What Do I Do Now?

Sustaining Classroom Work in Reading Apprenticeship

Michele Lesmeister
mlesmeister@RTC.edu
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**READING APPRENTICESHIP®
PROJECT WASHINGTON**

Conference information and statewide work: [www.RAproject wa.org](http://www.RAproject wa.org)
Possible Reading Apprenticeship Outcomes to include in your syllabi

Outcomes

Articulate personal supports and barriers to literacy development

Some Ways of Measuring

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

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

Participate in a community of readers

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
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

**Individual work:** You will write about some key moments or events in your reading development:

- What are some high points in your learning to read?
- What are some low points in your learning to read?
- Were there times when you felt like an "insider" or like an "outsider?"
- What supported your literacy development? What 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. What did you learn about each other? What are the commonalities? What were some surprises?

**Group Work:** What are some of the common threads of our literacy development?
Personal Reading History

Think about some key moments, events, or experiences in your development as a reader. You will write about these.

1. What experiences stand out for you? What were some high points? What were some low points or challenges you faced?

2. Were there times when your reading experiences or the materials you were reading made you feel like an insider? Or did some reading materials make you feel like an outsider?

3. What supported your literacy development? What discouraged it?

Pairs: Share some highlights of your history with a partner. Make sure that each of you has an opportunity to read or tell your story uninterrupted before you response to what you’ve heard. Once both people have had a chance to share, discuss what you learned about each other: what were the common threads? What were the surprises?

Group: Finally, we will have an opportunity to share highlights and insights with the entire group after the pairs have had some time to talk.
Think about your reading history—that is your experience with reading

What have been your strengths in reading?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What is a positive experience that you have had with reading?

________________________________________________________________________
________________________________________________________________________
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What have been your weaknesses in reading?

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What is a negative experience that you have had with reading?

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
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
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.
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.
Reader’s Strategy List

Check the strategies you use to comprehend or make meaning from the text.

☐ Read the text more than once
☐ Use sentence structure to make meaning
☐ Locate the main ideas in each paragraph or section
☐ Use punctuation to help with understanding
☐ Pay attention to the bold faced words
☐ Read the headings and subtitles
☐ Figure out the patterns of the text
☐ Talk to my classmate about the text
☐ Retell what I read
☐ Paraphrase in my own words
☐ Write a summary of the main points
☐ Fill out a graphic organizer
☐ Pay attention to the graphics, figures, and numbers

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My Reader's Strategy List

Category: ________________________________

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My Reading Strategy List

Reading and talking together  Read Again  Read Out Loud

Use context clues  Use a dictionary  Look for patterns

Think about how much time you spend with your computer today

Look for bold words  Ask Questions  Use Text Features
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.
Developing Metacognitive Conversations with Proofreading Sentences

1. Model this exercise using a think aloud to demonstrate the kind of thinking that you want the students to partake in.
   Sample:

   □ Ok    ☒ Error  Not one of the leafs on the bush look healthy.

   My Think Aloud:
   I am a little confused about “Not one” —does that mean “none or not a single one”. I know that the plural of “leaf” is “leaves” so the spelling of “leafs” is incorrect. I remember the instructor told me to bracket off the prepositional phrases. I can do that.

   Not one [of the leafs] [on the bush] look healthy.

   I also remember that prepositional phrases are not part of the subject or the verb, so the subject is “one”. “One look” is wrong- a singular subject needs a verb + s. So it is, “one looks”. So my correction is based on thinking not on how the sentence sounds. Grammar has rules.

   leaves looks
   □ Ok ☒ Error  Not one of the leafs on the bush look healthy.

2. Pair the students and provide each of them with a copy of the sentences.

3. The students are to read each sentence to determine whether the sentence contain an error or if the sentence is grammatically correct.

4. The students discuss the potential error and why xzy is an error and how to correct the sentence.

5. Once the students complete their 12 sentences, the students take turns explaining their work. This helps students think about their thinking about grammar and share their knowledge.

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Name __________________________

Check the box and then make the correction if you choose Error, then make the appropriate corrections to the sentence.

1. □ Ok □ Error  The disagreement is between him and I.

2. □ Ok □ Error  This issue will be discussed around 5 p.m. today.

3. □ Ok □ Error  He is unable to make a commitment to Bob and I.

4. □ Ok □ Error  The flowers pollen is powerful; the bees love it.

5. □ Ok □ Error  Without a key to the house I am locked out.

6. □ Ok □ Error  The woman can not get a really job.

7. □ Ok □ Error  Oct. 8, 2014 will be the day we celebrate.

8. □ Ok □ Error  20,000 flies landed on our picnic table.

9. □ Ok □ Error  Love is when you meet your soul mate.

10. □ Ok □ Error  We will meat them there at their house.

11. □ Ok □ Error  You’re attitude must change.

12. □ Ok □ Error  He adores anything about her.

Mlesmeister/Reading Apprenticeship
Think Pair and Share Work

Problem 1:

During a drought, the amount of water in a pond was reduced by one third. If the amount of water in the pond was 48,000 gallons immediately after the drought. How many thousands of gallons of water were lost during the drought?

Draw a picture to represent this math problem.

From your picture, write an equation that will solve the problem.

