

**Key Education Publishing**  
**Standards Correlation for *Building Vocabulary Games & Activities:***  
***Songs, Storytelling, Rhymes, Chants, Picture Books, Games, and Reproducible Activities***  
***That Promote Natural and Purposeful Communication in Young Children***

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.** Many of the games and activities in this book require students to read both words and pictures. In addition, there are suggestions in the book for activities such as readers' theater, choral reading, and literature suggestions in which students read different types of texts.
2. **Students read literature from various time periods, cultures, and genres in order to form an understanding of humanity.** The literature chapter in *Vocabulary Building Games & Activities* has a literature list that can be used for read-alouds and for student reading. This list includes literature from a wide range of time periods, cultures, and genres.
3. **Students use a variety of strategies to build meaning while reading.** The activities and games in *Vocabulary Building Games & Activities* help ELL students learn a variety of reading skills and strategies, including vocabulary development, making predictions, drawing conclusions, classification, receptive language skills, and sequencing, among others.
4. **Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** Students communicate in all three of these forms while doing the activities in *Vocabulary Building Games & Activities*. They communicate in spoken form while playing games, participating in class discussions, and singing songs, in written form by participating in group writing projects and writing letters, words and sentences in selected activities, and in visual form when doing drawings or other art projects as part of selected activities.
5. **Students begin to understand and respect the diversity of language across cultures, regions, ethnicities, and social roles.** Many activities in *Vocabulary Building Games & Activities* have students share information about themselves and their cultures, enabling students to learn about other cultures.
6. **Students whose first language is not English use their first language to learn English and to understand content in all curriculum areas.** *Vocabulary Building Games & Activities* was specifically created for use in English Language Development programs, enabling students to use their knowledge of their first language to learn vocabulary in English.
7. **Students become participating members of a variety of literacy communities.** The group games, songs, and discussions in *Vocabulary Building Games & Activities* are a very effective ways for a teacher to begin to build a diverse classroom literacy community.
8. **Students use spoken, written, and visual language for their own purposes, such as to learn, for enjoyment, or to share information.** *Vocabulary Building Games & Activities* 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 children:

- 1. Adults create positive relationships with children by talking with them, modeling reading and writing, and building children's interest in reading and writing.** The many engaging activities in *Vocabulary Building Games & Activities* include extensive conversations and discussions among teachers and students and are very effective in building students' interests in reading and writing.
- 2. Teachers provide and draw children's attentions to print-rich learning environments.** This book includes many bulletin board and big books for teachers and students to create together, contributing to a print-rich learning environment.
- 3. Teachers read to children daily, both as individuals and in small groups. They select high-quality, culturally diverse reading materials.** *Vocabulary Building Games & Activities* includes read-aloud literature suggestions for each thematic unit in the book, along with many activities that incorporate teacher read-alouds.
- 4. Teachers provide opportunities for children to discuss what has been read to them, focusing on both language structure and content.** The "Literature" chapter in *Vocabulary Building Games & Activities* includes many suggestions for discussions based on literature.
- 5. Teachers provide opportunities for children to participate in literacy play, incorporating both reading and writing.** Most of the thematic units in *Vocabulary Building Games & Activities* have suggestions for centers and games that incorporate literacy play.
- 6. Teachers provide experiences and materials that help children expand their vocabularies.** Vocabulary building is the main focus of this book, and its games, activities, and photo-word cards provide many ways to do this.

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

- 1. Teachers read to children daily and provide opportunities for students to independently read both fiction and nonfiction texts.** *Vocabulary Building Games & Activities* includes read-aloud literature suggestions for each thematic unit in the book, along with many activities that incorporate teacher read-alouds.
- 2. Teachers provide opportunities for students to write many different kinds of texts for different purposes.** While doing the activities in *Vocabulary Building Games & Activities*, students participate in group writing exercises and have the opportunity to write letters, words, and sentences in the context of games.
- 3. Teachers provide opportunities for children to work in small groups.** *Vocabulary Building Games & Activities* includes many small group activities.
- 4. Teachers provide challenging instruction that expands children's knowledge of their world and expands their vocabularies.** Vocabulary building is the main focus of this book, and its games, activities, and photo-word cards provide many ways to do this. In addition, the literature suggestions and thematic units in it help expand ELL students' background knowledge.
- 5. Teachers adapt teaching strategies based on the individual needs of a child.** Because *Vocabulary Building Games & Activities* is designed to be used with English Language Learners, it contains many suggestions on how to adjust teaching to meet individual student needs.