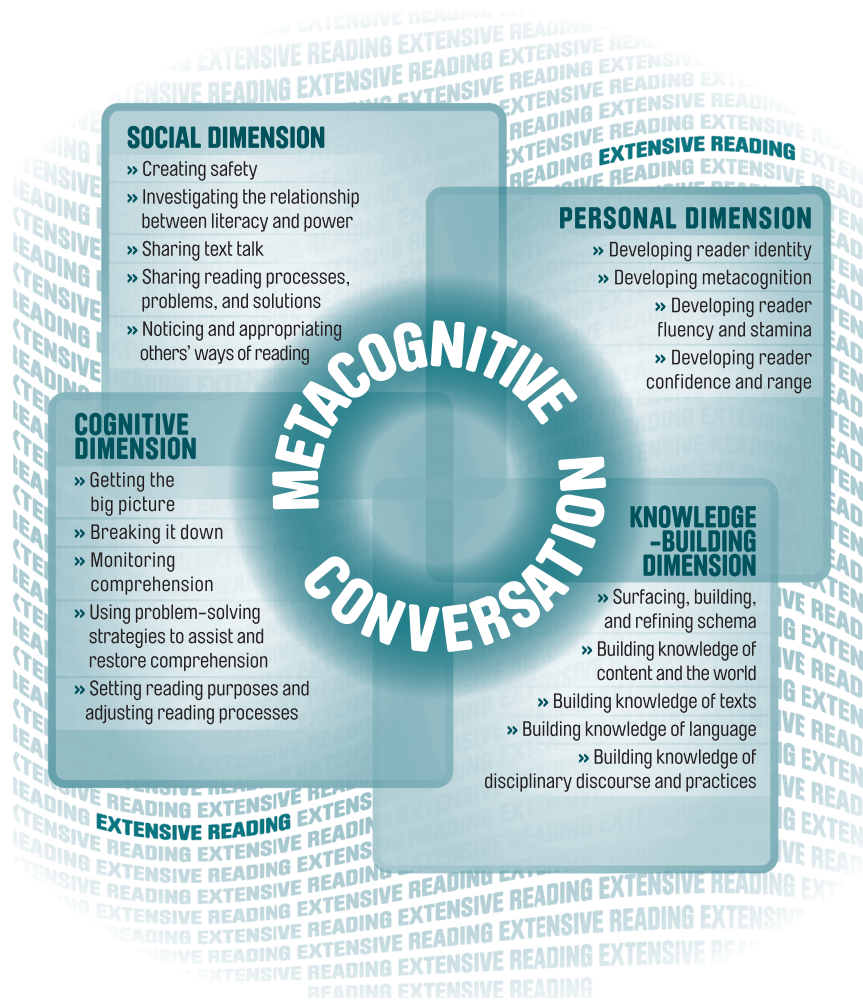


BOX 2.3

The Reading Apprenticeship[®] Framework

These four overlapping and interacting dimensions of classroom life exist in a context of extensive reading and are linked by metacognitive conversation, both internal and external.



and students think about and discuss their *personal* relationships to reading, the *social* environment and resources of the classroom, their *cognitive* activity, and the kinds of *knowledge* required to make sense of text. This metacognitive conversation is carried on both internally, as teacher and students individually read and consider their own mental processes, and externally, as they talk