

Intervention Name: Reader's Theatre					
Setting:			Focus Area:		
Whole-class	Small-group	Individual	Acquisition	Fluency	Generalization
X	X			X	
Intervention Targets: Motivation and Fluency					
<p>Brief Description: The goal of the Readers' Theatre intervention is to assist youth and adolescents in acquiring motivation for reading and building supplemental opportunities to enhance reading fluency and comprehension. Readers' Theatre is an intervention designed to improve students' reading through the use of strategies similar to repeated reading to practice reading fluently, while incorporating engaging activities to increase participants' motivation to read. Readers' Theatre is an intervention designed to increase students' fluency and motivation to read aloud by incorporating strategies that combines engaging creative arts performance with reading practice. Young and Rasinski (2017) found Reader's Theatre to have a large effects in improving words read accurately ($d = 2.21$) and students' prosody ($d = 1.15$) when implemented with 2nd graders, 31% who were ELL. Similarly, middle school students (60% disadvantaged), were shown to improve in their reading fluency ($d = .848$). This intervention is not manualized, but it's a supplemental approach that can be combined with a more targeted strategy to improve motivation or cultural fit of a reading intervention.</p> <p>Steps to Implementation:</p> <ol style="list-style-type: none"> 1. Select a book that can be divided in parts, or characters. This can also can included selections previously developed in script format. 2. Assign each child reading portions of the script 3. Ask students to read their scripts orally for practice 4. Have students then read assigned parts to the selected audience of peers <p>Materials: Teachers are able to use Reader's Theatre Scripts or create their own Materials included in intervention:</p> <ul style="list-style-type: none"> • Adapted scripts derived from curriculum related or preferred books • Reader's theater scripts are also available at: <ul style="list-style-type: none"> ○ http://www.aaronshep.com/rt/ ○ http://www.vtaide.com/png/theatre.htm <p>Critical Components: Teachers are recommended to select, or develop, scripts that are fun and engaging. Scripts that are not preferred by students will not have the same impact on their motivation. This intervention is not designed for students to memorize their scripts. It's important for them to have continuous exposure to reading their scripts out loud. Also, it's important to provide direct explicit instruction when introducing new vocabulary that may emerge in scripts. Even though the intervention not manualized, it is helpful for teachers to have materials prepared, know how to explain activity directions, and monitor students' progress throughout. As teachers observe students, error correction should be provided immediately to help students read accurately.</p>					

References

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- LaBerge, D., & Samuels, S.J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology*, 6, 293-323
- Young, C., & Rasinski, T. (2009). Implementing reader's theatre as an approach to classroom fluency instruction. *The Reading Teacher*, 63(1), 4-13.
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