

Reading Apprenticeship

Reading for Understanding

*Whoever is doing the
reading, writing, thinking &
talking is doing the learning!*

Introduction

- Reading Apprenticeship instructional routines and approaches are based on a framework that describes the classroom in terms of four interacting dimensions that support learning: Social, Personal, Cognitive, and Knowledge-Building.
- Working with students to provide an environment where students feel safe to share reading processes, problems, and solutions. They learn how to monitor their comprehension and how to restore it when it breaks down. And they use schema they have as they build new knowledge.
- These four dimensions are woven into subject area teaching through Metacognitive Conversation -- conversations about the thinking processes students and teachers engage in as they read. The context in which this all takes place is Extensive Reading -- increased in-class opportunities for student to practice reading in more skillful ways.

Dimensions of Reading Apprenticeship

■ Social

- ◆ Creating Safety ~ Safe environment to ask questions and think through without the fear of being wrong
- ◆ Sharing ~ Discussion of books ~ Expository and Narrative
- ◆ Noticing and appropriating others' way of reading

■ Personal

- ◆ Developing Reader Identity
- ◆ Developing Metacognition
- ◆ Developing Reader Fluency and Stamina
- ◆ Developing Reader Confidence and Range

■ Knowledge Building/Schema

- ◆ Developing Background Knowledge
- ◆ Developing Content Knowledge
- ◆ Developing Knowledge of Word Construction and Vocabulary
- ◆ Developing Knowledge and Use of Text Structures

■ Cognitive

- ◆ Getting the Big Picture
- ◆ Breaking it Down
- ◆ Monitoring Comprehension
- ◆ Using Problem-Solving Strategies to Assist and Restore Comprehension
- ◆ Setting Reading Purposes and Adjusting Reading Processes

Engagement ⇒ Persistence ⇒ Confidence ⇒ Competence

Let's try teaching children *how* to think instead of *what* to think.

What if instead of teaching around the text, lecturing, or summarizing FOR students, teachers engaged students in actually grappling with text -- reading and talking about what it means and how they figured it out?

I'm working with a second grade student that struggles with comprehension. If I read to her, she can tell me what the story was about. However, when SHE reads, her comprehension is *Independent* at Kindergarten level, and *Frustration* at grade one and two.

I have employed the Reading Apprenticeship approach to support and enhance her learning. With a compilation of strategies, I will show what I've done with my student to develop a change in her reading attitude and habits, increase her comprehension, increase her engagement, bring about a higher level of interaction between teacher and student, and increase her retention. In the end, the goal is to cultivate a lifelong way of learning.

Our Reading Strategies

- **Think-Aloud** ~ The think-aloud strategy asks students to say out loud what they are thinking about when reading, or simply responding to questions posed by the teacher or other students.
- **Get the Gist?** ~ A summarizing/comprehension strategy used during reading and after reading. Summarizing the passage just read to ensure comprehension.
- **Stop and Jot** ~ A reading strategy to help students pay attention to what they are reading while taking notes on what they learn, don't understand or find interesting.
- **Cue Cards** ~ Scaffolds to support students while they read and discuss texts with partners or teachers.
 - ◆ **SUMmarize It:** Shorter than the text, Use your own words, Main ideas only
 - ◆ **Visualizing:** Picture what you read in your mind. How would the setting and the characters look if you could see them?
 - ◆ **Connecting:** Connect what you READ with what you KNOW (Text to Self, Text to Text, Text to World)
 - ◆ **Inference:** Use the CLUES in the text to discover what is NOT directly stated
 - ◆ **Questioning:** Ask yourself questions while you read: Who, what, where, when, why, and how? What are you confused about? What do you wonder? What does the author want you to know?
 - ◆ **Author's Purpose:** Easy as PIE... Is the author trying to PERSUADE you? INFORM you? Or ENTERTAIN you?
 - ◆ **Predicting:** What do you think will happen next? Or, what are the pictures telling you about the passage your are about to read or just read?

Reading Strategies

Get the Gist?

Stop and Jot

Think-Aloud

Connecting

Connect what you READ with what you KNOW

<p>Text to Self</p>	<p>Text to Text</p>	<p>Text to World</p>
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Author's Purpose is as easy as PIE.

The author is trying to get you to believe or to do something.

The author is giving you information about a topic.

The author is trying to hold your attention often by telling a story.

Cue Cards

SUMmarize It

Shorter than the text
Use your own words
Main ideas only

Predicting

What do you think will happen next?

Questioning

Ask yourself questions while you read:

- Who, what, where, when, why, and how?
- What are you confused about?
- What do you wonder?
- What does the author want you to know?

Inference

Use the CLUES in the text to discover what is NOT directly stated

Text: Ana collected shells. Then she went for a swim in the cool, salty water.

Inference: Ana is at the Ocean.

