

Playbook® Applicability to

SOUTH DAKOTA

State Standards in Language Arts

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

KINDERGARTEN

KINDERGARTEN READING STANDARDS

THE STUDENT WILL:

5. use pictures, illustrations, and personal knowledge to make and confirm predictions about stories.
6. connect information found in stories to personal experience.
7. identify and describe characters, settings, and key events.
8. identify the role of both the author and illustrator.
9. retell familiar stories using beginning, middle, and end.
11. describe how books, stories, poems reflect things people do.
12. note similarities and differences in various stories and poems.
13. identify the characteristics of a variety of simple genres. (example: fairy tales, poems)
14. recognize similarities in stories written by the same author.
15. identify everyday print materials that provide information. (example: labels, newspapers)
16. distinguish between "make believe" and "real" in print materials.
17. identify the main idea in simple print materials.
18. identify appropriate sources of information to answer specific questions. (example: weather forecast, calendars)

KINDERGARTEN WRITING STANDARDS

THE STUDENT WILL:

3. retell or restate what has been heard or seen.
13. explore how authors organize and sequence writing.

KINDERGARTEN LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

2. take turns in conversations and group situations.
3. use appropriate volume and tone of voice when responding to others.
10. ask appropriate questions.
11. restate what others say to demonstrate recall.

THE STUDENT WILL:

1. retell an experience in logical sequence.
3. participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.
4. use words to describe and name numbers, colors, size, shape, location, people, places, things, and actions.
5. recognize and use correct grammar when speaking.
6. follow simple rules for conversations: (example: taking turns, listening)
7. use complete sentences when speaking.
8. recognize that body movements and facial expressions represent feelings.

FIRST GRADE**FIRST GRADE READING STANDARDS****THE STUDENT WILL:**

1. understand the relationship between spoken and written work.
3. blend beginning, middle, and ending sounds to form words while reading.
4. read to confirm initial predictions about text.
5. describe how personal knowledge and experience affects understanding of materials read.
6. compare settings and characters presented by different authors.
7. identify the problem or central idea in stories.
8. explain the sequence of events in familiar stories.
9. identify patterns of rhyming words and repeated phrases in various texts.
10. explain what authors and illustrators do.
11. recognize that different versions of the same story may be told in various cultures.
12. explore a variety of worthy literary and narrative works. (example: Caldecott books, picture books)
13. identify similarities and differences in stories written by the same author.
14. explain the difference between fantasy and reality in print materials.
15. restate the main idea of simple expository information.

FIRST GRADE WRITING STANDARDS**THE STUDENT WILL:**

9. use books and other media to gather information to write about life situations.
14. examine how authors organize thoughts and ideas.

FIRST GRADE LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

2. recognize and demonstrate the importance of focusing on the speaker when listening.
3. use appropriate volume and tone of voice when interacting with others.
4. summarize what others say with courtesy and respect.
6. distinguish between true and false information.
11. ask appropriate questions to clarify information.
12. restate information in a sequence similar to how it was presented. (example: simple directions)

FIRST GRADE SPEAKING STANDARDS

THE STUDENT WILL:

1. tell/retell stories in a logical order or sequence.
2. participate in a variety of oral language activities. (example: role playing, pantomime, choral speaking)
5. use appropriate voice when asking and responding to questions in small-group settings.
6. express ideas in complete and coherent sentences.
7. follow simple rules for conversation. (example: taking turns, staying on topic)
9. use pictures or drawings when telling or retelling stories.
11. convey a message and check for listener understanding. (example: show and tell)

SECOND GRADE**SECOND GRADE READING STANDARDS**

THE STUDENT WILL:

1. use knowledge of consonants, consonant blends, and common vowel patterns to decode unfamiliar words.
2. recognize common contractions, compound words, and abbreviations. (example: can't, baseball, Jan.)
3. interpret information in text to confirm or reject initial predictions.
4. use context clues and prior knowledge to understand unfamiliar texts. (example: pictures, diagrams)
5. recognize specific strategies are needed to read different types of printed materials. (example: math story problems, poetry, science book)
6. use knowledge of sentence structure and punctuation when reading.
7. identify rhythm, rhyme, and alliteration in poetry and prose.

8. compare plots, settings and characters presented by different authors in various texts.
9. identify simple figurative language in text. (example: similes, idioms)
10. explain major elements in text to form an understanding of stories and other materials. (example: theme, main idea, problem/solution)
11. describe cause and effect relationships in various text. (example: why, what if, how, when)
12. describe the role and contribution of authors and illustrators to print materials.
13. describe the characteristics of worthy literary and narrative works. (example: Caldecott books, chapter books)
14. compare/contrast different versions of the same story from various cultures.
15. compare/contrast stories and poems by different authors.
19. locate and paraphrase information within text to answer questions.

SECOND GRADE LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

2. summarize main points presented with courtesy and respect when responding to others.
4. use appropriate words and expressions when responding to the actions or statements of others.
6. describe the impact of true and false information.
10. ask different types of questions for different purposes. (example: directions, clarification)
12. restate information heard in a logical and understandable sequence.

