# Playbook® Applicability to **HAWAII**

## State Standards in Language Arts Kindergarten through Grade Five

# Reading a Playbook® in the classroom meets the following Hawaii standards in English Language Arts and Reading:

### Kindergarten-Grade One

- Read narrative and informative texts.
- Read for enjoyment and to gain information.
- Make reasonable predictions about what will happen in a story.
- Draw on personal experiences and prior knowledge to comprehend text.
- Show knowledge of the foundations of literacy concepts about print, phonemic awareness, experience with text when reading text.
- Apply letter knowledge, spelling-sound word recognition strategies, and meaning-based word recognition strategies to decode unknown words in text.
- Demonstrate increasing fluency, including the ability to read frequently occurring words by sight.
  - Identify favorite part of story and give reasons for choice.
  - Share information from text.
  - Interpret text through dramatization, writing, or art.
  - Share reading experiences with others.
- Read about others from different cultures to gain perspectives different from own.
  - Write thoughts and ideas using different forms.
- Identify topics for writing by drawing from personal experiences and experiences with texts.
- Generate ideas by using strategies such as drawing, role-playing, and talking.
- Draw, tell, and write about experiences from own personal and cultural backgrounds.

### **Grade Two-Grade Three**

- Read both fiction and nonfiction.
- Read for enjoyment and to gain information.

- Make conscious connections between prior knowledge and text while reading to construct meaning.
  - Verify and clarify ideas by referring to text.
- Recognize breakdowns in comprehension and repair these breakdowns by rereading, asking questions, and seeking clarification.
- Relate critical facts and details in narrative or informational text to comprehend text.
- Demonstrate fluent reading of grade-appropriate texts, applying spelling-sound word recognition strategies and meaning-based word recognition strategies as appropriate.
- Apply knowledge of suffixes, prefixes, and word parts as meaningful cues to words.
- Apply knowledge of fiction and nonfiction genres to understand text.
- Relate information and events in text to own ideas and life experiences.
- State the important ideas from reading and identify a theme or generalization.
  - Interpret texts in a variety of ways.
  - · Identify favorite genres and topics for reading.
  - Share reading with others.
- Share in the experiences of others from different cultures through reading and discussion.
- Interact with others to obtain information, share ideas, and express opinion.
- Participate in groups to complete a task, solve a simple problem, or share ideas.
  - Participate in dramatic and interpretive oral activities.
- Know when one is not understood, and ask specific questions or restate message to make communication clearer.
- Speak clearly and expressively using nonverbal language to complement and enhance verbal messages.
- Use standard English pronunciation and grammar when speaking to be understood.
  - Support ideas with information and details.
  - Organize ideas so listeners can understand them.
  - Use language that conveys the intended message.
- Adjust volume, eye contact, and gestures to audience and situation.
- Demonstrate a positive attitude toward speaking that enables one to become an active participant.
- Show awareness of diverse cultures through the sharing of ideas

#### **Grade Four-Grade Five**

- Read a variety of genres.
- Read for literary experience and to develop aesthetic appreciation.
  - Infer ideas from text.
- Modify initial interpretations in light of new information and prior experience.
- Recognize breakdowns in comprehension, and repair these breakdowns by asking questions, seeking clarification, and summarizing.
- Integrate important information gathered from a long passage or text to interpret meaning.
  - Use knowledge of story elements to interpret text.
- Differentiate between literal and figurative language and infer appropriate meaning when reading.
- State the important ideas and interpret author's message, theme, or generalization.
- Compare own ideas with ideas in text, and analyze similarities and differences.
- Interact thoughtfully with each other about texts that represent diverse perspectives.
  - Participate in dramatic and interpretive oral activities.
- Demonstrate give and take in communication and respond appropriately to what is said.
  - Ask questions for clarification.
- Listen attentively by focusing attention on a speaker's message.
- Speak clearly and expressively using verbal and nonverbal language.
  - Adjust language to be understood.
- Participate in groups to exchange ideas, explore issues, solve a problem, or complete a project.
  - Participate in dramatic and interpretive oral activities.
- Use feedback to clarify, adjust, change, continue, or stop communication.
- Monitor understanding by paraphrasing, summarizing, and checking perceptions.
- Create mental pictures, sequence ideas, and find purpose when listening, to understand and remember key ideas.
- Listen critically for supporting evidence, separating fact from opinion.
- Apply knowledge of standard English pronunciation and grammar to be understood.
  - Support ideas with research information as well as personal

experience and knowledge.

- Organize ideas to give clarity to messages.
- Use language that is clear and understood by the listener(s).
- Use delivery appropriate to audience and situation.
- Demonstrate confidence in speaking situations that enables one to become an active participant.
- Know that cultural differences may affect communication and accept shared responsibility for understanding.