

**Playbook® Applicability to
WEST VIRGINIA
State Standards in Language Arts
Kindergarten through Grade Six**

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

Kindergarten

Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- * identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- * employing a wide variety of literature in developing independent readers.

Reading Objectives

Students will:

- RLA.K.1.1 identify that words are made of phonemes (*c/a/t*).
- RLA.K.1.2 identify the sounds in a one-syllable word (*play = p//a*).
- RLA.K.1.3 recognize and manipulate onset and rime (word families).
- RLA.K.1.4 use basic elements of phonetic analysis (e.g., common letter/sound relationships; beginning/ending consonant sounds; short/long vowel sounds; word patterns).
- RLA.K.1.5 recognize and name all lower/upper case letters in random order.
- RLA.K.1.6 identify level-appropriate sight words and vocabulary words (e.g., color words; number words; positional words - top, bottom, in, out; high frequency words - I, it; words for person, places, things and actions).
- RLA.K.1.7 recognize basic comprehension concepts (e.g., main idea; setting; characters; sequence; retelling; predicting).
- RLA.K.1.8 recognize that print conveys meaning (e.g., know that printed letters and words represent spoken language).
- RLA.K.1.9 recognize how print is organized and read (e.g., front of book; title; hold book correctly; follow words from left to right and top to bottom of page; turn pages left to right; one to one match - print and voice; know the difference between words and letters).
- RLA.K.1.10 establish a purpose for reading (e.g., for information, for pleasure).
- RLA.K.1.11 identify author's purpose (e.g., to persuade, to inform).
- RLA.K.1.12 make connections between literary work and people in own life and other cultures (e.g. characters; events).
- RLA.K.1.13 use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g. environmental print, written directions; signs; captions; labels; technology).

Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate with

- * a variety of audiences; and
- * for different purposes.

Listening, Speaking and Viewing Objectives

Students will:

- RLA.K.3.1 listen, recite, and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns.
- RLA.K.3.2 understand the main idea or message in visual media (e.g. pictures; cartoons; weather reports; newspaper photos; visual narratives.)

First Grade

Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

* identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and

* employing a wide variety of literature in developing independent readers.

Reading Objectives

Students will:

RLA.1.1.1 blend or segment the phonemes of most one-syllable words.

RLA.1.1.2 substitute, delete and manipulate beginning and ending phonemes.

RLA.1.1.3 develop a rhythm and rhyme of words (e.g., nursery rhymes; songs; poems; tongue twisters).

RLA.1.1.4 use basic elements of phonetic analysis to decode unknown words (e.g., sound relationships; beginning/ending consonants; vowel sounds; blends).

RLA.1.1.5 use basic elements of structural analysis to decode unknown words (e.g., basic prefixes/suffixes; compound words; root words; spelling patterns; contractions).

RLA.1.1.6 understand level appropriate sight words and vocabulary (e.g., high frequency words such as said, was and where; antonyms - hot, cold; synonyms - rock, stone; multiple meaning words - ball).

RLA.1.1.7 use a variety of context clues to determine word meanings (e.g., prior knowledge; reading ahead).

RLA.1.1.8 recognize basic comprehension concepts (e.g., story elements; main idea; sequence; cause/effect; prediction).

RLA.1.1.9 respond to both literal and interpretive comprehension questions after reading a short story selection that is developmentally appropriate.

RLA.1.1.10 explain how print is organized and read (e.g., author; illustrator; difference between letters - words - sentences; aware of the use of capitalization and punctuation as text boundaries).

RLA.1.1.11 use meaning clues to aid comprehension and make predictions about content (e.g., pictures; picture captions; title; cover; story structure; story topic; action; events).

RLA.1.1.12 read with accuracy and comprehension instructional level texts designed for the first grade to use self-correction strategies (e.g., search for cues; identify miscues; reread; ask for help).

RLA.1.1.13 read aloud familiar stories, poems and passages with fluency and expression (e.g., rhythm, flow, meter, tempo, pitch, tone, intonation) and self-select a variety of literary works.

RLA.1.1.14 establish purpose for reading (e.g., for information; for pleasure; to identify a specific viewpoint).

RLA.1.1.15 make connections in literary work and people in own life and other cultures (e.g., events; characters; conflicts).

RLA.1.1.16 use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print; written directions; signs; captions; labels; informational books).

Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate with

* a variety of audiences; and

*for different purposes.

Listening, Speaking and Viewing Objectives

Students will:

RLA.1.3.1 identify the main idea of messages in visual media (e.g. pictures; cartoons; weather reports; newspaper photos; visual narratives.)

RLA.1.3.2 listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns (e.g. retell in sequence; relate information to own life; describe character - setting - plot; engage in creative and dramatic play; imagine beyond the story).

Second Grade

Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

* identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and

* employing a wide variety of literature in developing independent readers.

Reading Objectives

Students will:

RLA.2.1.1 use basic elements of phonetic analysis (e.g., syllabication; diphthongs; digraphs; variant vowel sounds such as r-controlled).

RLA.2.1.2 use basic elements of structural analysis to decode unknown words (e.g. syllables; prefixes; suffixes; root words; compound words; spelling patterns; contractions).

