

Reading Apprenticeship Routines Showcase



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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

METACOGNITIVE CONVERSATION

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

Possible Reading Apprenticeship Outcomes to include in your syllabi

Outcomes

Some Ways of Measuring

Articulate personal supports and barriers to literacy development

Personal Reading History
Ongoing Formative Assessment
Curriculum Embedded Reading Assessment (CERA) Rubric Evaluation
MARS

Demonstrate individualized reading/thinking process

Think Aloud
Talking to the Text

Participate in a community of readers

Readers Strategy List Compilation
Gallery Walks
Discussion Board Participation
Give One/Get One
Whole Class: one-line abstract

Identify problem areas and track the process for clarification.

Talking to the Text

Engage in the metacognitive conversation to increase comprehension of material

Talking to the Text
CERA Rubric Evaluation
Frayer Model

Activate schema and use it to increase comprehension of text

Think Aloud
KWL
Anticipation Guides
E/I Preview Charting

Community Norms



Building Community Norms: Essential Activity

I love doing the classroom norms each quarter because it gives the students their first voice and say in how the class is going to run. They are valued contributors to the community of practice that we have created in each class. I use this activity to set the tone of my interest in their ideas and to celebrate their presence in the classroom.

IDENTITY AND COMMUNITY

Learning is socially mediated. Feeling part of a classroom community has significant psychological benefits and makes students more likely to engage in productive academic behaviors.

CLASSROOM NORMS AND ROUTINES CREATE A SENSE OF SAFETY AND BELONGING

- Negotiated classroom norms support all students to share ideas and comprehension difficulties without feeling stupid or “uncool.”
- Teachers tap students’ out-of-school interests and competencies to help students recalibrate their academic potential and identities.
- Small group work and collaborative meaning-making routines engage all students in thinking, discussing, and actively participating in the academic life of the classroom.

Source: <http://readingapprenticeship.org/our-approach/common-core/social-emotional/>

Set Up:

1. Have the students individually think about

"Think about times—in as well as out of school --when you learned something new. Make some notes about what helped you feel comfortable about learning in that situation. Focus on what made the learning happen rather than the content you learned."

2. Pair and share
3. Report out and create a living classroom document (It is important to use the language of the students for this document.)

Personal Reading History:



A personal reading history can help students think about and write about their literacy development and the key events in their development as a reader. When students can reflect on and analyze their past reading experiences, it is easier to develop better reading skills in the future.

In order to receive a high quality response, the personal reading histories should be assigned as individual work first. Then they can pair with a partner and share their experiences making sure that each person has a few minutes to share his or her history. Once the pairs are done, then the class can share widely their findings and the common threads can be recorded on the board.

This sends the message: reading is important, reading is complex, and each student has a reader identity. Your message to the student is that you are creating a community of readers by fostering an understanding about how we read, the processes of reading different texts in different ways, and drawing on the shared processes of reading present in the classroom.

This activity should be done during the first week of class and can potentially be assigned as homework for one night with the pair and share and group discussion following the next day.

As an instructor, I read each student's personal reading history; I gain insight into how the student sees himself or herself as a reader, learning differences, and personal attributes that can help guide my classroom.



Personal Reading History

Please answer the following questions about your literary development:

1. What are some high points in your learning to read literature?
2. What are some low points in your learning to read literature?
3. Were there times when you felt like an “insider” or times when you felt like an “outsider”?
4. What or who supported your literacy development? What or who discouraged it?

Pair and Share: Share some of your reading history with a partner. Make sure that each of you has an opportunity to tell your story.

Whole class sharing: What did you learn about each other? What are the common threads? What were the surprises?

Personal Reading History

Circle the pictures that answer the questions for you.

Reading in English is _____.



Good



hard



easy and fun



impossible

Who helps you read in English?



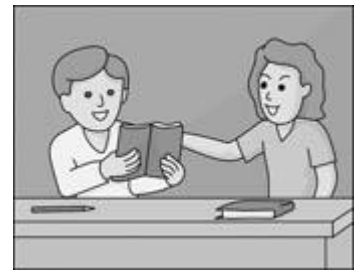
Teacher



family



Coworkers



Friends or classmates

What do you like to read?



Books



Newspaper



Magazine



Online

Think – Pair – Share



This routine helps to differentiate instruction by providing the students with some time and structure for thinking about their texts. This helps build community in a classroom when it is embedded a classroom norm. This routine gives students a voice in making meaning and a voice in deconstructing text and reconstructing meaning. Think Pair Share is an active learning routine which uses the personal and social dimension and supports the cognitive and knowledge-building dimensions.

The Think- Pair- Share Protocol

Think: **Students first think individually about a prompt.**

Ask them to review their class notes, Evidence Logs, Metacognitive Logs, or Talking to the Text mark ups.

Pair: **Students share his or her individual thinking with a partner.**

Ask one student to share his/her thinking while the partner listens quietly. Give guidance about how long each person has and this time should be short (1-2 minutes) then the partners switch and the other person shares while the person who initially spoke just listens. It helps if your pairs have adequate room to sit next to the partner and hear what is being said. The faculty should circulate and monitor the paired sharing and only facilitate in the process of the routine rather than interject about the sharing's content.

Share: **Pairs then share out at their tables for a short time and then finally there is whole class sharing.**

Faculty should track the ideas on a poster or the white board. Model noting which ideas are given more than once. Focus on evidence from the text, similarities, differences, and common threads.

Remember that some students need to practice this routine to be able to engage in it. Perhaps listing the students and time allotments will help students learn how to engage in meaningful think pair share work.

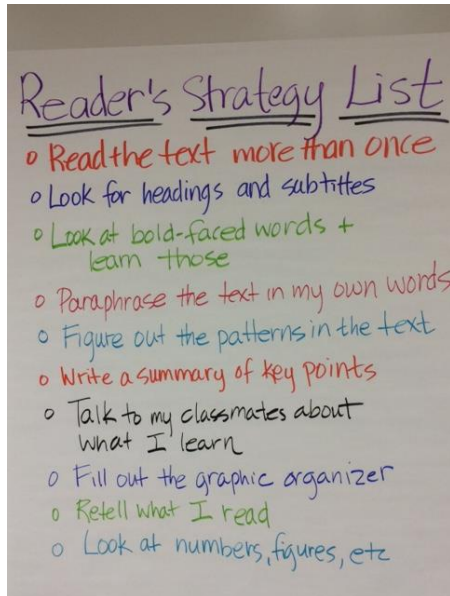
Think – Pair – Share



Reading Strategy List:

What is a Reader's Strategy List (RSL)?

A reader's strategy list is a student-generated list of approaches they use to figure out text. This is a living community document.



