

Key Education Publishing
Standards Correlation for *Phonemic Awareness:*
Practice and Play with Sounds in Spoken Words by Recognizing, Isolating,
Identifying, Blending, and Manipulating Phonemes

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.** Children must read a variety of pictures in order to do the activities and play the games in *Phonemic Awareness*.
- 2. Students read literature from various time periods, cultures, and genres in order to form an understanding of humanity.** Each section of *Phonemic Awareness* includes literature suggestions for teachers to use as read-alouds and for teachers to place in their classroom libraries for students to read on their own.
- 3. Students use a variety of strategies to build meaning while reading.** This book promotes the development of a range of phonemic awareness skills and strategies, including matching initial sounds in words; isolating phonemes; and blending, segmenting, and manipulating phonemes. In addition, several of the activities strengthen awareness of environmental sounds and rhyming words and build syllable recognition and classification skills.
- 4. Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** Throughout *Phonemic Awareness*, students communicate verbally through chanting rhymes and playing word games and visually through gestures and drawings.
- 5. Students become participating members of a variety of literacy communities.** *Phonemic Awareness* contains many group games that 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.** The read-aloud suggestions, games, and activities in *Phonemic Awareness* all encourage teachers to model reading behavior for their students, effectively building students' interest in reading.
- 2. Teachers read to children daily, both as individuals and in small groups. They select high-quality, culturally diverse reading materials.** Each section of *Phonemic Awareness* contains read-aloud suggestions, and many of the activities in it contain a read-aloud component.

3. **Teachers provide opportunities for children to discuss what has been read to them, focusing on both language structure and content.** Several of the activities in *Phonemic Awareness* have students talk about the rhyming words in the books their teacher has read to them.
4. **Teachers promote the development of phonemic awareness through appropriate songs, finger plays, games, poems, and stories.** *Phonemic Awareness* focuses particularly on teaching a wide range of phonemic awareness skills, so it contains many games, rhymes, and activities that support this standard.
5. **Teachers provide experiences and materials that help children expand their vocabularies.** *Phonemic Awareness* presents many pictures and words that help build students' vocabularies.

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

1. **Teachers read to children daily and provide opportunities for students to read independently both fiction and nonfiction texts.** Each section of *Phonemic Awareness* contains read-aloud suggestions, and many of the activities in it contain a read-aloud component. In addition, teachers are encouraged to add books that support phonemic awareness to their classroom libraries so that students can look at them independently.
2. **Teachers provide balanced literacy instruction that incorporates systematic phonics instruction along with meaningful reading and writing activities.** *Phonemic Awareness* contains phonemic awareness activities that build a necessary foundation for phonics instruction.
3. **Teachers provide opportunities for children to work in small groups.** *Phonemic Awareness* includes many small group games and activities.
4. **Teachers provide challenging instruction that expands children's knowledge of their world and expands their vocabularies.** *Phonemic Awareness* presents many pictures and words that help build students' vocabularies.