

Playbook® Applicability to

OHIO

State Standards in Language Arts

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

The learner will.....

1. approximate the reading of a patterned or familiar text;
2. identify appropriate written materials for a given purpose;
3. identify the letters of the alphabet;
4. identify initial and final high frequency consonants by names and sounds from knowledge gained in meaningful context;
5. use picture cues for meaning;
6. use labels in meaningful context;
7. recognize own name in print.

Meaning Construction

The learner will.....

1. listen attentively to stories read aloud daily;
2. predict events of a story using picture cues before and during reading;
3. self-monitor to determine if meaning is clear using picture cues;
4. self-correct when meaning is not clear or when error is discovered;
5. demonstrate book-handling skills;
6. retell a story following a shared reading experience;
7. identify/discuss characters within a story;
8. make up an ending for a story read aloud.

Application

The learner will.....

3. communicate thoughts, feelings, judgments, understandings, and attitudes about reading material.

Multidisciplinary

The learner will.....

1. read to and with others;
2. look at books and pictures related to a central class theme;
3. discuss a book/story read aloud;
4. use reading for learning and thinking.

Writing

Structure

The learner will.....

2. use some conventions of print

Listening/Visual Literacy**Structure**

The learner will.....

1. listen/view a variety of materials;
2. discuss a poem/rhyme, story, or informational piece;
3. discuss the beginning, middle, and end of a story;
4. identify consonants by name and sound from knowledge gained in meaningful context.

Meaning Construction

The learner will.....

1. listen and view to gather information from pictures, words, numbers, and sounds;
2. determine if stories are real or pretend;
3. self-monitor to determine if meaning is clear.

Application

The learner will.....

1. listen for a variety of purposes;
2. respond to an orally presented story;

Multidisciplinary

The learner will.....

1. demonstrate respect for the rights of speakers;
2. recognize that there are different cultures and subcultures.

Oral Communication**Structure**

The learner will....

2. retell a story or relate an experience in logical order;

Meaning Construction

The learner will....

3. ask questions for clarification or to extend knowledge/understanding;
4. participate in small or whole-group discussions about stories heard, read, or written.

Application

The learner will....

1. participate in dramatization;
2. retell a story or relate an experience or event;
3. experiment with language;
4. participate in peer group discussions.

Multidisciplinary

The learner will....

1. participate in shared reading and writing;
2. cooperate within a small group;

Grade One**Reading****Structure**

The learner will....

1. read a familiar story orally with fluency and expression;
2. integrate the three cueing systems when reading texts
 - a. semantic cues
 - picture/visual
 - meaning
 - b. structural cues
 - appropriate syntax
 - story structure
 - c. graphophonetic
 - consonants
 - vowels
 - consonant
 - clustersuffixes.

Meaning Construction

The learner will....

2. demonstrate the ability to use prior knowledge during pre-reading activities;
3. use simple texts to gather information;
4. compare and contrast personal experiences/ knowledge with events or characters within a story or text;
5. predict story events using title and pictures before and during reading;
6. self-correct when miscues interfere with meaning;
7. read and discuss poetry, stories, and informational texts to develop appreciation of genre;
8. identify and discuss characters of story or text;
9. discuss the setting of story or text;
10. discuss the main idea of story or text;
11. express thoughts and feelings toward the story or text.

Application

The learner will....

1. choose appropriate material for a variety of reading purposes (enjoyment, information, etc.);
4. communicate thoughts, feelings, judgments, understandings, and attitudes about reading material;
5. contribute to the literary environment of the classroom;

6. read assigned and self-selected, challenging children's literature;
7. read stories from a variety of genres.

Multidisciplinary

The learner will....

1. read to and with others;
2. read books related to a central class theme;
3. discuss in whole-class and small groups books read and heard;
4. engage in multimedia activities related to books and themes;

Listening/Visual Literacy

Structure

The learner will....

1. listen to and view a variety of materials appropriate to age/developmental levels;
2. identify and discuss a poem/rhyme, story, or informational piece;
3. identify and discuss sequences of events within a story;
4. identify letters by name and sound in meaningful context;

Meaning Construction

The learner will....

1. listen and view to gather information from pictures, words, sounds, and stories;
2. compare and contrast words, sounds, stories, and events;
5. self-monitor to determine if the meaning is clear;

Application

The learner will....

1. identify the purpose of a listening/viewing experience;
2. respond to an orally presented story;

Multidisciplinary

The learner will....

1. demonstrate respect for the rights of speakers;
2. identify some features of different cultures and subcultures;
3. participate in language experiences that contribute to interdisciplinary understandings, including compassion, courtesy, and tolerance.

Oral Communication

Structure

The learner will....

2. speak effectively and clearly;

Meaning Construction

The learner will....

5. participate in small- and large-group discussions about stories heard, read, or written;
6. talk about different forms (pictures, words, numbers) which information can take.

