

Building Language for Literacy

Scholastic’s Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Young Children

TABLE OF CONTENTS

STATEMENT OF ISSUES.....	2
WHAT RESEARCH REVEALS:	
RATIONALE FOR THE POSITION STATEMENT.....	3
The Beginning Years	3
• Birth Through Preschool	3-6
• In Kindergarten	7-9
STATEMENT OF POSITION.....	10
RECOMMENDED TEACHING PRACTICES	11
• During the Preschool Years	11-14
• In Kindergarten and Primary Grades	15-18
RECOMMENDED POLICIES ESSENTIAL FOR ACHIEVING DEVELOPMENTALLY APPROPRIATE LITERACY EXPERIENCES.....	19
Conclusion.....	20
• Children Can (Phase 1 Objectives-Goals for Preschool).....	22-23
• What Teachers Do.....	24-25
• What Parents and Family Members Can do.....	26-27
• Kindergarten Can (Phase 2 Objectives-Goals for Kindergarten).....	28-29
• What Teachers Do.....	30-31
• What Parents and Family Members Can Do.....	32-33

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and the National Association for the Education of Young Children (NAEYC)

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STATEMENT OF ISSUES

Experiences throughout the early childhood years, birth through age eight, affect the development of literacy.

Young children especially need to be engaged in experiences that make academic content meaningful and build on prior learning.

All teachers of young children need good, foundational knowledge in language acquisition, including second-language learning, the processes of reading and writing, early literacy development, and experience and teaching practices contributing to optimal development.

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Research shows how important it is to surround a young child with many and different language and literacy experiences. *Building Language for Literacy* is a prekindergarten and kindergarten curriculum that provides a rich environment of print and nonprint experiences related to language and literacy development. Built around four foundational goals—oral language, phonological awareness, letter/sound knowledge, and print knowledge—*Building Language for Literacy* is a program of instruction that incorporates such early literacy teaching tools as literature, music, poetry, learning center activities, and puppets to engage children as active learners.

Based on an organization of places rather than themes, *Building Language for Literacy* builds on children’s life experiences and makes the home/school connection by focusing activities around familiar places in the community. By providing a basis in familiar places, people, and objects, the program enables children to use prior knowledge to relate to new understandings, thus increasing their possibilities of success.

Building Language for Literacy is designed to be both practical and flexible in its support for teachers. Each *Unit Guide* provides detailed lessons for developing oral language, reading, and writing skills; assessment strategies; second-language support suggestions; and built-in staff development. The “Blueprint for Literacy” professional workshops—four in each *Unit Guide*—offer best practices for early literacy development. A “Planning and Pacing Guide” as well as clearly labeled skill and knowledge objectives in each lesson help teachers see what each activity will accomplish. In addition to the in-text support, teachers will find the *Parent Involvement Handbook* a useful tool. It contains letters and activities to send home to families and ideas to help teachers get parents meaningfully involved in classroom life.

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and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

<p>WHAT RESEARCH REVEALS: RATIONALE FOR THE POSITION STATEMENT</p> <p>. . . [R]eading and writing acquisition is better conceptualized as a developmental continuum than as an all-or-nothing phenomenon.</p> <p>Children need regular and active interactions with print.</p>	<p><i>Building Language for Literacy</i> © 2000 by Scholastic</p> <p><i>Building Language for Literacy</i> is a thoughtfully designed program in which developmental skills are introduced and practiced along a continuum. Children experience activities to develop oral language, phonological awareness, letter knowledge, and print knowledge on a daily basis. Skills are presented recursively so that children have multiple experiences to build a deep foundation in language development.</p> <p><i>Building Language for Literacy</i> provides a print-rich environment for children on a daily basis. The classroom library includes a variety of genres and both fiction and nonfiction. Unique <i>Place Books</i> that are 100% photographic invite children into the text through the use of original characters. In learning centers children will use functional literacy props such as board books, mini-books, audiocassettes, Venn Diagrams and charts, all of which represent different forms of print.</p>
<p>The Beginning Years (Birth Through Preschool)</p> <p>The single most important activity for building these understandings and skills essential for reading success appears to be <i>reading aloud to children</i>.</p>	<p>Research has found that reading aloud to children is correlated to later success with independent reading. Rereadings are also critically important. “Story Time” lessons are built around multiple, read-aloud sessions. Children have many opportunities to listen to each book being read aloud, and then to work with the book by retelling the story or rereading it themselves, by participating in related discussions, and by collaborating in rich, language based activities related to the story.</p>

Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

A central goal during these preschool years is to enhance children's *exposure to and concepts about print*. . . . including the fact that print (rather than pictures) carries the meaning of the story, that the strings of letters between spaces are words and in print correspond to an oral version, and that reading progresses from left to right and top to bottom.

Children also need opportunity to practice what they've learned about print with their peers and on their own.

Children learn a lot about reading from the labels, signs, and other kinds of print they see around them.

Children who are *learning English as a second language* are more likely to become readers and writers of English when they are already familiar with the vocabulary and concepts in their primary language.

Throughout *Building Language for Literacy*, children are exposed to a variety of print—fiction and nonfiction trade books, poems, printed words of songs, signs, lists, recipes and so on. By participating in read-alouds and related activities, children develop an understanding that print carries a message and recognize that stories have sequence and flow. Through multiple encounters with these materials, and the provided teachers modeling strategies, children develop critical concepts of print that aid the reading process.

Building Language for Literacy connects Circle Time and Story Time activities to Choice Time explorations in Dramatic Play, Art and Writing, Science, Math, Blocks, Messy Play, and Reading and Listening Centers. The Center activities provide a wealth of opportunities for children to explore concepts introduced through read aloud experiences, to interact with one another in creative and imaginative play and to develop oral language and vocabulary through decontextualized language use.

At a very young age, children begin to notice the various forms of print around them. *Building Language for Literacy* takes these prior experiences and broadens them. The “places” Framework and the teaching suggestions throughout the *Unit Guides* allow teachers to reinforce environmental print in children’s own communities and in the classroom.

In every lesson in *Building Language for Literacy*, teachers will find second-language support strategies to aid children who are learning English as a second language. In addition, the use of places, such as home and store, as the organizing principle for the program ensures familiarity with each unit’s focus and vocabulary to describe it. *Building Language for Literacy* builds on this prior knowledge of concepts and the vocabulary in the primary language to help children make the transition to English.

Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

A fundamental insight developed in children's early years through instruction is the *alphabetic principle*, the understanding that there is a systematic relationship between letters and sounds.

Alphabet books and alphabet puzzles in which children can see and compare letters may be a key to efficient and easy learning.

. . . [C]hildren learn about the sounds of language through exposure to *linguistic awareness* games, nursery rhymes, and rhythmic activities.

In the preschool years sensitizing children to sound similarities does not seem to be strongly dependent on formal training but rather from listening to patterned, predictable texts while enjoying the feel of reading and language.

To facilitate children's understanding of the *alphabetic principle*, one of the foundational goals of *Building Language for Literacy* is to develop in children an awareness of letter/sound correspondence. Children engage in activities that help them make letter sound discoveries in authentic and meaningful ways. *Leo the Letter-Loving Lobster*, one of the language-loving characters in the program, is a tool for learning the letters of the alphabet. Leo says the first letter of every word he sees. *Leo's alphabet*, an alphabet frieze on 7 song cards is designed to be used while singing the alphabet song, reinforcing the idea that the letters of the alphabet are part of a system called the alphabet.

Letter knowledge and phonological awareness are two of the four foundational goals of *Building Language for Literacy*. Because many children learn more easily if they can see and touch a concrete example of a concept, such as a letter/sound correspondence, the program provides numerous suggestions for concretizing the alphabet from reading an alphabet book to counting the repetition of a particular letter on a page to having children write their names. Phonological awareness is developed through the use of poetry; nursery rhymes; rhyming, alliteration, and letter substitution games; and rhythmic activities.

