

Reading Apprenticeship

Increasing metacognitive conversations to help make sense of texts

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Carlynn Miller-Gore and Liz Andress

Objectives:

At the end of this session, you will be able to

- describe the basic aspects and value of the Reading Apprenticeship framework;
- reflect on your own history as a reader and discover the reading history of your ABE learners;
- use think-aloud method in teaching reading of challenging texts with ABE learners; and
- build a list of reading strategies with students that improve reading comprehension, critical thinking and metacognition.

Reflection:

1. We used think-pair-share in this workshop several times. Is there one new way you want to use or improve your use of this learning method in your class?
2. How could you explore personal reading history with your learners? How would it need to be modified for your level/class? What would be the value?
3. Think of at least one way you could use think alouds to improve learners' reading comprehension.
4. What are at least three reading strategies that you want your learners to understand and master over time?
5. In the bigger picture, what is your sense of the need and potential for this kind of approach in your curriculum? What would be the challenges and opportunities?

Complete information on Reading Apprenticeship is available online at:

<http://www.wested.org/cs/ra/print/docs/ra/home.htm>

Presenter contact info:

carlynn.miller-gore@spps.org, 651-744-7555

elizabeth.andress@spps.org, 651-744-7567

Dimensions of Reading Apprenticeship®

SOCIAL DIMENSION

- Creating safety
- Investigating relationships between literacy and power
- Sharing book 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
- Assessing performance and setting goals

