

Playbook® Applicability to

SOUTH CAROLINA

State Standards in Language Arts

Kindergarten**Reading/Literature****Reading a Playbook® in the classroom meets the following South Carolina standards in English Language Arts and Reading:**

A. The student will understand how print is organized and read.

- Hold print materials in the correct position.
- Identify the front cover, back cover, and title page of a book.
- Follow words from left to right and top to bottom on a printed page.
- Match voice with print, associating oral phonemes, syllables, words, and phrases with their written forms.

A. The student will develop an understanding of basic phonetic principles.

- Understand that letters represent sounds.
- Distinguish letters from words and sentences.
- Identify beginning consonants in single-syllable words.
- Recognize rhyming words.

A. The student will demonstrate comprehension of stories.

- Use pictures to make predictions about story content.
- Retell familiar stories using beginning, middle, and end.
- Talk about characters, setting, and events.
- Begin to recognize cause and effect.
- Use story language in discussions and retellings.
- Identify what an author does and what an illustrator does.

E. The student will identify both uppercase and lowercase letters of the alphabet.

Listening

A. The student will demonstrate growth in the use of language.

- Listen to a variety of literary forms including stories and poems.

A. The student will hear and manipulate phonemes (small units of sound) of spoken language.

- Identify words which rhyme.
- Sort words according to shared beginning or ending sounds.
- Blend sounds to make words or syllables.
- Divide syllables into sounds.

Speaking

A. The student will demonstrate growth in the use of oral language.

- Participate in creative dramatics.
- Begin to discriminate between spoken words and sentences.
- Substitute words in a rhyming pattern.

A. The student will use speaking vocabularies.

- Use number words.
- Use words to describe/name people, places, and things.
- Use words to describe location, size, color, and shape.
- Use words to describe actions.
- Ask about words not understood.

A. The student will build oral communication skills.

- Begin to follow implicit rules for conversation (e.g., taking turns and staying on topic).
- Begin to use voice level, phrasing, sentence structure, and intonation appropriate for language situation.
- Begin to initiate conversations.
- Participate in discussions about learning.

A. The student will say and manipulate phonemes (small units of sound) of spoken language.

- Identify orally words which rhyme.
- Sort words orally according to shared beginning or ending sounds.
- Blend sounds orally to make words or syllables.
- Divide syllables orally into sounds.

Writing

B. The student will draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

Research

A. The student will begin to ask how and why questions.

Grade One

Reading/Literature

A. The student will apply knowledge of how print is organized and read.

- Read from left to right and top to bottom.
- Match spoken words with print.
- Identify letters, words, and sentences.

A. The student will apply phonetic principles to read.

- Use beginning and ending consonants in decoding single-syllable words.
- Use vowel sounds in decoding single-syllable words.
- Blend beginning, middle, and ending sounds to recognize and read words.
- Use word patterns.

A. The student will use meaning clues when reading.

- Use pictures.
- Use knowledge of the story and topic to read words.
- Re-read and self-correct.

A. The student will use language structure when reading.

- Use knowledge of sentence structure to read words.
- Re-read and self-correct.

A. The student will integrate phonetic strategies, meaning clues, and language structure when reading.

- Preview the selection.
- Set a purpose for reading.
- Read with accuracy, and self-correct when necessary.

A. The student will read and comprehend a variety of fiction and nonfiction selections.

- Relate previous experiences to what is read.
- Make predictions about content.
- Ask and answer questions about what is read.
- Identify characters and setting.
- Retell stories and events, using beginning, middle, and end.
- Identify the theme or main ideas.
- Distinguish between fantasy and reality.
- Recognize cause and effect relationships.
- Recognize and respond to different times, places, and customs reflected in literature.
- Recognize general themes in literature and relate to personal experiences.

H. The student will categorize information using strategies, such as story mapping, webbing, and Venn diagrams.

I. The student will read a variety of texts, such as stories, poems, plays, directories, newspapers, charts, and diagrams.