Problem 2:

Eating plants instead of animals can really lower your water footprint. Forty percent of the water consumed in the U.S. goes to animal food production. That’s because in modern animal agriculture, you have to grow plants (with all the water required to grow them), then you feed those plants to animals. Animals are thirsty, and drink a lot of water over their lives before they become meat. That’s why it takes about 1,600 to 2,500 gallons of water to produce one pound of beef, and only 257 gallons for the same amount of soybeans, 146 for corn, 290 for oats and 34 for broccoli. Instead, you could eat those plants directly from the soil and skip feeding them to animals.

What is the range of gallons of water needed to produce a 12 ounce steak?
Show your thinking as you solve this math problem.

MLesmeister/Reading Apprenticeship
Using Schema for Vocabulary and Content Building

Vocabulary is part of academic learning. Sometimes students give up reading because they feel there are too many words to learn. You can share how you learn words and come up with some methods to help students learn and use their new words in your discipline.

Schema refers to the connections among concepts, beliefs, expectations, and information that each person establishes through his or her own experiences. We store this knowledge and use it to help us make meaning, engage text, and incorporate new knowledge into our schema database. In reading, our knowledge and schema area built around world knowledge, text knowledge, discipline knowledge, and language knowledge.

What can you do?

Use the following questions as guides:

- Which words are new or partially known to you? What did you do to make meaning of them?
- Which words do you recognize as having multiple meanings? How did you figure out the “right” meaning?
- Which words have familiar parts but the meaning is unknown to you or appears to be inconsistent with your knowledge of the parts?
- Which words do you think you understand the gist of even if you don’t know their actual definition?
- Are there unfamiliar phrases or expressions that contain individual words that are familiar to you?
- Pick out a few words that seem key to the central idea of the reading.
The Frayer Model for Concepts

The Frayer Model is a 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.

Included are two formats of Frayer Models. You can adapt the box categories to meet your needs.

The model is one way to scaffold concepts from words and activate schema for preparing students to read text.
## The Frayer Model

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<th>Facts and/or Characteristics</th>
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<td>Examples</td>
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The Frayer Model

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Examples

Non-examples

Term
Non-examples

Visual Representation

Examples

Personal Definition

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My NEW 50 - Vocabulary Journal
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<td>Choose an item.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Scaffolding Academic Conversations</th>
<th>Scaffolding Academic Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be explicit in your instructions and protocols</td>
<td>• Be explicit in your instructions and protocols</td>
</tr>
<tr>
<td>• Make sure the protocols are visible (on board) as well as explained</td>
<td>• Make sure the protocols are visible (on board) as well as explained</td>
</tr>
<tr>
<td>• Ensure that the purpose of the activity is clear to all students</td>
<td>• Ensure that the purpose of the activity is clear to all students</td>
</tr>
<tr>
<td>• Encourage participation</td>
<td>• Use a Frayer Model to</td>
</tr>
<tr>
<td>• Use time limits to set an urgency in the classroom</td>
<td>• Pre-teach vital vocabulary</td>
</tr>
<tr>
<td>• Do something to activate schema</td>
<td>• Showcase vocabulary in context with sentence structure, punctuation, word clues etc.</td>
</tr>
<tr>
<td>• Model effective listening</td>
<td>• Activate schema by using visual aids and media to activate schema</td>
</tr>
<tr>
<td>• Provide sentence frames to get the conversations moving</td>
<td>• Chunk the text into manageable units and assign to pairs or groups</td>
</tr>
<tr>
<td>• Accept all contributions</td>
<td>To complete an evidence log poster of what the main points are and evidence supporting the evidence</td>
</tr>
<tr>
<td>• Move to the sidelines</td>
<td></td>
</tr>
<tr>
<td>• Allow for multi-modality in preparation (some will write, others will read, listen, or sketch)</td>
<td></td>
</tr>
<tr>
<td>• Assign an expert or subject matter</td>
<td></td>
</tr>
</tbody>
</table>
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:
Copy Cat

The text:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Copy Cat:
## Question Creation Chart (Q-Chart)

<table>
<thead>
<tr>
<th></th>
<th>Is</th>
<th>Did</th>
<th>Can</th>
<th>Would</th>
<th>Will</th>
<th>Might</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When</td>
<td></td>
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<td></td>
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<tr>
<td>How</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Directions: Create questions by using one word from the left hand column and one word from the top row. The farther down and to the right you go, the more complex and high-level the questions.

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<table>
<thead>
<tr>
<th><strong>Give One</strong></th>
<th><strong>Get One</strong></th>
</tr>
</thead>
</table>

Make a list of what you know about the text/topic/information/etc. This is a brainstorm of knowledge you own.

Talk to the table, pairs, or classmates to receive additional information on the topic. Write it below.
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.
A Step by Step Look at 25 Word Summaries

Step 1: Read the original article.

Step 2: Circle key words and underline main ideas.

Step 3: Begin to capture the main ideas by using the key words and ideas in sentences.

Student Drafts

First draft: Balls of ice are formed high up in the clouds, and these are blow up in the sky by strong winds. They freeze in the colder air and fall. This process happens several times before these ice balls fall to earth as hailstones. (43 words)

Draft two: Hailstones, balls of ice, are formed from raindrops, which are blown upwards into colder air, freeze, and fall repeatedly until they are heavy enough to fall to earth. (28 words)

Draft three: Hailstones, balls of ice, are raindrops that are blown upwards into colder air, freeze, and fall repeatedly until heavy enough to fall to earth. (24 words)
Hailstones

By Erin Horner

Caption: The largest hailstone ever measured is seven inches across! It fell in Aurora, Nebraska, in June 2003.

