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**The Critical Relationship of Dramtic Play and Literacy
Development: Primary Plays Handbook, Activity Packets and
Dramatic Play Kits for the Primary Classrooms**

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ABSTRACT

THE CRITICAL RELATIONSHIP
OF
DRAMATIC PLAY AND LITERACY DEVELOPMENT

Primary Plays Handbook, Activity Packets and Dramatic Play Kits
For the Primary Classrooms

By

Connie Lewellyn

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Dramatic play is a critical element of programs for young children as a means of acquiring literacy. Literacy-enriched play encourages children's exploration of reading and writing in the world around them. Although child-structured dramatic play is widely recognized as being important, few opportunities are provided for primary educators to incorporate this type of drama into their reading curriculums. This project provides a foundation to implement dramatic play activities in the preschool through third grade reading curriculums.

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CHAPTER I

BACKGROUND OF THE PROJECT

Introduction

The role of play in early education has been a focus since the 1800's (Moore, 2002). Proponents of play as a useful tool in primary education refer back to Frederick Froebel, a German educationalist who is best known as the originator of the kindergarten system (Ellington, 1990). Froebel established the significance of play as a creative activity and as a tool for children to become "aware of their place in the world" (Moore, 2002, p. 5).

In modern times, three prominent individuals were proponents of early childhood play greatly influencing the development of early childhood education programs of today. Maria Montessori, a humanistic scientist and founder of Children's House, took a scientific approach to education based on observation and experimentation. In the early 1900's, she established common best practices for early childhood education. Montessori's philosophy was children learn best in a nurturing environment with prepared discovery lessons. She believed "children teach themselves" (North American Teacher's Association [NAMTA] 1996-2005, p. 1). This simple philosophy of children's development inspired Montessori's enduring commitment to educational reform, methodology, psychology, teaching, and teacher training (NAMTA). Montessori developed the education approach used in today's Montessori Schools.

John Dewey, a leading American educational theorist and founder of Progressive Education, emphasized learning through experience, experiment and freedom. His philosophy supports the concept that "education is the sharing of experiences" (Dewey,

1938, p. 39). Dewey believed that the Progressive Philosophy is one that considers the relationship “between the processes of actual experience and education” (p. 20). He strove to create an atmosphere which promoted experience and at the same time instilled self-control.

The third prominent proponent of early childhood play was Jean Piaget, a leading Swiss psychologist. In 1945, Piaget researched the cognitive developmental stages of knowledge development in children. Piaget identified four developmental stages: (a) sensorimotor, (b) preoperational, (c) concrete operational and (d) formal operational. Today many primary educational programs are modeled after Piaget’s developmental stage theory, which supports the need for play in early childhood education (Fraser & Gestwicki, 2002).

An interest in children’s play has again become a topic of interest for early childhood educators and researchers. Although much emphasis and research has been done on emergent literacy, the interest in children’s play as it relates to young children’s literacy development has again resurfaced (Korat, Bahar, & Snapir, 2001). This is partly due to the extensive research on emergent literature in the past three decades and partly due to Vygotsky’s theory that promoted the “importance of the sociocultural context in children’s cognitive development” (Korat, et al., p. 1). Researchers have identified four types of play: (a) functional, (b) constructive, (c) games with rules, and (d) dramatic (Poidevant & Spruill, 1993). The focus of this project is on dramatic play. As defined by Smilansky and Shefalya, dramatic play “allows the child to be an actor, observer and interactor simultaneously, using his abilities in common enterprise with other children” (Poidevant & Spruill, 1993, p. 2). Further, “dramatic play is characterized by the mental

transformation of objects, actions, and situations” by the child (Owocki, 1999, p. 11).

Vygotsky believed dramatic play was “an important activity that supports the development of higher mental functions in children” (Korat et al., p.1). In particular, the social dialogues between children, their peers, and their caregivers lay the foundation for these later developed higher mental functions. As suggested by research, “the ability to engage in play...may contribute to the academic successes of children” (Calabrese, 2003, p. 1). Play dialogues are instrumental for children’s development “because they internalize them as self-regulatory inner speech” according to Vygotsky (Korat, et al., p. 1). By utilizing child structured dramatic play, individuals are given a “greater opportunity to explore content of their own choosing and the chance to be creative” (Dunn, 1998, p. 3).

Primary classrooms in rural area schools are relying on adopted reading curriculums that do not incorporate the use of dramatic play to enhance the literary experience. Dramatic play resources are not readily available for these educators. These teachers rely on creating their own activities or do not incorporate dramatic play at all. The project provides readily available dramatic play materials complete with plays, flannel board stories, related literature, activities, costumes, puppets, and props designed to boost the reading curriculum.

Purpose of the Project

The purpose of the project is to provide primary teachers with a handbook of children’s plays complete with activities and materials organized into packets and kits to be implemented in the reading curriculum. The handbook is comprised of a variety of children’s plays and flannel board stories. The packets contain the related hands-on

reproducible activities as well as a list of materials needed within the classroom. The kits include the costumes, puppets, props, and related literature. All are designed to allow students to successfully enrich the classroom's reading curriculum. The project provides primary teachers with the necessary materials for dramatic plays, story telling and puppet plays. These are designed to enhance the set curriculum as a tool to guide students into a better understanding of the literature.

Significance of the Project

Research indicates that play is a critical element of programs for young children as a means of acquiring literacy (Calabrese, 2003). "It is also proven that English Language Learners are more likely to make the necessary adjustments to the school environment if dramatic play activity is used as an integral part of the regular curriculum" (McKimney, 1993, p. 2). The impact of role play upon social, emotional, physical and cognitive development has been strongly supported by research (Calabrese). "The development of make-believe skills... leads to better verbalization, richer vocabulary, higher language comprehension, and language level increased imagination and increased attention span" (Poidevant & Spruill, 1992, p. 2). Play is a "natural medium for children's learning" to take place (Morado, 1999, p. 2). Of the four types of play, dramatic play has been highly correlated with these areas of development. The social growth of the child advances through his experiences in dramatic play (Crosscup, 1966). Dramatic play is person oriented and highly interactional. It allows the child to be the actor.

"Literacy-enriched play centers encourage children's exploration of writing and reading through socio dramatic play that is built around a theme" (Rybczynski, 1993, p.

7). Critical literacy skills are enhanced when children engage in “literature through play and drama” (Dunn, 1999, p. 1). Researchers have recommended that “dramatic play settings can also be extended and enhanced to support literacy through the addition of literacy props” (Morado, 1999, p.2). Therefore, the significance of this project is to allow primary teachers an efficient way to implement dramatic play into their current existing curriculums.

Limitations

The limitations of this project are as follows:

1. In order for the dramatic play units to be effective, guidelines must be established within the classrooms which clarify student’s expectations, group expectations and the teacher’s role.
2. The project contains plays and related learning activities appropriate for kindergarten through third grades and may not be appropriate or realistic for older students.
3. The objective of this project is to provide primary teachers with readily available dramatic play materials to enhance the set curriculum.
4. This project is only a starting point for educators. Many other resources are available and should be utilized.

Definition of Terms

Definitions of terms are as follows and will provide a clearer understanding of this project:

Dramatic Play: Process by which children represent themselves in an imagined situation (Olsen & Sumsion, 2000)

EALR's: Essential Academic Learning Requirements; learning goal guidelines established by OSPI for Washington State

OSPI: Office of Public Instruction for Washington State

Play: Process by which children learn about the world around them (Dunn, 1998)

Primary: Kindergarten through third grade

Props: Items used to represent characters and objects in a story or play (Webster's New Compact Dictionary and Roget's Thesaurus)

Socio dramatic Play: Most developed form of play; involves interaction with others, elements and imitation and imagination utilized (Calabrese, 2003)

WASL: Washington Assessment Standardized Learning; standardized test required for grades 4, 7 and 10 in reading, writing, and math

Project Overview

Chapter I includes the purpose and rationale of the project as well as definitions and limitations. Chapter II is the literature reviews used for this project, which include the research summaries that support dramatic play as a tool to enhance the development of literacy. Chapter III provides an explanation of the methods used to gather and analyze information for this project. Chapter IV explains the project, including student and teacher expectations. Chapter V includes the summary, conclusions and recommendations. The Appendix includes the Essential Academic Learning Requirements in reading for kindergarten through third grades along with the Primary Plays and stories for Primary Classrooms.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Chapter II delineates the objectives, goals and benefits of dramatic play within the classroom. The information provides a foundation to implement dramatic play activities in the kindergarten through third grade classrooms. The purpose is to provide possible ideas and reasons early childhood educators and primary teachers should implement dramatic play activities into their curriculum. By providing dramatic play activities, teachers offer students the opportunity to learn about themselves and the world around them. Many past and present educators support the concept of dramatic play.