One easy way to get the conversation going in your classroom is to ask your readers *how* they read. Given an opportunity to reflect and think about how they approach a text is insightful, and students will reveal some of their approaches to reading. This opportunity to share in discussing reading processes helps others think about their own approaches to reading.

Reading Apprenticeship methods suggest that students first individually document their own methods or strategies for reading a specific text. Remember that there are many ways of approaching text. Next the students should pair up and share what they have written. Once that conversation has taken place, the class should report out their findings. In this way, readers have an opportunity to report on their own habits, listen to the reading habits of others, and then create a shared document, which is hung in the classroom as a living document.

The Reader's Strategy List is generated by students for students. It is an ongoing dynamic classroom artifact. It serves as a reminder to students that there are different ways of reading, that different texts require different methods, and that the process of reading discipline-specific texts is essential to understand if one hopes to improve his effectiveness and mastery of complex academic texts.

How is it created?

- We query students about how they made sense of a text and then create a living classroom document for their use.

Reading Apprenticeship/Michele Lesmeister_RTC_Basic Education for Adults

- This is a student-generated list. The language on the list is the students' terminology.
- You may have multiple lists: one for math problems, one for a manual, one for a primary text.

Why are the Readers Strategy Lists helpful for students?


These give students a way to voice how they approach text. It allows for sharing across the four dimensions. Students often uncover how they are reading text, and this gives the instructor insight into how they read the disciplinary texts. You can model strategies of how to read the text that they may not have considered.

My Reader's Strategy List

My Reader's Strategy List

Category: _____

[illegible]



Context Clues


Clues that good readers use to find the meaning of unknown words

Look For...

- Pictures
- Helping Words (or, like, are, called)
- Words You Know
- Examples and Definitions
- Synonyms and Antonyms

words that mean the same

words that mean the opposite



The periodic table.

12
Mg
2,8,2

ATOMIC NUMBER (NUMBER OF PROTONS)

SYMBOL (ABBREVIATION)

ELECTRONIC STRUCTURE

The elements are arranged in the periodic table in order of the atomic number. The position of an element in the periodic table can also tell us something about how the element reacts. Only the elements in the same side of an atom will take part in chemical reaction. They are also very similar compounds. Some properties that you can use as a group. For instance, elements at the top of a group may have lower melting and boiling points than ones at the bottom. The elements can be split into metals and non-metals.

12
Mg
2,8,2

Atomic Number

This diagram shows the inner shell has two electrons in between the first number of the electronic structure 2. The second shell has 8 electrons in between the first number and 2. The third shell has 2 electrons in between the last number and two on the electronic structure.

think about **how much**
time you spend with
your **computer** today

Text Features

- Boldface
- Italics
- Highlighted text
- Bullets
- Bullets
- Bullets

Parts of a Book

- Spiral Index to Subjects
- Table of Contents
- Picture Captions
- Maps and Graphs

Tables and Charts

Lines, Paragraphs, Headings, Footnotes, Captions, Vocabulary, Diagrams, Bolded Text, Quoted Text, Footnotes

Reading Apprenticeship/Michele Lesmeister RTC Basic Education for Adults

Practice: Capturing the Reading Process with a Readers Strategy List

Meter pole installation

Meter pole installations must be:

- Buried a minimum of 10 percent of the pole's length plus 2 feet. If soil conditions are poor, use crushed rock as a substitute for backfill to stabilize the pole.
- Guyed if the service line crosses a public road or if the distance between the meter pole and PSE's pole is greater than 70 feet. A push brace or pole key brace may be used if guy space is not available.

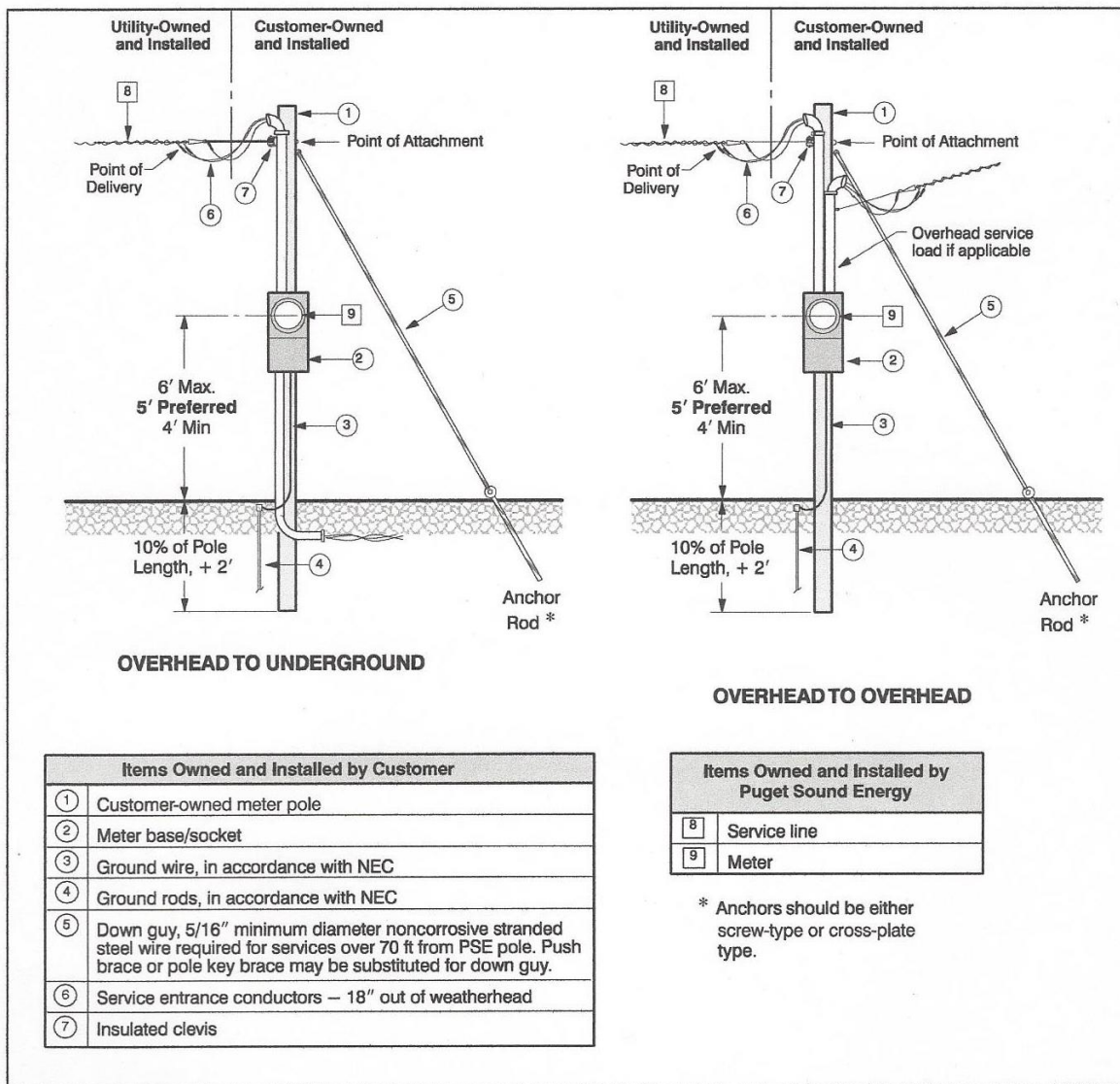


Figure 17 Permanent overhead meter pole installation

Schema: Your prior knowledge of the world

Our students bring all sorts of knowledge to the classroom and as such they can become contributors to meaning making in our classroom, if we encourage and promote their schema. To help us summarize some of the schema that students bring to the classroom, we can categorize this knowledge:

- Knowledge about the text's content and the world
- Knowledge about different types of texts
- Knowledge about language: words, syntax, mechanics, and semantics
- Knowledge about disciplinary discourse and practices
- Knowledge about culture and how culture is present in language, thinking, and text.

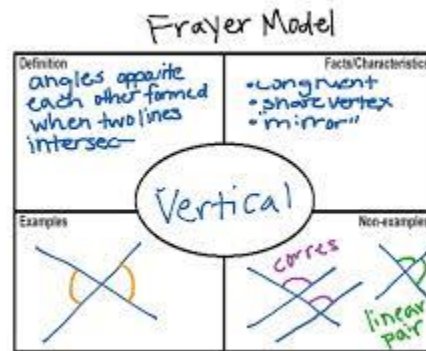
I tell the students in my class that text is ink on paper until they bring themselves to their texts. The idea is to promote the growth of schema in the classroom because the more knowledge one has on a topic, the easier it is to read in the subject area and the more one can learn.

Our goals as facilitators should be to help students become metacognitive about schema. We can do this by helping them learn how to activate their schema. We need to give the students opportunities to search for discernible patterns and schema connections. By helping the students become metacognitive about their schema, prior knowledge, we help them become active learners and thinkers and it is through this work that we are able to help students exchange and revise schema that is misleading or incorrect.

How can we promote students being metacognitive about schema and schema building?

- Have students create inquiry questions prior to reading the text, introduce word games like Hinky Pinkies, Word Puzzles, and ambiguous Headlines and Cartoons
- Promote collaboration through the social dimension
- Make confusions cool
- As the instructor, show patience as students debate and struggle with making meaning.

Frayer Model



The Frayer Model is graphic organizer that was designed by Dorothy Frayer and her colleagues at the University of Wisconsin. Her organizer provides students with a way to understand new words. Students are asked to provide a definition of the term, facts or characteristics of the word, examples, and non-examples.

The model is one way to scaffold concepts from words and activate schema for preparing student to read text.

I use two formats:

My definition of the term	Facts and/or Characteristics
<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <div style="font-size: 24px; font-weight: bold;">Term</div> </div>	
Examples	Non-examples

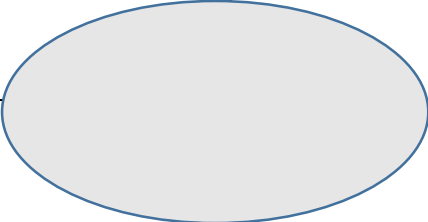
My definition of the term	Illustrate the concept
<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <div style="font-size: 24px; font-weight: bold;">Term</div> </div>	
Examples	Non-examples

Frayer Model

My Definition	Facts/Description/Illustration
<div data-bbox="602 915 1029 1140" data-label="Text"><p>Zika Virus</p></div> <div data-bbox="180 1734 370 1774">Examples</div> <div data-bbox="829 1734 1105 1774">Non-Examples</div>	

Frayer Model

My Definition	Facts/Description/Illustration
Examples	Non-Examples





Brainstorming of Words or Concepts

Topic:	A	B	C
D	E	F	G
H	I	J	K
L	M	N	O
P	Q	R	S
T	U	V	W
X	Y	Z	

Mosquito Bite Prevention (United States)



Not all mosquitoes are the same. Different mosquitoes spread different viruses and bite at different times of the day.

Type of Mosquito	Viruses spread	Biting habits
 <i>Aedes aegypti</i> , <i>Aedes albopictus</i>	Chikungunya, Dengue, Zika	Primarily daytime, but can also bite at night
 <i>Culex</i> species	West Nile	Evening to morning

Protect yourself and your family from mosquito bites

Use insect repellent

Use an Environmental Protection Agency (EPA)-registered insect repellent with one of the following active ingredients. When used as directed, EPA-registered insect repellents are proven safe and effective, even for pregnant and breastfeeding women.

Active ingredient	Some brand name examples*
Higher percentages of active ingredient provide longer protection	
DEET	Off!, Cutter, Sawyer, Ultrathon
Picaridin , also known as KBR 3023 , Bayrepel , and icaridin	Cutter Advanced, Skin So Soft Bug Guard Plus, Autan (outside the United States)
Oil of lemon eucalyptus (OLE) or para-menthane-diol (PMD)	Repel
IR3535	Skin So Soft Bug Guard Plus Expedition, SkinSmart



* Insect repellent brand names are provided for your information only. The Centers for Disease Control and Prevention and the U.S. Department of Health and Human Services cannot recommend or endorse any name brand products.



CS258143A February 17, 2016

Scaffolding: Why it matters in our classrooms

When we discuss scaffolding in our college classroom, we are talking about breaking up and supporting the learning. To do this we chunk the text and provide a tool or structure to support each chunk. Scaffolding supports all learners.

We have so many ways to scaffold conversations and scaffold texts we want to teach.

Scaffolding Academic Conversations	Scaffolding Academic Texts
<ul style="list-style-type: none">• Be explicit in your instructions and protocols• Make sure the protocols are visible (on board) as well as explained• Ensure that the purpose of the activity is clear to all students• Encourage participation• Use time limits to set an urgency in the classroom• Do something to activate schema• Model effective listening• Provide sentence frames to get the conversations moving• Accept all contributions• Move to the sidelines• Allow for multi-modality in preparation(some will write, others will read, listen, or sketch)• Assign an expert or subject matter sage	<ul style="list-style-type: none">• Be explicit in your instructions and protocols• Make sure the protocols are visible (on board) as well as explained• Ensure that the purpose of the activity is clear to all students• Use a Frayer Model to activate schema• Pre-teach vital vocabulary• Showcase vocabulary in context with sentence structure, punctuation, word clues, etc.• Activate schema by using visual aids and media to activate schema• Chunk the text into manageable units and assign to pairs or groups To complete an evidence log poster of what the main points are and evidence supporting the evidence• Ask students to connect concepts• Use graphic organizers• Model with Think Alouds and Talking to the Text routines

I try to remember that I am “apprenticing” my students, so I need to be intentional and explicit in my efforts to scaffold and support my readers as they de-construct a text and then re-construct this text to make meaning.