Sometimes in the spring or summer it rains. Raindrops fall from the dark clouds in the sky. But sometimes in the spring and summer it hails. What is hail? Hailstones are balls of ice. When powerful winds blow raindrops really high up into the air, hailstones are formed. These strong winds blow the raindrops two or three miles high! The air up there is really cold. In fact, it is so cold that it turns the raindrops into balls of ice. These are hailstones. The hailstones then start to fall. As they fall, they become covered with water. Then the strong winds blow them back up again. Their trip up to the high, cold air forms another layer of ice. This cycle repeats many times. Eventually, these hailstones fall to earth. Thankfully, when they fall they are not usually very big. Most are the size of small peas. Every once in a while, though, huge hailstones form. In May of 1962, baseball sized hail fell in Dallas, Texas. Those were some big hailstones! But they weren't the biggest hailstones ever. America's biggest hailstone fell in Nebraska. It was found in June of 2003. This chunk of ice was almost as big as a small soccer ball! I'm glad that it didn't land on a soccer field. Someone could have gotten really hurt!
Hailstones
By Erin Horner

Caption: The largest hailstone ever measured is seven inches across! It fell in Aurora, Nebraska, in June 2003.

Sometimes in the spring or summer it rains. Raindrops fall from the dark clouds in the sky. But sometimes in the spring and summer it hails. What is hail? Hailstones are balls of ice. When powerful winds blow raindrops really high up into the air, hailstones are formed. These strong winds blow the raindrops two or three miles high! The air up there is really cold. In fact, it is so cold that it turns the raindrops into balls of ice. These are hailstones. The hailstones then start to fall. As they fall, they become covered with water. Then the strong winds blow them back up again. Their trip up to the high, cold air forms another layer of ice. This cycle repeats many times. Eventually, these hailstones fall to earth. Thankfully, when they fall they are not usually very big. Most are the size of small peas. Every once in a while, though, huge hailstones form. In May of 1962, baseball sized hail fell in Dallas, Texas. Those were some big hailstones! But they weren't the biggest hailstones ever. America's biggest hailstone fell in Nebraska. It was found in June of 2003. This chunk of ice was almost as big as a small soccer ball! I'm glad that it didn't land on a soccer field. Someone could have gotten really hurt!
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.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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.
Name ____________________________

Reading _________________________ page _____ paragraph ______

This is about......

Write a 25-word summary of this section of the text.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Golden Line:

The Golden Line asks readers 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:

<table>
<thead>
<tr>
<th>Golden Line</th>
<th>Page and paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance: Text to Self, Text to Text, Text to World Connection</td>
<td></td>
</tr>
<tr>
<td>Why does this line speak to you and in what ways?</td>
<td></td>
</tr>
<tr>
<td>Golden Line</td>
<td>Page and paragraph</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>

**Significance:** Text to Self, Text to Text, Text to World Connection  
Why does this line speak to you and in what ways?
Evidence Logs/Metacognitive Logs

One of the routines that faculty on campus have raved about is the metacognitive reading log (also known as two-column log, double entry log, T-chart). These logs can be used with any text (such as the sample below).

**In looking at a short text:**

*But with opportunity comes responsibility. Companies today aren’t managing their employees’ careers; knowledge workers must, effectively, be their own chief executive officers. It’s up to you to carve out your place, to know when to change course, and to keep yourself engaged and productive during a work life that may span some 50 years.*

*To do those things well you’ll need to cultivate a deep understanding of yourself—not only what your strengths and weaknesses are but also how you learn, how you work with others, what your values are, and where you can make the greatest contribution. Because only when you operate from strengths can you achieve true excellence.*

(Excerpt from *Managing Oneself* by Peter Drucker)

<table>
<thead>
<tr>
<th>What I read in the text</th>
<th>My thoughts, feelings, questions, and connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Companies today aren’t managing their employees’ careers; knowledge workers must, effectively, be their own chief executive officers</td>
<td><em>Ten years ago my company planned my career ladder. What brought about this change?)</em>&lt;br&gt;  <em>I think the word effectively is also a key. Maybe people do not know how to do this.</em></td>
</tr>
<tr>
<td>need to cultivate a deep understanding of yourself(2)</td>
<td><em>This is like planting a garden; it takes the right conditions and time.</em></td>
</tr>
<tr>
<td>only when you operate from strengths can you achieve true excellence(2)</td>
<td><em>Wow! I need to change how I am thinking about my life and what I can do with it. With my strengths, I already have a head start on my effort.</em></td>
</tr>
</tbody>
</table>

What happens with this graphic organizer? Students are directed back into their texts to look for meaning and evidence. They cite pages or paragraphs. Students gain a lot more insight into their texts. She was able to gauge this from their submitted logs. In addition, what the students think and how they connect ideas to what they already understand (their schema) matters. This engages learners.

This chart has many purposes and benefits. For Reading Apprenticeship® classroom, we like to use this log as a way to get students to look for and pull evidence from the text. In addition, the log also allows faculty to see how the text engages the students and promotes inquiry around the text.
The goal of using these two column logs is to help students think and write about their reading process with their textbook chapters and academic work. When students become aware of their thinking as readers, they are empowered to take control of how well they learn. The students work on the logs independently, then come together to share in pairs and/or in table groups and ultimately to report their findings to the class.