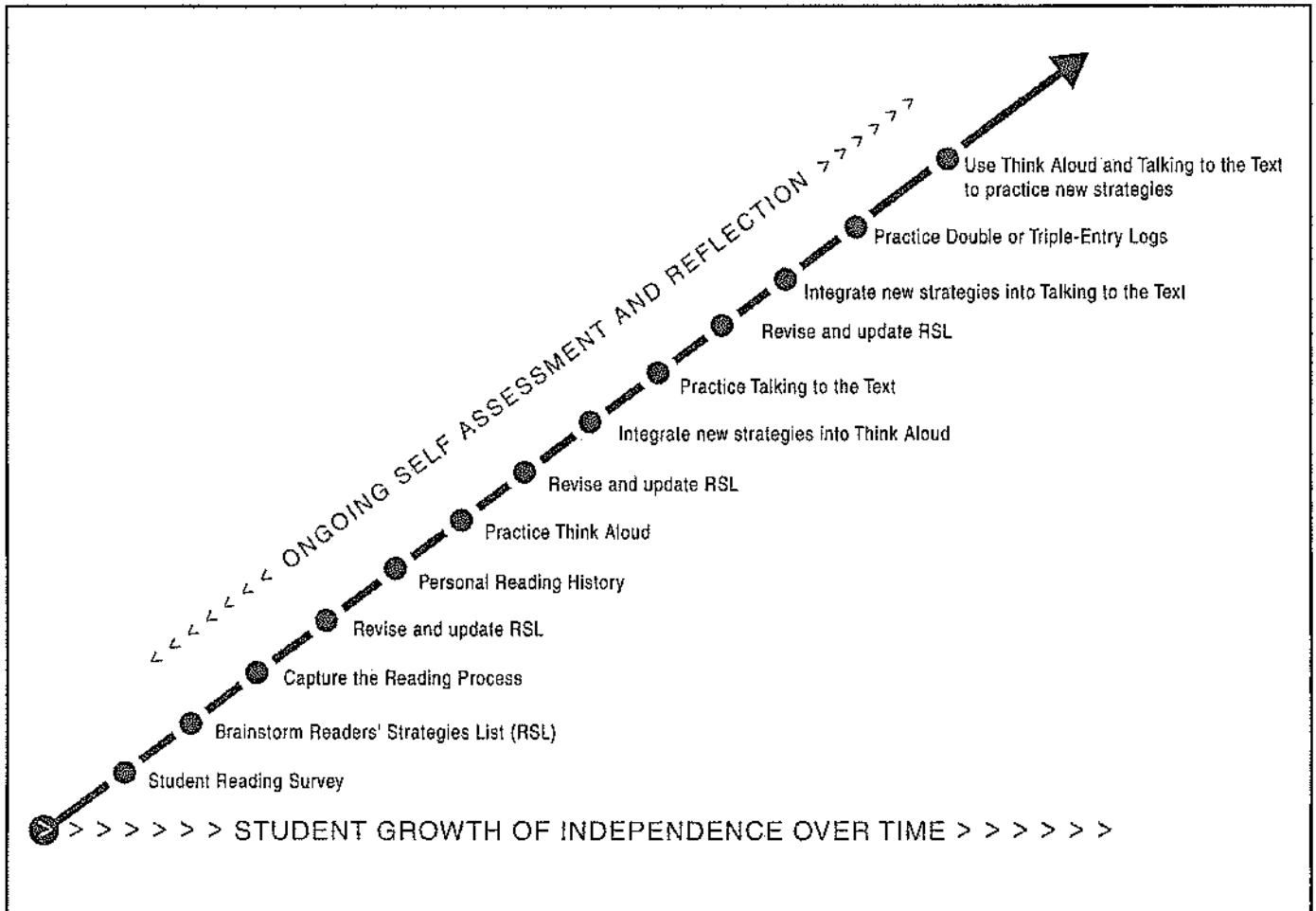
COGNITIVE DIMENSION

- 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

- Mobilizing and building knowledge structures (schemata)
- Developing content or topic knowledge
- Developing knowledge of word construction and vocabulary
- Developing knowledge and use of text structures
- Developing discipline- and discourse-specific knowledge

A Progression for Building Metacognition (Self Awareness and Self Regulation) in Shared Class Reading



BOX 3.9

Personal Reading History

PURPOSE

Everyone has a "reading history." For some students, reading has had mostly positive associations, with supports from which to build an even stronger identity as a reader. For others, being able to reshape a negative reader identity often depends on reflecting on personal moments or experiences that created reading barriers. When students reflect on and share their personal reading histories, they have an opportunity to view themselves and their classmates more generously, as "readers in progress," with reader identities they can understand and change.

PROCEDURE

TEACHER MODEL

- Create your own personal history of some key moments or events in your development as a reader. Respond to the following prompts, being sure to include both positive and negative experiences:
 - What reading experiences stand out for you? High points? Low points?
 - Were there times when your reading experience or the materials you were reading made you feel like an insider? Like an outsider?
 - What supported your literacy development? What discouraged it?
- Read your personal reading history to the class, and invite students to interview you about your reading history.

STUDENT ACTIVITY

- Provide students with these same reading prompts and ask them to use the prompts to create their own personal reading histories.
- Have partners share their histories. Explain that the listening partner must not interrupt, but that after both partners have shared, their job is to discuss what they learned about each other. What were some similarities in the barriers and supports they experienced? What were some differences or surprises?

WHOLE CLASS ACTIVITY

- Bring the class together and invite volunteers to share what they learned were similarities and differences in reading experiences and what made them feel like insiders or outsiders.
- Record these ideas for everyone to see.
- Review these ideas in view of the class norms. Add any new norms that students think will further contribute to maintaining a safe inquiry community.

BOX 4.6

Introducing Think Aloud

PURPOSE

Think Aloud is an important early routine to help students learn how to focus on their thinking process when they read and how to make their thinking visible.

PROCEDURE

1. Select a short passage of text that is accessible to your students but that also provides opportunities for close reading and problem solving. Plan a few (three to five) Think Aloud moves you want to model, such as those on the metacognitive bookmark (see Box 4.7). Make student copies of the passage and another copy to project and write on.
2. Demonstrate your thinking strategies by thinking aloud and simultaneously underlining and writing predictions, responses, questions, connections, and so forth on the projected text.
3. Invite students to share their observations of your thinking processes in a class discussion. Record these on the class Reading Strategies List.
4. Invite students to describe their own thinking processes during your reading of the passage.* If students seem reluctant to jump in, give them a chance to reread the passage first. Add their ideas to the Reading Strategies List.
5. Continue with "reciprocal modeling": you model one or two sentences and students comment on what they saw you do; then students practice Think Aloud with a partner for one or two sentences, reporting back to the class what processes they and their partner used; you model again and students comment on what they saw you do; then student pairs practice and report back. Add to the Reading Strategies List.
6. As a class, discuss and evaluate the Think Aloud experience.

