

Key Education Publishing
Standards Correlation for *Little Books of Blends and Digraphs*
Exploring Letter-Sound Relationships within Meaningful Content

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

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.** *Little Books of Blends and Digraphs* includes 31 humorous and predictable reproducible storybooks that support children in learning blends and digraphs.
- 2. Students read literature from various time periods, cultures, and genres in order to form an understanding of humanity.** Extension activities included in several little books encourage students to read specific works of literature.
- 3. Students use a variety of strategies to build meaning while reading.** Activities focusing on letter-sound relationships, vocabulary, and comprehension support this standard.
- 4. Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** Extension activities in *Little Books of Blends and Digraphs* incorporate written, spoken, and visual communication.
- 5. Students use the writing process to write for different purposes and different audiences.** Extension activities in *Little Books of Blends and Digraphs* incorporate writing activities ranging from list making to poetry to posters.
- 6. Students conduct research on a variety of topics and present their research findings in ways appropriate to their purpose and audience.** Extension activities in *Little Books of Blends and Digraphs* require students to conduct research.
- 7. Students become participating members of a variety of literacy communities.** Children are encouraged to discuss the stories *Little Books of Blends and Digraphs* with teachers and/or parents, creating a literacy community.
- 8. Students use spoken, written, and visual language for their own purposes, such as to learn, for enjoyment, or to share information.** The 31 storybooks in *Little Books of Blends and Digraphs* are designed to be reproduced and sent home with students, helping to build personal libraries. The engaging stories will motivate students to read independently, and the skill-building activities will support students in becoming more effective independent readers and writers.

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 kindergarten and primary students:

- 1. Teachers read to children daily and provide opportunities for students to read independently both fiction and nonfiction texts.** Each little book is designed to be read either with children or by children independently.
- 2. Teachers provide balanced literacy instruction that incorporates systematic phonics instruction along with meaningful reading and writing activities.** *Little Books of Blends and Digraphs* incorporates phonics into reading activities.
- 3. Teachers provide opportunities for students to write many different kinds of texts for different purposes.** The activities in "Notes to Teachers and Parents" in selected little books include writing activities such as writing poetry or making lists.

- 4. Teachers provide challenging instruction that expands children's knowledge of their world and expands their vocabularies.** The stories in *Little Books of Blends and Digraphs* introduce and reinforce a variety of vocabulary words.