Faculty should model this activity and they should definitely scaffold the routine as the students may not know what to do. Some of the templates that we have for sharing including the metacognitive prompts to help the students get started in their thinking about their texts.

Some examples of these starters are:

*While I was reading...*

*I felt confused when....*

*I was distracted by....*

*I started to think about....*

*I got stuck when ...

*The time went by quickly because ...

*A word/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 remembered that earlier in the book...

*This contributes to what I know by...

We want to develop strong readers and thinkers in our disciplinary fields. Using metacognitive reading logs is another way to help students do the thinking and processing work with their texts. Furthermore as a routine in a flipped classroom, the students are then able to spend their time collaborating and applying their knowledge when they enter your classroom.
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.

- "While I was reading..."
- I felt confused when....
- I was distracted by....
- I started to think about....
- I got stuck when ...
- The time went by quickly because ...
- A word/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 remembered that earlier in the book...
- This contributes to what I know by...

Write down two questions or observations that you could ask or make about this reading.
Number your problems and show your work. Circle your answer.

Document your math missteps below.
Planning to introduce Think-Aloud

Think-Aloud refers to the practice of making ones thinking visible by making it audible; a reader literally speaks out thoughts as they occur in interaction with a text. Instructors strategically model Think-Aloud to help students see, hear, and practice the mental activities engaged in by good readers. As a classroom routine, Think-Aloud helps students focus on comprehension, and helps the instructor know when and how students' comprehension goes awry, giving instructors the opportunity to intervene.

Engaging students in strategic Metacognitive Conversation serves several purposes:
- Engages all four dimensions of classroom life (personal, social, cognitive, and knowledge-building);
- provides practice putting names to cognitive activities that help students figure out what they are thinking;
- encourages students to notice and say when they are confused and use each other to brainstorm meaning through thinking aloud;
- helps students notice text structures and how to navigate various genres, which builds confidence and stamina.

Many instructors feel very comfortable with the theory of Think-Aloud, but nervous about the process of "Making it Real"! Here are some guidelines to keep in mind as you scaffold the activity:

- Choose a relevant course text that will engage students in predicting, visualizing, making connections, identifying problems, using fix-ups, and/or asking questions. Of course, students may not engage in all of these reading processes at any one time. The goal is to support students' development in knowing when, why, and how to engage a text.

- Model for the students how you, as an expert reader, would read the text, remembering that what you choose to model will depend on what you want students to glean from the text and activity.

- Be authentic. Even though you are choosing to model Think-Aloud with a particular text for a particular purpose, you should still share the contents of your thinking in a spontaneous way. Do not turn your model Think-Aloud into a lecture in disguise!

- Keep it short. When you model Think-Aloud, cut yourself off after two minutes at the absolute most. When students work together in pairs, they might be able to sustain the Think-Aloud for longer stretches. For example, a student might practice Thinking Aloud while reading one full paragraph
while his or her partner takes notes, and then the pair will switch roles; this process could take more time, but it should still be focused and limited in scope.

- **Build the metacognitive conversation.** Be sure to provide students with thinking time, time to work with partners or small groups, and time to share out, and be sure to try Think-Aloud with different texts and in different contexts. Model for your students your own faith that the metacognitive conversation will build and will become richer with time and focused practice.
# Think Aloud Checklists

These scaffolding tools are meant to be adapted. Feel free to revise and experiment with them.

