

Reading Apprenticeship

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?

What is Reading Apprenticeship?

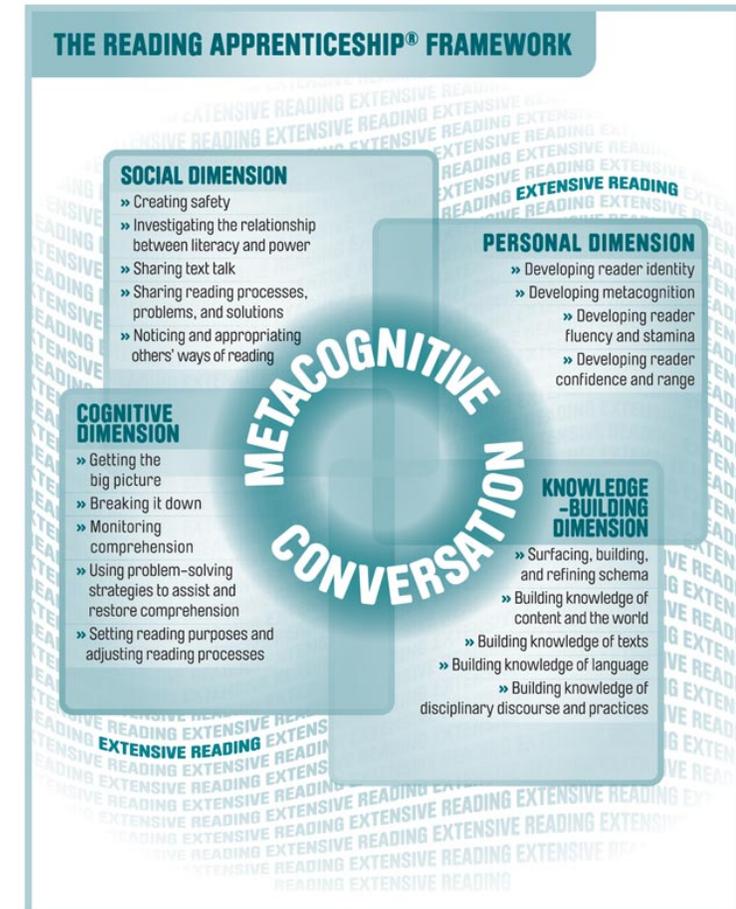


<http://readingapprenticeship.org/>

- A different way of thinking about reading
- Utilizes strategies to increase reading comprehension
- Modeled on good readers
- Engages students in the reading process

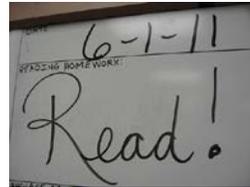
The Reading Apprenticeship Framework

- Social: Community building in the classroom; developing a safe environment for students to be open about their reading difficulties.
- Personal: Developing students' identities and self-awareness as readers, determine purposes for reading and goals for reading improvement
- Cognitive: Developing mental processes including problem solving strategies
- Knowledge-Building: Identifying and expanding the kinds of knowledge that readers bring to a text and further develop their interaction with the text.



Personal Reading History

Why do you read?



For pleasure..... to learn Because the instructor said so!

What do you read?



Texts/email/Facebook ... Magazines .. Books/ebooks....
Instructions/procedures ... Internet

- Think about key events in their development as a reader
- Reflect on and analyze past reading experiences – positive and negative

- What were some high points in your learning to read?
Low points?
- What supported reading development? Discouraged it?
- What reading skills are challenging or difficult for you?
- How has reading helped you??

Think aloud

Predicting I predict ... in the next part I think ... I think this is

Questioning Why did? ... When did? ... What did? ... How did? ... Where was? Should there?

Visualizing I see I picture ... I visualize ...

Response I feel ... My favorite part ... I like I dislike I agree I disagree

Clarifying I get confused when ... I am not sure of ... I didn't expect

SummarizingThis is mainly about ... The summary of...

