical information.**

- b. Identify use of graphics, graphs, tables, and diagrams, parentheses, italics, and bold print.
- c. Identify text structure.
- d. Locate and demonstrate understanding sequence words.

## LISTENING

### 01. Listen for information and understanding.

- b. Listen to gain enrichment and information about various cultures.
- c. Demonstrate effective interpersonal listening skills.

### 03. Listen for critical analysis and evaluation.

- a. Identify the purpose, content, organization, and delivery of verbal communication and non-verbal cues.

## SPEAKING

### 01. Speak to share understanding of information.

- b. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflexion, volume, phrasing, physical gestures, and eye contact.

### 02. Speak for literary response and expression.

- a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.

### 03. Speak for critical analysis and evaluation.

- a. Express opinions and solve problems.
- b. Use causes/effects and similarities/differences to demonstrate a key point.
- c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions:
  - listen well and verify understanding
  - avoid monopolizing conversations
  - raise pertinent question
  - exhibit cultural sensitivity

## VIEWING

### 03. View media to engage in critical analysis and evaluation.

- a. Interpret data from charts, graphs, and maps.
- b. Differentiate between fact and opinion.

## Fourth Grade

## READING

### 01. Read a variety of traditional and electronic materials for information and understanding.

*Use decoding strategies to fluently read fourth-grade materials.*

- a. Use spelling pattern syllabication and other strategies to identify words.
- c. Apply knowledge of derivations, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.
- d. Use knowledge of root words to determine meanings of unknown words within a passage.
- e. Use context clues to choose correct meanings of identified words within a reading passage.
- f. Recognize relationship between a pronoun and its referent.
- g. Recognize words that signal transitions to determine sequences as well as contribution to text's meaning.
- j. Before, during, and after reading, locate information to clarify text structure and content.

- k. Identify and begin to use analytic processes for understanding and remembering words, phrases, and information from reading material.
- m. Paraphrase and summarize text.
- n. Draw inferences and conclusions from text.
- o. Identify language and literary devices: mood, tone, style, figurative language, format, and structure
- p. Determine main idea or essential message within a text and identify relevant details and facts.

**02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.**

- a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, fables, myths, poems, and plays.
- b. Evaluate new information and hypotheses by testing against known information and ideas.
- c. Compare and contrast information about same topic after reading two or more passages or articles.
- d. Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning.
- e. Distinguish between cause and effect and fact and opinion within expository text.
- f. Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.

**03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.**

- a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.
- b. Identify the following story elements within a literary text:
  - characters and their traits and motivations to determine causes for actions
  - setting
  - main events of plot
  - point of view
  - problems and solutions
- d. Use personal or objective criteria to do the following:
  - draw conclusions
  - make inferences
  - decide meanings
  - form opinions
  - make judgments
- e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.

**04. Read to locate information from a variety of traditional, technical, and electronic sources.**

- b. Generate questions about important and interesting issues; use discussion to narrow for research.
- c. Organize and interpret information to draw logical conclusion based on investigation.

**05. Read for technical information.**

- b. Identify use of graphics, graphs, tables, diagrams, parentheses, italics, and bold print.
- d. Locate and understand sequence words.

**WRITING**

**01. Understand and use the writing process.**

- b. Write in a variety of formats to record, generate, and reflect upon ideas.

## **LISTENING**

### **01. Listen for information and understanding.**

- b. Listen to gain enrichment and information about various cultures.
- c. Use such responsive listening skills as paraphrasing, summarizing, and asking questions for elaboration and clarification.

### **03. Listen for critical analysis and evaluation.**

- a. Identify the purpose, content, organization, and delivery of verbal communication and non-verbal cues.

## **SPEAKING**

### **01. Speak to share understanding of information.**

- a. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflexion, volume, phrasing, physical gestures, and eye contact.

### **02. Speak for literary response and expression.**

- a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.
- b. Orally read or recite a poem.

### **03. Speak for critical analysis and evaluation.**

- a. Express opinions and solutions to problems.
- b. Use causes and effects and similarities and differences to demonstrate a key point.
- c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions:
  - listen well and verify understanding
  - avoid monopolizing conversations
  - raise pertinent questions
  - exhibit cultural sensitivity

## **VIEWING**

### **01. View for information and understanding.**

- a. Identify a variety of visually presented material: books, films, videos, and the internet.
- b. Determine main concept and supporting details within non-print media.

### **02. View media sources for personal response and expression.**

- a. Demonstrate understanding of significant relationships, ideas, and cultures which various media represent.

### **03. View media to engage in critical analysis and evaluation.**

- a. Interpret literal and figurative meanings of communication.
- b. Differentiate between fact and opinion.

## **Fifth Grade**

## **READING**



**01. Read a variety of traditional and electronic materials for information and understanding.**

*Use decoding strategies to fluently read fifth-grade materials*

- a. Use spelling patterns, syllabication, and other strategies to identify words.
- b. Use phonics cues to automatically and accurately identify and pronounce words and increase fluency.
- c. Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.
- d. Use context clues to choose correct meanings of identified words within a reading passage.
- e. Recognize words that signal transitions to determine sequence as well as contribute to text's meaning.
- f. Use knowledge of written language to anticipate words when reading.
- g. Use knowledge of written language to comprehend text.
- h. Before, during, and after reading, locate information to clarify text structure and content. Use the following text elements to predict and categorize information: table of contents, index, headings, captions, illustrations, and graphics.
- i. Use analytic processes for understanding and remembering vocabulary, phrases, and information from reading material.
- k. Paraphrase and summarize text.
- l. Draw inferences and conclusions from text.
- m. Identify language and literary devices: mood, tone, style, figurative language, format, and structure.
- n. Determine main idea or essential message within a text and identify relevant details and facts.

