

Key Education Publishing
Standards Correlation for *Writing Experiences for Young Learners*
Developmental Activities for Emergent and Beginning Writers

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.** Several activities in *Writing Experiences for Young Learners* require students to read print and nonprint texts to complete them, and students are encouraged to read their own writings aloud.
- 2. Students use a variety of strategies to build meaning while reading.** The activities in this book reinforce reading strategies and skills such as sequencing, letter recognition, main idea, and phonics.
- 3. Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** *Writing Experiences for Young Learners* includes discussion and art activities that support spoken and visual communication. In addition, students write a wide variety of things, including captions, letters, lists, stories, journals, and poems.
- 4. Students use the writing process to write for different purposes and different audiences.** This book focuses on writing skills and includes writing activities such as captions, letters, lists, stories, journals, and poems.
- 5. 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.** In *Writing Experiences for Young Learners*, selected lessons introduce various conventions of print.
- 6. Students become participating members of a variety of literacy communities.** This book includes group activities such as brainstorming, group writing, group games, and discussions, all of which help teachers build literacy communities.
- 7. Students use spoken, written, and visual language for their own purposes, such as to learn, for enjoyment, or to share information.** Several activities in *Writing Experiences for Young Learners* have students write about self-selected topics, allowing them to use writing for their own purposes.

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.** In *Writing Experiences for Young Learners*, teachers talk with students and model reading and writing in order to build their students' interest in writing.
- 2. Teachers provide and draw children's attentions to print-rich learning environments.** This book includes several suggestions for creating a print-rich environment, including creating a classroom writing wall, labeling classroom items, and using writing linked to everyday classroom activities.
- 3. Teachers read to children daily, both as individuals and in small groups. They select high-quality, culturally diverse reading materials.** Several activities in this book include teachers reading literature to students.

4. **Teachers provide opportunities for children to discuss what has been read to them, focusing on both language structure and content.** In *Writing Experiences for Young Learners*, teachers are encouraged to discuss literature with their students in order to prepare them to write.
5. **Teachers promote the development of phonemic awareness through appropriate songs, finger plays, games, poems, and stories.** *Writing Experiences for Young Learners* includes a rhyming activity that helps promote phonemic awareness.
6. **Teachers provide opportunities for children to participate in literacy play, incorporating both reading and writing.** This book includes center ideas such as a writing center, a grocery store, and a library area that promote literacy play.
7. **Teachers provide experiences and materials that help children expand their vocabularies.** Many of the activities in this book build vocabulary for use in both reading and writing.

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.** The activities in *Writing Experiences for Young Learners* include teachers reading to students and students reading on their own.
2. **Teachers provide balanced literacy instruction that incorporates systematic phonics instruction along with meaningful reading and writing activities.** The meaningful reading and writing activities in this book can be used in conjunction with phonics instruction in order to help create a balanced literacy program.
3. **Teachers provide opportunities for students to write many different kinds of texts for different purposes.** *Writing Experiences for Young Learners* includes a wide variety of writing activities such as stories, poems, lists, recipes, and instructions.
4. **Teachers provide writing experiences that allow children to develop from the use of nonconventional writing forms to the use of more conventional forms.** *Writing Experiences for Young Learners* encourages the use of early, nonconventional writing forms such as drawing and invented spelling while developing more conventional writing skills.
5. **Teachers provide opportunities for children to work in small groups.** This book contains several small group activities.
6. **Teachers provide challenging instruction that expands children's knowledge of their world and expands their vocabularies.** Many of the activities in this book build vocabulary for use in both reading and writing.