

Playbook® Applicability to

NORTH CAROLINA

State Standards in Language Arts

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

Kindergarten Competencies**Book and Print Awareness**

- Knows parts of books and functions of each part.
- Demonstrates understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud.
- Demonstrates understanding of letters, words, and story.

Spelling and Writing

- Demonstrates understanding of literary language.

Language, Comprehension, and Response to Text

- Demonstrates sense of story.
- Connects information and events in text to experience.
- Demonstrates familiarity with a variety of types of books and selections.
- Reads or begins to read.

Phonemic Awareness

- Can blend the phonemes of one-syllable words.
- Can segment the phonemes of one-syllable words.

Decoding and Word Recognition

- Uses phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text.
- Recognizes many high frequency and/or common irregularly spelled words in text
- Reads aloud with fluency and comprehension any text that is appropriately designed for the first half of grade one.
- Uses pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.

Language, Comprehension, and Response to Text

- Reads and comprehends both narrative and expository text appropriate for grade one.
- Self-monitors in decoding, comprehending, and composing text by using one or two strategies.
- Predicts and explains what will happen next in stories.
- Discusses and explains responses to how, why, and what-if questions in sharing narrative and expository texts.
- Retells new information in own words.
- Responds and elaborates in answering *what*, *when*, *where*, and *how* questions.
- Uses new vocabulary and language in both speech and writing.
- Demonstrates familiarity with a variety of types of text

Second Grade Competencies**Decoding and Word Recognition**

- Uses phonics knowledge and structural analysis to decode regular multi-syllable words when reading text.
- Accurately read most high frequency and many irregularly spelled words in text.
- Read aloud with fluency and comprehension any text appropriate for the first half of grade two.

Language, Comprehension and Response To Text

- Reads and comprehends both narrative and expository text that is appropriate for grade two.
- Self-monitors own difficulties in decoding, comprehending, and composing text by using several strategies.
- Recalls facts and details from text.
- Read expository material for answers to specific questions.
- Discusses similarities and differences in events and characters across stories.
- Connects and compares information across expository selections to experience and knowledge.
- Poses possible *how*, *why*, and *what -if* questions to understand and/or interpret text.

- Uses text for a variety of functions, including literary, informational, and practical.

Reading Competencies

Third graders read many types of texts - literary, informational, and practical. They distinguish between fact and opinion and note and chart details. These students interpret poetry and infer main ideas, lessons, or morals in a variety of prose. Students in this grade use a variety of reading strategies to construct meaning for text. They choose to read silently for extended periods of time for pleasure and information.

Characteristics of the Reader: *Exhibits the attitudes, habits, and dispositions of a reader.*

- Describes personal reactions to poetry, informational, practical, and narrative texts.

Reading Strategies: *Uses one or more of the following strategies as appropriate to construct meaning from text.*

- Continues to predict based on semantic, syntactic, and graphophonic cues
- Searches, predicts, monitors, and cross-checks using semantic, syntactic, and graphophonic cues independently.
- Reads on and rereads to check predictions and clarify meaning.
- Uses analogy by identifying a word as being the same or almost the same as a known word.
- Uses chunking by using familiar word parts to identify increasingly complex unknown words.
- Notes unknown words for later study. Paraphrases information from text in own words.

Reading Comprehension: *Constructs meaning from literary informational, and practical texts.*

- Reads literary, informational, and practical text.
- Interprets poetry and recognizes stanza and rhyme as characteristics of poetry.
- Infers main idea, lesson, or moral in a variety of prose including fairy tales, tall tales, fables, legends, and myths.
- Compares traits of characters as evidenced in the text.
- Compares and contrasts characters, events, episodes, and/ or stories.
- Compares and contrasts poems, informational selections, or other literary selections.
- Distinguishes between fact and opinion.
- Recognizes the author's use of figurative language such as simile or metaphor.
- Supports ideas by reference to evidence presented in texts.
- Discriminates between cause and effect relationships.

Reading Competencies

Fourth graders continue to read many types of text - literary, informational, and practical pieces. Through reading they can make connections with situations beyond their own experience. In narrative writing they recognize organizational patterns in text and motives of characters. They can make inferences, draw conclusions, and are learning to support their opinions about what they read. Fourth graders are becoming more skillful at following written directions and in reading for information in content area texts, reference materials, and periodicals.

Characteristics of the Reader: *Exhibits the attitudes, habits, and dispositions of a reader.*

- Describes personal reactions to narratives, biographies, and autobiographies.

Reading Strategies: *Uses one or more of the following strategies as appropriate to construct meaning from text.*

- Uses strategies of sampling, predicting, confirming, and self-correcting quickly, confidently, and independently.

- Adjusts reading pace to accommodate purpose, style, and difficulty of material.
- Summarizes information from literary and informational materials.
- Questions to assess point of view.

Reading Comprehension: *Constructs meaning from literary, informational, and practical texts.*

- Reads literary, informational, and practical text.
- Reads material on a variety of topics beyond personal experiences.
- Discusses motives of characters as evidenced in the text.
- Recognizes simple themes related to personal experience.
- Make inferences and draw conclusions from informational texts and stories beyond personal experiences.
- Recognizes that authors and illustrators have individual voices and styles.
- Analyzes the structure of an informational selection.

Fifth Grade Competencies

Reading Competencies

Fifth graders enjoy literary pieces that are rich in descriptive detail as well as informational and practical texts. They begin to pay more attention to the relatedness and sufficiency of detail, the organization and logic of what they read, and the ways authors support ideas with evidence. They compare pieces they have read and defend their reading preferences. They detect the implied motives of characters as revealed in dialogue and action. They detect literary archetypes such as "heroes" and villains." They recognize and use appropriate reading strategies according to purpose and types of text.

Characteristics of the Reader: *Exhibits the attitudes, habits, and dispositions of a reader.*

- Reads literary, informational, and practical materials beyond personal experience.
- Reads widely for pleasure, for interest, or for learning.
- Makes comments and expresses feelings about characters beyond own experiences.

Reading Strategies: *Uses one or more of the following strategies as appropriate to construct meaning from text.*

- Varies reading strategies according to purposes for reading and the nature of the text.
- Selects relevant passages or phrases to answer questions without necessarily reading the whole text.
- Scans, skims, or reads carefully as appropriate.

Reading Comprehension: *Constructs meaning from literary informational, and practical texts.*

- Reads literary, informational, and practical text.
- Recognizes the characteristics of descriptive text.
- Recognizes coherence, logic, and organization in descriptive text.
- Recognizes relatedness and sufficiency of details in descriptive text.
- Recognizes the similarities and differences between selections.
- Recognizes the organizational patterns in informational and practical text.
- Discusses implied motives of characters as evidenced in the text.
- Describes the function of dialogue in revealing character traits.
- Recognizes the presence of archetypal characters such as hero, heroine, or villain.
- Recognizes evidence presented in text that supports a recommendation, opinion, or argument.
- Supports recommendation, opinion, or argument by reference to evidence presented in text.
- Compares different versions of the same stories from different cultures.
- Discusses author's purpose in a selection.
- Describes links between personal experiences and arguments and ideas in text.