

## Multi-Levelled Reader's Theater

## Teacher's Implementation Guide 2023

Being a Star  
Makes Reading Fun!™

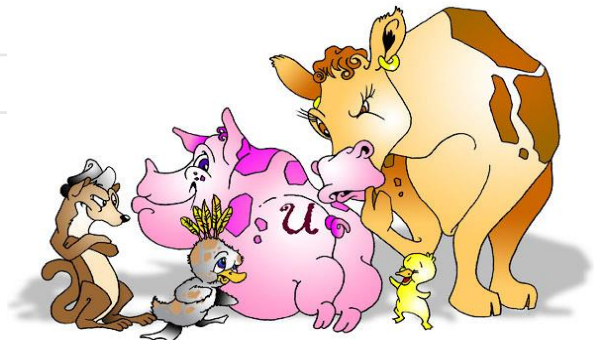


Watch a Classroom Implementation Video online at  
[www.readerstheater.com/pages/implementation-tools](http://www.readerstheater.com/pages/implementation-tools)

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# Quick-Start Steps for Playbooks® Reader's Theater

## Instructor Preparation

1. Visit: [www.readerstheater.com/pages/implementation-tools](http://www.readerstheater.com/pages/implementation-tools), Review the [Quick start video](#) to get an initial overview of the curriculum. You can also watch the [Reader's Theater Overview](#) and [Playbooks Overview](#). Also, watch the [student videos](#) for your grade level and choose one to show your students.
2. Review the stories you intend to use in your program. Identify main, supporting, and funny characters along with other role characteristics. If you plan to use the supplemental activities, you can review them at <https://readerstheater.com/pages/supplements>
3. Start [Form #1A The Student Information Form](#), fill in: Name, Age, Gender, Grade. Tip: Use Pencil so you can edit!

## Introduction to Students & Form Review

4. Tell students the upcoming plan to include Reader's Theater on a regular basis and play one of the student videos to your students.
5. After the introduction, poll the students in a "raise your hand" format with the questions in [Form #1B Student Interests Poll](#), or print copies and have them fill it in. Add to [Form #1A](#)
6. Determine Playbooks® reading level (Stage 0-6). Use [Form #2C Reading Level Correlation Chart](#) for reading level correlations or use [Forms #2A](#) and [#2B Reading Tests](#) for assessing reading level.
7. Complete [Form #1A The Student Information Form](#). Fill in interests, reading levels, and behavior test results, as well as any additional notes.
8. Next, choose the first story the students will read. Use the [Form #4: Recommended Reader Assignment](#) for that story to assign roles to all students and establish reading groups, spreading out your introvert and extrovert students. For a video, watch: [Role Assignment Overview](#). Assign readers from lowest to highest reading levels. **NEVER let students self-assign their reading roles.**
9. If doing a 10-Story weekly rotation, complete the top portion of [Form #5, the 10-Story Rotation Chart](#).
  - Enter your student groups and the first story name for Group 1 for Week 1.
  - Repeat steps 6 & 7 for additional stories in your kit and enter story names in weeks 3-10.
  - (form can be customized for any # of weeks)

## Story Reading, Repetition and Performance

10. After watching the student video and before reading in small groups for the first time, coach students on "Reading Behavior" using the ["Reading with Expression Reminders"](#).
11. Assemble students at their group tables, giving each group a different story and hand out their books. Let each student know which role they have been given in the story assigned to their group, but do NOT show them your Role Assignment sheet. Students should NOT know they have an easier or harder role. (Note: Grades K-3 may benefit from a class-choral reading before small-group reading.). Use Form #3 Reading Behavior Test to gauge pre-program skills.
12. Have students read their assigned story aloud in their small groups at least 3-4 times during the program on different days. The amount of time between readings depends on the length of your program and the number of stories you have. **Students should repeat the roles/ same text at least 3-4 times in order to be engaged in "repeated guided oral reading" for optimal growth in reading fluency. You can also choose to have one group perform weekly for the other students.**
13. Rotate stories each week to give each table group a different story and each student a new role in that story. Watch this [Story Rotation Webinar](#) for tips.
14. Repeat steps 9 & 12-13 for additional stories. Mid-Program, record the groups' reading behaviors on [Form #3](#) and [Form #6](#). Optionally, conduct mid-program [Oral Readability Tests \(Forms #2A-B\)](#).
15. Have students pick their favorite story and plan a performance or showcase for parents or other classes as a finale. Choose the strongest performers for this presentation. Give out the [awards](#) provided to strong students.
16. At the end of the program, conduct reading assessments with [Form #2-3](#). Complete [Form #6 Classroom Assessment Results](#) with the groups' pre- and post-reading assessment scores.

### Forms You'll Need:

- Form #1A: Student Information
- Form #1B: Student Interests Poll
- Form #1C: Reading Level Correlation Chart
- Forms #2-3: Reading Tests
- Form #4: Recommended Reader Assignment Chart
- Form #5: 10-Story Rotation Chart
- Form #6: Classroom Assessment Results "Reading with Expressions Reminders"

# Multi-Levelled Reader's Theater Playbooks® in the Classroom



## Teacher's Guide

Being a Star Makes Reading Fun!™

### Introduction

One of the best ways to improve fluency and, therefore, comprehension is through **"Repeated Guided Oral Reading"**. The **National Reading Panel** research found that "guided repeated oral reading procedures that included guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels. But how is repeated, guided oral reading done in a non-threatening environment? Through the arts and Reader's Theater!

"Repeated and monitored oral reading most effectively improves reading fluency and overall reading achievement."

**-Put Reading First (Second Edition)**  
**U.S. DEPARTMENT OF EDUCATION**

**AIM FOR 4 REPEATED READINGS**

Reader's Theater provides an easy-to-implement, fun, and engaging reading enrichment activity in the form of dramatic, scripted stories that do not require memorization, props or a stage. Scripts are written like plays with character dialogue, but also include narration (like stories) to explain to readers/listeners what's happening in the story that the readers can't hear or see. This narration is what eliminates the needs for props, stage, or sound effects. Students read aloud together in small groups with each assuming a different character role and bringing it to life with verbal and physical expression.

### Learning by Performing

Learning through the arts can even help students overcome the obstacles of disadvantaged backgrounds. Reader's Theater gives ALL students the opportunity to be creative which keeps them engaged for the entire reading activity. Putting on a theatrical play can be a tremendous amount of work and preparation that typically only provides a spotlight for a handful of kids. Conversely, Reader's Theater provides a balanced platform for ALL students to shine with balanced roles being read and re-read in small non-threatening groups.

**Drama sometimes gets neglected in the literature curriculum, yet it offers an abundance of opportunities for improved learning.** Plays inherently come with built-in strategies to help students read better. Dramatic text offers opportunities for creativity and expression. Acting out a story dialogue, even in a simple reading form, compels readers to work more closely with the text to interpret and project meaning into the shared reading experience. For these same reasons, Playbooks® also present enhanced opportunities for learning English as a second language (ESL/ELD).