RLA.2.1.3 identify and use grade level appropriate sight words and reading vocabulary (e.g., high frequency words; homonyms - I, eye; homophones - read, read; multiple meaning words; synonyms; antonyms).

RLA.2.1.4 use a variety of context clues to decode unknown words (e.g., prior knowledge; read ahead; reread).

RLA.2.1.5 use reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fairy tales; folk-tales; fiction; nonfiction; poems; legends; fables; fantasies; chapter books).

RLA.2.1.6 use basic comprehension skills to understand a story (e.g., story elements; main idea; sequence; cause/effect; predicting; drawing conclusions; fact or opinion; summarizing; responding creatively to texts).

RLA.2.1.7 respond to both literal and interpretive comprehension questions after reading a short story selection that is developmentally appropriate.

RLA.2.1.8 use meaning clues to aid comprehension and make predictions about content (e.g., pictures; pictures captions; title; cover; heading; story structure; story topic; action; events; character's behavior).

RLA.2.1.9 read with accuracy and comprehension instructional level texts designed for the second grade and use self-correction strategies (e.g., search for cues; identify miscues; reread; ask for help).

RLA.2.1.10 read familiar stories, poems and passages with fluency.

RLA.2.1.11 establish a purpose for reading (e.g., for information; for pleasure; to understand specific viewpoints; to follow directions).

RLA.2.1.12 describe author's purpose (e.g., to persuade, to inform).

RLA.2.1.13 make connections between characters or simple events in a literary work and in own life and other cultures (e.g., events; characters; simple conflicts; themes)

RLA.2.1.14 use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print; written directions; signs; captions; labels; informational books).

Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate with

* a variety of audiences; and

*for different purposes.

Listening, Speaking and Viewing Objectives

Students will:

RLA.2.3.1 recognize the main idea or intended messages in visual media (e.g., pictures; cartoons; weather reports; newspaper photos; visual narratives).

RLA.2.3.2 listen, recite and respond to familiar stories, poems and songs (e.g., retell in sequence; relate information to own life; describe character - setting - plot; engage in creative and dramatic play; imagine beyond the story).

Third Grade

Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

* identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and

* employing a wide variety of literature in developing independent readers.

Reading Objectives

Students will:

RLA.3.1.1 recognize level appropriate sight words and content vocabulary.

RLA.3.1.2 recognize level appropriate reading vocabulary (e.g. synonyms, antonyms, homonyms, multi-meaning words).

RLA.3.1.3 use reading skills and strategies to comprehend a variety of literary passages and texts (e.g. fairy tales, folk-tales; fiction; nonfiction; myths; poems; fables; fantasies; historical fiction; biographies; autobiographies; chapter books).

RLA.3.1.4 use comprehension skills to understand a story (e.g. story elements; sequence; expository works; drawing conclusions; compare/contrast; predict; summarize; infer; paraphrase; main idea; story topic).

RLA.3.1.5 recognize the ways in which language is used in literary text (e.g. simile; metaphor; idioms).

RLA.3.1.6 use graphic organizers and visualization techniques to interpret information (e.g. charts; graphs; diagrams).

RLA.3.1.7 use meaning clues to aid comprehension and make predictions about content across the curriculum (e.g. action; events; story topic; behaviors).

RLA.3.1.8 read with accuracy and comprehension instructional level texts designed for third grade and use self-correction strategies (e.g. search for cues; identify miscues; reread).

RLA.3.1.9 read familiar stories, poems and passages with fluency and expression (e.g. rhythm; flow; meter; tempo; pitch; tone; intonation) and self-select a variety of literary works.

RLA.3.1.10 explain a purpose for reading (e.g. for information; for pleasure; to understand a specific viewpoint).

RLA.3.1.11 recognize author's purpose (e.g. to persuade; to inform).

RLA.3.1.12 compare connections between characters or simple events in a literary work in own life and other cultures (e.g. events; characters; conflicts; themes).

RLA.3.1.13 use reading skills and strategies to identify a variety of informational resources to support literacy learning (e.g. environmental print; written directions; signs; captions; labels; informational books).

Listening, Speaking and Viewing Objectives

Students will:

RLA.3.3.1 listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension; recount personal experiences; imagine beyond the literary form).

RLA.3.3.2 define different messages conveyed through visual media (e.g., main ideas and supporting details; facts and opinions; main characters; setting; sequence of events).

Fourth Grade

Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

* identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and

* employing a wide variety of literature in developing independent readers.

Reading Objectives

Students will:

RLA.4.1.1 identify level appropriate vocabulary (e.g., multiple meaning words; synonyms; antonyms; homonyms; content area vocabulary; context clues).

RLA.4.1.2 apply structural analysis and context clues to decode and encode words.

RLA.4.1.3 recognize the defining characteristics of a variety of literary forms and genres (e.g., fairy tales; folk-tales; fiction; nonfiction; myths; poems; fables; fantasies; biographies; autobiographies; chapter books).

