

Playbook® Applicability to

NEVADA

State Standards in Language Arts

Kindergarten through Fourth Grade

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

Kindergarten

By the end of Kindergarten, students know and are able to:

Content Standard 1.0:

Students know and use word analysis skills and strategies to comprehend new words encountered in text.

- Identify and use knowledge of synonyms, antonyms, homophones, and homographs to understand text.
- Use high-frequency words and environmental print to read simple texts.
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- Identify and use letter/sound relationships.

Content Standard 2.0:

Students use reading process skills and strategies to build comprehension.

- Use prior knowledge and picture clues as pre-reading strategies to aid comprehension.

Content Standard 3.0:

Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.

- Retell beginning, middle, and end of familiar stories.
- Listen to stories from different cultures and eras.
- Listen for rhythm, rhyme, and alliteration.
- Listen and respond to poetry and prose.

Content Standard 4.0:

Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

- Demonstrate an understanding that printed materials provide information.

Content Standard 5.0:

Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.

- Draw or write responses to literature.

Content Standard 8.0:

Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

- Listen for a variety of purposes such as to obtain information, to solve problems, or for enjoyment.
- Attend and respond to stories and group discussions.

Content Standard 9.0:

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.

- Use and expand vocabulary to communicate ideas.
- Speak clearly at an understandable pace.
- Share and respond to ideas.
- Relate experiences and retell stories.

Content Standard 10.0:

Students participate in discussions to offer information, clarify ideas, and support a position.

- Demonstrate turn-taking in conversations and group discussions.
- Ask and answer questions.
- Share ideas and information.

Grade One

By the end of Grade 1, students know and are able to

do everything required in the previous grade and:

Content Standard 1.0:

Students know and use word analysis skills and strategies to comprehend new words encountered in text.

- Use knowledge of high-frequency words to read texts aloud with fluency, accuracy, and expression.
- Read texts aloud with fluency, accuracy, and appropriate intonation and expression; read high-frequency words to build fluency.
- Use phonics to decode words in context.
- Identify simple prefixes, common suffixes, and abbreviated words in context. Use knowledge of simple spelling patterns (e.g., CVC=cat, CVCe=cake, CVVC=boat), blends, and digraphs when reading; apply basic knowledge of alphabetical order.
- Identify synonyms and antonyms in context.

Content Standard 2.0:

Students use reading process skills and strategies to build comprehension.

- Use, with teacher assistance, pre-reading strategies that aid comprehension such as accessing prior knowledge, predicting, previewing, and setting a purpose.
- Use, with teacher assistance, self-correcting strategies such as rereading, substituting (replacing a known word), and reading on.
- Recall details of the text while reading.
- Retell details of text.

Content Standard 3.0:

Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.

- Identify characters, setting, and sequence of events.
- Identify simple character traits.
- Listen to and read stories from different cultures and eras.
- Identify rhythm, rhyme, and alliteration.

- Read and identify poetry and prose.

Content Standard 4.0:

Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

- Locate and use title, pictures, and names of author and illustrator to obtain information.
- Use information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to comprehend text.
- Use text to answer questions.

Content Standard 5.0:

Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.

- Write, with teacher assistance, responses to literature.

Content Standard 9.0:

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.

- Use varied vocabulary to communicate ideas.
- Speak clearly at an understandable pace.
- Present ideas and ask questions in small and large groups.
- Recount experiences and retell stories in sequence.

Content Standard 10.0:

Students participate in discussions to offer information, clarify ideas, and support a position.

- Demonstrate turn-taking in conversations and group discussions.
- Ask and answer questions to gather and provide information.
- Share ideas and information in small groups.

Grade 2

By the end of Grade 2, students know and are able to

do everything required in previous grades and:

Content Standard 1.0:

Students know and use word analysis skills and strategies to comprehend new words encountered in text.

- Use knowledge of phonics and structural elements (e.g., syllables, basic prefixes, roots, and suffixes) to decode unfamiliar words of one or more syllables in context.
- Identify the meanings of simple prefixes, common suffixes, and abbreviated words in context.
- Identify and use knowledge of spelling patterns such as diphthongs and special vowel spellings when reading; apply knowledge of basic syllabication rules when reading (e.g., V/CV= su/per, VC/CV= sup/per).
- Identify and use knowledge of synonyms, antonyms, homophones, and homographs to understand text.

Content Standard 2.0:

Students use reading process skills and strategies to build comprehension.

- Identify pre-reading strategies that aid comprehension such as accessing prior knowledge, predicting, previewing, and setting a purpose.
- Identify self-correcting strategies such as self-questioning and rereading.

- Recall the main idea of the text while reading.
- Retell the main idea of text.

Content Standard 3.0:

Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.

- Analyze simple elements of a story such as settings, characters, and plot (e.g., restate the logical and sequential development of a story and generate alternative endings to stories).
- Compare and contrast different versions of the same stories from different cultures and eras.
- Compare rhythm, rhyme, and alliteration in poetry.
- Distinguish between poetry and prose.

Content Standard 4.0:

Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

- Locate table of contents and chapter headings and interpret information from diagrams, charts, and graphs.
- Identify and explain cause and effect and determine the main idea of a passage.
- Ask questions to gain understanding of important information in a text.

Content Standard 5.0:

Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.