Because of the importance of phonemic awareness to emerging literacy, one of the foundational goals of *Building Language for Literacy* is to develop phonological awareness. Throughout the program, children engage in meaningful fun activities that help them build their awareness of the sounds of language. For example, children discuss the sounds that letters make, sound out letters, and play games with letters and words. By listening to frequent re-readings of appropriate-level literature, children quickly learn the words and story and enjoy the sense of reading the book—an instant confidence booster. *Reggie the Rhyming Rhino*, another language-loving, original character in the program, is a tool for learning and developing phonological awareness. Through songs and poem charts that correspond to audiocassettes children are exposed to the sounds and patterns of language.

Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
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Learning to Read and Write: Developmentally Appropriate Practices for Children

. . . [S]tudies suggest that *temporary* invented spelling may contribute to beginning reading.

Classrooms that provide children with regular opportunities to express themselves on paper, without feeling too constrained for correct spelling and proper handwriting, also help children understand that writing has real purpose.

Classrooms filled with print, language and literacy play, storybook reading, and writing allow children to experience the joy and power associated with reading and writing while mastering basic concepts about print that research has shown are strong predictors of achievement.

Excited by what they are learning, young children reach a point where they themselves want to express themselves through drawing and writing. Because it is important to encourage children in their attempts, *Building Language for Literacy* provides strategies and activities to encourage these explorations, such as creating lists, writing stories, recipes and more. There are drawing and writing activities in every single Story Time lesson.

The emphasis in the writing activities in *Building Language for Literacy* is to provide opportunities for children to recognize different functional uses for writing and drawing. Throughout the program, writing activities relate directly to the poems, songs, books, and projects that children are working with. Children write labels for pictures they draw, stories for class books, directions for recipes, lists of things to do, and so on—real world uses of writing.

Most young children enter school curious about the world of print. *Building Language for Literacy* builds on this curiosity to help children develop literacy skills. The program components provide fiction and nonfiction books, word cards, song and poem charts, and alphabet cards. The *Unit Guides* encourage teachers to provide a print-rich environment by offering suggestions for bulletin boards, learning centers, and activities that make use of print or encourage children to write their own print materials.

Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

In Kindergarten

Knowledge of the forms and functions of print serves as a foundation from which children become increasingly sensitive to letter shapes, names, sounds, and words.

. . . [C]hildren need to interact with a rich variety of print.

Children need to be exposed to vocabulary from a wide variety of genres, including informational texts as well as narratives.

Repeated readings appear to further reinforce the language of the text as well as to familiarize children with the way different genres are structured.

Because knowledge of the forms and functions of print serves as a foundation from which children become increasingly aware of letter shapes, names, sounds, and words, one of the foundational goals of *Building Language for Literacy* is to develop print knowledge. The program provides a variety of forms and formats to address this goal. Children have opportunities to follow along on song and poem charts, to read books, and to create their own print. Strategies encourage them to identify letters and how letters form words that have meaning.

Because children need a print-rich environment, *Building Language for Literacy* provides a variety of resources—fiction and nonfiction trade books, word cards, song and poem charts, and alphabet cards. The lessons and strategies in the *Unit Guides* are based on children's interactions with these materials.

Expanding a child's vocabulary is an important step in the literacy process. *Nina the Naming Newt's* role in *Building Language for Literacy* is to help children develop oral language skills and vocabulary. She names and labels everything she sees. Each lesson develops a set of related vocabulary words, which children will meet first in a song, poem, or book—fiction or nonfiction—and then in related activities. Learning center projects also provide opportunities for children to learn and use additional new vocabulary. *Nina the Naming Newt* has a set of 48 word cards that children can use to learn new words and concepts.

Building Language for Literacy builds rereadings and retellings into its lessons. Each "Story Time" lesson includes strategies for "Early Rereadings," "Later Rereadings," and "Remembered Rereadings." Children are encouraged to predict what will happen, recall the sequence of events, and retell the story. Through interactive read-aloud sessions, children increase their vocabulary and comprehension skills and associate a sense of fun and play with reading. Teachers are provided with strategies for changing the instructional focus with each rereading, thereby covering all four foundational goals of the program with each book.

Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

<p>Activities that help children clarify the <i>concept of word</i> are also worthy of time and attention in the kindergarten curriculum.</p> <p>Children's proficiency in <i>letter naming</i> is a well-established predictor of their end-of-year achievement.</p> <p>. . . [I]ntroducing just a few letters at a time, rather than many, enhances mastery.</p> <p>Popular rhyming books . . . may draw children's attention to rhyming patterns, serving as a basis for extending vocabulary.</p>	<p>Concepts of print is one of the four foundational goals. <i>Concept of a word</i> is a critical part of learning concepts of print. <i>Building Language for Literacy</i> provides a variety of activities to help children understand the relation among letters, sounds, and meaning that create words. These are explored through shared readings, shared writing and children's independent writing activities.</p> <p>Many children enter kindergarten with some knowledge of the alphabet, but it is important to extend and develop this knowledge. <i>Leo the Letter-Loving Lobster</i> is a willing assistant. <i>Leo's Letter Lookout</i> includes tips and alphabet cards in the lessons that will help children identify letters and make connections between letters and sounds through experiences with literature, games, and letter- sound, and word activities.</p> <p><i>Leo's Letter Lookout</i> helps children learn letters by introducing a few letters at a time in each unit of instruction. <i>Building Language for Literacy</i> introduces letters of the alphabet through meaningful activities, such as shared readings of stories, poems, and songs, through learning center activities and through multiple exposures to Leo's alphabet. Several letters that are prominent in a print experience are explored at once and all letters are covered multiple times.</p> <p>One of the foundational goals of <i>Building Language for Literacy</i> is to develop phonological awareness. <i>Reggie the Rhyming Rhino</i> helps children develop an awareness of patterns and differences in the sounds of language through phonological awareness activities involving rhyme, song, poetry, and rhythm. Such manipulation of language expands children's vocabulary and increases their ability to use language for different purposes.</p>
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Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

Capitalizing on the active and social nature of children's learning, early instruction must provide rich demonstrations, interactions, and models of literacy in the course of activities that make sense to young children.

Children must also learn about the relation between oral and written language and the relations between letters, sounds, and words.

In classrooms built around a wide variety of print activities and in talking, reading, writing, playing, and listening to one another, children will want to read and write and feel capable that they can do so.

Building Language for Literacy's unique "Blueprint for Literacy" represents 24 model lessons in every area of the classroom. The model lessons uses the most current research to explain to teachers why each activity is important to a child's language development. Teachers use the model lessons, integrated into the program, for of 60 hours of professional development in the form of 24 6-step workshops for teachers.

Unlike many other educational products for young children, *Building Language for Literacy* stresses integration of language and literacy skills to help children develop rich and full understandings. The four foundational goals of *Building Language for Literacy*—oral language, phonological awareness, letter/sound knowledge, and print knowledge—interact in all aspects of the program. Activities routinely blend experiences and objectives to help children develop an understanding of the relation between letters, sounds, and words.

For children to experiment with their newly emerging literacy skills, they must be in a classroom that is print rich and offers a variety of activities that encourage children to talk, read, write, play, listen, and share their work. *Building Language for Literacy* provides such an environment. The program is designed to be interactive, playful, and creative in order to help children feel free to express their attempts at reading and writing in both large and small group activities and across all center areas.

Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

STATEMENT OF POSITION

Research supports the view of the child as an active constructor of his or her own learning, while at the same time studies emphasize the critical role of the supportive, interested, engaged adult (e.g., teacher, parent, or tutor) who provides scaffolding for the child's development of greater skill and understanding.

During the preschool years most children can be expected to function in phase 1 of the developmental continuum, Awareness and Exploration. In kindergarten an appropriate expectation is that most children will be at phase 2, Experimental Reading and Writing.

Children enter early childhood programs or schools having learned to communicate and make sense of their experiences at home and in their communities. When the ways of making and communicating meaning are similar at home and in school, children's transitions are easier.

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Because of the important role that a supportive, engaged adult plays in the literacy process, *Building Language for Literacy* offers teachers clearly organized, easy-to-use, and flexible strategies to help children succeed. Designed around activities and materials that are already in place in the classroom, the program fits easily into the existing curriculum and complements it. Each *Unit Guide* includes the same set of research based objectives across the four foundational goals of oral language, phonological awareness, letter knowledge, and print knowledge. These objectives are labeled on each page so teachers can easily relate them to their corresponding activities and so that children have multiple opportunities to develop critical skills. Suggestions for "Informal Assessment" and "Second-Language Support" are provided for every lesson. Four built-in staff development workshops—"Blueprint for Literacy"—in each *Unit Guide* provide additional support for teachers as they work with children to help them construct their own learning.