Role-play reading in a supportive environment also helps to build confidence and self-esteem in children, strengthens oral communications skills in students of all reading levels, and helps to strengthen social bonds of a group. When children can read with success in front of their peers, their confidence and enthusiasm soar, and their reading and communication skills grow rapidly.

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## Playbooks® Reader's Theater is for Everyone

In fact, struggling readers tend to be the best Reader's Theater performers (when given a role they can read with accuracy and confidence) as they seem to have a better aptitude for creative and dramatic expression. Consequently, they typically end up being the biggest stars in this type of activity. Imagine now that you are a student that once was filled with anxiety at the thought of reading out loud and now you associate your reading with pride and confidence. Reader's Theater offers a life-changing opportunity for many struggling students in a way that captivates students' interest and gives them a legitimate reason and desire to re-read the same text.

Although designed to be read aloud like a play, reading a Playbook® is as simple as reading any other story, but a lot more fun, powerful, and effective. Students find security in having one color assigned to them and take "ownership" in that color and its associated character. As a result, the stress of reading aloud in front of peers is greatly reduced, and students are quick to become deeply involved in the reading activity. Rather than simply decoding words and reciting sentences, readers become enthralled in the story, action, and events that make up the play. As a result, students come away from reading a Playbook® story with improved comprehension and retention.

## Playbooks® are Designed for Small Reading Groups

Playbook® stories are best read and enjoyed by small reading groups (rather than sharing parts with *all* students in the class). A small reading group creates a safe "reading activity" atmosphere, versus a frightening performance in front of the entire class.

## Playbooks® are Designed for "Integrated" Reading Groups

Playbooks® **Multi-Levelled Reader's Theater** stories are designed to be read by **low/medium/high level readers** all in the **same group** with all reading at their own level with accuracy and confidence. There is often great disparity in the reading abilities of students within the same grade/classroom. In after-school programs and other groups, students are typically from different grades representing a span of ages. Combining students of varying ages and reading abilities to read aloud in the same group creates a dynamic and powerful reading activity. There are obvious benefits for low-level readers exposed and listening to higher-level readers reading higher level text (a child's listening comprehension is typically two grades higher than their reading comprehension). Listening to richer vocabulary, proper inflexion, and cadence helps a child improve their own reading abilities.

There are also great benefits for higher level readers exposed to lower-level readers in a role-play reading format as low-level readers tend to have a better aptitude for creative and dramatic expression. Where advanced readers may do well with oral pronunciation, speed and accuracy, they may have little proficiency with expression and *dramatic* inflexion. Therefore, all students benefit from reading and listening to a Playbook® in a small integrated reading group.

## Meeting State Educational Standards-Language Arts

As an educational tool, the use of Playbooks® meets numerous state educational standards. Visit <https://readerstheater.com/pages/standards> for Playbook® applicability to standards for your state.



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# How Playbooks® Work

## Determine Type of Reading Activity/Performance & Grouping

There is a difference between reading aloud **in front of** other students and reading aloud **with** other students. If you plan to have your students read **with** each other in small groups, you can just dig right in and get started with little or no preparation other than mindfully assigning character roles. Because Playbooks® are multi- leveled, students can be assigned roles they can read with accuracy and confidence. Therefore, students do not typically need to practice their lines before reading aloud in non-threatening small groups. All of the character roles in Playbooks® are specially created to address a wide range of reading abilities. They are designed to be a fun and compelling way to read a story for the first time in a safe small group environment. The elements of surprise and exploration help to foster a love of reading and build a sense of community in the classroom.

Treating all students equally will help empower struggling readers; the more they are challenged by impromptu reading, the more they will improve their fluency. All readers, from low level to high level, need to accept responsibility for reading aloud in order to meet listening and speaking standards. When students read their parts silently, for practice purposes ahead of time, they may lose the discovery element of reading aloud in a group. Children enjoy improving their portrayals and performances each time and love to read a Playbooks® story over and over.

If you plan to have students read the story in front of other students (who are not part of the reading group), be sure to allow students ample time to practice their roles in the small non-threatening groups first. It is best for each student to have his or her own copy of the Playbook®. Most sets come with one copy for each character in the story, so they are designed for one small reading group at a time. If you have multiple titles, you can assign a different story to each small group. If not, you can rotate small groups through the same story. While one small group of students reads the story together, other groups can be doing cross-curricular supplemental activity sheets that come with the story sets, or some other reading curriculum activity.



## Choral Reading Option

Playbooks® can also be used as a **choral reading** tool by reading aloud together as a class. If there are several **ESL/ELD students** in the class or **shy or non confident readers**, it can be very helpful to read the story first as a “choral reading” before the students have to read their parts “solo” in their small groups. There are two types of choral reading. You may choose to read the entire story with all students reading at the same time and then gradually release the responsibility to them as they master the vocabulary. Structured character groups provide a more supportive type of choral reading.

For example, in reading the story, *Jack and the Beanstalk*, you would group all the readers assigned to the role of Jack into one corner, all the readers assigned to the Giant in another corner, etc. The story is then read aloud in its entirety, each structured character group reading it's part in turn. You or an adult volunteer can direct each group with respect to expression, inflection, etc. This helps students to become familiar with how to read their lines (without going solo first) and as a result, they might be more confident and expressive when reading their part in the small group than if they had only practiced reading silently. Although one book can be shared amongst as many as three readers, more book copies are typically needed for this choral group reading. You can purchase multiple small group sets.

## Color of Text and Character Balance


Most students don't realize that certain parts are written at easier or harder levels. **The color of text used for any particular character has no relation to a reading level.** So that children *don't* associate a certain color of text as being written for lower or higher ability readers, colors are assigned to characters randomly for each story. In addition, **great care is taken during the editing of Playbooks® to interweave and balance character roles as much as possible so that low-level readers are reading as much as higher-level readers.** Although a character role written at a higher level may have longer lines, and a role written at an easier level may have shorter lines, the lower-level character still speaks consistently throughout the story. Again, this is why most students don't realize they're reading an easier role. Some roles may have a larger number of speaking lines, either because it is the "star role," which is often a lower-level character, or because it is a more difficult part that carries the plot. Some roles may have a smaller number of speaking lines, but larger blocks of text. So, a character may have only 25 speaking lines but make up 20% of the text of the story, while another character has 50 speaking lines and makes up only 19% of the story. In all cases, we try to achieve the goal of character balance as best as possible.

This balance does not apply to roles labeled "Small Parts" as these incidental characters may speak only once or twice in only a small portion of the story. Typically, it's best to assign "Small Parts" to the reader who has been assigned the Narrator allowing this reader to have at least a small dramatic story character role.

