

**Key Education Publishing**  
**Standards Correlation for *Early Learning Basic Skills***  
**The Complete Basic Skills Resource for the Early Childhood Teacher**

This book supports the NCTE/IRA Standards for the English Language Arts, the recommended teaching practices outlined in the NAEYC/IRA position statement *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*, and the NCTM Principles and Standards for School Mathematics.

**NCTE/IRA Standards for the English Language Arts**

**Each activity in this book supports one or more of the following standards:**

- 1. Students read many different types of print and nonprint texts for a variety of purposes.** To do the activities in this book, students read words, numbers, and images.
- 2. Students use a variety of strategies to build meaning while reading.** The activities in *Early Learning Basic Skills* support such reading strategies and skills as letter identification, classification, sequencing, and vocabulary.
- 3. Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** In this book, students communicate visually through art projects and in writing through fill-in-the-blank projects and sentence-building activities.

**NAEYC/IRA Position Statement Learning to Read and Write:  
Developmentally Appropriate Practices for Young Children**

**Each activity in this book supports one or more of the following recommended teaching practices for preschool students:**

- 1. Teachers promote the development of phonemic awareness through appropriate songs, finger plays, games, poems, and stories.** Rhyming activities in *Early Learning Basic Skills* support this standard.
- 2. Teachers provide experiences and materials that help children expand their vocabularies. Many activities in this book introduce and reinforce essential vocabulary.**

**Each activity in this book supports one or more of the following recommended teaching practices for kindergarten and primary-grade students:**

- 1. Teachers read to children daily and provide opportunities for students to read independently both fiction and nonfiction texts.** *Early Learning Basic Skills* includes mini-books that teachers can read to students or students can read independently.
- 2. Teachers provide balanced literacy instruction that incorporates systematic phonics instruction along with meaningful reading and writing activities.** This book includes activities that support phonics along with meaningful reading and writing activities.
- 3. Teachers provide opportunities for students to write many different kinds of texts for different purposes.** Students write words, build sentences, and write letters while doing the activities in this book.
- 4. Teachers provide challenging instruction that expands children's knowledge of their world and expands their vocabularies.** Many activities in this book introduce and reinforce essential vocabulary.

**NCTM Principles and Standards for School Mathematics**

**This product and the activities in it support the following Number and Operations Standard Expectations for Grades Pre-K--2:**

- 1. Students count and recognize the number of objects in a set.** The "Numbers 0 to 30" chapter in this book contains activities that help students learn to count and recognize objects in sets up to 20.

- 2. Students understand the relative position and size of ordinal and cardinal numbers.** Numbers are presented in sequential order in this book, reinforcing this concept. In addition, there are activities included that specifically address ordering numbers.
- 3. Students connect number words to numerals and to the quantities they represent using different physical representations.** *Early Learning Basic Skills* includes many activities that require students to know the relationship between number words, numerals, and numbers of objects.

**This product and the activities in it support the following Algebra Standard Expectations for Grades Pre-K-2:**

- 1. Students sort, classify, and order objects by a variety of properties.** In the “Basic Concepts” chapter of this book, students classify objects.
- 2. Students recognize, describe, and extend simple sound, shape, or numeric patterns and change patterns from one form to another.** In the *Bead Patterns* activity in this book, students learn to extend shape patterns.

**This product and the activities in it support the following Geometry Standard Expectations for Grades Pre-K-2:**

- 1. Students identify, create, draw, compare, and sort two- and three-dimensional shapes.** In the “Shapes” chapter of this book, students identify and draw two-dimensional shapes.
- 2. Students can interpret the relative position of objects.** The “Basic Concepts” chapter in this book has several activities that deal with relative position and positional concepts.
- 3. Students describe, name, and interpret direction and distance and use ideas about direction and distance.** The “Basic Concepts” chapter in this book includes activities to support the learning of left and right.
- 4. Students recognize geometric shapes in the world around them.** Several activities in this book require students to identify geometric shapes in everyday objects.

**This product and the activities in it support the following Measurement Standard Expectations for Grades Pre-K-2:**

- 1. Students compare and order objects according to length, volume, weight, area, and/or time.** An activity in *Early Learning Basic Skills* requires students to order objects according to length.
- 2. Students measure using standard and nonstandard units.** An activity in *Early Learning Basic Skills* requires students to measure several objects using a ruler.