Listening

A. The student will listen and understand read-alouds, discussions, speakers, and other oral presentations.

- Focus attention on speaker.
- Listen politely and not interrupt.
- Ask appropriate questions.

Speaking

A. The student will adapt or change oral language to fit the situation.

- Follow rules for conversation.
- Use appropriate voice level in small-group settings.
- Ask and respond to questions in small-group settings.

A. The student will continue to demonstrate growth in the use of oral language.

- Tell and retell stories and events in logical order.
- Participate in a variety of oral language activities.
- Be able to express ideas orally in complete sentences.

A. The student will continue to expand and use speaking vocabularies.

- Increase oral descriptive vocabulary.
- Begin to ask for clarification and explanation of words and ideas.
- Use singular and plural nouns.
- Begin to use compound words in oral communication.

A. The student will orally identify and manipulate phonemes (small units of sound) in syllables and multi-syllable words.

- Count phonemes (sounds) in syllables or words with a maximum of three syllables.
- Add or delete phonemes (sounds) orally to change syllables or words.
- Create rhyming words orally.
- Blend sounds to make word parts and words with one to three syllables.

Research

A. The student will alphabetize words according to the first letter.

- Use a picture dictionary to find meanings of unfamiliar words.

B. The student will access and use information from observations, conversations, technology, and books to create oral and written stories and reports.

Reading/Literature

A. The student will use phonetic strategies when reading and writing.

- Use knowledge of consonants and consonant blends in words.
- Use knowledge of common vowel patterns.

A. The student will use meaning clues when reading.

- Use pictures and diagrams.
- Use information in the story to read words.
- Use titles and headings.

A. The student will use language structure when reading.

- Use knowledge of prefixes and suffixes.
- Use knowledge of contractions and singular possessives.
- Use knowledge of simple abbreviations.
- Use knowledge of word patterns.
- Use knowledge of sentence structure.
- Use knowledge of story structure and sequence.

A. The student will read fiction, nonfiction, and poetry using a variety of strategies independently.

- Preview the selection.
- Set purpose for reading.
- Use pictures, phonics, meaning clues, and language structure to comprehend text.
- Re-read and self-correct when necessary.

A. The student will demonstrate comprehension of fiction and nonfiction selections.

- Relate previous experiences to the topic.
- Read to confirm predictions.
- Identify the main idea (stated, inferred, or paraphrased).
- Locate information to answer questions.
- Paraphrase information found in nonfiction materials.
- Describe characters and setting in fiction selections and poetry.
- Explain the problem, solution, or central idea.
- Organize events in a story or the steps in a process in the correct order.
- Recognize cause and effect relationships.
- Compare and contrast ideas within a selection.
- Recognize and respond to different times, places, and customs reflected in literature.
- Recognize general themes in literature and relate to personal experiences.

F. The student will categorize information using strategies, such as story mapping, webbing, and Venn diagrams.

G. The student will read a variety of texts, such as stories, poems, plays, directories, newspapers, charts, and diagrams.

Listening

A. The student will continue to expand listening vocabularies.

- Listen to predict the outcome.

B. The student will participate and respond to read alouds, audio tapes, and discussions through listening

attentively, asking questions to elicit information, and responding appropriately.

Speaking

A. The student will demonstrate an understanding of oral language structure.

- Create and participate in oral dramatic activities.

A. The student will continue to expand speaking vocabularies.

- Clarify and explain words and ideas orally.
- Identify and use synonyms and antonyms in oral communication.

A. The student will use oral communication skills.

- Speak clearly and with expression.
- Use oral language for different purposes: to inform, to explain, to persuade, and to entertain.
- Share stories or information orally with an audience.
- Paraphrase information shared orally by others.
- Make announcements and introductions.

Grade Three

Reading/Literature

A. The student will apply word-analysis skills when reading and writing.

- Use knowledge of less common vowel patterns.
- Use knowledge of homophones, synonyms, and antonyms.