In the early 1800's, Freidrich Froebel, a pioneer of early childhood educational reform stated "play is the purest, the most spiritual product of man at this stage... and an imitation of the total human life" (Brosterman, 1997, p.33). Froebel's book, "*The Education of Man*", laid the foundation for early childhood education. He "believed in the development of intelligence and character through activities that engaged the interest of children" (Shirreff, 1999, p. 1). An environment that met the needs of young learners became known as the kindergarten or children's garden. The four basic components of Froebel's philosophy of education were: (a) free self-activity, (b) creativity, (c) social participation, and (d) motor expression.

The definition of free self-activity is the development of qualities and skills that allow for an invisible idea to become a reality. "Self-activity involves formulating that purpose, planning out that purpose and then acting on that plan until the purpose is realized" (Ellington, 1990, p. 2). Froebel's theory of introducing play as a means of

engaging children in self-activity for the purpose of externalizing their inner nature is one of his most significant contributions to early childhood education. Dewey describes Froebel's concept of play as free play which engages imaginative powers, thoughts and physical movements and then creates his own images and educational interests (Ellington, 1990). Froebel believed that "harnessing the natural activity of children was the key to educating the young" (Brosterman, 1997, p. 33). Activity is essential to the child's psyche and extends to every facet of the child's development. The activity itself is not what is important, but the meaning it holds for the child (Crosscup, 1966).

The second component of Froebel's education plan was creativity. By giving children instructional materials and stimulating activities, Froebel enhanced children's exploration of the world around them. He created these instructional materials called "gifts and occupations" (Morrow, 2001, p. 4). An object or gift such as a sphere, block, or cylinder was known as a gift and aided the child in understanding relationships of dimension, size and shape (Brosterman, 1997). Exploratory items such as clay and paints were called occupations which allowed children to use their own creative expression and make whatever they desired (Ellington, 1990). Self-activity and creative imaginative play guided the child into understanding his relationship to the world around him.

Froebel's third component of his educational plan was social participation. Froebel strove to connect the family environment to the school setting in an effort to allow the child to make connections between the two environments. Froebel understood that a child first learns from the family around him and imitates the daily life of those family members. By providing a family setting within the school, Froebel created a comfortable, familiar environment for the child to begin social interactions. His initial

curriculum of home occupations further allowed for the connection of family and school to take place (Ellington, 1990).

Motor expression, referring to learning by doing, is the fourth component of Froebel's educational philosophy. He believed a child should be allowed "to grow at his own pace through the developmental stages," thoroughly engaging in all experiences as he proceeds through the educational experience" (Ellington, 1990, p. 2). The educator's job is to recognize the stages of development and provide the appropriate materials and activities to ensure that proper development is taking place.

"Froebel was the first educator to design an organized curriculum for young children" (Morrow, 2001, p. 5). Several of Froebel's significant strategies implemented in kindergarten programs today are "the emphasis on guided play as a method for learning, the learning of certain concepts through manipulative materials that use the senses and circle time" (Morrow, 2001, p. 5).

Maria Montessori, the first female Italian physician and founder of the Montessori Method, contributed to the education field by analyzing how children learn. Her clinical observations in her medical practice led her to conclude that children develop "themselves from what they find in their environment" (NAMTA, 1996, p. 1). Montessori ascribed to a "clear theory of development, primarily a constructivist theory similar to Piaget's" (Chatin-McNichols, 1998, p. 3). Her goal was to "develop the whole personality of the child" (Hainstock, 1978, p. 11). She described "sensitive periods of a child's development, periods when the child seeks certain stimuli with immense intensity, and can most easily master a particular learning skill" (Enright & Cox, 1997, p. 3). Montessori believed the educator's role is to identify those specific periods in each

individual child and allow the child access to the appropriate materials to develop and master those skills. She felt that children have the capacity to teach themselves and learn naturally unassisted by adults. The educator's job is to serve the child, determining what each individual child needs to make the greatest progress. Montessori proposed that "children learn best within an environment created to nurture and enhance each individual child's unique development" (Sheridan, 2000, p. 1). The educator creates the environment or task "with appropriate materials and experiences for learning," which allows for the child's learning to occur naturally (Morrow, 2001, p. 7). She believed the "essential thing is for the task to arouse such an interest that it engages the child's whole personality" (Montessori, 1949, p. 206).

Montessori identified stages of childhood development known as the Four Planes of Development. In the first stage, birth to six, children are sensorial explorers. They study the environment around them including language and culture. In the second and third planes, from age six to twelve, children are known as reasoning explorers. During these stages, children develop powers of abstraction and imagination. From ages twelve to eighteen, the fourth plane, children grow from childhood to adolescence. During this time, they undergo mentality changes (Enright & Cox, 1997). According to Montessori, children then use their knowledge to further explore and expand their world (Montessori, 1965a). Independence is gained when the child carries out the activities, integrates acting and thinking, and draws his own conclusions as to why things function (Enright & Cox).

Montessori's educational philosophy was distinguished from other educational approaches by her basic concepts which are: (a) the teacher must pay attention to the child, (b) the child is allowed to proceed through the controlled environment at his own

pace, (c) imaginative teaching materials are essential to the process, and (d) the child is allowed to self-correct and learn from his own mistakes (Kramer, 1976). The prepared environments and the educator's role in the classroom are carefully planned to meet the needs of the students. The students "learn through activities that involve exploration, manipulations, order, repetitions, abstraction and communication" (Kramer, p. 4).

Montessori's theory of educating children emphasizes "the importance of human life and development, intelligence and free will" (Enright & Cox, 1997, p. 4). She believed "man is a fusion of personality and education, and education includes the series of experiences he undergoes during his life" (Montessori, 1965b, p. 113). Montessori's basic concepts are "incorporated into almost every early childhood program" (Morrison, 1995, p. 70).

Early in the 1900's, John Dewey, the founder of Progressive Education, believed imagination and social relationships were developed through experiences. Like Montessori, he provided environments rich in experiences to aide in the developmental process. The foundation of Progressive Education connects the act of learning to personal experience. Dewey (1938) believed sound educational experiences to include continuity "between the learner and what is learned" (p. 10). He emphasized the importance of the quality of learning experiences. Educators need to make the experiences enjoyable, but also applicable to future learning and future experiences. The educators' job is to present positive, creative experiences that lay the foundation for later experiences. Dewey defined the theory of experience as essentially two types of experiences- those which are educationally sound and those which are not. He labeled this as the principle of experiential continuum. Educators need to know the difference in order to wisely choose educationally sound lessons with relevance for students.

Dewey (1938) explained the principle of the continuity of experience as “every experience takes up something from those which have gone before and modifies in some way the quality of those which come after” (p. 35). Dewey philosophized that we are who we are because we assimilate all our experiences. We take the good from our experiences and integrate them into our habitual behavior. It changes how we do things now and how we will do things in the future.

The educator needs to be aware of the situation in which active participation and interaction are taking place. When controlling the learning environment, the teacher takes into account the needs of the students in order to make the experience worthwhile. He strives to adapt the material to the needs and capacities of the individuals within the group.

Dewey warned that every experience prepares individuals for later experiences of a deeper and more expansive quality (p.44). However, that does not mean acquiring knowledge will automatically prepare the student for the future. Subject matter learned alone without being able to experience the knowledge cannot easily be recalled later in life.

Dewey’s two main principles for incorporating his constitution of experience were interaction and continuity (p. 51). He stated that there must be clear consistent rules established that all who participate in the group must follow. Rules are part of the game or the established learning process. In this type of learning, the students share, cooperate and interact with each other. By design, students actively participate and “share in a common experience” (Dewey, p. 53).

Dewey believed that learning is a social interaction in which all members contribute. Cooperative learning works because of the commonalities of the group. Educators choose materials and activities that assist the learners to find the knowledge through a social experience. The teacher's job is to set up the conditions, organization of group process, the activity and act as facilitator. The students are allowed to learn and discover the answers on their own. The educator must understand that learning is a social process. Learning should take place in a social learning environment which incorporates movement and activities. He also warns that just because educators are allowing physical movement and hands-on activities does not mean that the desired learning is guaranteed.