Think Aloud:

What is a Think Aloud?

All Reading Apprenticeship teachers use the Think Aloud routine to model the ways that readers think about their texts. A Think Aloud is the reading of a short chunk of text coupled with the thinking that runs through your mind as you read the text. The text and the thinking are both verbalized. When teachers show their mental activity while reading, students are onboarded about what they should also be doing when they read.

Why Use Think Alouds?

By using Think Alouds in your class, you help the students “see” your thinking processes as you read. As you read the passage, in a Think Aloud you explain how you make sense of text that may be confusing for students (new vocabulary, unusual sentence construction, complex terms and field specific uses, ideas that help develop your understanding of the text). This strengthens the students’ ability to apply new thinking and processing skills to text. Do not worry about modeling too much. Think Alouds should be routine in your classroom.

Across campus, students have told us some new ideas they have gained from observing faculty engage in think aloud modeling:

- I can bring my own knowledge to the text.
- Rereading is not a sign that I am a slow reader, but it means that I am working to make meaning.
- Teachers sometimes do not see what I do not know, so asking for clarification as the teacher models helps me.
- Different strategies are used for different texts. I discovered that there are many ways of reading.
- Talking aloud helps me figure out meaning because I am hearing it and reading it at the same time.
- I see that punctuation is really important in English. If I understand differences between a semi-colon and a colon, this can help my comprehension of sentences.
- Reading is not a simple task.

Readers observe their faculty as expert readers. They monitor their understanding by rereading a sentence, reading ahead to clarify, and/or looking for context clues.

The following chart offers ways to model reading strategies in a Think Aloud.

Strategy of Think Aloud	Word to begin verbalize what is in the text
Predicting	I predict ... In the next part I think ... I think this is ...
Questioning	Why did ... What did ... How did ... Where was ... Should there ...
Visualizing	I see ... I imagine that... I picture ...
Personal Response	I feel ... My favorite part ... I liked/disliked ...
Clarifying	I got confused when ... I'm not sure of ... I didn't expect ...
Summarizing	I think this is mainly about ... Most important is
Reflecting	I think I'll ... next time. I wonder if... Maybe I'll need to ... next time. I realize that...
Making Connections <ul style="list-style-type: none">• personal connections• text-to-text connections	This is like ... This reminds me of ... This is similar to ...

A Think Aloud is primarily verbal and metacognitive conversations should be the result. It takes students a while to figure out what constitutes a metacognitive conversation. Sometimes it is easier to tell the students it is not a content discussion, but a discussion that showcases their thinking about a text.

How do I do a Think Aloud?

Model a short section of the text by reading and thinking out loud. Be authentic in your modeling. Show what is happening inside your head as you read. Keep it short –2 to 3 minutes. After your model is complete, ask the students to comment on what they noticed about your Think Aloud.

Pair the students and ask them to do a Think Aloud switching partners by modeling their thinking short section by section. (Keep the sections short.) Provide a few minutes for them to share what they noticed about each other's thinking. Finally, share out these discoveries to the whole class.

Protect yourself and your family from mosquito bites *(continued)*



- ◆ Always follow the product label instructions.
- ◆ Reapply insect repellent every few hours, depending on which product and strength you choose.
 - » Do not spray repellent on the skin under clothing.
 - » If you are also using sunscreen, apply sunscreen first and insect repellent second.

Natural insect repellents (repellents not registered with EPA)

- ◆ The effectiveness of non-EPA registered insect repellents, including some natural repellents, is not known.
- ◆ To protect yourself against diseases like chikungunya, dengue, and Zika, CDC and EPA recommend using an EPA-registered insect repellent.
- ◆ When used as directed, EPA-registered insect repellents are proven safe and effective.
- ◆ For more information: www2.epa.gov/insect-repellents

If you have a baby or child



- ◆ Always follow instructions when applying insect repellent to children.
- ◆ Do not use insect repellent on babies younger than 2 months of age.
- ◆ Dress your child in clothing that covers arms and legs, or
- ◆ Cover crib, stroller, and baby carrier with mosquito netting.
- ◆ Do not apply insect repellent onto a child's hands, eyes, mouth, and cut or irritated skin.
 - » Adults: Spray insect repellent onto your hands and then apply to a child's face.
- ◆ Do not use products containing oil of lemon eucalyptus (OLE) or para-menthane-diol (PMD) on children under 3 years of age.

Treat clothing and gear



- ◆ Treat items such as boots, pants, socks, and tents with permethrin or purchase permethrin-treated clothing and gear.
 - » Permethrin-treated clothing will protect you after multiple washings. See product information to find out how long the protection will last.
 - » If treating items yourself, follow the product instructions.
 - » Do not use permethrin products directly on skin.

Mosquito-proof your home



- ◆ Use screens on windows and doors. Repair holes in screens to keep mosquitoes outside.
- ◆ Use air conditioning when available.
- ◆ Keep mosquitoes from laying eggs in and near standing water.
 - » Once a week, empty and scrub, turn over, cover, or throw out items that hold water, such as tires, buckets, planters, toys, pools, birdbaths, flowerpots, or trash containers. Check inside and outside your home.

www.cdc.gov/features/StopMosquitoes

Metacognitive Logs:

Metacognitive logs have many purposes and benefits. These logs help students look for and pull evidence from their texts. These logs allow faculty to see how the students engage and generate inquiry about a text. The logs help students become aware of their thinking as readers; this empowers them to take control of how well they learn. Faculty first model this routine, and this routine will need to be scaffolded with some metacognitive prompts or starters.

While I was reading ...

I felt confused about ...

I was distracted by ...

I started to think about ...

I got stuck when ...

The time went by so quickly because ...

A word or some words I did not know ...

I stopped because ...

I lost track of everything except ...

I figured out that ...

I first thought that ...but then realized that ...

I finally understood ...

I remember that earlier in the book ...

This contributes to what I know by ...

This is significant because it ...

Metacognitive Log

Name _____ Date _____

Text _____ Chapter _____ /Pages _____

A. Respond to two of the metacognitive prompts below. Write a complete, thoughtful sentence or two for each prompt. Try a different prompt for each log.