Application

The learner will...

1. participate in dramatization;
3. experiment with verbal language;
4. participate in peer group discussions;

Multidisciplinary

The learner will...

1. participate in shared reading and writing;
2. cooperate and practice self-discipline within a small group;
5. identify a global issue through an interdisciplinary, whole language experience;
6. relate details of an event in sequential order.

Grade Two**Reading****Structure**

The learner will...

1. integrate the three cueing systems when reading texts
 - a. semantic cues
 - picture/visual
 - meaning
 - b. structural cues
 - appropriate syntax
 - syllabification
 - c. graphophonetic cues
 - consonants
 - vowels (long and short)
 - irregular vowel combinations
 - prefixes
 - suffixes
2. read orally, with fluency and expression, a familiar passage or story;
3. identify genres and the characteristics which support various classifications.

Meaning Construction

The learner will...

2. use prior knowledge during pre-reading activities;
3. identify the main idea of a story or text;
4. identify the supporting details within a story or text;
5. identify the character traits of individuals within a story or text;
6. restate the sequence of events within a story;
7. compare and contrast personal experiences/ knowledge with events or characters within a story or text;

8. compare and contrast reading selections;
9. predict outcomes and actions before and during reading;
10. make judgments about values expressed in the text;
11. express and support thoughts, feelings, judgments, interpretations, and attitudes toward the story or text;
12. read a variety of genres;
13. self-correct when miscues interfere with meaning.

Application

The learner will....

4. communicate thoughts, feelings, judgments, understandings, and attitudes about reading material;
5. locate specific information to support interpretation;
6. contribute to the literacy environment of the classroom;
7. read self-selected and assigned challenging children's literature;
9. read assigned and self-selected stories from a variety of genres.

Multidisciplinary

The learner will....

1. read to and with others;
2. read books related to a central class theme;
3. discuss books read or heard in large/small groups;

Listening/Visual Literacy**Structure**

The learner will....

1. identify and discuss different forms of literature;
2. discuss the significant events within the beginning, middle, and end of a story;

Meaning Construction

The learner will....

7. self-monitor to determine if meaning is clear.

Multidisciplinary

The learner will....

1. demonstrate respect for the rights of speakers;
2. identify customs and languages of cultures or subcultures;
3. examine a global issue (e.g., honesty, courage) following a listening/viewing experience.

Oral Communication**Structure**

The learner will....

2. speak effectively and clearly;

Meaning Construction

The learner will....

1. express ideas and experiences clearly and concisely;
2. participate productively in a discussion as evidenced by
 - a. asking relevant questions
 - b. staying on topic.

Application

The learner will....

2. monitor listener's response to determine if purpose is achieved.

Multidisciplinary

The learner will....

1. participate in dramatizations;
2. retell a story/experience in sequential order;
3. experiment with verbal language;
4. participate in peer group discussions;

Grade Three

Reading

Structure

The learner will....

1. identify elements of fiction and nonfiction;
2. read assigned and self-selected nonfiction;
3. integrate cueing systems while reading: literary structure, semantic, syntactic, graphophonetic;

Meaning Construction

The learner will....

2. respond, with teacher assistance, to material read beyond factual statements: analyze, infer, critique, summarize, evaluate, synthesize;
3. use predicting and confirming strategies to achieve meaning while reading;
4. stop at appropriate places while reading to confirm or alter previously made predictions;

Application

The learner will....

4. respond to reading through oral discussions, writing, and drawing;

Multidisciplinary

The learner will....

2. construct meaning in collaboration through discussion;
4. participate in group discussion after shared reading;
6. use reading as a tool for learning and thinking;
8. extend understanding of the uniqueness and universality of human experiences through multicultural literature.

Writing

Application

The learner will...

6. be an active participant in the literary environment of the classroom.

Listening/Visual Literacy**Structure**

The learner will...

1. identify fantasy, science fiction, and other genres when listening and viewing;
3. recognize elements of acceptable oral language delivery systems;
4. ask appropriate questions related to vocabulary usage during listening and viewing;
2. identify elements of effective communication styles.

Meaning Construction

The learner will...

3. suggest ways material heard or viewed could be more effectively presented;
5. confirm or reject predictions;
6. listen actively to presentations.

Application

The learner will...

1. engage in active listening during story time and discussions;
3. respond in a variety of ways after listening to a story.

Multidisciplinary

The learner will...

1. listen and respond to various selections to explore different language differences;
2. examine personal attitudes (e.g., diligence, self-respect, honesty) related to cultural diversity through various media resources;
3. identify the contributions of self and others within the group;
4. exhibit appropriate interpersonal skills;
5. identify cultural and gender stereotypes.

Oral Communication**Structure**

The learner will...

