

# Reading Apprenticeship

May 17, 2016

## NELRC Spotlight on Innovation

I always thought that reading was a passive activity and we had to be quiet like in the library. Maybe that is why I never did well in school, but I am doing great in this reading class. This on-the-job training or whatever you call it, RA, is helping me realize that when a writer writes something, it is a lot more than words. Before I thought it was just words.



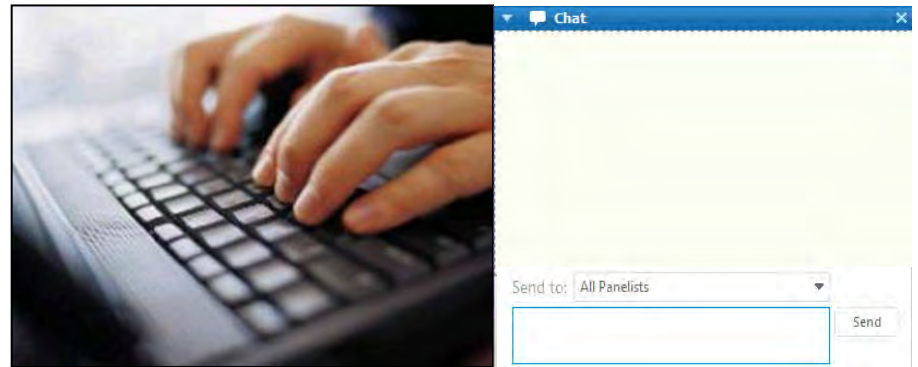
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**Maine Adult Education & Family Literacy Team**

# WEBEX INTERFACE OVERVIEW

**Raise hand to speak**



**Use chat box for discussion**



**Send chats to “all participants” (NOT “all attendees”)**



# WEBINAR OBJECTIVES

- **Introduce Reading Apprenticeship**
- **Understand the 4 dimensions**
- **Outline 3 instructional strategies**
- **Overview the professional development model**



# THINK FOR A MOMENT ABOUT THE LAST THING YOU READ

In the Chat field, briefly share what it was...

**Now I want you to recapture some of the mental processing you did while you were reading**

**Did it evoke voices, memories, knowledge, experience, emotions?**

**If it was complex, did you have any false starts, backtracking, stumble over vocabulary, make inference or interpretation?**

# DO YOU RECOGNIZE THESE LEARNERS?

- **Are inexperienced but not beginning readers**
- **View reading as a school based activity only**
- **Have limited comprehension when they read academic texts**
- **Expend a lot of energy covering up what they don't understand**

When adult learners don't read with understanding or avoid reading academic texts altogether...what can help?

# IS THERE AN ALGORITHM FOR SUCCESS?

Learning is a consequence of thinking

**Teachers' untapped expertise as discipline-based readers**

**+**

**students untapped strengths as learners**

**=**

**a research based, research tested partnership that benefits both students and teachers**

This is Reading Apprenticeship

# 4 DIMENSIONS OF READING APPRENTICESHIP

## THE READING APPRENTICESHIP® FRAMEWORK

### SOCIAL DIMENSION

- » Creating safety
- » Investigating the relationship between literacy and power
- » Sharing text talk
- » Sharing reading processes, problems, and solutions
- » Noticing and appropriating others' ways of reading

### PERSONAL DIMENSION

- » Developing reader identity
- » Developing metacognition
- » Developing reader fluency and stamina
- » Developing reader confidence and range

