

Playbooks® Roleplay Reader™

Easy Quick Start and Step-by-Step Weekly Implementation Plan

1. Read the first story in your kit for each grade level or each grade level span (e.g., K-2, G3-5, G6-8) to become familiar with the characters and story themes, identifying main roles, supporting roles, funny characters, and other features that will later be useful for role assignment. Watch the free implementation webinars provided (www.readerstheater.com/freeworkshop.html). Read any accompanying Teacher's Guide for information, ideas, and suggestions.
2. Prepare **Student Information Form (Form #1)** for each grade level or grade level span. Enter all students' names in the first column and any notes on what you already know about them (age, grade, any known tested reading level, personality traits such as shy or outgoing, etc.) Use a pencil on all forms so that you can erase.
3. WITH STUDENTS
 - a. On Day 1, first play the implementation video (either the Grades K-5 video or Grades 6-8 video) for your students. 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. Use your own creativity in introducing the activity and getting students excited and informed as to what they will be doing.
 - b. After the introduction, poll the students in a "raise your hand" format with the questions in the columns of the **Student Information Sheet (Form #1)**, or alternatively, have students fill out the questionnaire provided. Ask out loud, "Who likes to act?," "Who likes to read aloud?," "Who likes to be a star?," "Who likes to be a sidekick?," and "Who likes to be funny?" Note individual student responses on the form. Take your time with this activity to gather as much information as you can. End the group introduction with excitement and anticipation.
 - c. Next, conduct **Oral Readability Tests (Form #2 A&B)** with each student separately to determine his or her Reading Level (Stage 0-6). You can correlate the levels from this test with the correlation chart provided on the back of the Playbooks® Teacher Guide (www.readerstheater.com/teacherguide.pdf), or use your own Reading Level measurements that you are familiar with such as Fountas and Pinnell, Reading Recovery, DRA, Lexile, etc.

Quick Start Review

Before Introduction to Students

1. Review, read and become familiar with all stories and characters in your kit. Identify main, supporting, and funny characters along with other role characteristics.
2. Watch the free webinars provided (www.readerstheater.com/freeworkshop.html).
3. Prepare Student Information Form #1.

Introduction to Students

1. Play the implementation video for your students (either the Grades K-5 video or Grades 6-8) **and/or** do your own creative introduction of reader's theater so your students can get excited about it.
2. Poll your students using the Student Information Form #1 or have them fill out the questionnaire provided..

Before Small-Group Reading

Note: You should plan for students not to read the stories on the same day the reader's theater activity is introduced as you'll need some preparation time after gathering the personality information above to assign story roles and reading groups with care. If you are conducting oral readability testing you'll need additional time as well.

1. Determine a Playbook® Reading Level (Stage 0-6) for each student by using the Oral Readability Test provided or by correlating a known tested level (if you have one) to a Playbook® level using the correlation chart provided on the back of the Playbooks® Teacher Guide (www.readerstheater.com/teacherguide.pdf). Record each student's Reading Stage on Student Information Form #1.
2. Using Form #4: Recommended Reader Assignment (RRA) for one of the stories in your kit, assign roles based on student reading ability and polling or questionnaire information gained. Assign every student to this story within multiple story groups (be sure to spread out your introverts and extroverts and consider personality dynamics when forming groups). Assign the lowest readers first, middle readers second, and highest readers last. This grouping establishes story groups for additional stories as well.
3. Assign roles based on this grouping to the additional stories in your kit using each story's RRA - Form #4.
4. Before reading in small groups for the first time, coach students on "Reading Behavior" using the Expression Reminders sheet provided.

Story Reading, Repetition and Performance

1. Begin your reader's theater program with students reading aloud in small groups, even simultaneously, with each group reading a different story. (Note: students do not need to review their parts before reading in small groups. The small group reading time is their practice.)
2. Have students read their assigned story aloud in their small groups at least 3-4 times before switching stories. The amount of time between readings depends on the length of your program and the number of stories you have. It is important that students repeat the **same roles/ same text at least** 3-4 times in order to be engaged in "repeated guided oral reading" for optimal growth in reading fluency. It's also important that high, medium and low readers are integrated together in these small groups so that each group has more advanced readers who become the "guides."
3. At the end of each week, or at the end of a several week program, **put on a performance** for an audience (the entire class, another class, the entire school, or parents) using students' favorite stories and best performers.