If your Playbook® story is in **single-level format** (as for some upper grades), then assign roles based on reader gender and role size (assign stronger readers to larger roles and the narrator role, or you can allow students to choose roles). Remember, students also enjoy playing opposite gender roles, so don't worry if you don't have enough readers or parts for each gender. Children also enjoy taking more than one role and the challenge of portraying two different characters when needed.

## Playbook® Reading Levels - Determine for Each Student

There are six Playbook® Reading levels (shown below). Choose the one that best suits each student and record this information on your class list. You can determine the optimum level by having each student take the Playbook® Readability Test. If you can, set aside some time to test all students. Note that the Grade Level Content (GLC) and Reading Stages (RS) of each Playbook® story are labeled in the inside front cover of the book in the top right corner.



★	<b>Stage 0 - Emerging Reader</b> <i>Typically Ages 3-6</i>	<b>Pre-K - 1st Grade</b>
★	<b>Stage 1 - Early Reader</b> <i>Typically Ages 4-6</i>	<b>Kindergarten/1st Grade</b>
★	<b>Stage 2 - Beginning Reader</b> <i>Typically Ages 5-8</i>	<b>Grades 1-2</b>
★	<b>Stage 3 - Transitional Reader</b> <i>Typically Ages 6-9</i>	<b>Grades 2-3</b>
★	<b>Stage 4 - Intermediate Reader</b> <i>Typically Ages 8-10</i>	<b>Grades 3-4</b>
★	<b>Stage 5 - Advanced Reader</b> <i>Typically Ages 10-13</i>	<b>Grades 5-6</b>
★	<b>Stage 6 - Expert Reader</b>	<b>Teen/Adult Reader</b>

Use [Form #2C Reading Level Correlation Chart](#) to map to other known reading level scales.

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## Character Summary

A Character Summary is provided in the front of each Playbook® story and provides a brief description of each character's personality written in first person form. Before beginning any Playbook® story, have students first read silently their character's summary so that they can begin to understand the persona of their assigned character. Suggest that students bring their characters to life with creativity, expression, and enthusiasm, and try to speak their parts with the personality of their character throughout the entire story. Suggest that readers try different voices or accents to develop stronger characters and not to be afraid to use body language and gestures to enhance their character's persona. Using an expressive voice, give suggestions like, "Mr. Bear talks in a deep voice, like this, and Millie Fieldmouse would probably talk in a high squeaky voice, like this!" Help students have fun developing their characters! Also suggest that they pay attention to and employ cue text as much as possible to enhance their character portrayal. Finally, before beginning the actual story, have each student read their character summary ALOUD.

## Cue Text

Reading with expression enhances the listening enjoyment for others. Cue Text is provided for certain passages throughout the story to encourage the use of vocal variations, volume and tempo changes, facial expressions and different posture positions. Cue Text is always in (parentheses) and italics, and is not actually read-aloud. It is helpful for students to hear an example of the style and volume of applied cue text in the expression of a line of dialogue. For example, the teacher may read the line: (surprised) "Good Gracious! It's hard to believe that's a wild creature!" using a "surprised" expression in her voice and putting her hand on the side of her face.

## Coaching

Expressive reading is not limited to vocal variety. Properly used, actions are also important to conveying meaning. Actions include facial expressions, posture, hand or arm movements, gestures, and physical movements, large and small. Facial expressions can convey distinct feelings such as surprise, fear, happiness, confusion, disgust, interest, disbelief, anger, and sadness. Posture reflects an attitude and suggests character. Hand or arm movements may include waving, pointing or drawing with the finger. An open palm often is seen as giving or receiving. Gestures are a specific type of body movement made with the head, shoulders, legs, feet, hands or arms. A shrug of the shoulders may indicate ignorance, irony or perplexity. Physical movements are when the reader changes position or location. They may also include running, hopping, skipping, stomping, or other movements. All these types of actions help the reader get into character and emphasize the content of the story. Coach students by example in expressive reading.

Direct students in the following performance techniques by asking them to:

- Hold the book so their faces can be seen and their voices heard
- Speak character dialogue slowly, clearly, and loudly enough for the entire group to hear and understand.
- Use voice, face, and body to express the character personality and the action of the story. "Cue Text" provides prompts to help bring the characters to life.
- Be good listeners while others are reading their parts. Keep up while others are reading aloud so you are ready when it's time to read your parts. Be polite and try to stay quiet and not create distractions while you're waiting for your turn.
- Stand or sit still; fidgeting distracts from the performance.
- Try to involve the audience (if there is one), by looking up from the book and making eye contact.
- Keep going if they make a mistake.
- Relax, breathe and have fun!





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## Appropriate Behavior

Kids have fun reading Playbooks®! So much fun, in fact, that sometimes they can lose focus during the reading. It's important for teachers to help kids maintain self-control so that they don't miss out on the benefits of Reader's Theater. Try using one of these strategies to re-direct the attention of your students if they stray too far from the text: use Director language such as, "cut," or "quiet on the set" or use a bell or whistle. Make sure the children know what the signals mean and how they are supposed to respond before you start reading.

Sometimes it can be helpful to ask students to tell adults what needs to be done in order to accomplish a goal. When children feel responsible for the guidelines they are more likely to follow their own rules. Before you read, ask your students to describe the things they should do in order to complete the story and things they should not do.

## Positive Reinforcement

It's important that students succeed while they are having fun. Focus on what each student does well, instead of where they stumble. By reinforcing the positive, children are more likely to continue to improve; they will also become motivated to read more often. Try using statements that begin with the phrases, "I like the way you..." or "I see how you..." or "I notice..." Children want the attention of adults, so let them know you are watching and noticing their efforts even when they are reading in independent groups.

## Recognizing Star Performers!

Rewarding students for expression, articulation, good manners, and being ready to read when it's their turn improves their reading ability and makes reading a Playbook® even more enjoyable. It is recommended that the teacher (or any other adult moderating a reading session) recognize and choose a Star Performer at the end of the reading. A small prize (stickers, pencils, etc.) or an Award Certificate might be given. Teachers may download a full color Playbook® Performance Award Certificate at the following website location:

[www.readerstheater.com/pages/implementation-tools](http://www.readerstheater.com/pages/implementation-tools)

## Assessment

Following the reading session, ask the students questions about the story plot, moral etc. Most Playbook® stories include extensive supplemental activity worksheets that meet cross curricular state standards. These activities are also an effective means of assessment. The following provides additional activities that typically fill state educational standards for language arts