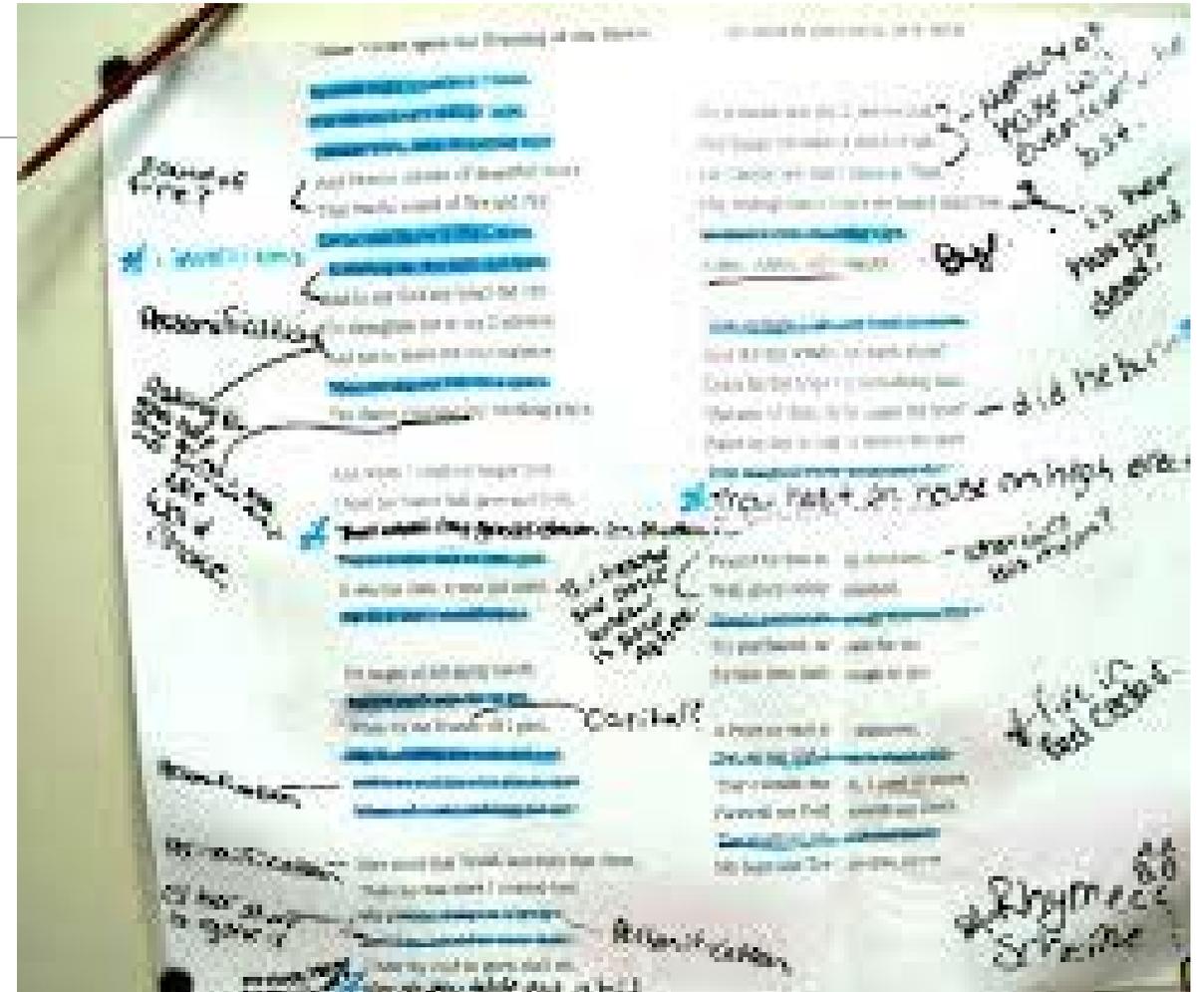
Reflecting I realized that . Next time I would I wonder if

Connecting This is like This reminds me of ... This is similar to This connects to.....

