

NOT Reading Apprenticeship

This table highlights some common ways implementation can fall short of what Reading Apprenticeship is.

| NOT Reading Apprenticeship | Because Reading Apprenticeship IS . . . |
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| Organization of Instruction | |
| Instruction is organized so that students mainly take notes from PowerPoints and lectures. | Reading Apprenticeship requires students' active engagement. Students, not the teacher, do the intellectual work. |
| When reading happens in class, teachers read to students, ask individual students to read aloud to the class, or orchestrate round-robin or popcorn reading. | In class, all students read—more and to themselves—with the goal of digging into challenging academic texts. They use their peers as resources for solving reading problems or confusions. |
| Discussion takes place mostly between the teacher and the whole class (or a few students with the rest of the class not talking). | Students actively discuss in pairs or small groups. Whole class discussion more typically follows small group discussion in the form of group share-outs and reflection. |
| Tasks can be completed by scanning the text for the answer or not reading at all, (as when the requested information calls for personal connections or has been explored in a class discussion). | Tasks <i>require</i> students to read closely, and to think. |
| Implementation of Routines and Strategies | |
| The role of the social and personal dimensions is equated with icebreakers. | Students build recognition of their own agency and the power of collaboration. |
| Teachers perform the metacognitive routines, for example, the Think Alouds and Talking to the Text, and students listen. | Students carry out metacognitive routines independently and in collaboration. Teachers occasionally model a new routine or use for a routine, <i>briefly</i> . |
| Metacognitive conversation/routines do not go beyond pro forma, general interactions with text; for example, to notice a personal connection or identify an unfamiliar word. | Metacognitive conversation/routines serve the purposes of disciplinary learning; for example, restating the passive voice of science texts to keep track of the subject and action. |
| Reading strategies are posted in a fixed list. | Reading Strategies Lists become diverse, depending on the reading purpose (for example, Previewing Strategies List, Word-Learning Strategies List, Reading Poetry Strategies List), and are revisited as is opportune. |
| Cognitive strategies like questioning and summarizing are used as checks on content attainment only. Teachers ask most of the questions. | Reading Apprenticeship changes the classroom conversation, with discussion of “how did you figure that out” holding equal space with “what’s the answer.” Students ask most of the questions. |
| Administrative Support and Progress Monitoring | |
| Reading Apprenticeship is offered as a one-time “training.” | Reading Apprenticeship professional learning incorporates regularly scheduled time for teachers to meet in teams or learning communities. |
| Administrators evaluate classes for Reading Apprenticeship “compliance” with a checklist of surface-level behaviors. | Teams of administrators and teachers plan and conduct literacy rounds using Reading Apprenticeship protocols that encourage ongoing improvement. |