**02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.**

- a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction.
- b. Activate and draw upon prior experiences to connect to reading selection.
- c. Compare and contrast information about same topic after reading two or more passages or articles.
- d. Demonstrate understanding of reading's role to enrich, inform, and serve as a tool for lifelong learning.

**03. Read a variety of traditional, technical, and electronic materials, for critical analysis and evaluation.**

- a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.
- b. Explain literary text according to the following elements:
  - characters and their traits and motivations to determine causes for actions
  - setting
  - main events of plot and relevant causes and effects
  - point of view
  - plot structure theme
  - conflict and resolution
- d. Use personal or objective criteria to do the following: draw conclusions, make inferences, decide meanings, form opinions, and make judgments.
- e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.

**04. Read to locate information from a variety of traditional, technical, and electronic sources.**

a. Use appropriate strategies when reading for the following purposes: full comprehension, locating information, and personal enjoyment

**05. Read for technical information.**

b. Identify uses of graphics, graphs, tables and diagrams, parentheses, italics, and bold print.

**LISTENING**

**01. Listen for information and understanding.**

b. Listen to gain enrichment and information about a variety of cultures.

c. Use such responsive listening skills as paraphrasing, summarizing, and asking questions for elaboration and clarification.

**SPEAKING**

**01. Speak to share understanding of information.**

a. Use oral communication for various purposes and audiences that incorporate the following: variety of word choices, inflection, volume, phrasing, physical gestures, an eye contact

**02. Speak for literary response and expression.**

a. Use oral interpretation, presentation, and dramatic readings to share personal and or literary works.

b. Read orally or recite poem.

**03. Speak for critical analysis and evaluation.**

b. Uses causes and effects and similarities and differences to demonstrate a key point.

c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: listen carefully and verify understanding, avoid monopolizing conversations, raise pertinent questions, and exhibit cultural sensitivity

**VIEWING**

**01. View for information and understanding.**

a. Identify a variety of visually-presented materials: books, films, videos, and internet.

**02. View media sources for personal response and expression.**

a. Identify relationships, ideas, and cultures represented within various media.

**03. View media to engage in critical analysis and evaluation.**

a. Interpret literal and figurative meanings of communication.

b. Differentiate between facts and opinions.

**Sixth Grade**

**READING**

**01. Read a variety of traditional and electronic materials for information and understanding.**

a. Use decoding strategies and other visual information to construct sense of grade-level text:

- graphophonic sources (letter/sound)
- semantic sources (meaning/associations)
- lexical sources (word analyses)
- syntactic sources (structure of written language)
- text elements (graphic elements, illustrations, and titles/subtitles)

- b. Search purposefully for particular information:
  - identify literal and inferential meanings.
  - search own background information to make meaning of text passages.
  - based on purpose for reading, search for most important information.
  - in order to understand plot development in narratives, search for information about characters and setting.
  - in order to understand text, search for such expository text structures as cause/effect, chronological, problem/solution, classification.
- c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text:
  - synthesize information from text to anticipate outcomes.
  - use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.
- e. Confirm or self-correct predictions in response to grade level text.
- f. Draw inferences and conclusions from text.
- g. Identify literary devices: mood, tone, style, and figurative language
- h. Determine main idea or essential message within a text and identify relevant details and facts.

**02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.**

- a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, and myth.
- b. Activate and draw upon own experiences to connect to reading selections.
- c. Relate social, cultural, and historical aspects of literature to reader's personal experience.
- d. Analyze narrative literature according to the following text elements: character, setting, plot structure, theme, and point of view
- e. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.

**03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.**

- a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.
- b. Analyze literary text for following story elements: characters, setting, point of view, plot structure, and theme
- d. Use personal or objective criteria to do the following: draw conclusions, make inferences, determine meanings, form opinions, and make judgments
- e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.

**04. Read to locate information from a variety of traditional, technical, and electronic sources.**

- a. Use questions to guide reading:
  - identify type of information required to answer a specific question use reasonable resources for answering questions
  - read for purpose of answering specific questions
- c. Synthesize what has been read:
  - identify main idea and supporting details
  - identify important information, patterns, and themes
  - connect new information with prior knowledge to enhance understanding and memory
  - ask new questions
  - use prior knowledge and text information to draw conclusions, make critical judgments, and

form unique interpretations from text

**05. Read for technical information.**

c. Apply knowledge of the following elements to understand text: graphics, highlighting techniques, and organizers

**WRITING**

**01. Understand and use the writing process.**

b. Write in a variety of formats to record, generate, and reflect upon ideas.

**04. Write for literary response and expression.**

a. Compose a response using ideas and techniques from a variety of literatures and fine arts that represent many cultures and perspectives.

**LISTENING**

**01. Listen for information and understanding.**

b. Develop listening skills to gain enrichment and information about various cultures.

c. Develop use of effective interpersonal listening skills.

**03. Listen for critical analysis and evaluation.**

a. Make informed decisions about the purpose, content, organization, and delivery of verbal and auditory communications and non-verbal cues.

b. Listen for sequencing.

**SPEAKING**

**01. Speak to share an understanding of information.**

a. Use age-appropriate oral communication for various purposes and audiences that appropriately incorporates the following:

- word choice
- pronunciation
- inflection/modulation
- physical gestures
- eye contact
- posture

**02. Speak for literary response and expression.**

a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.

b. Memorize and present a selected poem.

**03. Speak for critical analysis and evaluation.**

b. During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior.

**VIEWING**

**01. View for information and understanding.**

a. Use traditional and visually-presented materials (books, films, videos, internet).

b. Use viewing skills to determine main idea and collect data.