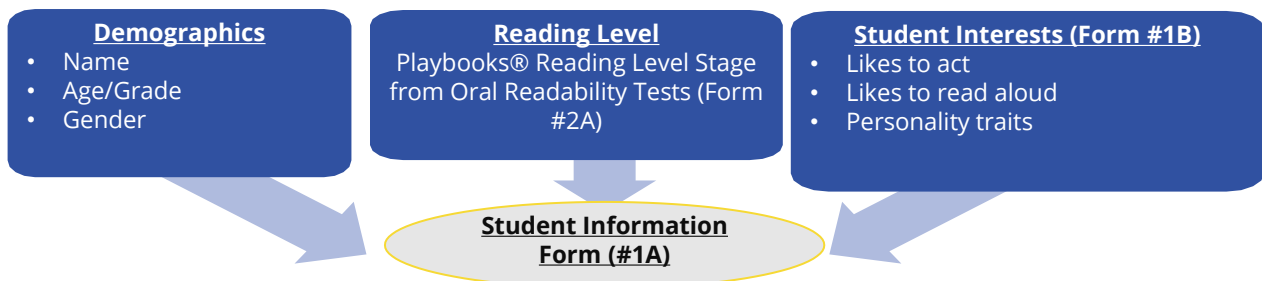
- Students retell the story in a piece of writing, dramatic presentation, or "plot" flow chart.
- Students create a book poster which answers who, what, when, where, and how of the story.
- Students create a book poster for each discussed story element: plot, setting, characters, as well as beginning, middle, and end in the story.
- Students create a "problem/solution" chart for the story.
- Students generate alternative endings to the story.

# Playbooks® Step-by-Step Implementation Plan

## Instructor Preparation (On your own)

1. Visit: [www.readerstheater.com/pages/implementation-tools](http://www.readerstheater.com/pages/implementation-tools), Review the [Quick Start video](#) to get an initial overview of the curriculum. You can also watch the [Reader's Theater Overview](#) and [Playbooks Overview](#). Also, watch the [student videos](#) for your grade level and choose one to show your students. Then review the stories you intend to use in your program. Read the first story in your kit for each grade level/grade level span to become familiar with the characters and story themes, identify main roles, supporting roles, funny characters, and other features that will later be useful for role assignment. (you can also watch the other videos here or as they are mentioned below). If you plan to use the supplemental activities, you can review them at <https://readerstheater.com/pages/supplements>
2. Prepare [Form #1A The Student Information Form](#). Enter all students' names in the first column and any notes (age, grade, any known reading level, personality traits such as shy or outgoing, etc.) Teacher prepares [Form #1A](#) for each Grade Span of students. Grade Spans should include at least 2 grades and not more than 3 grades. (For example, Grades K-2, 3-5, 6-8).

Use a pencil so that you can erase!



## Introduction With Students

3. To introduce Reader's Theater to your students, describe the process, and play one of the student videos from [www.readerstheater.com/pages/implementation-tools](http://www.readerstheater.com/pages/implementation-tools). You can also devise your own age- appropriate introduction to the Reader's Theater program. Be creative and imaginative and be prepared to show examples to your students of reading with expression, emotion, gestures, body language, acting flair, etc. Explain the upcoming plan to have "Reader's Theater" every day/week, and final performance if you plan to have one.
4. After the introduction, poll the students in a "raise your hand" format with the questions in the [Form #1B Student Interests Poll](#). Alternatively, have students fill out [Form #1B](#) themselves. Take your time with this activity to gather as much information as you can. End the group introduction with excitement and anticipation.
5. Determine the student's reading levels. You can use the [Form #2C Reading Level Correlation Chart](#) which contains Fountas & Pinnell, Reading Recovery, DRA, and Lexile standards to compare levels if you have them. If not, conduct [Oral Readability Tests, Forms #2A and #2B](#) with each student separately to determine Playbooks® Reading Level (Stage 0-6). You only need one copy of [Form #2B](#) as all students can read from the same sheet. Mark the score in the Pre-Program column [Form #2A](#) with your assessment (you need one copy for each student).

Other students should be engaged in a non-related activity away from students performing the oral readability test.

Alternatively, you can do all the Oral Readability Tests (Form #2 A&B) before introducing the Reader's Theater program and perform your creative introduction of the program for students after the tests instead. This way, they can read right after the introduction.

*Note: Adjust the time frame of the Reader's Theater introduction and Readability Tests to the amount of time you have available for your program. For example, if your Reader's Theater program will only last 4 weeks, you may want to accomplish the items above in one day rather than spreading it out over a week.*

- After all students have been tested, complete [Form #1A - Student Information](#). Fill in interests, reading levels, and behavior test results, as well as and any additional notes.
- Find the [Form #4 - Recommended Reader Assignment](#) for the first story you'll be reading. Watch our training video [Role Assignment Webinar](#) for detailed instructions. There are also detailed graphics here: [FullTraining.ppt](#)
- On the form for that title:

Recommended Reader Assignment FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE					
Romeo and Juliet Originally by William Shakespeare Adapted to: ... Playbook Format					
Reader No.	Story Character	Group 1 Reader	Group 2 Reader	Group 3 Reader	Group 4 Reader
1	Paris Nurse 3% of Story				
2	Nurse Abram Lady Montague Friar 7% of Story				
3	Benevo 7% of Story				
4	Narrator Benvolio Apothecary 16% of Story				
5	Julia 11% of Story				
6	Mercutio Lord Capulet Lord Montague 13% of Story				
7	Friar Gregory Tybalt Lady Capulet 15% of Story				
8	Benevo 17% of Story				
9	Julia 17% of Story				

**Don't let students request specific roles.**

If you have more readers than you have roles, then two students can split the Narrator role by alternating every other paragraph or taking turns by chapter. If you have fewer students than you have roles, assign two characters of the same or lower level to one reader.

You can pair pre-readers with a student who is just one stage higher. Pre-readers will just follow along at first, but then can gradually begin to read the role along with the other student.

- Enter your lower-level students first into the columns for the easiest roles trying to match student reading level, gender and personality based on which roles are the main characters or the supporting characters.
  - Then enter the names of the next level readers into the corresponding columns in the same manner.
  - Fill in your highest-level roles last. Use more than one chart if necessary and use a new form for each series of groups so that you always have a record of what role each student played in every story.
- Repeat this process for all stories you plan to implement during the first week. We suggest doing 3-4 readings of each story. If you can read the books four days a week, then one story per week is ideal. If twice a week, switch every two weeks, if once a week, switch every four weeks.

- Review the combination of students in each group from top to bottom looking at Group 1, Group 2, etc. Consider whether these students will work well together based on personality. Spread out your extroverts and introverts amongst the groups so that each group has at least one outgoing student. Erase student names and move them left to right, keeping their same character assignment, on the role line of the chart as needed to form what you believe would be the best combination of students for each group. You can also use this method to balance group sizes if necessary.

- If you are doing a 10-week program, you can use the same parts across stories. Transfer the groups from Form #4 onto your blank [Form #5-10-Story Rotation Chart](#) in the top section. The form can also be customized for other numbers of weeks.

