

Key Education Publishing
Standards Correlation for *Sign Language Fun in the Early Childhood Classroom*
Enrich Language and Literacy Skills of Young Hearing Children, Children with Special Needs,
and English Language Learner

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 read English words and American Sign Language signs while referring to the sign word wall and their sign language dictionaries. In addition, the teacher creates classroom books for the students to read.
- 2. Students use a variety of strategies to build meaning while reading.** The research information provided in this book shows how learning sign language enhances vocabulary, comprehension, sight word recognition, phonemic awareness, and phonics skills.
- 3. Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** In *Sign Language Fun in the Early Childhood Classroom*, students learn many chants and songs in which they participate both verbally and with signs. In addition, the students create books and art projects.
- 4. Students begin to understand and respect the diversity of language across cultures, regions, ethnicities, and social roles.** As an introduction to a second language, *Sign Language Fun in the Early Childhood Classroom* helps students develop insight into deaf culture.
- 5. Students become participating members of a variety of literacy communities.** The many partner and group activities in *Sign Language Fun in the Early Childhood Classroom*, along with the communication among students that the book promotes, make using this book a great way for a teacher to build a classroom literacy community.
- 6. Students use spoken, written, and visual language for their own purposes, such as to learn, for enjoyment, or to share information.** By using *Sign Language Fun in the Early Childhood Classroom*, teachers provide children with another way to communicate, learn, and share information.

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.** This book provides many opportunities for teachers to talk with students, both verbally and in sign. Learning sign language is a very effective way to build students' interest in reading and writing.
- 2. Teachers provide and draw children's attentions to print-rich learning environments.** With the book, bulletin board, and sign language word wall ideas provided in this book, teachers create a learning environment rich in both English and American Sign Language print.
- 3. Teachers read to children daily, both as individuals and in small groups. They select high-quality, culturally diverse reading materials.** *Sign Language Fun in the Early Childhood Classroom* provides literature suggestions that connect to the themes presented in the book.
- 4. Teachers promote the development of phonemic awareness through appropriate songs, finger plays, games, poems, and stories.** *Sign Language Fun in the Early Childhood Classroom* includes

many rhymes, games, and songs that help promote phonemic awareness.

5. **Teachers provide opportunities for children to participate in literacy play, incorporating both reading and writing.** *Sign Language Fun in the Early Childhood Classroom* includes many literacy-based games, along with ideas for center-based play.
6. **Teachers provide experiences and materials that help children expand their vocabularies.** *Sign Language Fun in the Early Childhood Classroom* presents many new concepts and vocabulary words in both English and American Sign Language.

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.** *Sign Language Fun in the Early Childhood Classroom* provides thematic literature lists with books that support the themes covered in it.
2. **Teachers provide opportunities for children to work in small groups.** *Sign Language Fun in the Early Childhood Classroom* includes many small group activities in which students use sign language to communicate with each other.
3. **Teachers provide challenging instruction that expands children's knowledge of their world and expands their vocabularies.** *Sign Language Fun in the Early Childhood Classroom* introduces many vocabulary words in both English and American Sign Language.
4. **Teachers adapt teaching strategies based on the individual needs of a child.** *Sign Language Fun in the Early Childhood Classroom* provides activities appropriate for students with a wide variety of learning styles.