These other known levels can help you determine which students are higher or lower within their Playbooks® Stages. Place a check mark as appropriate in the Pre-Program space. Other students should be engaged in a non-related activity away from students performing the oral test. Give student **Form #2B** to read from (you only need one copy of #2B as all students can read from the same sheet.) You mark **Form #2A** with your assessment (you need several copies of #2A - one copy for each student).

- d. Alternatively, you can do all the Oral Readability Tests 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 rather than waiting.

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 probably want to accomplish the items above in one day rather than spreading it out over a week's time.

4. After all students have been tested, enter the results of each student's Reading Stage level on **Form #1**. Review the notes at the bottom of **Form #1** for assistance.
5. Also enter the Results of the **Oral Reading Test (Form #2)** for each student on the **Assessment Student Record (Form #3)** under the Pre-Program column.
6. Prepare the **Student Character/Role Assignment Chart** for the first story in the kits to be read (**Form #4**). 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 roles last. If you have fewer students than you have roles, assign two characters of the same or lower level to one reader. 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. You can also pair non-readers with a student who is just one stage higher. Non-readers will just follow along at first, but then can gradually begin to read the role along with the other student. 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.
7. Now 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.
8. Transfer these groups onto your blank **Story Rotation Chart** in the top section.
9. WITH STUDENTS
 - a. On the first day of reading, call out your Reading Groups and provide them with books, costumes, etc. It is usually best to have the books and costumes already placed on each empty table, designate a group number for each table, and then send students to their appropriate group. Don't let students request specific roles. It's your job to assign roles based on several factors that students are unaware of.
 - b. Ask students to turn in their books to the Character Summary page. Have them identify the color of their text and to read silently their character's summary.
 - c. Talk about the ways to read with expression, reading manners, etc. Review ahead of time the **Reading Behavior Test (Form #5)** and use these items as your guide, along with the **Teacher Guide**, to discuss reading techniques and behavior with your students. Get them excited to project meaning and to be creative. Laughter in the 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** page, and/or go over it in front of the class. You are the Director of several plays that will be happening. Motivate your students to be outstanding actors and portray their characters.

- d. Prompt students to begin by reading their character summary aloud and then moving to page 1 and continuing to read.
10. Refer to the **Story Rotation Chart** to decide what days to read the story, do the activities or games, etc.
11. Throughout the entire first week of reading, and as students read aloud in several groups, walk around with a clipboard of blank **Reading Behavior Tests (Form #5)** - 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 the test (**Form #5**). Transfer these results at the end of the week to the Pre-Program column of the **Assessment Student Record (Form #3)**. As you observe students, also encourage them and offer support and pointers on their reading.
12. Continue each week with a new story for each group following your **Story Rotation Chart**. We recommend reading the stories at least 3-4 times within the week or before each group moves on to a new story. Try to 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 and include this information on your **Story Rotation Chart**.
13. 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. Ham it up!
14. 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.
15. During the last week of story reading, perform the **Behavioral Reading Test (Form # 5) again** for all students and record the results on **Form #3**. Remember that these tests must be done while observing students reading the stories.
16. 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 a sort of 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.
17. 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.
18. Also, during this last week of the program as you prepare for the audience performance, repeat the Oral Reading Test (**Form #2**) individually for all students. Record the Post-Program results on each test and transfer them to the **Assessment Student Record (Form #3)**. 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 Reading 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, and grant writers!



Have fun with your Playbooks®
Roleplay Reader™ program!

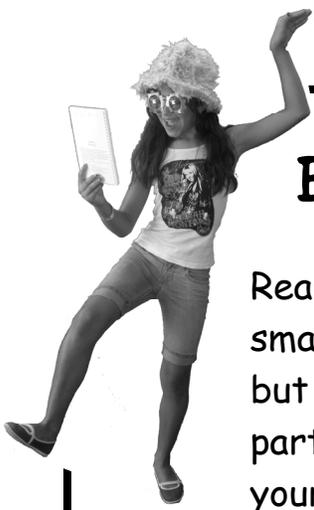
Form #1 - Student Information Sheet - Complete before assigning Reader's Theater story roles - FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE

Student Name	M/F	Age	Grade	Other Reading Level Scale*	Playbooks Reading Stage**	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											
15											
16											

*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 read out loud?" "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. Alternatively, you may have them fill out the included questionnaire and then transfer the information to this sheet. If you already know your students' reading levels, then record them accordingly. When assigning roles, remember, the star character can be a low level role, and some smaller parts are higher level roles.



