

Key Education Publishing
Standards Correlation for *Fairy-Tale Readers' Theater:*
10 Fairy Tales Rewritten as Readers' Theater Scripts for Struggling Readers
to Improve Fluency and Comprehension Skills

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.** *Fairy-Tale Readers' Theater* contains 10 readers' theater scripts that students read to improve fluency and comprehension skills. In addition, it includes literature suggestions that students can read to learn more about the classic fairy tales upon which the scripts are based.
- 2. Students read literature from various time periods, cultures, and genres in order to form an understanding of humanity.** The scripts in *Fairy-Tale Readers' Theater* are based on classic fairy tales from various times and cultures, and the literature suggestions include different renditions of these tales, so that students can learn about different perspectives on the same story.
- 3. Students use a variety of strategies to build meaning while reading.** The repeated reading of the scripts in this book, along with specific fluency activities, build fluency skills that aid in comprehension. In addition, enrichment activities in each chapter support such skills and strategies as vocabulary development, drawing conclusions, inferring, reading for details, and comparing and contrasting.
- 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 throughout the activities. They communicate in spoken form while performing the scripts and participating in classroom discussion, they write things such as lists, descriptions, and notes, and they communicate visually through drawing and by helping to create props and costumes for the scripts.
- 5. Students become participating members of a variety of literacy communities.** Because readers' theater is inherently a group activity, doing the activities in this book is a very effective way to build a classroom literacy community.

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

This book supports one or more of the following recommended teaching practices for primary students:

- 1. Teachers read to children daily and provide opportunities for students to independently read both fiction and nonfiction texts.** *Fairy-Tale Readers' Theater* includes 10 Readers' Theater scripts that students read aloud along with literature suggestions that teachers can read to students or students can read independently.
- 2. Teachers provide opportunities for students to write many different kinds of texts for different purposes.** The enrichment activities in *Fairy Tale Readers' Theater* include writing activities such as lists, notes, and descriptions.
- 3. Teachers provide challenging instruction that expands children's knowledge of their world and expands their vocabularies.** The scripts in *Fairy-Tale Readers' Theater*, based on classic fairy tales, introduce children to well-loved literature. In addition, each chapter includes a vocabulary list to expand students' vocabulary.
- 4. Teachers adapt teaching strategies based on the individual needs of a child.** The varying reading levels in the scripts allow teachers to assign students parts that fit their individual needs.