Form #5: Reader's Theater 10-Week Story Rotation Plan (Adjust to fit the number of parts in your stories)					
Reader Age/Ability	Group 1	Group 2	Group 3	Group 4	Group 5
Younger/Lower	Student 1	Student 11	Student 21	Student 31	Student 41
Younger/Lower	Student 2	Student 12	Student 22	Student 32	Student 42
Low Middle/Low Medium	Student 3	Student 13	Student 23	Student 33	Student 43
Low Middle/Low Medium	Student 4	Student 14	Student 24	Student 34	Student 44
Low Middle/Low Medium	Student 5	Student 15	Student 25	Student 35	Student 45
High Middle/High Medium	Student 6	Student 16	Student 26	Student 36	Student 46
High Middle/High Medium	Student 7	Student 17	Student 27	Student 37	Student 47
High Middle/High Medium	Student 8	Student 18	Student 28	Student 38	Student 48
Older/Advanced	Student 9	Student 19	Student 29	Student 39	Student 49
Older/Advanced	Student 10	Student 20	Student 30	Student 40	Student 50
<b>Introduction</b> Use Form #4, the Role Assignment Forms and the groups you choose to fill in the groups above. You can use the same groups for multiple stories. Then below, fill in which stories were done by which group so that you can track the rotations throughout the program.					
Week 1	Date	During first week, teacher observes students individually while reading in groups and completes ratings for Form #3 Behavioral Reading Test for each student.			
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Week 2	Date				
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

**[Form #5 -10-Week Story Rotation Plan.](#)**

## Week 1: Reading Playbooks with Students


- On the first day of reading, call out your Reading Groups and provide them with books, and any costumes, etc. It is usually best to have the books and any props already placed on each empty table, designate a group number for each table, and then send students to their appropriate group.
- Ask students to turn to the Character Summary page in their books. Have them identify the color of their text and to read silently their character's summary.
  - Review the [Form #3 - Reading Behavior Test](#) and use these items as your guide to evaluate and discuss reading techniques and behavior with your students.
  - Get them excited to project meaning and to be creative. Laughter in small groups can become infectious and helps to break down social barriers between students.
  - Mention that star performers will receive a Performance Award Certificate.
- Review how to identify "cues" in black italic text and to not read them aloud, and any other format information or behavior rules you may wish to discuss.
  - Provide students with the [Reading With Expression Reminders](#) handout and/or go over with the class.
  - You can also review the Interactive Over-Acting Exercises. For a comprehensive series of expression exercises: [Grades K-3](#), and [Grades 4 and up!](#)
- When you're ready to start the story, prompt students to begin by reading their character summary aloud and then moving to page 1 and continuing to read the script.


(if doing a multi-week program, refer to the [Form #5- 10-Story Rotation Chart](#) to decide what days to read the story, do the activities or games, etc.)


Because at least 3-4 readings of the same text is shown to have the best results, we recommend reading the stories at least 3-4 times within the week or before each group moves on to a new story.

- Throughout the entire first week of reading, as students read aloud in groups, walk around with a clipboard of blank [Form #3 - Reading Behavior Test](#) - one for each student) and stop to listen to each child as they read and portray their character. *Do this in a manner that is comfortable and non-threatening for students.* Mark your assessment of each student's reading behavior on [Form #3](#). Transfer these results at the end of the week to the Pre-Program column of the [Form #6 - Classroom Assessment Results](#). As you observe students, encourage them, and offer support and advice.
  - You can also choose to have one group of students perform for the other groups each week. If so, start with the first group this week.
- Review and prepare any [Supplemental Activity Worksheets](#) provided and determine which ones you wish to assign and to which groups or to all groups. Plan any sheets for take-home activities and make all copies accordingly. If you plan to play some drama games, review any actor tips and be prepared to demonstrate examples of over-acting to your students when you introduce the game.

**CHARACTER SUMMARY**  
Before beginning the story, it is helpful for each reader to read their character's summary aloud.

**Ellie Elephant**  
Hi! I'm Ellie Elephant. I have a big trunk.

**Geri Giraffe**  
Hello! My name is Geri Giraffe. I have a long neck.

**Pete Porcupine**  
I'm Pete Porcupine. I have spikes all over my body.

You are the Director of several plays that will be happening. Motivate your students to be outstanding actors and portray their characters..



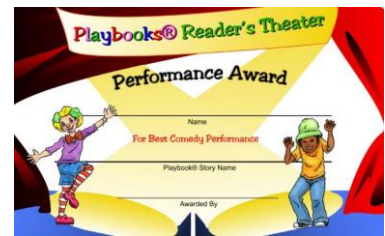
## Week 2-9 (or how ever many weeks you chose for your program)

- Continue each week with a new story for each group following your [Form #5 - 10-Story Rotation Chart](#). Avoid changing a reader's role within a story as it is important that they repeat the same text in order to build reading fluency and confidence. So that the stories stay fresh and interesting, be sure to separate reading days with the supplemental activities and/or Reader's Theater games- include this information on your [Form #5 - 10-Story Rotation Chart](#).
- At the end of each week or when students complete each story, have a different group perform their story for the rest of the groups. Each week should feature a different story being performed by a different group of students.

You may optionally choose to conduct mid-program assessments of students using the Oral Readability Test (Form #2) and Reading Behavior Test (Form #3) and recording results in the Classroom Assessment Results (Form #6) in the Mid-Program Column.

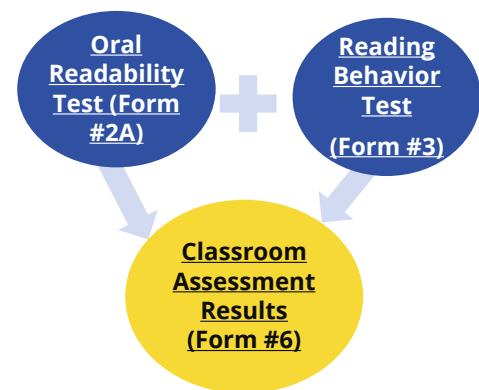
## Final Performance

- During the last week of story reading, perform the [Form #3 Reading Behavior Test](#) again for all students and record the results on [Form #3](#) and [Form #6](#) under the post-program column. **Remember that these tests must be done while observing students reading the stories.**
- At the end of the program, bring all students together to choose a favorite story for performance in front of other classrooms, outside groups, or parents. This can be done in an Academy Awards type of format with students making nominations for best actors and then voting on who will play each role in the performance for an audience. Or, you can choose the play and final actors based on your observations.
- Select a "director" for the performance (or yourself) and use this week to plan and prepare staging, props, extended costumes, and anything else you choose to enhance the performance. Keep students involved in the process as much as possible.