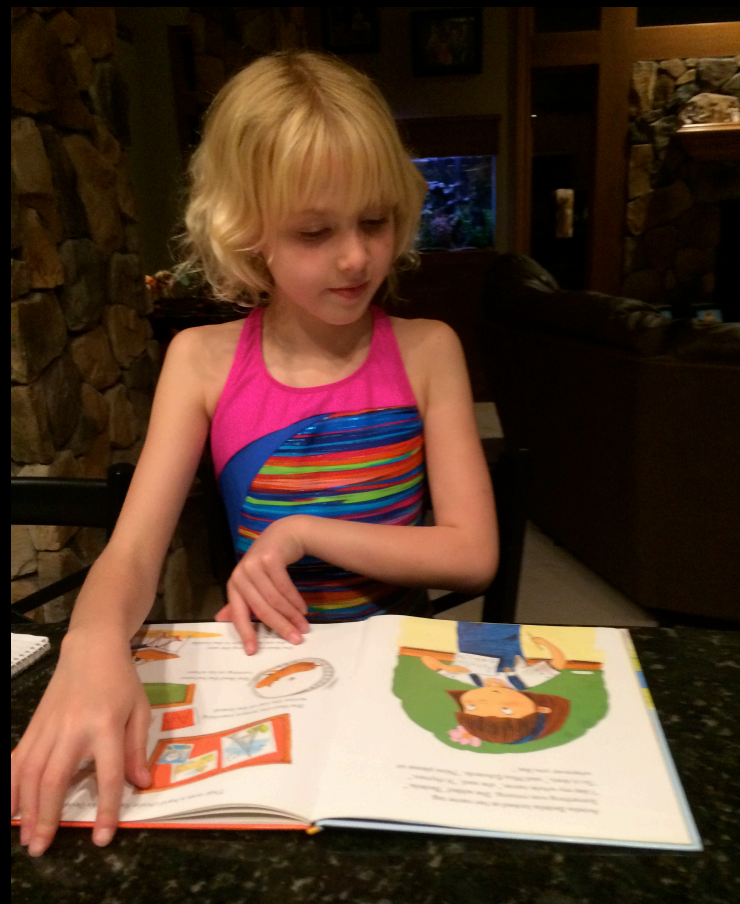
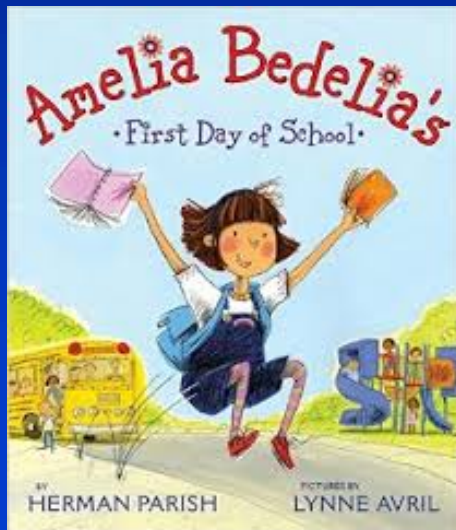
Visualizing

Picture what you read in your mind. How would the setting and the characters look if you could see them?

Kara and Lucy knew they would have to follow the ranger's directions perfectly if they wanted to find the waterfall.

Pulling it all together

<https://www.youtube.com/watch?v=cp0fEHKaUfg&feature=youtu.be>



Student outcome as a result of our *Strategic Literacy* lesson...

- Increased engagement and confidence
- Development of a range of strategies to support comprehension
- Higher level of interaction between teacher and student
- Increased retention

Comprehension Test

Amelia Bedelia's First Day of School

mandy

1. According to the clock in Miss Edwards's classroom, what time does the school day start?
a. 3:30 b. 6:00
 c. 9:00 d. midnight
2. What animal lives in a cage in Miss Edwards's classroom?
a. cow b. frog
 c. hamster d. kitten
3. What color are the chairs in Miss Edwards's classroom?
a. black b. blue
c. red d. yellow
4. What does Amelia Bedelia do when Rose asks her to jump rope?
 a. She jumps over the rope.
b. She puts the rope in her backpack.
c. She throws the rope up in the air.
d. She ties the rope around a tree.
5. What does Miss Edwards give Amelia Bedelia at the end of the day?
a. a coconut b. gold star
c. horse d. picture frame
6. What does Mrs. O'Malley wear around her neck?
a. necklace b. tie
c. trombone d. whistle



7. What French landmark is on Miss Edwards's bulletin board?
 a. Eiffel Tower b. Statue of Liberty
c. Pyramids d. White House
8. What kind of flower does Amelia Bedelia make out of paper for her mother?
 a. daisy b. iris
c. lily d. rose
9. Which one of Amelia Bedelia's classmates wear glasses?
a. Chip b. Clay
c. Dawn d. Penny
10. Which teacher has the classroom next to Miss Edwards's room?
a. Mr. Mustard b. Mr. Parish
 c. Mrs. Smith d. The Bus Driver



Draw a picture of Amelia Bedelia in the box.

What It All Means

After reading each page, we took the time to think about everything and make sense of it. An important aspect of Reading Apprenticeship is Metacognition... *Thinking about Thinking.*

We kept a Reading Log, and used the following prompts for summarizing:

- ◆ The most important ideas are?
- ◆ The main idea is...
- ◆ First...Next...Then...
- ◆ The main characters are...

The student seemed to start out less enthusiastic about our book, but quickly became more engaged because of our interaction.

Just three months ago, her comprehension was 42% at her current grade (second), 50% at the first grade level, and 100% at the Kindergarten level (definitely in need of intervention).

After implementing all of our strategies, she scored 100% on the comprehension test.

SUCCESS!!

Based on her comprehension score, and the fact that she now applies our strategies to her daily reading, I would say our lesson was a complete success!

As you could see in our video lesson, it takes time to teach reading attitudes and habits. However, if these habits become second nature, and a lifelong way of learning, it was time very well spent!

Tell me and I forget. Teach me
and I remember. Involve me
and I learn.



- Benjamin Franklin