

*A LINCS Study Guide for:*

## Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms

**By Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy (2012)**

Welcome to the LINCS book study of *Reading for Understanding*! As we engage and learn together over the next month, our book study will be grounded in an understanding of the Reading Apprenticeship process. As outlined in the appendix on page 337, a Reading Apprenticeship Classroom supports and maintains:

- A Focus on Comprehension
- A Climate of Collaboration
- An Emphasis on Student Independence

Beginning on January 5, 2015, we will focus on two chapters each week. The schedule we will follow is below. **Please note we are not discussing the chapters in order.** The author, Ruth Schoenbach, suggests the following reading schedule.

<b>Schedule: LINCS Book Study of <i>Reading for Understanding</i></b>	
Week of January 5	Chapters 1 & 2
Week of January 12	Chapters 3 & 4
Week of January 19	Chapters 7 & 8
Week of January 26	Chapters 5 & 6

Each of us will read the chapters and the related questions in this study guide. We hope that you will consider the questions and post all responses and comments to the Book Study microgroup. We encourage you to read and respond to each other's postings, too.

Author Ruth Schoenbach generously contributed the questions below for chapters 1-5 to guide our book study. Note that Schoenbach suggests that chapter 4 on Metacognitive Conversation is the most important chapter in the book, so you will want to be sure to devote intentional time to that chapter.

***Please note: Questions 1-3 can be applied to any and all chapters. We don't expect you to respond to every question in the discussion. Choose the question(s) that are most relevant to you. In your post, be sure to indicate which question you are responding to.***

1. How did the ideas in this chapter speak to your experience as a teacher?
2. What in this chapter particularly caught your attention? Cite a specific phrase, sentence or group of sentences that grabbed you and explain why.

3. Were there ideas or sections in this chapter you had questions about? Anything you want to know more about?

## **Chapter 1: Engaged Academic Literacy for All**

4. What is your reaction to the descriptions on pages 6-11 of “Solutions That Don’t Solve the Problem”? Do some of these reflect or contradict your own experience?
5. What did you feel and/or think when you read the sections on teachers’ and students’ “untapped resources” (pages 12-14)?

## **Chapter 2: The Reading Apprenticeship Framework**

6. What questions and reactions do you have regarding the definition of reading that begins this chapter?
7. What parts of the Reading Apprenticeship framework (if any) make sense to you and reflect your experience? What parts (if any) seem hard to understand, picture, or relate to?
8. Which of the six elements of this framework (4 dimensions and metacognitive conversation and extensive reading) are most related to your teaching interests and experience? Which of them are further from your teaching practices? *Which are you most interested in learning more about?*

## **Chapter 3: The Social and Personal Dimensions: Building a Foundation for Engaged Learning**

9. What elements of “building relationships and norms for classroom collaboration” (pages 59-69) are similar to things you do with your students? What ideas strike you as interesting to explore further, and how do you imagine trying them out with your students?
10. In the section on “building reader identity” and “building agency, confidence, and dispositions for learning” (pages 76-85), what phrases, sentences, ideas are most striking to you? Are there ideas you would be interested in trying in your teaching?

## **Chapter 4: Metacognitive Conversations: Making Thinking Visible**

11. Ruth Schoenbach writes: “I suggest you read this chapter twice, since it is the most important—and integrative—element of the Reading Apprenticeship framework (even if it means you’ll have to miss one of the next chapters). Be sure to read the “Classroom Close-ups”. On the first reading, make notes on what strikes you as most interesting to discuss with others.

12. On pages 92-94, the text describes a few non-text-based activities that can be done with students to introduce the concept of metacognition. What activities might be most effective with adult learners?
13. From Ruth Schoenbach: “When you read this chapter a second time, try to imagine what it would be like to carry out some of these “metacognitive routines” in your classroom. Make notes about what questions come up as you imagine this.”

## **Chapter 7: The Cognitive Dimension: Assembling a Reading Toolbox**

14. On pages 192-93, the authors suggest that building on learners’ abilities to solve problems can be a good starting place for tapping into the Cognitive Dimension. Since adults have had many opportunities in their lives to successfully solve problems, how might teachers draw upon this relevant experience to make connections with solving problems in reading?
15. The Chunking the Text strategy is described in detail starting on page 197. Does this seem like a useful strategy for the learners you work with? Why or why not? If it does seem like a useful strategy, how do you imagine introducing this to the learners in your class?
16. The authors emphasize the value of learners generating their own questions about a text rather than the teacher posing most of the questions. What do you see as the benefits – as well as the challenges-- of having students generate their own questions? What are some ways to support learners to generate their own questions about a text they are reading? (See pages 210 and following.)
17. As noted on page 218, it is not unusual for teachers to summarize for students to ensure “they don’t miss the main points” of a text. What are some alternative strategies that might work in your context to support students to learn to summarize a text effectively?

## **Chapter 8: The Knowledge-Building Dimension: Surfacing and Building Schema in the Disciplines**

18. What has been your experience with regard to learners who have misconceptions about a topic? Beginning on page 240, the authors identify some different approaches for handling student misconceptions about a specific issue. What stands out to you, in light of your experience?
19. Surfacing learners’ prior knowledge and experience on a topic is a common teaching practice. Beginning on page 243, you will find a number of teaching activities for activating schema: KWL; LINK; Give One, Get One; Anticipation Guides. Which of these teaching ideas have you used? Which would you like to try out? Why did you select this particular approach to try?

20. On page 268, we read, “Teachers often think of academic language as synonymous with difficult vocabulary, but academic texts are full of complex sentences which multiple concepts and ideas depend on conjunctions, transition words, and other syntactic features to indicate the relationship between concepts and ideas.” What are your thoughts about this statement and the implications for our practice as teachers?

## **Chapter 5: Extensive Academic Reading: Extending Opportunities and Support**

After you read this chapter, what thoughts do you have about the trade-offs of “content coverage” versus supporting students to comprehend their reading in a more in-depth way?

21. Write a response to the Classroom Close-Up 5.2 on page 141: what questions does this teacher’s experience and perspective raise for you? What (if anything) do you find valuable or useful in her reflections?
22. What is your response to the idea of “textbooks as text sets” (pages 147-149)?

## **Chapter 6: Sustained Silent Reading+: Dedicating Time for Independent Reading**

23. Given the reality that adult educators and adult learners meet for such a short period of time, what are your thoughts about the possibilities of integrating Sustained Silent Reading into a class?
24. What are some ways to support learners to read outside of class in addition or as an alternative to reading in class?
25. What are some ideas for adult educators to build classroom libraries with materials for learners to borrow?