Another purpose for the learning activity is for the teacher to observe the students. Gaining insight into the students' style of learning and social interaction is a valuable tool for the educator. Dewey (1938) warned that "without this insight, there is only an accidental chance that the material of study and methods used for instruction will so come home to an individual that his development of mind and character is actually directed" (p. 62). Dewey further explained that another reason for increasing the outward movement is that it enhances the actual learning process. Students experience hands-on activities and then must have a quiet reflective time which is used to organize what has been gained in the active learning process. Dewey further stated that the ideal aim of education is the creation of power and self-control. The student should have the power of learning while the educator guides the students into responsible, active learners.

Rationale for Supporting Dramatic Play in the Classroom

Jean Piaget, a leading Swiss psychologist (1945/1962) carefully researched the developmental stages of how knowledge develops in children. Piaget's theory of

developmental stages is that “increasingly complex intellectual processes are built on primitive foundations laid in earlier stages of development” (Piaget, 1963, p. 21). During the sensorimotor stage (birth -2 years old), the child establishes a set of concepts regarding reality and how these concepts interact. Throughout the preoperational stage, (ages 2-7), the child is incapable of conceptualizing abstractly and requires concrete physical situations. In the concrete operational stage (ages 7-11), the child begins to conceptualize and creates logical structures to explain his experiences. During the final stage or the formal operational stage (ages 11-15), the child’s cognitive structures expand to include conceptual reasoning (Morrow, 2001).

Many primary programs are modeled on Piaget’s developmental stage theory, which has also laid the foundation for the constructivists’ learning theory (Fraser & Gestwicki, 2002). The constructivist’s theory emphasizes that “learning is an active process in which learners construct new ideas or concepts based upon their current and past knowledge” (Arts in Education, 2004). Dramatic play is an active process and provides a nurturing experience in which active learning can occur.

Within the past fifteen years, the topic of children’s play has resurfaced and again is being investigated for its role in young children’s acquisition of literacy (Korat, et al., 2002, p. 1). “This development is largely related to a renowned Russian psychologist, L.S. Vygotsky’s theory promoting the importance of the sociocultural context in children’s cognitive development to the extensive research on emergent literacy in the last three decades” (Korat, et al., 2002, p. 1). Vygotsky regarded early pretend play as an essential activity which supported the development of cognitive thinking while Piaget believed early pretend play to be a solitary activity that strengthened schema that children

already possessed (Korat, et al.). “Vygotsky’s views on children’s play were instrumental in establishing that the higher mental functions owe their existence to the social dialogues between children and their peers as well as their caregivers” (Korat, et al., p. 2). Vygotsky states these dialogues are essential for children’s development because children “internalize them as self-regulatory inner speech” (Korat, et al., p.1).

A quantitative study by John M. Poidenvant and David A. Spruill further researched the correlation between play activities and the development of cognitive thinking. The study included elementary students who were at-risk for low academic achievement and students who were non-risk for low academic achievement. Their research is summarized in the article “*Play Activities of At-Risk and Non-At-Risk Elementary students: Is there a difference?*” which was published in the Child Study Journal, 1993, Vol.23 Issue 3 in 1993. The field study is of forty-nine at-risk and non-risk elementary students randomly selected from two comparable size elementary schools located in a large metropolitan area in a southern state. The researchers were attempting to find a correlation between behaviors of primary students who do not finish high school and primary students who have difficulty in aspects of well-developed sociodramatic play. These behaviors included the development of self-confidence, self control, and self awareness. Effective communication skills, adaptability in new situations, problem solving skills with others and sensitivity to the needs of others were identified as counseling goals for at-risk youth. These counseling goals were compared with the school related behaviors of socio dramatic play and numerous similarities were found. The authors then hypothesized the play activities of at-risk and non-at risk children could be compared to determine possible differences. If any differences were found, they may

help with the identifying of social or cognitive deficits of at-risk children. This in turn may lead to the development of interventional strategies. The variables studied were the specific behaviors and verbalizations including the interaction in the play environment, the amount of verbal communication, the persistence in the role playing and the make-believe with objects and situations. The dependent variables were grade level, age and gender of the students.

The purpose of Poidevant and Spruill's study was to observe and compare at-risk and non-risk kindergarten through third grade students while engaging in structured play environments. The researchers measured the presence or absence of imitative play, make believe play with objects, make believe with actions and situations prevalent in role play. They also measured interaction and verbal communication. A total of forty-nine thirty-minute play sessions were conducted with one child at a time and videotaped for review and critique later.

The sessions indicated the play behaviors of at-risk and non-at-risk children had significant differences. This indicated that the development of effective make believe skills is directly related to the student's home environment. The academic development was not pursued by the parents of the students who lived in at-risk homes.

The mean scores show that at-risk students scored higher than non-at-risk students on play activities when substitution of make believe objects were involved, which included movements or verbal declarations for real objects. In contrast, the make-believe with actions situations subscale measured play activities involving verbal descriptions of actions and situations, showing the non-at-risk students had higher mean scores than the at-risk students.

In conclusion, this study showed that at-risk children may not have the same opportunity to develop imaginative abilities as it relates to their environment as non-risk students. Therefore, the at-risk students were not as capable in developing the academic skills necessary for early school success. The researchers further conclude the difficulty in measuring play behavior and its affects on academic performance.

According to Smilansky and Shefatya, “dramatic play is one of the most important forms of play” (Olsen & Sumsion, 2002, p. 2). The definition of dramatic play found in the NSW English K-6 Syllabus (1994) is “the process by which children represents themselves in imagined situations” (Olsen & Sumsion, p. 2). The six characteristics of play as defined by Smilansky & Shelfatya are: (a) children have time, space and applicable objects, (b) it is a co-operative enterprise, (c) personal freedom is allowed, (d) it develops according to a pre-defined theme, (e) it is an expressive world of make-believe yet is reality bound, and (f) players must be understood by other players in order to carry on continuity (Olsen & Sumsion).

Today primary teachers’ curriculum is packed with the focus on acquisition of reading and math skills. Allowing time for children to participate in dramatic play within the classroom appears to be diminishing (Olsen & Sumsion, 2002). Three barriers to implementing dramatic play within the classroom have been identified by Kagan (Olsen & Sumsion). These are: (a) attitudes of the primary educators, (b) structural limitations such as time, curricula, space and materials, and (c) functional.

A quantitative study by Amanda E. Olsen and Jennifer Sumsion further explored the educator’s perceptions of the importance of dramatic play and the factors supporting or discouraging its use. The study is summarized in the article “*Early Childhood Teacher*

Practices regarding the use of Dramatic Play in K-2 Classrooms” which was presented at the Annual Conference of the Australian Association for Research in Education, Sydney, December, 2000. More specifically, the study aimed to (a) determine some of the factors which influence early childhood teacher’s decisions regarding whether to include dramatic play in their classrooms, and (b) document early childhood teacher practices when implementing dramatic play in K-2 classrooms. The purpose of Olsen and Sumsion’s research was to explore and compare the implementation of dramatic play as well as the attitudes and barriers which influence teachers. Multiple methods of data collection were evidenced which included semi-structured interviews with participants, non-participant observation, and document analysis. The factors discussed are survival, control, commitment to implementing dramatic play, reflection on professional practice, perceptions of dramatic play, time, space and collegial support. The impact of these factors was explored with each participant.

In conclusion, this study showed that kindergarten teachers may believe in the importance of implementing dramatic play, yet, are influenced by many factors in actual implementation of dramatic play. Educators in this study, who were committed to dramatic play, show self-efficacy and organizational skills, demonstrated how it is possible to engage students in dramatic play as a means of facilitating spoken language and in developing cognitive thinking skills. It is also noted that much support is necessary to persuade educators to implement dramatic play into their existing curriculums.

Summary

Dramatic play is an effective educational tool for assisting primary students in literacy development. The basis for implementing dramatic play into the primary

curriculum is supported by the theories of Froebel, Montessori, Dewey and Piaget. More recently the research of Vygotsky supports the rationale of play as a means of developing higher cognitive function in children. In addition, dramatic play provides opportunities for language development and social functioning as well as allowing the child to discover himself and the world around him. Further, dramatic play allows for the teacher to observe the students and gain an understanding of their learning styles. Finally, by allowing children to initiate their own activities, children are empowered as learners.

