

Key Education Publishing
Standards Correlation for *Creating Cut-Up Sentence Books*
An Effective Multi-Sensory Strategy to Develop Reading Skills

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.** Students must read the cut-up sentence words in this book in order to create the sentence books.
- 2. Students read literature from various time periods, cultures, and genres in order to form an understanding of humanity.** Several of the themes in *Creating Cut-Up Sentence Books* include literature selections for teachers to read to children.
- 3. Students use a variety of strategies to build meaning while reading.** The activities in *Creating Cut-Up Sentence Books* reinforce many essential reading skills and strategies such as directionality, correspondence between spoken and written words, recognition of high-frequency words, understanding return sweep, and students connecting their own experiences to the text they read.
- 4. Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** Activities in *Creating Cut-Up Sentence Books* allow students to communicate verbally through class discussions, in writing by completing their sentences with words they select, and visually through drawing.
- 5. Students use the writing process to write for different purposes and different audiences.** *Creating Cut-Up Sentence Books* includes simple writing activities such as choosing words to create the cut-up sentences, labeling images, and writing lists.
- 6. Students incorporate knowledge of language conventions such as grammar, spelling, and punctuation; media techniques; and genre to create and discuss a variety of print and nonprint texts.** Students must recognize the proper use of capitalization and ending punctuation to successfully complete the activities in *Creating Cut-Up Sentence Books*.
- 7. Students become participating members of a variety of literacy communities.** Creating class books from the cut-up sentence activities helps teachers build a classroom literacy community.

**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. Adults create positive relationships with children by talking with them, modeling reading and writing, and building children's interest in reading and writing.** The activities in *Creating Cut-Up Sentence Books* promote conversations between teachers and students, and teachers also model reading and writing while introducing the cut-up sentences.
- 2. Teachers provide and draw children's attentions to print-rich learning environments.** The classroom sentence books and bulletin boards created while using this book are an essential part of a print-rich classroom.
- 3. Teachers read to children daily, both as individuals and in small groups. They select high-quality, culturally diverse reading materials.** *Creating Cut-Up Sentence Books* includes suggestions for theme-related literature that teachers can read to students.
- 4. Teachers provide opportunities for children to discuss what has been read to them, focusing on both**

language structure and content. Activities in *Creating Cut-Up Sentence Books* allow students to discuss the sentences they have created along with literature their teacher has read to them.

5. **Teachers provide experiences and materials that help children expand their vocabularies.** The activities in *Creating Cut-Up Sentence Books* introduce both thematic vocabulary and essential high-frequency words to students.

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.** *Creating Cut-Up Sentence Books* contains many opportunities for teachers to read to their students, and students must also independently read the words in the cut-apart sentences in order to build the sentences.
2. **Teachers provide balanced literacy instruction that incorporates systematic phonics instruction along with meaningful reading and writing activities.** *Creating Cut-Up Sentence Books* provides meaningful reading and writing activities to be used alongside phonics instruction.
3. **Teachers provide opportunities for students to write many different kinds of texts for different purposes.** Assembling and completing the sentences in *Creating Cut-Up Sentence Books* gives students practice in a beginning form of writing.
4. **Teachers provide writing experiences that allow children to develop from the use of nonconventional writing forms to the use of more conventional forms.** The building of sentences from cut-apart words is an early nonconventional form of writing that prepares students to learn more traditional writing forms.
5. **Teachers provide challenging instruction that expands children's knowledge of their world and expands their vocabularies.** The activities in *Creating Cut-Up Sentence Books* introduce both thematic vocabulary and essential high-frequency words to students.