## Assessments

- During this last week of the program as you prepare for the audience performance, repeat the [Oral Readability Test \(Form #2A\)](#) individually for all students.
- Record the Post-Program results from [Form #3 Reading Behavior Test](#), plus the results from the [Form #2A Oral Readability Test](#), and transfer them to the [Classroom Assessment Results \(Form #6\)](#).
  - Evaluate the growth of all students easily with this form by noting the difference in the Pre-Program and Post-Program scores for both the [Oral Readability Test](#) and the [Reading Behavior Test](#).



- Alternatively, if you are using another reading level scale (Fountas and Pinnell, etc.), repeat assessments for that scale and record the pre- and post-program levels.
- Highlight which students showed the most growth.
- Share these results with parents, administrators, grant writers, and us!



# Multi-Leveled Reader's Theater Student & Teacher Forms

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# Form #1A - Student Information Sheet

Complete before assigning Reader's Theater story roles - FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE

Grade Span _____ (e.g., K-2, 3-5, or 6-8. Include no more than 3 grades together.)	Gender	Age	Grade	Other Reading Level Scale*	Playbooks Reading Stage**	Role Level	Likes to act	Likes to read out loud	Big Role	Small Role	Likes to be funny	Notes:
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
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27												
28												
29												
30												

\*Score from other know Reading Level Scales (e.g. Fountas & Pinnell, DRA, Reading Recovery, Lexile, etc.)

\*\*Result from the Playbooks Reading Test, or a correlation from another know Reading Level Scale using the Correlation Chart provided.

**Instructions:** On this chart, write the names of all your students and record the information you know about them, for example, age, grade, and notes on personality. After students have been told about their upcoming reader's theater activity, ask them the following questions in a "show of hands" method to help you complete the rest of the chart. "Who likes to act?" "Who likes to be a big star with a big role that has a lot of lines?" "Who likes to be a supporting actor/actress with a smaller role?" "Who likes to over-act and be really funny?" Mark what you learn about each student on the chart as they raise their hands. If you already know your students' reading levels, then record them accordingly. To determine each student's Role Level, consider age, grade, reading level, and desire to act and read smaller or larger roles to subjectively assign a role level of High, Medium, or Low. For example, assign an older student who wants a small role a level of M (Medium) or L (Low). Assign younger students as L (Low) even if they indicate they want a large role, until they have shown high reading proficiency. Remember, the star character can be a low level role, and some smaller parts are higher level roles.

## Form #1B - Student Interests Poll

Being a Star Makes Reading Fun!™ Reader's theater is reading a story out loud like a play in a small group. Each of you will play a different character's part, but you don't need to memorize your lines. You will read your part from a book. You get to use emotion and excitement in your voice and pretend to be your character! Each character's lines are in a different color so you will know when it is your turn to read. You will get to be a star and help bring a story to life!



**Directions:** Read the sentences below and circle the number indicating how much you agree or disagree with the sentence. For example, look at the first sentence, "I like to act." If you like to act a lot, circle the number 5. If you don't like to act, circle the number 1. If you like to act a little bit, pick one of the numbers in the middle, showing how much you like to act.

	Disagree			Agree	
1 I like to act	1	2	3	4	5
2 I like to read aloud	1	2	3	4	5
3 I like you have a big role and be the star	1	2	3	4	5
4 I like to be the sidekick	1	2	3	4	5
5 I like to be funny	1	2	3	4	5
6 Have you ever been in a play?	Yes/No				
7 Have you ever been in a talent show?	Yes/No				



# Form #2A - Oral Readability Test (Page 1)

## For Teacher's Use Only – Not for Students

To determine your students' Readability Stages for Playbook® stories, ask each student individually to read aloud the series of sentences for the appropriate grade level from **Form #2B Student Oral Readability Test**. The instructions below indicate which sentence students in each grade level should begin with. Next to the section for each sentence read, write a check mark next to the most accurate description of the student's ease while reading the sentence. How you evaluate the student's performance will determine whether you should direct the student to move on to the next sentence or stop the test with the student's Readability Stage for Playbook® stories determined as indicated under the current sentence. Test each student at the beginning of the Reader's Theater program, in the middle, and again at the end to track their progress. Record the student's performance for the Pre-Program test in the column first column, the Mid-Program test in the middle column, and the Post-Program test in the last column.

**For Kindergarten and Grade 1: Start with sentence 1.**

**For Grades 2 and 3: Start with sentence 4.**

**For Grades 4 and 5: Start with sentence 6.**

**For Grades 6 through 12: Start with sentence 8.**

	Pre-Program	Mid-Program	Post-Program
<b>1. I can do it.</b>			
The reader reads this sentence with ease. (Continue to sentence 2.)			
The reader experiences minor difficulty with this sentence. ( <b>Student is Stage 0</b> - Emerging Reader -Stop test here.)			
The reader experiences extreme difficulty with this sentence. ( <b>Student is Stage 0</b> - Emerging Reader -Stop test here.)			
<b>2. Sam has my hat.</b>			
The reader reads this sentence with ease. (Continue to sentence 3.)			
The reader experiences minor difficulty with this sentence. ( <b>Student is Stage 1</b> - Early Reader - Stop test here.)			
The reader experiences extreme difficulty with this sentence. ( <b>Student is Stage 0</b> - Emerging Reader - Stop test here.)			
<b>3. Sam did not see the big, red bug.</b>			
The reader reads this sentence with ease. (Continue to sentence 4.)			
The reader experiences minor difficulty with this sentence. ( <b>Student is Stage 1</b> - Early Reader - Stop test here.)			
The reader experiences extreme difficulty with this sentence. ( <b>Student is Stage 0</b> - Early Reader - Stop test here.)			
<b>4. I was done with the test a long time ago.</b>			
The reader reads this sentence with ease. (Continue to sentence 5.)			
The reader experiences minor difficulty with this sentence. ( <b>Student is Stage 2</b> - Beginning Reader - Stop Test Here.)			
The reader experiences extreme difficulty with this sentence. ( <b>Student is Stage 1</b> - Early Reader - Stop test here.)			
<b>5. I do not have a new bat to take to the game.</b>			
The reader reads this sentence with ease. (Continue to sentence 6.)			
The reader experiences minor difficulty with this sentence. ( <b>Student is Stage 2</b> - Beginning Reader - Stop test here.)			
The reader experiences extreme difficulty with this sentence. ( <b>Student is Stage 1</b> - Beginning Reader - Stop test here.)			
<b>6. Now there won't be enough pie for everyone to share!</b>			
The reader reads this sentence with ease. (Continue to sentence 7.)			
The reader experiences minor difficulty with this sentence. ( <b>Student is Stage 3</b> - Transitional Reader - Stop test here.)			
The reader experiences extreme difficulty with this sentence. ( <b>Student is Stage 2</b> - Beginning Reader - Stop test here.)			