CHAPTER III

PROCEDURES

Origin of Project

The author became interested in this project about 5 years ago while teaching kindergarten at a rural elementary school in Eastern Washington. The majority of the students were English Language Learners from Hispanic, Russian and Ukrainian origin. During the course of this assignment, the author developed a kindergarten curriculum based upon the Washington State Essential Academic Learning Requirements. The curriculum included theme based units incorporating reading and math into the play centers. The author noticed that the kindergarten students became more engaging in conversation when dramatic play stations were available. The students were actively engaged in their learning and more willing to converse in English with other students as well as the author.

After realizing the time restraints regarding the implementation of dramatic play centers, the author organized materials and activities into dramatic play theme packets that would be relevant and beneficial to the early childhood education. This project serves as an extension to the reading curriculum designed to benefit early childhood and primary educators with limited time and resources.

Emergence of English literacy is a difficult task for English Language Learners. The author began implementing play centers as a means to provide practice in language acquisition as well as development of literacy for the kindergarten students. The centers evolved around the kindergarten literature based thematic units. The theme units were familiar areas of study for five and six year old students which included: (a) school, (b)

Fall, (c) cats, (d) mice, (e) harvest, (f) folk tales, (g) Winter, (h) groundhogs, (i) fairy tales, (j) insects, and (k) Summer. Each unit was integrated into the reading and math curriculums. The five play centers were (a) story listening center, (b) math manipulative center, (c) music center, (d) creative center, and (e) dramatic play center. During the play centers time, the literature theme was again reinforced.

Guidelines were given for the students to follow during center time. With only four students allowed in each center, students were to remain on task, work cooperatively and quietly. They were allowed a five-minute warning to put away the centers. The students were positively reinforced for appropriate center time behaviors or redirected when necessary to comply with established guidelines.

The author noticed that the most desirable play centers were the dramatic play stations, which allowed students to engage in dramatic play. The materials provided were costumes, puppets, masks, flannel board stories, and props, which supported the literary theme. The learners who actively engaged in the dramatic play centers were more willing to converse with other English-speaking students and the author.

Project Development

A wide variety of competencies are achieved or enhanced through students' involvement in make-believe or imaginary experiences. Dramatic play in the early childhood and primary educational experience is an essential part of a student's literacy development. Educators need to provide opportunity for children in early childhood and primary classrooms to engage in hands-on experiences with literature. Students need to be able to retell the story, act out the story, engage in activities, and relate these experiences to their own lives. Students who are actively involved in learning retain the

information and acquire the skills necessary to become fluent readers. In providing dramatic play materials, opportunity is given for the students to combine their imagination with the spoken language.

Primary reading teachers in rural areas rely on textbooks and lessons that do not incorporate many hands-on activities. The project provides teachers with dramatic play materials that relate to the reading curriculum and can be combined with the Washington State reading essential learning requirements.

The author has compiled a handbook of plays and stories complete with activity packets and dramatic play kits that will benefit the primary students play experience and offer the educators the convenience of readily available materials. The materials were gathered from a variety of sources including early childhood and primary textbooks, reading curriculums, magazines, educational research journals and a variety of stores. The project assists educators in designing dramatic play activities into the curriculum that will be beneficial and easily incorporated. The materials are developed for use by kindergarten through third grade teachers and students. These materials relate to the literature taught over the course of an entire school year.

Project Implementation

The project focuses dramatic play as an element in the development of literacy for primary children. The project offers dramatic play materials based upon early childhood literature, primary literature, and literature within the district's reading curriculum. The materials contain a compilation of dramatic play activities that support the teacher in providing hands-on experiences for their students. Also included in the materials are

extension activities to further enhance the literature. The author encourages all primary educators to incorporate dramatic play into the curriculum as a means to develop literacy.

CHAPTER IV

THE PROJECT

Introduction

This project consists of materials organized into a handbook, activity packets and dramatic play kits. The handbook contains a variety of children's plays, flannel board stories, and references of children's plays at the primary reading level. The activity packets are a compilation of various story telling aides and reproducible materials which support the teacher in providing hands-on experiences for their students. The dramatic play kits include numerous children's costumes, props, puppets and related books used for integrating dramatic play into the curriculum and further allow for the students to engage in dramatic play activities.

The project is compiled for primary general education teachers interested in incorporating dramatic play into their reading curriculum. It is available to elementary teachers who desire to incorporate dramatic play into their reading lessons. The project can be used in individual classrooms; in an enrichment after-school program; or in a summer school program.

The Project

The handbook is organized into ten units by the months of the school year with plays and flannel board stories for connecting classroom literature to dramatic play. Each of these units provides children plays that assist the classroom teacher in incorporating dramatic play into the classroom from September through June. In addition to dramatic plays and flannel board stories, each activity packet contains related story telling aides and reproducible materials. The dramatic play kits contain costumes, props, puppets and

related primary books. The nine dramatic play kits are arranged by (a) hats and scarves, (b) costumes, (c) props, (d) farm puppets, (e) fantasy puppets, (f) forest puppets, (g) character and ocean puppets, (h) safari and jungle puppets, and (i) insect puppets. The project provides teachers with readily available materials to easily incorporate dramatic play into the classroom and is intended to lay the foundation for integrating dramatic play into the curriculum. Teachers are then encouraged to expand dramatic play to include units within their set curriculums. Several resources for children's plays are listed and utilized in the handbook and teachers are encouraged to continue to add resources to the handbook, activity packets, and dramatic play kits. Dramatic play is an educational strategy focusing on children learning oral language and acquiring an interest in reading.

Student Expectations

Children naturally engage in play. When given the opportunity to have direction in their play activities, children eagerly participate without realizing the benefits. Students should be actively involved in the dramatic play process. Therefore, students should be encouraged to create, plan and perform their own plays at the same time learning about others around them. This is a natural process for children. However, students will be expected to meet the guidelines and objectives as required by each individual teacher. The students will demonstrate their knowledge of each reading unit through various forms of assessment. For kindergarten students, assessment may be the cooperation within the group and the care of materials. A group presentation of a children's play at the primary level is an activity which allows for many different types of assessment to occur throughout the play process.

Teacher Expectations

Teachers must be aware of several ideals when incorporating dramatic play into the curriculum. These tasks include setting clear, consistent expectations; setting schedules; assisting students in keeping focused on the learning; being supportive of the creativity of the students; guiding cooperative learning groups; encouraging the students to participate; providing supervision; and preparing students for assessment. Dramatic play adds to the curriculum and places meaning into the literature for the student. Educators must create a relaxed, safe and secure environment that allows for the students own creativity to naturally be nurtured and involve all students. Teachers need to allow students to work cooperatively and problem solve when using the dramatic play packets. Dramatic play encourages students to explore the world around them with fun activities while interacting positively with their peers in the classroom. In selecting children's plays, educators should chose plays that are (a) short and simple, (b) something happening all the time, (c) prevalent humor, (d) clear cut and extreme characters, (e) an imaginative plot. It is essential to remember children like action (Walker, 1957). All students should be assessed based upon their individual learning styles, developmental stage, and if they met their individual or group objectives for the unit.

Summary

By providing this project, primary teachers have a handbook with numerous reproducible student plays and flannel board stories available to easily integrate dramatic play into the primary reading curriculum. In addition, extension activities, costumes, props, puppets, and related literature are organized and labeled for easy identification. As stated in Chapter II, dramatic play is an essential activity that aides in the development of

cognitive thinking. Social dialogues between children and their peers need to be experienced. The handbook, complete with the activity packets and dramatic play kits, help to ensure that the primary students at this rural elementary school have the opportunity to practice play dialogue and increase the students' desire to engage in literary activities. The extension activities allow children to continue the dramatic play at home.

This project concludes with a bibliography of research that supports the idea of incorporating dramatic play in the primary classroom. Also listed are resources available to the primary classroom teacher to further extend the use of this project.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The background of this project was the adoption of a reading curriculum by the small, rural school district in Washington State. This curriculum was one of the four recommended by Office Superintendent of Public Instruction which met the EALR's established by Washington State's OSPI. Within this primary reading curriculum, dramatic play activities are suggested as enrichment activities, however, rarely implemented due to time and material restraints. This project is readily available to these primary teachers to easily incorporate into the reading curriculum.

