The Reading Apprenticeship Framework



**Engagement and the Social Dimension**:

 *Setting Class Norms*

**YOU are the student!**

* + What makes you comfortable in a classroom?
	+ What are some things the teacher can do to support your learning?
	+ What are some things classmates can do to support one another’s learning?
	+ What would get in the way of your learning?

**Engagement and the Personal Dimension**:

 *Personal Reading Histories*

**Think-Pair-Share:**

* What reading experiences stand out for you? High points? Low points?
* What has supported your development as a reader? What has discouraged it?

**Representation, Action and Expression and the Cognitive Dimension**:

 *Social Studies for the GED*

|  |  |
| --- | --- |
| **The 13th Amendment** | **Rephrased** |
| Neither slavery nor involuntary servitude,  |  |
| except as a punishment for crime whereof the party shall have been duly convicted, |  |
| shall exist within the United States, or any place subject to their jurisdiction. |  |

1. What is the **main idea** in the 13th Amendment to the U.S. Constitution?

|  |  |
| --- | --- |
| **The 14th Amendment** | **Rephrased** |
| All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. |  |
| No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; |  |
| nor shall any state deprive any person of life, liberty, or property, without due process of law; |  |
| nor deny to any person within its jurisdiction the equal protection of the laws. |  |

1. What is the **main idea** in the 14th Amendment to the U.S. Constitution?

|  |  |
| --- | --- |
| **The 15th Amendment** | **Rephrased** |
| The right of citizens of the United States to vote shall not be denied or abridged  |  |
| by the United States or by any state on account of race, color, or previous condition of servitude. |  |

1. What is the **main idea** in the 15th Amendment to the U.S. Constitution?

**Representation, Action and Expression and the Cognitive and Knowledge-Building Dimensions:**

 *Language Arts for the GED*

1. What is the author’s **position in Passage A**?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Analyzing Evidence:** How does the author support her or his **position**?

|  |
| --- |
| Author’s Main Reasons and Evidence: |

1. Do you **agree** with the author’s position?



1. Use at least one complete sentence to explain why **agree** or **disagree** with the author’s position:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is the author’s **position in Passage B**?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Analyzing Evidence:** How does the author support her or his **position**?

|  |
| --- |
| Author’s Main Reasons and Evidence: |

1. Do you **agree** with the author’s position?



1. Use at least one complete sentence to explain why **agree** or **disagree** with the author’s position:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Representation, Action and Expression and the Cognitive and Knowledge-Building Dimensions:**

 *Math for the GED Science Test*

**Directions:** Use this page to make notes on the procedures for solving Mean, Median, Mode and Range problems.

|  |  |
| --- | --- |
|  | **Notes** |
| **Mean** |  |
| **Median** |  |
| **Mode** |  |
| **Range** |  |

**A Side-by-Side Look:**

 *UDL Principles and Reading Apprenticeship Strategies*

|  |  |
| --- | --- |
| **UDL Principle** | **Reading Apprenticeship Strategies** |
| **Multiple Means of Representation:*** Provide Options for Perception
* Highlight Patterns, Critical Features, Big Ideas and Relationships
* Activate or Supply Background Knowledge
* Clarify Vocabulary and Symbols
* Clarify Syntax and Structure
* Support Decoding of Text and Mathematical Notation
 | **Cognitive Dimension:*** Model the Use of Graphic Organizers, Outlines, Response Logs and Notes
* Skim and Scan Texts
* Chunk Texts into Small Segments
* Review the Big Picture to Check for Comprehension

**Knowledge Building Dimension:*** Brainstorm and Share Ideas, Knowledge and Information about a Topic
* Highlight Critical Text Features and Vocabulary
* Relate Visual and Text Information to Increase Comprehension
* Identify Roots, Prefixes and Suffixes to Make Meaning of Unfamiliar Vocabulary
 |

|  |  |
| --- | --- |
| **UDL Principle** | **Reading Apprenticeship Strategies** |
| **Multiple Means of Action and Expression:*** Vary Methods for Response and Navigation
* Build Fluencies with Graduated Levels of Support (Scaffold)
* Support Planning and Strategy Development
* Enhance Capacity for Monitoring Progress
 | **Cognitive Dimension:*** Test Understanding by Paraphrasing or Summarizing
* Visualize What is Described in the Text
* Represent Text Concepts and Content in Graphic Form and Through Metaphors and Analogies
* Organize and Keep Track of Ideas Through Graphic Organizers, Outlines, Response Logs and Notes.
* Read a Wide Range of Unfamiliar Texts and Celebrate Increases and Reader Fluency and Stamina
* Draw Attention to What Students *Do Know* When Reading Unfamiliar Texts
 |

|  |  |
| --- | --- |
| **UDL Principle** | **Reading Apprenticeship Strategies** |
| **Multiple Means of Engagement:*** Minimize Threats and Distractions
* Foster Collaboration and Community
* Facilitate Coping Skills and Strategies
* Develop Self-Assessment and Reflection
* Optimize Relevance and Value
 | **Social Dimension:*** Create Safety for Sharing Ideas
* Share Teachers’ and Classmates’ Reponses to Ideas Events and Language of Texts
* Talk About Confusing Aspects of Texts
* Share Strategies for Addressing Reading Challenges
* Try the Reading Strategies of Others

**Personal Dimension:*** Write and Talk about Reading Experiences, Reading Habits and Reasons for Reading

**Cognitive Dimension:*** Identify Purposes for Reading
 |

**Partner’s Activity:**

 *UDL Principles and Reading Apprenticeship Strategies*

* **Use this form to make some notes about how your activity, or set of activities, addresses *at least* one UDL Principle and one Reading Apprenticeship domain.**

|  |  |
| --- | --- |
| **UDL Principle** | **Reading Apprenticeship Domain** |
|  |  |