- | | |
|---|---|
| ▪ <i>While I was reading...</i> | ▪ <i>I lost track of everything except...</i> |
| ▪ <i>I felt confused when....</i> | ▪ <i>I figured out that...</i> |
| ▪ <i>I was distracted by....</i> | ▪ <i>I first thought that...but then realized that...</i> |
| ▪ <i>I started to think about....</i> | ▪ <i>I finally understood...</i> |
| ▪ <i>I got stuck when ...</i> | ▪ <i>I remembered that earlier in the book...</i> |
| ▪ <i>The time went by quickly because ...</i> | ▪ <i>This contributes to what I know by...</i> |
| ▪ <i>A word/some words I did not know...</i> | |
| ▪ <i>I stopped because...</i> | |

Write down two questions or observations that you could ask or make about this reading.

Evidence Logs

Like the metacognitive log, this graphic organizer asks the students to locate meaningful and significant sentences in a text, and then to make some connection to him/herself, the world, or another text.

Notice that there are no prompts to guide them. As always, the students need to note the page and paragraph number.

As faculty, you can review these evidence logs to see the level of thinking and the student's approach to analysis of the text. Initially, these logs may not be very sophisticated and they may not delve into the text at an intimate level, over time these logs will become more and more complex and insightful.

Name _____ Date _____

Evidence Log

EVIDENCE from the article I read in the text... Add the page and/or paragraph number.	INTERPRETATION: I think/I wonder about /I made a connection

This is a video about love and diversity and is a clip that promotes some great metacognitive conversations.

Love Has No Labels – Diversity & Inclusion

<https://www.youtube.com/watch?v=kknSsX1S7xl>

Name _____ Date _____

Evidence Log

I saw __ (copy text here) __ on page ____	I think _____ or I question _____

I read and I understand that	Lyrics by Demi Lovato	I think, I wonder, I question
	<p>"Skyscraper"</p> <p><i>[Verse 1:]</i> Skies are crying, I am watching Catching tear drops in my hands Only silence as it's ending Like we never had a chance Do you have to make me feel like There's nothing left of me?</p> <p><i>[Chorus:]</i> You can take everything I have You can break everything I am Like I'm made of glass Like I'm made of paper Go on and try to tear me down I will be rising from the ground Like a skyscraper Like a skyscraper</p> <p><i>[Verse 2:]</i> As the smoke clears, I awaken And untangle you from me Would it make you feel better To watch me while I bleed? All my windows still are broken But I'm standing on my feet</p> <p><i>[Chorus:]</i> You can take everything I have You can break everything I am Like I'm made of glass Like I'm made of paper Go on and try to tear me down I will be rising from the ground Like a skyscraper Like a skyscraper</p>	

	<p><i>[Bridge:]</i> Go run, run, run I'm gonna stay right here, Watch you disappear Yeah, oh Go run, run, run Yeah, it's a long way down But I am closer to the clouds up here</p> <p><i>[Chorus:]</i> You can take everything I have You can break everything I am Like I'm made of glass Like I'm made of paper Oh Oh Go on and try to tear me down I will be rising from the ground Like a skyscraper Like a skyscraper</p> <p>(Like a skyscraper)</p> <p>Like a skyscraper Like a skyscraper</p>	
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Source: <http://www.azlyrics.com/lyrics/demilovato/skyscraper.html>

Rubric for Evidence Logs

Title _____ Section/page _____

Item	1	2	3	4
Submission of evidence log		Evidence log is turned in late.		Evidence Log is completed on time.
Evidence from the text shows a detailed level of engaging the text. (Left column)	The text in the left column is limited in sample and completeness or the evidence is incorrectly copied.	The text in the left column is evidence from the source, shows limited engagement with the text, and is complete	The text in the left column is evidence from the source, shows solid engagement with the text, and is complete	The text in the left column is evidence from the source, shows superior engagement with the text, and is complete
Documentation		Page numbers or paragraph numbers are incorrect or missing.	Page numbers or paragraph numbers provided for some of the evidence.	Page numbers or paragraph numbers are given and accurate.
Interpretation of the evidence shows reflection/metacognition	The text in the right column is lacking reflections and connections to the text provided.	The text in the right column provides very limited reflections and is missing the connection to the text provided.	The text in the right column is adequate in providing basic reflections and connections to the text provided.	The text in the right column is exemplary in providing detailed reflections and connections to the text provided.
Comments:				
Total Score:				

☐ May redo for improved score

☐ Please keep in your binder

Talking to the Text

The Old Juniper Tree

by Robert Fulghum

- 1 There is a tree. At the downhill edge of a long, narrow field in the western foothills of the La Sal Mountains—southeastern Utah. A particular tree. A juniper. Large for its species—maybe twenty feet tall and two feet in diameter. For perhaps three hundred years this tree has stood its ground. Flourishing in good seasons, and holding on in bad times. “Beautiful” is not a word that comes to mind when one first sees it. No naturalist would photograph it as exemplary of its kind. Twisted by wind, split and charred by lightning, scarred by brushfires, chewed on by insects, and pecked by birds. Human beings have stripped long strings of bark from its trunk, stapled barbed wire to it in using it as a corner post for a fence line, and nailed signs on it on three sides: NO HUNTING, NO TRESPASSING; PLEASE CLOSE THE GATE. In commandeering this tree as a corner stake for claims of rights and property, miners and ranchers have hacked signs and symbols in its bark, and left Day-Glo™ orange survey tape tied to its branches. Now it serves as one side of a gate between an alfalfa field and open range. No matter what, in drought, flood, heat, and cold it has continued. There is rot and death in it near the ground. But at the greening tips of its upper branches and in its berrylike seed cones, there is yet the outreach of life.
- 2 I respect this old juniper tree. For its age, yes. And for its steadfastness in taking whatever is thrown at it. That it has been useful in a practical way beyond itself counts for much, as well. Most of all, I admire its capacity for self-healing beyond all accidents and assaults. There is a *will* in it—toward continuing to be, come what may.

Golden Line:

The Golden Line asks reads to look for a specific sentence or so that “speaks” to them. These are usually powerful statements that automatically provide a way for students to engage in discussing the text. Many students find this an easier task because they do not have to generate something important; they can use what the author has provided as a starting point. This routine can students to determine important ideas in a text, make connections, and visualize during reading.

I have the students work individually for a few minutes on a passage they have previously read and complete a planning sheet like the one below:

Golden Line	Page and paragraph
Significance: Text to Self, Text to Text, Text to World Connection Why does this line speak to you and in what ways?	

The Art of Giving

"Give others all that is alive in us-our interest, understanding, our knowledge, our humor, everything in us that's good. In doing so, we enhance the sense of aliveness in others while enhancing our own. When we give, we get a "heightened vitality" of what it means to be human." - Erich Fromm

True giving comes from the same place inside you as your deepest happiness. They are inexplicably intertwined. A gift is something that is enjoyed twice. First by the giver who revels in the pleasure of giving something special and then also enjoyed by the person who receives the gift.