## Form #2A - Oral Readability Test (Page 2)

	Pre-Program	Mid-Program	Post-Program
<b>7. I can't believe that there aren't more to choose.</b>			
The reader reads this sentence with ease. (Continue to sentence 8.)			
The reader experiences minor difficulty with this sentence. ( <b>Student is Stage 3</b> - Transitional Reader – Stop test here.)			
The reader experiences extreme difficulty with this sentence. ( <b>Student is Stage 2</b> - Beginning Reader – Stop test here.)			
<b>8. My guess is they're still talking about your silly outfit.</b>			
The reader reads this sentence with ease. (Continue to sentence 9.)			
The reader experiences minor difficulty with this sentence. ( <b>Student is Stage 4</b> - Intermediate Reader – Stop test here.)			
The reader experiences extreme difficulty with this sentence. ( <b>Student is Stage 3</b> - Transitional Reader – Stop test here.)			
<b>9. Romp, Stomp, and Millie huddled together near Millie's home while they discussed Jeremy Rabbit's mischievous behavior.</b>			
The reader reads this sentence with ease. (Continue to sentence 10.)			
The reader experiences minor difficulty with this sentence. ( <b>Student is Stage 4</b> - Intermediate Reader – Stop test here.)			
The reader experiences extreme difficulty with this sentence. ( <b>Student is Stage 3</b> - Transitional Reader – Stop test here.)			
<b>10. Erica laughed with delight at my misery, but I somehow managed to survive!</b>			
The reader reads this sentence with ease. (Continue to sentence 11.)			
The reader experiences minor difficulty with this sentence. ( <b>Student is Stage 5</b> - Advanced Reader – Stop test here.)			
The reader experiences extreme difficulty with this sentence. ( <b>Student is Stage 4</b> - Intermediate Reader – Stop test here.)			
<b>11. With a ferocious gleam in his eye, Nag slithered particularly close to the young boy's leg.</b>			
The reader reads this sentence with ease. (Continue to sentence 12.)			
The reader experiences minor difficulty with this sentence. ( <b>Student is Stage 5</b> - Advanced Reader – Stop test here.)			
The reader experiences extreme difficulty with this sentence. ( <b>Student is Stage 4</b> - Intermediate Reader – Stop test here.)			
<b>Note: Questions 12-13 below help determine whether older/advanced students can read misspelled words phonetically to achieve an accent.</b>			
<b>12. Howdy, y'all. My naaame is Mizz Pluum, and I'm from Georgia. I just looove teachin' the 6th graaade. But, let me tell y'all...it's not that eezy! All that trick playin' just makes me "plum" tired!</b>			
The reader reads this sentence with ease. (Continue to sentence 13.)			
The reader experiences minor difficulty with this sentence. ( <b>Student is Stage 6</b> - Expert Reader – Stop test here.)			
The reader experiences extreme difficulty with this sentence. ( <b>Student is Stage 5</b> - Advanced Reader – Stop test here.)			
<b>13. Enuff talkink! Ze performinz iz in two veeks.Come darrlinks! Every vun...ve must vorrk, vorrk, vorrk!</b>			
The reader reads this sentence with ease. ( <b>Student is Stage 6</b> – Expert Reader – Stop test here.)			
The reader experiences minor difficulty with this sentence. ( <b>Student is Stage 6</b> – Expert Reader – Stop test here.)			
The reader experiences extreme difficulty with this sentence. ( <b>Student is Stage 5</b> – Advanced Reader – Stop test here.)			

## Form #2B - Student Oral Readability Test

1. I can do it.
2. Sam has my hat.
3. Sam did not see the big, red bug.
4. I was done with the test a long time ago.
5. I do not have a new bat to take to the game.
6. Now, there won't be enough pie for everyone to share!
7. I can't believe that there aren't more to choose.
8. My guess is that they're still talking about your silly outfit.
9. Romp, Stomp, and Millie huddled together near Millie's home while they discussed Jeremy Rabbit's mischievous behavior.
10. Erica laughed with delight at my misery, but I somehow managed to survive!
11. With a ferocious gleam in his eye, Nag slithered particularly close to the young boy's leg.
12. Howdy, y'all. My naaame is Mizz Pluum, and I'm from Georgia. I just loove teachin' the 6th graaade. But, let me tell y'all...it's not that eeezy! All that trick playin' just makes me "plum" tired!
13. Enuff talkink! Ze performinz iz in two veeks. Come darrlinks! Every vun...ve must vorrk, vorrk, vorrk!



## Form #2C - Playbooks® Reading Level Correlation Chart

In order to assist teachers and facilitate the assigning of roles for Reader's Theater small group reading, Playbooks®, Inc. has developed a simplified series of reading levels. The following provides an approximate correlation between these levels and other reading level scales.

Reading Level Correlation					
Playbook® Reading Level	Playbook® roles written at this level have...	Approximate Correlation to Other Reading Scales			
		Fountas & Pinnell/Guided Reading	Reading Recovery	DRA	Lexile
<b>Stage 0</b> Emerging Reader <b>Grades PK-1</b>	short and simple sentences, 3-4 words per sentence using vocabulary with "hard" consonants and "short" vowels, including some early sight words, and 1 sentence per passage.	A-C	1-3	1-4	0-100
<b>Stage 1</b> Early Reader <b>Grades K-1</b>	simple sentences and sight words or words introduced by another character role, 3-4 words per sentence, and 1-2 sentences per passage.	C-F	3-10	4-10	100-199
<b>Stage 2</b> Beginning Reader <b>Grades 1-2</b>	simple sentence structure with slightly longer passages and more high frequency words, and 2-3 sentences per passage.	F-K	10-18	10-24	200-399
<b>Stage 3</b> Transitional Reader <b>Grades 2-3</b>	some large chunks of texts with an increase in vocabulary difficulty and sentence structure, and 3-4 sentences per passage.	L-N	20-22	28-34	400-599
<b>Stage 4</b> Intermediate Reader <b>Grades 3-4</b>	longer passages and more elaborate vocabulary and sentence structure, and 4-5 sentences per passage.	O-S	24-26	38-40	600-799
<b>Stage 5</b> Advanced Reader <b>Grades 5-6</b>	some use of complex sentences and concepts, more developed character dialogue and detailed text, and some figurative language.	T-Y	28-30	44	800-999
<b>Stage 6</b> Expert Reader <b>Grades 7-12</b>	complex sentences, more advanced sentence variation, and figurative language.	Z	32-34		1000-1100

# Form #3 - Reading Behavior Test

## For Teacher's Use Only – Not for Students

Observe your students while they read their roles in a small group setting with other students. Evaluate each student's reading skills with this form at the beginning of your multi-week Reader's Theater program, in the middle, and again at the end. Fill out a sheet for each student separately and mark their skills in the correct column using a scale of 1 to 10, with 10 being the highest.