<table>
<thead>
<tr>
<th>Types of Think Alouds</th>
<th>Think Aloud Checklist</th>
<th>Types of Think Alouds</th>
<th>Think Aloud Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicting</td>
<td>Predicting</td>
<td>Predicting</td>
<td>Predicting</td>
</tr>
<tr>
<td>I predict that...</td>
<td>I predict that...</td>
<td>I predict that...</td>
<td>I predict that...</td>
</tr>
<tr>
<td>In the next part, I think...</td>
<td>In the next part, I think...</td>
<td>In the next part, I think...</td>
<td>In the next part, I think...</td>
</tr>
<tr>
<td>I think this is...</td>
<td>I think this is...</td>
<td>I think this is...</td>
<td>I think this is...</td>
</tr>
<tr>
<td>Picturing</td>
<td>Picturing</td>
<td>Picturing</td>
<td>Picturing</td>
</tr>
<tr>
<td>I can picture...</td>
<td>I can picture...</td>
<td>I can see...</td>
<td>I can see...</td>
</tr>
<tr>
<td>I can see...</td>
<td>I can see...</td>
<td>I can see...</td>
<td>I can see...</td>
</tr>
<tr>
<td>Questioning</td>
<td>Questioning</td>
<td>Questioning</td>
<td>Questioning</td>
</tr>
<tr>
<td>A question I have is...</td>
<td>A question I have is...</td>
<td>I wonder about...</td>
<td>I wonder about...</td>
</tr>
<tr>
<td>I wonder about...</td>
<td>I wonder about...</td>
<td>Could this mean...</td>
<td>Could this mean...</td>
</tr>
<tr>
<td>Could this mean...</td>
<td>Could this mean...</td>
<td>Could this mean...</td>
<td>Could this mean...</td>
</tr>
<tr>
<td>Making connections</td>
<td>Making connections</td>
<td>Making connections</td>
<td>Making connections</td>
</tr>
<tr>
<td>This is like...</td>
<td>This is like...</td>
<td>This reminds me of...</td>
<td>This reminds me of...</td>
</tr>
<tr>
<td>This reminds me of...</td>
<td>This reminds me of...</td>
<td>This reminds me of...</td>
<td>This reminds me of...</td>
</tr>
<tr>
<td>Identifying a problem</td>
<td>Identifying a problem</td>
<td>Identifying a problem</td>
<td>Identifying a problem</td>
</tr>
<tr>
<td>I'm confused about...</td>
<td>I'm confused about...</td>
<td>I'm not sure of...</td>
<td>I'm not sure of...</td>
</tr>
<tr>
<td>I'm not sure of...</td>
<td>I'm not sure of...</td>
<td>I didn't expect...</td>
<td>I didn't expect...</td>
</tr>
<tr>
<td>I didn't expect...</td>
<td>I didn't expect...</td>
<td>I didn't expect...</td>
<td>I didn't expect...</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Summarizing</td>
<td>Summarizing</td>
<td>Summarizing</td>
</tr>
<tr>
<td>The big idea here is...</td>
<td>The big idea here is...</td>
<td>So what it's saying is...</td>
<td>So what it's saying is...</td>
</tr>
<tr>
<td>So what it's saying is...</td>
<td>So what it's saying is...</td>
<td>I think the point is...</td>
<td>I think the point is...</td>
</tr>
<tr>
<td>I think the point is...</td>
<td>I think the point is...</td>
<td>I think the point is...</td>
<td>I think the point is...</td>
</tr>
<tr>
<td>Using fix-ups</td>
<td>Using fix-ups</td>
<td>Using fix-ups</td>
<td>Using fix-ups</td>
</tr>
<tr>
<td>I'll reread this...</td>
<td>I'll reread this...</td>
<td>I'll reread this...</td>
<td>I'll reread this...</td>
</tr>
<tr>
<td>I'll read on and check back...</td>
<td>I'll read on and check back...</td>
<td>I'll read on and check back...</td>
<td>I'll read on and check back...</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

Think Aloud Bookmarks
These scaffolding tools are meant to be adapted. Feel free to revise and experiment with them.

Think Aloud
I predict that...
I can picture...
A question I have is...
This is like...
This reminds me of...
I'm confused about...
I'll reread this... (fix-up)
The big idea here is...
I think/believe/wonder... (commenting)

Think Aloud
I predict that...
I can picture...
A question I have is...
This is like...
This reminds me of...
I'm confused about...
I'll reread this... (fix-up)
The big idea here is...
I think/believe/wonder... (commenting)

Think Aloud
I predict that...
I can picture...
A question I have is...
This is like...
This reminds me of...
I'm confused about...
I'll reread this... (fix-up)
The big idea here is...
I think/believe/wonder... (commenting)

Think Aloud
I predict that...
I can picture...
A question I have is...
This is like...
This reminds me of...
I'm confused about...
I'll reread this... (fix-up)
The big idea here is...
I think/believe/wonder... (commenting)
Planning to introduce Talking to the Text

Talking to the Text, like Think Aloud, is a problem-solving strategy that engages readers in strategic Metacognitive Conversation; unlike Think Aloud, however, Talking to the Text invites readers to record their thoughts in writing. This routine provides students with an opportunity to engage with the text independently before sharing their process or insights and can be especially helpful for second language learners or for learners who need more reflection time. Talking to the Text further provides the instructor with the opportunity to sometimes collect students’ written responses on the text and consider individual student’s progress in their academic literacy development.

Engaging students in strategic Metacognitive Conversation with Talking to the Text serves the same purposes as Think Aloud:

- Engages all four dimensions of classroom life (personal, social, cognitive, and knowledge-building);
- provides practice putting names to cognitive activities that help students figure out what they are thinking;
- encourages students to notice and say when they are confused and use each other to brainstorm meaning through thinking aloud;
- helps students notice text structures and how to navigate various genres, which builds confidence and stamina.

Talking to the Text feels less intimidating to many instructors and students than Think Aloud, but it is still important to scaffold the activity. Here are some guidelines to keep in mind as you prepare to “Make it Real”:

- **Introduce Think Aloud First.** Students are more likely to understand the concept of “talking” metacognitively back to their text if they have already grasped the concept of making their thinking visible through practicing Think Aloud.

- **Choose a relevant course text** that will engage students in predicting, visualizing, making connections, identifying problems, using fix-ups, and/or asking questions. Of course, students may not engage in all of these reading processes at any one time. The goal is to support students’ development in knowing when, why, and how to engage a text.

- **Model for the students** how you, as an expert reader, would read the text, remembering that what you choose to model will depend on what you want students to glean from the text and activity. Modeling Talking to the Text can get a little bit confusing, since the oral component of your modeling will look more like a Think Aloud. Many instructors use an overhead projector or a
document reader to be better able to capture the way they are recording their thoughts in writing.

- **Build the metacognitive conversation.** Make sure that students have the opportunity to share their Talking to the Text with partners, small groups, and/or you. Provide time in class to share out, and to discuss the ways that Talking to the Text works with different texts and in different contexts. Remind students that Talking to the Text is not only about content, but also about process.
Chalk Talk Protocol

A Method for Having a Silent Discussion about an Important Issue

Overview
A chalk talk is a simple procedure to promote discussion and awareness of issues and perspectives—silently. A chalk talk is also an excellent way to promote awareness of patterns and problems, and to insure that all voices are heard.