A. The student will integrate various strategies to read and comprehend a variety of printed materials (nonfiction, fiction, poetry).

- Preview and use text formats.
- Set a purpose for reading.
- Apply meaning clues, language structure, and phonetic strategies.
- Use pictures, diagrams, titles, and headings.
- Reread and self-correct when necessary.
- Categorize information using strategies, such as story mapping, webbing, Venn diagrams, and T charts.

A. The student will demonstrate comprehension of a variety of printed materials.

- Set a purpose for reading.
- Make connections between previous experiences and reading selections.
- Make, confirm, or revise predictions.
- Identify the main idea.
- Distinguish between fact and opinion.

- Recognize cause and effect relationships.
- Explain the problem and solution in the plot of a story.
- Examine literature from various historical periods and cultures.
- Recognize general themes in literature and relate to personal experience.
- Begin to recognize and identify literary elements, such as plot, setting, characterization, dialogue, use of figurative language, and author's purpose.
- Summarize stories and paraphrase information found in text.
- Make inferences and support them by citing evidence from the text and personal experience.
- Ask and answer questions.
- Compare and contrast settings, characters, events, and ideas.
- Organize information or events logically.
- Use information to learn about new topics.
- Classify key information.
- Comprehend the important points and their relationships to the entire text.

A. The student will continue to read a variety of fiction and nonfiction selections.

- Identify the characteristics of folk tales.
- Identify the characteristics of biographies and autobiographies.
- Compare and contrast the characters described in two folk tales.
- Compare and contrast the lives of two persons as described in biographies and/or autobiographies.

E. The student will respond to literature through artistic and dramatic interpretations, small discussion groups, literature circles, and response notebooks.

F. The student will explore language by reading a variety of language patterns.

G. The student will read a variety of texts, such as stories, poems, plays, directories, newspapers, charts, and diagrams.

Listening

A. The student will use effective communication skills in group activities.

- Listen for details, main idea, sequence, setting, and characters.
- Respond to questions from teachers and other group members.
- Separate fact from opinion.
- Predict the outcome.
- Explain what has been learned.
- Participate as a contributor and leader in a group.
- Relate to personal experiences.
- Determine cause and effect.
- Compare and contrast major elements.
- Draw inference to make meaning clear.

B. The student will explore language by listening to a variety of language patterns.

C. The student will comprehend the important points and their relationship to the entire text in non-print sources.

Speaking

A. The student will use effective communication skills in group activities.

- Ask questions of teachers and other group members.
- Separate fact from opinion.
- Predict the outcome.
- Explain what has been learned.

- Participate as a contributor and leader in a group.
- Edit final spoken products.
- Relate to personal experiences.
- Determine cause and effect.
- Compare and contrast major elements.
- Draw inference to make meaning clear.

A. The student will present brief presentations, demonstrations, and oral reports to inform and entertain.

- Speak clearly.
- Use appropriate volume and pitch.
- Speak at an understandable rate.
- Use clear and specific vocabulary to communicate ideas.
- Exhibit a rich emergent vocabulary through varied speaking experiences.

C. The student will use strategies, such as brainstorming, webbing, interviewing, and outlining to plan spoken products.

Grade Four

Reading/Literature

A. The student will read and learn the meanings of unfamiliar words.

- Use phonetic cues to decode meaning.
- Use knowledge of word origins; synonyms, antonyms, analogies, and homonyms; multiple meanings of words, sentence structure, and context clues.
- Use word-reference materials including the glossary, dictionary, and thesaurus.

A. The student will read and demonstrate comprehension of a variety of literary forms to include fiction and nonfiction, biographies, and historical fiction.

