

## Key Education Publishing

### Standards Correlation for *Building Alphabet Knowledge*: **See, Say, Read & Write to Learn About the Letters and Their Sounds**

*Building Alphabet Knowledge* supports the following recommendations from *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*, a position statement of the National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA). This resource also supports the National Council of Teachers of English (NCTE) and International Reading Association *Standards for the English Language Arts*.

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

Select activities support 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 their interest in reading and writing.** Teachers talk with children, read to them, model writing, and build interest in reading and writing while doing the activities in this book with their students.
2. **Teachers provide and draw children's attentions to print-rich learning environments.** *Building Alphabet Knowledge* includes reproducibles that teachers can use to make alphabet charts that contribute to a print-rich learning environment. In addition, several activities in the book involve students looking for print in the classroom and home environment.
3. **Teachers read to children daily, both as individuals and in small groups. They select high-quality, culturally diverse reading materials.** This resource provides suggestions for teachers to read alphabet books to their students and 26 reproducible mini-books that teachers can read aloud to their students.
4. **Teachers provide opportunities for children to discuss what has been read to them, focusing on both language structure and content.** Teachers are encouraged to discuss rhyming, alliteration, letter names, and letter-sound correspondence with their students after reading the Color-and-Fold Mini-Books and other suggested literature.
5. **Teachers promote the development of phonemic awareness through appropriate songs, finger plays, games, poems, and stories.** The activities, games, and stories in this book are designed to promote phonemic and phonological awareness.

6. **Teachers provide experiences and materials that help children expand their vocabularies.** The activities, worksheets, and mini-books in *Building Alphabet Knowledge* present and reinforce a great deal of grade-appropriate vocabulary.

Certain activities support one or more of the following recommended teaching practices for kindergarten students:

1. **Teachers read to children daily and provide opportunities for students to independently read both fiction and nonfiction texts.** *Building Alphabet Knowledge* includes suggestions for teachers to read alphabet books to their students and 26 reproducible mini-books that teachers can read aloud to their students. In addition, students read the mini-books and worksheets in the book independently.
2. **Teachers provide opportunities for students to write many different kinds of texts for different purposes.** Students trace and write letters throughout *Building Alphabet Knowledge* to learn proper letter formation.
3. **Teachers provide opportunities for children to work in small groups.** This book contains many small group and partner games.
4. **Teachers provide challenging instruction that expands children's knowledge of their world and their vocabularies.** The activities, worksheets, and mini-books in *Building Alphabet Knowledge* present and reinforce a great deal of grade-appropriate vocabulary.

## NCTE/IRA Standards for the English Language Arts

This book and certain activities support one or more of the following standards:

- 1. Students read many different types of print and nonprint texts for a variety of purposes.** Students read letters, words, and pictures while doing the activities and reading the mini-books.
- 2. Students use a variety of strategies to build meaning while reading.** This book provides activities that reinforce phonemic awareness, letter-sound correspondence, and vocabulary skills that are essential to effective reading.
- 3. Students communicate in spoken, written, and visual form for a variety of purposes and a variety of audiences.** Students communicate verbally through discussions, in writing, and visually through drawing, tracing, cut-and-paste activities, and alphabet letter games in this book.

## Correlations to Head Start Framework

The following indicators are used with permission: U.S. Department of Health and Human Services, Administration on Children, Youth and Families/Head Start Bureau. *The Head Start Path to Positive Child Outcomes*. Washington, D.C.

*Building Alphabet Knowledge* supports the following indicators in *The Head Start Child Outcomes Framework*:

### Language Development: Listening & Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
- Shows progress in understanding and following simple and multiple-step directions.
- Understands an increasingly complex and varied vocabulary.
- For non-English-speaking children, progresses in listening to and understanding English.

### Language Development: Speaking & Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, and questions, and for other varied purposes.
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary.
- For non-English-speaking children, progresses in speaking English.

### Literacy: Phonological Awareness

- Shows increasing ability to discriminate and identify sounds in spoken language.
- Shows growing awareness of beginning and ending sounds of words.
- Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.
- Associates sounds with written words, such as awareness that different words begin with the same sound.

### Literacy: Book Knowledge & Appreciation

- Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.

### Literacy: Print Awareness

- Shows increasing awareness of print in classroom, home, and community settings.
- Develops growing understanding of the different functions of forms of print, such as signs, letters, newspapers, lists, messages, and menus.
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
- Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.

### **Literacy: Early Writing**

- Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
- Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their names.

### **Literacy: Alphabet Knowledge**

- Shows progress in associating the names of letters with their shapes and sounds.
- Increases in ability to notice the beginning letters in familiar words.
- Identifies at least 10 letters of the alphabet, especially those in their names.
- Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

### **Mathematics: Number & Operations**

- Develops increasing ability to count in sequence to 10 and beyond.
- Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.

### **Social & Emotional Development: Self-Control**

- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

### **Social and Emotional Development: Cooperation**

- Increases abilities to sustain interactions with peers by helping, sharing, and discussion.
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

### **Approaches to Learning: Engagement & Persistence**

- Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.
- Shows growing capacity to maintain concentration over time on a task, a question, a set of directions, or interactions—despite distractions and interruptions.

### **Approaches to Learning: Reasoning & Problem Solving**

- Develops increasing abilities to classify and compare and contrast objects, events, and experiences.

### **Physical Health & Development: Fine Motor Skills**

- Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.
- Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.
- Progresses in abilities to use writing, drawing, and art tools including pencils, markers, chalk, paintbrushes, and various types of technology.