Professional Learning Goals

Understanding the Reading Apprenticeship Framework
Describe how the four dimensions, metacognitive conversation, and extensive reading interact to support literacy.

Social Dimension
Describe instructional supports for a classroom where everyone is able to participate, take risks, and grow.

Student Voices: Describe routines and supports to encourage inquiry, conversation, and learning that put students’ voices and reading at the center of disciplinary instruction.

Personal Dimension
Describe ways that teachers can influence reader identity, engagement, stamina, confidence, fluency, and metacognition.

Developing Self-Awareness: Describe ways that engagement and reading processes vary across texts and reading tasks.

Developing Control of Reading Process: Describe processes for orchestrating a wide repertoire of reading strategies to resolve complex or persistent problems.

Supporting Struggle: Describe a wide repertoire of strategies to monitor and control attention, engagement, and comprehension when faced with challenging reading.

Cognitive Dimension
Describe routines to teach students how to support comprehension and engagement with reading.

Using Problem-Solving Strategies: Describe a variety of cognitive strategies and routines for teaching students how to get back on track when comprehension or engagement with reading falters.

Monitoring Comprehension: Describe routines to help students monitor their comprehension and identify and resolve confusions while reading.

Clarifying: Describe routines to help students develop a range of strategies to solve reading problems with words, sentences, concepts, and missing information.
Questioning in the Reading Process: Describe routines that teach students how to ask and answer a wide range of questions about text to support reading and disciplinary reasoning.

Summarizing: Describe routines for teaching students how to get the gist while reading and how to construct summaries.

Sourcing: Describe routines for teaching students to identify authors, audiences, purposes, and historical contexts to source historical documents and texts. (history only)

Using Visuals: Describe ways readers use and construct visuals to support sense-making while reading. (science only)

Knowledge-Building Dimension
Describe routines to help students mobilize and build knowledge about text, language, a particular discipline, and the world—knowledge they can draw on to make sense of and create text.

Mobilizing Schema: Describe ways to access and build on the complex schema students bring to text.

Content and World Schema: Describe routines to draw on students’ unique cultural, linguistic, and personal knowledge and experiences to support engagement and learning.

Text Schema: Describe routines to help students vary their reading processes to meet the unique demands of texts in a range of genres and disciplines and to build students’ knowledge and use of text structures to support comprehension, writing, and learning.

Language Schema: Describe routines to help students develop and use schema about language to clarify meaning in context, to engage in word-learning strategies, and to use the academic language of different genres and disciplines.

Discipline Schema: Describe routines to engage students in reading, writing, speaking, listening, and reasoning in disciplinary ways.

Previewing: Describe routines for teaching students how to preview a text before reading to set purposes, build engagement, and activate schema about text structure and topic.

Metacognitive Conversation
Describe ways teachers can support students’ reading and their thinking and talking about reading.

The Role of Metacognition: Describe ways that thinking and talking about reading develops readers’ awareness of and control over their reading process.
Making the Invisible Visible: Describe routines for making the invisible processes of reading and sense-making visible through ongoing shared inquiry into the reading process (this could apply to the classroom and to the professional development environment).

Leveraging Expertise: Describe inquiry routines for surfacing and articulating teachers’ expertise as readers in their disciplines to mentor students in discipline-specific ways of reading.

Extensive Reading
Describe routines to increase the volume, frequency, and range of students’ reading, and to support reading high-quality, complex texts representative of the discipline.

The Role of Extensive Reading: Describe ways that extensive reading develops readers’ engagement, stamina, range, fluency, comprehension, vocabulary, and content knowledge.

Extending Reading Opportunities: Describe how to design reading opportunities that support the learning goals of the core curriculum.

Extensive Writing
Describe routines to extend students’ range of writing opportunities for varying tasks, purposes, and audiences.

The Role of Extensive Writing: Describe ways that extensive writing develops writers’ engagement, stamina, range, fluency, comprehension, and content knowledge.

Extending Writing Opportunities: Describe how to design writing opportunities that support the learning goals of the core curriculum.

Reading-Writing Synergy
Describe routines in which reading supports writing, writing supports reading, and the reading-writing connection amplifies learning.

Reading Apprenticeship Disciplinary Teaching & Learning
Describe the roles, planning routines, and stance that enable teachers to implement strong disciplinary literacy for all with Reading Apprenticeship.

The Role of the Teacher
Describe how the teacher enacts the Reading Apprenticeship framework to create an equitable literacy classroom.

Planning for Implementation: Describe how to embed routines and supports across the Reading Apprenticeship dimensions into existing curriculum.

Inquiry Stance: Use evidence to support claims about one’s own and others’ teaching practice and about students’ reading, thinking, and talking.
Reading with Students in Mind: Use Reading Process Analyses to identify and describe literacy challenges and opportunities in texts, and plan responses that build on students’ strengths and meet students’ needs.

Building Toward Independence: Describe ways to frequently and routinely engage students in practice of key literacy strategies and ways to assess students’ developing mastery of these strategies over time.

Reflecting on Practice: Inquire into how one’s practice is impacting students’ disciplinary literacy and learning, and set relevant professional learning and practice goals.

Professional Learning Community: Participate in collegial, cross-disciplinary collaboration to support literacy and learning beyond the classroom.

Disciplinary Literacy for All
Describe how the teacher creates a classroom where high standards are supported by differentiated instruction.

Formative Assessment: Describe how the teacher can use understanding of text, along with students’ reading and talking and thinking about reading, to support growing competence and changing needs.

Listening to Students: Describe ways to routinely collect and analyze information about students’ developing reading, thinking, talking, and participation in the intellectual work of the classroom.

Differentiation: Describe a range of strategies to implement and modify Reading Apprenticeship routines and supports for students with special or unique needs.

Routines and Assignments: Describe routines to engage, encourage, and hold all students accountable—even those considered to be struggling readers—in academically rigorous disciplinary reading and thinking.