*You may want to give students a copy of the metacognitive bookmark (Box 4.7) to scaffold their practice. Another option is to allow students to read silently and make notes about their thinking processes before sharing with a partner.

Think Aloud Interactive

The Pledge of Allegiance

I pledge allegiance to the flag of the United States of America

and to the Republic for which it stands,

one Nation under God, indivisible,

with liberty and justice for all.

BOX 4.3

Capturing the Reading Process

PURPOSE

By sharing their reading processes, students begin to appreciate the great variety in strategies and approaches that different readers bring to a text. They will also see that different people's knowledge and experiences shape the meanings they derive from texts—that meaning is constructed in the interaction between individual readers and texts, not solely in the texts themselves.

Capturing the Reading Process is students' introduction to creating a living and growing classroom Reading Strategies List.

PROCEDURE

- Choose a slightly challenging text that will be intriguing to students.
- Give students time to read silently; monitor to see when most students have finished the reading.
- Ask students to write down a few notes about what they did to make sense of the text: what reading processes they used to solve comprehension problems, stay involved in the text, or make connections from the text to other knowledge or ideas.
- Model one or two examples of your own reading processes from the beginning of the text, such as the following:
 - When I read the second sentence, about reading under the covers, I could picture that in my mind.
 - When I came to the pronoun “they,” in the third sentence, I had to check back to the first sentence to be sure “they” meant Kevin’s books, not his parents.
- As partners and small groups are sharing their reading processes, circulate to listen in and, as needed, model how to probe for specifics (suggestions follow).
- Invite students to share their strategies first with partners, then in small groups, and then with the class. Help students be specific by probing their reasoning and thinking:
 - What did you do?
 - How did you do that? Where in the text did you do that?
 - Can you give us an example from the text?
 - Why did you decide to do that?
 - How did that help your understanding?
- If students are having trouble articulating their reading processes, introduce some problem-solving strategies:
 - Did anyone have to reread any part? Which part? How did that help?
 - Did anyone think of something else that was related to this text? What was the connection? How did that help?
 - Did anyone have trouble with this part? How did you get through it?
 - Did anyone make a guess about the meaning of an unfamiliar word? How did you do that?
- Record students' ideas on a class list. (Save the list. It will serve as the beginning of the Reading Strategies List that the class will continue to develop.)

Reading Strategies

As you observe others read and as you read yourself, think about all the ways you figure out the meaning of what you are reading. Write those "strategies" here, then practice using them as you read new things.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Blood

Although blood makes up only about 8% of all body tissues, it is essential to life. Blood is connective tissue composed of a liquid medium called **plasma** in which solid components are suspended. The solid components of blood include:

- red blood cells (**erythrocytes**)
- white blood cells (**leukocytes**)
- platelets (**thrombocytes**). (See Figure 9-1.)

Blood cells have a finite life span; the body must continually replace them. The body produces millions of them every second to replace those that are destroyed or worn out. In adults, blood cells are formed in the bone marrow of the skull, ribs, sternum, vertebrae, pelvis, and ends of the long bones of the arms and legs. The stem cells in the bone marrow give rise to embryonic (**blastic**) forms of all blood cell types. In the embryonic stages, monocytes and lymphocytes migrate to the lymph system for maturation and specialization. All other embryonic cells remain in the bone marrow to complete their development. Once blood cells mature, they enter the circulatory system. The development of blood cells to their mature form is called **hematopoiesis** or **hemopoiesis**. (See Figure 9-2.)

Red Blood Cells

Red blood cells (RBCs), or **erythrocytes**, transport oxygen (O_2) and carbon dioxide (CO_2). They are the most numerous of the circulating blood cells. During red cell development (**erythropoiesis**), RBCs decrease in size and, just before reaching maturity, extrude their nuclei. They also develop a specialized iron-containing compound called **hemoglobin (Hb, Hgb)** that gives them their red color. Hemoglobin carries oxygen to body tissues and exchanges it for carbon dioxide. When mature, RBCs are shaped like biconcave disks.

