

Key Education Publishing
Standards Correlation for *Creating Curriculum Using Children's Picture Books:*
A Language-Based Approach for Building Developmentally-Appropriate Curriculum
within the Content Areas

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*, the NCTM *Principles and Standards for School Mathematics*, the *National Science Education Standards*, and the *NCSS Curriculum Standards for Social Studies*.

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.** In *Creating Curriculum Using Children's Picture Books*, students read both print and nonprint texts to complete activities.
2. **Students read literature from various time periods, cultures, and genres in order to form an understanding of humanity.** While using this book, students may read 18 different pieces of children's literature. In addition, each chapter includes multiple literature suggestions for further reading.
3. **Students use a variety of strategies to build meaning while reading.** The activities in *Creating Curriculum Using Children's Picture Books* support such reading strategies and skills as predicting, sequencing, phonemic awareness, retelling, comparing and contrasting, visual discrimination, and vocabulary, among others.
4. **Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** While doing the activities in this book, students communicate verbally in discussions and brainstorms, in writing through a variety of writing projects, and visually through art projects.
5. **Students use the writing process to write for different purposes and different audiences.** In *Creating Curriculum Using Children's Picture Books*, students do a variety of writing projects, including sentences, diary entries, field notes, and stories.
6. **Students conduct research on a variety of topics and present their research findings in ways appropriate to their purpose and audience.** An activity in the "The Mitten" chapter of this book has students research and present information on an animal.
7. **Students use technology and media resources such as libraries, databases, computer networks, and video to collect information and to communicate.** The research activity in the "The Mitten" chapter in this book includes Internet research.
8. **Students become participating members of a variety of literacy communities.** The many group activities in *Creating Curriculum Using Children's Picture Books* help teachers build literacy communities.

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 children:

1. **Adults create positive relationships with children by talking with them, modeling reading and writing, and building children's interest in reading and writing.** *Creating Curriculum Using Children's Picture Books* includes many opportunities for teachers to talk with students and model reading and writing, helping them build a strong interest in reading and writing.

2. **Teachers provide and draw children's attentions to print-rich learning environments.** The bulletin board suggestions in this book, which include a word wall, are important parts of a print-rich learning environment.
3. **Teachers read to children daily, both as individuals and in small groups. They select high-quality, culturally diverse reading materials.** Each classic literature suggestion included in *Creating Curriculum Using Children's Picture Books* is intended to be read to students.
4. **Teachers provide opportunities for children to discuss what has been read to them, focusing on both language structure and content.** Each chapter in *Creating Curriculum Using Children's Picture Books* includes multiple activities in which students discuss the books that have been read aloud.
5. **Teachers promote the development of phonemic awareness through appropriate songs, finger plays, games, poems, and stories.** Rhyming activities in *Creating Curriculum Using Children's Picture Books* support this standard.
6. **Teachers provide opportunities for children to participate in literacy play, incorporating both reading and writing.** This book includes many opportunities for literacy play, including center activities.
7. **Teachers provide experiences and materials that help children expand their vocabularies.** Each chapter in this book introduces and reinforces essential vocabulary.

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

1. **Teachers read to children daily and provide opportunities for students to read independently both fiction and nonfiction texts.** *Creating Curriculum Using Children's Picture Books* focuses on teachers reading literature to students and providing many books for students to read.
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.** In *Creating Curriculum Using Children's Picture Books*, students do a variety of writing projects, including sentences, diary entries, field notes, and stories.
4. **Teachers provide opportunities for children to work in small groups.** *Creating Curriculum Using Children's Picture Books* includes several small group activities.
5. **Teachers provide challenging instruction that expands children's knowledge of their world and expands their vocabularies.** Each chapter in this book introduces and reinforces essential vocabulary.

NCTM Principles and Standards for School Mathematics

Certain activities 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.** Most chapters in *Creating Curriculum Using Children's Picture Books* include counting and recognizing sets activities.
2. **Students understand the relative position and size of ordinal and cardinal numbers.** Activities in this book address ordering and comparing cardinal numbers and ordering ordinal numbers.
3. **Students connect number words to numerals and to the quantities they represent using different physical representations.** Several activities in this book support this standard.

