

Fidelity of Implementation Checklist for Playbooks® Reader's Theater Oral Reading Fluency Program (page 1 of 2)

Guideline	Task	Did you Perform these tasks?	Comments/Notes
Staff and Material Preparation	Teacher and all implementation staff watch recorded Playbooks® Reader's Theater Training Webinars (www.readerstheater.com/recordedwebinars.html).		
	Teacher reads all purchased Playbooks® stories/books and becomes familiar with story characters, plot, length, overall readability level, etc. Using a minimum of 10 stories per Grade Span (K-2, 3-5, 6-8) is recommended for adequate story and content variety.		
	Teacher reviews and becomes familiar with supplemental activities provided for each story. Teacher prints from website (www.readerstheater.com/supplements.html) or makes copies for desired number of students. Copying of Playbooks® stories/books is NOT allowed. Only Supplemental Activity Worksheets and Recommended Reader Assignment sheets may be copied and printed by teacher.		
Student Role Assignment Preparation	Teacher watches Playbooks® Role Assignment Webinar (www.readerstheater.com/roleassignwebinar.html)		
	Teacher prepares Playbooks® Student Information Form (SIF) (www.readerstheater.com/sif.html) for each Grade Span of students and records information on each student (name, gender, age, and grade). Grade Spans should include at least 2 grades and not more than 3 grades. (For example, Grades K-2, 3-5, 6-8). A separate SIF should be completed for each Grade Span. It is not recommended to group students in single-grade groups.		
Pre-assessment with Students	Teacher records student ORF scores on SIF. Teacher correlates each student's score to a Playbooks® Reading Stage using the correlation chart provided (http://www.readerstheater.com/correlations.html) and records Playbooks® Reading Stage for each student on SIF.		
	If desired, Teacher also tests each student separately with the short Playbooks® Reading Level Test (www.readerstheater.com/readtest.html) to determine Playbooks® Reading Stage for each student (this can be done at the same time as ORF testing). Teacher analyzes and records on SIF any differences in Correlated Stage and Tested Stage and notes this as additional information.		
	Teacher records all reading level scores and Playbooks® Stages on Assessment Student Record form (www.readerstheater.com/trackingform.html) in order to track student progress and growth over the duration of the program.		
	Teacher quantifies the number of non-readers (and their ages) to determine if "group easel reading" is more appropriate for these students. If appropriate, Teacher acquires Reader's Theater, Jr.™ materials for these students and assigns roles in teams to read from the easel with Teacher, as instructed in the Teacher Guide for these materials. (http://www.readerstheater.com/browserj.html). Teacher can also use other options for including non-readers such as pairing these students with other readers to share a role.		
Introduction with Students	Teacher and staff create excitement for roleplay reading and explain to students that they will be assigned roles to read several reader's theater plays/stories. Teacher plays for students the videos provided for each grade group as appropriate (DVD provided in Playbooks® kits or videos can be watched at www.readerstheater.com/videos.html).		
	Teacher creates a fun, social-interactive atmosphere for students. Teacher implements interactive "dramatic oral reading" warm-up exercises with students (materials and suggestions are provided at www.readerstheater.com/warmup.html).		
Gaining Student Personality Information	Teacher polls students or uses questionnaire (www.readerstheater.com/personalityquest.html) to gain personality information for each student and transfers information to SIF.		
Assigning Roles and Grouping Students with Purpose and Care	Teacher gathers all Recommended Reader Assignment (RRA) charts for all stories in Playbooks® kits to construct role assignments and small reading groups (additional copies can be printed from www.readerstheater.com/rra.html). Teacher assigns character roles for the first story in each Grade Span by matching students with roles "at" or "below" their Playbooks® Stage level whenever possible to ensure a positive, successful, expressive reading experience for every student.		
	Teacher considers student personalities in matching funny roles, narrator roles, etc. with students.		
	Teacher takes care to create balanced multi-leveled reading groups of high, medium, and low (older/younger) students together. Every Student is assigned a role (or shares a role with a reader one level higher).		
	Teacher evaluates and adjusts groupings of students to allow for even dispersion of introverts and extroverts among the reading groups and considers which students will get along better together.		

	Teacher assigns roles in all other stories using the same groups (as best as possible) and tracks story rotation and repetition with Story Rotation Chart (www.readerstheater.com/rotation.html)		
Story Reading, Repetition and Rotation	Teacher organizes students in their assigned groups giving each student his or her copy of the story/book and each reads his or her role in their story within their non-threatening group with students sitting in a circle at their tables. Multiple small groups of students read simultaneously, each group with a different story (ideal small group size is 5-7 students).		
	Teacher coaches students as they read (using tips provided at www.readerstheater.com/readingtips.html) on best reading behaviors and practices (speaking clearly, loudly, using gestures and emotion, etc.)		
	Teacher determines which days to repeat the stories within the same groups/students. Each student reads/repeats his or her role at least 4 times over 1-2 weeks. Teacher assigns story-specific Supplemental Activities to students on other days between readings within the same small groups. (www.readerstheater.com/supplements.html)		
Small Group Performances	Teacher chooses one small group to perform (read) their story in front of the other groups (choosing a different group with a different story to perform every 1-2 weeks). Students that are reading stand in front of all groups for the performance. Every student performs at least one story for other groups.		
	Every student has the opportunity to read their part in a small group performance at least once over 10-20 weeks and to watch several other performances by other small groups.		
	Teacher utilizes choral reading for younger age groups and non-readers, where students read in character role teams (sharing book), the first time they read a new story.		
Reading Behavior Assessment	As students are reading in their groups, Teacher observes and assesses each student's reading behavior using the form provided (www.readerstheater.com/readingassessment.html) and records rating on tracking form. Teacher evaluates the engagement, fun, and success of all students in each group as they read, and adjusts roles and groups where necessary.		
	Teacher rewards outstanding students with Playbooks® Performance Award Certificates provided (www.readerstheater.com/certificates.html).		
Supplemental Cross Curricular Activities	Teacher assigns supplemental activities provided with each story to appropriate groups during the 1-2 week period each group is assigned their particular story. These activities count as a reader's theater activity for the day and help to improve vocabulary, create discussions, test comprehension, etc. reinforcing story concepts and material. If Take Center Stage™ games are used, staff plays the game to learn how to play before instructing students. Teacher brings in outside activities that relate to story themes to create more fun, such as watermelon and ice cream for stories relating to these treats.		
Audience Performance	At the end of a 10-story rotation, Teacher chooses individual students that have demonstrated successful roleplay reading skills to perform the students' overall favorite story for a larger audience (other classes, school, parents, community, etc.). Teacher encourages all students to help make backdrops, props, etc. to enhance the performance. Teacher explains to audience what reader's theater is and why students have not memorized their lines.		
Post Assessment	After approximately 10-20 weeks, Teacher conducts Oral Readability Tests and Reading Behavior Assessment again for each student, records results on Assessment Student Record form (www.readerstheater.com/trackingform.html), and calculates growth for each student.		
Repeat Program	Teacher restructures groups, stories, roles and rotation, assigning different roles for each student (ideally at a higher level) in the plays they each read during the first 10-20 weeks, or acquires additional stories to begin rotating among students/groups.		
Proper Focus of Program	Teacher creates an engaging atmosphere to convey to students that reading aloud is fun. Students remain engaged with their roles, stories and groups throughout the duration of the program.		
Sharing Success & Information	Teacher shares success stories and any student transformation stories with other teachers and with any others within it's member group.		
Additional Notes	All links above can be accessed on one webpage at www.readerstheater.com/checklistforms.html .		