

**Figure 5.5 Five-Day Instructional Plan for Readers Theatre**

<b>Day 1</b>	<p>Teacher</p> <ul style="list-style-type: none"> <li>• Models fluency by reading aloud the stories on which the week’s scripts are based</li> <li>• Provides direct instruction that presents explicit explanation of some aspect of fluency</li> <li>• Discusses each of the stories</li> <li>• Distributes scripts for students to read independently</li> </ul>
<b>Day 2</b>	<p>Students</p> <ul style="list-style-type: none"> <li>• Gather in collaborative groups using scripts with parts highlighted</li> <li>• Read the script several times, taking a different part with each reading</li> </ul> <p>Teacher</p> <ul style="list-style-type: none"> <li>• Circulates and coaches, providing feedback</li> </ul>
<b>Day 3</b>	<p>Procedures are the same as on Day 2.</p> <p>During final 5 minutes, students within each group negotiate and assign roles.</p> <p>Students are encouraged to practice their part at home.</p>
<b>Day 4</b>	<p>Students read and reread their parts with their collaborative group.</p> <p>During final 10 minutes, each group makes character labels and decides where each member will stand during the performance.</p>
<b>Day 5</b>	<p>Collaborative groups perform, reading before the audience.</p>

Source: Adapted from Martinez, M., Roser, N. L., & Strecker, S. (1998). “I never thought I could be a star”: A Readers Theatre ticket to fluency. *The Reading Teacher*, 52, 326–334.

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