Building Language for Literacy is structured to fully conform with the NAEYC/IRA Position Statement. The program is available in two parts – phase 1 and phase 2, with experiences and materials in each that match the goals and functions along the continuum. Good teaching practices and expected outcomes of children's language and literacy development are clearly indicated for each phase of the program – all based upon the research represented in the position statement itself.

Because children's first experiences take place at home and in the community, *Building Language for Literacy* organizes its curriculum around these familiar places. Children can make immediate connections between their own experiences and what they are learning in school. In addition, the *Parent Involvement Handbook* offers a bridge between home and school. The *Handbook* has ready-made materials to send home for parental use with children as well as suggestions for getting parents and caregivers to participate in school activities.

Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

RECOMMENDED TEACHING PRACTICES

During the Preschool Years

- positive, nurturing relationships with adults who engage in responsive conversations with individual children, model reading and writing behavior, and foster children's interest in and enjoyment of reading and writing

- print-rich environments that provide opportunities and tools for children to see and use written language for a variety of purposes, with teachers drawing children's attention to specific letters and words

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Through its suggestions for introducing and using print materials its “Blueprint for Literacy” lessons, its “Classroom Management,” and its “Informal Assessment” strategies, *Building Language for Literacy* provides models for teachers to encourage children to discuss and share ideas about stories, songs, and poems; to put their ideas on paper; and to enjoy the acts of reading and writing.

Home Entire *Unit Guide*
Store Entire *Unit Guide*
Restaurant Entire *Unit Guide*
Firehouse Entire *Unit Guide*
Farm Entire *Unit Guide*
Aquarium Entire *Unit Guide*

The underlying premise of *Building Language for Literacy* is to provide a classroom environment rich in print materials and the use of both oral and written language. Two of the building blocks of the program are development of letter/sound knowledge and development of print knowledge. These objectives run through each *Unit Guide*, including lessons in which the primary focus is on oral language development and phonological awareness.

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Learning to Read and Write: Developmentally Appropriate Practices for Children

<ul style="list-style-type: none">adults' daily reading of high-quality books to individual children or small groups, including books that positively reflect children's identity, home language, and culture opportunities for children to talk about what is read and to focus on the sounds and parts of language as well as the meaning	<p>Using familiar places as the organizing principle, <i>Building Language for Literacy</i> provides a variety of high-quality fiction and nonfiction trade books in each unit. The characters and situations reflect the interests and abilities of children at the preschool level.</p> <p>Home <i>Unit Guide:</i> pp. 34, 40, 44, 48 Store <i>Unit Guide:</i> pp. 34, 38, 44, 48 Restaurant <i>Unit Guide:</i> pp. 34, 38, 42, 46 Firehouse <i>Unit Guide:</i> pp. 34, 38, 44, 48 Farm <i>Unit Guide:</i> pp. 34, 38, 42, 48 Aquarium <i>Unit Guide:</i> pp. 34, 38, 42, 46</p> <p>In its “Story Time,” segment <i>Building Language for Literacy</i> provides a multi-part lesson for each storybook, which include frequent rereadings and discussions. In addition to discussing plot and characters, teaching suggestions are provided for developing oral language skills, phonological awareness, letter/sound correspondence and print knowledge.</p> <p>Home <i>Unit Guide:</i> pp. 35–37, 41–42, 45–47, 49–50 Store <i>Unit Guide:</i> pp. 35–36, 39–40, 45–46, 49–51 Restaurant <i>Unit Guide:</i> pp. 35–36, 39–40, 43–44, 47–48 Firehouse <i>Unit Guide:</i> pp. 35–36, 39–40, 45–46, 49–50 Farm <i>Unit Guide:</i> pp. 35–36, 39–40, 43–44, 49–50 Aquarium <i>Unit Guide:</i> pp. 35–36, 39–40, 43–44, 47–48</p>
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Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

<ul style="list-style-type: none">teaching strategies and experiences that develop phonemic awareness, such as songs, fingerplays, games, poems, and stories in which phonemic patterns such as rhyme and alliteration are salient opportunities to engage in play that incorporates literacy tools, such as writing grocery lists in dramatic play, making signs in block building, and using icons and words in exploring a computer game	<p><i>Building Language for Literacy</i> provides opportunities throughout the lessons in “Song and Poem Time” and “Story Time” for students to play with language and develop their phonological skills. Children read and sing songs and poems, use fingerplays, and play games in which letter-sound awareness, such as rhyming and alliteration, are prominent.</p> <p>Home <i>Unit Guide:</i> pp. 16–29, 34–51 Store <i>Unit Guide:</i> pp. 16–29, 34–51 Restaurant <i>Unit Guide:</i> pp. 16–29, 34–51 Firehouse <i>Unit Guide:</i> pp. 16–29, 34–51 Farm <i>Unit Guide:</i> pp. 16–29, 34–51 Aquarium <i>Unit Guide:</i> pp. 16–29, 34–51</p> <p>Through the use of learning centers in “Choice Time,” <i>Building Language for Literacy</i> provides children with opportunities to use the skills they are building in “Song and Poem Time” and “Story Time.” Some of the literacy activities include making pretend alphabet soup and then examining the letters in dramatic play, creating signs and advertisements for buildings such as the restaurant in the block center and calling 911 in the Firehouse dramatic play center.</p> <p>Home <i>Unit Guide:</i> pp. 56–73 Store <i>Unit Guide:</i> pp. 56–73 Restaurant <i>Unit Guide:</i> pp. 56–73 Firehouse <i>Unit Guide:</i> pp. 56–73 Farm <i>Unit Guide:</i> pp. 56–73 Aquarium <i>Unit Guide:</i> pp. 56–73</p>
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Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

<ul style="list-style-type: none">• firsthand experiences that expand children's vocabulary, such as trips in the community and exposure to various tools, objects, and materials	<p><i>Building Language for Literacy</i> develops children's vocabulary in the context of stories and poems and the use of concrete objects. Through the activities in "Choice Time," children not only use familiar objects such as blocks and crayons but also materials and objects that may be unfamiliar to them, such as sand and flower bulbs. In "Story Time" children bring in objects like corn on the cob and hard boiled and raw eggs in the Farm unit. They also work with objects such as money, different kinds of fabric and food. The <i>Parent Involvement Handbook</i> provides ideas for field trips and ways to transform these trips into the community into learning experiences.</p> <p>Home <i>Unit Guide: Story Time 31-52;</i> <i>Parent Involvement Handbook: p. 47</i></p> <p>Store <i>Unit Guide: Story Time 31-52; Choice Time 53-74;</i> <i>Parent Involvement Handbook: p. 50</i></p> <p>Restaurant <i>Unit Guide: Story Time 31-52 Parent Involvement Handbook: p. 53</i></p> <p>Firehouse <i>Unit Guide: Story Time 31-52 Parent Involvement Handbook: p. 56</i></p> <p>Farm <i>Unit Guide: Story Time 31-52; Choice Time 53-74;</i> <i>Parent Involvement Handbook: p. 59</i></p> <p>Aquarium <i>Unit Guide: Story Time 31-52 Parent Involvement Handbook: p. 62</i></p>
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Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

<p>In Kindergarten and Primary Grades</p> <ul style="list-style-type: none">• daily experiences of being read to and independently reading meaningful and engaging stories and informational texts	<p>“Story Time” in each <i>Unit Guide</i> within <i>Building Language for Literacy</i> introduces quality fiction and nonfiction trade books as the basis for learning. Children are read to and read the stories on their own. The many opportunities to discuss the characters, settings, and plot enhance children’s oral language development and the development of letter/sound and print knowledge. The texts were chosen with a view of providing exciting and informative books that will engage children and motivate them to read. In “Song and Poem” Time, children learn to experience and re-experience songs and poems as a class and engage in meaningful activities that reinforce the concepts, sounds and words of both the songs and poems. Later children can listen to the songs and poems on an audiocassette while following along with the posters reinforcing what they have learned.</p> <p><i>Supermarket</i> <i>Unit Guide:</i> pp. 34–51 <i>Construction Site</i> <i>Unit Guide:</i> pp. 34–51 <i>Airport</i> <i>Unit Guide:</i> pp. 34–51 <i>Museum</i> <i>Unit Guide:</i> pp. 34–51 <i>Garden</i> <i>Unit Guide:</i> pp. 34–51 <i>Zoo</i> <i>Unit Guide:</i> pp. 34–51</p>
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Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