Procedure
1. Formulate an important, open-ended question that will provoke comments and responses.

2. Provide plenty of chart paper and colored pencils and arrange a good space for participants to write and respond. Write the question or topic in the middle of the paper in bold marker.

3. Explain the chalk talk protocol and answer any participant questions.

4. Set-up norms for the chalk talk: This technique only works if everyone is writing and responding throughout the designated time period. Make it clear that everyone is responsible for writing, reading other people’s comments, and responding; there should be no talking; and no one should sit down until the time period is over. Opinions must be freely expressed and honored, and no personal attacks are allowed.

5. Allow 10-20 minutes for the chalk talk. As facilitator, it’s helpful to walk around and read, and gently point participants to interesting comments. All writing and responding is done in silence.

6. Search for patterns. In pairs, participants should read through all the postings and search for patterns and themes (or “notice and wonder”). This part takes about 5 minutes.

7. Whole-group share: Pairs should report out patterns and themes, round-robin style, until all perceptions are shared.

8. Process debrief: What was the experience like of “talking” silently?
Using Reading Apprenticeship with Text in a Textbook

Step 1: Write the title and section number of a section in the textbook for students to review (no more than 4 students will get the same section).

a. Prior to reading the section, students will write a few predictions about what will be covered in the reading based on the section/chapter title.
b. After making predictions, students will independently read the text and write down new and/or interesting information.
c. They will also try to connect the material to other concepts we’ve already discussed and how this information relates to what they have seen, heard, read, or experienced in industry.
d. After 10-20 minutes (depending on the size of the chunked material), students will pair up with someone else who read the same section and discuss: 1) what they read; 2) what new and/or interesting information they found; and 3) if their predictions about the material were accurate.
e. Students produce a Post-It flip-chart of their section to provide a recap of the key points.
f. Students can write a 25-word summary of their section and add it to their flip charts.

Step 2: After the pair/share, we will have a larger conversation about the entire chapter and how it relates to industry and their own experiences.

Step 3: Gallery Walk of the Post-It flip-charts and add their comments onto the charts with 3-m sticky notes.
Gallery Walk

A Gallery Walk is a technique used to get people talking about their reading and thinking.

The objective of a gallery walk is to showcase a display of text, graphics, or math problems or solutions that will prompt responses from the observers. The students walk around the “displays” and annotate the text with their own thoughts, questions, and other ponderings. These annotations can be written on sticky notes or on the display itself. By studying the original work and the responses of others, students learn how others are processing the content and it gives them insight into new ways of thinking about the content.

In addition, faculty can level the comments by using two colors of sticky note: the first color is for the readers own ideas and the second color is for responding to a comment posted by another person. The online environment can do this with PDF files and the sticky note feature.

A gallery walk can be an activity on its own or it can be a culminating activity pulling together a unit. I use this technique for reading and for writing tasks.

The gallery walk can be used for any subject. Faculty may use incorrect math steps or problem solutions as well. When students see these “texts” on the wall, they seem to be able to come together and discern what steps are missing, how the text relates to them. This is an active learning strategy. Each student is given several sticky notes and the expectation is that he or she will comment on the display. The idea is not so much about getting the right answer, but stimulating metacognitive conversations; thus, the final reporting out and classroom discussion regarding the posts is essential.
Figurative Language and Other Endearing Terms of Literature

Have students match the type of figurative language to the example.

