

Playbook® Applicability to  
**CALIFORNIA**  
State Standards in Language Arts

*Kindergarten through Grade Six*

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

**KINDERGARTEN**

**1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT**

Students know about letters, words, and sounds. They apply this knowledge in reading simple sentences.

1.1 Identify the front cover, back cover, and title page of a book.

1.2 Follow words from left to right and from top to bottom on the printed page.

1.3 Understand that printed materials provide information.

1.4 Recognize that sentences in print are made up of separate words.

1.5 Distinguish letters from words.

1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).

1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).

1.9 Blend vowel-consonant sounds orally to make words or syllables.

1.10 Identify and produce rhyming words in response to an oral prompt.

1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.

1.12 Track auditorily each word in a sentence and each

syllable in a word.

1.13 Count the number of sounds in syllables and syllables in words.

1.14 Match all consonant and short-vowel sounds to appropriate letters.

1.15 Read simple one-syllable and high-frequency words (i.e., sight words).

1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

1.18 Describe common objects and events in both general and specific language.

## **2.0 READING COMPREHENSION**

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies.

2.1 Locate the title, table of contents, name of author, and name of illustrator.

2.2 Use pictures and context to make predictions about story content.

2.3 Connect to life experiences the information and events in texts.

2.4 Retell familiar stories.

2.5 Ask and answer questions about essential elements of a text.

## **3.0 LITERARY RESPONSE AND ANALYSIS**

Students listen and respond to stories based on well-known characters, themes, plots, and settings.

3.1 Distinguish fantasy from realistic text.

3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).

3.3 Identify characters, settings, and important events.

## **1.0 LISTENING AND SPEAKING STRATEGIES**

Students listen and respond to oral communication. They speak in clear and coherent sentences.

1.2. Share information and ideas, speaking audibly in coherent, complete sentences.

# **GRADE 1**

## **1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT**

Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

- 1.1. Match oral words to printed words.
- 1.2. Identify the title and author of a reading selection.
- 1.3. Identify letters, words, and sentences.

### ***Phonemic Awareness:***

- 1.4. Distinguish initial, medial, and final sounds in single-syllable words.
- 1.5. Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
- 1.6. Create and state a series of rhyming words, including consonant blends.
- 1.8. Blend two to four phonemes into a recognizable word.
- 1.9. Segment single syllable words into their components.
- 1.10. Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and combine those sounds into recognizable words.
- 1.11. Read common, irregular sight words (e.g., the, have, said, come, give, of).
- 1.12. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- 1.13. Read compound words and contractions.
- 1.14. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
- 1.15. Read common word families (e.g., -ite, -ill, -ate).
- 1.16. Read aloud with fluency in a manner that sounds like natural speech.

## **2.0 READING COMPREHENSION**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

- 2.1. Identify text which uses sequence and/or logical order.
- 2.2. Respond to who, what, when, where, and how questions.
- 2.4. Use context to resolve ambiguities about word and

sentence meanings.

2.5. Confirm predictions about what will happen next in text by identifying key words (i.e., signpost words).

2.6. Relate prior knowledge to textual information.

2.7. Retell the central ideas of simple expository or narrative passages.

### **3.0 LITERARY RESPONSE AND ANALYSIS**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

3.1. Identify and describe the story elements of plot, setting, and characters, including the story's beginning, middle, and ending.

3.2. Describe the role and contribution of authors and illustrators to print materials.

3.3 Recollect, talk, and write about books read during the school year.

### **1.0 GRAMMAR**

1.2. Identify and correctly use singular and plural nouns.

1.3. Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., 's, my/mine, his/her, hers, your/s) in writing and speaking.

1.4. Distinguish between declarative, exclamatory, and interrogative sentences.

### **1.0 LISTENING AND SPEAKING STRATEGIES**

Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation.

1.1. Listen attentively.

1.2. Ask questions for clarification and understanding.

1.5. Use descriptive words when speaking about people, places, things, and events.

### **2.0. SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)**

2.1. Recite poems, rhymes, songs, and stories.

2.2. Retell stories using basic story grammar, sequencing story events by answering who, what, when, where, why, and how questions.

2.4. Provide descriptions with careful attention to sensory detail.

## **GRADE 2**

### **1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT**

Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

1.1. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

1.2. Apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per; vc/cv = sup/per).

1.3. Decode two-syllable nonsense words and regular multi-syllable words.

1.4. Recognize common abbreviations (e.g., Jan., Sun., Rt., St.).

1.5. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).

1.6. Read aloud with fluency and accuracy, and with appropriate intonation and expression.

1.8. Use knowledge of individual words in unknown compound words to predict their meaning.

1.9. Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

1.10. Identify simple multiple-meaning words.

### **2.0. READING COMPREHENSION**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

2.1. Use titles, table of contents, and chapter headings to locate information in expository text.

2.2. State purpose engaging in reading (i.e., tell what information the student is seeking).

2.4. Ask clarifying questions concerning essential textual elements of exposition (e.g., why, what-if, how).

2.5. Restate facts and details in text to clarify and

organize ideas.

2.6. Recognize cause and effect relationships in text.

## **2.0 LITERARY RESPONSE AND ANALYSIS**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

3.1. Compare and contrast plots, settings, and characters presented by different authors.

3.2. Generate alternative endings to plots, and identify reason(s) for, and impact of, the alternatives.

3.4. Identify rhythm, rhyme, and alliteration in poetry.

### ***Sentence Structure:***

1.1 Distinguish between complete and incomplete sentences.

1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

## **1.0 LISTENING AND SPEAKING STRATEGIES**

Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation.