Dramatic play, as an extension activity, is often not implemented in the primary classroom. This project was specifically developed to enhance the reading curriculum and provide hands-on activities for each month of the school year. The units designed within the project integrate dramatic play with the literature being taught in the primary classrooms. The project assists teachers in further selecting dramatic play activities that reinforce concepts as well as build and develop students' language acquisition and emergence of literacy.

Conclusions

At the conclusion of this project, primary educators at this rural school have a handbook, activity packets and dramatic play kits that can be used to integrate dramatic play into the district's adopted reading curriculum. The monthly units each have children's plays at the primary reading level along with reproducible activities relating to the curriculum literature. The activities will allow students the opportunities to extend

skills learned in the classroom to their home environments. By providing hands-on activities and materials, children are given the opportunity to practice their language and reading skills as it correlates with the literature in the classroom.

Recommendations

As a result of this project, a handbook was created with activity packets and dramatic play kits developed for use by primary educators in this small rural Washington state school district. It is recommended that the primary educators who choose to implement dramatic play activities in their classrooms and utilize the handbook, activity packets, and dramatic play kits continue to further add children's plays, activities and materials as well as resources. It will be beneficial to note the success and failures of the plays and activities as well as what is lacking from the dramatic play kits after each unit. An inventory checklist on each activity packets and dramatic play kit will need to be maintained to ensure these remain complete.

The plays and flannel board stories in the handbook may need to be altered to meet the reading levels of the individual primary classrooms engaged in dramatic play. Teachers must also consider how dramatic play will take place in their classrooms and what additional materials they may have available to enhance the experience for their students. By setting boundaries and expectations for dramatic play, teachers will best utilize the handbook, packets and kits.

The plays and stories in the handbook are meant as a guide and a beginning to incorporating dramatic play into the curriculum. Primary teachers are required to incorporate the Washington State Essential Academic Learning Requirements (EALR's)

into their curriculum, therefore, the EALR's for reading are attached to ensure their inclusion in each reading unit.

Further, it is recommended that the plays and stories along with the packets and kits be piloted by several or primary teachers within this rural district to ensure the usefulness of the handbook and the activity packets and dramatic play kits. The project is intended to be an initial resource and should be added to and revised as necessary.

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APPENDIXES

Appendix A

WASHINGTON READING

ESSENTIAL ACADEMIC REQUIREMENTS

**Reading
Grade-Level Expectations**

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Reading — Kindergarten

In kindergarten, students understand and apply concepts of print, phonological, and phonemic awareness. They expand their oral language skills and gain meaningful vocabulary for reading. Students demonstrate comprehension through a variety of responses when listening to or viewing informational and literary text. They are interested in a variety of books.

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

1.1.1 Understand and apply concepts of print.

- Use directionality when listening to or following text.
- Identify front cover, back cover, and title of books.
- Recognize that print represents spoken language (e.g., environmental print and own name).
- Recognize letters and spaces between words.

1.1.2 Understand and apply phonological awareness and phonemic awareness.

- Substitute auditorially one phoneme for another to make a new word (e.g., beginning and ending sounds; oddity tasks).
- Discriminate auditorially rhyme and identify rhyming words in response to an oral prompt.
- Manipulate and segment words orally by onset and rime.
- Segment and blend two and three phoneme words orally.

1.1.3 Apply understanding of oral language skills to develop reading skills.

- Participate orally in discussions/interactions (e.g., contribute descriptions, explanations, and details) when listening to stories read aloud and/or during shared reading.

1.1.4 Apply understanding of phonics.

- Identify letters of the alphabet.
- Identify common consonant sounds and short vowel sounds.
- Use common consonant sounds with short vowel sounds to decode three- and four-letter words.
- Use knowledge of phonics to read unfamiliar words in isolation and in context.

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Understand how to use resources to learn new word meanings.

- Use simple resources with teacher guidance (e.g., picture dictionaries).

1.2.2 Apply vocabulary strategies in grade-level text.

- Use oral language structure, letters, and pictures to predict and confirm word meaning with teacher guidance.

- Use prior knowledge and context in read aloud and/or shared reading to predict meaning of unfamiliar words.

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Use oral vocabulary gained through listening to a variety of read alouds from informational/expository text and literary/narrative text, including text from a variety of cultures and communities.

1.3.2 Understand and apply content/academic vocabulary.

- Use content/academic vocabulary during class discussions.

Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.1 Know common sight words appropriate to grade-level.

- Read selected sight words in isolation/lists.
- Recognize common sight words in text.

EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.1 Understand how to ask questions about text.

- Ask and answer questions before, during, and after read aloud and/or shared reading.

2.1.2 Understand how to create mental imagery.

- Compose visual images from what is read aloud and/or during shared reading. (e.g., draw a picture to represent something that was read in a story).

2.1.3 Understand that some parts of the text are more important than others.

- Identify important parts of informational/expository text and literary/narrative text in a group discussion.

2.1.4 Understand how to use prior knowledge.

- Make connections or identify similarities between self and text from a variety of cultures and communities after read alouds and/or shared reading.

2.1.5 Understand how to infer/ predict meaning.

- Use pictures and culturally relevant text read aloud and/or during shared reading to predict what will happen next; support predictions using information from the text.
- Make inferences orally before, during, and after hearing a story using prior knowledge, story structure, and prediction.

Component 2.2 Understand and apply knowledge of text components to comprehend text.

2.2.1 Understand story sequence.

- Retell familiar stories using a beginning, middle, and end. (Note: Story telling order can differ between cultures. For example, in some cultures the end of the story is told first.)

2.2.2 Understand features of printed text and electronic sources.

- Identify page numbers and titles in text.
- Identify and use icons.

2.2.3 Understand story elements.

- Identify story elements of character, setting, and important events with teacher guidance.

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.1 Understand similarities within and between informational/expository text and literary/narrative text.

- Identify similarities in characters and settings within and between culturally relevant literary/narrative texts read aloud and/or during shared reading.
- Identify common information about a topic within and between texts (e.g., all birds in the text build their nests on the ground).

2.3.2 Understand concept of categories.

- Sort objects by various attributes such as color, size, and purpose.
- Orally sort words by various attributes (e.g., food, animals, colors, shapes).

Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

2.4.1 Understand how to give personal responses and make connections to text.

- Generate a personal response or make connections to text based on a teacher prompt using information from a culturally relevant read aloud and/or shared reading.

2.4.2 Understand purposes of simple text.

- Identify the purpose of everyday printed materials (e.g., signs, labels, newspapers, story books, lists, etc.).

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Understand that resources contain information needed to answer questions and solve problems.

- Listen to and talk about information from a variety of types of informational/expository text.
- Participate in whole-group discussions to generate questions and listen to informational/expository text for answers to those questions.

Component 3.2 Read to perform a task.

3.2.1 Understand that signs and labels convey information.

- Explain the meaning of labels and environmental print.

Component 3.4 Read for literary/narrative experience in a variety of genres.

3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.

- Listen to and discuss a variety of literature representing different perspectives of family, friendship, culture and tradition and generate a personal response.

3.4.2 Understand traditional and contemporary literature written in a variety of genres.

- Listen to and provide a personal response to literature including culturally relevant texts from a variety of genres by drawing, performing, and explaining.

3.4.3 Understand that literature represents different cultures and traditions.

- Identify and discuss the culture and/or traditions represented in a story (with teacher guidance).

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Understand how readers choose books.

- Choose books and share with others with teacher guidance.

Reading—Grade 1

In first grade, students apply concepts of print, phonological and phonemic awareness, oral language skills, and phonics. They continue to expand their reading vocabulary and demonstrate comprehension by participating in a variety of responses. Students choose and read a variety of books for pleasure.

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.
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1.1.1 Understand and apply concepts of print.

- Use directionality when reading independently.
- Identify title page, table of contents, author, and illustrator of books.
- Recognize that print represents spoken language.
- Recognize the difference between words and sentences (e.g., know sentences start with capital letters and end with punctuation).
- Identify a word and its beginning and ending letters.

1.1.2 Understand and apply phonological awareness and phonemic awareness.

- Identify syllables in a word auditorially.
- Identify and generate rhyme.
- Segment and blend multi-syllabic words, including compound words.
- Add, delete, and/or substitute one phoneme for another in initial, medial, and final positions to make a new word.
- Segment and blend words orally containing three to five phonemes.
- Generate words that begin or end with the same sound or different sounds.
- Blend and segment onset and rime.

1.1.3 Apply understanding of oral language skills to develop reading skills.

- Participate orally in discussions about stories listened to and read (e.g., contribute who, what when, where in retells; contribute explanations; generate and answer questions; and make comparisons).