1. deliver an appropriate formal/informal presentation for a younger class;
3. take turns when participating in a group discussion;

Meaning Construction

The learner will...

1. share personal experiences and understandings orally;

Multidisciplinary

The learner will....

1. use language effectively when speaking with peers and students from other grade levels;

Grade Four

Reading

Structure

The learner will....

2. chart similarities and/or differences of genres;
4. read assigned and/or self-selected texts including science fiction or fantasy;
3. apply new vocabulary knowledge when writing and discussing materials;

Meaning Construction

The learner will....

2. respond, with teacher assistance and independently, to text beyond literal statements in fiction and nonfiction: analyze, infer, critique, summarize, evaluate, synthesize, compare and contrast, etc.;
3. demonstrate the ability to make connections between prior knowledge and new information;
4. apply self-correcting strategies when meaning has been changed or lost;
6. explain how literature reflects various periods of time;
8. demonstrate fluency when reading familiar text aloud.

Application

The learner will....

3. respond to reading through oral discussions, writing, and presenting;

Multidisciplinary

The learner will....

4. use reading as a tool for learning and thinking across the curriculum;
5. participate in the selection of topics/themes when appropriate;
6. extend understanding of the uniqueness and universality of human experiences (e.g., compassion) through multicultural literature.

Writing

Application

The learner will....

5. be an active participant in the literary environment of the classroom;

Listening/Visual Literacy

Structure

The learner will....

1. identify genre including fantasy and science fiction when listening and viewing;
2. identify literary elements of style when listening and viewing;
3. evaluate use of language during listening and viewing activities;
5. identify dialect differences in various listening experiences.

Meaning Construction

The learner will....

4. listen and view to identify main ideas and supportive details;
5. make predictions about material that is to be viewed and alter predictions as needed during each viewing;

Application

The learner will....

1. engage in active listening during story time, discussions, and peer presentations;
3. respond in various ways after listening to a story;

Multidisciplinary

The learner will....

1. listen courteously and respond honestly to diverse literary works that represent various cultures and genders;
3. demonstrate the ability to accept contributions of group members;
4. exhibit appropriate interpersonal skills;
5. examine cultural and gender stereotyping and mind sets.

Oral Communication

Meaning Construction

The learner will....

1. engage others in discussion to clarify personal thinking/understandings;

Application

The learner will....

1. engage in verbal language experiences daily for a variety of audiences and purposes;
2. read orally for a specific audience after sufficient rehearsal to demonstrate the art of oral reading;

Multidisciplinary

The learner will....

1. participate in literature response groups related to a theme from another discipline;

Grade Five

Reading

Structure

The learner will....

2. read across the genres including historical fiction, biography;
3. identify and use vocabulary critical to the meaning of a text;
5. recognize and discuss the use of literary and figurative language: similes, metaphors, etc.;

Meaning Construction

The learner will....

2. respond with increasing independence to fiction and nonfiction in a variety of ways: analyze, infer, critique, summarize, evaluate, synthesize, compare and contrast, etc.;
4. apply self-correcting strategies while reading;

Application*The learner will...*

2. adjust reading strategy rate depending on purpose;
4. select and use an appropriate mode of response to extend a reading experience;

Multidisciplinary*The learner will...*

1. extend understanding of the uniqueness and universality (e.g., tolerance, responsibility) of human experiences through multicultural literature;
2. explain the need for individual human rights and freedom as revealed through an exploration of literature and other media;
3. collaborate with others to construct meaning through participation in literature response groups;
5. demonstrate a sense of community by helping others when needed;
6. use reading as a tool for learning and thinking.

Writing**Application***The learner will...*

2. be an active participant in the literary environment of the classroom.

Listening/ Visual Literacy**Structure***The learner will...*

1. identify essays, plays, stream of consciousness genre when listening and viewing;
2. evaluate use of literary styles when listening and viewing;
3. critically evaluate language usage;

Meaning Construction*The learner will...*

2. distinguish between relevant and irrelevant information;
5. provide logical reasons for confirming or altering predictions related to listening to or viewing a particular topic;
6. seek clarification when meaning is not clear by reviewing or questioning;

Application*The learner will...*

1. engage in active listening during oral reading, discussions, and peer presentations;
3. respond in various ways for specified purposes after listening to an oral presentation;

Multidisciplinary*The learner will...*

1. refine ability to choose appropriate media to clarify attitudes toward human diversity;
2. analyze contributions made by group members;
3. exhibit appropriate interpersonal skills, including courtesy, courage, and integrity.

Oral Communication**Meaning Construction**

The learner will....

4. reaffirm, extend, or change ideas and concepts through discussion.

Application

The learner will....

1. engage in oral language experiences daily for a variety of audiences and purposes;
2. ask appropriate questions to seek information and clarify meaning;

Multidisciplinary

The learner will....

1. discuss literature related to other disciplines (science, social studies, etc.);