SECOND GRADE SPEAKING STANDARDS

THE STUDENT WILL:

2. create and participate in oral dramatic activities.
3. organize and convey a message and check for listener understanding.
5. use correct grammar in oral communication. (example: verb tenses)
10. use body movements and facial expressions as a means of non-verbal communication.
12. identify conditions which are beneficial to the listener. (example: tone of voice, being able to see the speaker).

THIRD GRADE

THIRD GRADE READING STANDARDS

THE STUDENT WILL:

1. use decoding and word recognition skills to comprehend text. (example: suffixes, prefixes, vowel patterns, syllable breaks, word families, sight words)
2. demonstrate literal, interpretive, and/or critical comprehension by answering various how, why, and what-if questions.
3. make predictions about information/events in text, reread to extend initial impressions, and use prior knowledge to confirm or reject predictions.
4. determine appropriate strategies and rate of reading for different purposes. (example: fiction for enjoyment, nonfiction for information)
5. select appropriate context and semantic clues to construct meaning from text. (example: homonyms, synonyms, antonyms)
6. identify various story elements in age appropriate text. (example: character, setting, conflict, plot, theme)
7. recognize the use of formal and figurative language in text.
8. distinguish between cause and effect, fact and opinion, and main idea and supporting details in expository text.
9. recognize organizational structures of fiction and nonfiction.
10. compare the lives of various people as described in biographies and auto-biographies.
11. understand the characteristics of a variety of simple genres. (example: fiction, nonfiction, fantasy, fairy tales, poetry, plays, fables, folk tales)
12. read from a variety of fictional and non-fictional works. (example: Caldecott books, writing samples of local and regional authors)
14. respond to ideas, attitudes, and feelings expressed in literature by making personal connections.
15. understand the function of organizational features and use them to locate information. (example: table of contents, index, glossary)

THIRD GRADE WRITING STANDARDS

THE STUDENT WILL:

1. examine the organization of different types of writing. (example: short stories, plays, poems)

THIRD GRADE LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

1. listen and respond thoughtfully and respectfully to others.
2. listen attentively by making eye contact and facing the speaker.
3. ask questions to learn the speaker's point-of-view.
6. identify various approaches used in media to influence the listener or viewer.
11. connect prior knowledge and experience to what is seen or heard.
13. restate information in a logical and sequential order.

THIRD GRADE SPEAKING STANDARDS

THE STUDENT WILL:

2. present ideas and check for listener response in various situations. (example: class discussions, small groups, panels)
4. organize and present ideas so that others can understand the message.
8. speak clearly using appropriate pronunciation, rate, and diction.
9. speak expressively using the appropriate volume and inflection.

FOURTH GRADE**FOURTH GRADE READING STANDARDS**

THE STUDENT WILL:

1. use knowledge of word parts to determine meaning of unknown or unfamiliar words within a passage. (example: prefixes, suffixes, root words)
2. use text organization and prior knowledge to make predictions and comprehend information in various content areas. (example: headings, graphics)
3. select appropriate strategies and rate of reading for different purposes. (example: fiction for enjoyment, nonfiction for information)
4. make inferences using information derived indirectly from text. (example: cause and effect.)
5. use appropriate context and semantic clues to construct meaning from text. (example: pronoun referents, noun-verb agreement)
6. identify the main incidents of the plot, their causes and how they influence future action.
7. determine the causes of literary action in various texts. (example: character traits and motivation; uniqueness of the situation and setting.)
8. identify and define the presence of figurative language and rhyme scheme in literary works. (example: simile, metaphor, exaggeration)
9. describe the author's use of various techniques to influence readers' opinions, feelings, and actions. (example: appeal of characters in a picture book, logic and believability of claims, use of figurative language)
10. describe the structural differences of various imaginative forms of literature. (example: fantasies, fables, myths, legends, and fairy tales)
11. compare tales from different cultures.
12. compare use of fact and fantasy in historical fiction with other forms of literature.
13. demonstrate familiarity with a variety of award-winning literary selections.
14. discern literature appropriate for reading level and purpose.
15. compare life experiences to situations/events found in literature.

16. use text and graphic features to categorize information and gain meaning from informational materials. (example: topic sentences, key words, diagrams, illustrations, charts, maps)
18. evaluate new information and hypotheses by testing against known information and ideas.
20. describe how the choice of language and information contributes to the usefulness of materials for specific purposes.

FOURTH GRADE WRITING STANDARDS

THE STUDENT WILL:

3. write in response to information from various sources to develop personal understanding.
6. write to explain ideas presented or discussed in various content areas.
7. examine how authors use descriptive words to describe people, places, and events.
8. examine an author's use of dialect or colloquialisms to convey a message.
16. model the use of different elements of style. (example: word choice, tone, voice, sentence variation)

FOURTH GRADE LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

1. respond courteously and respectfully to the ideas and thoughts of others.
2. listen and share responses in group learning activities.
3. ask questions to determine the intended meaning and purpose of the speaker's message.
4. observe and assess various non-verbal cues. (example: gestures, body language, facial expressions)
5. listen in group settings to aid in specifying goals, devising solutions, and choosing the best course of action.
7. distinguish between facts and opinions.
11. connect prior experiences, insights, and ideas to what is heard or seen.
12. record information while listening.
13. paraphrase what others have said for clarification.