### COGNITIVE DIMENSION

- » 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

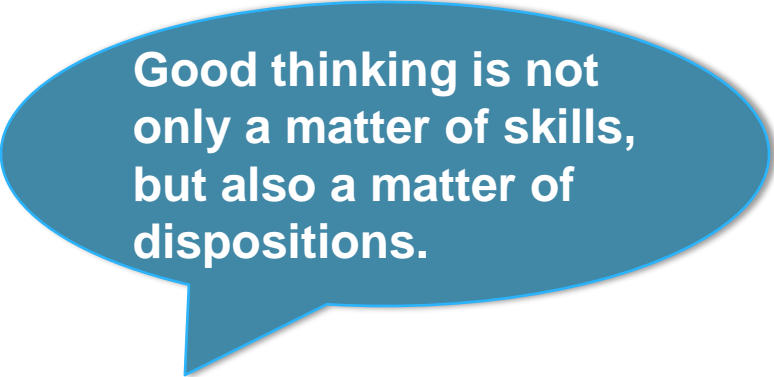
### KNOWLEDGE-BUILDING DIMENSION

- » Surfacing, building, and refining schema
- » Building knowledge of content and the world
- » Building knowledge of texts
- » Building knowledge of language
- » Building knowledge of disciplinary discourse and practices

METACOGNITIVE  
CONVERSATION



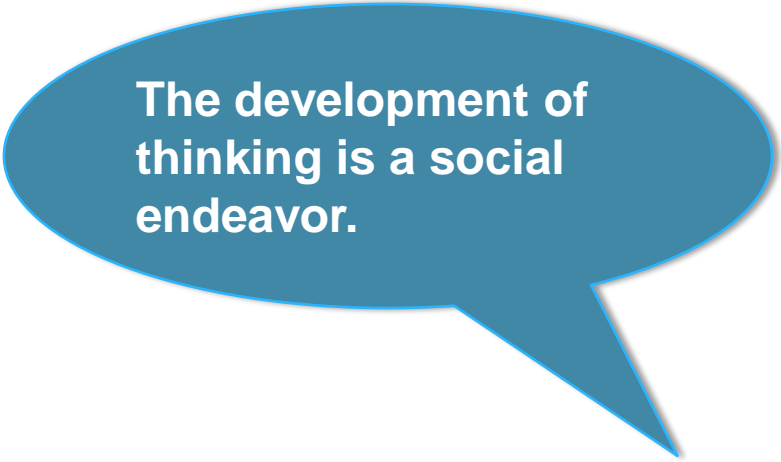
# ESSENCE OF RA



Good thinking is not only a matter of skills, but also a matter of dispositions.

- **Making our own invisible thinking and reading processes visible and accessible to students by modeling early and often is essential.**
- **Giving students access to their own and each other's thinking and reading processes: guided practice as a regular classroom routine is key!**
- **Facilitating classroom conversation — metacognitive conversation — about these reading processes helps build knowledge.**

# SOCIAL & PERSONAL DIMENSIONS

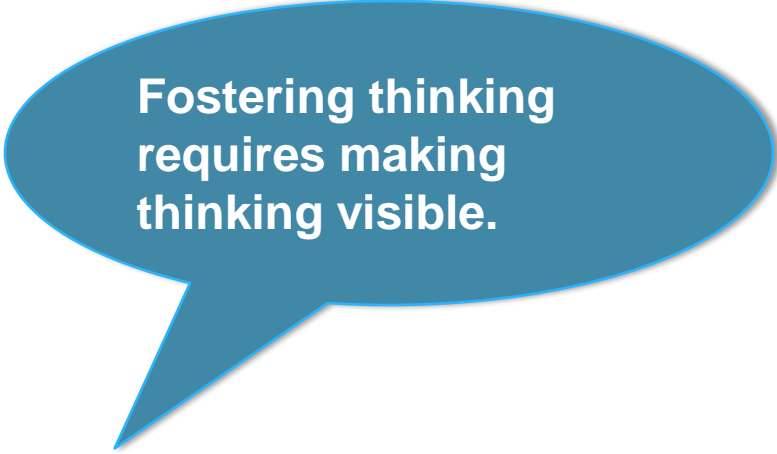


The development of thinking is a social endeavor.

