

Playbook® Applicability to
MICHIGAN
State Standards in Language Arts
Kindergarten through Grade Five

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

Early and Later Elementary

MEANING AND COMMUNICATION

Content Standard 1:

All students will read and comprehend general and technical material.

Early Elementary

1. Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.
2. Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.
3. Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.
4. Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.
5. Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.

Later Elementary

1. Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.
2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.
3. Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.
4. Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.
5. Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.

Content Standard 2:

All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

Early Elementary

2. Recognize that authors make choices as they write to convey meaning and influence an audience

Later Elementary

2. Recognize and use authors' techniques in composing their own texts.

Content Standard 3:

All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Early Elementary

1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts.
2. Explore the relationships among various components of the communication process such as sender, message, and receiver.
3. Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively.
4. Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning.
5. Employ strategies to construct meaning while reading, listening to, viewing, or creating texts.
6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.
7. Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience.
8. Respond to the ideas or feelings generated by texts and listen to the responses of others.

Later Elementary

1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts.
2. Analyze the impact of variables on components of the communication process.
3. Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively.
4. Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking.
5. Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts.
6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.
7. Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience.
8. Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.

LANGUAGE

Content Standard 4:

All students will use the English language effectively.

Early Elementary

2. Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings.
3. Demonstrate awareness of words that have entered the English language from many cultures.

Later Elementary

2. Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations.
3. Begin to recognize how words and phrases relate to their origin.
4. Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.

LITERATURE

Content Standard 5:

All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society.

Early Elementary

1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
2. Describe and discuss the similarities of plot and character in literature and other texts from around the world.
3. Describe how characters in literature and other texts can represent members of several different communities
4. Recognize the representation of various cultures as well as our common heritage in literature and other texts.
5. Explain how characters in literature and other texts express attitudes about one another.

Later Elementary

1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
2. Describe and discuss the shared human experiences depicted in literature and other texts from around the world..
3. Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.
4. Describe how various cultures and our common heritage are represented in literature and other texts.
5. Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.

VOICE

Content Standard 6:

All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Early Elementary

1. Identify elements of effective communication that influence the quality of their interactions with others.
2. Experiment with the various voices they use when they speak and write for different purposes and audiences.
3. Explore works of different authors, speakers, and illustrators to determine how they present ideas and feelings to evoke different responses.

Later Elementary

2. Explain the importance of developing confidence and a unique presence or voice in their own oral and written communication.
3. Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.

SKILLS AND PROCESSES

Content Standard 7:

All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Early Elementary

1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning.
2. Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning.

Later Elementary

1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning.
2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.

GENRE AND CRAFT OF LANGUAGE

Content Standard 8:

All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics--including text structure, figurative and descriptive language, spelling, punctuation, and grammar--to construct and convey meaning.

Early Elementary

1. Identify and use mechanics that enhance and clarify understanding..
2. Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives..
3. Explore how the characteristics of various informational genre and elements of expository text structure can be used to convey ideas.
4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically.
5. Explore how the characteristics of various oral, visual, and written texts and the textual aids they employ are used to convey meaning.

Later Elementary

1. Identify and use mechanics that enhance and clarify understanding.
2. Identify and use elements of various narrative genre and story elements to convey ideas and perspectives.
3. Identify and use characteristics of various informational genre and elements of expository text structure to convey ideas.
4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically.
5. Describe and use the characteristics of various oral, visual, and written texts and the textual aids they employ to convey meaning.

DEPTH OF UNDERSTANDING

Content Standard 9:

All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Early Elementary

1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts..
2. Identify and categorize key ideas, concepts, and perspectives found in texts.
3. Draw conclusions based on their understanding of differing views presented in text.

Later Elementary

1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
2. Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
3. Use conclusions based on their understanding of differing views presented in text to support a position.

IDEAS IN ACTION

Content Standard 10:

All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Early Elementary

1. Make connections between key ideas in literature and other texts and their own lives.
2. Demonstrate their developing literacy by using text to enhance their daily lives.
3. Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference.

Later Elementary

1. Identify how their own experiences influence their understanding of key ideas in literature and other texts.
- 3.
3. Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation.

CRITICAL STANDARDS

Content Standard 12:

All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Early Elementary

3. Discuss choices in reading, writing, speaking, listening, viewing, and representing that reflect aesthetic qualities, such as rhyme, rhythm of the language, or repetition.
5. Recognize that the style and substance of a message reflect the values of a communicator.

Later Elementary

3. Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.