Student Name \_\_\_\_\_ Age \_\_\_\_\_  
Grade \_\_\_\_\_

**Rate Skill on a Scale of 1 to 10**

<b>Evaluation of Reading/Speaking Skills</b>	Pre-Program	Mid-Program	Post-Program	Growth
	<u>Evaluation of Reading/Speaking Skills</u>			
1. Student speaks clearly and enunciates.				
2. Student uses proper pitch and volume.				
3. Student uses proper rate/speed and reads smoothly without hesitation.				
4. Student reads with expression/emotion, uses proper tone of voice.				
5. Student emphasizes key words appropriately.				
6. Student uses pauses effectively.				
7. Student reads confidently, holds head up				
8. Student identifies with character, and knows how to interpret and communicate character's personality, mood, and style.				
9. Student practices good pronunciation and sounds natural when reading.				
10. Student uses facial expressions and body language to portray character.				
<b>Sub total Reading/Speaking Skills</b>				
<u>Evaluation of Social Skills in Reading Activities</u>				
1. Student is considerate, polite, and encouraging to other readers.				
2. Student listens with interest and pays attention when not reading.				
3. Student doesn't distract by whispering, wiggling, and can focus on the task.				
4. Student keeps up with the story and doesn't lose place and make others wait.				
5. Student has an overall good attitude towards self and others.				
6. Student shows interest, motivation, and enthusiasm for activity.				
7. Student offers help when clearly needed.				
8. Student stays in character and involved throughout story.				
9. Student makes some eye contact with audience or group members.				
10. Student participates in group or class activities and discussions about the story.				
<b>Sub total Social Skills</b>				
<b>Total Score</b>				

# Form #4 - Recommended Reader Assignment [SAMPLE]

## For Teacher's Use Only – Not for Students



**UCKY DUCKY**

*A timeless tale presented in....*

Playbook® Advantage <sup>+</sup> Format



Reader No.	Story Character	Group 1 Reader	Group 2 Reader	Group 3 Reader	Group 4 Reader	Group 5 Reader
1	<b>Buttercup</b> Speaks 24 Times 6% of Story <b>Stage 1 - Early Reader</b>					
2	<b>Squeal</b> Speaks 19 Times 9% of story <b>Stage 2 - Beginning Reader</b>					
3	<b>Spencer</b> Speaks 25 Times 13% of story <b>Stage 3 - Transitional Reader</b>					
4	<b>Mother Duck</b> Speaks 26 Times 13% of story <b>Stage 3 - Transitional Reader</b>					
5	<b>Lucy</b> Speaks 21 Times 20% of story <b>Stage 4 - Intermediate Reader</b>					
6	<b>Slink</b> Speaks 23 Times 18% of story <b>Stage 4 - Intermediate Reader</b>					
7	<b>Narrator</b> Speaks 22 Times 21% of story <b>Stage 4 - Intermediate Reader</b>					

# Form #5 - 10-Story Rotation Chart

## For Teacher's Use Only – Not for Students

Form #5: Reader's Theater 10-Week Story Rotation Plan									
Reader Age/Ability	Group 1	Group 2	Group 3	Group 4	Group 5				
Younger/Lower	Student 1	Student 7	Student 13	Student 19	Student 25				
Younger/Lower	Student 2	Student 8	Student 14	Student 20	Student 26				
Low Middle/Low Medium	Student 3	Student 9	Student 15	Student 21	Student 27				
High Middle/High Medium	Student 4	Student 10	Student 16	Student 22	Student 28				
Older/Advanced	Student 5	Student 11	Student 17	Student 23	Student 29				
Older/Advanced	Student 6	Student 12	Student 18	Student 24	Student 30				
<b>Note:</b> If you do not have enough story titles to allow all students to be reading at the same time, you can alternate activities with reading time so that students take turns reading the stories. You can also read the stories over a longer period of time, say once a week, instead of three or four times per week, and do activities, games and exercises in between. One of the advantages of Reader's Theater is that it's flexible. It can easily be tailored to fit your budget and time constraints.									
Length of Program: ____ days/weeks (circle one)	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	
Reading Days: M T W Th F (circle reading days)	Pre-Program: 1) Assess Reading Levels 2) Conduct Oral Readability Test 3) Conduct Reading Behavior Test		Mid-Program (optional): 1) Conduct Oral Readability Test again 2) Conduct Reading Behavior Test again			Final Week/Post-Program: 1) Conduct Oral Readability Test 2) Conduct Reading Behavior Test 3) Record all program results in Form #5: Classroom Assessment Results 4) Optional- Performance to class of one of the stories			
Story Title:	Group #1	Group #2	Group #3	Group #4	Group #5	Group #1	Group #2	Group #3	
Story Title:	Group #2	Group #3	Group #4	Group #5	Group #1	Group #2	Group #3	Group #4	
Story Title:	Group #3	Group #4	Group #5	Group #1	Group #2	Group #3	Group #4	Group #5	
Story Title:	Group #4	Group #5	Group #1	Group #2	Group #3	Group #4	Group #5	Group #1	
Story Title:	Group #5	Group #1	Group #2	Group #3	Group #4	Group #5	Group #1	Group #2	



For the 10-Week chart in Excel, Click:  
[10 Week Story Rotation Chart: Excel](#)

**Note:**

If you do not have enough story titles to allow all students to be reading at the same time, you can alternate activities with reading time so that students take turns reading the stories. You can also read the stories over a longer period of time, say once a week, instead of three or four times per week, and do activities, games and exercises in between. One of the advantages of Reader's Theater is that it's flexible. It can easily be tailored to fit your budget and time constraints.

# Form #6- Classroom Assessment Results

## For Teacher's Use Only – Not for Students

Record here overall results from readability and reading behavior assessments pre-program, mid-program, and post-program for all students in the Reader's Theater program. This form can be shared with admins, grant writers, etc.!

	Student Name	Playbooks® Oral Readability Test Results				Playbooks® Reading Behavior Test Results			
		Pre-Program	Mid-Program	Post-Program	% Growth	Pre-Program	Mid-Program	Post-Program	% Growth
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
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30									



# Reading With Expression Reminders

## Reading strategies to remember:

- Speak clearly and enunciate
- Vary your volume and pitch appropriately (loud and soft, high and low)
- Adjust your rate/speed, read smoothly, and pause when appropriate (use punctuation to figure out when)
- Read with emotion and emphasize key words where needed
- Hold your head up and stand or sit up straight with confidence while reading
- Identify with your character and try to show his/her personality and mood when reading
- Pronounce all words clearly and correctly
- Use facial expressions and hand/body gestures
- Be relaxed
- Use the best tone of voice for the sentence (nasal, firm, whispery, somber, etc.)
- Make some eye contact

## Social Skills to remember:

- Stay in character throughout the story
- Be considerate, polite, and encouraging to others
- Listen to others when it is not your turn to read
- Don't distract others by whispering and wiggling
- Keep up with your part so others don't have to wait
- Keep a good attitude towards yourself and other students
- Show interest and motivation for the activity
- Offer help when to others when needed

