

## Playbook® Applicability to

**WASHINGTON**

State Standards in Language Arts

*Kindergarten through Grade Six*

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

**KINDERGARTEN***Suggested Characteristics to Be Worked Toward by the End of Kindergarten*

4. Focuses on text detail to identify or confirm
13. Uses pictures to predict text
14. Identifies the beginning, middle, and end of a story
15. Retells a simple text in sequence
16. Connects characters with actions
17. Recounts information gained from books
18. Understands importance of directionality
19. Interprets and uses pictures, labels, photographs
22. Pauses and sometimes reruns or self-corrects if meaning is lost
23. Participates in the reading of stories, poems, songs
27. Rereads to gain confidence and pace in known text

**FIRST GRADE***Suggested Text forms and Text Features to Be Worked Toward by the End of First Grade*

1. Uses initial, final, and medial sounds to identify as well as confirm text
4. Identifies alliteration, rhyme, and repeated or alternating patterns
6. Identifies and uses adjectives, nouns, verbs, prepositions, conjunctions, and pronouns
7. Uses pictures to confirm and not just predict text
8. Retells, recalls, or recounts some details of text
9. Phrasing and expression in oral reading shows awareness of meaning
11. Retells or recounts stories and sequences of 3 or 4 incidents accurately; retells sequence of an activity
12. Identifies consequences of actions
13. Beginning to read beyond text and make inferences

14. Locates information by page
15. Reads, though may not always use, table of contents and glossary
18. Uses appropriate directionality when reading diagrams, story maps, charts, maps, stories, poems
20. Identifies some features or traits of characters from illustration and text
21. Makes accurate predictions at instructional level and can explain confirming strategy
23. Attends to all parts of text in working toward accuracy

## **SECOND GRADE**

### *Suggested Characteristics to Be Worked Toward by the End of Second Grade*

4. Identifies and uses adverbs, homonyms, and similes
5. Integrates strategies of meaning, structure, and letter-sound relationships, almost automatically, focusing on text detail when meaning is lost
6. Makes inferences from illustrative and textual details
8. Recalls specific events, ideas, or information to explain meaning or reaction to text
9. Copes with a number of characters, incidents, and scene changes within a text
10. Considers text more critically
11. Shows awareness of characterization and in oral reading and responses
12. Responds to text in more varied ways
13. Distinguishes between the features of fiction and nonfiction material
14. Summarizes text or content of illustrative material for a specific purpose
15. Locates information in a range of texts and illustrations to answer problems or pursue a topic
16. Uses table of contents and index to locate information
17. Uses dictionaries and glossaries to check meaning and spelling
18. Compares forms and writing and illustrative styles
22. Reads orally with expression, reflecting personal interpretation of text
23. Describes reactions to books and considers ideas of others

## **THIRD GRADE**

### *Suggested Characteristics to Be Worked Toward by the End of Third Grade*

2. Identifies similes and metaphors and provides alternatives
4. Justifies stance on authenticity of text, or reasons for actions in text, and own response
5. Identifies importance of setting in terms of characters and actions

6. Identifies author's intention and purpose for writing and how these influence reading and response
7. Identifies main idea or message of text and evaluates how this influences meaning and the reading
- Considers how different illustrative or text forms present a different view of or emphasis on the same content or theme
- Copes with a wide range of features within a text or book
10. Copes with more than one form within a text
13. Reruns and self corrects over longer passages and on a range of writing forms
14. Summarizes orally and in writing information gained from text and/or illustration
15. Identifies elements in the text and illustrations that develop characterization and influence the presentation of plot
16. Identifies persuasive elements in fiction and nonfiction material
18. Skims and scans when selecting a book or seeking information
19. Uses reading to explore ideas and gain new knowledge
21. Uses pace and intonation to reflect purpose and meaning when reading to others

#### **FOURTH GRADE**

##### *Suggested Characteristics to Be Worked Toward by the End of Fourth Grade*

5. Uses dictionary, glossary, index, table of contents, and thesaurus to check spelling, meanings, and synonyms
6. Uses index, table of contents, catalogs, files, numbering, and alphabetical organization to locate and reference material, both in text and on computer software
7. Selects and integrates most appropriate strategies for reading a particular kind of text and can explain how meaning was gained and checked
8. Uses appropriate vocabulary, including title, headings, paragraph, chapter, index, and captions when referencing text
10. Uses and compares story elements and structure (plot, main idea, main and supporting characters, setting, point of view) when describing reaction to, retelling, or summarizing fiction text
11. Identifies and uses text structure, main idea, supporting details, text organizers, and illustrative material when summarizing or referencing nonfiction material
12. Identifies and explains similarities and differences in purpose and basic structure of different kinds of literary and informational text, including stories, poems, articles, reports, and letters
14. Identifies features that indicate the author has considered the audience when presenting ideas and information
15. Views the same text from different perspectives, including those of different cultures
16. Considers the validity of information gained from text and illustration

17. Applies information from reading to give a response and express insight, for example, entering imaginatively into another time, place, or role when absorbed in a text
18. Revisits and analyzes text and illustrations for a specific purpose, including identifying story elements and literary devices
19. Understands how illustrations and graphics, including diagrams, graphs, photographs, line drawings, realistic and impressionist art, influence reading and the ideas or information gained
20. Compares elements of two or more texts in the same genre or by the same author or on a similar theme
24. Reads orally with increased understanding of phrasing, punctuation, content, form, and author's style

## FIFTH GRADE

### *Suggested Characteristics to Be Worked Toward by the End of Fifth Grade*

3. Understands how the conventions of different writing forms influence access to meaning and information
5. Shows awareness that layout, graphics, title, book shape and size capture interest and affect the purpose, style, and pace of reading
6. Shows awareness of techniques authors use to create, link, and contrast characters, events, ideas, and information
8. Demonstrates understanding that culture and values affect the connotation of words through seeking the opinion of others, offering more than one option, or using a range of reference material 2.2, 3.1, 3.2, 3.4,
10. Evaluates, contrasts, and discusses the reliability and validity of information gained through text and illustration
11. Evaluates effectiveness of the author's use of similes, metaphors, analogies, alliteration, and other literary devices in relation to the text type and purpose
12. Considers the audience and the author's possible intended message and emphases when reading orally 1.3, 2.3
14. Generates questions for rereading, wider reading, or discussion
16. Compares the effectiveness of the same text, topic, or theme presented in more than one media 2.3, 3.1, 3.3
17. Distinguishes inferences and opinions when summarizing text for a specific purpose
18. Considers reading to be a problem-solving activity and can talk about expectations, challenges, and purpose and then discuss and evaluate the process
19. Attends to details of instructions and returns to these during a task
20. Summarizes information from tables, graphs, and maps and can describe findings in another format
22. Seeks material beyond the classroom and school library to pursue an interest or complete a task

## SIXTH GRADE

*Suggested Characteristics to Be Worked Toward by the End of Sixth Grade*

2. Intonation and pace of oral reading indicate understanding of form and language and common elements in each
3. Pace, intonation, and response both during and after reading show greater understanding of purpose, form, style, and complexity of ideas, information, and issues
4. Intonation, phrasing, and pace of oral reading indicate awareness of function of a range of punctuation
9. Identifies ambiguity in text or mismatch between parts of text or between text and illustration
10. Identifies ways authors use imagery, exaggeration, and irony and how these techniques influence meaning for each reader
11. Selects, analyzes, and synthesizes ideas and information from visual and electronic material and from text, providing accurate references
14. Discusses how rereading influences initial meaning or ideas about text quality and style