RBCs live about 120 days and then rupture, releasing hemoglobin and cell fragments. Hemoglobin breaks down into an iron compound called **hemosiderin** and several **bile pigments**. Most hemosiderin returns to the bone marrow and is reused in a different form to manufacture new blood cells. The liver eventually excretes bile pigments.

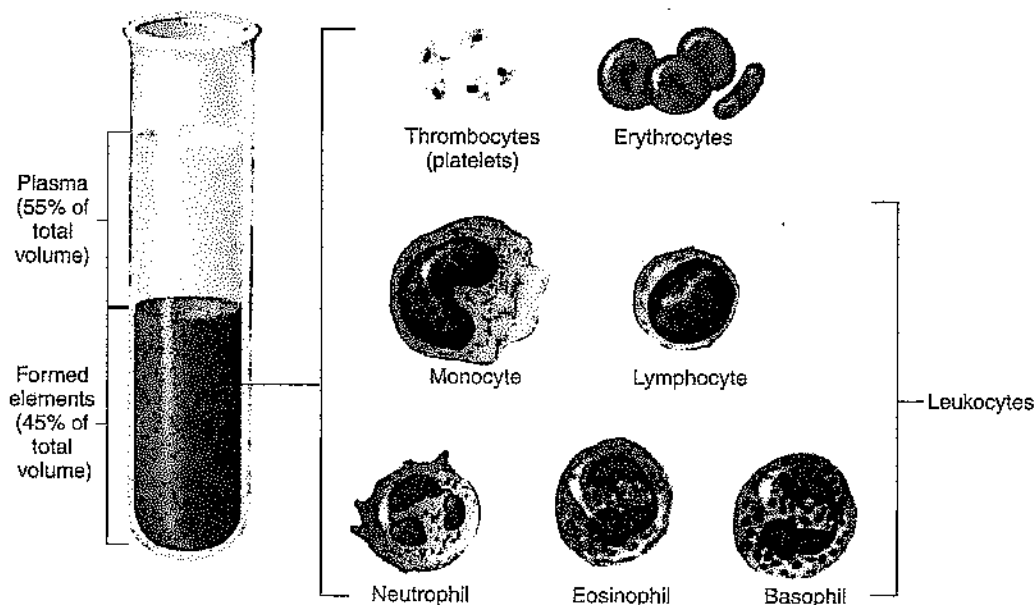


Figure 9-1 Blood composition.

BOX 4.7

Using a Metacognitive Bookmark

PURPOSE

When teachers first model metacognitive conversation with a Think Aloud, many give students a bookmark for keeping track of the common kinds of thinking processes the teacher will be demonstrating.

Students can use this same bookmark as a scaffold for their own metacognitive conversations when practicing with a partner.

As a scaffold, its use should fade as students become more comfortable with metacognitive conversation routines.

PROCEDURE

- Give each student a copy of the bookmark and briefly review students' understanding of the various categories and examples.
- Explain that as you Think Aloud, you will model many of these. Ask students to listen for examples.
- Think Aloud, modeling metacognitive conversation.
- Invite students to describe some of the thinking processes you used.

Let students know that they can use the bookmark whenever they practice metacognitive conversation on their own and with classmates.

Note: The bookmark is a sample only. Please adapt and revise it according to your subject area and student needs.

Sample 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 . . .

English teacher Doug Green³ reverted to literature instruction instead of thinking aloud—more than he is happy remembering:

I found myself falling into explaining the short story to them rather than talking about my thinking as I read the short story. It was really hard for me to discipline myself to do that because one of the thinking strategies is making connections to other things. And as soon as I start making connections to other things, I lead myself very quickly into explaining the short story instead of talking about my thinking techniques. That was hard to resist.

The idea of modeling a Think Aloud for her adult GED students gave technical college instructor Michele Lesmeister the jitters. As she explains in

Metacognitive Bookmark

Predicting

I predict...

In the next part I think...

I think this is...

Visualizing

I picture...

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Questioning

A question I have is...

I wonder about...

Could this mean...

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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...

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...

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I got confused when...

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