

Playbook® Applicability to
MONTANA
State Standards in Language Arts
Kindergarten through Grade Six

Kindergarten-Grade Two

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

Reading 1
Reading Learner Goals: Primary

By the end of the primary level, the student shall have had the opportunity to:

- (a) Associate the written form with the spoken word.
- (b) Recognize basic word and sentence structures which are essential to comprehending written material.
- (c) Understand how punctuation affects meaning.
- (e) Enjoy and appreciate reading.

Reading Learner Goals: Intermediate

By the end of the intermediate level, the student shall have had the opportunity to:

- (a) Use appropriate strategies to identify words and their meanings.
- (b) Refine his/her use of word attack and context clues which aid comprehension within a word, sentence, paragraph, or an entire work.
- (c) Adapt fluency, rate, and style of reading to the purpose of the material.
- (e) Read as a leisure activity.

Reading Learner Goals: Upon Graduation

Upon Graduation, the student shall have had the opportunity to:

- (a) Comprehend ideas and meaning in material which requires increasingly complex structures.
- (b) Refine general and technical vocabularies, recognize

multiple meanings and connotations, and comprehend longer, more complex passages.

(e) Read to satisfy, extend, and expand

Listening 1

Listening Learner Goals: Primary

By the end of the primary level, the student shall have had the opportunity to:

- (a) Discriminate between significant and insignificant sounds and words
- (b) Develop a "listening set": anticipate meaning, ignore distraction, and visualize what is heard.
- (c) Assign a basic meaning to what is heard by recognizing the main idea and supporting details.
- (d) Distinguish new from familiar material, significant from insignificant, and fantasy from reality.
- (e) Respond to what is heard by asking questions, following directions, and giving feedback.
- (f) Remember important aspects of the message.

Listening Learner Goals: Intermediate

By the end of the intermediate level, the student shall have had the opportunity to:

- (a) Discriminate between emotional and unemotional speaking and between spontaneous and scripted speaking and acting.
- (c) Recognize a variety of speaking purposes and patterns of organization.
- (d) Distinguish fact from opinion, information from persuasion, and logic from emotion.
- (e) Respond to what is heard by controlling emotions, asking questions, and giving appropriate feedback.

Listening Learner Goals: Upon Graduation

Upon Graduation, the student shall have had the opportunity to:

- (a) "Listen" with the eyes as well as the ears by perceiving verbal and nonverbal clues.
- (c) Recognize nuances of meaning in similar words,

situations, and nonverbal clues.

(d) Evaluate oral messages for accuracy, effectiveness, significance and propriety.

Literature 1

Literature Learner Goals: Primary

By the end of the primary level, the student shall have had the opportunity to:

(a) Experience a variety of classical, contemporary, and multicultural works of literature, including poetry, fiction and nonfiction, and drama.

(b) Respond to a literary work by recapturing the meaning of plot in words, dramatic presentations, or pictures.

(c) Recognize and make associations with the people, places, and problems in her/his reading.

(d) Begin to understand culture through literature.

(e) Recognize and appreciate rhythm, rhyme, repetition, and other qualities of language in literature.

(f) Begin to evaluate the major components of literary works, including characters, setting, and action.

Literature Learner Goals: Intermediate

By the end of the intermediate level, the student shall have had the opportunity to:

(a) Expand experiences with classical, contemporary, and multicultural literature.

(b) Respond to literature on the basis of his/her own insights and respect the different responses of others.

(c) Recognize and understand the interrelationships among the elements in a literary work.

(d) Begin to recognize how culture influences literary works and to compare and contrast that culture with his/her own experiences.

(e) Appreciate and understand how language enhances meaning in literature: how meaning is enhanced by sensory and figurative language, by literary devices such as metric patterns and imagery (e.g., simile, metaphor), and by an author's semantic and connotative

qualities.

(f) Analyze and evaluate elements of literary works, including characters, setting, plot, theme, and imagery.

Literature Learner Goals: Upon Graduation

Upon Graduation, the student shall have had the opportunity to:

(a) Read a broad selection of classical, contemporary, and multicultural literature, including poetry, novels, essays, short stories, and drama.

(b) Analyze his/her own and others' responses to literature.