RLA.4.1.4 use comprehension skills to understand literary works (e.g., summarize; story elements; skim and scan; define expository text; compare/contrast; imagery; paraphrase; compose personal response; infer; fact and opinion; sequence).

RLA.4.1.5 recognize the ways in which language is used in literary texts (e.g., simile; metaphor; idioms; analogies; and puns).

RLA.4.1.6 use graphic organizers and visualization techniques to interpret information (e.g., charts; graphs; diagrams; non-verbal symbols).

RLA.4.1.7 use meaning clues to aid comprehension and make predictions about content across the curriculum (e.g., pictures; picture captions; titles; headings; story structure; story topic; action - events - character behaviors).

RLA.4.1.8 read with accuracy and comprehension instructional level texts designed for the fourth grade and use self-correction strategies (e.g., search for cues; identify miscues; reread).

RLA.4.1.9 read orally and silently literary texts across the curriculum with fluent expression.

RLA.4.1.10 determine a purpose for reading across the curriculum.

RLA.4.1.11 summarize the author's purpose (e.g., to persuade; to inform; to determine a specific viewpoint).

RLA.4.1.12 compare self to text in making connections between characters or simple events in a literary work with people and events in one's own and other cultures.

Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate with

* a variety of audiences; and

* for different purposes.

Listening, Speaking and Viewing Objectives

Students will:

RLA.4.3.1 listen and respond to different literary forms (e.g., summarize and paraphrase to confirm understanding; recount personal experiences; listen to information and exhibit comprehension; provide reasons in support of opinions; respond to others' ideas).

RLA.4.3.2 define a variety of messages conveyed through visual media (e.g., provide information by observing main concept - details - themes or lessons - viewpoints; recognize intended audience).

Fifth Grade

Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- * identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- * employing a wide variety of literature in developing independent readers.

Reading Objectives

Students will:

RLA.5.1.1 identify defining characteristics, build background knowledge and develop reading skills to understand a variety of literary passages and texts by West Virginia, national and international authors (e.g., fiction; nonfiction; myth; poems; fantasies; biographies; autobiographies; science fiction; tall tales; supernatural tales).

RLA.5.1.3 determine main idea and locate supporting details in a literary passage and across the curriculum.

RLA.5.1.4 analyze text to determine time and sequence.

RLA.5.1.5 use comprehension skills (e.g., draw conclusions; predict; use context clues; summarize).

RLA.5.1.6 determine the elements of literature (e.g., characterization; conflict; plot) to construct meaning and recognize author's and/or reader's purpose.

RLA.5.1.7 identify figurative language in text (e.g., hyperbole; alliteration).

RLA.5.1.8 make text connections to self, to other text and to the world.

RLA.5.1.9 identify literary techniques used to interpret literature (e.g., compare/contrast; cause/effect).

RLA.5.1.10 read types of poetry that use inversion, rhyme and rhythm (e.g., diamante; shape; haiku; limerick; name poems; bio poems; cinquain; and quatrain).

Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate with:

- * a variety of audiences; and
- * for different purposes.

Listening, Speaking and Viewing Objectives

Students will:

RLA.5.3.1 recognize and exhibit oral communication skills (e.g., rate, audience etiquette).

RLA.5.3.2 identify and correct usage errors in oral communication (e.g., word choice; grammar - I have seen, not I have saw).

RLA.5.3.3 deliver recitations.

RLA.5.3.4 relate personal experiences to oral/visual information.

RLA.5.3.5 listen in order to understand a topic (e.g., of a guest speaker; informational video; televised interview; radio news program).

RLA.5.3.6 contribute to group discussions by exhibiting active listening skills.

Sixth Grade

Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- * identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- * employing a wide variety of literature in developing independent readers.

Reading Objectives

Students will:

RLA.6.1.1 know the defining characteristics, build background knowledge and use reading skills to understand a variety of West Virginia, national and international authors (e.g., fiction; nonfiction; myths; poems; fantasies; biographies; autobiographies; science fiction; tall tales; supernatural tales).

RLA.6.1.3 determine theme and locate supporting details in a literary passage and across the curriculum.

RLA.6.1.4 analyze text to determine transitional words/language.

RLA.6.1.5 use comprehension skills (e.g., draw conclusions; interpret meaning).

RLA.6.1.6 determine the elements of literature (e.g. external conflict; mood) to construct meaning and recognize author's and/or reader's purpose.

RLA.6.1.7 identify figurative language in text (e.g., simile; metaphor; personification).

RLA.6.1.8 explain text connections to self, to other text and to the world for understanding a literary passage.

RLA.6.1.9 identify and classify types of poetry that use inversion, rhyme and rhythm (e.g., diamante; shape; haiku; limerick; name poems; bio poems; cinquain; and quatrain).

Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate with

* a variety of audiences; and

* for different purposes.

Listening, Speaking and Viewing Objectives

Students will:

RLA.6.3.1 recognize and exhibit oral communication skills (e.g. volume; rate; audience etiquette).

RLA.6.3.2 retell simple and detailed stories sequentially.

RLA.6.3.3 listen in order to comprehend topic and purpose (e.g. of a guest speaker; informational video; televised interview; radio news program).