

Playbook® Applicability to

NEW YORK

State Standards in Language Arts

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

As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Standard 1:

LISTENING & READING to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Students will read, write, listen, and speak for information and understanding.

- select information appropriate to the purpose of their investigation and relate ideas from one text to another
- ask specific questions to clarify and extend meaning
- make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and con-text clues, and an understanding of letter-sound relationships to decode difficult words
- support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns

Standard 1:

Performance Indicators

SPEAKING & WRITING to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

- use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference
- use details, examples, anecdotes, or personal experiences to explain or clarify information
- include relevant information and exclude extraneous material

Standard 2:

LISTENING & READING for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Students will read, write, listen, and speak for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

- read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers
- recognize some features that distinguish the genres and use those features to aid comprehension

- understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives
- use inference and deduction to understand the text
- read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning
- evaluate literary merit

Standard 2:

Performance Indicators

SPEAKING & WRITING for literary response involves presenting interpretations, analysis, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

- present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure
- explain the meaning of literary works with some attention to meanings beyond the literal level
- observe the conventions of grammar and usage, spelling, and punctuation

Standard 3:

LISTENING & READING to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Students will read, write, listen, and speak for critical analysis and evaluation. As listeners and readers, students will collect analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

- read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor
- make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement
- evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully

Standard 3:

Performance Indicators

SPEAKING & WRITING for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

- express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence
- monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact)

Standard 4:

LISTENING & SPEAKING Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Students will read, write, listen, and speak for social interaction. Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the

social communications of others to enrich their understanding of people and their views.

- listen attentively and recognize when it is appropriate for them to speak
- take turns speaking and respond to others' ideas in conversations on familiar topics
- recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations

Standard 4:

Performance Indicators

SPEAKING & WRITING Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

- read and discuss published letters, diaries, and journals to learn the conventions of social writing