- Write responses to literature.

Content Standard 6.0:

Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.

- Generate possible ideas for future writing by recalling experiences, talking, drawing, and hearing stories.

Content Standard 9.0:

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.

- Select and use specific vocabulary to communicate ideas.
- Speak clearly at an understandable pace.
- Recount experiences and tell stories that move through a logical sequence of events and include character and setting.

Content Standard 10.0:

Students participate in discussions to offer information, clarify ideas, and support a position.

- Demonstrate turn-taking and eye contact in conversations and group discussions.
- Ask and answer questions to gather and provide information.
- Present ideas and information in groups.

Grade 3

By the end of Grade 3, students know and are able to
do everything required in previous grades and:

Content Standard 1.0:

Students know and use word analysis skills and strategies to comprehend new words encountered in text.

- Use knowledge of word families, phonics, and structural elements to read and to determine the meaning of unfamiliar words in context.
- Use knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context.
- Use dictionaries and glossaries to determine the meanings and other features of unknown words.
- Use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary.

Content Standard 2.0:

Students use reading process skills and strategies to build comprehension.

- Use pre-reading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension.
- Use self-correcting strategies such as self-questioning and rereading to gain meaning from text.
- Recall essential points in text while reading; make and revise predictions about coming information.
- Restate facts and details in text to share information and organize ideas.
- Adjust reading rate to suit difficulty of text.

Content Standard 3.0:

Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.

- Compare plots, settings, and characters in a variety of works and by a variety of authors.
- Make inferences about a character's traits and check text for verification.
- Compare plots, settings, characters, and points of view in a variety of works and by a variety of authors from different cultures and times.
- Identify simile, metaphor, onomatopoeia, and hyperbole in text.
- Read and identify stories, plays, poetry, and non-fiction selections.
- Distinguish essential information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to locate information in texts for specific purposes.

Content Standard 4.0:

Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

- Distinguish between cause and effect, fact and opinion, and main idea and supporting details in text.
- Draw conclusions about texts and support them with textual evidence and experience.
- Ask questions and support answers by connecting prior knowledge with literal and inferential information in text.

Content Standard 5.0:

Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.

- Write responses to literature and experiences.

Content Standard 9.0:

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.

- Use specific vocabulary and apply standard English to communicate ideas.
- Use appropriate public speaking techniques such as volume control and eye contact.

- Present ideas and supporting details in a logical sequence with a beginning, middle, and ending.
- Read aloud and recite prose and poetry with fluency, rhythm, pace, appropriate intonation, and vocal patterns.

Content Standard 10.0:

Students participate in discussions to offer information, clarify ideas, and support a position.

- Speak and listen attentively in conversations and group
- Ask pertinent questions; respond to questions with relevant details.
- Share ideas and information to complete a task.
- Distinguish between a speaker's opinion and verifiable facts.

Grade 4

By the end of Grade 4, students know and are able to

do everything required in previous grades and:

Content Standard 1.0:

Students know and use word analysis skills and strategies to comprehend new words encountered in text.

- Use knowledge of phonics, structural elements, and syntax to read and to determine the meaning of unfamiliar words in context.
- Identify and use knowledge of common Greek- and Latin- derived roots and affixes to determine the meaning of words in context.
- Use dictionaries and glossaries to determine the meanings and other features of unknown words and derivations of words.
- Use knowledge of vocabulary and context clues to determine meanings of unknown words.

Content Standard 2.0:

Students use reading process skills and strategies to build comprehension.

- Use graphic organizers to access prior knowledge, predict, preview, and set a purpose to aid comprehension.
- Select and use self-correcting strategies to gain meaning from text.
- Apply skills and strategies of summarizing, paraphrasing, and drawing conclusions to aid comprehension
- Use note taking, outlining, and summarizing to organize and understand information from text.

Content Standard 3.0:

Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.

- Use knowledge of character, setting, plot, conflict, and resolution to comprehend a variety of works.
- Make inferences about and compare characters' traits using text for verification.
- Identify an historical event or cultural influence as portrayed in literature.
- Inferences - Conclusions arrived at by reasoning from evidence.
- Identify implied themes in a variety of reading selections.
- Locate figurative language, including simile, metaphor, and personification in text.
- Identify structures of stories, plays, poetry, and non-fiction selections.

Content Standard 4.0:

Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

- Use information from titles, Tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to comprehend text.
- Compare main ideas and important concepts of various texts.
- Develop hypotheses based upon prior knowledge and information from a text
- Draw conclusions about texts and support them with evidence from a variety of sources. Identify authors' purposes for writing.

Content Standard 5.0:

Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.

- Write responses with supporting details to literary selections.

Content Standard 9.0:

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.

- Select and use varied vocabulary and apply standard English to communicate ideas.
- Select and use appropriate public speaking techniques such as rate, pace, and enunciation.
- Give organized presentations that demonstrate a clear viewpoint.
- Read aloud and recite literary, dramatic, and original works.

Content Standard 10.0:

Students participate in discussions to offer information, clarify ideas, and support a position.

- Contribute to and listen attentively in conversations and group discussions.
- Ask and answer questions with relevant details to clarify ideas.
- Share ideas, opinions, and information clearly and effectively.
- Identify and express opinions and state facts.