

Playbook® Applicability to
DELAWARE
State Standards in Language Arts

Kindergarten through Grade Six
**Reading a Playbook® in the classroom meets the following
Delaware standards in English Language Arts and Reading:**

Standard One

Students will use written and oral English appropriate for various purposes and audiences.

Grade Level K-3

Oral Communication

Speakers draw upon the language of their home, community, and culture -- as well as the public language of the larger culture -- to communicate effectively with a variety of audiences.

Speakers demonstrate oral language proficiency in formal and informal speech situations such as conversations, interviews, collaborative group work, oral presentations, public speaking, argumentations, and debate. By the completion of Grade 3, students will be able to

2. organize a message appropriately for the specific speech situation;
3. deliver a message,
 - a. attempting to control volume, tone, speed, and enunciation appropriately for the situational context;
 - b. creating an impression of being secure and comfortable;
4. respond to feedback, adjusting volume and speed.

Grade Level 4-5

Oral Communication

Speakers draw upon the language of their home, community, and culture -- as well as the public language of the larger culture -- to communicate effectively with a variety of audiences.

Speakers demonstrate oral language proficiency in formal and

informal speech situations such as conversations, interviews, collaborative group work, oral presentations, public speaking, argumentations, and debate. By the completion of Grade 5, students will be able to

1. formulate a message including all essential information;
2. organize a message appropriately for the speech situation;
3. deliver a message,
 - a. beginning to control volume, tone, speed, and enunciation appropriately for the situational context;
 - b. using facial expressions to reinforce the message;
 - c. maintaining focus
 - d. creating the impression of being secure and comfortable, and in command of the situation;
4. respond to feedback, adjusting volume and speed, and answering questions.

Standard Two

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

Grade Level K-3

By the completion of Grade 3, using appropriate texts, students will be able to:

1. select and apply efficient, effective decoding and other word recognition strategies to comprehend printed texts.
2. develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by
 - a. using context cues to determine the meanings of words;
3. self-monitor comprehension while listening, reading, and viewing by
 - a. generating a purpose for reading, listening, or viewing;
 - b. assimilating information with prior knowledge to revise predictions and understandings, and to make inferences;
 - c. taking appropriate actions to enhance understanding of oral and written text.
4. demonstrate an overall understanding of oral and printed texts by
 - a. making and revising predictions as needed;
 - b. identifying the story elements;
 - c. recognizing figurative language and literary devices;
 - d. retelling a story or restating an informative text through speaking and/or writing;

- e. organizing the important points of the text by completing summaries, outlines, and/or graphic organizers;
 - f. identifying the author's purpose;
 - g. comparing information between and within texts;
 - h. discriminating between fact and opinion;
 - i. drawing conclusions;
 - k. relating the content of the text to real-life situations.
5. critically analyze and evaluate information and messages presented through print, speech, and mass media by
- a. formulating and expressing opinions;
 - b. responding to questions requiring critical thinking;
 - c. drawing conclusions;
 - d. differentiating between literal and non-literal meanings;
 - g. acknowledging the possibility of a variety of interpretations of the same text.
6. extend meaning by
- a. offering a personal response to texts;
 - c. using divergent thinking.

Grade Level 4-5

By the completion of Grade 5, using appropriate text, students will be able to

1. select and apply efficient, effective decoding and other word recognition strategies to comprehend printed texts;
2. develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by
 - a. using context cues to determine the meanings of words;
3. self-monitor comprehension while listening, reading, and viewing by
 - a. generating a purpose for reading, listening, or viewing;
 - b. assimilating information with prior knowledge to revise predictions and understandings, and to make inferences;
 - c. taking appropriate actions to enhance understanding of oral and written text.
4. demonstrate an overall understanding of oral and printed texts by
 - a. making and revising predictions as needed;
 - b. identifying the story elements;
 - c. identifying and interpreting figurative language and literary devices;
 - d. retelling a story or restating an informative text through speaking and/or writing;
 - e. organizing the important points of the text via summaries,

outlines, and/or graphic organizers;

- f. identifying the author's purpose;
- g. comparing information between and within texts;
- h. discriminating between fact and opinion;
- i. drawing conclusions;
- k. relating the content of the text to real-life situations.

5. critically analyze and evaluate information and messages presented through print, speech, and mass media by

- a. formulating and expressing opinions;
- b. responding to questions requiring critical thinking;
- c. drawing conclusions;
- d. differentiating between literal and non-literal meanings;
- e. recognizing ambiguity in words or expressions;
- f. acknowledging the possibility of a variety of interpretations

of the same text;

6. extend meaning by

- a. offering a personal response to texts;
- c. using divergent thinking.

Standard Four

Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

Grade Level K-3

By the completion of Grade 3, using literature appropriate for age, stage, and interests, students will be able to

1. connect their own experiences to those of literary characters by
 - a. explaining the reasons for a character's actions;
 - b. responding to the sensory, intellectual, and emotional elements of literature;
 - c. understanding the feelings of characters of varying genders, races, and disabilities;
 - d. relating incidents in the text or media to life's experiences;
2. respond to literary text and media using interpretive, critical, and evaluative processes by
 - a. making inferences about content, events, characters, setting;
 - b. identifying the differences between genre.
3. demonstrate an appreciation for a broad range of culturally diverse literary texts and media created by historical, modern, and contemporary authors through
 - a. responding to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders,

nationalities, races, religions, and disabilities;

b. responding to literary texts and media representative of various nations and cultures.

4. apply knowledge gained from literature as a basis for understanding self and society by

a. using literature as a resource for shaping decisions;

b. using literature as a resource for understanding social issues.

Grade Level 4-5

By the completion of Grade 5, using literature appropriate for age, stage, and interests, students will be able to

1. connect their own experiences to those of literary characters by

a. explaining the reasons for a character's actions;

b. responding to the sensory, intellectual, and emotional elements of literature;

c. relating to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities

d. identifying with characters based on a clear understanding of motivation;

e. relating incidents in the text to life's experiences;

f. relating the theme of literary text and media to personal experiences;

2. respond to literary text and media using interpretive, critical, and evaluative processes by

a. making inferences about content, events, characters, setting;

b. recognizing the effect of such literary devices as figurative language, dialogue, and description;

c. recognizing the impact of authors' decisions such as word choice and content;

d. recognizing literary merit;

e. understanding the differences between genres;

f. recognizing the effect of point of view.

3. demonstrate an appreciation for a broad range of culturally diverse literary texts and media created by historical, modern, and contemporary authors through

a. responding to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities;

b. responding to literary texts representative of various historical periods ranging from the ancient world to the present;

c. responding to texts representative of world literature.

4. apply knowledge gained from literature as a basis for understanding self and society by
 - a. using literature as a resource for shaping decisions;
 - b. using literature as a resource for understanding social issues.