

Playbook® Applicability to
FLORIDA
State Standards in Language Arts

Kindergarten through Grade Six
**Reading a Playbook® in the classroom meets the following
Florida standards in English Language Arts and Reading:**

Standard 1:

The student uses the reading process effectively.

(LA.A.1.1)

1. predicts what a passage is about based on its title and illustrations.
2. identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.
3. uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.
4. increases comprehension by rereading, retelling, and discussion.

Standard 2:

The student constructs meaning from a wide range of texts.

(LA.A.2.1)

1. determines the main idea or essential message from text and identifies supporting information.
2. selects material to read for pleasure.

Listening, Viewing, and Speaking

Standard 1:

The student uses listening strategies effectively.

(LA.C.1.1)

1. listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.
2. recognizes personal preferences in listening to literature and other material.

Standard 2:

The student uses viewing strategies effectively.

(LA.C.2.1)

1. determines the main idea in a non-print communication.
2. recognizes simple nonverbal cues, such as use of eye

contact, smiles, simple hand gestures.

Grade Three-Grade Five Reading

Standard 1:

The student uses the reading process effectively.

(L.A.A.1.2)

1. uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.
2. selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.
3. clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

Standard 2:

The student constructs meaning from a wide range of texts.

(L.A.A.2.2)

1. reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.
2. identifies the author's purpose in a simple text.
4. identifies specific personal preferences relative to fiction and nonfiction reading.

Grade Six Reading

Standard 1:

The student uses the reading process effectively.

(L.A.A.1.3)

1. uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.
2. uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
3. demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

Standard 2:

The student constructs meaning from a wide range of texts.

(L.A.A.2.3)

1. determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
2. identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.
3. recognizes logical, ethical, and emotional appeals in texts.
4. uses a variety of reading materials to develop personal preferences in reading.