| Figurative Language | Description | Example
|---------------------|-------------|--------------------------------------------------|
| **ALLITERATION**    | The repetition of similar sounds, usually consonants, in a group of words. | "Doubting, dreaming dreams no mortal ever dared to dream before."  
*The Raven* – Edgar Allan Poe |
| **ALLUSION**        | A reference to a person, a place, an event, or a literary work that a writer expects a reader to recognize. | "In gulf enchanted, where the Siren sings"  
*The Chambered Nautilus* – Oliver Wendell Holmes |
| **ANALOGY**         | A comparison made between two things to show the similarities between them. | "The tide rises, the tide falls,  
The twilight darkens, the curfew calls;  
Along the sea sands damp and brown,  
The traveler hastens toward the town,  
And the tide rises, the tide falls."  
*The Tide Rises, the Tide Falls* – Henry Wadsworth Longfellow |
| **ANTITHESIS**      | Saying the opposite of what you really mean, for effect. | "That was a cool move, man." |
| **APHORISM**        | A terse, pointed statement expressing some wise or clever observation about life. | "He that lives upon hope will die fasting."  
*Benjamin Franklin* |
| **APOSTROPHE**      | Addressing someone absent or something nonhuman as if it were alive or present and could respond. | "Tyger, Tyger, burning bright"  
*William Blake* |
| **ASSONANCE**       | The repetition of similar vowel sounds, especially in poetry. | "From the molten-golden notes."  
*The Bells* – Edgar Allan Poe |
| **EUPHEMISM**       | The substitution of a mild or less negative word or phrase for a harsh or blunt one. | "They were saddened by his passing from the world." |
| **HYPERBOLE**       | A figure of speech using exaggeration or overstatement for special effect. | "where the corn grows so tall they have to go up on a ladder to pick the ears off, and where a boy fell into the hole that his father had dug a beet out of, and they had to let down a bed cord to draw him up again ..."  
*Seba Smith* |
| **IMAGERY**         | Words or phrases that create pictures or images in the reader's mind. | The day is over quietly spent,  
The sky is ablaze with colors you've sent,  
The bright oranges and reds |
| **IRONY** | The subtle blues,  
Harkens me to hear the news.  
*Alicia Bechtel aka Chiai* |
|---|---|
| A mode of expression, through words  
(verbal irony) or events (irony of  
situation), conveying a reality different  
from and usually opposite to  
appearance or expectation. | "Why, no one would dare argue that there could be  
anything more important in choosing a college than  
its proximity to the beach." |
| **METAPHOR** | "Life's but a walking shadow, a poor player  
That struts and frets his hour upon the stage and  
then is heard no more..."  
*William Shakespeare* |
| A figure of speech that makes a  
comparison between two things which  
are basically dissimilar | |
| **ONOMATOPOEIA** | "The fire crackled and the popcorn popped." |
| The use of a word whose sound in  
some degree imitates or suggests  
its meaning. | |
| **OXYMORON** | "Sweet sorrow, wise fool, honest thief." |
| A figure of speech that combines  
opposite or contradictory ideas or terms. | |
| **PARADOX** | "Much Madness Is Divinest Sense"  
*Title of a poem by Emily Dickinson* |
| A statement that reveals a kind of truth,  
although it seems at first to be self-contradictory and untrue. | |
| **PERSONIFICATION** | "The fog crept in on little cat feet."  
*Carl Sandburg* |
| Giving animals, objects, or ideas human  
characteristics such as emotion. | |
| **IDIOM** | The class was extremely noisy all morning  
long until the teacher finally had to tell them to "Put a lid on it." |
| Groups of words whose meaning is  
different from the ordinary meaning of  
the words. | |
| **SARCASM** | Jamison was walking away from the counter  
and suddenly dropped his lunch tray. A stranger at  
the next table looked up and said, "Well, that was really  
intelligent." |
| A form of sneering criticism in which  
disapproval is often expressed as ironic  
praise. | |
| **SIMILE** | "Higher still and higher  
From the earth it springs  
Like a cloud of fire..."  
To a Skylark – *Shelley* |
| A figure of speech comparing two  
especially unlike things through the use  
of a specific word of comparison, such  
as like or as. | |
| **SYMBOL** | "The American flag" |
| Something that represents more than  
what it is in a literal sense. | |
Gallery Walk Activity

To help the students learn terminology, I ask them to select a term and complete the chart.

<table>
<thead>
<tr>
<th>Term and Definition</th>
<th>Example from Text</th>
<th>Your Personal Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Illustration of Your Personal Example</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See the example below:

<table>
<thead>
<tr>
<th>Term and Definition</th>
<th>Example from Text</th>
<th>Your Personal Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hyperbole</strong></td>
<td><img src="image" alt="Hyperbole Example" /></td>
<td>“...where the corn grows so tall they have to go up a ladder to pick the ears off; and where a boy fell into a hole that his father had dug a beet out of, and they had to let down a bed cord to draw him up again...” Seba Smith</td>
</tr>
</tbody>
</table>

| **Illustration of Your Personal Example** | ![Your Personal Example](image) |

Students circulate and comment on the personal examples and effectiveness of the illustrations with sticky notes.
<table>
<thead>
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</tr>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Illustration of Your Personal Example**
The Birth of an Island
Rachel Carson

The birth of a volcanic island is an event marked by prolonged and violent travail: the forces of the earth striving to create, and all the forces of the sea opposing. The sea floor, where an island begins, is probably nowhere more than about fifty miles thick—a thin covering over the vast bulk of the earth. In it are deep cracks and fissures, the results of unequal cooling and shrinkage in past ages. Along such lines of weakness the molten lava from the earth’s interior presses up and finally bursts forth into the sea. But a submarine volcano is different from a terrestrial eruption, where lava, molten rocks, gases, and other ejecta are hurled into the air through an open crater. Here on the bottom of the ocean the volcano has resisting it all the weight of the ocean water above it. Despite the immense pressure of, it may be, two or three miles of sea water, the new volcanic cone builds upward toward the surface in flow after flow of lava. Once within reach of the waves, its soft ash and tuff are violently attached, and for a long period, the potential island may remain a shoal, unable to emerge. But eventually, in new eruptions, the cone is pushed up into the air and a rampart against the attacks of the waves is built of hardened lava.

2. Illustrate this passage on the next page.
Use the text as evidence. Draw the mouse trap. Label the ten parts.

The Mouse Trap

1. The Platform is a rectangular piece of soft pine wood. Two metal supports are rectangular pieces of metal inserted into the trap. The platform is a rectangular piece of soft pine wood. Two metal supports are rectangular pieces of metal inserted into the trap.

