

What I Need to Know About the rBook

Pacing

- There are 9 workshops in total, so the rBook will cover between 27 and 45 weeks of instructional time ($9 \times 3 = 27$ weeks; $9 \times 5 = 45$ weeks). There are 36 weeks in a school year so you have more than enough materials to last the year.
- Note: This is a suggested pace. Students that are beginning readers (BR), students with limited English proficiency (LEP) and students with special needs, may require additional time.

Scaffolding

- Gradual release is applied.
- Within each workshop there are 3 narrow readings. (Each reading gets more complex in length, vocabulary, and context).
- Remember to model: I do it, we do it, you do it!
- Scaffolds are used to ensure ALL are actively reading, writing & responding. This includes: wait/think time, write/think first, sentence starters, teacher modeling and partner rehearsal.
- Structured engagement routines (red routines) are embedded throughout. The focus should not be on the routines in isolation, but in ensuring all students are engaged productively.
- The pre-reading section is of crucial importance for struggling readers. It allows students to create “mental models” through the use of the anchor videos and to develop their vocabulary. (Remember that research shows that the number one predictor of reading comprehension is vocabulary.)
- Use question prompts during pre-reading (using Who, What, When, Why & How) and provide sentence starters as needed (i.e. provide students with limited English proficiency with a sentence starter that provides support with noun & tense use).
- Allow students to engage in discussions (Think-Write-Pair-Share) that promote academic language. Have students share what they visualize as they read (“mental movies”).

rSkills Tests

- If want to cover skills in different order (due to state testing date or school benchmark calendar) will need to cover two consecutive workshops before students can take an rSkills Test. (rSkills Tests: 1&2, 3&4, 5&6, 7&8, 9)
- If you feel your students need to take the test in two parts, have them press “QUIT” and this will save their work without scoring it. If they press “Done” it will score it.
- rSkills tests also serve as a good assessment for teachers. Teachers can determine if students “get” what they are teaching.
- Tests are available in 2 versions: below grade level (Test A) and on grade level (Test B).

- Within SAM, teachers must assign what test each student will take. Consider a student's SRI score and other indicators (i.e. previous year's standardized test performance) to determine if will assign a student an rSkills test that is on grade level or below grade level.
- Consider using the grade level rSkills test as an indicator of grade level performance once they are close to taking their state standardized test.
- Test level is ultimately the decision of the teacher. When determining which test will be assigned, teachers must determine their assessment purpose: "Has x student mastered x comprehension skill?" or "Can x student read/perform using grade level text?"

Differentiated Instruction

- 3 Resources for Differentiated Instruction (RDIs):
 - RED (RDI 1) = Reading
 - Green (RDI 2) = Writing
 - Blue (RDI 3) = English Language Learners
- Teachers can also differentiate with own supplemental materials (i.e. newspaper articles, Scholastic FCAT Endurance Books, novel excerpts, content area material, etc. to provide students opportunities to transfer skills learned).
- While using RDI lessons with only one small group, can use the following resources with other small groups (since must pause the rBook for entire class): Topic CD Quickwrites, Test Taking Strategies Book, QuickWrites, Reports to conference, Teacher Resource Books from 1.6version (blue books), etc.