(c) Understand and analyze literature's significance to his/her own life.

(d) Understand how cultural and historical settings and literary traditions influence literature.

(e) Appreciate and analyze how language enhances meaning in literature through the use of elements such as stylistic, sensory, figurative, semantic, and logical attributes.

(f) Analyze and evaluate elements of literary works, including characters, setting, plot, theme, imagery, mood, figurative language, and genre.

Speaking 1

Speaking Learner Goals: Primary

By the end of the primary level, the student shall have had the opportunity to:

(a) Show an awareness of oral expression features: pronunciation, volume, and rate of speaking.

(c) Begin to establish a relationship with the audience through eye contact and attending to audience reaction.

Speaking Learner Goals: Intermediate

By the end of the intermediate level, the student shall have had the opportunity to:

- a. Use words, figures of speech, and nonverbal factors to enhance oral communication.

Speaking Learner Goals: Upon Graduation

Upon Graduation, the student shall have had the opportunity to:

- (a) Use oral and nonverbal language to communicate effectively.
- (b) Use invention, organization, style and delivery to enhance messages.

Thinking 1

Thinking Learner Goals: Primary

By the end of the primary level, the student shall have had the opportunity to:

- (a) Begin to demonstrate thinking skills such as comparing, contrasting, inferring and evaluating in both verbal and nonverbal communication.
- (b) Respond to an experience by creating an action (pantomime, picture, poem, or story) to express understanding.

Thinking Learner Goals: Intermediate

By the end of the intermediate level, the student shall have had the opportunity to:

- (a) Respond to and evaluate intentions and messages of speakers, writers, presenters, and media.
- (b) Differentiate between fact and opinion, recognize logical/illogical sequences, create a hypothesis, and predict outcomes.
- (c) Expand creativity, inventiveness, and logical/ critical thinking.

Thinking Learner Goals: Upon Graduation

Upon Graduation, the student shall have had the opportunity to:

- (a) Respond to, interpret and evaluate intentions and messages of speakers, writers, presenters, and media.
- (b) Evaluate the validity of assertions and detect fallacies in reasoning and in emotional appeals; differentiate between subjective and objective viewpoints.

(c) Use higher-level thinking processes to solve problems in the everyday world.

Grade Three-Grade Five English Language 1

English Language Learner Goals: Primary

By the end of the primary level, the student shall have had the opportunity to:

(b) Recognize that groups of people use different pronunciations and word choices to refer to the same objects and ideas.

English Language Learner Goals: Intermediate

By the end of the intermediate level, the student shall have had the opportunity to:

(a) Understand that words are arbitrary, culturally-based symbols for objects and ideas that change over time and through usage.

(b) Recognize that people gain identity through their language, including pronunciation, word choice, and nonverbal communication.

English Language Learner Goals: Upon Graduation

Upon Graduation, the student shall have had the opportunity to:

(a) Understand that words have denotative and connotative meanings and that oral, written, and nonverbal languages incorporate nuances of meaning.

Listening 1

Listening Learner Goals: Primary

By the end of the primary level, the student shall have had the opportunity to:

(a) Discriminate between significant and insignificant sounds and words

(b) Develop a "listening set": anticipate meaning, ignore distraction, and visualize what is heard.

- (c) Assign a basic meaning to what is heard by recognizing the main idea and supporting details.
- (d) Distinguish new from familiar material, significant from insignificant, and fantasy from reality.
- (e) Respond to what is heard by asking questions, following directions, and giving feedback.
- (f) Remember important aspects of the message.

Listening Learner Goals: Intermediate

By the end of the intermediate level, the student shall have had the opportunity to:

- (a) Discriminate between emotional and unemotional speaking and between spontaneous and scripted speaking and acting.
- (d) Distinguish fact from opinion, information from persuasion, and logic from emotion.
- (e) Respond to what is heard by controlling emotions, asking questions, and giving appropriate feedback.

Listening Learner Goals: Upon Graduation

Upon Graduation, the student shall have had the opportunity to:

- (a) "Listen" with the eyes as well as the ears by perceiving verbal and nonverbal clues.
- (c) Recognize nuances of meaning in similar words, situations, and nonverbal clues.