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 out loud.	1	2	3	4	5
3. I like to 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				

Reader's Theater Oral Readability Test

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

7. I can't believe that there aren't more to choose.			
The reader reads this sentence with ease. (Continue to sentence 8.)			
The reader experiences minor difficulty with this sentence. (Student is Stage 3 - Transitional Reader - Stop test here.)			
The reader experiences extreme difficulty with this sentence. (Student is Stage 2 - Beginning Reader - Stop test here.)			
8. My guess is they're still talking about your silly outfit.			
The reader reads this sentence with ease. (Continue to sentence 9.)			
The reader experiences minor difficulty with this sentence. (Student is Stage 4 - Intermediate Reader - Stop test here.)			
The reader experiences extreme difficulty with this sentence. (Student is Stage 3 - Transitional Reader - Stop test here.)			
9. Romp, Stomp, and Millie huddled together near Millie's home while they discussed Jeremy Rabbit's mischievous behavior.			
The reader reads this sentence with ease. (Continue to sentence 10.)			
The reader experiences minor difficulty with this sentence. (Student is Stage 4 - Intermediate Reader - Stop test here.)			
The reader experiences extreme difficulty with this sentence. (Student is Stage 3 - Transitional Reader - Stop test here.)			
10. Erica laughed with delight at my misery, but I somehow managed to survive!			
The reader reads this sentence with ease. (Continue to sentence 11.)			
The reader experiences minor difficulty with this sentence. (Student is Stage 5 - Advanced Reader - Stop test here.)			
The reader experiences extreme difficulty with this sentence. (Student is Stage 4 - Intermediate Reader - Stop test here.)			
11. With a ferocious gleam in his eye, Nag slithered particularly close to the young boy's leg.			
The reader reads this sentence with ease. (Continue to sentence 12.)			
The reader experiences minor difficulty with this sentence. (Student is Stage 5 - Advanced Reader - Stop test here.)			
The reader experiences extreme difficulty with this sentence. (Student is Stage 4 - Intermediate Reader - Stop test here.)			
<i>Note: Questions 12-13 below help determine whether older/advanced students can read misspelled words phonetically to achieve an accent.</i>			
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!			
The reader reads this sentence with ease. (Continue to sentence 13.)			
The reader experiences minor difficulty with this sentence. (Student is Stage 6 - Expert Reader - Stop test here.)			
The reader experiences extreme difficulty with this sentence. (Student is Stage 5 - Advanced Reader - Stop test here.)			
13. Enuff talkink! Ze performinz iz in two veeks.Come darrlinks! Every vun...ve must vorrk, vorrk, vorrk!			
The reader reads this sentence with ease. (Student is Stage 6 - Expert Reader - Stop test here.)			
The reader experiences minor difficulty with this sentence. (Student is Stage 6 - Expert Reader - Stop test here.)			
The reader experiences extreme difficulty with this sentence. (Student is Stage 5 - Advanced Reader - Stop test here.)			

Readability Test
Student Reading Sheet

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 darlinks! Every vun...ve must vorrk, vorrk, vorrk!

Reader's Theater Reading Behavior Test

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

	Rate Skill on a Scale of 1 to 10			
	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.				
Sub total Reading/Speaking Skills				
<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.				
Sub total Social Skills				
Total Score				

Reader's Theater Reading Behavior Test - 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 this sheet with each student's name written at the top of the columns provided and mark their skills in the correct column using a scale of 1 to 10, with 10 being the highest. Use separate sheets to record pre-program, mid-program, and post-program results, and combine on the Student Assessment Record Form.

	Student Names																
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	
Evaluation of Reading/Speaking Skills																	
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.																	
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8. Student identifies with character, and knows how to interpret and communicate character's personality, mood, and style.																	
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Subtotal Reading/Speaking Skills:																	
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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.																	
Subtotal Social Skills:																	
Total Score:																	