- **Personal reading history**
- **Share common issues in reading**
- **Make our processes visible to the students**
- **Allow students to share how they make meaning**

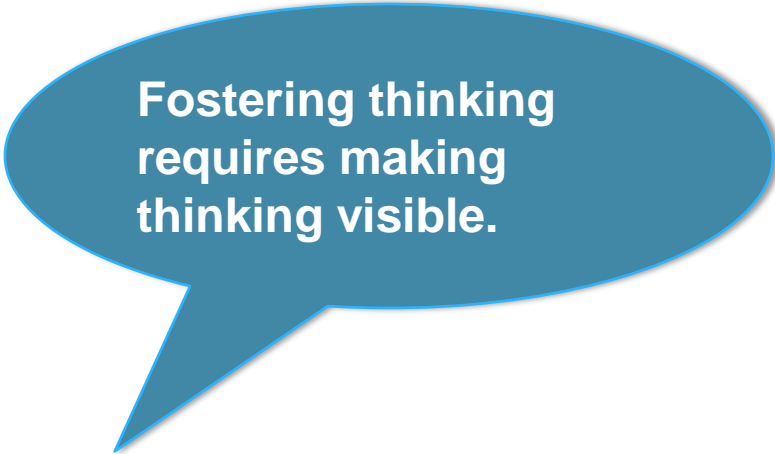
# COGNITIVE & KNOWLEDGE-BUILDING DIMENSIONS

**Instructors model how they make sense of their texts: its language, its structures, and its organization.**



**Fostering thinking requires making thinking visible.**

# METACOGNITION IS KEY TO DEEP LEARNING



Fostering thinking  
requires making  
thinking visible.

- **Making the invisible processes visible for our learners**
- **Understanding specific “habits of mind” to make sense of texts**

PAUSE...



# OVERVIEW OF STRATEGIES



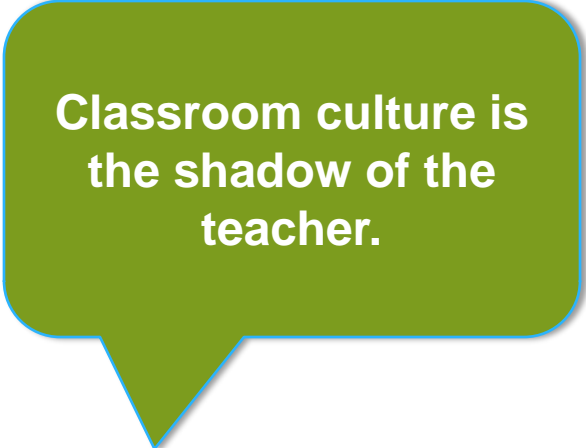
- **Creating a Classroom Culture** – from the social/personal dimension
- **Metacognitive Conversation** – (my favorite!) from the cognitive dimension
- **Building and Revising Schema** – from the knowledge-building dimension

# CREATING A CLASSROOM CULTURE

**Equity**

**Safety**

**Trust**



Classroom culture is  
the shadow of the  
teacher.

**What are some strategies for creating equitable, safe, and trustworthy learning environments?**

# STRATEGIES FOR CREATING EQUITABLE, SAFE AND TRUSTWORTHY LEARNING ENVIRONMENTS



Make it cool to be  
confused.

- **Set norms**
- **Build the personal dimension by setting authentic purposes for reading**
- **Make it cool to be confused – model think alouds with both in school and out of school texts – take a public role as the teacher to put your process out there however vulnerable that might feel**



# METACOGNITIVE CONVERSATIONS

- **Demystify the reading process**
- **Thinking about thinking**



Making thinking visible.

**What are some strategies for making thinking visible?**

# STRATEGIES FOR METACOGNITIVE CONVERSATIONS

## Think Aloud



Focus on the thinking process.

### Questions to Elicit Student Thinking

- **Invite thinking** – what do you think?; what did you find interesting?
- **Invite confusion** – how did you know that your understanding was breaking down?
- **Probe** – tell us more about that part. What in the text makes you say that? Help us understand your thinking on that.

# BUILDING & REFINING SCHEMA

- **Knowledge is not the end in and of itself**
- **Goal remains to increase learner confidence and competence.**



Promote student agency

**What are some strategies for schema awareness?**

# STRATEGIES FOR BUILDING SCHEMA

## **LINK**

**List**  
**Inquire**  
**Note**  
**Know**



**Focus on the thinking  
process.**

PAUSE...