Literature 1

Literature Learner Goals: Primary

By the end of the primary level, the student shall have had the opportunity to:

- (a) Experience a variety of classical, contemporary, and multicultural works of literature, including poetry, fiction and nonfiction, and drama.
- (b) Respond to a literary work by recapturing the meaning of plot in words, dramatic presentations, or pictures.
- (c) Recognize and make associations with the people,

places, and problems in her/his reading.

(d) Begin to understand culture through literature.

(e) Recognize and appreciate rhythm, rhyme, repetition, and other qualities of language in literature.

(f) Begin to evaluate the major components of literary works, including characters, setting, and action.

Literature Learner Goals: Intermediate

By the end of the intermediate level, the student shall have had the opportunity to:

(a) Expand experiences with classical, contemporary, and multicultural literature.

(b) Respond to literature on the basis of his/her own insights and respect the different responses of others.

(c) Recognize and understand the interrelationships among the elements in a literary work.

(d) Begin to recognize how culture influences literary works and to compare and contrast that culture with his/her own experiences.

(e) Appreciate and understand how language enhances meaning in literature: how meaning is enhanced by sensory and figurative language, by literary devices such as metric patterns and imagery (e.g., simile, metaphor), and by an author's semantic and connotative qualities.

(f) Analyze and evaluate elements of literary works, including characters, setting, plot, theme, and imagery.

Literature Learner Goals: Upon Graduation

Upon Graduation, the student shall have had the opportunity to:

(a) Read a broad selection of classical, contemporary, and multicultural literature, including poetry, novels, essays, short stories, and drama.

(b) Analyze his/her own and others responses to literature.

(c) Understand and analyze literature's significance to his/her own life.

(d) Understand how cultural and historical settings and

literary traditions influence literature.

(e) Appreciate and analyze how language enhances meaning in literature through the use of elements such as stylistic, sensory, figurative, semantic, and logical attributes.

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Reading 1

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By the end of the primary level, the student shall have had the opportunity to:

- (a) Associate the written form with the spoken word.
- (b) Recognize basic word and sentence structures which are essential to comprehending written material.
- (c) Understand how punctuation affects meaning.
- (d) Read a variety of material and begin to use study skills to find answers and information.
- (e) Enjoy and appreciate reading.

Reading Learner Goals: Intermediate

By the end of the intermediate level, the student shall have had the opportunity to:

- (a) Use appropriate strategies to identify words and their meanings.
- (b) Refine his/her use of word attack and context clues which aid comprehension within a word, sentence, paragraph, or an entire work.
- (c) Adapt fluency, rate, and style of reading to the purpose of the material.
- (e) Read as a leisure activity.

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Upon Graduation, the student shall have had the opportunity to:

- (a) Comprehend ideas and meaning in material which requires increasingly complex structures.

- a. Refine general and technical vocabularies, recognize multiple meanings and connotations, and comprehend longer, more complex passages.
- b.

Speaking 1

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- (a) Show an awareness of oral expression features: pronunciation, volume, and rate of speaking.

Speaking Learner Goals: Intermediate

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- (a) Use words, figures of speech, and nonverbal factors to enhance oral communication.

Speaking Learner Goals: Upon Graduation

Upon Graduation, the student shall have had the opportunity to:

- (a) Use oral and nonverbal language to communicate effectively.

Thinking 1

Thinking Learner Goals: Primary

By the end of the primary level, the student shall have had the opportunity to:

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- (b) Respond to an experience by creating an action (pantomime, picture, poem, or story) to express understanding.

Thinking Learner Goals: Intermediate

By the end of the intermediate level, the student shall have had the opportunity to:

- (a) Respond to and evaluate intentions and messages of speakers, writers, presenters, and media.
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- (a) Respond to, interpret and evaluate intentions and messages of speakers, writers, presenters, and media.
- (b) Evaluate the validity of assertions and detect fallacies in reasoning and in emotional appeals; differentiate between subjective and objective viewpoints.
- (c) Use higher-level thinking processes to solve problems in the everyday world.

Writing 1

Writing Learner Goals: Primary

By the end of the primary level, the student shall have had the opportunity to:

- (b) Recognize how spelling, punctuation, capitalization and handwriting contribute to meaning in writing.