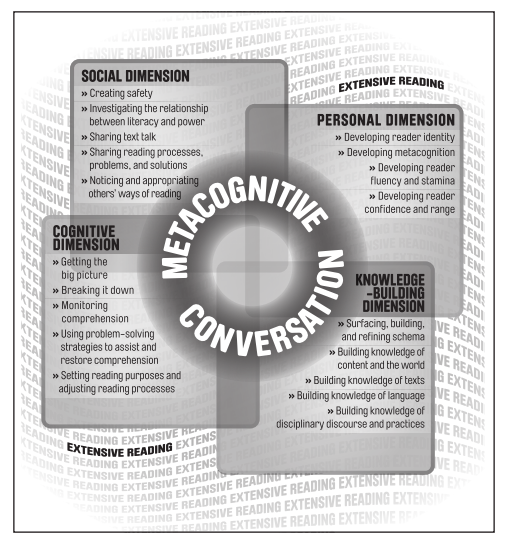
The Reading Apprenticeship Framework



**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?

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| **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**?

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

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

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

[Description: Image result for yes or no checkboxes](http://www.google.com/imgres?imgurl=http://www.gov.scot/Resource/0043/00432120.gif&imgrefurl=http://www.gov.scot/Publications/2013/08/6133/6&h=33&w=124&tbnid=_bUkyshrL-0_-M:&docid=Qym08W4dYnH6tM&ei=S79bVpqSL8bfoASLt4qYCw&tbm=isch&ved=0ahUKEwja48edl7fJAhXGL4gKHYubArMQMwguKBEwEQ)

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

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

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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?

[Image result for yes or no checkboxes](http://www.google.com/imgres?imgurl=http://www.gov.scot/Resource/0043/00432120.gif&imgrefurl=http://www.gov.scot/Publications/2013/08/6133/6&h=33&w=124&tbnid=_bUkyshrL-0_-M:&docid=Qym08W4dYnH6tM&ei=S79bVpqSL8bfoASLt4qYCw&tbm=isch&ved=0ahUKEwja48edl7fJAhXGL4gKHYubArMQMwguKBEwEQ)

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

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**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.

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

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

*UDL Principles and Reading Apprenticeship Strategies*

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| **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 |

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| **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 |

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| **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** |
|  |  |