1.1.4 Apply understanding of phonics.

- Recognize that sounds are represented by different single letters or combinations of letters (consonant and vowel combinations).
- Use onset and rime/word families to decode words in isolation and in context.
- Decode words in isolation and in context following common vowel patterns.
- Use knowledge of phonics to read unfamiliar words in isolation and in context.
- Read compound words, contractions, and words with common inflectional endings in isolation and in context.

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Understand how to use resources to learn new vocabulary/word meanings.

- Use simple resources with teacher guidance (e.g., word banks, alphabet books or charts).

1.2.2 Apply vocabulary strategies in grade-level text.

- Use common inflectional endings to understand the meaning of words: -s, -ed, -ing, -er, -est.
- Use strategies including context and re-reading to self-correct.
- Use prior knowledge, context, pictures, illustrations, and diagrams to predict and confirm word meaning with teacher guidance.

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Use oral and reading vocabulary gained by listening to and reading informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.

1.3.2 Understand and apply content/academic vocabulary.

- Use content/academic vocabulary during class discussions and/or writing (e.g., ethnic and native language terminology; terms specific to geographical settings; terms specific to literature, science, math, and writing).

Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.1 Know common sight words appropriate to grade-level.

- Read selected sight words with automaticity.

1.4.2 Apply fluency to enhance comprehension.

- Read aloud familiar grade-level text with accuracy in a manner that sounds like natural speech.
- Read aloud unpracticed grade-level text at a fluency rate of 50–65+ words correct per minute.

EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.1 Understand how to use questioning when reading.

- Ask and answer questions before, during, and after read aloud, instruction/practice time, and independent reading.

2.1.2 Understand how to create mental imagery.

- Compose visual images from what is read aloud and/or read by self (e.g., draw a picture to represent something that was read in a story).

2.1.3 Understand and identify important or main ideas and important details in text.

- State main idea and list important details in informational/expository text, verbally or by using graphic organizers.
- State the gist of the story or poem with teacher guidance.

2.1.4 Understand how to use prior knowledge.

- Make connections or identify similarities between self and text and text-to-text including text from a variety of cultures and communities, after read aloud and independent reading.

2.1.5 Understand how to infer/predict meaning.

- Make and confirm predictions based on information from culturally relevant text (through support of teacher questions).
- Make inferences before, during, and after hearing or reading a culturally relevant story using prior knowledge, story structure, and prediction.

Component 2.2 Understand and apply knowledge of text components to comprehend text.

2.2.1 Understand story sequence.

- Retell stories with correct sequence of events. (Note: Story telling order can differ between cultures. For example, in some cultures the end of the story is told first.)

2.2.2 Understand and apply features of printed text and electronic sources to locate and understand information.

- Identify and use title pages, table of contents, glossary, diagrams, and maps to find information.
- Identify and use icons, pull-down menus, and toolbars.

2.2.3 Understand story elements.

- Identify and explain story elements.

2.2.4 Understand simple organizational structures of text.

- Predict text patterns using attribute and/or concept books.

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.

2.3.1 Understand similarities and differences within and between informational/expository and literary/narrative text.

- Explain similarities and differences in character, setting, and important events within and between culturally relevant literary/narrative texts which are read or listened to.
- Identify similar information about a topic contained in more than one informational/expository text.

2.3.2 Understand concept of categories.

- Sort words by various attributes (e.g., robins, parrots, and ducks are all birds).

Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

2.4.1 Understand how to give personal or text-based responses and make connections to text.

- Generate a personal or text-based response and/or make connections to text based on teacher prompt using information from a culturally relevant reading or read aloud.

2.4.2 Understand purposes of text.

- Identify the purpose of printed materials (e.g., everyday materials, including lists, signs, cereal boxes; fairy tales; fables; and informational/expository trade books).

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Understand that resources answer questions and solve problems.

- Listen to and/or read a variety of types of informational/expository text to learn new information, answer questions, or solve problems with teacher guidance.

Component 3.2 Read to perform a task.

3.2.1 Understand how to read for information.

- Read and explain labels and environmental print.
- Read and follow simple directions.
- Use cover and title page information, page numbers, and simple maps to perform a task.

Component 3.4 Read for literary/narrative experience in a variety of genres.

3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.

- Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response.

3.4.2 Understand traditional and contemporary literature written in a variety of genres.

- Identify the characteristics of a variety of genres.
- Listen, read, and respond to literature from a variety of genres, including culturally relevant texts, by drawing, writing about, performing, and presenting.

3.4.3 Understand that literature represents different cultures and traditions.

- Identify and discuss the culture and/or traditions represented in a story with teacher guidance.

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.1 Understand how to monitor reading progress.

- Explain own reading behaviors in teacher-led discussions/questioning.

4.1.2 Understand how to set reading goals.

- Explain why setting a reading goal is important and set a reading goal with teacher guidance.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Understand how readers choose books.

- Identify favorite books and share reasons for the choice with others.
- Self-select books at an independent level and an instructional level.

Reading—Grade 2

In second grade, students become fluent as readers and apply comprehension and vocabulary strategies to a wide variety of literary and informational text. They demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. Reading for pleasure continues to be an enjoyable habit.

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

1.1.4 Apply understanding of phonics.

- Use knowledge of phonics to read unfamiliar words in grade-level text.
- Read words in isolation and in context containing complex letter patterns/word families (e.g., -ought, -aught).
- Use multi-syllabic decoding when reading two and three syllable words in isolation and in context (e.g., *super* follows v/cv pattern; *supper* follows vc/cv).

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Apply reference skills to determine word meanings

- Use glossaries and dictionaries to find word meanings.

1.2.2 Apply vocabulary strategies in grade-level text.

- Use prefixes, suffixes, inflectional endings, and abbreviated words to determine the meaning of unknown words in grade-level text.
- Re-read to clarify, read on, ask for help, adjust reading rate, use knowledge of print conventions, and/or attempt alternative pronunciation for unknown words to determine meaning of unknown words; substitute familiar words for unknown.
- Use prior knowledge and context to predict and confirm meanings of unknown words.
- Use pictures, illustrations, and diagrams to clarify/expand word meaning.

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.

1.3.2 Understand and apply content/academic vocabulary.

- Identify and define unfamiliar words that would be important to know in order to read a new text with teacher guidance.
- Use new vocabulary in oral and written communication.

Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.1 Know common sight words appropriate to grade-level.

- Read with automaticity an increasing number of common sight words.

1.4.2 Apply fluency to enhance comprehension.

- Read grade-level text aloud fluently with expression.
- Read aloud unpracticed grade-level text with fluency in a range of 90–100+ words correct per minute.

1.4.3 Apply different reading rates to match text.

- Adjust reading rate to match purpose (e.g., speed up for pleasure reading, slow down to practice new skills or read unfamiliar text).

EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main idea, and supporting details in informational/expository text and/or literary/narrative text. **W**

- Identify the main idea of an informational/expository passage and support with text-based evidence with teacher guidance.
- Identify the theme/message in culturally relevant literary/narrative text and support with text-based evidence with teacher guidance.
- Complete graphic organizers with teacher guidance to organize main ideas and supporting details.

2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.

- Explain connections between self and characters and events encountered in culturally relevant text.
- Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text.

2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer.

- Predict text content using prior knowledge and text features.
- Use text and prior knowledge to make inferences about characters and/or predict events; confirm or reject predictions.
- Organize information that supports a prediction or inference in a graphic organizer to enhance comprehension of text.

2.1.6 Apply comprehension monitoring strategies.

- Use monitoring strategies to increase comprehension, including work recognition strategies, re-reading, and looking forward in the text.

2.1.7 Apply comprehension monitoring strategies during and after reading: summarize informational/expository text and literary/narrative text.

- Summarize the events or information in informational/expository text with teacher guidance (e.g., the important characteristics of certain animals or plants presented in text).
- Summarize the plot/message in culturally relevant literary/narrative text with teacher guidance.
- Organize summary information from informational/expository text and/or literary/narrative text into a teacher-provided graphic organizer to enhance text comprehension.

Component 2.2 Understand and apply knowledge of text components to comprehend text.

2.2.1 Understand story sequence.

- Retell text focusing on the problem or events in sequence. (Note: Differences in story telling order exist between cultures. For example, some cultures tell the end of the story first.)

