Structuring Engagement With *rBook* Readings

Consistent use of Instructional Routines during an *rBook* Workshop helps set expectations and structure student engagement. Use this chart to identify when to use routines during each *rBook* reading and where to find the routines in the *rBook Teacher's Edition*.

	STEPS FOR *rBOOK* READING PROCESS	RED ROUTINE
Prereading	1. Preteach vocabulary.	Teaching Vocabulary (pp. T72–T73)
	2. View Anchor Video.	Think (Write)-Pair-Share (pp. T76–T77) Idea Wave (pp. T78–T79) Numbered Heads (pp. T80–T81)
	3. Model how to make predictions.	Think (Write)-Pair-Share (pp. T76–T77)
Shared Reading	**First Reading (I Do)**	
	1. Set the purpose: identifying the big idea.	
	2. Model fluent reading.	Oral Cloze (pp. T74–T75)
	3. Students respond to the reading.	Think (Write)-Pair-Share (pp. T76–T77)
	Second Reading (We Do)	
	1. Set purpose: applying a strategy.	
	2. Partner reading.	Partner Cloze
	3. Students respond to reading.	Think (Write)-Pair-Share (pp. T76–T77) Numbered Heads (pp. T80–T81)
	Third Reading (You Do)	
	1. Read aloud the React question.	
	2. Students read independently.	
	3. Structure students' Read response with sentence frames.	Think (Write)-Pair-Share (pp. T76–T77)
Strategic Reading	1. Introduce comprehension focus.	
	2. Reread a section of the passage.	
	3. Think aloud as you complete the graphic organizer.	
	4. Students reread passage and complete graphic organizer independently.	Think (Write)-Pair-Share (pp. T76–T77)