FOURTH GRADE SPEAKING STANDARDS

THE STUDENT WILL:

6. present knowledge, ideas, and requests clearly using appropriate vocabulary and sentence structure.
7. use correct subject-verb agreement, pronoun-antecedent agreement, and appropriate verb tense when speaking.

FIFTH GRADE

FIFTH GRADE READING STANDARDS

THE STUDENT WILL:

3. use different reading strategies to comprehend text. (example: skimming, scanning, and finding information to support particular ideas)
4. locate information in text to support opinions, predictions, and conclusions.
5. apply appropriate context and semantic clues to construct meaning from text. (example: punctuation and sentence structure)
6. explain how the main problems or conflicts of various plots are developed and resolved. (example: fables, myths, folk tales)
7. determine the author's underlying theme or message through the actions, motives, and appearances of characters in various works of fiction.
8. describe the function and effect of key literary elements and devices in various texts. (example: cause-and-effect relationships, imagery, symbolism, rhythmical patterns)
9. describe how an author's choice of vocabulary and style contribute to the quality and enjoyment of selections.
10. identify and analyze the distinguishing organizational patterns of various literary forms. (example: non-fiction, fiction, drama, poetry)
11. explain the commonalities of mythical patterns and symbols found in literature from different eras and cultures.
12. recognize that a work of literature reflects the author's viewpoints, experiences, heritage, and/or beliefs.
13. recognize that literature can be used to better understand the culture of the time period.
14. critique and compare literary selections for a variety of elements/purposes.
15. define the attributes of personally appealing reading materials.
16. use text organizers to predict and categorize information in print materials. (example: type headings and graphics)
18. draw inferences, conclusions, or generalizations about text and support them with textual evidence and experience.

FIFTH GRADE WRITING STANDARDS

THE STUDENT WILL:

2. analyze the style/techniques of published authors for word choice, sentence fluency, and voice.
4. examine and model the use of dialect, idioms, or colloquialisms to convey a message.
14. write in response to information from various sources to confirm or reject prior understanding.
17. write in response to ideas, thoughts, and information presented in various content areas.

FIFTH GRADE LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

1. understand the appropriateness of various listening behaviors in different social situations. (example: plays, concerts, lectures, talking with friends)
2. listen, draw conclusions, and share responses in subject-related group learning activities.
4. interpret gestures and facial expressions meant to support, accentuate, or dramatize verbal message.
5. use active listening skills when determining goals, responsibilities, and progress in various group settings.

FIFTH GRADE SPEAKING STANDARDS

THE STUDENT WILL:

6. communicate various messages clearly, precisely, and effectively.
8. use precise, descriptive language when speaking.
9. choose the appropriate volume, inflection, rhythm, and pace to emphasize key ideas and areas of importance.
10. engage the audience with appropriate body language, eye contact and gestures.

SIXTH GRADE**SIXTH GRADE READING STANDARDS**

THE STUDENT WILL:

1. construct meaning from text using context and semantic clues. (example: situation, word order)
2. recognize direct and implied meaning to extend understanding of materials read.
3. ask questions and make predictions about information or the message found in text.
4. explain how the meaning of words may be changed by the use of non-standard English, dialect, and idioms.
5. use background knowledge and experience to comprehend text.
6. connect main ideas and concepts to other sources and related topics.
7. determine the organizational structures and patterns in various literary texts. (example: books of fiction/nonfiction, newspapers, magazines)
8. explain how character and plot development are used in a selection to support a central conflict or story line.
9. identify and understand types of figurative language. (example: similes, personification, alliteration)
10. describe how the author's style elicits response from the reader.

11. describe the mood or meaning conveyed in poetry through word choice, rhythm, repetition, and rhyme.
12. explore a variety of literary works representative of various cultures and times.
13. explain how literature can be used to better understand other time periods and events.
14. describe how the text reflects an author's attitudes, traditions, and heritage.
17. distinguish fact from opinion in newspapers, magazines and other print media.
18. use text organizers to locate and categorize information in print materials. (example: headings, subheadings, graphics)
19. draw conclusions and make inferences based on explicit and implied information.

THE STUDENT WILL:

3. use writing as a means to paraphrase/summarize what is read/heard.

SIXTH GRADE LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

1. describe appropriate listening behaviors in various social situations. (example: concerts, plays, classrooms)
2. ask questions to seek clarification of ideas.
3. summarize, respond to, and evaluate group activities.
14. combine new information with prior knowledge for recall.

SIXTH GRADE SPEAKING STANDARDS

THE STUDENT WILL:

5. use feedback from listeners to improve speaking delivery.
10. use effective rate, volume, pitch and tone in oral communication.
11. recognize correlation between appearance, self-image, and effective non-verbal communication.