<https://www.youtube.com/watch?v=NHTwGsnQ710#t=263>

Talk to the Text

- Makes thinking visible
- Highlight, question, encourage connections, assist in problem solving
- This can also be used with electronic textbooks
- Important note:
 - For some cultures and groups, marking up a textbook is NOT acceptable.
 - To overcome this, suggest and demonstrate the use of post it notes to “talk to the text”



Annotating

Diabetics often have problems with their feet. One reason is that the **peripheral** nerves are damaged by poor circulation. The legs and feet are often affected because these are farthest from the heart's action; thus, blood circulation may be limited. Furthermore, abnormal blood glucose levels can damage blood vessels and nerves which take nourishment and nerve signals to the legs and feet. This damage then leads to the limbs becoming numb, feeling less pain, and having difficulty healing. With the loss of sensation, an individual may be unaware of sores or injuries. The feet /foot then become ulcerated and infected. So, limb and foot care are important to maintain proper circulation and foot health.

Talking to the Text

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In anatomy – near the surface of – how does that relate to location as it relates to the heart? Why is this important?

Need to look this up

Poor blood circulation leads to issues in the extremities

Ulceration = sore

Encourage hygiene to avoid problems

So maybe this is why diabetics also have foot problems and even amputations. Avoidable? Does hygiene matter?

What is abnormal?

Is this one of the questions a nurse should ask? Do you feel numbness in feet?

Why don't patients know this?

Evidence Log

Evidence from the article I read in the text...	INTERPRETATION I think/I wonder about/I made a connection
Basic hygiene practices are important and can follow to help your appearance and keep you healthy.	I didn't know what "Hygiene practices" are before reading, but I understand why it is important and what it ensures.

Give One / Get One

Give One	Get One
Make a list of what you know about the text/topic/information. This is a brainstorm of knowledge you own.	Talk to the table, pairs or classmates to receive additional information on the topic. Write it below

Metacognitive Bookmark

Predicting

I predict . . .
In the next part I think . . .
I think this is . . .

Visualizing

I picture . . .
I can see . . .

Questioning

A question I have is . . .
I wonder about . . .
Could this mean . . .

Making connections

This is like . . .
This reminds me of . . .

Identifying a problem

I got confused when . . .
I'm not sure of . . .
I didn't expect . . .

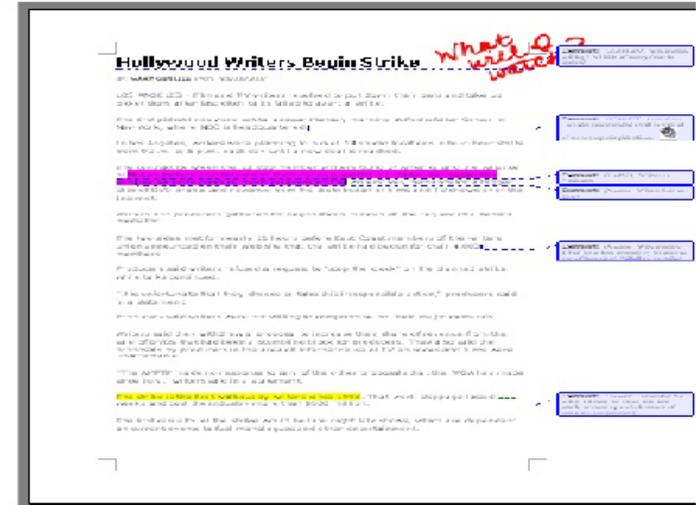
Using fix-ups

I'll reread this part . . .
I'll read on and check back . . .

Summarizing

The big idea is . . .
I think the point is . . .
So what it's saying is . . .

Talk to the Text with Word



Additional Resources

Renton Technical College

<http://libguides.rtc.edu/rats>

READ

*I'm going to reread this... This is like...
So what this is saying is... I wonder about...
I'm going to keep reading and come back to this...
Let me go back and see... This reminds me of...
I think the idea is... I'm confused about...
I can see... I remember... I didn't expect...
I'm not sure about... A question I have is...
This is an example of... I'm observing...
I notice that... I can picture...
I predict that... I think that...
I'm imagining... Maybe...*

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