

**Key Education Publishing**  
**Standards Correlation for *Photos for Building Language Skills***

This book supports the NCTE/IRA Standards for the English Language Arts, the recommended teaching practices outlined in the NAEYC/IRA position statement Learning to Read and Write: Developmentally Appropriate Practices for Young Children, the NCTM Principles and Standards for School Mathematics, the National Science Education Standards, and the NCSS Curriculum Standards for Social Studies.

**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.** To use the photographs in *Photos for Building Language Skills*, students learn to read both words and pictures.
- 2. Students use a variety of strategies to build meaning while reading.** The activities and photographs in *Photos for Building Language Skills* can be used to develop a variety of reading skills and strategies, including vocabulary, classification, receptive language skills, and sequencing, among others.
- 3. Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** The photographs in *Photos for Building Language Skills* are specifically designed to be used as a form of visual communication for students with language difficulties. In addition, they help build both spoken and written language skills.
- 4. Students use the writing process to write for different purposes and different audiences.** These photographs can be used as story starters or writing prompts for a wide variety of writing projects.
- 5. Students whose first language is not English use their first language to learn English and to understand content in all curriculum areas.** *Photos for Building Language Skills* was specifically created for use in English language development programs, enabling ELL students to use their knowledge of their first language to learn vocabulary in English.
- 6. Students become participating members of a variety of literacy communities.** The photographs in *Photos for Building Language Skills* can be used as discussion prompts, enabling teachers to build classroom literacy communities.
- 7. Students use spoken, written, and visual language for their own purposes such as to learn, for enjoyment, or to share information.** *Photos for Building Language Skills* enables students of many different reading and communication abilities to communicate with others through many different means and for many different reasons.

**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.** *Photos for Building Language Skills* allows teachers to prompt discussions with their students, building students' interest in reading and writing through the many words and images included in the book.
- 2. Teachers provide and draw children's attentions to print-rich learning environments.** The photographs in this book can be used to create a print-rich learning environment.
- 3. Teachers provide experiences and materials that help children expand their vocabularies.** *Photos for Building Language Skills* includes hundreds of word and picture cards with accompanying activities that help build students' vocabularies.

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

1. **Teachers provide opportunities for students to write many different kinds of texts for different purposes.** The cards in *Photos for Building Language Skills* can be used as writing prompts for many different kinds of writing projects.
2. **Teachers provide writing experiences that allow children to develop from the use of nonconventional writing forms to more conventional forms.** The cards in *Photos for Building Language Skills* enable students to move from writing and communicating with pictures to writing with words.
3. **Teachers provide challenging instruction that expands children's knowledge of their world and expands their vocabularies.** *Photos for Building Language Skills* includes hundreds of word and picture cards with accompanying activities that help build students' vocabularies.
4. **Teachers adapt teaching strategies based on the individual needs of children.** The many ways to use the cards in *Photos for Building Language Skills* enables teachers to adapt their use to individual children's needs.

### NCTM Principles and Standards for School Mathematics

This product and the activities in it support the following Algebra Standard Expectations for Grades Pre-K--2:

1. **Students sort, classify, and order objects by a variety of properties.** The cards in *Photos for Building Language Skills* can be used in sorting and classification activities that support this standard.

This product and the activities in it support the following Geometry Standard Expectations for Grades Pre-K--2:

1. **Students identify, create, draw, compare, and sort two- and three-dimensional shapes.** "Chapter 6: Colors & Shapes" supports this standard.
2. **Students can interpret the relative position of objects.** "Chapter 18: Positional Concepts" supports this standard.
3. **Students describe, name, and interpret direction and distance and use ideas about direction and distance.** "Chapter 18: Positional Concepts" supports this standard.

This product and the activities in it support the following Measurement Standard Expectations for Grades Pre-K--2:

1. **Students recognize the characteristics of length, volume, weight, area, and time.** "Chapter 23: Time" supports this standard.
2. **Students compare and order objects according to length, volume, weight, area, and/or time.** "Chapter 23: Time" supports this standard.
3. **Students measure using standard and nonstandard units.** "Chapter 23: Time" supports this standard.

### National Science Education Standards

This book and the activities in it support the following Physical Science Standards for Grades K--4:

1. **All students should understand the properties of objects and materials.** The photos in "Chapter 15: Opposites" can be used to support this standard.
2. **All students should understand concepts related to the position and motion of objects.** The photos in "Chapter 18: Positional Concepts" can be used to support this standard.

This book and the activities in it support the following Life Science Standard for Grades K--4:

1. **All students should understand the characteristics of organisms.** The photos in “Chapter 2: Animals” and “Chapter 4: Body” can be used to support this standard.

**This book and the activities in it support the following Earth and Space Science Standards for Grades K–4:**

1. **All students should understand concepts related to objects in the sky.** The photos in “Chapter 14: Nature & Weather” can be used to support this standard.
2. **All students should understand concepts related to changes in earth and sky.** The photos in “Chapter 10: Holidays & Seasons” and “Chapter 14: Nature & Weather” can be used to support this standard.

**This book and the activities in it support the following Science and Technology Standard for Grades K–4:**

1. **All students should develop the ability to distinguish natural objects from human-made objects.** Because they include many natural and human-made objects, many of the photographs throughout *Photos for Building Language Skills* can be used to support this standard.

### **NCSS Curriculum Standards for Social Studies**

**The activities in this book support the following performance expectations for students in the early grades:**

#### **People, Places, and Environment**

1. **Students can describe and make predictions about changes to physical systems, like seasons, climate, weather, and the water cycle.** The photos in “Chapter 14: Nature & Weather” can be used to support this standard.

#### **Individual Development and Identity**

1. **Students describe things that make their families unique.** The photos in “Chapter 16: People & Family” can be used to support this standard.

#### **Production, Distribution, and Consumption**

1. **Students describe how workers with specific jobs contribute to the production and trade of goods and services** Photos in “Chapter 16: People & Family” can be used to support this standard.