<ul style="list-style-type: none">• a balanced instructional program that includes systematic code instruction along with meaningful reading and writing activities • daily opportunities and teacher support to write many kinds of texts for different purposes, including stories, lists, messages to others, poems, reports, and responses to literature	<p><i>Building Language for Literacy</i> is based on four areas of instruction: oral language, phonological awareness, letter/sound knowledge, and print knowledge. The program’s experiences and objectives integrates systematic code instruction in the development of meaningful and fun reading and writing activities. The introductory chart, in each section of the unit guides, includes Objectives, Activities, Materials, Vocabulary, and Letters and demonstrates the clearly thought-out and structured nature of the program as well as the fun and engaging activities that are used as vehicles to teach the skills and knowledge.</p> <table><tr><td><i>Supermarket</i></td><td>Entire <i>Unit Guide</i></td></tr><tr><td><i>Construction Site</i></td><td>Entire <i>Unit Guide</i></td></tr><tr><td><i>Airport</i></td><td>Entire <i>Unit Guide</i></td></tr><tr><td><i>Museum</i></td><td>Entire <i>Unit Guide</i></td></tr><tr><td><i>Garden</i></td><td>Entire <i>Unit Guide</i></td></tr><tr><td><i>Zoo</i></td><td>Entire <i>Unit Guide</i></td></tr></table> <p>Throughout <i>Building Language for Literacy</i>, children have many opportunities to write a variety of texts, such as lists of things to do and lists of rhyming words, recipes, signs, and stories about their experiences.</p> <table><tr><td><i>Supermarket</i></td><td><i>Unit Guide:</i> pp. 21, 25, 27, 39, 43, 47, 51</td></tr><tr><td><i>Construction Site</i></td><td><i>Unit Guide:</i> pp. 17, 19, 27, 37, 41, 47, 51</td></tr><tr><td><i>Airport</i></td><td><i>Unit Guide:</i> pp. 21, 25, 27, 37, 41, 47, 51</td></tr><tr><td><i>Museum</i></td><td><i>Unit Guide:</i> pp. 17, 19, 27, 37, 41, 45, 51</td></tr><tr><td><i>Garden</i></td><td><i>Unit Guide:</i> pp. 21, 25, 27, 37, 41, 47, 51</td></tr><tr><td><i>Zoo</i></td><td><i>Unit Guide:</i> pp. 17, 19, 27, 37, 43, 47, 51</td></tr></table>	<i>Supermarket</i>	Entire <i>Unit Guide</i>	<i>Construction Site</i>	Entire <i>Unit Guide</i>	<i>Airport</i>	Entire <i>Unit Guide</i>	<i>Museum</i>	Entire <i>Unit Guide</i>	<i>Garden</i>	Entire <i>Unit Guide</i>	<i>Zoo</i>	Entire <i>Unit Guide</i>	<i>Supermarket</i>	<i>Unit Guide:</i> pp. 21, 25, 27, 39, 43, 47, 51	<i>Construction Site</i>	<i>Unit Guide:</i> pp. 17, 19, 27, 37, 41, 47, 51	<i>Airport</i>	<i>Unit Guide:</i> pp. 21, 25, 27, 37, 41, 47, 51	<i>Museum</i>	<i>Unit Guide:</i> pp. 17, 19, 27, 37, 41, 45, 51	<i>Garden</i>	<i>Unit Guide:</i> pp. 21, 25, 27, 37, 41, 47, 51	<i>Zoo</i>	<i>Unit Guide:</i> pp. 17, 19, 27, 37, 43, 47, 51
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Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

<ul style="list-style-type: none">• writing experiences that allow the flexibility to use nonconventional forms of writing at first (invented or phonic spelling) and over time move to conventional forms • opportunities to work in small groups for focused instruction and collaboration with other children	<p>In <i>Building Language for Literacy</i> children’s exploration with writing is encouraged. Strategies are provided for teachers to help children learn letter/sound correspondence and print conventions through their writing attempts and invented spellings.</p> <p><i>Supermarket</i> <i>Unit Guide:</i> pp. 21, 25, 27, 39, 43, 47, 51, 67, 72 <i>Construction Site</i> <i>Unit Guide:</i> pp. 17, 19, 27, 37, 41, 47, 51 <i>Airport</i> <i>Unit Guide:</i> pp. 21, 25, 27, 37, 41, 47, 51, 62, 71 <i>Museum</i> <i>Unit Guide:</i> pp. 17, 19, 27, 37, 41, 45, 51 <i>Garden</i> <i>Unit Guide:</i> pp. 21, 25, 27, 37, 41, 47, 51, 64, 65 <i>Zoo</i> <i>Unit Guide:</i> pp. 17, 19, 27, 37, 43, 47, 51, 59</p> <p>Fun and educationally stimulating learning centers are the basis of the instruction and shared activities described in each “Choice Time” section of every <i>Unit Guide</i>. The seven learning centers (Dramatic Play, Art and Writing, Science, Math, Blocks, Messy Play, and Reading and Listening) offer children opportunities to work together to make science and math discoveries, draw and write about what they read, reread stories and listen to songs and poems, and enact stories related to the unit place.</p> <p><i>Supermarket</i> <i>Unit Guide:</i> pp. 56–73 <i>Construction Site</i> <i>Unit Guide:</i> pp. 56–73 <i>Airport</i> <i>Unit Guide:</i> pp. 56–73 <i>Museum</i> <i>Unit Guide:</i> pp. 56–73 <i>Garden</i> <i>Unit Guide:</i> pp. 56–73 <i>Zoo</i> <i>Unit Guide:</i> pp. 56–73</p>
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<ul style="list-style-type: none">• an intellectually engaging and challenging curriculum that expands knowledge of the world and vocabulary	<p><i>Building Language for Literacy</i> is organized around the exploration of places that are of interest and familiar to young children. This framework offers opportunities for literacy-related learning based on children’s interaction with their world. As their knowledge of these familiar places increases, children develop vocabulary and oral language skills to explore and describe their world more fully.</p> <table><tr><td><i>Supermarket</i></td><td>Entire <i>Unit Guide</i></td></tr><tr><td><i>Construction Site</i></td><td>Entire <i>Unit Guide</i></td></tr><tr><td><i>Airport</i></td><td>Entire <i>Unit Guide</i></td></tr><tr><td><i>Museum</i></td><td>Entire <i>Unit Guide</i></td></tr><tr><td><i>Garden</i></td><td>Entire <i>Unit Guide</i></td></tr><tr><td><i>Zoo</i></td><td>Entire <i>Unit Guide</i></td></tr></table>	<i>Supermarket</i>	Entire <i>Unit Guide</i>	<i>Construction Site</i>	Entire <i>Unit Guide</i>	<i>Airport</i>	Entire <i>Unit Guide</i>	<i>Museum</i>	Entire <i>Unit Guide</i>	<i>Garden</i>	Entire <i>Unit Guide</i>	<i>Zoo</i>	Entire <i>Unit Guide</i>
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Learning to Read and Write: Developmentally Appropriate Practices for Children

**RECOMMENDED POLICIES ESSENTIAL
FOR ACHIEVING DEVELOPMENTALLY
APPROPRIATE LITERACY
EXPERIENCES**

Ongoing professional development is essential for teachers to stay current in an ever-expanding research base and to continually improve their teaching skills and the learning outcomes for children.

Teachers need to regularly and systematically use multiple indicators—observation of children's oral language, evaluation of children's work, and performance at authentic reading and writing tasks—to assess and monitor children's progress in reading and writing development, plan and adapt instruction, and communicate with parents.

