

## 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
<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. (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.)			
<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. (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.)			
<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. (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.)			
<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. (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.)			
<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. (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.)			
<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. (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.)			

<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. (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.)			
<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. (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.)			
<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. (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.)			
<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. (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.)			
<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. (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>			
<b>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!</b>			
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.)			
<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. (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 darrlinks! Every vun...ve must vorrk, vorrk, vorrk!**

# Playbook® Reading Levels

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