

Key Education Publishing
Standards Correlation for Reading Sight Words in Context:
Poems, Stories, Games, and Activities to Strengthen Sight Word
Recognition and Increase Fluency

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.** *Reading Sight Words in Context* includes more than 30 reproducible stories and poems that help students learn 170 sight words as they read the texts.
- 2. Students read literature from various time periods, cultures, and genres in order to form an understanding of humanity.** Several units in this book contain activities where teachers share thematic literature with their students.
- 3. Students use a variety of strategies to build meaning while reading.** The stories and poems in this book along with accompanying activities support students in learning essential sight words. Certain activities also build phonemic awareness, phonics, vocabulary, and retelling skills.
- 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 in spoken form in group discussions and retelling activities, in written form by writing letters and words, and in visual form by drawing, coloring, and circling or marking letters or words. Students demonstrate their understanding of sight words by communicating in all these forms.
- 5. Students become participating members of a variety of literacy communities.** The group activities and games in *Reading Sight Words in Context* help teachers build a literacy community.
- 6. Students use spoken, written, and visual language for their own purposes, such as to learn, for enjoyment, or to share information.** The books and poems in *Reading Sight Words in Context* can be reproduced and sent home with students, helping to build a personal library. The engaging stories and poems motivate students to read independently, while the skill-building activities support students in becoming more effective independent readers and writers.

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 primary grades students:

- 1. Teachers read to children daily and provide opportunities for students to independently read both fiction and nonfiction texts.** *Reading Sight Words in Context* contains more than 30 engaging stories and poems for students to read.

2. **Teachers provide balanced literacy instruction that incorporates systematic phonics instruction along with meaningful reading and writing activities.** *Reading Sight Words in Context* incorporates phonemic awareness and phonics activities into the learning of sight words through the use of meaningful stories and poems.
3. **Teachers provide opportunities for students to write many different kinds of texts for different purposes.** The activities in *Reading Sight Words in Context* include many opportunities for students to write letters and words to show their understanding of sight words.
4. **Teachers provide opportunities for children to work in small groups.** *Reading Sight Words in Context* includes many small group activities.
5. **Teachers provide challenging instruction that expands children's knowledge of their world and expands vocabulary.** *Reading Sight Words in Context* expands vocabulary by introducing 170 sight words to students. In addition, the thematic nature of the stories and poems builds students' knowledge of many different topics.