Student Names	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16
	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10	Rate Skill on a Scale of 1 to 10
Evaluation of Reading/Speaking Skills																
1. Student speaks clearly and enunciates.	Pre-Program															
	Mid-Program															
	Post-Program															
2. Student uses proper pitch and volume.	Pre-Program															
	Mid-Program															
	Post-Program															
3. Student uses proper rate/speed, and reads smoothly without hesitation.	Pre-Program															
	Mid-Program															
	Post-Program															
4. Student reads with expression/emotion, uses proper tone of voice.	Pre-Program															
	Mid-Program															
	Post-Program															
5. Student emphasizes key words appropriately.	Pre-Program															
	Mid-Program															
	Post-Program															
6. Student uses pauses effectively.	Pre-Program															
	Mid-Program															
	Post-Program															
7. Student reads confidently, holds head up	Pre-Program															
	Mid-Program															
	Post-Program															
8. Student identifies with character, and knows how to interpret and communicate character's personality, mood, and style.	Pre-Program															
	Mid-Program															
	Post-Program															
9. Student practices good pronunciation and sounds natural when reading.	Pre-Program															
	Mid-Program															
	Post-Program															
10. Student uses facial expressions and body language to portray character.	Pre-Program															
	Mid-Program															
	Post-Program															
Subtotal Reading/Speaking Skills: Pre-Program																
Subtotal Reading/Speaking Skills: Mid-Program																
Subtotal Reading/Speaking Skills: Post-Program																
Evaluation of Social Skills in Reading Activities																
1. Student is considerate, polite, and encouraging to other readers.	Pre-Program															
	Mid-Program															
	Post-Program															
2. Student listens with interest and pays attention when not reading.	Pre-Program															
	Mid-Program															
	Post-Program															
3. Student doesn't distract by whispering, wiggling, and can focus on the task.	Pre-Program															
	Mid-Program															
	Post-Program															
4. Student keeps up with the story and doesn't lose place and make others wait.	Pre-Program															
	Mid-Program															
	Post-Program															
5. Student has an overall good attitude towards self and others.	Pre-Program															
	Mid-Program															
	Post-Program															
6. Student shows interest, motivation, and enthusiasm for activity.	Pre-Program															
	Mid-Program															
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7. Student offers help when clearly needed.	Pre-Program															
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8. Student stays in character and involved throughout story.	Pre-Program															
	Mid-Program															
	Post-Program															
9. Student makes some eye contact with audience or group members.	Pre-Program															
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	Post-Program															
10. Student participates in group or class activities and discussions about the story.	Pre-Program															
	Mid-Program															
	Post-Program															
Subtotal Social Skills: Pre-Program																
Subtotal Social Skills: Mid-Program																
Subtotal Social Skills: Post-Program																
Total Score: Pre-Program																
Total Score: Mid-Program																
Total Score: Post-Program																
Growth																

Playbook® Reader's Theater Assessment Student Record

	Student Name	Playbook® Readability Test Result				Playbook® Reading Behavior Test Result			
		Pre-Program	Mid-Program	Post-Program	% Growth	Pre-Program	Mid-Program	Post-Program	% Growth
1									
2									
3									
4									
5									
6									
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28									
29									
30									

READER'S THEATER 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



Form #4 - Recommended Reader Assignment

FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE



Send Me a Sign

presented in....

Playbook™ Advantage⁺ Format



Reader No.	Story Character	Group 1 Reader	Group 2 Reader	Group 3 Reader	Group 4 Reader	Group 5 Reader
1	Logan <i>Speaks 12 Times</i> <i>6% of Story</i> Stage 2 - Beginning Reader					
2	Buddy <i>Speaks 17 Times</i> <i>8% of Story</i> Stage 3 - Transitional Reader					
3	Faith <i>Speaks 19 Times</i> <i>11% of Story</i> Stage 3 - Transitional Reader					
4	Miss Sybil <i>Speaks 13 Times</i> <i>10% of Story</i> Stage 4 - Intermediate Reader					
5	Miss Jennifer <i>Speaks 23 Times</i> <i>26% of Story</i> Stage 4 - Intermediate Reader					
6	Narrator <i>Speaks 30 Times</i> <i>39% of Story</i> Stage 5 - Advanced Reader					

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Playbook® Reading Level Correlation

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. This chart provides an approximate correlation between these levels and other known 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
Stage 0 Emerging Reader Grades PK-1	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
Stage 1 Early Reader Grades K-1	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
Stage 2 Beginning Reader Grades 1-2	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
Stage 3 Transitional Reader Grades 2-3	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
Stage 4 Intermediate Reader Grades 3-4	longer passages and more elaborate vocabulary and sentence structure, and 4-5 sentences per passage.	O-S	24-26	38-40	600-799
Stage 5 Advanced Reader Grades 5-6	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
Stage 6 Expert Reader Grades 7-12	complex sentences, more advanced sentence variation, and figurative language.	Z	32-34		1000-1100