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Building Language for Literacy, is dedicated not only to providing a group curriculum for early childhood educators but also to linking curriculum to ongoing staff development. “Blueprint for Literacy” workshops are built into the activities in each unit and describe how to translate best practices into classroom reality—and success for children.

Because of the importance of using multiple indicators for the regular and systematic assessment and monitoring of children’s progress, *Building Language for Literacy* has built in a variety of assessment procedures. “Informal Assessment” strategies are given for all activities and include observation, discussion, drawing and writing tasks, and similar indicators. In addition, the *Assessment Handbook* provides formal assessments, in unit-by-unit measures for oral language, and also middle and end-of-year measures for phonological awareness, letter knowledge, print knowledge

Building Language for Literacy

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Learning to Read and Write: Developmentally Appropriate Practices for Children

<p>CONCLUSION</p> <p>Developmentally appropriate practices . . . in reading and writing are ways of teaching that consider:</p> <ol style="list-style-type: none">1. what is generally known about children's development and learning to set achievable but challenging goals for literacy learning and to plan learning experiences and teaching strategies that vary with the age and experience of the learners;2. results of ongoing assessment of individual children's progress in reading and writing to plan next steps or to adapt instruction when children fail to make expected progress or are at advanced levels;3. social and cultural contexts in which children live so as to help them make sense of their learning experiences in relation to what they already know and are able to do.	<p><i>Building Language for Literacy</i> © 2000 by Scholastic</p> <p><i>Building Language For Literacy</i> is designed to prepare <i>all</i> children to learn to read by equipping them with the language skills and experiences they need to be successful later on. The skills and objectives in <i>Building Language for Literacy</i> are taught recursively throughout the program. This way, children will experience and re-experience the stories, songs, poems and all of the concepts presented, in order to reinforce what they have learned. Within every lesson there are suggestions for adapting the lesson for second-language learners. Because we know that assessment informs instruction, the program includes both formal and informal assessment for assessing children of all levels. In every lesson <i>Building Language for Literacy</i> provides suggestions for informal assessment by observation. In a separate guide, formal assessment is addressed by giving teachers unit-by-unit measures for assessing Oral Language and mid- and end-of-year measures for assessing phonological awareness, letter/sound correspondence and print knowledge. With this comprehensive assessment system, teachers will create more targeted instruction and children will benefit.</p> <p><i>Building Language for Literacy</i> includes a variety of assessment procedures to help teachers gauge the progress of their students. These measures will assist the teacher in adapting instruction to meet the needs of students at various levels, including those whose literacy skills are at advanced levels and those who need extra help.</p> <p>By organizing the curriculum around familiar places, <i>Building Language for Literacy</i> provides a familiar and comfortable entry point for children. They can make immediate connections between their own experiences prior to coming to school and what they are learning in the classroom. This connectedness gives them the self-confidence that they can make sense of the new experiences in light of their prior ones.</p>
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Building Language for Literacy

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and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

NAEYC/IRA POSITION STATEMENT
PHASE ONE OBJECTIVES: AWARENESS AND EXPLORATION FOR PRESCHOOL
Children explore their environment and build the foundations for learning to read and write.

Children Can	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> enjoy listening to and discussing storybooks 	<p>Home <i>Unit Guide:</i> pp. 42, 49 Store <i>Unit Guide:</i> pp. 23, 40, 49, 86 Restaurant <i>Unit Guide:</i> pp. 19, 29, 39, 40, 48, 73 Firehouse <i>Unit Guide:</i> pp. 39, 50, 73, 82, 84 Farm <i>Unit Guide:</i> pp. 40, 44, 50, 72, 79, 80, 81, 82, 84 Aquarium <i>Unit Guide:</i> pp. 40, 43, 48, 79, 81</p>
<ul style="list-style-type: none"> understand that print carries a message 	<p>Home <i>Unit Guide:</i> pp. 29, 36, 68, 78, 81 Store <i>Unit Guide:</i> pp. 35, 36, 78, 79, 84, 86 Restaurant <i>Unit Guide:</i> pp. 63, 69, 80, 86 Firehouse <i>Unit Guide:</i> pp. 36, 46, 56, 63, 65, 79 Farm <i>Unit Guide:</i> pp. 49, 60, 64 Aquarium <i>Unit Guide:</i> pp. 21, 56, 78, 81, 84</p>
<ul style="list-style-type: none"> engage in reading and writing attempts 	<p>Home <i>Unit Guide:</i> pp. 23, 43, 51, 61, 65, 80, 82 Store <i>Unit Guide:</i> pp. 36, 60, 68, 69, 70, 71, 78, 79, 82, 83, 84 Restaurant <i>Unit Guide:</i> pp. 51, 57, 58, 59, 62, 63, 66, 69, 70, 72, 73, 78, 79, 80, 86 Firehouse <i>Unit Guide:</i> pp. 27, 37, 43, 47, 51, 56, 58, 59, 62, 65, 66, 71, 72, 73 Farm <i>Unit Guide:</i> pp. 37, 41, 47, 51, 58, 60, 63, 64, 73 Aquarium <i>Unit Guide:</i> pp. 25, 27, 37, 41, 45, 51, 56, 67, 72, 78, 86</p>

Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

<ul style="list-style-type: none"> • identify labels and signs in their environment 	<p><i>Home</i> <i>Unit Guide:</i> pp. 29, 36, 68, 78, 81 <i>Store</i> <i>Unit Guide:</i> pp. 35, 36, 78, 79, 84, 86 <i>Restaurant</i> <i>Unit Guide:</i> pp. 63, 69, 80, 86 <i>Firehouse</i> <i>Unit Guide:</i> pp. 36, 46, 56, 63, 65, 79 <i>Farm</i> <i>Unit Guide:</i> pp. 49, 60, 64 <i>Aquarium</i> <i>Unit Guide:</i> pp. 21, 56, 78, 81, 84</p>
<ul style="list-style-type: none"> • participate in rhyming games 	<p><i>Home</i> <i>Unit Guide:</i> pp. 21, 41, 42, 73, 84, 86 <i>Store</i> <i>Unit Guide:</i> pp. 35, 50, 82 <i>Restaurant</i> <i>Unit Guide:</i> pp. 17, 27, 39, 43, 44, 80 <i>Firehouse</i> <i>Unit Guide:</i> pp. 23, 46, 50, 61, 78, 80, 82, 84 <i>Farm</i> <i>Unit Guide:</i> pp. 19, 27, 72, 78, 80, 81, 84 <i>Aquarium</i> <i>Unit Guide:</i> pp. 23, 36, 57, 82, 83</p>
<ul style="list-style-type: none"> • identify some letters and make some letter-sound matches 	<p><i>Home</i> <i>Unit Guide:</i> pp. 36, 41, 56, 64, 78, 80, 81, 82, 83 <i>Store</i> <i>Unit Guide:</i> pp. 18, 29, 36, 41, 46, 50, 59, 68, 78, 79, 83, 84 <i>Restaurant</i> <i>Unit Guide:</i> pp. 21, 36, 40, 44, 59, 62, 68, 70, 84 <i>Firehouse</i> <i>Unit Guide:</i> pp. 27, 36, 50, 85 <i>Farm</i> <i>Unit Guide:</i> pp. 36, 39, 43, 58, 73, 86 <i>Aquarium</i> <i>Unit Guide:</i> pp. 35, 36, 44, 63, 78, 79, 80, 81, 84</p>
<ul style="list-style-type: none"> • use known letters or approximations of letters to represent written language (especially meaningful words like their name and phrases such as "I love you") 	<p><i>Home</i> <i>Unit Guide:</i> pp. 60, 70, 80 <i>Store</i> <i>Unit Guide:</i> pp. 60, 70 <i>Restaurant</i> <i>Unit Guide:</i> pp. 70, 78 <i>Firehouse</i> <i>Unit Guide:</i> pp. 59, 71 <i>Farm</i> <i>Unit Guide:</i> p. 79 <i>Aquarium</i> <i>Unit Guide:</i> pp. 40, 79, 81, 86</p>

Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

What Teachers Do	
<ul style="list-style-type: none"> • share books with children, including Big Books, and model reading behaviors • talk about letters by name and sounds • establish a literacy-rich environment • reread favorite stories 	<p><i>Home</i> <i>Unit Guide:</i> pp. 35–36, 41–42, 45–46, 49–50, 56</p> <p><i>Store</i> <i>Unit Guide:</i> pp. 23, 35–36, 39–40, 45–46, 49–51, 56, 72</p> <p><i>Restaurant</i> <i>Unit Guide:</i> pp. 35–36, 39–40, 43–44, 47–49, 72</p> <p><i>Firehouse</i> <i>Unit Guide:</i> pp. 35–36, 39–40, 45–46, 49–50, 72</p> <p><i>Farm</i> <i>Unit Guide:</i> pp. 35–36, 39–40, 43–45, 49–51, 63, 72</p> <p><i>Aquarium</i> <i>Unit Guide:</i> pp. 35–37, 39–41, 43–45, 47–50, 63, 72</p>
	<p><i>Home</i> <i>Unit Guide:</i> pp. 36, 43, 60, 70, 78, 80, 81, 82</p> <p><i>Store</i> <i>Unit Guide:</i> pp. 18, 29, 36, 40, 46, 49, 50, 59, 68, 78, 79, 83, 84</p> <p><i>Restaurant</i> <i>Unit Guide:</i> pp. 36, 44, 59, 62, 68, 70, 83, 84</p> <p><i>Firehouse</i> <i>Unit Guide:</i> pp. 27, 36, 50, 85</p> <p><i>Farm</i> <i>Unit Guide:</i> pp. 39, 43, 58, 73, 86</p> <p><i>Aquarium</i> <i>Unit Guide:</i> pp. 35, 36, 44, 63, 78, 79, 80, 81, 84, 86</p>
	<p><i>Home</i> <i>Unit Guide:</i> pp. 17, 29, 35, 36, 42, 46, 49, 50, 56, 68, 72, 78, 81</p> <p><i>Store</i> <i>Unit Guide:</i> pp. 23, 35–37, 39–42, 45–46, 49–51, 56, 59, 60, 72</p> <p><i>Restaurant</i> <i>Unit Guide:</i> pp. 22, 26, 28, 35, 39, 43, 47, 51, 63, 66, 68, 69, 70, 72, 73</p> <p><i>Firehouse</i> <i>Unit Guide:</i> pp. 24, 26, 28, 35–37, 39–40, 45–46, 49–50, 72</p> <p><i>Farm</i> <i>Unit Guide:</i> pp. 22, 26, 28, 35–37, 39–41, 43–47, 49–51, 63, 72</p> <p><i>Aquarium</i> <i>Unit Guide:</i> pp. 24, 26, 28, 34, 38, 42, 46, 63, 72</p>
	<p><i>Home</i> <i>Unit Guide:</i> pp. 36–37, 42–43, 46–47, 50–51</p> <p><i>Store</i> <i>Unit Guide:</i> pp. 36, 40–41, 46, 50</p> <p><i>Restaurant</i> <i>Unit Guide:</i> pp. 36, 40, 44, 48–49</p> <p><i>Firehouse</i> <i>Unit Guide:</i> pp. 36, 40–41, 46, 50</p> <p><i>Farm</i> <i>Unit Guide:</i> pp. 36, 40, 44–45, 50</p> <p><i>Aquarium</i> <i>Unit Guide:</i> pp. 36, 40, 44, 48–49</p>

Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

<ul style="list-style-type: none"> engage children in language games 	<p>Home</p> <p>Store</p> <p>Restaurant</p> <p>Firehouse</p> <p>Farm</p> <p>Aquarium</p>	<p><i>Unit Guide:</i> pp. 17, 19, 21, 24, 27, 39, 41, 47, 49, 73</p> <p><i>Unit Guide:</i> pp. 35, 50, 82</p> <p><i>Unit Guide:</i> pp. 17, 27, 39, 43, 44, 80</p> <p><i>Unit Guide:</i> pp. 23, 46, 50, 61, 78, 80, 82, 84</p> <p><i>Unit Guide:</i> pp. 19, 27, 72, 78, 80, 81, 84</p> <p><i>Unit Guide:</i> pp. 23, 36, 57, 82, 83</p>	
	<ul style="list-style-type: none"> promote literacy-related play activities 	<p>Home</p> <p>Store</p> <p>Restaurant</p> <p>Firehouse</p> <p>Farm</p> <p>Aquarium</p>	<p><i>Unit Guide:</i> pp. 56, 59, 61, 65, 70, 72, 73</p> <p><i>Unit Guide:</i> pp. 56, 59, 60, 69, 71, 72, 73, 84, 86</p> <p><i>Unit Guide:</i> pp. 57, 58, 59, 62, 63, 66, 69, 70, 72, 73, 78, 79, 80</p> <p><i>Unit Guide:</i> pp. 56, 58, 59, 62, 63, 65, 71, 72, 73, 85</p> <p><i>Unit Guide:</i> pp. 58, 60, 62, 63, 72, 73</p> <p><i>Unit Guide:</i> pp. 63, 66, 67, 68, 72, 73</p>
		<ul style="list-style-type: none"> encourage children to experiment with writing 	<p>Home</p> <p>Store</p> <p>Restaurant</p> <p>Firehouse</p> <p>Farm</p> <p>Aquarium</p>

Building Language for Literacy

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<p>What Parents and Family Members Can Do</p> <ul style="list-style-type: none"> • talk with children, engage them in conversation, give names of things, show interest in what a child says • read and reread stories with predictable texts to children • encourage children to recount experiences and describe ideas and events that are important to them • visit the library regularly 	<p><i>Home</i> <i>Parent Involvement:</i> pp. 7, 8, 9, 10, 11, 12, 46 <i>Store</i> <i>Parent Involvement Handbook:</i> pp. 13, 14, 16, 17, 18, 49 <i>Restaurant</i> <i>Parent Involvement Handbook:</i> pp. 19, 20, 21, 22, 23, 52 <i>Firehouse</i> <i>Parent Involvement Handbook:</i> pp. 25, 26, 27, 28, 29, 55 <i>Farm</i> <i>Parent Involvement Handbook:</i> pp. 31, 32, 33, 34, 58 <i>Aquarium</i> <i>Parent Involvement Handbook:</i> pp. 37, 38, 39, 40, 41, 42, 61</p> <p><i>Home</i> <i>Parent Involvement Handbook:</i> pp. 7, 46, 47 <i>Store</i> <i>Parent Involvement Handbook:</i> pp. 13, 14, 49 <i>Restaurant</i> <i>Parent Involvement Handbook:</i> pp. 52, 53 <i>Firehouse</i> <i>Parent Involvement Handbook:</i> p. 25 <i>Farm</i> <i>Parent Involvement Handbook:</i> pp. 31, 36, 58 <i>Aquarium</i> <i>Parent Involvement Handbook:</i> pp. 37, 61</p> <p><i>Home</i> <i>Parent Involvement Handbook:</i> pp. 7, 8, 9, 46 <i>Store</i> <i>Parent Involvement Handbook:</i> pp. 13, 16, 49 <i>Restaurant</i> <i>Parent Involvement Handbook:</i> pp. 19, 20, 22 <i>Firehouse</i> <i>Parent Involvement Handbook:</i> pp. 25, 26, 55 <i>Farm</i> <i>Parent Involvement Handbook:</i> pp. 31, 33, 35 <i>Aquarium</i> <i>Parent Involvement Handbook:</i> pp. 37, 38, 61</p> <p><i>Home</i> <i>Parent Involvement Handbook:</i> p. 47 <i>Store</i> <i>Parent Involvement Handbook:</i> p. 50 <i>Restaurant</i> <i>Parent Involvement Handbook:</i> p. 53 <i>Firehouse</i> <i>Parent Involvement Handbook:</i> p. 50 <i>Farm</i> <i>Parent Involvement Handbook:</i> p. 59 <i>Aquarium</i> <i>Parent Involvement Handbook:</i> pp. 37, 61, 62</p>
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Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

<ul style="list-style-type: none">• provide opportunities for children to draw and print, using markers, crayons, and pencils	<p><i>Home</i> <i>Parent Involvement Handbook:</i> pp. 9, 10, 11, 46</p> <p><i>Store</i> <i>Parent Involvement Handbook:</i> pp. 15, 16, 17, 18, 49</p> <p><i>Restaurant</i> <i>Parent Involvement Handbook:</i> pp. 19, 21, 22, 23, 24, 52</p> <p><i>Firehouse</i> <i>Parent Involvement Handbook:</i> pp. 25, 28, 29, 30, 55</p> <p><i>Farm</i> <i>Parent Involvement Handbook:</i> pp. 33, 34, 35, 36, 58</p> <p><i>Aquarium</i> <i>Parent Involvement Handbook:</i> pp. 39, 40, 41, 42, 61</p>
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Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
and the National Association for the Education of Young Children (NAEYC)

Learning to Read and Write: Developmentally Appropriate Practices for Children

NAEYC/IRA POSITION STATEMENT

PHASE TWO: EXPERIMENTAL READING AND WRITING (GOALS FOR KINDERGARTEN)

Children develop basic concepts of print and begin to engage in and experiment with reading and writing.

