

**Key Education Publishing**  
**Standards Correlation for Sequencing Cut-Up Paragraphs:**  
**Find & Use Sequencing Cues to Understand, Organize & Interpret**  
**54 Fiction and Nonfiction Passages**

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*, and the *National Science Education Standards*.

**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 do the activities in *Sequencing Cut-Up Paragraphs*, students must read fiction and nonfiction passages plus the illustrations that go along with them.
2. **Students use a variety of strategies to build meaning while reading.** The main strategy taught in *Sequencing Cut-Up Paragraphs* is sequencing, but the activities in it also support one-to-one correspondence, directionality, sentence recognition, high frequency words, vocabulary, inference, and other comprehension skills and strategies.
3. **Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** Students communicate in spoken and visual form throughout the activities. They communicate in spoken form while participating in classroom discussions about the stories, while they communicate visually by pasting sentences in order and illustrating the sentences and stories in the activities.
4. **Students incorporate knowledge of language conventions (grammar, spelling, punctuation), media techniques, and genre to create and discuss a variety of print and nonprint texts.** Students use their knowledge of sentence structure and sequencing vocabulary cues to do the activities in this book.

**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 students in kindergarten and the primary grades:

1. **Teachers read to children daily and provide opportunities for students to independently read both fiction and nonfiction texts.** *Sequencing Cut-Up Paragraphs* contains 55 short fiction and nonfiction paragraphs for students to read, broken up into sentences so they can sequence them.
2. **Teachers provide opportunities for children to work in small groups.** The activities in *Sequencing Cut-Up Paragraphs* can easily be used with small groups.
3. **Teachers provide challenging instruction that expands children's knowledge of their world and expands vocabulary.** The paragraphs in *Sequencing Cut-Up Paragraphs* cover a wide variety of fiction and nonfiction topics, building students' vocabulary and background knowledge. In addition, the activities in this book specifically reinforce sequencing vocabulary.
4. **Teachers adapt teaching strategies based on the individual needs of a child.** The paragraphs in *Sequencing Cut-Up Paragraphs* are labeled according to reading level, so teachers can assign properly leveled activities to their students.

**National Science Education Standards**

Certain activities in this book support one or more of the following Life Science Content Standards for Grades K-4:

1. **All students should understand the characteristics of organisms.** Several of the cut-up paragraphs in this book describe characteristics of different animals.
2. **All students should understand the life cycles of organisms.** One activity in this book includes information on the life cycle of the frog.
3. **All students should understand the relationship of organisms and environments.** Several of the cut-up paragraphs in this book describe the relationship between an organism and its environment.