With our changing economic times, everyone is asking for help in some form. There are as many reasons to give as there are ways to give. Some people give for recognition. They want their names in programs, on park benches and in hospital lobbies. Others give expecting to be paid back or thanked, they give to get. Some people want a hands-on-experience and are generous with their time. Some like to give anonymously and don't want any recognition at all.

People who truly master the art of giving give out of the goodness of their hearts with no self-serving motives. Giving becomes a blessing for the giver and receiver. It's human nature to believe, "When I have more I'll give more." If you come from this mentality you never have enough of anything to give. Generosity is a choice that feels right and joyful. Generosity comes from believing you have enough to share.

You may be a bit skeptical, wondering what exactly do you have to give? Everybody has something of value for another person. It could be a kind word, a simple smile, some appreciation, the sharing of some special knowledge, even a helping hand or a bit of support during a difficult emotional time. You have something to give everyone.

The act of true giving is something wonderful and amazing. With most things in this world, there is only a limited amount of what you can give away. Fortunately, generosity and kindness are not bound to these same material limitations. One of life's most basic laws is "every single act of love, kindness and generosity will multiply and return to you many times over ". The more you give the happier you will feel.

Many thousands of years ago a great sage in Babylon said "The reward of charity depends entirely upon the extent of the kindness in it." It is one of life's wonderful paradoxes that you limit the power of your giving by having an expectation of getting something in return. When you give without any thought or desire for something back, your returns will be truly limitless.

Your life is like a river of energy, continually flowing. What happens when a river stops moving? It gets very muddy, and stagnant. A fast flowing river is full of life and clear water. Where would you rather drink? The acts of giving and receiving are a continuous process of circulation that continues the flow of your life's energies. For one person to receive someone else has to give. It's a cycle of energy that flows continually onwards.

Pause for as moment as you read this, and take a big, deep breath. Hold it for as long as you possibly can. As you hold it inside, notice how uncomfortable you begin to feel when you are holding on to something that is meant to be released. Now, breath out, completely and hold your breath with your lungs fully emptied. Feel how uncomfortable you feel when you are resisting taking in something that you need.

True giving, without expectation of anything in return is as effortless as breathing. How often do you expect back from the person you gave something to a gift of a similar or greater value? Is this true giving or merely an unvoiced expectation of an exchange of similar goods? Have you ever heard anyone saying "I just give and give and give until I have nothing left"? This behavior has many other names. Self denial, self pity, martyrdom, self righteousness to name just a few.

This is an ego based form of giving. It is giving with an expectation of something in return. In reality, this is not giving at all but an un-vocalized form of barter. If, through the act of giving, you feel that you have "lost something or are somehow lessened" then the gift was not truly given from your heart. Truly giving something from the heart is an action which will fill your life with joy. This is where the expression to "give whole heartedly" comes from.

The intention behind your giving is the most important thing. The intention should always be to create happiness for both the giver and the receiver. If you experience resentment and a feeling of "I don't really want to give this to this person, but I feel that I have to" or "I really should give them something," this is probably what ultimately will come back to you. Perhaps in this case, you need to consider not giving the gift at all!

What you give out is what comes back in direct proportions to the feelings you have in the act of giving. It's very simple. If you want to experience more joy, give joy to others, if you want more love, learn to give love, if you want attention and appreciation, learn to give appreciation to others. These are some of life's most precious gifts and they don't cost you anything. When you meet someone, you can silently send them a blessing, wishing them happiness, joy and laughter. This kind of silent giving is very powerful. Do this, (with no thought of return) and you will suddenly find people around you opening to you in joy and happiness.

In ancient China, Lao Tsu wrote "Kindness in words creates confidence. Kindness in thinking creates profoundness. Kindness in Giving Creates Love."

The following are gifts we all have that can benefit others.

- **Give of Your Talents** Give someone an hour of coaching, offer child care or do you have plumbing, painting, or landscaping skills? Give things. Clean your home and clear out your closet of unwanted things. Give what you don't use or need to charity. Your junk is someone else's treasure.
- **Give blood** Save a life. I've done this on several occasions; it's a great feeling to know you are helping to save someone's life.

- **Give of yourself** Make someone feel loved, special and appreciated with a visit, phone call, email, text or card. Give a handmade gift. Give praise, gratitude and appreciation. This creates heart-to-heart connections.
- **Give a recommendation** Enrich someone's life by sharing the discovery of a great blog, book, restaurant, product or service. The message you give is "This was a great find for me and I want to share it with you."
- **Give the gift of laughter** Laughter brings health and happiness to others. It offers physiological, psychological and spiritual benefits. Laugh loud and laugh often with everyone.
- **Give an invitation** Being invited to any kind of event means people want to be with you. When you invite someone into your life you are saying, "I want to spend time with you, you are important to me."
- **Give affection** Appropriately offer a hug, a kiss on the cheek, a pat on the back, a touch on an arm or a tender look. We never lose the need for affection and acceptance. Touching heals emotional wounds.
- **Give good advice** Ask the question, "Do you want advice or do you want me to listen." If needed and wanted advice can be life-saving. Shared insights and wisdom is a precious gift.
- **Give encouragement** When people are filled with doubt and fear they lack courage. When you inspire and motivate someone to act on their dreams, it can be life changing. You are making the world a better place.
- **Give without keeping score** Real giving is expecting nothing in return. Give when you have the opportunity not because you received something and want to return the favor. Never hesitate to give because you gave last.
- **Give forgiveness** Forgiveness offers healing to family, friends, coworkers and neighbors. Forgive yourself and others in spite of memories of unlovable times. Drop the story of what they did and what you did and the meaning you have given it.
- **Give money** Giving stuff is easy. We usually don't need or want it... But almost everyone likes to hang on to their money. Giving away money is more difficult because it means less for you. Give money because others need it. Give money because we're dependent on one another.
- **Give an act of kindness** Kindness is the easiest and most abundant gift we have to give away. Buy Girl Scout cookies, always open the door for the person behind you, return your grocery cart, make cookies for your neighbor. The list is endless. Kindness brings joy to the giver, receiver and anyone witnessing the act!
- **Give love** It's easy to love those who love us back. Challenge yourself to give love to those who deserve it the least. Make your love unconditional. Make the world a more loving place. Everyone will reap the benefits!

The act of giving precludes reciprocity of any kind. It's a manifestation of the love we feel within, just bursting for a way out. True giving flows freely from the heart, with the full force of love and compassion and honest selflessness propelling it forward. Anything less is simply a disguised request for a bartered transaction.

Source: Tess Marshall, TheBoldLife.com

Name _____ Date _____

Golden Line

Golden Line	Page and paragraph
Significance: Text to Self, Text to Text, Text to World Connection Why does this line speak to you and in what ways?	