<i>Building Language for Literacy</i> © 2000 by Scholastic	
Kindergartners Can	
<ul style="list-style-type: none">enjoy being read to and themselves retell simple narrative stories or informational texts	<p><i>Supermarket</i> Unit Guide: pp. 41, 72, 78, 83 <i>Construction Site</i> Unit Guide: pp. 29, 35, 40, 49, 50, 72, 73, 83, 86 <i>Airport</i> Unit Guide: pp. 23, 40, 66, 73, 79, 80 <i>Museum</i> Unit Guide: pp. 21, 24, 40, 73, 78 <i>Garden</i> Unit Guide: pp. 25, 29, 35, 49, 50, 79, 84, 86 <i>Zoo</i> Unit Guide: pp. 21, 27, 35, 36, 39, 40, 50, 63, 81</p>
<ul style="list-style-type: none">use descriptive language to explain and explore	<p><i>Supermarket</i> Unit Guide: pp. 36, 61, 65, 68, 70, 86 <i>Construction Site</i> Unit Guide: pp. 23, 27, 36, 62, 67, 78, 85 <i>Airport</i> Unit Guide: pp. 29, 35, 43, 63, 70, 83, 84, 86 <i>Museum</i> Unit Guide: pp. 29, 40, 65, 66, 68, 78, 79, 81, 84, 86 <i>Garden</i> Unit Guide: pp. 36, 60, 62, 79, 84 <i>Zoo</i> Unit Guide: pp. 35, 39, 49, 66, 71, 83</p>
<ul style="list-style-type: none">recognize letters and letter-sound matches	<p><i>Supermarket</i> Unit Guide: pp. 25, 27, 46, 49, 50, 59, 71, 73, 80, 82, 85, 86 <i>Construction Site</i> Unit Guide: pp. 36, 79, 80, 82, 85, 86 <i>Airport</i> Unit Guide: pp. 23, 29, 36, 43, 44, 82 <i>Museum</i> Unit Guide: pp. 19, 48, 57, 84, 85, 86 <i>Garden</i> Unit Guide: pp. 40, 44, 67, 80, 82, 86 <i>Zoo</i> Unit Guide: pp. 24, 36, 50, 58, 80, 82</p>

Building Language for Literacy

Scholastic Correlation to the Joint Position Statement of the International Reading Association (IRA)
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<ul style="list-style-type: none"> • show familiarity with rhyming and beginning sounds 	<p><i>Supermarket</i> <i>Construction Site</i> <i>Airport</i> <i>Museum</i> <i>Garden</i> <i>Zoo</i></p>	<p><i>Unit Guide:</i> pp. 36, 56, 58, 78 <i>Unit Guide:</i> pp. 21, 27, 36, 43, 86 <i>Unit Guide:</i> pp. 36, 43, 50, 72, 79, 82 <i>Unit Guide:</i> pp. 29, 36, 48, 84, 85 <i>Unit Guide:</i> pp. 29, 36, 44, 84 <i>Unit Guide:</i> pp. 17, 29, 36, 50, 73, 79, 80, 84</p>
<ul style="list-style-type: none"> • understand left-to-right and top-to-bottom orientation and familiar concepts of print 	<p><i>Supermarket</i> <i>Construction Site</i> <i>Airport</i> <i>Museum</i> <i>Garden</i> <i>Zoo</i></p>	<p><i>Unit Guide:</i> pp. 29, 35, 41, 50, 58, 63, 68, 80, 81, 82 <i>Unit Guide:</i> pp. 19, 59, 78, 82, 85 <i>Unit Guide:</i> pp. 27, 49, 62, 67, 82 <i>Unit Guide:</i> pp. 48, 59, 67, 78, 80 <i>Unit Guide:</i> pp. 40, 43, 58, 78 <i>Unit Guide:</i> pp. 45, 56, 68, 72, 78, 82, 83, 84, 86</p>
<ul style="list-style-type: none"> • match spoken words with written ones 	<p><i>Supermarket</i> <i>Construction Site</i> <i>Airport</i> <i>Museum</i> <i>Garden</i> <i>Zoo</i></p>	<p><i>Unit Guide:</i> pp. 29, 35, 41, 50, 58, 63, 68, 80, 81, 82 <i>Unit Guide:</i> pp. 19, 36, 40, 59, 62, 70, 78, 80, 82, 84, 85, 86 <i>Unit Guide:</i> pp. 27, 36, 49, 50, 62, 67, 82 <i>Unit Guide:</i> pp. 60, 85, 86 <i>Unit Guide:</i> pp. 56, 60, 63, 64, 78 <i>Unit Guide:</i> pp. 46, 49, 70</p>
<ul style="list-style-type: none"> • begin to write letters of the alphabet and some high-frequency words 	<p><i>Supermarket</i> <i>Construction Site</i> <i>Airport</i> <i>Museum</i> <i>Garden</i> <i>Zoo</i></p>	<p><i>Unit Guide:</i> pp. 60, 78, 82 <i>Unit Guide:</i> pp. 36, 56, 62, 70, 78, 79, 80, 82, 86 <i>Unit Guide:</i> pp. 21, 62, 64, 70, 78 <i>Unit Guide:</i> pp. 27, 60, 78, 80, 85, 86 <i>Unit Guide:</i> pp. 40, 56, 60, 63, 64, 78, 80 <i>Unit Guide:</i> pp. 40, 46, 49, 70, 80, 82, 86</p>

Building Language for Literacy

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What Teachers Do		
<ul style="list-style-type: none"> encourage children to talk about reading and writing experiences 	<p><i>Supermarket</i> <i>Unit Guide:</i> pp. 29, 35, 36, 41, 42, 45, 46, 49, 72, 78, 83, 86</p> <p><i>Construction Site</i> <i>Unit Guide:</i> pp. 24, 29, 39, 40, 44, 49, 50, 60, 72, 73, 83, 86</p> <p><i>Airport</i> <i>Unit Guide:</i> pp. 17, 23, 25, 35, 36, 40, 43, 66, 72, 73, 79, 80</p> <p><i>Museum</i> <i>Unit Guide:</i> pp. 17, 21, 24, 27, 35, 36, 39, 40, 43, 44, 47, 73, 81, 82</p> <p><i>Garden</i> <i>Unit Guide:</i> pp. 21, 25, 29, 35, 39, 40, 43, 49, 50, 79, 80, 84, 86</p> <p><i>Zoo</i> <i>Unit Guide:</i> pp. 21, 23, 27, 35, 36, 39, 40, 46, 50, 59, 63, 81</p>	
<ul style="list-style-type: none"> provide many opportunities for children to explore and identify sound-symbol relationships in meaningful contexts 	<p><i>Supermarket</i> <i>Unit Guide:</i> pp. 25, 49, 73, 78, 80, 81, 86</p> <p><i>Construction Site</i> <i>Unit Guide:</i> pp. 40, 62, 66, 80, 82, 85</p> <p><i>Airport</i> <i>Unit Guide:</i> pp. 23, 58, 68, 78</p> <p><i>Museum</i> <i>Unit Guide:</i> pp. 48, 56, 64, 69, 78, 79, 80, 84, 85</p> <p><i>Garden</i> <i>Unit Guide:</i> pp. 57, 67, 78, 79, 80, 82</p> <p><i>Zoo</i> <i>Unit Guide:</i> pp. 24, 36, 49, 50, 80, 82, 83</p>	
<ul style="list-style-type: none"> help children to segment spoken words into individual sounds and blend the sounds into whole words (for example, by slowly writing a word and saying its sound) 	<p><i>Supermarket</i> <i>Unit Guide:</i> pp. 25, 36, 49, 73, 81, 86</p> <p><i>Construction Site</i> <i>Unit Guide:</i> pp. 50, 61, 80, 85</p> <p><i>Airport</i> <i>Unit Guide:</i> pp. 23, 44, 50, 71</p> <p><i>Museum</i> <i>Unit Guide:</i> pp. 48, 84, 85</p> <p><i>Garden</i> <i>Unit Guide:</i> pp. 44, 49, 65, 67, 78, 80, 82</p> <p><i>Zoo</i> <i>Unit Guide:</i> pp. 24, 36, 50, 80, 82</p>	