**Pulse Check**  
**Everyone still with me?**

# READING APPRENTICESHIP PROFESSIONAL DEVELOPMENT

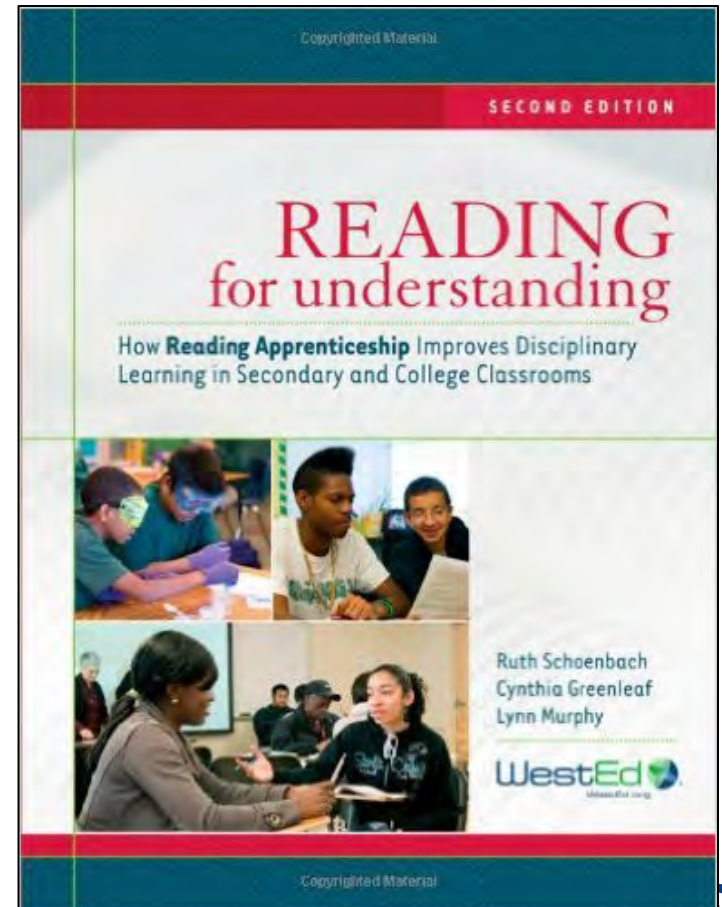
**Can I just read the book?**

**Yes**

**Will I be missing out on anything?**

**Most definitely...perhaps  
the most important piece**

[Faculty 101 course](#)



# MAINE'S DECISION TO PURSUE RA

- **Research based**
- **Embeds well with Integrated Education and Training models**
- **Aligns well with College & Career Readiness Standards**



# CCR STANDARDS & RA OVERLAP

CCR Standard Reading  
Anchor 1

Reading Apprenticeship

CCR Standard Reading  
Anchor 2

Reading Apprenticeship

CCR Standard Reading  
Anchor 3

Reading Apprenticeship

Analyze how & why individuals, events, & ideas develop and interact over the course of the text.

**Cognitive Dimension**

- breaking it down
- monitoring comprehension

**Knowledge Building Dimension**

- developing knowledge of text structures
- mobilizing & building knowledge structures



# RESOURCES

Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Reading for Understanding*. 2<sup>nd</sup> ed., San Francisco: Jossey-Bass, Wiley Publishing.

WestED

<http://www.wested.org/>

Blue callout quotes in my presentation – came from Making Thinking Visible

[http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/06\\_AdditionalResources/makingthinkingvisibleEL.pdf](http://www.visiblethinkingpz.org/VisibleThinking_html_files/06_AdditionalResources/makingthinkingvisibleEL.pdf)

THANK YOU FOR YOUR TIME &  
ATTENTION THIS AFTERNOON

**Questions?**

# NELRC THANKS YOU!

A recording of this and other “Spotlight on Innovation” webinars will be archived at [www.nelrc.org/spotlight](http://www.nelrc.org/spotlight)

LINCS discussion at  
[https://community.lincs.ed.gov/  
node/4866/content/discussions](https://community.lincs.ed.gov/node/4866/content/discussions)

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