Copy Cat

I discovered that students are very interested in how writers create sentences that move them. The students ask me to help them learn how to write like that. I created an exercise that I call Copy Cat.



Step 1:

I choose a sentence that has some notable language, syntax, or meaning that I believe would help my students improve their expression and thinking. I copy it on the first set of lines. I ask that students copy my sample on their papers.

For example:

“I think the world is a series of broken dams and floods, and my cartoons are tiny little lifeboats” (Alexie 6).

Step 2:

I ask the students to mimic the language and syntax with a sentence of their own.

Let’s consider the syntax and content of the example above. What do you notice that a student will need to understand in order to mimic this sentence?

Syntax:

My example of a copycat:

Name _____ Date _____

Copy Cat



The text:

Copy Cat:



What is a 25-Word Summary?

Students are asked to read a chunk of text and summarize the main idea that is presented within. This is a complex task for most students to master, but it is a very useful routine to teach and embed in our classwork.

Summarizing is a bit different from "Getting the Gist" of a Passage.

We know that asking students if they "get the gist" of a passage, that we asking about the general or global ideas within a chunk of text. This is a high-leverage reading strategy. When students are directed to a passage of text, and they are asked to figure out what does the text, paragraph, graphic, or even the sentence say and mean, they know at that very moment that they either understand the text or they do not.

Summarizing is a complex task and it is a comprehension strategy. To summarize requires first read and comprehend what they are reading. Then the student must make a lot of decisions to separate the main points from the supporting details. They often must connect complex ideas. In addition, these summaries should be in the students own words.

Summarizing requires that students are able to use the text structures/features or signals of the passage. These text features include but are not limited to

- punctuation
 - : followed by definition or example or listing
 - noun, appositive phrase,
 - () for important clues to meaning like definition or source

- formatting
 - organization of text: is there a list of objectives, theory , then application, etc.
 - white space: is there a layout that helps readers make sense of the text
 - placement of information: what has the author placed first in text
- transition words such as *however, consequently, thus, in this way, likewise, in other words, for example*, etc.
- syntax such as term , or _____,

Students who are inexperienced in using text features, structures, and signals may miss the clues they provide. Thus, faculty must be **explicit** in teaching these. This is an important part of the knowledge-building dimension in Reading Apprenticeship.

Procedure for 25-Word Summary



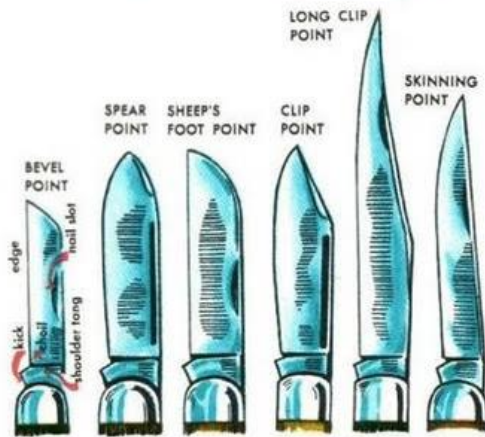
Purpose:

Learning how to write a 25-word summary helps focus and prioritize what is important in a chunk of text.

Procedure:

1. Read the text several times independently.
2. Underline the main ideas.
3. Circle the key words that relate to the main ideas you have underlined. Be sure to include the words that the author has bold faced.
4. Using the underlined main ideas, write a summary sentence in your own words that captures the main idea of the passage. This may be more than one sentence.
5. Edit the sentence to avoid weak or poorly worded structures. This is another opportunity for students to use sophisticated language structures such as appositive phrases, participial phrases, stacked adjectives, and parallel structures as well as revise repeated words and ideas.
6. Count the words to ensure that the summary has 25 or fewer words.
7. Turn to a table partner and share your 25-word summary. Compare and discuss the similarities and differences.
8. Group discussion and then submit the summaries for the instructor's review.

Your Knife and How To Use It



A KNIFE is the camper's best friend. It's used time and time again during each camping day—for whittling a peg, for cutting a rope, for trimming a branch, for cleaning a trout, and for many other things.

A knife deserves the best of care. Keep it sharp, wipe it off after each use to prevent it from rusting or staining, and treat the joints to an occasional drop of machine oil so that the blades will keep opening easily.

For allaround use, the Boy Scout knife is the best. For certain purposes, however, you may need a special knife, such as a whittler's knife, a fisherman's knife, or a hunting knife.

BOY SCOUT KNIFE IS MOST POPULAR POCKET KNIFE.



"SWISS ARMY" TYPE KNIFE IS COMPLETE TOOL KIT.

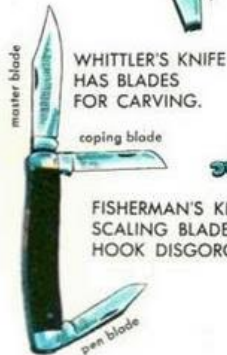


JACKKNIFE HAS BLADES AT ONE END ONLY, PEN-KNIFE AT BOTH ENDS.

PASS OPEN KNIFE TO SOMEONE ELSE HANDLE FIRST.



WHITTLER'S KNIFE HAS BLADES FOR CARVING.



FISHERMAN'S KNIFE HAS SCALING BLADE AND HOOK DISGORGER.



SHEATH KNIFE OR HUNTING KNIFE IS DESIGNED FOR HEAVY DUTY.



SHARPEN KNIFE BLADE AGAINST THE EDGE, AS IF CUTTING INTO SHARPENING STONE. KEEP BACK OF BLADE $\frac{1}{8}$ " ABOVE STONE. TURN BLADE AFTER EACH STROKE.

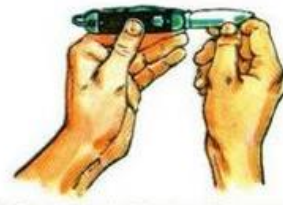




TO OPEN POCKET KNIFE, HOLD IN LEFT HAND, PUT RIGHT THUMB NAIL INTO NAIL SLOT



PULL BLADE OUT WHILE PUSHING AGAINST HINGE WITH LITTLE FINGER OF LEFT HAND.



CONTINUE TO HOLD ON TO HANDLE AND BLADE UNTIL BLADE SNAPS INTO OPEN POSITION.



TO CLOSE POCKET KNIFE, HOLD HANDLE WITH LEFT HAND, WITH FINGERS SAFELY ON THE SIDES.



PUSH AGAINST BACK OF BLADE WITH FINGERS OF RIGHT HAND; SWING HANDLE UP TO MEET BLADE.



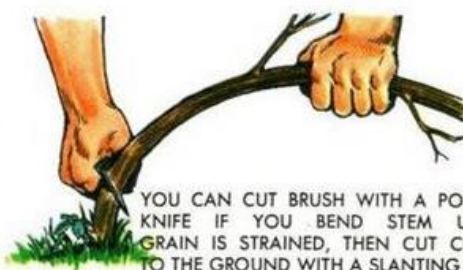
LET KNIFE SNAP SHUT. "KICK" AT BASE OF BLADE KEEPS EDGE FROM TOUCHING INSIDE OF HANDLE.