- Explain the author's purpose.
- Make, confirm, and revise predictions.
- Describe how the choice of language, setting, and information contributes to the author's purpose.
- Compare the use of fact and fantasy in historical fiction with other forms of literature.
- Explain how knowledge of the lives and experiences of individuals in history can relate to individuals who have similar goals or face similar challenges.
- Use text organizers, such as type, headings, and graphics to understand text.
- Formulate questions that might be answered in the selection.
- Identify the stated, inferred, or paraphrased main idea.
- Make inferences using information from texts.
- Paraphrase content of selection, identifying important details.
- Write about what is read.
- Identify elements of literature, such as plot, character, setting, types of language, point of view, and theme.
- Make inferences, note details, determine cause and effect, summarize and paraphrase content, and draw conclusions.
- Support fact and opinion with relevant details.
- Connect to personal experiences.

A. The student will read, in addition to other literary forms, a variety of poetry.

- Describe the rhyme scheme (approximate, end, and internal).

- Identify the sensory words used and their effect on the reader.
- Write rhymed, unrhymed, and patterned poetry.

D. The student will demonstrate a growing independence in selecting systems of structure, semantics, and phonics combined with prior knowledge to read increasingly more difficult print.

F. The student will select books for personal reading interests.

G. The student will understand text in terms of its historical and cultural context and relate to other content areas.

Speaking

A. The student will use effective oral communication skills in a variety of settings.

- Present accurate directions and convey information to individuals and small groups.
- Contribute to group discussions.
- Seek the ideas and opinions of others.
- Begin to use evidence to support opinions.
- Speak clearly using appropriate volume, tone, and rate.
- Speak increasingly in standard English by applying appropriate grammar, usage, and vocabulary.
- Express ideas orally with fluency, elaboration, and confidence.

B. The student will ask questions to clarify viewpoints, to develop new understanding, and to view findings from various perspectives: discussions; interviews; and conferences.

D. The student will use strategies, such as webbing, interviewing, Venn diagrams, T charts, and outlining to plan spoken products in all content areas.

E. The student will present information through oral presentations, expositions, displays, debates, panel

discussions, visual displays, and dramatizations.

G. The student will use characteristics of quality literature from a variety of historical periods and cultures in developing oral styles.

Writing

J. The student will use characteristics of quality literature from a variety of historical periods and cultures in developing written styles.

Grade Five

Reading/Literature

A. The student will read and learn the meanings of unfamiliar words and phrases.

- Use knowledge of root words, prefixes, and suffixes.
- Use dictionary, glossary, thesaurus, and other word-reference materials.
- Use phonetic cues to decode meanings.
- Expand vocabulary through listening, reading, and writing words which reflect both general knowledge and specific subject-related vocabulary.

- Demonstrate independence in using phonetic, structural, and semantic strategies to read more difficult text.

A. The student will continue to read and demonstrate comprehension of a variety of literary forms including fiction, nonfiction, and poetry.

- Describe character development in fiction and poetry selections.
- Describe the development of plot, and explain how conflicts are resolved.
- Describe the characteristics of free verse, rhymed, and patterned poetry.
- Describe how author's choice of vocabulary and style contribute to the quality and enjoyment of selections.
- Use text organizers to predict and categorize information.
- Locate information to support opinions, predictions, and conclusions.
- Identify cause-and-effect relationships.
- Draw conclusions.
- Compare and contrast ideas in a text and between different texts.

E. The student will select books for personal reading interests.

F. The student will understand text in terms of its historical and cultural context and relate to other content areas.

Listening

A. The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- Participate in and contribute to discussions across content areas.
- Organize information to present reports of group activities.
- Summarize information gathered in group activities.

Speaking

A. The student will use effective nonverbal communication skills.

- Use gestures to support, accentuate, or dramatize verbal message.
- Use facial expressions to support or dramatize verbal message.
- Use posture appropriate for communication setting.

F. The student will use characteristics of quality literature from a variety of historical periods and cultures in developing oral styles.

Writing

I. The student will use characteristics of quality literature from a variety of historical periods and cultures in developing written styles.