

Key Education Publishing
Standards Correlation for Everyone Reads!
Simple and Effective Strategies for Children with a Variety of Reading Difficulties

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.** Many of the activities in *Everyone Reads!* incorporate the reading of a variety of texts.
- 2. Students read literature from various time periods, cultures, and genres in order to form an understanding of humanity.** The literature lists in *Everyone Reads!* provide suggestions on literature that reinforce skills such as phonemic awareness and fluency, while specific activities in the book incorporate literature ranging from Dr. Seuss to Mother Goose to classic wordless books. Many of the activities in this book can be done using virtually any literature.
- 3. Students use a variety of strategies to build meaning while reading.** The activities in *Everyone Reads!* teach reading strategies and skills like phonics and phonemic awareness, comprehension strategies such as sequencing and comparison and contrast, and fluency building techniques in a multisensory manner that fits the diverse learning styles of today's students.
- 4. Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** Activities in *Everyone Reads!* include opportunities for students to communicate in all three of these forms.
- 5. Students use the writing process to write for different purposes and different audiences.** *Everyone Reads!* includes writing activities ranging from responding to literature to using writing to organize thoughts while reading.
- 6. Students use technology and media resources such as libraries, databases, computer networks, and video to collect information and to communicate.** *Everyone Reads!* includes suggestions for incorporating technology such as word processors and tape recorders into teaching practices to best support all learning styles.
- 7. Students become participating members of a variety of literacy communities.** *Everyone Reads!* incorporates partner, small group, and whole group activities that foster the development of a supportive classroom literacy community for all students.
- 8. Students use spoken, written, and visual language for their own purposes, such as to learn, for enjoyment, or to share information.** The activities in *Everyone Reads!* help build confidence in reading skills for struggling students, encouraging them to enjoy reading and use it in their daily lives.

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.** Most chapters in *Everyone Reads!* contain many activities that include both teacher read-alouds and independent reading.
- 2. Teachers provide balanced literacy instruction that incorporates systematic phonics instruction along with meaningful reading and writing activities.** *Everyone Reads!* includes phonics and phonemic awareness instruction within a variety of reading activities. Phonics instruction is most prominent in "Deficits in Phonological and Phonemic Awareness," while the entire book includes meaningful reading and writing activities.

3. **Teachers provide opportunities for students to write many different kinds of texts for different purposes.** Most chapters in *Everyone Reads!* offer writing activities, from writing to help organize and support learning to writing responses to what students have read.
4. **Teachers provide writing experiences that allow children to develop from the use of nonconventional writing forms to more conventional forms.** Some writing activities in *Everyone Reads!* include nonconventional forms of writing, such as writing sentences by combining letters and words cut out from magazines. These activities lead up to students writing their own words and sentences.
5. **Teachers provide opportunities for children to work in small groups.** Most chapters in *Everyone Reads!* include small group activities.
6. **Teachers provide challenging instruction that expands children's knowledge of their world and expands their vocabularies.** The activities and reading selections recommended in *Everyone Reads!* expose students to a wide range of experiences and vocabulary.
7. **Teachers adapt teaching strategies based on the individual needs of a child.** *Everyone Reads!* was created to provide activities for students with a wide range of specific reading difficulties and needs, so its activities can be used with a wide range of children.