1.1 Determine the purpose(s) for listening (e.g., to obtain information, to solve problems, for enjoyment)

1.2. Ask for clarification and explanation of stories and ideas.

1.3. Paraphrase information this has been shared orally by others.

1.6. Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

1.7. Recount experiences in a logical sequence.

1.8. Retell stories, including characters, setting, and plot.

## **GRADE 3**

### **1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.

1.2 Decode regular multisyllabic words.

1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words.

1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

## **2.0 READING COMPREHENSION**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

2.1 Use titles, table of contents, chapter headings, glossaries and indexes to locate information in text.

2.2 Ask questions and support answers by connecting prior knowledge with literal and inferential information found in text.

2.3 Demonstrate comprehension by identifying answers in text.

2.4 Recall major points in text, and make and modify predictions about forthcoming information.

2.5 Distinguish main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from text, including problems and solutions.

2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or use a game board).

## **3.0 LITERARY RESPONSE AND ANALYSIS**

3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

3.4 Determine the underlying theme or author's message in fiction and non-fiction text.

3.5 Recognize the similarities of sounds in words and rhythmical patterns in a selection (e.g., onomatopoeia, alliteration).

3.6 Identify the speaker or narrator in a selection.

## **1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

Students write and speak with a command of standard English conventions that are appropriate to each grade level.

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

## **1.0 LISTENING AND SPEAKING STRATEGIES**

Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation.

1.1. Retell, paraphrase, and explain what has been said by a speaker.

1.2. Connect and relate prior experiences, insights, and ideas to those of a speaker.

1.3. Respond to questions with appropriate elaboration.

1.4. Identify the musical elements of literary language (e.g., rhymes, repeated sounds, or instances of onomatopoeia).

1.6. Provide a beginning, middle, and end, including concrete details that develop a central idea.

1.7. Use clear and specific vocabulary to communicate ideas and establish tone.

1.8. Clarify and enhance oral presentations through use of appropriate props (e.g., objects, pictures, charts).

1.9. Read prose and poetry aloud with fluency, rhythm, and pace; and use appropriate intonation and vocal patterns to emphasize important passages of the text being read.

## **GRADE 4**

### **1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY**

## **DEVELOPMENT**

Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

1.3. Use knowledge of root words to determine the meaning of unknown words within a passage.

## **2.0. READING COMPREHENSION**

2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support) to strengthen comprehension.

2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, locating information, and personal enjoyment).

2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, topic sentences, key words, and foreshadowing clues.

## **3.0 LITERARY RESPONSE AND ANALYSIS**

3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

3.2 Identify the main events of the plot, their causes, and how each influences future action(s).

3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

## **1.0. LISTENING AND SPEAKING STRATEGIES**

1.2. Summarize major ideas and supporting evidence

presented in spoken messages and formal presentations.

1.9. Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

## **2.0 SPEAKING APPLICATIONS**

2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

## **GRADE 5**

### **1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT**

1.1. Read aloud narrative and expository text aloud with fluency and accuracy, and with appropriate pacing, intonation, and expression.

1.2. Use word origins to determine the meaning of unknown words.

1.3. Understand and explain frequently used synonyms, antonyms and homographs.

### **3.0 LITERARY RESPONSE AND ANALYSIS**

3.1. Identify and analyze the characteristics of poetry, drama, fiction, and non-fiction as literary forms chosen by an author for a specific purpose.

3.2. Identify the main problem or conflict of the plot and how it is resolved.

3.3. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme (e.g., loyalty, selfishness, conscientiousness).

3.4. Understand that theme refers to the meaning or moral of a selection, and recognize themes whether implied or stated directly in sample works.

3.5. Describe the function and effect of key literary devices (e.g., imagery, metaphor, symbolism).

3.6. Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures (Reader

Response).

3.7. Evaluate the author's use of various techniques to influence readers' perspectives (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language).

## **1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

Students write and speak with a command of standard English conventions that are appropriate to each grade level.

### **1.0 LISTENING AND SPEAKING**

1.1. Ask questions that seek information not already discussed.

1.2. Interpret speaker's verbal and non-verbal messages, purposes, and perspectives.

1.6. Engage audience with appropriate verbal cues, facial expressions, and gestures.

## **GRADE 6**

### **1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT**

1.1. Read narrative and expository text aloud with fluency and accuracy, and with appropriate pacing, intonation, and expression.

1.2. Distinguish and interpret figurative language and multiple-meaning words.

### **2.0 READING COMPREHENSION**

2.3. Connect and clarify main ideas, identifying their relationship to other sources and related topics.

2.6. Determine the adequacy and appropriateness of an author's evidence for his or her conclusions.

### **3.0 LITERARY RESPONSE AND ANALYSIS**

3.1. Distinguish among forms of fiction and describe the major characteristics of each form.

3.2. Analyze how the qualities of the character (e.g., courage or cowardice, ambition or laziness) affect the plot and resolution of the conflict.

3.3. Analyze the influence of setting on the problem and its resolution.

3.4. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

3.5. Identify the speaker and recognize the difference between first and third person narration (e.g., autobiography versus biography).

3.6. Identify and analyze features of themes conveyed through characters, actions, and images.

3.7. Explain the effects of key literary devices in a variety of fictional and non-fictional texts (e.g., symbolism, imagery, metaphor).

3.8. Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction) (Reader Response ).

## **1.0 LISTENING AND SPEAKING STRATEGIES**

1.2. Identify the tone, mood, and emotion conveyed in the oral communication.

1.8. Analyze the use of rhetorical devices for their intent and effects (e.g., cadence, repetitive patterns, use of onomatopoeia.)

## **2.0 SPEAKING APPLICATIONS**

### **2.3 Deliver oral responses to literature:**

a. Develop an interpretation exhibiting careful reading, understanding, and insight.

b. Organize the selected interpretation around several clear ideas, premises, or images.

c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.