Building Language for Literacy

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<ul style="list-style-type: none"> frequently read interesting and conceptually rich stories to children 	<p><i>Supermarket</i> <i>Construction Site</i> <i>Airport</i> <i>Museum</i> <i>Garden</i> <i>Zoo</i></p>	<p><i>Unit Guide:</i> pp. 35–36, 41–42, 45–46, 49–50 <i>Unit Guide:</i> pp. 34, 38, 42, 48 <i>Unit Guide:</i> pp. 35–36, 39–40, 43–45, 49–51 <i>Unit Guide:</i> pp. 35–36, 39–41, 43–44, 47–48 <i>Unit Guide:</i> pp. 35–36, 39–41, 43–45, 49–51 <i>Unit Guide:</i> pp. 35–36, 39–40, 45–46, 49–50</p>
<ul style="list-style-type: none"> provide daily opportunities for children to write 	<p><i>Supermarket</i> <i>Construction Site</i> <i>Airport</i> <i>Museum</i> <i>Garden</i> <i>Zoo</i></p>	<p><i>Unit Guide:</i> pp. 21, 25, 27, 39, 43, 47, 51, 60, 78, 82 <i>Unit Guide:</i> pp. 17, 19, 27, 37, 41, 47, 51, 56, 61, 66, 70 <i>Unit Guide:</i> pp. 21, 25, 27, 37, 41, 47, 51, 67, 70, 71, 72 <i>Unit Guide:</i> pp. 17, 19, 27, 37, 41, 45, 51, 57, 59, 60, 67, 72 <i>Unit Guide:</i> pp. 25, 27, 37, 41, 47, 51, 56, 58, 62, 64, 65, 68, 72 <i>Unit Guide:</i> pp. 17, 27, 37, 43, 47, 51, 56, 57, 59, 61, 72</p>
<ul style="list-style-type: none"> help children build a sight vocabulary 	<p><i>Supermarket</i> <i>Construction Site</i> <i>Airport</i> <i>Museum</i> <i>Garden</i> <i>Zoo</i></p>	<p><i>Unit Guide:</i> p. 50 <i>Unit Guide:</i> pp. 36, 40, 80, 82, 84, 85, 86 <i>Unit Guide:</i> pp. 36, 50, 82 <i>Unit Guide:</i> pp. 64, 72, 80, 84, 85 <i>Unit Guide:</i> pp. 23, 35, 36, 72, 79, 80, 82 <i>Unit Guide:</i> pp. 40, 50, 62, 78, 79, 83, 84</p>
<ul style="list-style-type: none"> create a literacy-rich environment for children to engage independently in reading and writing 	<p><i>Supermarket</i> <i>Construction Site</i> <i>Airport</i> <i>Museum</i> <i>Garden</i> <i>Zoo</i></p>	<p><i>Unit Guide:</i> pp. 56, 57, 58, 59, 60, 71, 72, 73 <i>Unit Guide:</i> pp. 56, 58, 59, 61, 66, 70, 72, 73 <i>Unit Guide:</i> pp. 62, 64, 66, 68, 69, 70, 71, 72, 73 <i>Unit Guide:</i> pp. 57, 59, 60, 61, 64, 67, 69, 72 <i>Unit Guide:</i> pp. 56, 57, 58, 60, 61, 62, 63, 64, 65, 67, 68, 72, 73 <i>Unit Guide:</i> pp. 57, 58, 59, 61, 62, 63, 66, 67, 68, 69, 70, 72, 73</p>

Building Language for Literacy

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Learning to Read and Write: Developmentally Appropriate Practices for Children

What Parents and Family Members Can Do		
<ul style="list-style-type: none"> daily read and reread narrative and informational stories to children 	<p><i>Supermarket</i> <i>Construction Site</i> <i>Airport</i> <i>Museum</i> <i>Garden</i> <i>Zoo</i></p>	<p><i>Parent Involvement Handbook:</i> pp. 7, 47 <i>Parent Involvement Handbook:</i> pp. 13, 14, 50 <i>Parent Involvement Handbook:</i> pp. 19, 52, 53 <i>Parent Involvement Handbook:</i> pp. 25, 29, 30, 55, 56 <i>Parent Involvement Handbook:</i> pp. 31, 36, 58, 59 <i>Parent Involvement Handbook:</i> pp. 37, 42, 61, 62</p>
<ul style="list-style-type: none"> encourage children's attempts at reading and writing 	<p><i>Supermarket</i> <i>Construction Site</i> <i>Airport</i> <i>Museum</i> <i>Garden</i> <i>Zoo</i></p>	<p><i>Parent Involvement Handbook:</i> pp. 7, 9, 10, 11, 12, 46 <i>Parent Involvement Handbook:</i> pp. 13, 14, 16, 17, 18, 49 <i>Parent Involvement Handbook:</i> pp. 19, 20, 21, 22, 23, 24, 52 <i>Parent Involvement Handbook:</i> pp. 25–30, 55 <i>Parent Involvement Handbook:</i> pp. 31–36, 58 <i>Parent Involvement Handbook:</i> pp. 37–42, 61</p>
<ul style="list-style-type: none"> allow children to participate in activities that involve writing and reading (for example, cooking, making grocery lists) 	<p><i>Supermarket</i> <i>Construction Site</i> <i>Airport</i> <i>Museum</i> <i>Garden</i> <i>Zoo</i></p>	<p><i>Parent Involvement Handbook:</i> pp. 7–9 <i>Parent Involvement Handbook:</i> pp. 13, 14, 16, 49 <i>Parent Involvement Handbook:</i> pp. 20, 21 <i>Parent Involvement Handbook:</i> pp. 25, 27–30 <i>Parent Involvement Handbook:</i> pp. 31, 32 <i>Parent Involvement Handbook:</i> p. 38</p>
<ul style="list-style-type: none"> play games that involve specific directions (such as "Simon Says") 	<p><i>Supermarket</i> <i>Construction Site</i> <i>Airport</i> <i>Museum</i> <i>Garden</i> <i>Zoo</i></p>	<p><i>Parent Involvement Handbook:</i> pp. 7, 8 <i>Parent Involvement Handbook:</i> p. 14 <i>Parent Involvement Handbook:</i> p. 19 <i>Parent Involvement Handbook:</i> p. 25 <i>Parent Involvement Handbook:</i> p. 31 <i>Parent Involvement Handbook:</i> pp. 37–39, 61</p>

Building Language for Literacy

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<ul style="list-style-type: none">• have conversations with children during mealtimes and throughout the day	<p><i>Supermarket</i> <i>Construction Site</i> <i>Airport</i> <i>Museum</i> <i>Garden</i> <i>Zoo</i></p>	<p><i>Parent Involvement Handbook</i>: pp. 7–11, 46 <i>Parent Involvement Handbook</i>: pp. 13–18, 49 <i>Parent Involvement Handbook</i>: pp. 19–24, 52 <i>Parent Involvement Handbook</i>: pp. 25–30, 55 <i>Parent Involvement Handbook</i>: pp. 31–36, 58 <i>Parent Involvement Handbook</i>: pp. 37–42, 61</p>
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