FOR FINE CUTTING, PIVOT HANDLE WITH LITTLE FINGER, PUSH BLADE WITH THUMB.



FOR COARSE CUTTING, GRASP HANDLE WITH WHOLE HAND. CUT AT A SLANT. ALWAYS CUT AWAY FROM YOU.



YOU CAN CUT BRUSH WITH A POCKET KNIFE IF YOU BEND STEM UNTIL GRAIN IS STRAINED, THEN CUT CLOSE TO THE GROUND WITH A SLANTING CUT.



TRIM A BRANCH BY CUTTING OFF TWIGS FROM THICK END TOWARD TOP. PUSH KNIFE AGAINST TWIGS, OR PULL UP TWIGS AGAINST BLADE.



TO NOTCH A STICK, MAKE A SLANTING CUT FROM ONE DIRECTION. THEN ANOTHER FROM THE OPPOSITE SIDE.

WHEN OPENING A CAN MOVE OPENER TOWARD YOU.





Name _____

Write a 25-word summary of the reading passage assigned. This summary should capture the main idea or point of the section of the text you are reading. Use your sentence structure knowledge to keep the summary to 25 words or less.



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Math Solution Summary Analysis

1. Trade your completed math solution with your partner.
2. Read the partner's solution. Answer the following questions about the solution.
 - a. Can you follow the solution in math form? Why or why not?
 - b. Can you follow the solution in written form? Why or why not?
 - c. Does the answer seem reasonable? Why or why not?
 - d. Has the original question been answered completely?
 - e. Is there anything important that should be added to the solution? What is it? Why do you think so?
 - f. Is there anything unimportant that should be left out of the solution? What is it? Why do you think
3. Return the solution and these answers to your partner.
4. Read what your partner wrote and discuss it.
5. Make revisions to your work based on the answers given by your partner.

Rubric for the 25-Word Summary

Item	1	2	3	4
Procedure for completing the 25-word summary	Article was not submitted.	The article was submitted. The text is not marked using circles or underlining to indicate the key terms and phrases.	The article was submitted. The key words and phrases are circled or underlined but incompletely.	The article was submitted. The key words and phrases are circled and underlined.
Citation for the article	The citation has more than 6 errors in spelling, punctuation, content, or format.	The citation has between 4 and 6 errors in spelling, punctuation, content, or format.	The citation has between 1 and 3 errors in spelling, punctuation, content, or format.	The citation has no errors.
Length				Summary is 25 words or less.
Main idea and supporting ideas	The main idea is not clearly stated and is not supported.	Part of the main idea is stated, but not supported. Pieces of the main idea and the supporting ideas are missing.	The main idea is clearly stated, but it is not clearly supported.	The main idea is clearly stated and supported.
Writing style	The summary is not written in academic structures and language.	The summary uses few academic structures and none of the language of the article.	The summary uses some academic structures and some language of the article.	The summary uses the academic structures and language of the article.
Comments:				
Total Score				

☐ May redo for improved score

☐ Please keep in your binder



Final Word

The final word is another opportunity to give each person in class an opportunity to have his or her ideas, understandings, or viewpoints enhanced by listening to others. This allows the group to explore further a text, to clarify their thinking , and to have their assumptions and/or beliefs questioned in order to create a deeper level of understanding about the text.

Set Up: Have students identify one “most important idea” from the text. Set a time limit for each person to speak. Have equal sized circle groups to facilitate this quick activity.

Start with one person who will read his or her quote from the shared text. Then that person will share why that quote struck him or her, agrees with, disagrees with, connects this quote to “xyz” etc. Each person in the circle then responds to the selected quote by adding a new perspective, clarifies assumptions or understandings, and poses questions. Limit this to 1 minute for each person. Each person in the group does this until the person next to speak is the original presenter and that individual then has the final word in which he or she responds to what has been said, what views have changed, and what is the reaction to what has been said. Limit this to 1 minute. The full circle takes about 8 minutes.

Text for Final Word Practice:

Quote 1:

“It is, in fact, nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate little plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wrack and ruin without fail. It is a very grave mistake to think that the enjoyment of seeing and searching can be promoted by means of coercion and a sense of duty.” — Albert Einstein

Quote 2:

“No pedagogy which is truly liberating can remain distant from the oppressed by treating them as unfortunates and by presenting for their emulation models from among the oppressors. The oppressed must be their own example in the struggle for their redemption.” — Paulo Freire, Pedagogy of the Oppressed (Freire, 1970, p. 54).

Quote 3:

“Almost all education has a political motive: it aims at strengthening some group, national or religious or even social, in the competition with other groups. It is this motive, in the main, which determines the subjects taught, the knowledge offered and the knowledge withheld, and also decides what mental habits the pupils are expected to acquire. Hardly anything is done to foster the inward growth of mind and spirit; in fact, those who have had the most education are very often atrophied in their mental and spiritual life.” — Bertrand Russell

Quote 4:

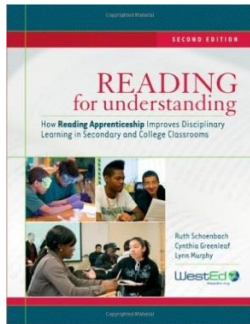
“Teaching, like any truly human activity, emerges from one's inwardness, for better or worse. As I teach I project the condition of my soul onto my students, my subject, and our way of being together. The entanglements I experience in the classroom are often no more or less than the convolutions of my inner life. Viewed from this angle, teaching holds a mirror to the soul. If I am willing to look in that mirror and not run from what I see, I have a chance to gain self-knowledge--and knowing myself is as crucial to good teaching as knowing my students and my subject.” — Parker Palmer

Resources to Learn More

<http://libguides.rtc.edu/rats> (RTC's master file of newsletters, videos, books, etc)

www.readingapprenticeship.org (WestEd's site - resources and research)

www.RAProjectWA.org (Washington state project for Reading Apprenticeship)



Reading for Understanding, 2nd Edition by Ruth Schoenbach, Cynthia Greenleaf, Lynn Murphy Amazon for about \$19.00.



250 Ways to Awesomize your Teaching By Liz Falconer and Michele Lesmeister

A resource for teachers that includes tips for using internet tools and social media, and basic steps for incorporating Universal Design for Learning and Reading Apprenticeship design into virtual and face-to-face classroom environments. Available at

<https://www.lulu.com/shop/search.ep?keyWords=250+ways+to+awesomize+your+teaching&categoryId=107110> for \$5.00

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