

Playbook® Applicability to
ILLINOIS
State Standards in Language Arts
Kindergarten through Grade Six

Reading

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

STATE GOAL 1:

Read with understanding and fluency.

As a result of their schooling students will be able to:

A. Apply word analysis and vocabulary skills to comprehend selections.

1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.

1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.

B. Apply reading strategies to improve understanding and fluency.

1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.

1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).

1.B.1d Read age-appropriate material aloud with fluency and accuracy.

1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.

1.B.2c Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).

1.B.2d Read age-appropriate material aloud with fluency and accuracy.

C. Comprehend a broad range of reading

materials.

1.C.1a Use information to form questions and verify predictions.

1.C.1b Identify important themes and topics.

1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).

1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).

1.C.2b Make and support inferences and form interpretations about main themes and topics.

1.C.2c Compare and contrast the content and organization of selections.

1.C.2d Summarize and make generalizations from content and relate to purpose of material.

1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).

Literature

STATE GOAL 2:

Read and understand literature representative of various societies, eras and ideas.

As a result of their schooling students will be able to:

A. Understand how literary elements and techniques are used to convey meaning.

2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.

2.A.1b Classify literary works as fiction or nonfiction.

2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.

2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.

2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).

B. Read and interpret a variety of literary works.

2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others.

2.B.1b Identify common themes in literature from a variety of eras.

2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.

2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.

2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.

Listening and Speaking

STATE GOAL 4:

Listen and speak effectively in a variety of situations.

As a result of their schooling students will be able to:

A. Listen effectively in formal and informal situations.

4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.

4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.

4.A.1d Use visually oriented and auditorily based media.

B. Speak effectively using language appropriate to the situation and audience.

4.B.1b Participate in discussions around a common topic.

4.B.2b Use speaking skills and procedures to participate in group discussions.

Fine Arts

STATE GOAL 25:

Know the language of the arts.

As a result of their schooling students will be able to:

A. Understand the sensory elements, organizational

principles and expressive qualities of the arts.

25.A.1b Drama: Understand the elements of acting, locomotor and nonlocomotor movement, vocal and nonvocal sound, story making; the principles of plot, character, setting, problem/resolution and message; and the expressive characteristics of simple emotions.

25.A.2b Drama: Understand the elements of acting, scripting, speaking, improvising, physical movement, gesture, and picturization (shape, line, and level); the principles of conflict/resolution and theme; and the expressive characteristics of mood and dynamics.

STATE GOAL 26:

Through creating and performing, understand how works of art are produced.

As a result of their schooling students will be able to:

A. Understand processes, traditional tools and modern technologies used in the arts.

26.A.1b Drama: Understand the tools of body, mind, voice and simple visual/aural media and the processes of planning, practicing and collaborating used to create or perform drama/theatre.

26.A.2b Drama: Describe various ways the body, mind and voice are used with acting, scripting and staging processes to create or perform drama/theatre.

B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

26.B.1b Drama: Demonstrate individual skills (e.g., vocalizing, listening, moving, observing, concentrating) and group skills (e.g., decision making, planning, practicing, spacing) necessary to create or perform story elements and characterizations.

26.B.2b Drama: Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging and sequence of events and situations in solo and ensemble dramas.

Communication

STATE GOAL 28:

Use the target language to communicate within and beyond the classroom setting.

As a result of their schooling students will be able to:

A. Understand oral communication in the target language.

28.A.2a Comprehend illustrated stories, audiovisual programs or websites.

B. Interact in the target language in various settings.

28.B.2b Produce language using proper pronunciation, intonation and inflection.

28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language.

C. Understand written passages in the target language.

28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song.

28.C.1b Infer meaning of cognates from context.

28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.

28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.

Culture and Geography

STATE GOAL 29:

Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

As a result of their schooling students will be able to:

C. Understand literature and various media of target language societies.

29.C.1a Identify main characters, settings and events from selected samples of children's literature using audio and visual cues.

29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target

language.

29.C.2a Read, retell and summarize selected literary works.