2. The Spikes are two metal prongs. The prongs are inserted into the trap.

3. The Base is a rectangular piece of soft pine wood. The base supports the platform and the spikes.

4. The Back is a rectangular piece of soft pine wood. The back supports the platform and the spikes.

5. The Side is a rectangular piece of soft pine wood. The side supports the platform and the spikes.

6. The Front is a rectangular piece of soft pine wood. The front supports the platform and the spikes.

7. The Spike Bar is a rectangular piece of soft pine wood. The spike bar supports the platform and the spikes.

8. The Spikes are two metal prongs. The prongs are inserted into the trap.

9. The Platform is a rectangular piece of soft pine wood. The platform supports the mouse and the spikes.

10. The Base is a rectangular piece of soft pine wood. The base supports the platform and the spikes.

[Diagram of the mouse trap with labels]
Test as Genre

What do we know as disciplinary experts is that test taking:

- Requires knowledge in how to navigate the text and the questions
- Has its own language and directions;
- Has its own format or varying formats
- Requires stamina
- Requires an approach
- Has content that has idiosyncrasies
- Uses terms in a variety of ways
- Requires thinking and knowing
- Has signal words that can serve as clues
- May have a digital literacy component
- May not have bolded words like the text samples do
- May be in active voice while the text is in passive voice
- May have synonyms that the students do not recognize
- Requires that students read the directions
- May require re-reading and locating an answer
- May require the reader eliminate some answers
- May have a questioning pattern

Have the students make a classroom chart with two columns and let them tell you the differences between classroom reading and test reading.

<table>
<thead>
<tr>
<th>Disciplinary Reading</th>
<th>Test Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>There can be several possible answers.</td>
<td>Multiple choice questions have one best answer.</td>
</tr>
<tr>
<td>Students can use our schema to help them discuss a classroom text.</td>
<td>Students have to use the text to answer the questions and their accrued knowledge.</td>
</tr>
<tr>
<td>Students can ask for clarification.</td>
<td>Test directions and the test questions are the only resource.</td>
</tr>
<tr>
<td>Students can help one another.</td>
<td>Students are usually on their own.</td>
</tr>
<tr>
<td>Texts are singular and content is divided into chunks.</td>
<td>Multiple texts are covered and the content may not be chunked in the same manner students learned the material.</td>
</tr>
<tr>
<td>Students may not read closely if the instructor or other students help make meaning.</td>
<td>It is important to read everything on a test: directions, answer choices, schematics, pictures, captions, and read all the way to the end of the sentence.</td>
</tr>
</tbody>
</table>

How can teach test as genre?

Some ideas are to embed test questions in daily work; have students do Think Alouds with test questions; post question stems and terms on a wall chart; teach how to analyze the test question, and remind students that an answer must be selected or given.
You May Qualify for Energy Assistance

RG&E has a variety of energy assistance plans and services to accommodate customers on a fixed or limited income, or who have certain special living situations. These include:

- 20% discount on monthly energy bills for seniors whose income meets established guidelines
- Lower rates for customers with a medical condition that requires greater energy use
- Advance notice of rolling blackouts for customers vulnerable to the health risk of extreme heat who require a constant temperature in their living space
- Flexible temporary payment plans for customers undergoing sudden and/or emergency economic hardship (please contact us immediately)
- Free energy-saving home improvements for homeowners on fixed and/or limited incomes

Visit www.riverviewge.com or call 1-800-RGE-HELP (1-800-743-4357).

1. Which of the following does RG&E offer?
   A. advance notice of rate increases for customers on a fixed income
   B. special equipment for customers requiring a constant room temperature
   C. lower rates for low-income homeowners who conserve energy
   D. discounted rates for customers who use more energy for health reasons

   Student must know synonyms and acronym
Test Question Inquiry – Discovering what the students are missing is important.

<table>
<thead>
<tr>
<th>Question</th>
<th>#</th>
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<tbody>
<tr>
<td>Correct Answer</td>
<td></td>
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<tr>
<td>Student</td>
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</tbody>
</table>

Total # of Errors Per Question
| Test as Genre | Par/Share and Compare | What thinking do I have to recall or knowledge that I must possess to answer | This question correctly? | Test Question |
What does a Reading Apprenticeship classroom look like at Renton Technical College?

Reading Apprenticeship Objectives

1. To build an awareness of students metacognitive awareness as they read a variety of professional and discipline-specific texts
2. To increase student confidence, independence, and competencies with difficult and varied texts

Instructor:
- Establishes the purpose/objective for the text
- Models reading routines
- Scaffolds instruction with varied routines and practice to meet students’ needs
- Uses probing/clarifying questions to surface student thinking
- Validates all student responses
- Encourages multiple perspectives and discussion
- Facilitates various participation structures (independent, pairs, group, whole class)
- Facilitates discussion and the reading process rather than relies on lecture format
- Provides scaffolding and schemata supporting all 4 dimensions of reading

Evidence of Reading Apprenticeship through Routines:
- Think Aloud
- Readers’ Strategy List
- Evidence Log
- 25-Word Summary
- Metacognitive Logs
- Response Logs
- Two-Column Notes
- Reading Process Analysis

Students:
- Demonstrate evidence of metacognitive reflection
- Actively engage with the text
- Participate in classroom routines
- Draw on each others’ knowledge
- Identify and use text structures to aid comprehension
- Are comfortable, secure, and forthcoming in their roles
- Share their confusions/barriers as starting point for deriving meaning
- Use of shared vocabulary to describe the reading process and text features/structures
- Interact with peers about text that is active, apparent, and ongoing

Classroom Environment:
- Readers’ Strategy List posted
- Accommodates a variety of participation structures
- Displays multiple texts relevant to reading and the class’ work
- Fosters a collaborative learning environment
- Displays READ posters or informational bulletin board on reading which offers a shared perspective and vocabulary about reading

Created by Michele Lesmeister (Adapted from Litchfield School District #79 5/9/2011 Rev 2
RA Templates