Playbook® Applicability to MARYLAND State Standards in Language Arts

Kindergarten-Grade Five
Reading a Playbook® in the classroom meets the following Maryland standards in English Language Arts and Reading:

READING (1.0):

Students examine, construct and extend the meaning of a variety of self-selected and assigned text (traditional and electronic) by applying a range of reading strategies and analytic techniques.

By the end of grade 3, students know and are able to:

1.3.1 Concepts of Print and Structural Features of Text
  1. follow words from left to right and top to bottom
  6. recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text
  7. Evaluate common text features.

1.3.2 Phonemic Awareness
  2. distinguish long and short vowel sounds
  3. identify and produce rhyming words
  4. blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables
  7. segment words into individual sounds, including consonant blends

1.3.3 Alphabetic Principle
  2. associate all consonant, consonant blends, and vowel sounds to appropriate letters and combine these sounds into recognizable words

1.3.4 Cueing Systems
  1. know and use common (e.g., -ill, -ate) and complex (e.g., -ight) word families to decode unfamiliar words
  2. read high-frequency and common, irregular sight words (e.g., have, said, the, of)
  3. recognize compound words, contractions, common

abbreviations and common syntax
4. read root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled)
7. use context to determine the meaning of words (semantics)

1.3.5 Comprehension and Interpretation of Informational Text
    4. know and use different focusing, monitoring and assessing reading strategies (e.g., finding information to support particular ideas) to comprehend text
    1. ask clarifying questions concerning essential textual elements of exposition (e.g., why, how) and demonstrate comprehension by pinpointing answers in text
    2. summarize the text
    3. determine author's purpose
    4. extract appropriate and significant information from text, including problems and solutions, major points and identify central ideas in the text,
    5. distinguish between cause and effect, and fact and opinion,
    13. compare and contrast information in text with prior knowledge
    14. restate information from the text

1.3.6 Evaluation of Informational Text
    1. explain the connections between illustrations and text and how they support the text
3. evaluate common text features

1.3.7 Reading Fluency
    1. read story passages silently and aloud with fluency and accuracy aloud with appropriate intonation and expression

By the end of grade 5, students know and are able to do everything required at earlier grades and:

1.5.1 Concepts of Print and Structural Features of Text
    1. identify and use common organizational structures such as comparison and contrast, cause and effect, and chronological order to gain meaning from text

1.5.5 Comprehension and Interpretation of Informational Text
    1. use prior knowledge and ideas presented in texts to make and confirm predictions
    4. know and use different focusing, monitoring and assessing reading strategies (e.g., skimming and

scanning) to comprehend text
6. summarize text in a manner that reflects the main ideas, significant details, and its underlying meaning
7. determine the author's purpose
8. compare and contrast information in the text with prior knowledge
9. summarize the steps in text
11. identify additional information needed

1.5.6 Evaluation of Informational Text
1. explain how the tone is reflected in the author's style
2. distinguish relevant from irrelevant information contained within text and identify possible points of confusion
3. distinguish among facts, supported inferences, and opinions in text

1.5.7 Reading Fluency
1. read prose and poetry
- silently and aloud with fluency, rhythm, and pace
- aloud with appropriate intonation and vocal patterns to emphasize key ideas and areas of importance expressed by the author

LITERATURE (2.0):
Students interpret and analyze the meaning of literary works from diverse cultures and authors by applying different critical lenses and analytic techniques.

By the end of grade 3, students know and are able to read for literary experience:

2.3.1 Characteristics of Literary Genres
6. identify the characteristics that define the literary genres of poetry, drama, and prose

2.3.2 Comprehension, Interpretation and Analysis of Text
11. identify themes in fictional works and relate them to prior experience or the experiences of others
12. identify the elements of plot, character, and setting in literary works and use these elements in their own stories
13. recognize a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry
14. distinguish between cause and effect, and fact and opinion
15. summarize stories, plays, poems

16. explain the connections between illustrations and text and how they support text

2.3.3 Comparison of Literary Text From Diverse Cultures
1. compare and contrast different versions of the same stories reflecting different cultures
2. identify basic plots of classic myths, folk tales, legends, and fables from around the world and connect them to prior experience or the experiences of others

2.3.4 Evaluation of Literary Works
1. evaluate the author's use of various techniques to influence the reader's feelings and attitudes
5. evaluate the appropriateness of a title

By the end of grade 5, students know and are able to read for literary experience, including the ability to do everything required at earlier grades and:

2.5.1 Characteristics of Literary Genres
12. identify the characteristics of various imaginative forms of literature (e.g., fantasies, fables, myths, fairy tales, folk tales)
13. distinguish the characteristics of fiction and non-fiction

2.5.2 Comprehension, Interpretation and Analysis of Text
1. determine the theme whether it is implied or stated directly
2. identify the main incidents of a plot, their causes, how they influence future action, and how they are resolved
3. analyze the influence of setting on the mood and meaning of the text
4. summarize the text and identify the main story elements
5. evaluate text for elements of realism or fantasy
6. respond to and analyze the effects of sound in poetry (e.g., alliteration, assonance, consonance, rhythm, onomatopoeia, and rhyme scheme
7. evaluate the author's choice of title

2.5.3 Comparison of Literary Text From Diverse Cultures
1. identify how culture, ethnicity, and historical eras are represented in literary texts
2. compare and contrast tales from diverse cultures by tracing the exploits of one character type and connect them to prior experience or the experiences

of others

2.5.4 Evaluation of Literary Works
   1. explain how the author's life and time are reflected in his or her work
   2. analyze the text for literary elements, including the effect of sensory imagery and extended metaphors on the emotional reaction of the reader
   3. evaluate the various techniques used by the author to influence the reader's feelings and attitudes

LANGUAGE (4.0):

Students understand and use the structures and conventions of the English language (i.e., vocabulary, spelling, grammar, mechanics, and usage) in their oral and written communications.

By the end of grade 3, students know and are able to:
4.3.1 Acquisition and Application of New Vocabulary
   1. use prior word knowledge such as prefixes and suffixes to determine the meaning of words
   2. monitor texts for unknown words using sentence and word context to find meaning
   4. use prior knowledge of individual words in unknown compound words to predict their meaning

By the end of grade 5, students know and are able to do everything required at earlier grades and:
4.5.1 Acquisition and Application of New Vocabulary
   1. use knowledge of word parts such as prefixes (e.g., un-, pre-, dis-), suffixes (e.g., -ful, -less)
   2. use knowledge of Greek and Latin derived roots to determine the meaning of complex words
   3. use knowledge of word relationships, including antonyms, synonyms, homographs, homophones, and idioms to determine the meaning of words and phrases
   4. apply such context clues as definition, example, comparison and contrast, cause and effect to discern word meanings

LISTENING (5.0):

Students demonstrate effective listening to learn, process, and analyze the meaning of information.

By the end of grade 3, students know and are able to:

5.3.1 Active Listening Strategies

12. demonstrate active listening strategies such as managing barriers to listening, orienting to speaker, making visual contact, asking questions, following directions, and responding to cues
5.3.2 Comprehension and Analysis
13. determine a speaker's general purpose (e.g., to inform, to persuade, to entertain)
14. identify the sounds, segments, rhythms, and patterns of language
15. gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions)

By the end of grade 5, students know and are able to do everything required at earlier grades and: 5.5.1 Active Listening Strategies

16. demonstrate active listening behaviors (e.g., body language) and listening strategies (e.g., responding to cues) in such situations as large, small, and cooperative groups, and one-to-one discussions

5.5.2 Comprehension and Analysis

1. determine a speaker's attitude toward subject and audience through verbal (e.g., tone of voice, vocal inflections) and non-verbal (e.g., body position, facial expressions) cues
2. identify language sounds and patterns (e.g., alliteration, rhyme, onomatopoeia) and how they affect the listener
3. gather and convey information from listening (e.g., listing key ideas, paraphrasing)

SPEAKING (6.0):

Students communicate effectively in a variety of situations, with different audiences, purposes, and formats.

By the end of grade 3, students know and are able to:

6.3.1 Organization and Delivery Strategies

12. speak clearly enough to be heard and understood in a variety of situations for a variety of purposes
13. recognize verbal and non-verbal techniques useful in communication

6.3.2 Oral Presentations

28. assume and present the role of a character
29. plan and deliver effective oral presentations (e.g., participate in dramatic presentations)

By the end of grade 5, students know and are able to do everything required at earlier grades and:6.5.1 Organization and Delivery Strategies

30. speak clearly and with volume appropriate to the setting (e.g., partner, small group, large group discussions)
31. use verbal (e.g., pacing, timing, emphasis, volume) and non-verbal techniques (e.g., posture, eye contact, facial expressions, gesture) to enhance communication

6.5.2 Oral Presentations

12. participate in a dramatic presentation to express ideas