

Key Education Publishing Standards Correlations for *Reading for Details*

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 for Details* includes 49 different reading passages. These include stories, articles, lists, recipes, and letters.
- 2. Students use a variety of strategies to build meaning while reading.** The main focus of this book is reading for details, but other skills and strategies reinforced in it include inferring and asking questions about what you have read.
- 3. Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** Students communicate verbally by reading aloud, answering questions orally, and presenting information to their classmates, both in writing by writing in a variety of forms, and visually by illustrating their writing and making other drawings while doing the activities in *Reading for Details*.
- 4. Students use the writing process to write for different purposes and different audiences.** Writing activities in *Reading for Details* include stories, letters, advertisements, reports, notes, and articles.
- 5. Students conduct research on a variety of topics and present their research findings in ways appropriate to their purpose and audience.** Several activities in *Reading for Details* require students to do research and present their findings to their class.
- 6. Students use technology and media resources such as libraries, databases, computer networks, and video to collect information and to communicate.** The research activities in *Reading for Details* require students to use these types of resources.

NAEYC/IRA Position Statement *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*

This book and the activities in it support 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 read independently both fiction and nonfiction texts.** *Reading for Details* includes 49 different fiction and nonfiction reading passages. These include stories, articles, lists, recipes, and letters.
- 2. Teachers provide opportunities for students to write many different kinds of texts for different purposes.** Writing activities in *Reading for Details* include stories, letters, advertisements, reports, notes, and articles.
- 3. Teachers provide opportunities for children to work in small groups.** Many of the activities in *Reading for Details* can be done in small groups.
- 4. Teachers provide challenging instruction that expands children's knowledge of their world and expands their vocabularies.** The wide variety of topics included in *Reading for Details* helps build students' vocabularies and background knowledge.
- 5. Teachers adapt teaching strategies based on the individual needs of a child.** The reading passages in *Reading for Details* are all labeled according to reading level, so teachers can select the most appropriate passages for each of their students.