

Key Education Publishing
Standards Correlation for *Get Ready, Read!*
Lessons and Games for Phonemic Awareness, Phonics, Decoding, Word Recognition, and Vocabulary Development

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

The activities in this book support the following standards:

- 1. Students read many different types of print and nonprint texts for a variety of purposes.** Students must read both words and pictures in order to do the activities in *Get Ready, Read!*
- 2. Students use a variety of strategies to build meaning while reading.** Activities focusing on letter-sound relationships, word identification, phonemic awareness, and word families support this standard.
- 3. Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** In *Get Ready, Read!* students communicate verbally through group games, songs, and discussions; in writing as part of several activities; and visually through art projects.
- 4. Students become participating members of a variety of literacy communities.** The many group activities in *Get Ready, Read!* help teachers build classroom 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 kindergarten and primary-grade students:

- 1. Teachers provide balanced literacy instruction that incorporates systematic phonics instruction along with meaningful reading and writing activities.** *Get Ready, Read!* contains phonics activities that form an important part of balanced literacy instruction.
- 2. Teachers provide opportunities for students to write many different kinds of texts for different purposes.** In *Get Ready, Read!* students write words to culminate activities and in response to dictation.
- 3. Teachers provide opportunities for children to work in small groups.** *Get Ready, Read!* includes many small group activities.
- 4. Teachers provide challenging instruction that expands children's knowledge of their world and expands their vocabularies.** The games and activities in *Get Ready, Read!* introduce and reinforce many vocabulary words.