- 4. Students understand the meanings of addition and subtraction of whole numbers and how the two operations relate to each other.** Several chapters in *Creating Curriculum Using Children's Picture Books* include activities on addition and subtraction.
- 5. Students understand what happens when they add or subtract whole numbers.** Several chapters in *Creating Curriculum Using Children's Picture Books* include activities on addition and subtraction.
- 6. Students use different methods and tools to compute, including concrete objects, mental math, estimation, and paper and pencil.** This book includes several different computation methods, including estimation and using pictures to add.

Certain activities support the following Algebra Standard Expectations for Grades Pre-K–2:

- 1. Students sort, classify, and order objects by a variety of properties.** Several activities in this book require students to sort, classify, or order objects.
- 2. Students use objects, pictures, and symbols to model situations that involve the addition and subtraction of whole numbers.** Several activities in this book support this standard.

Select activities 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 “Harold and the Purple Crayon” chapter of this book, students draw two-dimensional shapes.
- 2. Students can interpret the relative position of objects.** An activity in the “Bears” chapter deals with positional concepts.

Certain activities support the following Measurement Standard Expectations for Grades Pre-K–2:

- 1. Students recognize the characteristics of length, volume, weight, area, and time.** Select activities in *Creating Curriculum Using Children's Picture Books* support learning about length and time.
- 2. Students compare and order objects according to length, volume, weight, area, and/or time.** Several activities in this book require students to compare or order objects according to length.
- 3. Students measure using standard and nonstandard units.** Several activities in *Creating Curriculum Using Children's Picture Books* have students measure using standard units.
- 4. Students use a variety of tools to measure.** Several activities in *Creating Curriculum Using Children's Picture Books* have students measure using rulers and growth charts.

Certain activities support the following Data Analysis and Probability Standard Expectations for Grades Pre-K–2:

- 1. Students can ask questions and collect data about themselves and their worlds.** Activities throughout this book support this standard.
- 2. Students can sort and group objects according to their characteristics and organize information about the objects.** Several activities support this standard.
- 3. Students can show data using objects, pictures, and graphs.** This book includes many graphing activities.
- 4. Students can compare parts and whole of data to determine what the data shows.** Several activities in *Creating Curriculum Using Children's Picture Books* require students to interpret data.

National Science Education Standards

Certain activities support the following Science as Inquiry Standards for Grades K–4:

1. **All students should develop the ability to do scientific inquiry.** Several chapters in this book include inquiry-based science experiences.

Select activities support the following Physical Science Content Standards for Grades K–4:

1. **All students should understand the properties of objects and materials.** This book includes activities on sink and float, properties of helium, and properties of sand that support this standard.
2. **All students should understand concepts related to the position and motion of objects.** A paper airplane activity in the “The Three Pigs” chapter supports this standard.
3. **All students should understand concepts related to light, heat, electricity, and magnetism.** An activity in the “Goodnight Moon” chapter supports this standard.

Certain activities in it support the following Life Science Content Standards for Grades K–4:

1. **All students should understand the characteristics of organisms.** Several chapters in *Creating Curriculum Using Children’s Picture Books* include activities in which students study animals.
2. **All students should understand the life cycles of organisms.** The “Make Way for Ducklings” chapter includes activities that support this standard.
3. **All students should understand the relationship of organisms and environments.** Several chapters in this book include activities on animals and their habitats.

Select activities support the following Earth and Space Science Content Standards for Grades K–4:

1. **All students should understand the properties of earth materials.** Certain activities deal with the properties of sand and of air.
2. **All students should understand concepts related to objects in the sky.** The “Kitten’s First Full Moon” chapter in this book has activities related to the phases of the moon.
3. **All students should understand concepts related to changes in earth and sky.** The “Kitten’s First Full Moon” chapter has activities related to the phases of the moon.

NCSS Curriculum Standards for Social Studies

Select activities support the following performance expectations for students in the early grades:

People, Places, and Environments

1. **Students can use maps, globes, and photographs.** Two activities in this book have students using globes and creating maps.
2. **Students describe how culture, needs, and ideas are reflected in the design of physical environments like homes and classrooms.** Certain activities in the “Miss Bindergarten Gets Ready for Kindergarten” chapter support this standard.

Individuals, Groups, and Institutions

1. **Students explain and give examples of group influences such as religion, laws, and peer pressure on people, events, and cultures.** The “Make Way for Ducklings” chapter includes an activity on obeying rules that supports this standard.