2.2.2 Understand and apply features of printed and electronic text to locate and comprehend text.

- Identify and use grade-level-appropriate text features with teacher guidance.
- Interpret information from graphs and charts with teacher guidance.
- Identify and use icons and pull-down menus.

2.2.3 Understand story elements.

- Describe physical traits of characters and tell how they act.
- Retell the important events of a story.
- Describe the setting of a story.
- Identify the speaker/narrator in a story.

2.2.4 Understand text organizational structures.

- Recognize and use sentences, paragraphs, and chapter structure to understand the organization in both informational/expository text and literary/narrative text.
- Identify text written in the text organizational structures of *simple listing* and *sequential order*.

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.

2.3.1 Understand and analyze the relationship between and among informational/expository text and literary/narrative text.

- Compare and contrast literary/narrative text elements in one story or between two stories.
- Compare and contrast facts in one text or between two informational/expository texts.

- Explain simple cause and effect relationships in informational/expository text and literary/narrative text.

2.3.2 Understand how to locate specific information.

- Use alphabetical and numerical systems to locate information in dictionary or book.

2.3.3 Understand literary/narrative devices.

- Recognize similes, alliteration, and onomatopoeia in literary/narrative passages.

Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

2.4.1 Understand how to draw simple conclusions and give a response to text.

- Give a personal or text-based response to a passage using a teacher-generated prompt.
- Draw a simple conclusion from grade-level text with teacher guidance.

2.4.2 Understand that there are purposes of writing.

- Identify common types of informational/expository text and literary/narrative text and explain why they are read.

2.4.3 Understand there are facts and opinions.

- Explain the difference between a fact and an opinion with teacher guidance.

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Understand how to select and use appropriate resources.

- Identify print and non-print resource materials available to complete a task (with teacher assistance), such as informational text and/or illustrations and graphics.
- Identify one resource and use it to answer a question with teacher assistance.

Component 3.2 Read to perform a task.

3.2.1 Understand information gained from reading to perform a specific task.

- Use signs, labels, and instructions to answer questions or complete a task using grade-level text.
- Identify and use important words in a text to perform a task (e.g., math problem solving, follow multi-step directions).

3.2.2 Understand a variety of functional documents.

- Read and explain the information in functional documents that are used in a home setting to communicate information (e.g., shopping lists, TV schedules, advertisements, telephone messages).

Component 3.4 Read for literary/narrative experience in a variety of genres.

3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.

- Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response.

3.4.2 Understand traditional and contemporary literature written in a variety of genres.

- Identify and explain the characteristics of a variety of genres.
- Read and respond to literature from multiple genres using teacher prompts appropriate to the text and content.

3.4.3 Understand a variety of literature representing different cultures and traditions.

- Identify and discuss the culture and/or traditions represented in a story with teacher guidance.

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.1 Understand how to monitor own reading progress.

- Explain what good readers do and identify own good reader behaviors.
- Graph progress (e.g., keep a fluency chart of rate and accuracy).

4.1.2 Understand how to set a grade-level appropriate reading goals.

- Set a reading goal and create a plan to meet that goal with teacher assistance.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Understand that readers have favorite books.

- Select favorite subjects, authors, and/or books to share with others.
- Self-select books at an instructional level and an independent level.

Reading—Grade 3

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to a wider variety of literary of literary genres and informational Students demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. They read for pleasure and choose books based on personal preference topic, or author.

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

1.1.4 Apply understanding of phonics.

- Read words containing complex letter patterns and/or word families (e.g., -ieve, -eive, -ield) in isolation and in context.
- Apply multi-syllabic decoding when reading words in all text.

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Apply reference skills to determine word meanings.

- Use glossaries and dictionaries to find and confirm word meanings.

1.2.2 Apply vocabulary strategies in grade-level text.

- Use the meanings of prefixes, suffixes, and abbreviated words to determine the meaning of unknown words in grade-level text.
- Describe how word meanings change as affixes are added to base words (e.g., rest/unrest/restful).
- Re-read to clarify, read on, ask for help, adjust reading rate, and use knowledge of print conventions to determine meaning of unknown words in informational/expository text and literary/narrative text.
- Use prior knowledge, context, pictures, illustrations, and diagrams to predict, clarify, and/or expand word meaning, including multiple-meaning words.

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.

1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text. **W**

- Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text.
- Select, from multiple choices, the meaning of words necessary to understand content/academic text.
- Explain that some words have a different meaning in different content/academic texts (e.g., *area* in math and geography).
- Use new vocabulary in oral and written communication.

Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.2 Apply fluency to enhance comprehension.

- Read aloud familiar grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.
- Read aloud unpracticed grade-level text with fluency in a range of 110–120+ words correct per minute.

1.4.3 Apply different reading rates to match text.

- Adjust reading rate to match difficulty of texts (e.g., content/academic text) and for different purposes (e.g., pleasure reading vs. reading for information).

EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. **W**

- State main idea of an informational/expository text passage and give two reasons from the text supporting the choice.
- State the main idea of a literary/narrative text passage and support with two details from the story.
- Select, from multiple choices, the main idea of a passage, poem, or selection.
- Select, from multiple choices, a title that best fits the selection and support the choice with text evidence/details.
- State the theme/message in culturally relevant literary/narrative text and support with text-based evidence with teacher guidance.
- Organize main ideas and supporting details in a teacher-selected graphic organizer to enhance comprehension of text.

2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.

- Explain connections between self and characters, events, and information occurring within culturally relevant text or among multiple texts.

- Call on prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text

2.1.5 Apply comprehension strategies before, during, and after reading: predict and infer from grade-level informational/expository text and/or literary/narrative text. **W**

- Predict or infer about text content using prior knowledge, text, and text features in both informational/expository and literary/narrative text. Support with evidence from text (e.g., how a character will act, why a character acts a certain way, why an author includes certain information, and what might happen next).
- Use text to make, confirm, or revise inferences and predictions in both literary/narrative and informational/expository text.
- Select, from multiple choices, a prediction or inference from literary/narrative text (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem).
- Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next).
- Organize information that supports a prediction or inference in a teacher-selected graphic organizer to enhance comprehension.

2.1.6 Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions.

- Monitor for meaning by identifying where and why comprehension was lost and use comprehension-repair strategies to regain meaning.
- Generate and answer questions before, during, and after reading.
- Draw, write about, or verbally describe the mental imagery that occurs while reading.
- Organize images and information into a graphic organizer with teacher guidance, to enhance comprehension of text (e.g., add information to a partially completed organizer).

2.1.7 Apply comprehension strategies during and after reading: summarize grade-level literary/narrative text and informational/expository text. **W**

- Summarize the events or ideas in literary/narrative text, citing text-based evidence.
- Summarize the events, information, or ideas in informational/expository text (e.g., the life cycle of a frog, characteristics of a desert, life events in a biography), citing text-based evidence.
- Summarize the plot/message in culturally relevant literary/narrative text.
- Select, from multiple choices, a sentence that best summarizes the story or informational/expository selection and support the choice with text evidence/details.
- Organize summary information in a teacher-selected graphic organizer to enhance comprehension.

Component 2.2 Understand and apply knowledge of text components to comprehend text.

2.2.1 Understand sequence in informational/expository text and literary/narrative text. **W**

- Explain story ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.)

- Explain steps in a process (e.g., problem solving in mathematics, life cycle of a butterfly).
- Select, from multiple choices, the order of ideas, facts, events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).

2.2.2 Apply knowledge of printed and electronic text features to locate and comprehend text. **W**

- Identify and use grade-level appropriate text features.
- Explain how certain text features help you understand the selection.
- Interpret information from graphs, charts, diagrams, and tables.
- Identify, from multiple choices, where certain information/ideas might be found in the text.
- Use icons, pull-down menus, key word searches.

2.2.3 Understand story elements. **W**

- Describe characters' physical traits and infer personality traits by what they say and do.
- Describe the problem faced by a character and how he/she/it solves the problem.
- Explain how the setting is important to the story.
- Identify the speaker (narrator) in a selection and explain first person point of view.
- Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character's problem, or importance of character).

2.2.4 Apply understanding of simple text organizational structures.

- Recognize and use previously learned text organizational structures of simple listing and sequential order to aid comprehension.
- Identify and use text written in the text organizational structures of *description* and *compare and contrast* to find and organize information and comprehend text.

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.1 Understand and analyze the relationship between and among informational/expository text and literary/narrative text. **W**

- Compare and contrast information (e.g., facts and details, literary/narrative elements, different versions of the same story, time period, cultures) within text and between texts.
- Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two settings).
- Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections).
- Recognize and explain cause and effect relationships in informational/expository and literary/narrative text, using evidence from the text.
- Select, from multiple choices, a sentence that explains the cause of events or the effects of actions.

2.3.2 Apply understanding of systems for organizing information.

- Use alphabetical, numerical, and key word/topic systems to locate information on a specific topic or for a specific purpose in an encyclopedia or dictionary.

2.3.3 Understand literary/narrative devices.

- Explain similes, metaphors, alliterative sentences, and onomatopoeia and identify each in literary/narrative passages.

Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.

2.4.1 Understand how to draw conclusions and give a response to informational/expository text and literary/narrative text. **W**

- Generate a personal or text-based response to text using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation).
- Draw a conclusion from grade-level text (e.g., how the story or information might be useful, to whom the story or information might be useful) and support with evidence from the text.

2.4.2 Understand the author's purpose for and style of writing in both informational/expository text and literary/narrative text. **W**

- Decide on the author's purpose for writing a selection and support the decision with evidence/details from the text.
- Identify simple elements of style (word choice, sentence structure and length, literary devices) (with teacher guidance).

2.4.3 Understand the difference between fact and opinion. **W**

- Identify facts and opinions and explain the difference between them.
- Select, from multiple choices, a statement that is a fact or an opinion.

2.4.4 Evaluate author's effectiveness for a chosen audience.

- Read an article and explain whether the author convinced the reader to think or act differently. **W**

2.4.5 Understand how to generalize from text. **W**

- Generalize about common characteristics of literary/narrative sub-genres.
- Generalize by comparing characters in similar stories from different cultures (e.g., Cinderella/The Rough-Faced Girl or Little Red Riding Hood/Lon Po Po).

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Understand how to select and use appropriate resources.

- Identify two resources and use them to answer a question or solve a problem.

Component 3.2 Read to perform a task.

3.2.1 Understand information gained from reading to perform a specific task.

- Use signs, labels, and instructions to answer questions or complete a task, using grade-level text.
- Interpret information from common environmental print to solve a problem or perform a task (e.g., set up and run a science experiment using steps outlined in text).

3.2.2 Understand a variety of functional documents.

- Explain the information in functional documents that are used in a school setting to communicate information (e.g., notes home to family members, rules, newsletters, schedules).

Component 3.4 Read for literary experience in a variety of genres.

3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.

- Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response.

3.4.2 Understand contemporary and traditional literature written in a variety of genres.

- Explain the characteristics of a variety of genres.
- Respond to literature from multiple genres using teacher prompts appropriate to the text and content.

3.4.3 Understand a variety of literature representing different cultures and traditions.

- Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.1 Apply strategies to monitor reading progress.

- Identify reading strengths and weaknesses with teacher assistance and select targets on which to work.
- Track progress in reading achievement with graphs, charts, and checklists.

4.1.2 Understand how to set grade-level appropriate reading goals.

- Set two reading goals and create a plan to meet those goals with teacher assistance.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Evaluate authors and books to select favorites.

- Develop a list of favorite authors and books, including the reason each was selected for the list, and share with others.
- Self-select books to read at an instructional level and an independent level.

Appendix B
DRAMATIC PLAYS AND STORIES
FOR THE
PRIMARY CLASSROOM

INTRODUCTION

Dramatic play is a very effective method for engaging children in literature. It provides a fantasy experience that is fun and engaging in the classroom setting. Children respond well to a creative story teller and in turn, have the opportunity to become the story teller or a character. Dramatic play provides an opportunity for children to experience practicing listening skills, oral language, and story sequencing skills. It fosters creative expression through role playing as well as allows the student to develop independence. They should be encouraged to create, plan and perform their own character.

The packet, Dramatic Plays for the Primary Classroom, contains plays, flannel board stories and stories for retelling through puppets and dramatizations appropriate for kindergarten through third grade. Reproducible flannel board cut outs, stick puppets and pocket story patterns are also included. Students should be actively involved in the dramatic play process. Additional resources of children's plays and flannel board stories are included in the handbook.

The handbook is divided into the ten units corresponding with the school months from September through June. A Table of Contents is located at the beginning of each unit. Symbols indicate if the story is a play (*) or a flannel graph story (+). Each story indicates additional resources found in the packets or kits. The packets are labeled by the corresponding months and the kits are labeled by contents.

TABLE OF CONTENTS

September

- * Time for the Party!
- * Pop! Pop! Popcorn!
- *The Name Game
- +Samantha the Story Mouse
- *Fish School
- +The Bremen Town Musicians
- +Six Marvelous Musicians

October

- *Autumn Sounds
- *Ahoy, Columbus
- +The Adventures of Calico Bear
- *The Raccoon Cousins' Rock-N-Roll Band
- *Big Spider Little Spider
- *Buried Treasure
- +Curtis Squirrel Goes "Nuts"
- +The Scarecrow
- +Five Friendly Furry Beasties
- +Eight Giggling Ghosts
- +Halloween Hilda
- *A Halloween Story
- *Thumpy, The Little Ghost
- +Winky Witch
- *Hansel and Gretel
- +The Strange Visitor

November

- +The Big, Big, Turnip, Southern Style
- +The Great Big Enormous Turnip
- *Bobby Joe's Thanksgiving Dinner
- *Over the River and Through the Wood

December

- +Ten Little Christmas Elves
- +The Gingerbread Boy
- +Ten Little Gingerbread Men
- +The Gingerbread Boy
- +The Adventures of Jingle Bear
- +The Adventures of Peppermint Bear
- +The Magic Star (A Christmas Story)
- *Weasel and the Stars

January

- *Big, Bad Cold
- +The Mitten
- *Snowflakes
- +Eight Little Traveling Bears
- +Little Hebert (A-Bear)
- +The Bears' Washday
- +Goldilocks and the Three Bears
- +Hebert Visits Goldilocks
- +The Wreck
- +The Squallin' Baby
- +Why Mr. Bear Has a Short Tail

February

- *Groundhog Day
- +A Valentine Story
- *Loose Tooth
- +The Fat Old Lady
- *The Trial of Mother Goose
- *Princess Penelope and the Dragon
- *Snow White
- *Why Mr. Fox Has a Red Coat
- *D is for Dinosaur
- +Abraham Lincoln's Birthday
- +Ten Dizzy Dragons
- +The Peaceable Kingdom

March

- +The Silly Wishes
- +The Little Old Lady and the Leprechaun
- *Foolish Wishes
- +The Three Bears
- *Stormy Weather
- +The Celebration
- +Mother Nature's Gift
- +Barnaby Bunny's Basket
- +Ten Little Easter Bunnies
- +Mrs. Easter Chicken
- *The Pink Plastic Pig Sisters' Space Adventure

April

- +The Three Billy Goats Gruff
- *The Three Billy Goats Gruff
- *Three Little Pigs
- *The Three Little Pigs
- +The Three Little Pigs
- +Little Red Riding Hood
- *Little Red Riding Hood
- *Hooray for Spring!
- *Ready to Fly

May

- *Ladybug and Friends: Poem and Play
- *A Duckling Tale
- +Five Little Chicks
- *The Mother's Day Surprise
- *Get Set for a Pet
- +Gus the Runaway Guinea Pig
- *Guinea Pig Song
- +Baby Duck

June

- *Geraldene and the Bears
- *Back to the Honey Tree
- *Stone Soup –Retold
- +I know an Old Lady
- *Skipping Pot
- +Six Busy Bears
- *From Seeds to Plant
- +Chicken Little
- +Mr. Grumpy's Outing
- +The Little Red Hen
- *Sunflowers
- +The Ant and the Grasshopper
- *Jack and the Beanstalk
- *Jack and the Beanstalk
- +Journey to Picnic Rock

Additional Stories

- +The Three Sillies
- +Lazy Jack
- +The Funny Little Bunny Who Loved Honey
- +A Very Important Field Mouse
- +Little Rabbit & Tiny Bug with the Golden Wings
- +How Little Frog Tricked Lion
- +Leopard's Drum
- +Stone Soup
- +We Wanted a Hill
- +Little Fox and the Tiger

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+Little Rabbit & Tiny Bug with the Golden Wings

+How Little Frog Tricked Lion

+Leopard's Drum

+Stone Soup

+We Wanted a Hill

+Little Fox and the Tiger

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